

## 10.2 Australian Curriculum mapping: units 1–8

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### 10.2 Reading comprehension

|   |  |  |   |                             |                      |                               |  |
|--|--|--|---|-----------------------------|----------------------|-------------------------------|--|
| Unit 10.2.1  | Content  | Strand: Literacy Sub-strand                | Content descriptions  | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br><b>Hallelil and Hildebrand</b><br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Poetry<br><br><b>Form:</b> Sonnet<br><br><b>Purpose:</b> To express human experience in abstract terms<br><br><b>Theme:</b> Language<br><br><b>Topic:</b> Tragedy in love   | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; comparison of text purposes with other texts; analysis and evaluation of text structures and language features of poetic texts and identification of relevant thematic and intertextual connections with other texts; reflect on, extend, endorse or refute others' interpretations of and responses to literature | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|  |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |
| <b>Unit 10.2.2</b>   |  |  |   |                             |                      |                               |  |
| <b>Title:</b><br><b>Gambling with their welfare: what happens behind the scenes in horseracing</b><br><br><b>Text category:</b> Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Newspaper feature article<br><br><b>Purpose:</b> To provide a forum for different viewpoints<br><br><b>Theme:</b> Ethics<br><br><b>Topic:</b> Animal rights | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Discussion texts; identifying and analysing embedded perspectives, and evaluating supporting evidence   | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|  |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |

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### 10.2 Reading comprehension

|    |  |  |   |                             |                      |                               |  |
|---|--|--|---|-----------------------------|----------------------|-------------------------------|--|
| Unit 10.2.3   | Content  | Strand: Literacy Sub-strand                | Content descriptions  | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>The White Mouse<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> People<br><br><b>Topic:</b> The experiences of Australians during WW II | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Description texts; identify and analyse the representation of an individual from WW II  | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|   |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |
| Unit 10.2.4   |  |  |   |                             |                      |                               |  |
| <b>Title:</b><br>The hemline theory<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Recount<br><br><b>Form:</b> Short feature article in a Sunday magazine supplement<br><br><b>Purpose:</b> To recreate a sequence of events<br><br><b>Theme:</b> Design<br><br><b>Topic:</b> The history of fashion          | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Recount texts; identifying and evaluating the relation between the economy and fashion throughout recent history; analysis of implicit or explicit values, beliefs and assumptions in texts | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|   |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |

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### 10.2 Reading comprehension

|   |  |  |   |                             |                      |                               |  |
|--|--|--|---|-----------------------------|----------------------|-------------------------------|--|
| Unit 10.2.5  | Content  | Strand: Literacy Sub-strand                | Content descriptions  | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>Is there anyone out there?<br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Expert talk (transcript and video clip)<br><br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><br><b>Theme:</b> Communication<br><br><b>Topic:</b> The possibilities for 'life' beyond earth      | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Exposition texts; evaluating the credibility of the speaker, based on information provided              | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|  |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |
| <b>Unit 10.2.6</b>   |  |  |   |                             |                      |                               |  |
| <b>Title:</b><br>Gap-year options that make a difference<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Promotional booklet (Australians Abroad)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Overseas gap-year volunteer programs | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Report texts; identifying and evaluating the quality of information provided regarding gap-year options | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|  |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |

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### 10.2 Reading comprehension

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|---|--|--|---|-----------------------------|----------------------|-------------------------------|--|
| Unit 10.2.7   | Content  | Strand: Literacy Sub-strand                | Content descriptions  | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>More circle sentencing please<br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Newspaper opinion piece<br><b>Purpose:</b> To persuade, an audience about the benefits of circle sentencing<br><b>Theme:</b> Community<br><b>Topic:</b> Laws and social change | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Exposition texts; evaluating the credibility and bias of the speaker, based on information provided | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|   |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |
| <b>Unit 10.2.8</b>  |  |  |   |                             |                      |                               |  |
| <b>Title:</b><br>All Time Low sell out<br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Text Response<br><b>Form:</b> Album review in a music magazine<br><b>Purpose:</b> To respond to a music album, at an evaluative level<br><b>Theme:</b> Entertainment<br><b>Topic:</b> Youth culture and music     | Activating prior knowledge of text form and content; use of established strategies and processes to predict, access and monitor meaning in texts; identification of text purposes, structures and language features of Text Responses; identifying and evaluating the opinion and supporting evidence within the text      | <b>Interpreting, analysing, evaluating</b> | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts <b>ACELY1753</b>   |                             |                      | <b>Examining literature</b>   | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <b>ACELT1774</b> |
|   |  |  | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence <b>ACELY1754</b> |                             |                      |                               |  |

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### 10.2 Writing

|   |   |  |                      |                             |                      |                                 |  |
|---|---|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.1   | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>Hellelil and Hildebrand<br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Poetry<br><br><b>Form:</b> Sonnet<br><br><b>Purpose:</b> To express human experience in abstract terms<br><br><b>Theme:</b> Language<br><br><b>Topic:</b> Tragedy in love | <b>Purpose, text type/form, audience:</b> To reflect on doomed or tragic love, in sonnet form, for a young adult audience<br><br><b>Text structure:</b> Traditional topic, form and poetic devices, based on Shakespearean models; passionate but introspective mood; formal and evocative language<br><br><b>Language features:</b> Figurative language, including visual and tactile imagery; first person perspective; personal pronouns; lexical chains related to the themes of love and death |   |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|   |   |   |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

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### 10.2 Writing

|                   |   |                             |                      |                             |                      |                                 |  |
|--|---|-----------------------------|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.2  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><b>Gambling with their welfare: what happens behind the scenes in horseracing</b> | <b>Purpose, text type/form, audience:</b> To provide an opportunity for the expression of considered viewpoints on the breeding and use of horses in 'high-stakes' racing, in the form of a feature article, for anyone with an interest in the treatment of animals, especially racehorses             |                             |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|  |   |                             |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |
| <b>Text category:</b><br>Persuasive  | <b>Text structure:</b> Issue Statement stage where the issue to be discussed is identified (horseracing in Australia); an Arguments stage, where different views on 'the sport of kings' are presented in more detail; on-balance judgement on the issue is offered in the Conclusion stage of the text |                             |                      |                             |                      |                                 |  |
| <b>Text type:</b> Discussion   |   |                             |                      |                             |                      |                                 |  |
| <b>Form:</b> Newspaper feature article   | <b>Language features:</b> A range of nouns, including general nouns, abstract nouns and proper nouns; evaluative language, including opinion adjectives, evocative nouns and verbs; text connectives and conjunctions; relating verbs, sensing verbs and modal verbs                                    |                             |                      |                             |                      |                                 |  |
| <b>Purpose:</b> To provide a forum for different viewpoints  |   |                             |                      |                             |                      |                                 |  |
| <b>Theme:</b> Ethics   |   |                             |                      |                             |                      |                                 |  |
| <b>Topic:</b> Animal rights  |   |                             |                      |                             |                      |                                 |  |

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### 10.2 Writing

|   |  |  |                      |                             |                      |                                 |  |
|---|--|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.3   | Content  | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>The White Mouse<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> People<br><br><b>Topic:</b> The experiences of Australians during WW II | <b>Purpose, text type/form, audience:</b> To describe the character, values and activities of one famous Australian in during WWII, in an informative and engaging manner, for a general audience<br><br><b>Text structure:</b> Introduction to the person to be described; followed by descriptions of their activities and achievements, with an emphasis on highlighting their contributions to Allied victories in a particular theatre of war<br><br><b>Language features:</b> Adjectives, adjectival phrases and adjectival clauses; a variety of verb types, including action verbs, relating verbs, sensing verbs and saying verbs; adverbs, adverbial phrases and adverbial clauses |   |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|   |  |   |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

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### 10.2 Writing

|  |   |  |                      |                             |                      |                               |  |
|--|---|---|----------------------|-----------------------------|----------------------|-------------------------------|--|
| Unit 10.2.4  | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand | Content descriptions   |
| <b>Title:</b><br>The hemline theory<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Recount<br><br><b>Form:</b> Short feature article in a Sunday magazine supplement<br><br><b>Purpose:</b> To recreate a sequence of events<br><br><b>Theme:</b> Design<br><br><b>Topic:</b> The history of fashion | <b>Purpose, text type/form, audience:</b> To recreate the interrelationship between highs and lows in the global economy with specific fashion trends, including hem lengths, for a young adult audience<br><br><b>Text structure:</b> Orientation stage, where readers are introduced to the overall situation that is the subject of the text (the hemline theory); Series of Events stage, where events related to this subject are reconstructed in chronological order; (optional) Conclusion, where the writer speculates on the likely fashion trend to follow the economy's recovery from global financial crisis<br><br><b>Language features:</b> Specific nouns and pronouns; adjectives, adjectival phrases and adjectival clauses; a variety of verb types including action verbs, relating verbs and saying verbs; adverbs, adverbial phrases and adverbial clauses; use of dates to sequence events |   |                      |                             |                      | Responding to literature      | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|  |   |   |                      |                             |                      | Examining literature          | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

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### 10.2 Writing

|    |   |                             |                      |                             |                      |                                 |  |
|---|---|-----------------------------|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.5   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>Is there anyone out there?<br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Expert talk (transcript and video clip)<br><br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><br><b>Theme:</b> Communication<br><br><b>Topic:</b> The possibilities for 'life' beyond earth | <b>Purpose, text type/form, audience:</b> To present an informed opinion on whether or not life exists on other planets, in the form of an expert talk, for an audience interested in the idea of extraterrestrial life forms<br><br><b>Text structure:</b> Introduction, including a clear statement on the existence of life elsewhere in the universe; short Argument paragraphs where claims are presented to support the contention; each Argument paragraph begins with a topic sentence that extends or develops the central contention, a detailed elaboration and reference to scientific data and evidence; Conclusion that reiterates the contention, in a new way<br><br><b>Language features:</b> Evaluative language to express opinions and judgements; modal verbs to express levels of certainty, probability or obligation; general and abstract nouns; adjectives and adjectival phrases; a variety of verbs, including action verbs, relating verbs, saying verbs and sensing verbs |                             |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|   |   |                             |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

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### 10.2 Writing

|  |  |  |                      |                             |                      |                                 |  |
|--|--|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.6  | Content  | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>Gap-year options that make a difference<br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Promotional booklet (Australians Abroad)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Overseas gap-year volunteer programs | <b>Purpose, text type/form, audience:</b> To classify and describe gap-year options designed to support community development, for a specific audience<br><br><b>Text structure:</b> General statement defining gap-year development programs; followed by descriptions of various options, including locations, objectives and community responses; summative statement/concluding comments regarding the 'value' of community-based gap-year development options<br><br><b>Language features:</b> General nouns; a range of adjectives, including classifying adjectives, factual adjectives and opinion adjectives; technical language; expanded noun groups and nominalisations; a range of verb types, including non-finite verbs, relating verbs, action verbs, saying verbs and sensing verbs |   |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|  |  |   |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

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### 10.2 Writing

|   |   |                             |                      |                             |                      |                                 |  |
|--|---|-----------------------------|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.7  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br>More circle sentencing please<br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Newspaper opinion piece<br><br><b>Purpose:</b> To persuade, an audience about the benefits of circle sentencing<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Laws and social change | <b>Purpose, text type/form, audience:</b> To present an opinion about the topic of circle sentencing, and persuade the audience that it is of greater benefit than traditional law enforcement<br><br><b>Text structure:</b> Contention, including a clear statement indicating the writer's viewpoint on circle sentencing; Argument paragraphs where claims are presented to support the contention; each Argument paragraph begins with a topic sentence that extends or develops the central contention; Conclusion that includes an opinion about the traditional justice system<br><br><b>Language features:</b> Evaluative language to express opinions and judgements; general and abstract nouns; technical language; a range of verbs, including sensing verbs, relating verbs, saying verbs and modal auxiliary verbs; adverbs |                             |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|  |   |                             |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |   |  |                      |                             |                      |                                 |  |
|---|---|---|----------------------|-----------------------------|----------------------|---------------------------------|--|
| Unit 10.2.8   | Content   | Strand: Literacy Sub-strand   | Content descriptions | Strand: Language Sub-strand | Content descriptions | Strand: Literature Sub-strand   | Content descriptions   |
| <b>Title:</b><br><i>All Time Low sell out</i><br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Text Response<br><br><b>Form:</b> Album review in a music magazine<br><br><b>Purpose:</b> To respond to a music album, at an evaluative level<br><br><b>Theme:</b> Entertainment<br><br><b>Topic:</b> Youth culture and music | <b>Purpose, text type/form, audience:</b> To provide a review of a popular band's recent album release, for an audience interested in youth culture and music<br><br><b>Text structure:</b> Context stage, including an overview statement of the writer's response to/ evaluation of the album, followed by a series of descriptions and judgements related to this response; conclusion or summary of response<br><br><b>Language features:</b> Evaluative language; descriptive language; technical language related to the music field; a variety of verb types including action verbs, relating verbs, sensing verbs and modal verbs |   |                      |                             |                      | <b>Responding to literature</b> | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response<br><b>ACELT1641</b> |
|   |   |   |                      |                             |                      | <b>Examining literature</b>     | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts<br><b>ACELT1774</b>                  |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |  |                             |                      |  |   |                               |                      |
|--|--|-----------------------------|----------------------|--|---|-------------------------------|----------------------|
| Unit 10.2.1  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions  | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Hallelil and Hildebrand</b><br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Poetry<br><br><b>Form:</b> Sonnet<br><br><b>Purpose:</b> To express human experience in abstract terms<br><br><b>Theme:</b> Language<br><br><b>Topic:</b> Tragedy in love   | Using language to create deliberate effects  |                             |                      | <b>Expressing and developing ideas</b> | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences<br><b>ACELA1571</b> |                               |                      |
| <b>Unit 10.2.2</b>   |  |                             |                      |  |   |                               |                      |
| <b>Title:</b><br><b>Gambling with their welfare: what happens behind the scenes in horseracing</b><br><br><b>Text category:</b> Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Newspaper feature article<br><br><b>Purpose:</b> To provide a forum for different viewpoints<br><br><b>Theme:</b> Ethics<br><br><b>Topic:</b> Animal rights | Choosing vocabulary to have a deliberate and cumulative effect on the reader (evocative and evaluative language) |                             |                      | <b>Expressing and developing ideas</b> | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences<br><b>ACELA1571</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

- To search for specific topics, content type, or areas of the curriculum use CTRL + F and a dialogue box will pop up. Type in what you're looking for (e.g. adverbial phrases or ACELA1531) and press enter.
- The information in each level is organised by learning area and follows this order: Reading Comprehension, Writing, Vocabulary/Spelling, Punctuation, Grammar.
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- All curriculum information is consistent with version 7.0 of the Australian Curriculum, 7 August 2014.

### 10.2 Vocabulary/Spelling

|  Australian CURRICULUM  |  |                             |                      |  |  |                               |                      |
|--|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.3  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>The White Mouse</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> People<br><br><b>Topic:</b> The experiences of Australians during WW II | Using word origins to spell topic-specific words (French)                                      |                             |                      | <b>Expressing and developing ideas</b> | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b> |                               |                      |
| <b>Unit 10.2.4</b>   |  |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>The hemline theory</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Recount<br><br><b>Form:</b> Short feature article in a Sunday magazine supplement<br><br><b>Purpose:</b> To recreate a sequence of events<br><br><b>Theme:</b> Design<br><br><b>Topic:</b> The history of fashion          | Choosing vocabulary to have a deliberate and cumulative effect on the reader (technical terms) |                             |                      | <b>Expressing and developing ideas</b> | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>   |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|    |   |                             |                      |  |  |                               |                      |
|---|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.5   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Is there anyone out there?</b><br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Expert talk (transcript and video clip)<br><br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><br><b>Theme:</b> Communication<br><br><b>Topic:</b> The possibilities for 'life' beyond earth      | Using Latin and Greek roots to spell topic-specific words correctly                                 |                             |                      | <b>Expressing and developing ideas</b> | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b> |                               |                      |
| <b>Unit 10.2.6</b>  |   |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>Gap-year options that make a difference</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Promotional booklet (Australians Abroad)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Overseas gap-year volunteer programs | Using effective spelling strategies (common sound-letter patterns; syllabification; silent letters) |                             |                      | <b>Expressing and developing ideas</b> | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |   |                             |                      |  |  |                               |                      |
|--|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.7  | Content                                   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>More circle sentencing please</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Newspaper opinion piece<br><b>Purpose:</b> To persuade, an audience about the benefits of circle sentencing<br><b>Theme:</b> Community<br><b>Topic:</b> Laws and social change | Accurate spelling of topic-specific words |                             |                      | <b>Expressing and developing ideas</b> | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <b>ACELA1573</b> |                               |                      |
| <b>Unit 10.2.8</b>   |   |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>All Time Low sell out</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Text Response<br><b>Form:</b> Album review in a music magazine<br><b>Purpose:</b> To respond to a music album, at an evaluative level<br><b>Theme:</b> Entertainment<br><b>Topic:</b> Youth culture and music     | Using evocative language                  |                             |                      | <b>Expressing and developing ideas</b> | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <b>ACELA1571</b>   |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |  |                             |                      |  |  |                               |                      |
|--|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.1  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Hellelil and Hildebrand</b><br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Poetry<br><br><b>Form:</b> Sonnet<br><br><b>Purpose:</b> To express human experience in abstract terms<br><br><b>Theme:</b> Language<br><br><b>Topic:</b> Tragedy in love   | Using punctuation conventions in Poetry                            |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 10.2.2</b><br><br><b>Title:</b><br><b>Gambling with their welfare: what happens behind the scenes in horseracing</b><br><br><b>Text category:</b> Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Newspaper feature article<br><br><b>Purpose:</b> To provide a forum for different viewpoints<br><br><b>Theme:</b> Ethics<br><br><b>Topic:</b> Animal rights | Using commas to separate introductory and transitional expressions |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|    |  |                             |                      |  |  |                               |                      |
|---|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.3   | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>The White Mouse</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> People<br><br><b>Topic:</b> The experiences of Australians during WW II                  | Using quotation marks to indicate unusual or specific meanings and direct quotes |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 10.2.4</b><br><br><b>Title:</b><br><b>The hemline theory</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Recount<br><br><b>Form:</b> Short feature article in a Sunday magazine supplement<br><br><b>Purpose:</b> To recreate a sequence of events<br><br><b>Theme:</b> Design<br><br><b>Topic:</b> The history of fashion | Using commas to separate words, phrases and clauses in sentences                 |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|    |   |                             |                      |                                 |  |                               |                      |
|---|---|-----------------------------|----------------------|---------------------------------|--|-------------------------------|----------------------|
| Unit 10.2.5   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand     | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Is there anyone out there?</b><br><br><b>Text category:</b><br>Persuasive<br><br><b>Text type:</b> Exposition<br><br><b>Form:</b> Expert talk (transcript and video clip)<br><br><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence<br><br><b>Theme:</b> Communication<br><br><b>Topic:</b> The possibilities for 'life' beyond earth      | Using commas and dashes for deliberate effect     |                             |                      | Text structure and organisation | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |
| <b>Unit 10.2.6</b>  |   |                             |                      |                                 |  |                               |                      |
| <b>Title:</b><br><b>Gap-year options that make a difference</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Report<br><br><b>Form:</b> Promotional booklet (Australians Abroad)<br><br><b>Purpose:</b> To classify and/or describe something in general and specific ways<br><br><b>Theme:</b> Community<br><br><b>Topic:</b> Overseas gap-year volunteer programs | Using capital letters, commas and ellipsis points |                             |                      | Text structure and organisation | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |  |                             |                      |  |  |                               |                      |
|--|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.7  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>More circle sentencing please</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Newspaper opinion piece<br><b>Purpose:</b> To persuade, an audience about the benefits of circle sentencing<br><b>Theme:</b> Community<br><b>Topic:</b> Laws and social change | Using punctuation to create deliberate effects                     |                             |                      | <b>Text structure and organisation</b> | Compare the purposes, text structures and language features of traditional and contemporary texts in different media <b>ACELA1566</b>                |                               |                      |
| <b>Unit 10.2.8</b>   |  |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>All Time Low sell out</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Text Response<br><b>Form:</b> Album review in a music magazine<br><b>Purpose:</b> To respond to a music album, at an evaluative level<br><b>Theme:</b> Entertainment<br><b>Topic:</b> Youth culture and music     | Using commas, full stops and question marks for deliberate effects |                             |                      | <b>Text structure and organisation</b> | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <b>ACELA1556</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |  |                             |                      |  |  |                               |                      |
|--|--|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.1  | Content  | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>Hallelil and Hildebrand</b><br><br><b>Text category:</b><br>Imaginative<br><br><b>Text type:</b> Poetry<br><br><b>Form:</b> Sonnet<br><br><b>Purpose:</b> To express human experience in abstract terms<br><br><b>Theme:</b> Language<br><br><b>Topic:</b> Tragedy in love   | Noun groups and expanded noun groups; using a range of sentence types for deliberate effects |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |
| <b>Unit 10.2.2</b>   |  |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>Gambling with their welfare: what happens behind the scenes in horseracing</b><br><br><b>Text category:</b> Persuasive<br><br><b>Text type:</b> Discussion<br><br><b>Form:</b> Newspaper feature article<br><br><b>Purpose:</b> To provide a forum for different viewpoints<br><br><b>Theme:</b> Ethics<br><br><b>Topic:</b> Animal rights | Lexical, auxiliary and modal verbs; complex sentences with embedded adjectival clauses       |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

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

|   |   |                             |                      |  |  |                               |                      |
|--|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.3  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>The White Mouse</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Description<br><br><b>Form:</b> Short biography<br><br><b>Purpose:</b> To describe the specific features of something or someone<br><br><b>Theme:</b> People<br><br><b>Topic:</b> The experiences of Australians during WW II | Common, proper, concrete, abstract and technical nouns; using different sentence types for different purposes (including sentences with grammatical Themes) |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |
| <b>Unit 10.2.4</b>   |   |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>The hemline theory</b><br><br><b>Text category:</b><br>Informative<br><br><b>Text type:</b> Recount<br><br><b>Form:</b> Short feature article in a Sunday magazine supplement<br><br><b>Purpose:</b> To recreate a sequence of events<br><br><b>Theme:</b> Design<br><br><b>Topic:</b> The history of fashion          | Verbs, verb groups and phrasal verbs; using different sentence types for different purposes   |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |

## 10.2 Australian Curriculum mapping: units 1–8

- 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.

### 10.2 Grammar

|    |   |                             |                      |  |  |                               |                      |
|---|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.5   | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <p><b>Title:</b><br/>Is there anyone out there?</p> <p><b>Text category:</b><br/>Persuasive</p> <p><b>Text type:</b> Exposition</p> <p><b>Form:</b> Expert talk (transcript and video clip)</p> <p><b>Purpose:</b> To persuade, through the use of scientific data and/or evidence</p> <p><b>Theme:</b> Communication</p> <p><b>Topic:</b> The possibilities for 'life' beyond earth</p>      | Using modal verbs, degree adverbs and focusing adverbs to persuade; using grammatical Theme choices in sentences              |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |
| <b>Unit 10.2.6</b>  |   |                             |                      |  |  |                               |                      |
| <p><b>Title:</b><br/>Gap-year options that make a difference</p> <p><b>Text category:</b><br/>Informative</p> <p><b>Text type:</b> Report</p> <p><b>Form:</b> Promotional booklet (Australians Abroad)</p> <p><b>Purpose:</b> To classify and/or describe something in general and specific ways</p> <p><b>Theme:</b> Community</p> <p><b>Topic:</b> Overseas gap-year volunteer programs</p> | Expanded noun groups including a range of adjectivals; dependent clauses beginning with non-finite verbs or relative pronouns |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b> |                               |                      |

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### 10.2 Grammar

|   |   |                             |                      |  |  |                               |                      |
|--|---|-----------------------------|----------------------|--|--|-------------------------------|----------------------|
| Unit 10.2.7  | Content   | Strand: Literacy Sub-strand | Content descriptions | Strand: Language Sub-strand            | Content descriptions   | Strand: Literature Sub-strand | Content descriptions |
| <b>Title:</b><br><b>More circle sentencing please</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Exposition<br><b>Form:</b> Newspaper opinion piece<br><b>Purpose:</b> To persuade, an audience about the benefits of circle sentencing<br><b>Theme:</b> Community<br><b>Topic:</b> Laws and social change | Expanded noun groups; using different sentence types for specific purposes  |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b>   |                               |                      |
|  |   |                             |                      |  | Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction<br><b>ACELA1570</b> |                               |                      |
| <b>Unit 10.2.8</b>   |   |                             |                      |  |  |                               |                      |
| <b>Title:</b><br><b>All Time Low sell out</b><br><br><b>Text category:</b> Persuasive<br><b>Text type:</b> Text Response<br><b>Form:</b> Album review in a music magazine<br><b>Purpose:</b> To respond to a music album, at an evaluative level<br><b>Theme:</b> Entertainment<br><b>Topic:</b> Youth culture and music     | Factual, opinion and comparing adjectives; using simple sentences, compound sentences and complex sentences to organise ideas |                             |                      | <b>Expressing and developing ideas</b> | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br><b>ACELA1569</b>   |                               |                      |
|  |   |                             |                      |  |  |                               |                      |

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