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Text	Type	Form	Topic
7.1.1 Breaking up, for the best	**Narrative**	**Comic strip**	**Personal relationships**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Words, imagery and language patterns • Layers of meaning • Structures and language features of Narratives • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including techniques and strategies authors use to engage readers	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1702 ACELY1712 ACELY1713 ACELY1801
		Literature	Examining literature	ACELT1617
			Literature and context	ACELT1613
Writing	**Purpose, text type/form, audience:** • To engage the reader, by presenting a universal human 'crisis' • In a condensed story form (comic strip) • For a sympathetic audience **Text structure:** • Backstory/precipitating events • Series of speech events leading to decision/problem, in chronological sequence (Complication) • Text ends with the possibility of a sequel (Resolution/Coda) **Language features:** • Visual and verbal representations of characters, setting and plot • Spoken, colloquial language • Depictions of body language and gestures • Speech or thought bubbles • Frames in sequence	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
		Literature	Responding to literature	ACELT1609 ACELT1795
			Examining literature	ACELT1617
Vocabulary	• Evaluative language (expressing positive and negative judgements; showing thoughts and feelings about things, events or people)	Language	Expressing and developing ideas	ACELA1525
Punctuation	• Using exclamation marks in direct speech and to express emotion	Language	Text structure and organisation	ACELA1449
Grammar	• Sensing verbs • Subjects and predicates in simple sentences	Language	Expressing and developing ideas	ACELA1482 ACELA1523
			Text structure and organisation	ACELA1505

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Text	Type	Form	Topic
7.1.2 Memories in a suitcase	**Poetry**	**Free verse**	**Refugees – Asian context**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Words, imagery and language patterns, including sound devices and imagery • Simile, metaphor and personification • Layers of meaning • Structures and language features of Poetry texts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including techniques and strategies poets use to express ideas	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1712 ACELY1703 ACELY1713 ACELY1801
		Literature	Examining literature	ACELT1611 ACELT1617
Writing	**Purpose, text type/form, audience:** • To reflect on the experience of being a refugee/immigrant • In the form of a free verse poem • For a teenage audience **Text structure:** • Lines of prose arranged in four stanzas or verses • No regular rhyme or rhythm pattern • Some repetition of sounds, words and phrases **Language features:** • Evocative and figurative language and poetic techniques, including similes, personification and onomatopoeia • Unrhymed lines with no set metrical pattern • Sounds and looks like natural speech	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
		Literature	Responding to literature	ACELT1615
Vocabulary	• Descriptive language (adjectives and adverbs)	Language	Expressing and developing ideas	ACELA1525 ACELA1512
Punctuation	• Using apostrophes to indicate possession (singular and plural nouns)	Language	Text structure and organisation	ACELA1506
Grammar	• Common, concrete and proper nouns • Subjects and predicates in simple sentences	Language	Expressing and developing ideas	ACELA1468 ACELA1508
			Text structure and organisation	ACELA1505

Cross-curriculum priority: Asia and Australia's engagement with Asia

Text	Type	Form	Topic
7.1.3 The ultimate chocolate cupcake	**Procedure**	**Recipe**	**Cooking with a difference**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Procedures • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including techniques that writers use to inform and entertain readers	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1702 ACELY1712 ACELY1703 ACELY1713 ACELY1801
Writing	**Purpose, text type/form, audience:** • To provide instructions on how to make a classic party food item • In the form of a recipe • For a teenage or young adult audience **Text structure:** • Humorous introduction to the text, including the stated goal of the text (Goal Statement stage) • Lists of ingredients required and directions for cooking chocolate cupcakes (Steps stage) • Humorous additions/asides to readers throughout the text **Language features:** • Precise terms related to cooking in general and cupcakes in particular • Sentences in imperative mood • Action verbs • Adverbs and adverbial phrases of time, place, manner and degree • Temporal text connectives	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
			Expressing and developing ideas	ACELA1512
Vocabulary	• Homographs	Language	Expressing and developing ideas	ACELA1512 ACELA1526
Punctuation	• Using capital letters and full stops to start and end sentences	Language	Text structure and organisation	ACELA1449
Grammar	• Adverbs • Compound sentences	Language	Expressing and developing ideas	ACELA1495 ACELA1467 ACELA1523

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Text	Type	Form	Topic
7.1.4 Wind energy – what's your take?	**Discussion**	**Talkback radio (transcript)**	**Alternative energy forms**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Discussions • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including strategies writers/speakers use to influence readers/listeners to accept a particular point of view	Literacy	Interpreting, analysing, evaluating	**ACELY1701** **ACELY1711** **ACELY1702** **ACELY1712** **ACELY1703** **ACELY1713** **ACELY1801**
Writing	**Purpose, text type/form, audience:** • To allow the expression of different and/or opposing viewpoints • In the form of a talkback radio show • For participants who have already formed an opinion on the issue/topic **Text structure:** • Introduction and/or brief outline of the issue/topic by the talkback show host (Issue Statement stage) • Series of comments and/or expressions of supporting and opposing opinion from callers (Arguments stage) • Call for an ad break by host (Conclusion stage) **Language features:** • General and specific nouns • Relating, sensing and action verbs • Text connectives • Adverbs and adverbial phrases	Literacy	Interpreting, analysing, evaluating	**ACELY1701** **ACELY1711** **ACELY1801**
		Language	Text structure and organisation	**ACELA1504**
Spelling	• Drop the final 'e' spelling rule (verbs)	Language	Expressing and developing ideas	**ACELA1526**
Punctuation	• Using commas to separate introductory words, phrases and clauses	Language	Text structure and organisation	**ACELA1521**
Grammar	• Auxiliary verbs (tense) • Independent and dependent clauses • Complex sentences	Language	Expressing and developing ideas	**ACELA1481** **ACELA1507** **ACELA1522** **ACELA1523**

Cross-curriculum priority: Sustainability

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Text	Type	Form	Topic
7.1.5 Good bugs, bad bugs	**Poetry**	**Jingle**	**The science we carry**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Words, imagery and language patterns • Humour • Layers of meaning • Structures and language features of Poetry • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating how text structures and language features work together to meet the purpose of a text	Literacy	Interpreting, analysing, evaluating	**ACELY1701** **ACELY1702** **ACELY1712** **ACELY1703** **ACELY1713** **ACELY1711**
		Literature	Examining literature	**ACELT1611** **ACELT1617**
			Literature and context	**ACELT1615**
Writing	**Purpose, text type/form, audience:** • To present scientific information in a humorous and catchy way • In the form of a jingle • For an audience that knows something about the topic **Text structure:** • Characteristic 'hook' (musical or verbal phrase) • Lyrics and tune organised in repeating Chorus and Verse stages **Language features:** • Everyday and technical terms • Action verbs • Active voice • Simple but precise adjectives and nouns • Personification • Repetitive rhythm and regular rhyming patterns	Literacy	Interpreting, analysing, evaluating	**ACELY1701** **ACELY1711**
		Language	Text structure and organisation	**ACELA1504**
		Literature	Responding to literature	**ACELT1795** **ACELT1615**
			Examining literature	**ACELT1611** **ACELT1617**
Vocabulary	• Technical language (science)	Language	Expressing and developing ideas	**ACELA1498** **ACELA1512**
Punctuation	• Using full stops and commas in poetry	Language	Text structure and organisation	**ACELA1449**
Grammar	• Action verbs • Auxiliary verbs (tense) • Using sentence fragments for effect	Language	Expressing and developing ideas	**ACELA1482** **ACELA1435** **ACELA1523**

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Text	Type		Form	Topic
7.1.6 Training diary of an elite athlete	**Recount**		**Diary entry**	**Training regimes (Indigenous rugby player)**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Recounts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including variations in text structures and layout to suit particular purposes	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711 ACELY1702 ACELY1712 ACELY1703 ACELY1713 ACELY1801
		Language	Expressing and developing ideas	ACELA1524
Writing	**Purpose, text type/form, audience:** • To recreate the training schedule of an elite athlete • In a personal diary format • For a general audience interested in sport and/or training **Text structure:** • Introduction to the diary entries, including the reasons behind this endeavour (Orientation stage) • Sequential listing of day-by-day events and personal reflections on these events in a week-long training schedule (Series of Events and Personal Comments stages) **Language features:** • Common and proper nouns • Pronouns • Evaluative language (especially adjectives) • Action and relating verbs • Past tense • Time conjunctions and text connectives • Adverbial phrases	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
Spelling	• Spelling rules (adding suffixes to base words)	Language	Expressing and developing ideas	ACELA1526
Punctuation	• Using apostrophes to indicate contractions	Language	Text structure and organisation	ACELA1480
Grammar	• Sensing verbs • Relating verbs • Compound sentences	Language	Expressing and developing ideas	ACELA1482 ACELA1467 ACELA1523
Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures				

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Text	Type		Form	Topic
7.1.7 Alone, cold and 14 tomorrow	**Description**		**Observation**	**Homeless teenagers**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Descriptions • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including the use of language to evoke strong visual images and/or to engage readers	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1712 ACELY1703 ACELY1713 ACELY1801
		Literature	Examining literature	ACELT1610
			Literature and context	ACELT1613
Writing	**Purpose, text type/form, audience:** • To describe the experiences, aspirations and future prospects of a young girl living on the street • In the form of a personal reflection • For a young audience **Text structure:** • Introduction to the subject of the text, a young girl called Miranda • A series of descriptions of Miranda's life on the street, including where she sleeps, obtains food, passes the time and her hopes for the future • Disclosure of the identity of the narrator as Miranda later in her life **Language features:** • Specific common and proper nouns • Adjectives • Pronouns • Action, relating and sensing verbs • Adverbs of manner • Use of figurative and symbolic language to build description	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Text structure and organisation	ACELA1504
Spelling	• Common spelling patterns (doubling and dropping letters)	Language	Expressing and developing ideas	ACELA1526
Punctuation	• Using commas to separate items listed in a sentence	Language	Text structure and organisation	ACELA1465
Grammar	• Adjectives • Compound sentences	Language	Expressing and developing ideas	ACELA1452 ACELA1467 ACELA1508

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Text	Type	Form	Topic
7.1.8 Hope and adventure in *Finding Nemo*	**Text Response**	**Film review**	**Expressing ideas and values**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Text Responses • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including strategies used to position readers to accept a particular point of view	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1702 ACELY1712 ACELY1703 ACELY1713 ACELY1711 ACELY1801
		Literature	Literature and context	ACELT1613
Writing	**Purpose, text type/form, audience:** • To provide a personal response to a popular children's film • 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 film (Context stage) • Description/synopsis of the film (Description stage) • Judgements related to the reviewer's overall response to the film, in terms of the concepts of hope and wonder (Judgement stage) **Language features:** • Common, proper and abstract nouns • Adjectives building description • Adverbs intensifying adjectives • Relating, action, thinking, feeling and existing verbs • Present tense • Persuasive and evaluative language	Literacy	Interpreting, analysing, evaluating	ACELY1701 ACELY1711
		Language	Expressing and developing ideas	ACELA1525
			Text structure and organisation	ACELA1504
		Literature	Examining literature	ACELT1610 ACELT1616 ACELT1611 ACELT1617
Spelling	• Spelling common prefixes and suffixes (over-, up-, -ful, -less, -ness)	Language	Expressing and developing ideas	ACELA1526
Punctuation	• Using capital letters for proper nouns	Language	Text structure and organisation	ACELA1465
Grammar	• Adjectival phrases • Complex sentences • Dependent and independent clauses	Language	Expressing and developing ideas	ACELA1507 ACELA1508 ACELA1522