

7.0 Australian Curriculum mapping: units 1–10

- 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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7.0 Reading comprehension

							
Unit 7.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Did you hear that? Text category: Imaginative Text type: Recount Form: Facebook posts Purpose: To recreate a sequence of events Theme: People Topic: Phantom vibration syndrome	Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1692				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The best advice Text category: Imaginative Text type: Narrative Form: Short story Purpose: To entertain and inform Theme: People Topic: Identity and 'fitting in'	Comprehension strategies to build literal and inferred meaning; structures and language features of imaginative texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including techniques and strategies authors use to engage readers	Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1692				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Manga with Matt: the female face Text category: Informative Text type: Procedure Form: Video clip and transcript Purpose: To instruct on how to do something Theme: Design Topic: How to draw a face in the manga style	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including how writers vary the structure of texts to suit particular topics and purposes	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Pancakes with cinnamon butter Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Food Topic: How to make pancakes with cinnamon butter	Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas	Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1692				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Sniffer dog school Text category: Informative Text type: Report Form: Article in a science magazine Purpose: To classify and/or describe something in general and specific ways Theme: Community Topic: Training sniffer dogs	Structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bright star Text category: Informative Text type: Description Form: Character profile Purpose: To describe the specific features of something or someone Theme: Sport Topic: Olympic snowboarder Torah Bright	Comprehension strategies to build literal and inferred meaning; structures and language features of informative texts; predicting, confirming and monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1692				
			Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My friend is an online troll, what do I do? Text category: Persuasive Text type: Discussion Form: Online agony aunt column Purpose: To provide a forum for different viewpoints Theme: Communication Topic: How to deal with a friend who is an online troll	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				

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7.0 Reading comprehension

							
Unit 7.0.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Animals aren't entertainers! Text category: Persuasive Text type: Discussion Form: Facebook thread Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Animals as entertainment	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
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7.0 Reading comprehension

							
Unit 7.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: See Australia: Choose to cruise Text category: Persuasive Text type: Exposition Form: Advertorial in a travel magazine Purpose: To persuade, through the use of detailed evidence Theme: Travel Topic: Cruise holidays	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
			Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713				
			Analyse strategies authors use to influence readers ACELY1801				

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7.0 Reading comprehension

							
Unit 7.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: <i>The Bridge by Jane Higgins</i> Text category: Persuasive Text type: Text Response Form: Book review Purpose: To respond to a written text, at an evaluative level Theme: Entertainment Topic: Review of a young adult book	Structures and language features of persuasive texts; predicting and confirming meaning; monitoring meaning; interpreting and analysing ideas; evaluating the quality of texts, including strategies writers use to influence readers to accept a particular point of view	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702				
			Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ACELY1712				
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7.0 Writing

							
Unit 7.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Did you hear that? Text category: Imaginative Text type: Recount Form: Facebook posts Purpose: To recreate a sequence of events Theme: People Topic: Phantom vibration syndrome	Purpose, text type/form, audience: To recreate a sequence of events, in the form of Facebook posts, for a teenage audience Text structure: Introduction to the topic in initial post (Orientation stage); chronological listing of events that took place, including student behaviour and personal reactions (Series of Events stage) Language features: Common and proper nouns to identify people, places and things; action verbs to express physical actions; relating verbs to link information in the text; past tense to demonstrate events have already taken place	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

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7.0 Writing

							
Unit 7.0.2	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: The best advice Text category: Imaginative Text type: Narrative Form: Short story Purpose: To entertain and inform Theme: People Topic: Identity and 'fitting in'	Purpose, text type/form, audience: To entertain and inform the reader, in the form of a short story, for a teenage/young adult audience Text structure: The setting is outlined and the sequence of events about to unfold is foregrounded (Orientation stage); the narrator has to stick to their resolution (Complication stage); the narrator successfully sticks to their resolution and is happy/better off for having done so (Resolution stage) Language features: Common and proper nouns; adjectives to represent and describe aspects of characters, setting and plot; a variety of verb types, including action and sensing verbs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
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7.0 Writing

							
Unit 7.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Manga with Matt: the female face Text category: Informative Text type: Procedure Form: Video clip and transcript Purpose: To instruct on how to do something Theme: Design Topic: How to draw a face in the manga style	Purpose, text type/form, audience: To instruct viewers on how to draw an item, in the form of a YouTube clip and transcript, for an interested audience Text structure: The task to be completed is identified (Goal stage); the steps necessary to successfully complete the task are outlined (Steps stage) Language features: Commands written as comments; technical language and everyday language; adverbs to provide extra detail	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		

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7.0 Writing

							
Unit 7.0.4	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Pancakes with cinnamon butter Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Food Topic: How to make pancakes with cinnamon butter	Purpose, audience, text type/form: To instruct readers on how to cook pancakes, in the form of a recipe, for interested readers/people who enjoy cooking Text structure: Statement of intention of the text (Goal stage); sequence of steps that readers should follow to cook pancakes (Steps stage) Language features: Sentences written as commands, through the use of action verbs; technical language to precisely explain/demonstrate what readers need to do; temporal text connectives	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512		

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7.0 Writing

							
Unit 7.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Sniffer dog school Text category: Informative Text type: Report Form: Article in a science magazine Purpose: To classify and/or describe something in general and specific ways Theme: Community Topic: Training sniffer dogs	Purpose, text type/form, audience: To present factual information about a visit to a sniffer dog training facility, in the form of a magazine article, for a general audience Text structure: Opening statement including a general classification of what sniffer dogs are (General Classification stage); text organised into sections or paragraphs giving 'everyday' but accurate descriptions about sniffer dogs and their training (Description stage) Language features: Range of nouns including common and proper nouns; a range of verbs including action and relating verbs; technical language and everyday language	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711	Expressing and developing ideas	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ACELA1452		
			Analyse strategies authors use to influence readers ACELY1801				

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7.0 Writing

							
Unit 7.0.6	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Bright star Text category: Informative Text type: Description Form: Character profile Purpose: To describe the specific features of something or someone Theme: Sport Topic: Olympic snowboarder Torah Bright	Purpose, text type/form, audience: To describe the sporting achievements of Torah Bright, in the form of a character profile, for a general audience interested in sporting personalities Text structure: Introduction to the subject of the text, Torah Bright (Introduction to the Subject stage); a series of descriptions of Torah's achievements and sporting skills (Characteristic Features of the Subject stage) Language features: Specific nouns to refer to particular people, places or things; adjectives and adjectival phrases to add description and detail; action verbs to show physical action and relating verbs to link information	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701				
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				

7.0 Australian Curriculum mapping: units 1–10

- 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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7.0 Writing

AC Australian CURRICULUM							
Unit 7.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My friend is an online troll, what do I do? Text category: Persuasive Text type: Discussion Form: Online agony aunt column Purpose: To provide a forum for different viewpoints Theme: Communication Topic: How to deal with a friend who is an online troll	Purpose, text type/form, audience: To examine an ethical dilemma, in the form of a column in an online forum, for a teenage/young adult audience Text structure: Introduction and/or brief outline of the issue/topic by the columnist (Issue Statement stage); series of comments and expressions of supporting and opposing opinion from readers (Arguments stage); no evident Conclusion stage Language features: General nouns; a range of verbs, including relating verbs and action verbs; adverbs to show how, where and why things occur	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Analyse strategies authors use to influence readers ACELY1801				

7.0 Australian Curriculum mapping: units 1–10

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7.0 Writing

AC Australian CURRICULUM							
Unit 7.0.8	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Animals aren't entertainers! Text category: Persuasive Text type: Discussion Form: Facebook thread Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Animals as entertainment	Purpose, text type/form, audience: To examine the pros and cons of using animals for human amusement/entertainment, in the form of a Facebook thread, for people interested in animal welfare Text structure: Introduction and brief outline of the issue/topic in the initial post (Issue Statement stage); series of comments and expressions of supporting and opposing opinion from readers (Arguments stage); final comment by the initial poster, acknowledging the responses given (Conclusion stage) Language features: General nouns; a range of verbs, including relating verbs and action verbs; adverbs to show how, where and why things occur	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Analyse strategies authors use to influence readers ACELY1801				

7.0 Australian Curriculum mapping: units 1–10

- 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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7.0 Writing

							
Unit 7.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: See Australia: Choose to cruise Text category: Persuasive Text type: Exposition Form: Advertorial in a travel magazine Purpose: To persuade, through the use of detailed evidence Theme: Travel Topic: Cruise holidays	Purpose, text type/form, audience: To express one viewpoint persuading readers of the benefits of taking a cruise with a particular company, in the form of an advertorial, for an audience interested in family vacations Text structure: 'Hook' to gain reader attention; clear progression through Contention, Arguments, Conclusion stages; elaborations and evidence provided in support of the contention Language features: Nouns related to the topic; adjectives to add detail to nouns; evaluative language to express personal opinion or judgement; a range of verbs, including action verbs and relating verbs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504		
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				
			Analyse strategies authors use to influence readers ACELY1801				

7.0 Australian Curriculum mapping: units 1–10

- 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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7.0 Writing

AC Australian CURRICULUM							
Unit 7.0.10	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: <i>The Bridge</i> by Jane Higgins Text category: Persuasive Text type: Text Response Form: Book review Purpose: To respond to a written text, at an evaluative level Theme: Entertainment Topic: Review of a young adult book	Purpose, text type/form, audience: To provide a personal response to a book for teenagers, in the form of a review, for a general audience Text structure: Introduction to the focus of the text and the reviewer's overall response to the book (Context stage); description/synopsis of the book (Description stage); judgements related to the reviewer's overall response to the book (Judgement stage) Language features: Common nouns and proper nouns; adjectives to describe elements of the text; action verbs and relating verbs	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	Expressing and developing ideas	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ACELA1525	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ACELT1610
			Analyse how text structures and language features work together to meet the purpose of a text ACELY1711				Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611
					Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style ACELT1616		
					Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ACELT1617		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Vocabulary/Spelling

							
Unit 7.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Did you hear that? Text category: Imaginative Text type: Recount Form: Facebook posts Purpose: To recreate a sequence of events Theme: People Topic: Phantom vibration syndrome	Syllabification			Phonics and word knowledge	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words ACELA1471		
Unit 7.0.2							
Title: The best advice Text category: Imaginative Text type: Narrative Form: Short story Purpose: To entertain and inform Theme: People Topic: Identity and 'fitting in'	Suffixes			Phonics and word knowledge	Understand how to use letter-sound relationships and less common letter patterns to spell words ACELA1485		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Vocabulary/Spelling

							
Unit 7.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Manga with Matt: the female face Text category: Informative Text type: Procedure Form: Video clip and transcript Purpose: To instruct on how to do something Theme: Design Topic: How to draw a face in the manga style	Technical language			Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ACELA1484		
Unit 7.0.4 Title: Pancakes with cinnamon butter Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Food Topic: How to make pancakes with cinnamon butter	Technical language			Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ACELA1484		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Vocabulary/Spelling

							
Unit 7.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Sniffer dog school Text category: Informative Text type: Report Form: Article in a science magazine Purpose: To classify and/or describe something in general and specific ways Theme: Community Topic: Training sniffer dogs	Suffixes			Phonics and word knowledge	Understand how to use letter-sound relationships and less common letter patterns to spell words ACELA1485		
Unit 7.0.6 Title: Bright star Text category: Informative Text type: Description Form: Character profile Purpose: To describe the specific features of something or someone Theme: Sport Topic: Olympic snowboarder Torah Bright	Objective language			Language for interaction	Understand the uses of objective and subjective language and bias ACELA1517		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Vocabulary/Spelling

							
Unit 7.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
<p>Title: My friend is an online troll, what do I do?</p> <p>Text category: Persuasive</p> <p>Text type: Discussion</p> <p>Form: Online agony aunt column</p> <p>Purpose: To provide a forum for different viewpoints</p> <p>Theme: Communication</p> <p>Topic: How to deal with a friend who is an online troll</p>	Compound words			Phonics and word knowledge	Understand how to use letter-sound relationships and less common letter patterns to spell words ACELA1485		
Unit 7.0.8							
<p>Title: Animals aren't entertainers!</p> <p>Text category: Persuasive</p> <p>Text type: Discussion</p> <p>Form: Facebook thread</p> <p>Purpose: To provide a forum for different viewpoints</p> <p>Theme: Ethics</p> <p>Topic: Animals as entertainment</p>	Syllabification			Phonics and word knowledge	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words ACELA1471		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Vocabulary/Spelling

							
Unit 7.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: See Australia: Choose to cruise Text category: Persuasive Text type: Exposition Form: Advertorial in a travel magazine Purpose: To persuade, through the use of detailed evidence Theme: Travel Topic: Cruise holidays	Evaluative language			Language for interaction	Examine how evaluative language can be varied to be more or less forceful ACELA1477		
Unit 7.0.10							
Title: <i>The Bridge</i> by Jane Higgins Text category: Persuasive Text type: Text Response Form: Book review Purpose: To respond to a written text, at an evaluative level Theme: Entertainment Topic: Review of a young adult book	Evaluative language			Language for interaction	Examine how evaluative language can be varied to be more or less forceful ACELA1477		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Punctuation

							
Unit 7.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Did you hear that? Text category: Imaginative Text type: Recount Form: Facebook posts Purpose: To recreate a sequence of events Theme: People Topic: Phantom vibration syndrome	Contractions			Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ACELA1480		
Unit 7.0.2							
Title: The best advice Text category: Imaginative Text type: Narrative Form: Short story Purpose: To entertain and inform Theme: People Topic: Identity and 'fitting in'	Quoted (direct) speech			Text structure and organisation	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech ACELA1492		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Punctuation

							
Unit 7.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Manga with Matt: the female face Text category: Informative Text type: Procedure Form: Video clip and transcript Purpose: To instruct on how to do something Theme: Design Topic: How to draw a face in the manga style	Contractions			Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ACELA1480		
Unit 7.0.4							
Title: Pancakes with cinnamon butter Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Food Topic: How to make pancakes with cinnamon butter	Using commas to separate clauses in complex sentences			Text structure and organisation	Understand the uses of commas to separate clauses ACELA1521		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Punctuation

							
Unit 7.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Sniffer dog school Text category: Informative Text type: Report Form: Article in a science magazine Purpose: To classify and/or describe something in general and specific ways Theme: Community Topic: Training sniffer dogs	Quoted (direct) speech			Text structure and organisation	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech ACELA1492		
Unit 7.0.6 Title: Bright star Text category: Informative Text type: Description Form: Character profile Purpose: To describe the specific features of something or someone Theme: Sport Topic: Olympic snowboarder Torah Bright	Using commas to separate items in lists			Text structure and organisation	Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Punctuation

							
Unit 7.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My friend is an online troll, what do I do? Text category: Persuasive Text type: Discussion Form: Online agony aunt column Purpose: To provide a forum for different viewpoints Theme: Communication Topic: How to deal with a friend who is an online troll	Contractions			Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ACELA1480		
Unit 7.0.8							
Title: Animals aren't entertainers! Text category: Persuasive Text type: Discussion Form: Facebook thread Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Animals as entertainment	Using commas to separate clauses in complex sentences			Text structure and organisation	Understand the uses of commas to separate clauses ACELA1521		

7.0 Australian Curriculum mapping: units 1–10

- 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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7.0 Punctuation

							
Unit 7.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: See Australia: Choose to cruise Text category: Persuasive Text type: Exposition Form: Advertorial in a travel magazine Purpose: To persuade, through the use of detailed evidence Theme: Travel Topic: Cruise holidays	Using commas to separate items in lists			Text structure and organisation	Recognise that capital letters signal proper nouns and commas are used to separate items in lists ACELA1465		
Unit 7.0.10							
Title: <i>The Bridge</i> by Jane Higgins Text category: Persuasive Text type: Text Response Form: Book review Purpose: To respond to a written text, at an evaluative level Theme: Entertainment Topic: Review of a young adult book	Possessive apostrophes			Text structure and organisation	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns ACELA1506		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Grammar

AC Australian CURRICULUM							
Unit 7.0.1	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Did you hear that? Text category: Imaginative Text type: Recount Form: Facebook posts Purpose: To recreate a sequence of events Theme: People Topic: Phantom vibration syndrome	Common and proper nouns; clause structure			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ACELA1481		
Unit 7.0.2							
Title: The best advice Text category: Imaginative Text type: Narrative Form: Short story Purpose: To entertain and inform Theme: People Topic: Identity and 'fitting in'	Action verbs; complex sentences			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		
					Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Grammar

							
Unit 7.0.3	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Manga with Matt: the female face Text category: Informative Text type: Procedure Form: Video clip and transcript Purpose: To instruct on how to do something Theme: Design Topic: How to draw a face in the manga style	Adjectives; independent clauses			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ACELA1481		
Unit 7.0.4							
Title: Pancakes with cinnamon butter Text category: Informative Text type: Procedure Form: Recipe Purpose: To instruct on how to do something Theme: Food Topic: How to make pancakes with cinnamon butter	Action verbs; noun groups			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		
					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		

7.0 Australian Curriculum mapping: units 1–10

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7.0 Grammar

							
Unit 7.0.5	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: Sniffer dog school Text category: Informative Text type: Report Form: Article in a science magazine Purpose: To classify and/or describe something in general and specific ways Theme: Community Topic: Training sniffer dogs	Common and proper nouns; compound sentences			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
Unit 7.0.6							
Title: Bright star Text category: Informative Text type: Description Form: Character profile Purpose: To describe the specific features of something or someone Theme: Sport Topic: Olympic snowboarder Torah Bright	Modal verbs; verb groups			Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ACELA1484		
					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		

7.0 Australian Curriculum mapping: units 1–10

- 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 8.1 of the Australian Curriculum, 16 December 2015.

7.0 Grammar

							
Unit 7.0.7	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: My friend is an online troll, what do I do? Text category: Persuasive Text type: Discussion Form: Online agony aunt column Purpose: To provide a forum for different viewpoints Theme: Communication Topic: How to deal with a friend who is an online troll	Common and proper nouns; compound sentences			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ACELA1467		
Unit 7.0.8							
Title: Animals aren't entertainers! Text category: Persuasive Text type: Discussion Form: Facebook thread Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Animals as entertainment	Relating verbs; verb groups			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		
					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		

7.0 Australian Curriculum mapping: units 1–10

- 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.
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7.0 Grammar

							
Unit 7.0.9	Content	Strand: Literacy Sub-strand	Content descriptions	Strand: Language Sub-strand	Content descriptions	Strand: Literature Sub-strand	Content descriptions
Title: See Australia: Choose to cruise Text category: Persuasive Text type: Exposition Form: Advertorial in a travel magazine Purpose: To persuade, through the use of detailed evidence Theme: Travel Topic: Cruise holidays	Adjectives; noun groups			Expressing and developing ideas	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468		
					Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ACELA1493		
Unit 7.0.10							
Title: The Bridge by Jane Higgins Text category: Persuasive Text type: Text Response Form: Book review Purpose: To respond to a written text, at an evaluative level Theme: Entertainment Topic: Review of a young adult book	Relating verbs; simple sentences			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		
					Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451		