Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Reading comprehension

Unit 7.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Episode 126: Confronting the truth **Text category:** Imaginative **Text type:** Narrative **Form:** Television script **Purpose:** To entertain and develop empathy for others **Theme:** Health **Topic:** Adoption	Structures and language features of imaginative text; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in a television drama/soap episode; understanding the social and cultural contexts represented in texts; recognising combinations of plot elements in an episodic narrative; analysing how language is used for dramatic effect in narrative texts; evaluating the quality of texts, including the language used in characterisation and to build narrative tension	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Literature and context**	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **ACELT1619**
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**			**Responding to literature**	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**			**Examining literature**	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **ACELT1622**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Reading comprehension

AC | Australian CURRICULUM

Unit 7.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The colour of our town **Text category:** Imaginative **Text type:** Poetry **Form:** Verse novel **Purpose:** To reflect on a real aspect of life **Theme:** Home **Topic:** Loss of family member/love	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas presented in verse novel form; understanding the social and cultural contexts represented in imaginative texts; analysing how language is used to create layers of meaning in narrative and poetic texts; evaluating the quality of texts, including different ways of combining characters, settings and plot elements	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Responding to literature**	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage **ACELT1803**
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**			**Examining literature**	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **ACELT1622**
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**				Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels **ACELT1623**
						Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **ACELT1619**
						Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Reading comprehension

Unit 7.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How to create your own mehndi **Text category:** Informative **Text type:** Procedure **Form:** Set of instructions (web page) **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** Traditional and contemporary Asian cultural practices	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in an instructional text; evaluating the quality of texts, including the way language and layout can be selected to influence readers/viewers	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**				
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**				
Unit 7.3.4							
Title: Who brings a bike to a ski run? **Text category:** Imaginative **Text type:** Recount **Form:** Diary entry **Purpose:** To recreate a sequence of events **Theme:** Sport **Topic:** Unusual sports	Structures and language features of informative and imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas presented in a diary entry/personal anecdote; evaluating the quality of texts, including the deliberate use of language to engage the reader	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Literature and context**	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **ACELT1619**
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**				

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Reading comprehension

Australian CURRICULUM

Unit 7.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Caution: Papou's here! **Text category:** Informative/Imaginative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Humour **Topic:** Family values and behaviours	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas presented in a character profile; evaluating the quality of texts, including the deliberate use of language to evoke strong visual images and/or to engage readers	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Literature and context**	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **ACELT1619**
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**			**Examining literature**	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **ACELT1622**
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**			**Responding to literature**	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**
Unit 7.3.6							
Title: Buying bike parts online **Text category:** Persuasive **Text type:** Discussion **Form:** Facebook thread **Purpose:** To provide a forum for different viewpoints **Theme:** Commerce **Topic:** Hobbies/ equipment	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in an online discussion; evaluating the quality of texts, including the use of language to persuade	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**				
			Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722**				
			Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**				

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Reading comprehension

		Australian CURRICULUM					
Unit 7.3.7	**Content**	**Strand: Literacy Sub-strand**	**Content descriptions**	**Strand: Language Sub-strand**	**Content descriptions**	**Strand: Literature Sub-strand**	**Content descriptions**
Title: Hand back the skulls of our ancestors! **Text category:** Persuasive **Text type:** Exposition **Form:** Speech/'on the spot' interviews (transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Ethics **Topic:** Respect for the past/cultural artefacts	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in persuasive texts; evaluating the quality of texts, including the use of language to persuade	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721** Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723**				
Unit 7.3.8							
Title: Lunch on the run **Text category:** Persuasive **Text type:** Text response **Form:** Restaurant review **Purpose:** To respond to an experience, at an evaluative level **Theme:** Language **Topic:** Shopping centre eateries	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721** Use prior knowledge and text processing strategies to interpret a range of types of texts **ACELY1722** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **ACELY1723** Analyse strategies authors use to influence readers **ACELY1801**			**Literature and context**	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **ACELT1619**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

AC | Australian CURRICULUM

Unit 7.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Episode 126: Confronting the truth **Text category:** Imaginative **Text type:** Narrative **Form:** Television script **Purpose:** To entertain and develop empathy for others **Theme:** Health **Topic:** Adoption	**Purpose, audience, text type/form:** To engage viewers/readers in a mini-narrative episode from a television soap opera, involving regular characters in an unexpected and confronting situation; presented in the form of a script, the televised episode is intended for an audience of regular viewers **Text structure:** Text begins with a brief opening scene in which the main characters and their relationship are introduced (Orientation stage); rising sense of narrative tension as one character reveals that she needs assistance with a medical problem (Complication stage; episode concludes with an unexpected revelation, that presents a new problem (second Complication stage; cliffhanger ending) **Language features:** Specific nouns, pronouns and adjectives that refer to and describe characters, relationships and events; mainly action and saying verbs, in present tense form; dialogue set out in lines for each character; set/stage directions to provide context and instructions for actors and camera operators	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Responding to literature**	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**
						Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **ACELT1622**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

AC | Australian CURRICULUM

Unit 7.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The colour of our town **Text category:** Imaginative **Text type:** Poetry **Form:** Verse novel **Purpose:** To reflect on a real aspect of life **Theme:** Home **Topic:** Loss of family member/love	**Purpose, audience, text type/ form:** To express feelings and reflections on people and experiences drawn from real life and the broad theme of equality, using a verse novel form, for a general audience **Text structure:** Text arranged in six stanzas; lines and sentences of different length, with prose-like rhythm and no rhyme structure; use of narrative structure (beginning – middle – end), with each stanza presenting a different element (e.g. setting, characters, problem, coda) **Language features:** Everyday and evocative language, including nouns, verbs and adjectives; figurative language, including personification, metaphors, similes and onomatopoeia; strong sense of movement through the 'story'; no regular rhyme patterns, but recurring patterns of sound and imagery	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**			**Examining literature**	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels **ACELT1623**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

Unit 7.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How to create your own mehndi **Text category:** Informative **Text type:** Procedure **Form:** Set of instructions (web page) **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** Traditional and contemporary Asian cultural practices	**Purpose, audience, text type/form:** To provide instructions on how to conduct a traditional mehndi ceremony, in the form of web page which incudes lists of materials and/or equipment, images, diagrams and links to other pages, for a specific audience **Text structure:** Introduction to the purpose and focus of the page, including some background information about mehndi (Statement of Goal stage); lists of materials and equipment needed; step-by-step directions (in a dot-point series) for preparing and applying mehndi (Steps stage) **Language features:** Action verbs in present tense form; sentences in command form/imperative mood; precise language, including nouns, verbs and adjectives, to express instructions clearly and concisely; adverbs and adverbial phrases providing precise details about where, when and how to carry out steps; temporal text connectives to link steps in sequence; headings, subheadings and numbers and/or dot points to organise information	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	**Text structure and organisation**	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

Unit 7.3.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Who brings a bike to a ski run? **Text category:** Imaginative **Text type:** Recount **Form:** Diary entry **Purpose:** To recreate a sequence of events **Theme:** Sport **Topic:** Unusual sports	**Purpose, audience, text type/form:** To reconstruct a sequence of events involved in an unusual sport, in the form of a personal diary entry, for the writer and/or a general audience **Text structure:** Introduction to the overall event or situation to be reconstructed, including identification of participants and setting (Orientation stage); retelling of the series of events involved, in chronological order (Series of Events stage); accompanied by some personal comments on the situation and/or sequence of events (Personal Comment stage) **Language features:** Nouns, pronouns and adjectives that refer to people, places and events involved in the overall situation; mainly action verbs but also relating and saying verbs, in past tense forms; adverbs and adverbial phrases that add details about where, when and how things happened; temporal (time) text connectives (temporal) to link events in chronological order	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

AC | Australian CURRICULUM

Unit 7.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Caution: Papou's here! **Text category:** Informative/Imaginative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Humour **Topic:** Family values and behaviours	**Purpose, audience, text type/form:** To describe the characteristic features of the narrator's grandfather, in the form of a personal profile, for an audience who likes to gain information in an entertaining way **Text structure:** Identification of Papou, the narrator's grandfather, as the subject of the text, using a short anecdote about his behaviour (Introduction to the Subject stage); more detailed descriptions of Papou's personality and behaviours, mainly from the narrator's perspective and using both observations and dialogue (Characteristic features of the Subject stage); summary/reflection on Papou's character (optional Conclusion stage) **Language features:** Specific nouns related to the subject and their characteristics, including proper nouns; adjectives, adjectival phrases and adjectival clauses to build up detailed descriptions of the subject; a wide range of verb types, including relating, action, sensing and saying verbs; adverbs, adverbial phrases and adverbial clauses to provide details about where, when, how, why and to what extent things happen to or are done by the subject	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	**Text structure and organisation**	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**	**Responding to literature**	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**
						Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **ACELT1622**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

Australian CURRICULUM

Unit 7.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Buying bike parts online **Text category:** Persuasive **Text type:** Discussion **Form:** Facebook thread **Purpose:** To provide a forum for different viewpoints **Theme:** Commerce **Topic:** Hobbies/ equipment	**Purpose, audience, text type/form:** To examine one issue or question from a number of viewpoints, in the form of a series of posts on a special interest Facebook page, for a specific audience **Text structure:** Identification of the issue/question in the first post in the thread (Issue Statement stage); subsequent posts provide 'for' and 'against' arguments, including evidence, related to the issue/question (Arguments stage); no evidence of an on-balance judgement or summary of arguments (Conclusion stage) **Language features:** General and specific nouns related to the issue of what to do with a particular bike; wide range of verb types, including relating and sensing verbs but also action verbs; modal verbs and adverbs to express levels of certainty, obligation and/or probability; adverbs and adverbial phrases that provide details related to time, place, manner and reason, but also point of view	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	**Text structure and organisation**	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

Unit 7.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Hand back the skulls of our ancestors!** **Text category:** Persuasive **Text type:** Exposition **Form:** Speech/'on the spot' interviews (transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Ethics **Topic:** Respect for the past/cultural artefacts	**Purpose, audience, text type/ form:** To express one viewpoint on the theft of Indigenous peoples' ancestral remains by museums, with the intention of persuading others to agree with this viewpoint, in the form of a series of 'on-the-spot' interviews, for a general audience **Text structure:** Introductory comments from the interviewer, summarising the shared viewpoint of three interviewees (Contention stage); three separate arguments supporting the view that Indigenous remains held in museums need to be returned to their people (Arguments stage); final response from one interviewee, summarising the three arguments presented, restating their shared viewpoint and expressing a personal commitment to the cause **Language features:** General and abstract nouns related to the particular issue; adjectives and adjectival phrases that build details about aspects of the issue; a wide range of verb types, including relating and sensing verbs to link ideas and express thoughts and feelings; modal verbs to express levels of certainty, probability and obligation; evaluative language that expresses value judgements, including degree adverbs; evocative language that calls up memories and emotions	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	**Text structure and organisation**	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Writing

Australian CURRICULUM

Unit 7.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lunch on the run **Text category:** Persuasive **Text type:** Text response **Form:** Restaurant review **Purpose:** To respond to an experience, at an evaluative level **Theme:** Language **Topic:** Shopping centre eateries	**Purpose, audience, text type/form:** To express judgements about three restaurants located at a large suburban shopping centre, in the form of a series of mini-reviews, for a general audience, including regular readers of a weekly food and restaurant review **Text structure:** Overall introduction to the focus of the review (Context stage); presentation of three mini-reviews, each beginning with a list of the menu options sampled (Context stage) followed by more detailed descriptions of the food, setting and service available (Description stage) and the reviewer's opinions about these (Judgement stage); preview of the next week's food focus **Language features:** Evaluative language, including adjectives and adverbs; proper and common nouns that refer to restaurants, menu options and settings; adjectives and adjectival phrases that provide factual descriptions of food, service standards and 'atmosphere'; different verb types, including relating and sensing verbs, in past tense form	**Interpreting, analysing, evaluating**	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **ACELY1721**	**Text structure and organisation**	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors **ACELA1531**	**Responding to literature**	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **ACELT1621**

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Vocabulary/Spelling

Australian CURRICULUM

Unit 7.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Episode 126: Confronting the truth **Text category:** Imaginative **Text type:** Narrative **Form:** Television script **Purpose:** To entertain and develop empathy for others **Theme:** Health **Topic:** Adoption	Technical language			**Expressing and developing ideas**	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language **ACELA1537**		
Unit 7.3.2							
Title: The colour of our town **Text category:** Imaginative **Text type:** Poetry **Form:** Verse novel **Purpose:** To reflect on a real aspect of life **Theme:** Home **Topic:** Loss of family member/love	Evocative language			**Expressing and developing ideas**	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language **ACELA1537**		
					Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Vocabulary/Spelling

Australian CURRICULUM

Unit 7.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How to create your own mehndi **Text category:** Informative **Text type:** Procedure **Form:** Set of instructions (web page) **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** Traditional and contemporary Asian cultural practices	Drop the final 'e' rule – verbs			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		
Unit 7.3.4							
Title: Who brings a bike to a ski run? **Text category:** Imaginative **Text type:** Recount **Form:** Diary entry **Purpose:** To recreate a sequence of events **Theme:** Sport **Topic:** Unusual sports	Spelling compound words			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Vocabulary/Spelling

Unit 7.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Caution: Papou's here! **Text category:** Informative/Imaginative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Humour **Topic:** Family values and behaviours	Common spelling patterns			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		
Unit 7.3.6							
Title: Buying bike parts online **Text category:** Persuasive **Text type:** Discussion **Form:** Facebook thread **Purpose:** To provide a forum for different viewpoints **Theme:** Commerce **Topic:** Hobbies/ equipment	Technical language			**Expressing and developing ideas**	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language **ACELA1537**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Vocabulary/Spelling

Unit 7.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hand back the skulls of our ancestors! **Text category:** Persuasive **Text type:** Exposition **Form:** Speech/'on the spot' interviews (transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Ethics **Topic:** Respect for the past/cultural artefacts	Evocative language			**Expressing and developing ideas**	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language **ACELA1537**		
					Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		
Unit 7.3.8							
Title: Lunch on the run **Text category:** Persuasive **Text type:** Text response **Form:** Restaurant review **Purpose:** To respond to an experience, at an evaluative level **Theme:** Language **Topic:** Shopping centre eateries	Spelling foreign words used in English			**Expressing and developing ideas**	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them **ACELA1539**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Punctuation

Australian CURRICULUM

Unit 7.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Episode 126: Confronting the truth **Text category:** Imaginative **Text type:** Narrative **Form:** Television script **Purpose:** To entertain and develop empathy for others **Theme:** Health **Topic:** Adoption	Using apostrophes to indicate contraction			**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 7.3.2							
Title: The colour of our town **Text category:** Imaginative **Text type:** Poetry **Form:** Verse novel **Purpose:** To reflect on a real aspect of life **Theme:** Home **Topic:** Loss of family member/love	Using apostrophes to indicate contraction and possession			**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**		
					Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns **ACELA1506**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Punctuation

Australian CURRICULUM

Unit 7.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How to create your own mehndi **Text category:** Informative **Text type:** Procedure **Form:** Set of instructions (web page) **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** Traditional and contemporary Asian cultural practices	Punctuating a dot-point series			**Text structure and organisation**	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts **ACELA1763**		
Unit 7.3.4							
Title: Who brings a bike to a ski run? **Text category:** Imaginative **Text type:** Recount **Form:** Diary entry **Purpose:** To recreate a sequence of events **Theme:** Sport **Topic:** Unusual sports	Using exclamation marks			**Text structure and organisation**	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands **ACELA1449**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Punctuation

Australian CURRICULUM

Unit 7.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Caution: Papou's here! **Text category:** Informative/Imaginative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Humour **Topic:** Family values and behaviours	Using apostrophes to indicate possession			**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 7.3.6							
Title: Buying bike parts online **Text category:** Persuasive **Text type:** Discussion **Form:** Facebook thread **Purpose:** To provide a forum for different viewpoints **Theme:** Commerce **Topic:** Hobbies/ equipment	Using commas to separate introductory and transitional phrases			**Text structure and organisation**	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses **ACELA1532**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Punctuation

Unit 7.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Hand back the skulls of our ancestors! **Text category:** Persuasive **Text type:** Exposition **Form:** Speech/'on the spot' interviews (transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Ethics **Topic:** Respect for the past/cultural artefacts	Using commas to separate phrases and clauses in sentences			**Text structure and organisation**	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses **ACELA1532**		
Unit 7.3.8							
Title: Lunch on the run **Text category:** Persuasive **Text type:** Text response **Form:** Restaurant review **Purpose:** To respond to an experience, at an evaluative level **Theme:** Language **Topic:** Shopping centre eateries	Using capital letters for proper nouns			**Text structure and organisation**	Recognise that capital letters signal proper nouns and commas are used to separate items in lists **ACELA1465**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Australian CURRICULUM

Unit 7.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Episode 126: Confronting the truth **Text category:** Imaginative **Text type:** Narrative **Form:** Television script **Purpose:** To entertain and develop empathy for others **Theme:** Health **Topic:** Adoption	Modal verbs and modal adverbs; complex sentences			**Expressing and developing ideas**	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **ACELA1536**		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas **ACELA1522**		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		
Unit 7.3.2							
Title: The colour of our town **Text category:** Imaginative **Text type:** Poetry **Form:** Verse novel **Purpose:** To reflect on a real aspect of life **Theme:** Home **Topic:** Loss of family member/love	Quantity, factual and comparing adjectives; regular and unusual sentence patterns			**Expressing and developing ideas**	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea **ACELA1508**	**Examining literature**	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels **ACELT1623**
				Text structure and organisation	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts **ACELA1763**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Australian CURRICULUM

Unit 7.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: How to create your own mehndi **Text category:** Informative **Text type:** Procedure **Form:** Set of instructions (web page) **Purpose:** To instruct on how to do something **Theme:** Design **Topic:** Traditional and contemporary Asian cultural practices	Text connectives (temporal); noun groups with adjectival clauses			**Expressing and developing ideas**	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea **ACELA1508**		
					Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information **ACELA1534**		
				Text structure and organisation	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives **ACELA1491**		
Unit 7.3.4							
Title: Who brings a bike to a ski run? **Text category:** Imaginative **Text type:** Recount **Form:** Diary entry **Purpose:** To recreate a sequence of events **Theme:** Sport **Topic:** Unusual sports	Adverbial phrases; compound sentences			**Expressing and developing ideas**	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**		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases **ACELA1523**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Unit 7.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Caution: Papou's here!** **Text category:** Informative/Imaginative **Text type:** Description **Form:** Character profile **Purpose:** To describe the specific features of something or someone **Theme:** Humour **Topic:** Family values and behaviours	Comparing, factual and opinion adjectives; noun groups with embedded adjectival clauses			**Expressing and developing ideas**	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea **ACELA1508**		
					Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information **ACELA1534**		
					Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) **ACELA1452**		
					Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **ACELA1525**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Australian CURRICULUM

Unit 7.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Buying bike parts online** **Text category:** Persuasive **Text type:** Discussion **Form:** Facebook thread **Purpose:** To provide a forum for different viewpoints **Theme:** Commerce **Topic:** Hobbies/ equipment	Modal verbs and modal adverbs; compound sentences			**Expressing and developing ideas**	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**		
					Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **ACELA1536**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Unit 7.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: **Hand back the skulls of our ancestors!** **Text category:** Persuasive **Text type:** Exposition **Form:** Speech/'on the spot' interviews (transcript) **Purpose:** To persuade, through the use of detailed evidence **Theme:** Ethics **Topic:** Respect for the past/cultural artefacts	Relating and sensing verbs; noun groups with embedded adjectival clauses			**Expressing and developing ideas**	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information **ACELA1534**		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		
					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 verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense **ACELA1482**		

Year 7 Content matrix and Australian Curriculum mapping

- 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.
- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

7.3 Grammar

Unit 7.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Lunch on the run **Text category:** Persuasive **Text type:** Text response **Form:** Restaurant review **Purpose:** To respond to an experience, at an evaluative level **Theme:** Language **Topic:** Shopping centre eateries	Comparative and superlative adjectives; complex sentences			**Expressing and developing ideas**	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause **ACELA1507**		
					Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) **ACELA1452**		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas **ACELA1522**		