

# Australian Curriculum mapping: unit details

V1. 2019

| Text                             | Type   | Form   | Topic                               |                                     |
|----------------------------------|--|--|-------------------------------------|-------------------------------------|
| <b>8.3.1</b><br>Mirror of murder | <b>Narrative</b>   | <b>Short story (Gothic fiction / horror)</b> | <b>Tales of the unexpected</b>      |                                     |
| Learning area                    | Content  | Strand                                       | Sub-strand                          | Code                                |
| <b>Reading comprehension</b>     | <ul style="list-style-type: none"> <li>Structures and language features of Narratives</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>interpreting and analysing the ideas in short stories, identifying combinations of setting, plot and characterisation typically associated with Gothic fiction/horror</li> <li>Exploring language choices, literary devices and recurring motifs in Gothic fiction/horror</li> <li>Identifying and interpreting intertextual references in texts</li> <li>Evaluating the quality of texts, including how they represent literary traditions and genres</li> </ul>   | Literacy                                     | Interpreting, analysing, evaluating | ACELY1732<br>ACELY1733<br>ACELY1734 |
|                                  |  | Literature                                   | Literature and context              | ACELT1626                           |
| Examining literature             | ACELT1629<br>ACELT1630<br>ACELT1767  |  |                                     |                                     |
| <b>Writing</b>                   | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To entertain readers by engaging them in a modern Gothic fiction</li> <li>In the form of a short story</li> <li>For a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Brief introduction to the setting and main character (Orientation stage)</li> <li>Series of mysterious and inexplicable events involving a rising sense of tension and dread (Complication stage)</li> <li>Implied tragic/horrific ending (Resolution stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns to refer to people, places and settings, including traditional Gothic archetypes (e.g. innocent victim, supernatural forces)</li> <li>Adjectives and adjectival phrases that build detailed descriptions</li> <li>Evocative and figurative language, including similes and personification</li> <li>A wide range of verbs including action, relating and sensing verbs</li> <li>Adverbs and adverbial phrases that indicate when, where and how events happen</li> </ul> | Literacy                                     | Interpreting, analysing, evaluating | ACELY1732                           |
|                                  |  | Literature                                   | Examining literature                | ACELT1629<br>ACELT1630<br>ACELT1767 |
| <b>Vocabulary</b>                | <ul style="list-style-type: none"> <li>Evocative language (evoking feelings and images, creating mood)</li> </ul>  | Language                                     | Expressing and developing ideas     | ACELA1547                           |
| <b>Punctuation</b>               | <ul style="list-style-type: none"> <li>Using full stops, commas and exclamation marks in sentences</li> </ul>  | Language                                     | Text structure and organisation     | ACELA1544<br>ACELA1532              |
| <b>Grammar</b>                   | <ul style="list-style-type: none"> <li>Adverbial phrases (time, place, accompaniment)</li> <li>Embedded adjectival clauses</li> </ul>  | Language                                     | Expressing and developing ideas     | ACELA1545<br>ACELA1523              |

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|--------------------------------------|--|--|--|-------------------------------------|
| <b>8.3.2</b><br>Who lives, how long? | <b>Report</b>  | <b>Online 'expert' talk (transcript)</b> | <b>Life expectancy in Indigenous and non-Indigenous groups</b> |                                     |
| Learning area                        | Content  | Strand                                   | Sub-strand   | Code                                |
| <b>Reading comprehension</b>         | <ul style="list-style-type: none"> <li>Structures and language features of Reports,</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in an expert talk</li> <li>Identifying the use of language to represent Indigenous Australians and position readers' perceptions of this group</li> <li>Recognising and explaining different viewpoints represented in texts</li> <li>Evaluating the quality of texts, including acknowledgement of the source of information provided in texts</li> </ul>   | Literacy                                 | Interpreting, analysing, evaluating                            | ACELY1732<br>ACELY1733<br>ACELY1734 |
|                                      |  | Literature                               | Responding to literature                                       | ACELT1628<br>ACELT1807              |
| <b>Writing</b>                       | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To classify and describe the life expectancy trends for Indigenous and non-Indigenous people, with a focus on the differences between the two groups</li> <li>In the form of an expert talk</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the focus of the text, including a definitive statement about the life expectancy rates of Indigenous and non-Indigenous people in Australia and the significance of the difference in these rates (General Classification stage)</li> <li>More detailed description of the difference in life expectancy rates between the two groups, the factors that contribute to this difference and what could be done to address the gap (Description stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Everyday and technical language associated with Indigenous health, including general nouns and descriptive adjectives</li> <li>Use of nominalisations, abstract nouns and expanded noun groups to refer to and describe broad trends and overall conditions</li> <li>A variety of verb types, including relating and action verbs</li> <li>Auxiliary verbs that express probability and obligation</li> <li>Use of degree adverbs to intensify the meaning of other words and phrases</li> </ul> | Literacy                                 | Interpreting, analysing, evaluating                            | ACELY1732                           |
|                                      |  | Language                                 | Expressing and developing ideas                                | ACELA1547                           |
|                                      |  |  | Text structure and organisation                                | ACELA1809                           |
| <b>Spelling</b>                      | <ul style="list-style-type: none"> <li>Common spelling patterns and strategies (breaking words up into syllables, 'ea', 'ous', double consonants, using 's' for a /z/ sound)</li> </ul>  | Language                                 | Expressing and developing ideas                                | ACELA1549                           |
| <b>Punctuation</b>                   | <ul style="list-style-type: none"> <li>Using commas to separate introductory expressions, phrases and clauses</li> </ul>   | Language                                 | Text structure and organisation                                | ACELA1544<br>ACELA1532              |
| <b>Grammar</b>                       | <ul style="list-style-type: none"> <li>Verb groups and complex verbs</li> <li>Sentences with grammatical Themes (dependent clauses)</li> </ul>   | Language                                 | Expressing and developing ideas                                | ACELA1545<br>ACELA1523              |

**Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures**

| Text  | Type   | Form                                   | Topic                               |                                     |
|---|--|--|-------------------------------------|-------------------------------------|
| <b>8.3.3</b><br>Why children need adventure play spaces | Explanation  | Submission to local planning authority | Public playgrounds                  |                                     |
| Learning area   | Content  | Strand                                 | Sub-strand                          | Code                                |
| <b>Reading comprehension</b>                            | <ul style="list-style-type: none"> <li>Structures and language features of Explanations</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in an extract from a submission to a local planning authority</li> <li>Evaluating the quality of texts, including the use of evidence and expert sources to add authority to texts</li> </ul>  | Literacy                               | Interpreting, analysing, evaluating | ACELY1732<br>ACELY1733<br>ACELY1734 |
| <b>Writing</b>  | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To explain why adventure play spaces are good for children's development</li> <li>In the form of a submission to a local city council</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of adventure play spaces and their benefits for children as the focus of the text (Phenomenon Identification stage)</li> <li>More detailed and technical explanation of how adventure play spaces contribute to positive development in childhood and later life (Explanation Sequence stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language related to the effects of adventure play spaces on human development, often arranged in expanded noun groups</li> <li>Action and relating verbs written in the present tense</li> <li>Adverbs and adverbial phrases of time, place, manner and reason</li> <li>Text connectives that express cause-and-effect relationships</li> </ul> | Literacy                               | Interpreting, analysing, evaluating | ACELY1732                           |
|   |  | Language                               | Text structure and organisation     | ACELA1766<br>ACELA1809              |
|   |  |  | Expressing and developing ideas     | ACELA1547                           |
| <b>Vocabulary</b>                                       | <ul style="list-style-type: none"> <li>Technical language (human behaviour and development)</li> </ul>   | Language                               | Expressing and developing ideas     | ACELA1547                           |
| <b>Punctuation</b>                                      | <ul style="list-style-type: none"> <li>Using colons, semicolons and commas in lists</li> </ul>   | Language                               | Text structure and organisation     | ACELA1544                           |
| <b>Grammar</b>  | <ul style="list-style-type: none"> <li>Text connectives (causal)</li> <li>Compound-complex sentences</li> </ul>  | Language                               | Expressing and developing ideas     | ACELA1545<br>ACELA1534              |
|   |  |  | Text structure and organisation     | ACELA1809                           |

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| Text                                | Type  | Form                                     | Topic  |                                     |
|-------------------------------------|---|--|--|-------------------------------------|
| <b>8.3.4</b><br>The rat was framed! | <b>Exposition</b>   | <b>Speech given to launch a new book</b> | <b>The Black Death in Europe and Asia in the Middle Ages</b> |                                     |
| Learning area                       | Content   | Strand                                   | Sub-strand   | Code                                |
| <b>Reading comprehension</b>        | <ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Predicting, confirming and monitoring meaning</li> <li>Understanding, identifying, interpreting and analysing the issues and arguments presented in a speech launching a book about the role of rats in the spread of the bubonic plague</li> <li>Recognising and explaining a particular viewpoint on historical events</li> <li>Exploring the language used to represent rats and to position readers to respond to this species</li> <li>Evaluating the quality of texts, including how they persuade readers to accept particular ideas, attitudes and actions</li> </ul>   | Literacy                                 | Interpreting, analysing, evaluating                          | ACELY1732<br>ACELY1733<br>ACELY1734 |
|                                     |   | Literature                               | Literature and context<br>Responding to literature           | ACELT1626<br>ACELT1628<br>ACELT1807 |
| <b>Writing</b>                      | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express a single viewpoint about the misrepresentation of rats as the cause of the spread of the Black Death, with the intention of persuading others to agree with this view</li> <li>In the form of a speech</li> <li>For for a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue, with a clear statement that the rat has been wrongly blamed for the spread of the bubonic plague in the Middle Ages (Contention stage)</li> <li>A series of arguments supporting this view, including evidence and examples related to the spread of the plague (Arguments stage)</li> <li>Restatement of speaker's overall viewpoint and redirection of blame to humans</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language expressing the writer's judgements about rats and the spread of the Black Death, including modal verbs</li> <li>General and abstract nouns related to the topic</li> <li>Adjectives, adjectival phrases and adjectival clauses that build detailed descriptions of events and actions</li> <li>Relating, action and saying verbs that express direct actions and states of being</li> <li>Text connectives that link arguments and supporting evidence across sentences and paragraphs</li> </ul> | Literacy                                 | Interpreting, analysing, evaluating                          | ACELY1732                           |
|                                     |   | Language                                 | Text structure and organisation                              | ACELA1543<br>ACELA1766              |
|                                     |   |  | Expressing and developing ideas                              | ACELA1547                           |
|                                     |   | Literature                               | Responding to literature<br>Examining literature             | ACELT1627<br>ACELT1807<br>ACELT1767 |
| <b>Vocabulary</b>                   | <ul style="list-style-type: none"> <li>Using language to create tone</li> </ul>   | Language                                 | Expressing and developing ideas                              | ACELA1547                           |
| <b>Punctuation</b>                  | <ul style="list-style-type: none"> <li>Using dashes to separate ideas and additional information in sentences</li> </ul>  | Language                                 | Text structure and organisation                              | ACELA1544                           |
| <b>Grammar</b>                      | <ul style="list-style-type: none"> <li>Degree adverbs</li> <li>Embedded adjectival clauses</li> </ul>   | Language                                 | Expressing and developing ideas                              | ACELA1545<br>ACELA1534<br>ACELA1523 |

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| Text  | Type   | Form   | Topic  |  |
|---|--|--|--|--|
| <b>8.3.5</b><br>Dr Louise Ryan:<br>from Sydney to<br>Harvard and back | <b>Recount</b>   | <b>Who's Who<br/>entry (focus on<br/>chronology)</b> | <b>Women in mathematics and<br/>technology</b> |  |
| Learning area   | Content  | Strand   | Sub-strand                                     | Code   |
| <b>Reading comprehension</b>  | <ul style="list-style-type: none"> <li>Structures and language features of Recounts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a <i>Who's Who</i> entry</li> <li>Exploring how visual and verbal modes of representation, including images, direct quotes and prose, can be combined to convey meaning</li> <li>Evaluating the quality of texts, including the use of layout variations and visual images to present factual information</li> </ul>  | Literacy   | Interpreting, analysing, evaluating            | ACELY1732<br>ACELY1733<br>ACELY1734<br>ACELY1735 |
| <b>Writing</b>  | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To reconstruct a sequence of events in the life of Dr Louise Ryan, with a focus on her early interest in mathematics, career highlights and current research interests</li> <li>In the form of a <i>Who's Who</i> entry</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to Dr Louise Ryan and her life as a mathematician (Orientation stage)</li> <li>Series of events tracing Dr Ryan's early interest in mathematics, her undergraduate and postgraduate studies and work at Australian and American universities, and her most recent appointments in Australia (Series of Events stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General, specific and proper nouns that refer to people, places and events</li> <li>Adjectives and adjectival phrases that describe nouns in more detail</li> <li>Action, relating, sensing and saying verbs</li> <li>Specific dates to indicate time sequence</li> </ul> | Literacy   | Interpreting, analysing, evaluating            | ACELY1732  |
|   |  | Language   | Text structure and organisation                | ACELA1766<br>ACELA1809                           |
|   |  |  | Expressing and developing ideas                | ACELA1547  |
| <b>Spelling</b>   | <ul style="list-style-type: none"> <li>Common spelling patterns ('tion', 'ity', letters with more than one sound)</li> </ul>   | Language   | Expressing and developing ideas                | ACELA1549  |
| <b>Punctuation</b>  | <ul style="list-style-type: none"> <li>Using colons to separate titles and subtitles</li> </ul>  | Language   | Text structure and organisation                | ACELA1544  |
| <b>Grammar</b>  | <ul style="list-style-type: none"> <li>Relating verbs</li> <li>Sentences with grammatical Themes (adverbs, adverbial phrases, text connectives)</li> </ul>   | Language   | Expressing and developing ideas                | ACELA1482  |
|   |  |  | Text structure and organisation                | ACELA1809<br>ACELA1505                           |

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| Text  | Type   | Form                  | Topic                                    |  |
|---|--|-----------------------|--|--|
| <b>8.3.6</b><br>Teen adventure camps under scrutiny | <b>Discussion</b>  | <b>Twitter thread</b> | <b>Risk-taking and human development</b> |  |
| Learning area                                       | Content  | Strand                | Sub-strand                               | Code   |
| <b>Reading comprehension</b>                        | <ul style="list-style-type: none"> <li>Structures and language features of Discussions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a Twitter thread</li> <li>Recognising and explaining different viewpoints represented in texts</li> <li>Identifying how language is used to represent particular groups</li> <li>Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions</li> </ul>  | Literacy              | Interpreting, analysing, evaluating      | <b>ACELY1732</b><br><b>ACELY1733</b><br><b>ACELY1734</b> |
|   |  | Literature            | Responding to literature                 | <b>ACELT1628</b><br><b>ACELT1807</b>                     |
| <b>Writing</b>                                      | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To examine different and/or opposing viewpoints on the use of outback survival camps for children and teens with extreme social and behavioural problems</li> <li>In the form of a series of Twitter posts</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the focus issue, through a summary of the debate over government-funded adventure camps for ‘troubled teens’ (Issue Statement stage)</li> <li>Series of posts advocating or opposing the use of outback survival camps as therapy for children and teenagers with extreme social and behavioural problems (Arguments stage)</li> <li>No evident summary or on-balance judgement related to the issue (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns related to the adventure camps for troubled teens</li> <li>Adjectives and adjectival phrases to build detailed descriptions</li> <li>A wide range of verb types, including relating and saying verbs</li> <li>Modal verbs that indicate levels of certainty, probability and/or obligation</li> <li>Adverbs and adverbial phrases to indicate where, when, how and why things happen</li> <li>Speech-like sentence patterns and sentence fragments, reflecting the informal social media context</li> </ul> | Literacy              | Interpreting, analysing, evaluating      | <b>ACELY1732</b>   |
|   |  | Language              | Text structure and organisation          | <b>ACELA1543</b>   |
| <b>Vocabulary</b>                                   | <ul style="list-style-type: none"> <li>Evaluative language (conveying judgement)</li> </ul>  | Language              | Expressing and developing ideas          | <b>ACELA1547</b>   |
| <b>Punctuation</b>                                  | <ul style="list-style-type: none"> <li>Using apostrophes to indicate contraction</li> </ul>  | Language              | Text structure and organisation          | <b>ACELA1544</b>   |
| <b>Grammar</b>                                      | <ul style="list-style-type: none"> <li>Modal verbs</li> <li>Use of ellipsis in sentences</li> </ul>  | Language              | Expressing and developing ideas          | <b>ACELA1545</b><br><b>ACELA1536</b>                     |
|   |  |                       | Text structure and organisation          | <b>ACELA1809</b>   |

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| Text                                  | Type   | Form                                      | Topic   |                                     |
|---------------------------------------|--|---|---|-------------------------------------|
| <b>8.3.7</b><br>Give athletes a break | <b>Exposition</b>  | <b>Newspaper feature article (online)</b> | <b>Sport and role models</b>  |                                     |
| Learning area                         | Content  | Strand                                    | Sub-strand  | Code                                |
| <b>Reading comprehension</b>          | <ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a feature article, including the use of supporting evidence and examples</li> <li>Recognising and explaining a particular point of view on a social issue</li> <li>Exploring the language used to represent athletes and position readers to view them as 'ordinary citizens'</li> <li>Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and actions</li> </ul> | Literacy                                  | Interpreting, analysing, evaluating   | ACELY1732<br>ACELY1733<br>ACELY1734 |
|                                       |  | Literature                                | Literature and context  | ACELT1626                           |
|                                       |  |   | Responding to literature  | ACELT1628<br>ACELT1807              |
|                                       |  | <b>Writing</b>                            | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present one view on the question of whether sports heroes should be exempt from the usual rules of society, with the intention of persuading others to accept this viewpoint</li> <li>In the form of a feature article</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue, through a direct appeal for readers to consider the question of what happens when sports heroes make a mistake off the field (Contention stage)</li> <li>A series of arguments in defence of sports heroes' rights and responsibilities on and off the field (Arguments stage)</li> <li>Clear statement of the writer's viewpoint on the expectations the public needs to place on sports heroes</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language (including nouns, verbs, adjectives and adverbs) that expresses positive and negative value judgements</li> <li>Modal verbs that express levels of certainty and obligation</li> <li>Abstract and general nouns related to the topic; adjectives, adjectival phrases and adjectival clauses that build details</li> <li>Relating, action, sensing and saying verbs that express a wide range of actions and states</li> <li>Text connectives that link arguments and supporting evidence across sentences and paragraphs</li> </ul> | Literacy                            |
| Language                              | Text structure and organisation  |   |   | ACELA1543<br>ACELA1766              |
|                                       | Expressing and developing ideas  |   |   | ACELA1547                           |
| <b>Spelling</b>                       | <ul style="list-style-type: none"> <li>Common spelling patterns in words associated with social issues (hard and soft 'c', using 's' for a /z/ sound, using 'y' for a short /i/ or long /e/ sound)</li> </ul>  | Language                                  | Expressing and developing ideas   | ACELA1549                           |
| <b>Punctuation</b>                    | <ul style="list-style-type: none"> <li>Using quotation marks (direct speech, showing words have been used in a specific or exaggerated way)</li> </ul>   | Language                                  | Text structure and organisation   | ACELA1544                           |
| <b>Grammar</b>                        | <ul style="list-style-type: none"> <li>Nominalisations</li> <li>Sentences with grammatical Themes (adverbs, adverbial phrases and adverbial clauses)</li> </ul>  | Language                                  | Expressing and developing ideas   | ACELA1545<br>ACELA1546              |
|                                       |  |   | Text structure and organisation   | ACELA1809                           |

| Text                                   | Type  | Form                                | Topic   |                                     |
|--|---|-------------------------------------|---|-------------------------------------|
| <b>8.3.8</b><br>The impossible journey | <b>Text Response</b>  | <b>Critique / satirical essay</b>   | <b>The concept of time in Sendak's <i>Where the Wild Things Are</i></b> |                                     |
| Learning area                          | Content   | Strand                              | Sub-strand  | Code                                |
| <b>Reading comprehension</b>           | <ul style="list-style-type: none"> <li>Structures and language features of persuasive texts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a critical essay</li> <li>Recognising and responding to intertextual references in texts</li> <li>Analysing the use of literary techniques, devices such as irony and deliberate language choices</li> <li>Evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint</li> </ul>  | Literacy                            | Interpreting, analysing, evaluating                                     | ACELY1732<br>ACELY1733<br>ACELY1734 |
|  |   | Literature                          | Examining literature  | ACELT1629<br>ACELT1630<br>ACELT1767 |
| <b>Writing</b>                         | <p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>A personal response to the popular children's classic <i>Where the Wild Things Are</i></li> <li>In the form of a critique</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Brief summary of the plot of the focus text (Description stage)</li> <li>Series of judgements about the text, including a rejection of the timeline represented in the text and the proposal of an alternative 'reading' of the text (Judgements stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Topic-specific language, including nouns and adjectivals arranged in expanded noun groups</li> <li>Evaluative language to express judgements; a range of modals, including modal verbs and adverbs to express degrees of certainty</li> <li>A range of verbs including relating and action verbs</li> <li>Adverbs and adverbial phrases indicating the time, manner and intensity of events</li> </ul> | Literacy                            | Interpreting, analysing, evaluating                                     | ACELY1732                           |
|  |   | Language                            | Text structure and organisation   | ACELA1543                           |
|  |   |                                     | Expressing and developing ideas   | ACELA1547                           |
| Literature                             | Examining literature  | ACELT1629<br>ACELT1630<br>ACELT1767 |   |                                     |
| <b>Spelling</b>                        | <ul style="list-style-type: none"> <li>Spelling patterns (short vowels, long vowels, silent 'e')</li> </ul>   | Language                            | Expressing and developing ideas   | ACELA1549                           |
| <b>Punctuation</b>                     | <ul style="list-style-type: none"> <li>Using quotation marks (indicating direct quotes from another text)</li> </ul>  | Language                            | Text structure and organisation   | ACELA1544                           |
| <b>Grammar</b>                         | <ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Embedded adjectival clauses</li> </ul>   | Language                            | Expressing and developing ideas   | ACELA1545<br>ACELA1534<br>ACELA1522 |
|  |   |                                     | Text structure and organisation   | ACELA1809                           |