

Text	Type	Form	Topic	
7.0.1 The best advice	Narrative	Short story	A teenager decides to be herself	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1692 ACELY1701 ACELY1702 ACELY1711 ACELY1712 ACELY1713
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To entertain and inform the reader In the form of a short story For a teenage / young adult audience <p>Text structure:</p> <ul style="list-style-type: none"> The setting is outlined and the sequence of events about to unfold is foregrounded (Orientation stage) The narrator has to stick to their resolution (Complication stage) The narrator successfully sticks to their resolution and is happy / better off for having done so (Resolution stage) <p>Language features:</p> <ul style="list-style-type: none"> Common and proper nouns Adjectives to represent and describe aspects of characters, setting and plot A variety of verb types, including action and sensing verbs 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
Spelling	<ul style="list-style-type: none"> Suffixes 	Language	Phonics and word knowledge	ACELA1485
Punctuation	<ul style="list-style-type: none"> Quoted (direct) speech 	Language	Text structure and organisation	ACELA1492
Grammar	<ul style="list-style-type: none"> Action verbs Complex sentences 	Language	Expressing and developing ideas	ACELA1482 ACELA1507

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Text	Type	Form	Topic	
7.0.2 Manga with Matt: the female face	Procedure	Video clip and transcript	How to draw a face in the manga style	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Structures and language features of informative texts Predicting, confirming and monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts, including how writers vary the structure of texts to suit particular topics and purposes 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1703 ACELY1711 ACELY1712 ACELY1713
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To instruct viewers on how to draw an item In the form of a YouTube clip and transcript For an interested audience <p>Text structure:</p> <ul style="list-style-type: none"> The task to be completed is identified (Goal stage) The steps necessary to successfully complete the task are outlined (Steps stage) <p>Language features:</p> <ul style="list-style-type: none"> Commands written as comments Technical language and everyday language Adverbs to provide extra detail 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
			Expressing and developing ideas	ACELA1512
Vocabulary	<ul style="list-style-type: none"> Technical language 	Language	Expressing and developing ideas	ACELA1484
Punctuation	<ul style="list-style-type: none"> Contractions 	Language	Text structure and organisation	ACELA1480
Grammar	<ul style="list-style-type: none"> Adjectives Independent clauses 	Language	Expressing and developing ideas	ACELA1468 ACELA1481
Cross-curriculum priority: Asia and Australia's engagement with Asia				

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Text	Type	Form	Topic	
7.0.3 Pancakes with cinnamon butter	Procedure	Recipe	How to make pancakes with cinnamon butter	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Comprehension strategies to build literal and inferred meaning Structures and language features of informative texts Predicting, confirming and monitoring meaning Interpreting and analysing ideas 	Literacy	Interpreting, analysing, evaluating	ACELY1692 ACELY1701 ACELY1702 ACELY1711 ACELY1712 ACELY1713
Writing	Purpose, text type/form, audience: <ul style="list-style-type: none"> To instruct readers on how to cook pancakes In the form of a recipe For interested readers / people who enjoy cooking Text structure: <ul style="list-style-type: none"> Statement of intention of the text (Goal stage) Sequence of steps that readers should follow to cook pancakes (Steps stage) Language features: <ul style="list-style-type: none"> Sentences written as commands, using action verbs Technical language to precisely explain/demonstrate what readers need to do Temporal text connectives 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
			Expressing and developing ideas	ACELA1512
Vocabulary	<ul style="list-style-type: none"> Technical language 	Language	Expressing and developing ideas	ACELA1484
Punctuation	<ul style="list-style-type: none"> Using commas to separate clauses in complex sentences 	Language	Text structure and organisation	ACELA1521
Grammar	<ul style="list-style-type: none"> Action verbs Noun groups 	Language	Expressing and developing ideas	ACELA1482
			Expressing and developing ideas	ACELA1493

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Text	Type	Form	Topic	
7.0.4 Sniffer dog school	Report	Article in a popular-science magazine	Sniffer dog training	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Structures and language features of Reports Predicting, confirming and monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1711 ACELY1712 ACELY1713
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To present factual information about a visit to a sniffer dog training facility In the form of a magazine article For a general audience <p>Text structure:</p> <ul style="list-style-type: none"> Opening statement includes a general classification of what sniffer dogs are (General Classification stage) Followed by sections giving 'everyday' but accurate descriptions about sniffer dogs and their training, organised into paragraphs of relevant information (Description stage) <p>Language features:</p> <ul style="list-style-type: none"> A range of nouns, including common and proper nouns A range of verbs, including action and relating verbs Technical language Everyday language 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1801
		Language	Expressing and developing ideas Text structure and organisation	ACELA1452 ACELA1504
Spelling	<ul style="list-style-type: none"> Suffixes 	Language	Phonics and word knowledge	ACELA1485
Punctuation	<ul style="list-style-type: none"> Using quotation marks to show direct speech 	Language	Text structure and organisation	ACELA1492
Grammar	<ul style="list-style-type: none"> Common nouns Proper nouns Compound sentences 	Language	Expressing and developing ideas	ACELA1468 ACELA1467

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Text	Type	Form	Topic	
7.0.5 Bright star	Description	Character profile	Olympic snowboarder Torah Bright	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> 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 	Literacy	Interpreting, analysing, evaluating	ACELY1692 ACELY1701 ACELY1702 ACELY1711 ACELY1712 ACELY1713
Writing	<p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To describe the sporting achievements of Torah Bright In the form of a character profile For a general audience interested in sporting personalities <p>Text structure:</p> <ul style="list-style-type: none"> Introduction to the subject of the text, Torah Bright (Introduction to the Subject stage) A series of descriptions of Torah's achievements and sporting skills (Characteristic Features of the Subject stage) <p>Language features:</p> <ul style="list-style-type: none"> Specific nouns to refer to particular people, places or things Adjectives and adjectival phrases to add description and detail Action verbs to show physical actions and relating verbs to link information 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
Vocabulary	<ul style="list-style-type: none"> Objective language 	Language	Language for interaction	ACELA1517
Punctuation	<ul style="list-style-type: none"> Using commas to separate items in lists 	Language	Text structure and organisation	ACELA1465
Grammar	<ul style="list-style-type: none"> Modal verbs Verb groups 	Language	Expressing and developing ideas	ACELA1484 ACELA1493

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Text	Type	Form	Topic	
7.0.6 My friend is an online troll, what do I do?	Discussion	Online agony aunt column	How to deal with a friend who is an online troll	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Structures and language features of persuasive texts Predicting and confirming meaning Monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1703 ACELY1711 ACELY1712 ACELY1713
Writing	Purpose, text type/form, audience: <ul style="list-style-type: none"> To examine an ethical dilemma In the form of a column in an online forum For a teenage / young adult audience Text structure: <ul style="list-style-type: none"> Introduction and brief outline of the issue/topic by the columnist (Issue Statement stage) Series of comments and expressions of supporting and opposing opinion from readers (Arguments stage) No evident Conclusion stage Language features: <ul style="list-style-type: none"> General nouns A range of verbs, including relating verbs and action verbs Adverbs to show how, where and why things occur 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1801
		Language	Text structure and organisation	ACELA1504
Spelling	<ul style="list-style-type: none"> Compound words 	Language	Phonics and word knowledge	ACELA1485
Punctuation	<ul style="list-style-type: none"> Contractions 	Language	Text structure and organisation	ACELA1480
Grammar	<ul style="list-style-type: none"> Common nouns Proper nouns Compound sentences 	Language	Expressing and developing ideas	ACELA1467 ACELA1468

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Text	Type	Form	Topic	
7.0.7 Animals aren't entertainers!	Discussion	Facebook thread	Is it cruel to use animals for entertainment?	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Structures and language features of persuasive texts Predicting and confirming meaning Monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1703 ACELY1711 ACELY1712 ACELY1713
Writing	Purpose, text type/form, audience: <ul style="list-style-type: none"> To examine the pros and cons of using animals for human amusement/entertainment In the form of a Facebook thread For people interested in animal welfare Text structure: <ul style="list-style-type: none"> Introduction and brief outline of the issue/topic in the initial post (Issue Statement stage) Series of comments and expressions of supporting and opposing opinion from readers (Arguments stage) Final comment by the initial poster, acknowledging the responses given (Conclusion stage) Language features: <ul style="list-style-type: none"> General nouns A range of verbs, including relating verbs and action verbs Adverbs to show how, where and why things occur 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1801
		Language	Text structure and organisation	ACELA1504
Spelling	<ul style="list-style-type: none"> Syllabification 	Language	Phonics and word knowledge	ACELA1471
Punctuation	<ul style="list-style-type: none"> Using commas to separate clauses in complex sentences 	Language	Text structure and organisation	ACELA1521
Grammar	<ul style="list-style-type: none"> Relating verbs Verb groups 	Language	Expressing and developing ideas	ACELA1482 ACELA1493

Cross-curriculum priority: Sustainability

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Text	Type	Form	Topic	
7.0.8 See Australia: Choose to cruise	Exposition	Advertorial in a travel magazine	Cruise holidays	
Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	<ul style="list-style-type: none"> Structures and language features of persuasive texts Predicting and confirming meaning Monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1703 ACELY1711 ACELY1712 ACELY1713 ACELY1801
Writing	Purpose, text type/form, audience: <ul style="list-style-type: none"> To express one viewpoint persuading readers of the benefits of taking a cruise with a particular company In the form of an advertorial For an audience interested in family vacations Text structure: <ul style="list-style-type: none"> 'Hook' to gain reader attention Clear progression through Contention, Arguments, Conclusion stages Elaborations and evidence provided in support of the contention Language features: <ul style="list-style-type: none"> Nouns related to the topic Adjectives to add detail to nouns Evaluative language to express personal opinion or judgement A range of verbs, including action verbs and relating verbs 	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1801
		Language	Text structure and organisation	ACELA1504
Vocabulary	<ul style="list-style-type: none"> Evaluative language 	Language	Language for interaction	ACELA1477
Punctuation	<ul style="list-style-type: none"> Using commas to separate items in lists 	Language	Text structure and organisation	ACELA1465
Grammar	<ul style="list-style-type: none"> Adjectives Noun groups 	Language	Expressing and developing ideas	ACELA1468 ACELA1493

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