

# English: Choose your own adventure stories

Learning Area(s)	English	Year(s)	5, 6, 7
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## DESCRIPTION

### AC English : Year 5

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

### AC English : Year 6

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

### AC English : Year 7

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## UNIT FOCUS

This English unit aims at enhancing student understanding of text structure, word choice and punctuation to create more cohesive texts. Students will consider how effective writers hook and hold reader interest applying these techniques in their own writing. Students will plan and create their own 'choose your own adventure story' using different software. This engages student creativity and allows them to discuss and create a range of story options and pathways that the character/reader interprets and decides their own journey through the story.

## Stage 1: Desired Results

Transfer of knowledge
<ul style="list-style-type: none"> <li>• Write effectively for a wide variety of audiences and purposes.</li> <li>• Carefully consider language choices in daily life depending upon the context.</li> <li>• Ability to think ahead regarding life choices, considering consequences, cause and effect.</li> </ul>

Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Writers use a variety of techniques to engage and hold reader interest</li> <li>• Audience and purpose impact the style of writing</li> <li>• Use of word choice, grammar and punctuation impact the flow of the story</li> <li>• Proof reading is an ongoing process involving editing language, organisation, audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• How do effective writers hook and hold their readers?</li> <li>• What makes a great adventure story?</li> <li>• What am I trying to achieve through my writing?</li> <li>• How is revising and proof reading a piece of writing as important as when it is first written?</li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li>• How to Plan and create a successful 'choose your own adventure story'</li> <li>• Authors reflect on purpose, text structure and audience when writing</li> <li>• Good writers use a range of language features to create engaging and exciting texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reading and editing texts for meaning</li> <li>• Using appropriate words, grammar and punctuation in texts</li> <li>• Creating a variety of story paths, alternate ideas and story options</li> <li>• Sequencing a range of story options to keep the story flowing</li> </ul>

Curriculum Goals
<p><b>Year 5</b></p> <p>AC English : Year 5 : ACELA1505 Text structure and organisation: Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold</p> <p>AC English : Year 5 : ACELA1797 Text structure and organisation: Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation</p> <p>AC English : Year 5 : ACELT1611 Examining literature: Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <p>AC English : Year 5 : ACELY1700 Interacting with others: Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p> <p>AC English : Year 5 : ACELY1705 Creating texts: Reread and edit own and others work using agreed criteria for text structures and language features</p> <p><b>Year 6</b></p> <p>AC English : Year 6 : ACELA1518 Text structure and organisation: Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <p>AC English : Year 6 : ACELT1617 Examining literature: Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p>AC English : Year 6 : ACELY1710 Interacting with others: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p> <p>AC English : Year 6 : ACELY1715 Creating texts: Reread and edit own and others work using agreed criteria and explaining editing choices</p> <p><b>Year 7</b></p> <p>AC English : Year 7 : ACELA1531 Text structure and organisation: Understand and explain how the text structures and language features of texts</p>

become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors

AC English : Year 7 : ACELA1532 Text structure and organisation: Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses

AC English : Year 7 : ACELT1622 Examining literature: Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches

AC English : Year 7 : ACELY1720 Interacting with others: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing

AC English : Year 7 : ACELY1726 Creating texts: Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact

AC English : Year 7 : ACELY1728 Creating texts: Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts

#### Other Goals

Reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways

#### ACARA General Capabilities

GC41 analyse information logically and make reasoned judgments

GC43 assess the feasibility, possible risks and benefits in the implementation of their ideas

GC42 evaluate ideas and create solutions and draw conclusions

GC40 generate and develop ideas and possibilities

GC50 explore questions such as: Is it ever morally justifiable to lie?

GC46 identify and investigate moral dimensions in issues

GC58 consider what it might be like to walk in another persons shoes

GC54 perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)

## Stage 2: Assessment evidence

Task No.	Task description	Criteria
1	<p><b>Author Critique</b></p> <p>Students will critique an author on their ability to hook and hold the reader. Students will give the author a score out of 5 for each category:</p> <ul style="list-style-type: none"> <li>▪ Language choice</li> <li>▪ Imagery</li> <li>▪ Simile</li> <li>▪ Humour</li> <li>▪ Chapters/ heading layout</li> <li>▪ Story line</li> </ul> <p>Students must explain why they gave their mark for each section.</p>	<p>Ability to read and express an opinion about an author</p> <ul style="list-style-type: none"> <li>• Discusses how the author uses chapters and headings</li> <li>• Discusses how the author uses imagery and simile</li> <li>• Discusses language choice and characterisation</li> <li>• Determines how author does/doesn't engage reader interest</li> </ul>
2	<p><b>Choose your own adventure stories</b></p> <p>Students will draft their story using graphic organisers to help sequence ideas. Students will then create their own choose your own adventure story using online software. Stories will be presented and shared with the class.</p>	<ul style="list-style-type: none"> <li>• Has the student re-read and edited for meaning</li> <li>• How well the story is sequenced</li> <li>• Does the story have different options for the reader</li> <li>• Grammar, punctuation and spelling</li> <li>• Introduction of story/ alternate endings</li> </ul>

## Stage 3: Lesson Sequence

Lesson	Description
<b>Prior Knowledge</b>	<p><b>What do we know:</b></p> <ol style="list-style-type: none"> <li>1. <u>Class Discussions:</u> <ul style="list-style-type: none"> <li>• What do we know about adventure stories?</li> <li>• What makes an adventure story good?</li> <li>• Why do people like to read adventure stories?</li> <li>• What adventure stories do we know?</li> </ul> </li> </ol> <p><b>Adventure story Brainstorm:</b> In table groups students get an A3 piece of paper to use as a group.</p> <ol style="list-style-type: none"> <li>2. <u>Group Brainstorm:</u> <ul style="list-style-type: none"> <li>▪ Students in groups need to brainstorm a variety of different adventure story ideas that they think would make an interesting story. Students write different ideas and can draw little pictures for inspiration.</li> </ul> </li> </ol>
<b>Lesson 1</b>	<p><b>Adventure stories</b></p> <ol style="list-style-type: none"> <li>1. <u>Brainstorm what makes an adventure story.</u> Students brainstorm in groups- then share with the class writing a list on the board. <ul style="list-style-type: none"> <li>▪ What adventure stories do we know of? Create class list</li> <li>▪ Talk about familiar stories and how the endings would have been different had the characters had other choices (What would have happened if Shrek didn't rescue the princess?) Discuss</li> <li>▪ Students choose a story and come up with a sentence explaining an alternate ending. This is what would have happened if...</li> <li>▪ Introduce 'choose your own adventure stories'. Complete one as a class on IWB</li> </ul> </li> <li>2. <u>Group Reading:</u> <ul style="list-style-type: none"> <li>▪ Start reading books in reading groups (Read aloud and choose options together)</li> </ul> </li> </ol> <p>*Students need to have chosen/ teacher chosen a 'choose your own adventure book'. For example- Goosebumps CYOA</p>
<b>Lesson 2</b>	<p><b>Elements that hook readers</b></p> <ol style="list-style-type: none"> <li>1. <u>Look at adventure books:</u> <ul style="list-style-type: none"> <li>▪ How are they set out?</li> <li>▪ (chapters/headings etc.)</li> <li>▪ What information does this give the reader?</li> </ul> </li> <li>2. <u>Similes:</u> - Play simile-sorting game in tables. <ul style="list-style-type: none"> <li>▪ Share once finished</li> <li>▪ Class to make up own similes</li> <li>▪ Apply simile learning in short paragraphs and share</li> </ul> </li> </ol>
<b>Lesson 3</b>	<p><b>Authors writing techniques</b></p> <ol style="list-style-type: none"> <li>1. <u>Similes game:</u> give the students the start of a simile and they need to guess what it is: as smart as a...</li> </ol>

	<p>2. <u>Class critique of an author:</u> e.g. R.L Stine</p> <ul style="list-style-type: none"> <li>▪ Read sections of the book as a class. At various times stop and discuss the writing.</li> <li>▪ Discuss author elements: do they use similes? Is it descriptive?</li> <li>▪ Students to rate the author out of 5 and discuss why they gave that mark.</li> <li>▪ Students then come up with a list of why the author hooks in the reader.</li> </ul> <p>*Discuss that we will complete an author critique next lesson.</p>
<p><b>Lesson 4</b></p>	<p><b>Author critique</b></p> <p>Students will critique an author on their ability to hook and hold the reader. Students will give the author a score out of 5 for each category:</p> <ul style="list-style-type: none"> <li>▪ Language choice</li> <li>▪ Imagery</li> <li>▪ Simile</li> <li>▪ Humour</li> <li>▪ Chapters/ heading layout</li> <li>▪ Story line</li> </ul> <p>Students must explain why they gave their mark for each section. *Use books from group reading</p>
<p><b>Lesson 5</b></p> <p>1-2 lessons</p>	<p><b>Writing story options</b></p> <ol style="list-style-type: none"> <li>1. <u>Introduce graphic organiser</u> for ‘Choose your own’ (C.Y.O) Adventure stories. As a class we will create the introduction for a story together.</li> <li>2. <u>Class story writing:</u> We will create the rest of the story breaking into class groups, creating alternate options and endings. For example <ul style="list-style-type: none"> <li>▪ Write the introduction as a group. Choose the two story options as a class. Option A and B.</li> <li>▪ Split class into two to write the next section Option A and B. Groups to decide the next story options.</li> <li>▪ The groups then split into two again and continue writing the story.</li> </ul> </li> <li>3. <u>Sharing:</u> As a class we will then have created a large C.Y.O Adventure story. The class to sequence the story and read aloud.</li> </ol> <p><u>Grammar lesson:</u> commas and full stops: when and where to use them. Students will be writing and editing for meaning looking at author examples</p>
<p><b>Lesson 6</b></p>	<p><b>Alternate endings</b></p> <ol style="list-style-type: none"> <li>1. <u>Discussing familiar stories:</u> discuss characterisation, setting and events in popular stories.</li> <li>2. <u>Changing stories:</u> Discuss how we could change stories that have already been created. <ul style="list-style-type: none"> <li>▪ As a class change the ending of a story.</li> <li>▪ Students use a graphic organiser to create an alternate ending to a story of their choice. They must create a different storyline</li> </ul> </li> </ol>

	<p>with many options for the character.</p> <p>3. Share writing in groups</p> <p>Grammar lesson- punctuation: identifying where punctuation is needed in paragraphs with none. Discussing punctuation: why is needed? How does it help the story flow?</p>
<b>Lessons 7</b>	<p><b>Story Planning &amp; writing</b></p> <ol style="list-style-type: none"> <li>1. <u>Use Popplet</u> to brainstorm a variety of story options that students are going to write about.</li> <li>2. <u>Share</u> story ideas in small groups- students select their best story idea for further planning.</li> <li>3. <u>Writing story:</u> Students use the graphic organiser-planning tool to begin planning their actual story: <ul style="list-style-type: none"> <li>▪ Planning introduction</li> <li>▪ Story options</li> <li>▪ Ending</li> </ul> </li> </ol>
<b>Lesson 8, 9 &amp; 10</b>	<p><b>Drafting &amp; editing stories</b></p> <ol style="list-style-type: none"> <li>1. Students spend the next few lessons drafting their stories using their graphic organiser planner to assist their writing. Students have specific sections to complete in certain times.</li> <li>2. Students need to revise their work and edit for meaning and the teacher will check a draft.</li> </ol> <p><u>Peer assessment:</u> Students will assess another students draft- Share class findings</p>
<b>Lesson 11 &amp; 12</b>	<p><b>Good copy using online software</b></p> <ul style="list-style-type: none"> <li>▪ Students have ample time to create the good copy of their story using software: <a href="http://chooseyourstory.com/">http://chooseyourstory.com/</a></li> <li>▪ Students used revised drafts to complete writing</li> </ul>
<b>Lesson 13</b>	<p><b>Present C.Y.O Adventure story</b></p> <p>Students present their story to the class. Students vote for the story option as a class.</p>

### Websites/ Resources

Resource Description	Website
Software: Create own adventure story	<a href="http://chooseyourstory.com/">http://chooseyourstory.com/</a>
Primary Resources Adventure	<a href="http://www.primaryresources.co.uk/english/englishC6.htm">http://www.primaryresources.co.uk/english/englishC6.htm</a>
Infinite story	<a href="http://infinite-story.com/">http://infinite-story.com/</a>
Popplet	<a href="http://popplet.com/">http://popplet.com/</a>

Simile Sorting game

<http://www.collaborativelearning.org/similebingo.pdf>