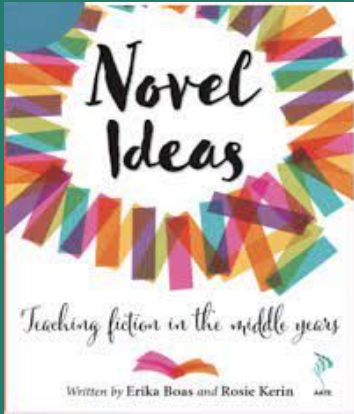




ACTATE Shorts Event

**26th May 2022
Canberra College, ACT**

litlinks



“Students need to see themselves reflected within the repertoire of texts they study...”

(Boas and Kerin, p3)

Why use Litlinks Short Stories as Model Texts?

In Litlinks short stories, your students will see themselves reflected in the texts, as they are written by their peers.

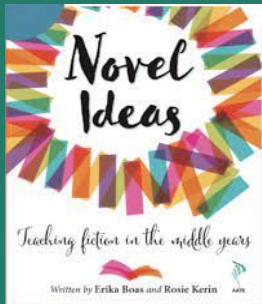
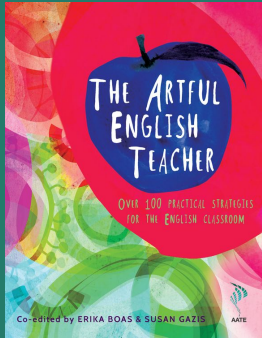
LitLinks authors are students:

- **living in the same city,**
- **from similar cultural backgrounds**
- **facing relatable issues and concerns about personal lives and the world**

It also demonstrates the ‘possible’



Suggested pedagogies to use to teach narrative writing with Litlinks

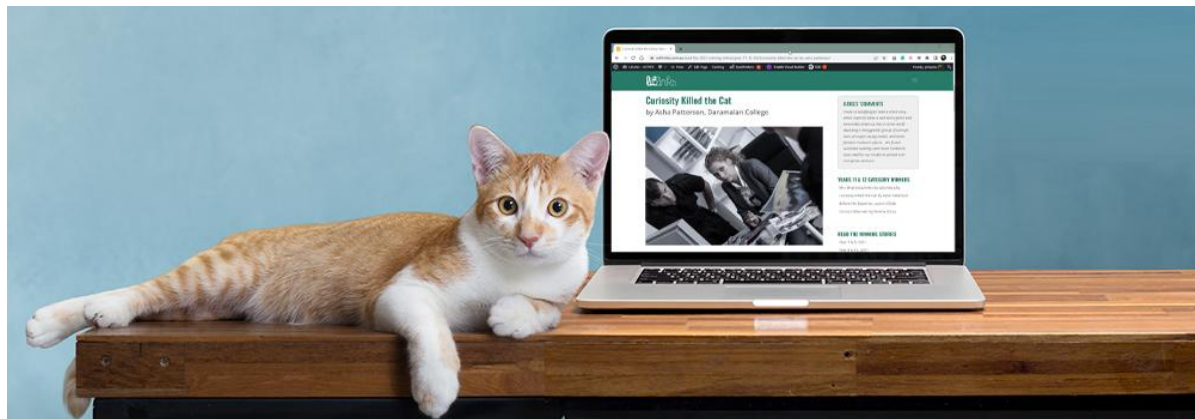


- Forensic Reading / Close Reading (*Novel Ideas*, Boas & Kerin)
- Teaching English through the English Textual Concepts (*The Artful English Teacher*, Boas & Gazis)
- Teaching the Narrative Elements (*Novel Ideas*, Boas & Kerin)
- Scaffolding Literacy Pedagogy and Reading to Learn Teaching-Learning Cycle (Cara Shipp 120-141 in *Novel Ideas*, Boas & Kerin)
- Gradual Release of Responsibility (*Novel Ideas* and *The Artful English Teacher*, Boas & Gazis)
- Learning-centred inquiry-based approach (*The Artful English Teacher*, Boas & Gazis)
- Writers Notebook (Ralph Fletcher)

Using *Curiosity Killed the Cat* as an exemplar

Judges' Comments

It was so satisfying to read a short story, which expertly takes a well-worn genre and inexorably draws us into a crime world depicting a misogynistic group of corrupt men, an eager young rookie, and some familiar Canberra places. We found ourselves wanting even more Canberra icons and for our rookie to prevail over corruption and vice.



Using *Curiosity Killed the Cat* as an exemplar

Genre and Conventions

- Literary conventions help to categorize a text within its specific literary genre.
- These elements can be tropes, arcs, clichés, or certain devices specific to the genre.
- To use *Curiosity Killed the Cat* to teach how to write in the **detective noir genre**, include an explicit teaching of the literary conventions of the detective noir genre:
 - Gritty urban settings
 - Compromised protagonists
 - Dark mysteries
 - A bleak outlook on human nature



Sample Lesson

Curiosity Killed the Cat



Practising Forensic Reading:

Adapted from Novel Ideas (Boas & Kerin), Chapter 6

Teacher reads aloud to class once with expression, for comprehension.

Teacher reads a second time, this time students encouraged to annotate in blank annotations column on own copy (or highlight text).

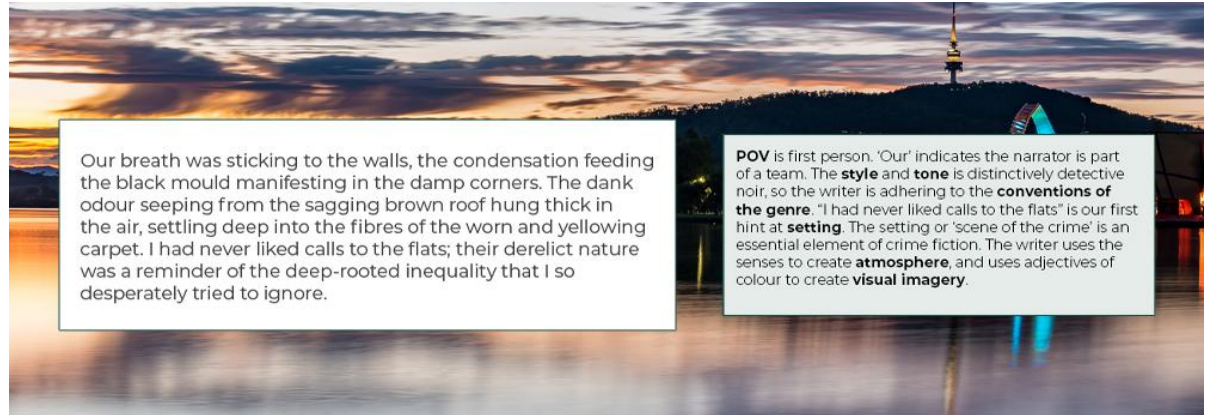
1. Anything of interest
2. Anything that seems significant
3. Anything confusing
4. Key Narrative Elements
5. Literary Devices
6. Interesting vocabulary and/or sentences
7. Discuss in groups; groups share 1-2 items with rest of class.
8. Their turn: In Writer's Notebook students practise own craft, inspired by the story (low stakes writing) or make notes about new vocabulary or something they have learned (formative assessment).

Key Narrative Elements

(Boas & Kerin)

Annotated key narrative elements on handout are in **bold**

- **Character**
- **Plot and Structure**
- **Setting**
- **Point of View**
- **Theme**



Key Narrative Elements:

SETTING

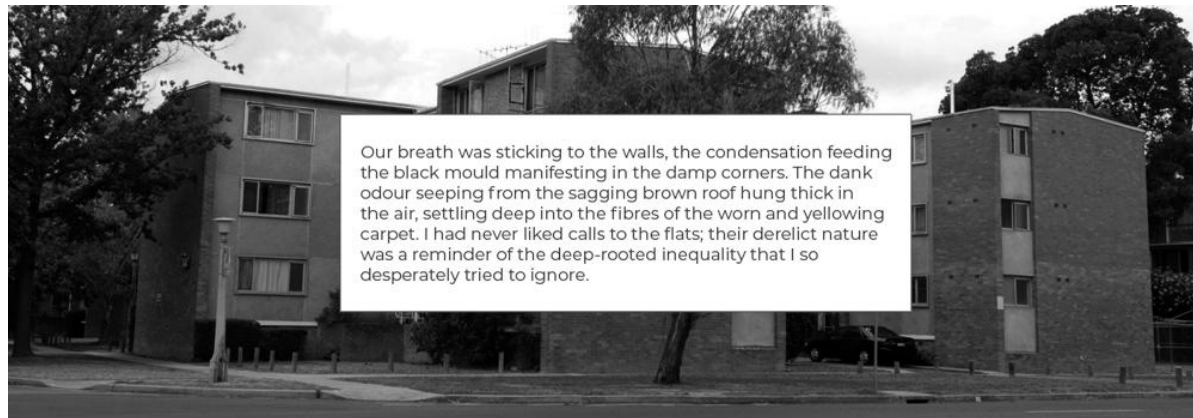
Why is setting important to a story?

How does the author create the setting in *Curiosity Killed the Cat*?

Example: Paragraph 2

“*I had never liked calls to the flats*” is our first hint at **setting**.

- The setting or ‘scene of the crime’ is an essential element of crime fiction.
- Gritty urban settings typically feature in detective noir.



Key Narrative Elements:

SETTING

Students' turn:

Continue **close reading** of the text to find all the references to setting (use annotated or non-annotated copy).

Use a cooperative reading strategy with students such as **think-pair-share** or **jigsaw**.

What details and descriptions do you need in your story to establish setting?

Write in Writer's Notebook:

- Use the five senses to describe the smells, sounds, textures and temperatures.
- Practise 'show don't tell'.

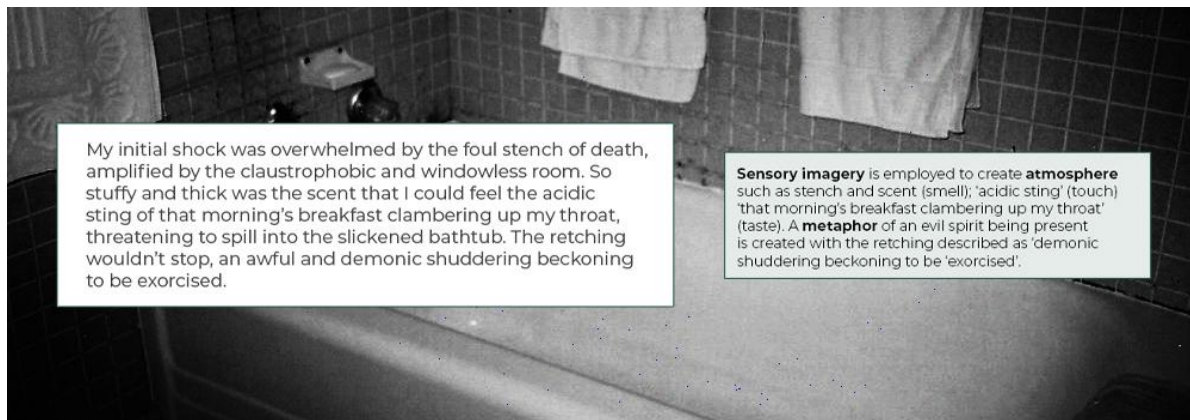
Literary Devices to explore in *Curiosity Killed the Cat*

Annotated literary devices on handout are in **bold**

- **metaphor**
- **personification**
- **visual imagery (inc colour)**
- **motif**

Showing the devices **in context** helps students understand how and why they are used.

While literary conventions can help set the tone and expectations for a work of literature, **literary devices** deal with the experience of the language and interpretation of the narrative.



Language choices to explore in *Curiosity Killed the Cat*

Annotated language choices on handout are in **bold**

Language Choices

- **Vocabulary: strong verbs, original adjectives**
- **Language appealing to the senses**
- **Simple, complex, compound sentences (sentence variety)**

Effect created?

- **Create mood, atmosphere**
- **Help characterise**
- **Build tension, pace**
- **Create overall tone of the text**

Dialogue

- **Authentic dialogue**
- **Authentic inner monologue**

Effect created?

- **Help characterise**
- **Drives plot forward**

Using LitLinks Resources with the English Textual Concepts



Engaging personally:

Students respond to the text, explaining what they were interested in or enjoyed, and any personal significance in a text and the way it is constructed. They might comment on how they identify with characters, situations, ideas and voice; they might comment on the text's aesthetic qualities; or they might recognise and appreciate the power of language to express human experiences and communicate ideas.

Read and respond to the text:

You Speak-I Listen	Chat Charts
Story Sharing	Anticipation Guide
Think-Pair-Share/Square	Noisy Round Robin
Retellings	Choral Readings



Connecting:

Students recognising relationships between texts and between texts and students' own lives. Texts can be connected in many different ways: through identifiable links to students' own personal worlds; through exploring common experiences, stories and ideas; through sharing the same context; and through sharing the same style, genre and codes and conventions.

Make connections to the text:

Jigsaw	Before, During, After (BDA) Chart
Placemat	Where do you stand?
Affinity Diagram	

Using LitLinks Resources with the English Textual Concepts



Understanding:

Develop understanding of narrative concepts. For example at years 9-10 (Stage 5), students understand that stories represent broad aspects of humanity, society and culture, made particular and personal to interest the responder.

See <http://englishtextualconcepts.nsw.edu.au/content/narrative>
Students gradually generalise upon this knowledge and transfer it to new contexts.

Develop an understanding of narrative concepts:

Pros, Cons, Questions (PCQ) Charts	Perspectives chart
Main Ideas Graphic organiser	Three Level Guide
Plot Maps	Character Inferring Charts
Theme Mind Maps	Theme Tracking Charts
Venn Diagram	



Engaging critically:

Involves making judgements about a text based on systematic analysis and recognising the critical framework through which these judgements are made. For example, it could be to see the texts as reflecting reality and address issues of truth in that depiction. Or it could be to identify power relationships, who/ what is marginalised, and how it suppresses or promotes certain interests.

Analyse the text:

Think-alouds	Context Chart
Character and Values Charts	Character Ranking
Style Annotations	Senses Text Annotation
Pros, Cons, Questions (PCQ) Charts	Open Mind Portrait
Author Hot Seat	

Using LitLinks Resources with the English Textual Concepts



Experimenting:

Applying knowledge and skills creatively and critically in order to develop deep understanding. Students manipulate language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways. Experimenting is a demonstration of critical and imaginative faculties and, through the interdependence of these, students engage in thoughtful recreation and innovation.

Create new texts:

Text Innovation (Changing sentences, paragraphs, the whole text)
Micro Story/Narrative
Multimodal Group Text
Choose another narrative from LitLinks and complete an annotated analysis of the writer's style.



Reflecting:

Students think about what they have learned, how they have learned, what they feel about the learning. They draw conclusions about their own learning processes and the value of their learning. Reflecting involves understanding one's own personal capacities and processes and fosters a problem exploring disposition; this encourages student curiosity leading to a recursive process of experimentation.

Reflect:

Gallery Walk and Feedback
Read Alouds
Posts in Discussion Forum Reflections/Discussions
3:2:1 Reflections

The Importance of Titles

***A good title should be like
a good metaphor. It should
intrigue without being too
baffling or too obvious.***

Walker Percy



Connection to Australian Professional Teaching Standards APST

(Proficient)

www.aitsl.edu.au/standards

Standard 2 - Know the content and how to teach it

Focus Area 2.1 Content and teaching strategies of the teaching area

Descriptor 2.2 (P): Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Standard 3 - Plan for and implement effective teaching and learning

Focus Area 3.2 Plan, structure and sequence learning programs

Descriptor 3.2 (P): Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Focus Area 3.3 Use teaching strategies

Descriptor 3.3 (P): Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Focus Area 3.4 Select and use resources

Descriptor 3.4 (P): Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Connection to Australian Curriculum

Senior Secondary Curriculum

Years 11 and 12 - Stage 6

Students understand that genres are textual expressions of social and cultural purposes

They learn that

- all texts are instances of one or more genres
- genres are dynamic and open-ended
- new genres may emerge through different technologies or through blending to form hybrids
- interpretations vary when texts are read through different generic “frames”*
- responders and composers can choose to draw attention to or ignore the guidance offered by these generic “frames”*.



Reach out...

Please contact us if you would like to discuss anything further with respect to this presentation. Your feedback, on using these ideas, would be welcomed and appreciated.

Jenine Westerburg

Tertiary Supervisor, Australian Catholic University

ACT Registered Teacher

Member: ACTATE, ACT Writers, Writing NSW

Tel: 0417 298 503

Email: westerburg@homemail.com.au

Rita van Haren

ACTATE Executive Officer

Email: info@actate.com.au



Teachers who are writers make the best teachers of writing

- **Join ACTATE's Teachers as Writers group. Meetings held once a semester at the Hellenic Club. Meeting dates advertised on ACTATE website and in Rita's newsletter.**
- ***Write a short story and enter it into 2022 Litlinks' Teachers as Writers Category***
- **Become a member of ACT Writers: www.actwriters.org**
- **Experiment with writing your own fiction purely for your own pleasure, without necessarily sharing or publishing it. It's an excellent tool for wellbeing and can help you de-stress, unwind. You get to be in complete control of the worlds you create!**

References

Websites:

AITSL: www.aitsl.edu.au/standards

Australian Curriculum v9.0: www.australiancurriculum.edu.au

Dept of Education and Training Victoria:

www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpraccycle.aspx

English Textual Concepts:

www.englishtextualconcepts.nsw.edu.au/content/genre

Masterclass:

www.masterclass.com/articles/noir-fiction#4-common-characteristics-of-noir-fiction

Pen and the Pad:

www.penandthepad.com/write-noir-mystery-2156744.htm

References

Books:

Boas, E. and Kerin, R. (2021) *Novel Ideas: Teaching Fiction in the Middle Years*. AATE.

Boas, E. and Gazis, S. (2016) *The Artful English Teacher*. AATE.

Wright, Alan J (2011) *Igniting Writing: When a Teacher Writes Hawker*
Brownlow Education, Australia

Articles:

Luke, A. (2014) *On Explicit and Direct Instruction*. ALEA “Hot Topic” May 2014

I love being a writer. I just hate the paperwork!

