8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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8.0 Reading comprehension

Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Comprehension strategies to build literal and inferred meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	**Interpreting, analysing, evaluating**	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692**				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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8.0 Reading comprehension

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Unit 8.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Words and language patterns particular to jingles; structures and language features of imaginative and informative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating how text structures and language features work together to meet the purpose of a text	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**			**Examining literature**	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse **ACELT1617**
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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8.0 Reading comprehension

Australian CURRICULUM

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692**				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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8.0 Reading comprehension

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Unit 8.0.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts **ACELY1692**				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
- The first 'Content' column relates to the specific content of the WordFlyers unit. All other columns are about which aspects of the Australian Curriculum are being taught.
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8.0 Reading comprehension

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Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how text structures and language features work together to achieve the purpose of a text	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**			**Examining literature**	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses **ACELT1610**
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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8.0 Reading comprehension

Unit 8.0.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
- The first 'Content' column relates to the specific content of the WordFlyers unit. All other columns are about which aspects of the Australian Curriculum are being taught.
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8.0 Reading comprehension

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Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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8.0 Reading comprehension

Unit 8.0.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Three tips to avoid diabetes** **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				
			Analyse strategies authors use to influence readers **ACELY1801**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Reading comprehension

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Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Reading comprehension

Australian CURRICULUM

Unit 8.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Perfect holiday home with class** **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning **ACELY1702**				
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings **ACELY1712**				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **ACELY1713**				
			Analyse strategies authors use to influence readers **ACELY1801**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	**Purpose, text type/form, audience:** To entertain readers with a short story about taste testing, for a general audience **Text structure:** Introduction to the main character (Orientation stage); description of the main character's 'skill', main character presented with a challenge to judge a particular recipe (Complication stage); question posed to the readers (no definite Resolution stage) **Language features:** Specific nouns and pronouns referring to setting and characters; adjectives that build detailed descriptions; action verbs; past-tense form; dialogue	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

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Unit 8.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	**Purpose, text type/form, audience:** To advertise a new drink, in the form of a jingle, for a general audience **Text structure:** Chorus to introduce the topic, two verse stages broken up with additional chorus stages **Language features:** Sound patterns including rhyming words; adjectives to add description to a text; slang and informal language to appeal to particular audiences	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**			**Examining literature**	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes **ACELT1611**

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	**Purpose, text type/form, audience:** To describe V8 racing and extreme driving skills, in the form of a blog post, for a general audience interested in racing **Text structure:** General information about V8 racing – where it originated, what it is (Introduction to the Subject stage); further information about V8 racing – what's involved, what drivers need to be able to do (Characteristic Features of the Subject stage) **Language features:** Specific nouns; adjectives to add detail; a range of verbs, including action verbs and relating verbs	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

8.0 Australian Curriculum mapping: units 1–10

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- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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8.0 Writing

		Australian CURRICULUM					
Unit 8.0.4	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	**Purpose, audience, text type/form:** To describe netsuke and the best ways to begin a collection, in the form of a blog entry, for an audience interested in collecting netsuke **Text structure:** General information about netsuke (Introduction to the Subject stage); further information provided (Characteristic Features of the Subject stage) **Language features:** Specific nouns; adjectives to add detail and description to the nouns; a range of verbs including action verbs and relating verbs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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8.0 Writing

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	**Purpose, text type/form, audience:** To explain how to get started as an author/writer, in the form of a radio interview transcript, for an audience of aspiring writers **Text structure:** Opening introducing the topic of becoming a published writer (Phenomenon Identification stage); remainder of the text expaining how to achieve this (Explanation Sequence stage) **Language features:** Technical language related to the process of becoming an author, including general and specific nouns and descriptive adjectives; a variety of verb types, including action and relating verbs; temporal text connectives to link events in time	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

8.0 Australian Curriculum mapping: units 1–10

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
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8.0 Writing

		Australian CURRICULUM					
Unit 8.0.6	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	**Purpose, text type/form, audience:** To classify and describe South Africa with a focus on the reasons to choose to go there on holiday, in the form of a magazine article, for an audience interested in travelling **Text structure:** Title; headings to group information into sections; opening statement including general classification; text organised into paragraphs with clear topic sentences **Language features:** Common and proper nouns; relating verbs; technical language to describe aspects of the topic clearly; everyday language	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

AC Australian CURRICULUM							
Unit 8.0.7	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	**Purpose, text type/form, audience:** To present a range of viewpoints on the topic of 'selfies', in the form of a radio interview transcript, for a teenage/ young adult audience **Text structure:** Introduction to the topic from host; text contains a range of viewpoints expressed by the guest speaker and the host **Language features:** Nouns to suit the issue or topic; a range of verbs including action verbs and relating verbs; adverbs to provide information about how, when, where and why things happen	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

		Australian CURRICULUM					
Unit 8.0.8	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	**Purpose, text type/form, audience:** To present one viewpoint on the topic of type 2 diabetes with a focus on persuading people to adopt healthier lifestyles to avoid developing the illness, in the form of a speech, for an audience interested in health **Text structure:** 'Hook' to gain reader attention; clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention **Language features:** Common nouns; adjectives to add detail to nouns; a range of verbs including action and relating verbs; evaluative language to express the writer's opinions	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701** Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation** **Expressing and developing ideas**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

		Australian CURRICULUM					
Unit 8.0.9	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	**Purpose, text type/form, audience:** To respond to a new government policy, outlining the negative impact of urban sprawl on communities and the environment, in the form of a formal response, for a government audience **Text structure:** Opening statement includes a general classification of what urban sprawl is; organised into headings and paragraphs giving 'everyday' but accurate descriptions of the effect of urban sprawl on communities and the environment **Language features:** Common and proper nouns; relating verbs to connect ideas; technical language for topic-specific vocabulary and everyday language for accessibility	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**				

8.0 Australian Curriculum mapping: units 1–10

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8.0 Writing

Unit 8.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Perfect holiday home with class** **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	**Purpose, text type/form, audience:** To present one viewpoint about a rental beach house, with a focus on persuading people to believe renting the house is a great idea, in the form of an online property review, for an audience interested in renting a beach house **Text structure:** 'Hook' to gain reader attention; clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention **Language features:** Common nouns; adjectives; evaluative language to express positive opinions	**Interpreting, analysing, evaluating**	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text **ACELY1701**	**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		
			Analyse how text structures and language features work together to meet the purpose of a text **ACELY1711**	**Text structure and organisation**	Understand how texts vary in purpose, structure and topic as well as the degree of formality **ACELA1504**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Compound words			**Phonics and word knowledge**	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **ACELA1471**		
Unit 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Syllabification			**Phonics and word knowledge**	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **ACELA1471**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Vocabulary/Spelling

Australian CURRICULUM

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Technical language			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Unit 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Descriptive language			**Expressing and developing ideas**	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts **ACELA1512**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Vocabulary/Spelling

AC | Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* **Ziggy Marks** **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Syllabification			**Phonics and word knowledge**	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **ACELA1471**		
Unit 8.0.6							
Title: **South Africa – land of adventure** **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Homophones			**Phonics and word knowledge**	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling **ACELA1780**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Vocabulary/Spelling

Unit 8.0.7	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	Evaluative language			**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		
Unit 8.0.8							
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Homophones			**Phonics and word knowledge**	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling **ACELA1780**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Vocabulary/Spelling

AC | Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Technical language			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Evaluative language			**Expressing and developing ideas**	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Punctuation

AC | Australian CURRICULUM

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Direct speech			**Text structure and organisation**	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech **ACELA1492**		
Unit 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Contractions			**Text structure and organisation**	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Punctuation

Australian CURRICULUM

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Using commas to separate items in lists			**Text structure and organisation**	Recognise that capital letters signal proper nouns and commas are used to separate items in lists **ACELA1465**		
Unit 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Using commas to separate clauses in complex sentences			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Punctuation

AC | Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* **Ziggy Marks** **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Contractions			**Text structure and organisation**	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480**		
Unit 8.0.6							
Title: **South Africa – land of adventure** **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/ or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Contractions			**Text structure and organisation**	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters **ACELA1480**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Punctuation

AC | Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous **Text category:** Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?	Using commas to separate introductory words			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		
Unit 8.0.8							
Title: Three tips to avoid diabetes **Text category:** Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes	Using commas to separate introductory words			**Text structure and organisation**	Understand the uses of commas to separate clauses **ACELA1521**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Punctuation

Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Possessive apostrophes			**Text structure and organisation**	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns **ACELA1506**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Using commas to separate items in lists			**Text structure and organisation**	Recognise that capital letters signal proper nouns and commas are used to separate items in lists **ACELA1465**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Grammar

Unit 8.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The world's greatest taste tester **Text category:** Imaginative **Text type:** Narrative **Form:** Short story **Purpose:** To reflect on a real aspect of life **Theme:** Food **Topic:** New food trends	Saying verbs; clause structure			**Expressing and developing ideas**	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.2							
Title: Elite Vit-C – super drink **Text category:** Imaginative **Text type:** Poetry **Form:** Jingle **Purpose:** To reflect on a real aspect of life, in a humorous and catchy way **Theme:** Food **Topic:** Advertising a new health drink	Common and proper nouns; noun groups			**Expressing and developing ideas**	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives **ACELA1468**		
					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Grammar

Unit 8.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: V8 superfan **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Sport **Topic:** V8 Supercar racing	Relating verbs; independent clauses			**Expressing and developing ideas**	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.4							
Title: Net yourself some netsuke **Text category:** Informative **Text type:** Description **Form:** Blog entry **Purpose:** To describe the specific features of something or someone **Theme:** Collections **Topic:** Netsuke carvings	Adjectives; compound sentences			**Expressing and developing ideas**	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives **ACELA1468**		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction **ACELA1467**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Grammar

AC | Australian CURRICULUM

Unit 8.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: *Writer's world:* Ziggy Marks **Text category:** Informative **Text type:** Explanation **Form:** Radio interview transcript **Purpose:** To explain how or why something occurs **Theme:** People **Topic:** How to become a published author	Sensing verbs; clause structure			**Expressing and developing ideas**	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.6							
Title: South Africa – land of adventure **Text category:** Informative **Text type:** Report **Form:** Magazine article **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Travel **Topic:** South Africa	Common and proper nouns; complex sentences			**Expressing and developing ideas**	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives **ACELA1468**		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Grammar

AC | Australian CURRICULUM

Unit 8.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Selfies are dangerous	Adverbs; complex sentences			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Text category: Persuasive **Text type:** Discussion **Form:** Radio interview transcript **Purpose:** To present a number of arguments related to an issue/topic **Theme:** Communication **Topic:** Can selfies be dangerous?					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		
Unit 8.0.8							
Title: Three tips to avoid diabetes	Modal verbs; noun groups			**Expressing and developing ideas**	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs **ACELA1484**		
Text category: Persuasive **Text type:** Exposition **Form:** Speech (video clip and transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Health **Topic:** How to prevent type 2 diabetes					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases **ACELA1493**		

8.0 Australian Curriculum mapping: units 1–10

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8.0 Grammar

AC | Australian CURRICULUM

Unit 8.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Say no to urban sprawl **Text category:** Informative **Text type:** Report **Form:** Formal political response to a government proposal **Purpose:** To classify and/or describe something in general and specific ways **Theme:** Environment **Topic:** The dangers of urban sprawl	Action verbs; independent clauses			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement **ACELA1481**		
Unit 8.0.10							
Title: Perfect holiday home with class **Text category:** Persuasive **Text type:** Exposition **Form:** Advertisement **Purpose:** To persuade, through the use of detailed evidence **Theme:** Travel **Topic:** Renting a holiday home	Relating verbs; compound sentences			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction **ACELA1467**		