


Year 8 Content matrix and Australian Curriculum mapping

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8.3 Reading comprehension

								
Unit 8.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: Mirror of murder Text category: Imaginative Text type: Narrative Form: Short story (Gothic fiction/horror) Purpose: To entertain and inform Theme: Creating Topic: Tales of the unexpected	Structures and language features of imaginative texts; predicting, confirming and monitoring meaning; interpreting and analysing the ideas in short stories, identifying combinations of setting, plot and characterisation typically associated with Gothic fiction/horror; exploring language choices, literary devices and recurring motifs in Gothic fiction/horror; identifying and interpreting intertextual references in texts; evaluating the quality of texts, including how they represent literary traditions and genres	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
								Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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8.3 Reading comprehension

AC Australian CURRICULUM							
Unit 8.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Who lives, how long? Text category: Informative Text type: Report Form: Expert talk – website (transcript) Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: Life expectancy in Indigenous and non-Indigenous groups	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in an 'expert' talk; identifying the use of language to represent Indigenous Australians and position readers' perceptions of this group; recognising and explaining different viewpoints represented in texts; evaluating the quality of texts, including acknowledgement of the source of information provided in texts	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
Unit 8.3.3							
Title: Why children need adventure play spaces Text category: Informative Text type: Explanation Form: Submission to local planning authority Purpose: To explain how or why something occurs Theme: Community Topic: Public playgrounds	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in an extract from a submission to a local planning authority; evaluating the quality of texts, including the use of evidence and expert sources to add authority to texts	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				

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8.3 Reading comprehension

								
Unit 8.3.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: The rat was framed! Text category: Persuasive Text type: Exposition Form: Speech given to launch a new book Purpose: To persuade through the use of evidence and humour Theme: History Topic: The Black Plague in Europe and Asia in the Middle Ages	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; 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; recognising and explaining a particular viewpoint on historical events; exploring the language used to represent rats and to position readers to respond to this species; evaluating the quality of texts, including how they persuade readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807

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8.3 Reading comprehension

							
Unit 8.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dr Louise Ryan: from Sydney to Harvard and back Text category: Informative Text type: Recount Form: <i>Who's Who</i> entry (focus on chronology) Purpose: To recreate a sequence of events Theme: Technology Topic: Women in mathematics and technology	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a <i>Who's Who</i> entry; exploring how visual and verbal modes of representation, including images, direct quotes and prose, can be combined to convey meaning; evaluating the quality of texts, including the use of layout variations and visual images to present factual information	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732				
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				
			Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener ACELY1735				

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8.3 Reading comprehension

								
Unit 8.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions	
Title: Teen adventure camps under scrutiny Text category: Persuasive Text type: Discussion Form: Twitter thread Purpose: To provide a forum for different viewpoints Theme: Adventure Topic: Risk-taking and human development	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a Twitter thread; recognising and explaining different viewpoints represented in texts; identifying how language is used to represent particular groups; evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807	
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734					
Unit 8.3.7								
Title: Give athletes a break Text category: Persuasive Text type: Exposition Form: Newspaper article (online version) Purpose: To persuade, through the use of 'real cases' Theme: Sport Topic: Sport and role models	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; identifying, interpreting and analysing the issues and arguments presented in a feature article, including the use of supporting evidence and examples; recognising and explaining a particular point of view on a social issue; exploring the language used to represent athletes and position readers to view them as 'ordinary citizens'; evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ACELT1626	
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Responding to literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups ACELT1628
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807	

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8.3 Reading comprehension

							
Unit 8.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The impossible journey Text category: Persuasive Text type: Text response Form: Critique/satirical essay Purpose: To respond to a literary text, at an evaluative level Theme: Humour Topic: The concept of time in Sendak's <i>Where the Wild Things Are</i>	Structures and language features of persuasive texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas in a critical essay; recognising and responding to intertextual references in texts; analysing the use of literary techniques, devices such as irony and deliberate language choices; evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
			Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts ACELY1733				Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
			Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ACELY1734				Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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8.3 Writing

							
Unit 8.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mirror of murder Text category: Imaginative Text type: Narrative Form: Short story (Gothic fiction/horror) Purpose: To entertain and inform Theme: Creating Topic: Tales of the unexpected	Purpose, audience, text type/form: To entertain readers by engaging them in a modern Gothic fiction, written in short story form, for a young adult audience Text structure: Brief introduction to the setting and main character (Orientation stage); series of mysterious and inexplicable events involving a rising sense of tension and dread (Complication stage); implied tragic/horrific ending (Resolution stage) Language features: Specific nouns to refer to people, places and settings, including traditional Gothic archetypes (e.g. innocent victim; supernatural forces); adjectives and adjectival phrases that build detailed descriptions; evocative and figurative language, including similes and personification; a wide range of verbs including action, relating and sensing verbs; adverbs and adverbial phrases that indicate when, where and how events happen	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732			Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
							Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
							Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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8.3 Writing

							
Unit 8.3.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Who lives, how long? Text category: Informative Text type: Report Form: Expert talk – website (transcript) Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: Life expectancy in Indigenous and non-Indigenous groups	Purpose, audience, text type/form: To classify and describe the life expectancy trends for Indigenous and non-Indigenous people, with a focus on the differences between the two groups; written in the form of an 'expert talk', for a general audience Text structure: 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); 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) Language features: Everyday and technical language associated with Indigenous health, including general nouns and descriptive adjectives; use of nominalisations, abstract nouns and expanded noun groups to refer to and describe broad trends and/or overall conditions; a variety of verb types, including relating and action verbs; auxiliary verbs that express probability and/or obligation; use of degree adverbs to intensify the meaning of other words and phrases	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
				Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		

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8.3 Writing

							
Unit 8.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why children need adventure play spaces Text category: Informative Text type: Explanation Form: Submission to local planning authority Purpose: To explain how or why something occurs Theme: Community Topic: Public playgrounds	Purpose, audience, text type/form: To explain why adventure play spaces are good for children's development; written as part of a submission to a local city council Text structure: Identification of adventure play spaces and their benefits for children as the focus of the text (Phenomenon Identification stage); more detailed and technical explanation of how adventure play spaces contribute to positive development in childhood and later life (Explanation Sequence stage) Language features: Technical language related to the effects of adventure play spaces on human development, often arranged in expanded noun groups; action and relating verbs written in the present tense; adverbs and adverbial phrases of time, place, manner and reason; text connectives that express cause and effect relationships	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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8.3 Writing

							
Unit 8.3.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The rat was framed! Text category: Persuasive Text type: Exposition Form: Speech given to launch a new book Purpose: To persuade through the use of evidence and humour Theme: History Topic: The Black Plague in Europe and Asia in the Middle Ages	Purpose, audience, text type/form: 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; written in the form of a speech, for a specific audience Text structure: 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); a series of arguments supporting this view, including evidence and examples related to the spread of the plague (Arguments stage); restatement of speaker's overall viewpoint and redirection of blame to humans Language features: Evaluative language expressing the writer's judgements about rats and the spread of the Black Death, including modal verbs; general and abstract nouns related to the topic; adjectives, adjectival phrases and adjectival clauses that build detailed descriptions of events and actions; relating and action and saying verbs that express direct actions and states of being; text connectives that link arguments and supporting evidence across sentences and paragraphs	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543	Responding to literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts ACELT1627
					Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ACELT1807
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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8.3 Writing

							
Unit 8.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dr Louise Ryan: from Sydney to Harvard and back Text category: Informative Text type: Recount Form: <i>Who's Who</i> entry (focus on chronology) Purpose: To recreate a sequence of events Theme: Technology Topic: Women in mathematics and technology	Purpose, audience, text type/form: 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; written in the form of a <i>Who's Who</i> entry for a general audience Text structure: Introduction to Dr Louise Ryan and her life as a mathematician (Orientation stage); 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 Australian (Series of Events stage) Language features: General, specific and proper nouns that refer to people, places and events; adjectives and adjectival phrases that describe nouns in more detail; action, relating, sensing and saying verbs; specific dates to indicate time sequence	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

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8.3 Writing

							
Unit 8.3.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: Teen adventure camps under scrutiny</p> <p>Text category: Persuasive</p> <p>Text type: Discussion</p> <p>Form: Twitter thread</p> <p>Purpose: To provide a forum for different viewpoints</p> <p>Theme: Adventure</p> <p>Topic: Risk-taking and human development</p>	<p>Purpose, audience, text type/form: To examine different and/or opposing viewpoints on the use of outback survival camps for children and teens with extreme social and/or behavioural problems; written in the form of a series of Twitter posts, for a specific audience</p> <p>Text structure: Introduction to the focus issue, through a summary of the debate over government-funded adventure camps for 'troubled teens' (Issue Statement stage); 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); no evident summary or on-balance judgement related to the issue (Conclusion stage)</p> <p>Language features: General nouns related to the adventure camps for troubled teens; adjectives and adjectival phrases to build detailed descriptions; a wide range of verb types, including relating and saying verbs; modal verbs that indicate levels of certainty, probability and/or obligation; adverbs and adverbial phrases to indicate where, when, how and why things happen; speech-like sentence patterns and sentence fragments, reflecting the informal social media context</p>	<p>Interpreting, analysing, evaluating</p>	<p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732</p>	<p>Text structure and organisation</p>	<p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543</p>		

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8.3 Writing

							
Unit 8.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Give athletes a break Text category: Persuasive Text type: Exposition Form: Newspaper article (online version) Purpose: To persuade, through the use of 'real cases' Theme: Sport Topic: Sport and role models	Purpose, audience, text type/form: 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; written in the form of a feature article, for a specific audience Text structure: 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-field (Contention stage); a series of arguments in defence of sports heroes' rights and responsibilities on- and off-field (Arguments stage); clear statement of the writer's viewpoint on the expectations the public needs to place on sports heroes Language features: Evaluative language (including nouns, verbs, adjectives and adverbs) that expresses positive and negative value judgements; modal verbs that express levels of certainty and obligation; abstract and general nouns related to the topic; adjectives, adjectival phrases and adjectival clauses that build details; relating, action, sensing and saying verbs that express a wide range of actions and states; text connectives that link arguments and supporting evidence across sentences and paragraphs	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543		
						Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ACELA1766	
						Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547

Year 8 Content matrix and Australian Curriculum mapping

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8.3 Writing

AC Australian CURRICULUM							
Unit 8.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The impossible journey Text category: Persuasive Text type: Text response Form: Critique/satirical essay Purpose: To respond to a literary text, at an evaluative level Theme: Humour Topic: The concept of time in Sendak's <i>Where the Wild Things Are</i>	Purpose, audience, text type/form: To provide a personal response to the popular children's classic <i>Where the Wild Things Are</i> , in the form of a critique, for a general audience Text structure: Brief summary of the plot of the focus text (Description stage); 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) Language features: Topic-specific language, including nouns and adjectivals arranged in expanded noun groups; evaluative language to express judgements; a range of modals, including modal verbs and adverbs to express degrees of certainty; a range of verbs including relating and action verbs; adverbs and adverbial phrases indicating the time, manner and intensity of events	Interpreting, analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ACELY1732	Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication ACELA1543	Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities ACELT1629
				Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ACELT1630
							Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays ACELT1767

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8.3 Vocabulary/Spelling

							
Unit 8.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mirror of murder Text category: Imaginative Text type: Narrative Form: Short story (Gothic fiction/horror) Purpose: To entertain and inform Theme: Creating Topic: Tales of the unexpected	Evocative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 8.3.2							
Title: Who lives, how long? Text category: Informative Text type: Report Form: Expert talk – website (transcript) Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: Life expectancy in Indigenous and non-Indigenous groups	Common spelling patterns and strategies			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

Year 8 Content matrix and Australian Curriculum mapping

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8.3 Vocabulary/Spelling

							
Unit 8.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why children need adventure play spaces Text category: Informative Text type: Explanation Form: Submission to local planning authority Purpose: To explain how or why something occurs Theme: Community Topic: Public playgrounds	Technical language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		
Unit 8.3.4 Title: The rat was framed! Text category: Persuasive Text type: Exposition Form: Speech given to launch a new book Purpose: To persuade through the use of evidence and humour Theme: History Topic: The Black Plague in Europe and Asia in the Middle Ages	Using language to create tone			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

Year 8 Content matrix and Australian Curriculum mapping

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8.3 Vocabulary/Spelling

							
Unit 8.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dr Louise Ryan: from Sydney to Harvard and back Text category: Informative Text type: Recount Form: <i>Who's Who</i> entry (focus on chronology) Purpose: To recreate a sequence of events Theme: Technology Topic: Women in mathematics and technology	Common spelling patterns			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		
Unit 8.3.6							
Title: Teen adventure camps under scrutiny Text category: Persuasive Text type: Discussion Form: Twitter thread Purpose: To provide a forum for different viewpoints Theme: Adventure Topic: Risk-taking and human development	Evaluative language			Expressing and developing ideas	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts ACELA1547		

Year 8 Content matrix and Australian Curriculum mapping

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8.3 Vocabulary/Spelling

							
Unit 8.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Give athletes a break Text category: Persuasive Text type: Exposition Form: Newspaper article (online version) Purpose: To persuade, through the use of 'real cases' Theme: Sport Topic: Sport and role models	Common spelling patterns in words associated with social issues			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		
Unit 8.3.8							
Title: The impossible journey Text category: Persuasive Text type: Text response Form: Critique/satirical essay Purpose: To respond to a literary text, at an evaluative level Theme: Humour Topic: The concept of time in Sendak's <i>Where the Wild Things Are</i>	Spelling patterns involving short vowels, long vowels and silent 'e'			Expressing and developing ideas	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations ACELA1549		

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8.3 Punctuation

							
Unit 8.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mirror of murder Text category: Imaginative Text type: Narrative Form: Short story (Gothic fiction/horror) Purpose: To entertain and inform Theme: Creating Topic: Tales of the unexpected	Using full stops, commas and exclamation marks in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
					Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		
Unit 8.3.2							
Title: Who lives, how long? Text category: Informative Text type: Report Form: Expert talk – website (transcript) Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: Life expectancy in Indigenous and non-Indigenous groups	Using commas to separate introductory expressions, phrases and clauses			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
					Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532		

Year 8 Content matrix and Australian Curriculum mapping

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8.3 Punctuation

							
Unit 8.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why children need adventure play spaces Text category: Informative Text type: Explanation Form: Submission to local planning authority Purpose: To explain how or why something occurs Theme: Community Topic: Public playgrounds	Using colons, semicolons and commas in lists			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 8.3.4							
Title: The rat was framed! Text category: Persuasive Text type: Exposition Form: Speech given to launch a new book Purpose: To persuade through the use of evidence and humour Theme: History Topic: The Black Plague in Europe and Asia in the Middle Ages	Using dashes to separate ideas in sentences			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

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8.3 Punctuation

							
Unit 8.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dr Louise Ryan: from Sydney to Harvard and back Text category: Informative Text type: Recount Form: <i>Who's Who</i> entry (focus on chronology) Purpose: To recreate a sequence of events Theme: Technology Topic: Women in mathematics and technology	Using colons to separate titles and subtitles			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 8.3.6 Title: Teen adventure camps under scrutiny Text category: Persuasive Text type: Discussion Form: Twitter thread Purpose: To provide a forum for different viewpoints Theme: Adventure Topic: Risk-taking and human development	Using apostrophes to indicate contraction			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

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8.3 Punctuation

AC Australian CURRICULUM							
Unit 8.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Give athletes a break Text category: Persuasive Text type: Exposition Form: Newspaper article (online version) Purpose: To persuade, through the use of 'real cases' Theme: Sport Topic: Sport and role models	Using quotation marks			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		
Unit 8.3.8							
Title: The impossible journey Text category: Persuasive Text type: Text response Form: Critique/satirical essay Purpose: To respond to a literary text, at an evaluative level Theme: Humour Topic: The concept of time in Sendak's <i>Where the Wild Things Are</i>	Using quotation marks to indicate direct quotes from another text			Text structure and organisation	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts ACELA1544		

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8.3 Grammar

							
Unit 8.3.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Mirror of murder Text category: Imaginative Text type: Narrative Form: Short story (Gothic fiction/horror) Purpose: To entertain and inform Theme: Creating Topic: Tales of the unexpected	Adverbial phrases (time, place, accompaniment); embedded adjectival clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		
Unit 8.3.2							
Title: Who lives, how long? Text category: Informative Text type: Report Form: Expert talk – website (transcript) Purpose: To classify and/or describe something in general and specific ways Theme: Health Topic: Life expectancy in Indigenous and non-Indigenous groups	Verb groups and complex verbs; sentences with grammatical Themes (dependent clauses)			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		

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8.3 Grammar

							
Unit 8.3.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Why children need adventure play spaces Text category: Informative Text type: Explanation Form: Submission to local planning authority Purpose: To explain how or why something occurs Theme: Community Topic: Public playgrounds	Text connectives (causal); compound-complex sentences			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					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 coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809	
Unit 8.3.4							
Title: The rat was framed! Text category: Persuasive Text type: Exposition Form: Speech given to launch a new book Purpose: To persuade through the use of evidence and humour Theme: History Topic: The Black Plague in Europe and Asia in the Middle Ages	Degree adverbs; embedded adjectival clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					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 how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ACELA1523		

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8.3 Grammar

							
Unit 8.3.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Dr Louise Ryan: from Sydney to Harvard and back Text category: Informative Text type: Recount Form: <i>Who's Who</i> entry (focus on chronology) Purpose: To recreate a sequence of events Theme: Technology Topic: Women in mathematics and technology	Relating verbs; sentences with grammatical Themes			Expressing and developing ideas	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482		
				Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		
					Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ACELA1505		
Unit 8.3.6							
Title: Teen adventure camps under scrutiny Text category: Persuasive Text type: Discussion Form: Twitter thread Purpose: To provide a forum for different viewpoints Theme: Adventure Topic: Risk-taking and human development	Modal verbs; use of ellipsis in sentences			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
				Text structure and organisation	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536		
					Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809		

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8.3 Grammar

							
Unit 8.3.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Give athletes a break Text category: Persuasive Text type: Exposition Form: Newspaper article (online version) Purpose: To persuade, through the use of 'real cases' Theme: Sport Topic: Sport and role models	Nominalisation; sentences with grammatical Themes (adverbs, adverbial phrases and adverbial clauses)			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					Understand the effect of nominalisation in the writing of informative and persuasive texts ACELA1546		
						Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809

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8.3 Grammar

							
Unit 8.3.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The impossible journey Text category: Persuasive Text type: Text response Form: Critique/satirical essay Purpose: To respond to a literary text, at an evaluative level Theme: Humour Topic: The concept of time in Sendak's <i>Where the Wild Things Are</i>	Subordinating conjunctions; embedded adjectival clauses			Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause ACELA1545		
					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		
					Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ACELA1522		
					Text structure and organisation	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives ACELA1809	

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