



English Program- 'The Sideways Orbit of Evie Hart' by Samera Kamaleddine


Unit Overview


Week 1

 **Phonics/Spelling/Morphology-** 'aster/astro' root

 **Vocabulary-** ecstatic, on another planet, orbit

 **Text-Level Reading-** 'The Sideways Orbit of Evie Hart' Chapters 1-5 pg 1-51; 'Deadly Science- The Solar System' pg 2-3 Our Universe, pg 6-7 Our Solar System


 **Reading Fluency-** 'The Delicious World of Falefels' and pink buns background knowledge text


 **Sentence and Text-Level Writing-** Character and Narrative Elements; Character Archetypes; Informative Paragraph Structure; Letter Writing incorporating Informative Paragraph


Week 2

 **Phonics/Spelling/Morphology-** 'vis' root

 **Vocabulary-** revel in, phase, illuminate

 **Text-Level Reading-** 'The Sideways Orbit of Evie Hart' Chapters 6-12 pg 52-103; NASA website pages: ['The Moon'](#), ['Moon Phases'](#) (It's Just a Phase section), ['Supermoons'](#)


 **Reading Fluency-** 'Wimbledon- Serving Up Smiles' background knowledge text


 **Sentence and Text-Level Writing-** Character and Narrative Elements; Varying Sentence Lengths and Structures in Narratives; Informative Paragraph Structure; Character Archetypes and Development


Week 3

 **Phonics/Spelling/Morphology-** 'struct' root

 **Vocabulary-** tranquil, rare, renowned


 **Text-Level Reading-** 'The Sideways Orbit of Evie Hart' Chapters 13-21 pg 104-171; [StarGazing and Storytelling NSW Road Trip](#) site pages: overview Parkes, Dubbo, The Warrumbungles and Coonabaraban














 **Reading Fluency-** 'Stars and Constellations- A Glimpse into the Universe' background knowledge text

 **Sentence and Text-Level Writing-** Figurative Language; Descriptive Paragraph

Week 4

 **Phonics/Spelling/Morphology-** 'spec' root

 **Vocabulary-** waft, fortitude, manoeuvre

 Text-Level Reading- ‘The Sideways Orbit of Evie Hart’ Chapters 22-30 pg 172-244; What is space junk and why is it a problem?	 Reading Fluency- The Mystical World of Crystals, Horoscopes and Tarot cards background knowledge text
 Sentence and Text-Level Writing- Themes, Persuasive Paragraph, Informative Character Paragraph	
Week 5	
 Phonics/Spelling/Morphology- ‘rupt’ root	 Vocabulary- anxious, fatigued, jeopardy
 Text-Level Reading- ‘The Sideways Orbit of Evie Hart’ Chapters 31-33 pg 245-261; ‘Living and Working in Space’ NASA fact sheet; Apollo 13: Houston, we’ve had a problem video; Modified excerpt from Buzz Aldren's ‘Magnificent Desolation’	 Reading Fluency- ‘The Moon Landing’ Nat Geo Kids
 Sentence and Text-Level Writing (Summative Assessment)- Themes, Subjective Paragraph, Informative Paragraph, Narrative Writing	
Week 6	
 Phonics/Spelling/Morphology- Revision	 Vocabulary- Consolidation
 Text-Level Reading- N/A	 Reading Fluency- Teacher selected
 Sentence and Text-Level Writing (Summative Assessment)- Author Visit, Planning for Narrative Writing, Composing an Introduction and Build Up, Composing a Complication, Resolution and Ending	

Stage 2 NSW Syllabus Outcomes and Content	Stage 3 NSW Syllabus Outcomes and Content
Oral Language and Communication	
EN2-OLC-01 communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting <i>Interacting</i> <ul style="list-style-type: none"> · Contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas · Pose and respond to open-ended questions about literature that contribute to own or others' enjoyment 	EN3-OLC-01 communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding <i>Interacting</i> <ul style="list-style-type: none"> · Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information · Ask and respond to analytical and evaluative questions about literature that contribute to own or others' enjoyment and understanding
Formative Assessment: observations and anecdotal records during text-level reading and writing discussions	

Vocabulary

EN2-VOCAB-01 builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

Learning and Using Words

- Build personal Tier 1, Tier 2 and Tier 3 vocabulary through social and learning interactions, reading and writing
- Recognise that words and phrases can have literal or implied meanings according to context

Defining and Analysing Words

- Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root

EN3-VOCAB-01 extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

Learning and Using Words

- Extend knowledge of literal and non-literal word meanings through idiom or metaphor
- Identify and use words that convey informative and objective meanings in texts

- Identify and use words that convey subjective, emotive and persuasive meanings in texts

Defining and Analysing Words

- Describe multiple meanings of words, including their metaphorical uses
- Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning

Formative Assessment: observations and anecdotal records during text-level reading and writing discussions; work samples during writing lessons

Reading Fluency and Reading Comprehension

EN2-REFLU-01 sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning

Prosody

- Adjust voice, tone, volume and pitch reflected by the punctuation in a text, to enhance reading fluency and support comprehension

EN2-RECOM-01 reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

Comprehension Text Structures and Features

- Understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information

Monitoring Comprehension

- Make gist statements and record them to monitor understanding

Reading Comprehension

EN3-RECOM-01 fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

Reading Fluently

- Adjust prosodic reading to enhance meaning and engage an audience

Monitoring Comprehension

- Analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading

- Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text's main themes, ideas or concepts

Formative Assessment: observations and anecdotal records during fluency reading and text-level reading and writing discussions; work samples during writing lessons

Creating Written Texts

EN2-CWT-01 plans, creates and revises written texts for imaginative

EN3-CWT-01 plans, creates and revises written texts for multiple

purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

EN2-CWT-02 plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

Imaginative Purposes

- Use an orientation, complication, resolution structure to create narratives centred on time, place and characters

Informative Purposes

- Create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph

Text Features for Multiple Purposes

- Use language to create imagery or humour, including idioms, puns, simile and personification

Sentence-Level Grammar

- Use simple, compound and complex sentences of varying lengths for variation and readability

purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

Imaginative Purposes

- Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement

- Experiment with characterisation

Informative Purposes

- Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information

Text Features for Multiple Purposes

- Experiment with figurative language for effect and to engage the reader, including metaphor, hyperbole, oxymoron and allusion

Sentence-Level Grammar

- Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose

Formative Assessment: work samples during writing lessons

Spelling

EN2-SPELL-01 selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts

Morphological Component

- Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling

- Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling

- Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling

EN3-SPELL-01 automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words

Morphological component

- Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots

- Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com-

- Explain the etymology of taught roots and apply this knowledge when creating written texts

Formative Assessment- observations, anecdotal records and work samples during spelling and writing lessons

Understanding and Responding to Literature

EN2-UARL-01 identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

EN3-UARL-01 analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts

Narrative
· Describe how narratives set up expectations using familiar, real and imagined characters, situations and phrases

Characterisation
· Understand that characterisation refers to the qualities attributed to real and imagined characters, including their personality and emotional attributes

· Recognise that characters may be identified through familiar, individual or group characteristics

Theme
· Describe the difference between themes and topics in literature
· Identify themes in literature, recognising that there may be multiple themes within and between texts

EN3-UJARL-02 analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

Narrative
· Describe how patterns in narratives set up expectations and notice when those patterns are subverted

Characterisation
· Analyse attributes of character and use similar attributes when creating texts

· Recognise how character archetypes and stereotypes are represented in literature

Theme
· Identify core social, personal and moral messages within and between texts

Formative Assessment: observations and anecdotal records during text-level reading and writing discussions; work samples during writing lessons

Handwriting

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency
· Join letters using consistent size and spacing to develop fluency

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style
· Sustain writing with a legible, fluent and personal handwriting style across a text

Formative Assessment- writing work samples

Summative Assessment Tasks

- Students compose an informative structured paragraph explaining how one of the themes is explored in the mentor text through the characters.
- Students compose an imaginative text.