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Text	Type		Form	Topic	
9.0.1 Ten to eleven	**Narrative**		**Short story**	**A young soldier's experience in WW I**	
Learning area	**Content**		**Strand**	**Sub-strand**	**Code**
Reading comprehension	• Structures and language features of Narratives • Predicting, confirming and monitoring meaning • Interpreting and analysing the ideas in short stories • Evaluating the quality of texts, including how they represent literary traditions and genres		Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**
Writing	**Purpose, text type/form, audience:** • To engage and interest • In the form of a short story based on a historical event • For a teenage audience **Text structure:** • Orientation that provides details of the location and the period in history • Complication stage that tells more about the main character and continues with the soldiers being ordered to attack • There is no final Resolution, but readers can make an assumption about what might have happened next **Language features:** • Common and proper nouns to refer to people, places and things in the story • A variety of verb types, including action and saying verbs • Descriptive language		Literacy	Interpreting, analysing, evaluating	**ACELY1721**
			Literature	Responding to literature	**ACELT1621**
				Examining literature	**ACELT1622** **ACELT1767**
Spelling	• Spelling patterns ('tion', 'sh', 'ch')		Language	Expressing and developing ideas	**ACELA1539**
Punctuation	• Using commas to separate clauses		Language	Text structure and organisation	**ACELA1521**
Grammar	• Action verbs • Independent clauses		Language	Expressing and developing ideas	**ACELA1523** **ACELA1545**

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Text	Type	Form	Topic
9.0.2 Colour sensation	**Text Response**	**Magazine article**	**Review of an art exhibition**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of persuasive texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including the use of evaluative language to express personal opinions	Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**
Writing	**Purpose, text type/form, audience:** • To provide a response to the exhibition *Colour sensation* • In the form of a magazine article • For an audience interested in art **Text structure:** • Introduction to the focus of the text and the reviewer's overall response to the exhibit (Context stage) • Description of the artwork (Description stage) • Judgements related to the reviewer's overall response to the exhibition (Judgement stage) **Language features:** • Sensing verbs to show what the writer is thinking and feeling • Evaluative language to express the writer's opinions • Descriptive language to recreate aspects of the focus text • Everyday language and technical language related to art	Literacy	Interpreting, analysing, evaluating	**ACELY1721**
		Language	Text structure and organisation	**ACELA1531**
		Literature	Responding to literature	**ACELT1621**
Spelling	• Spelling patterns ('tion', 'sh')	Language	Expressing and developing ideas	**ACELA1539**
Punctuation	• Using commas to separate items in lists	Language	Text structure and organisation	**ACELA1465**
Grammar	• Modal adverbs • Compound sentences	Language	Expressing and developing ideas	**ACELA1536** **ACELA1545**

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Text	Type	Form	Topic
9.0.3 Future heroes	**Poetry**	**Free verse (transcript and photostory)**	**Superheroes of the future**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of imaginative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing the ideas presented in free verse form • Understanding the social and cultural contexts represented in imaginative texts • Evaluating the quality of texts, including the use of descriptive language	Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**
		Literature	Literature and context	**ACELT1619**
Writing	**Purpose, text type/form, audience:** • To express ideas and personal thoughts about the possible characteristics of the heroes of the future • In the form of free verse poetry • For a teenage audience **Text structure:** • Lines of prose • No regular rhyme or rhythm pattern • Some repetition of sounds, words and phrases **Language features:** • Descriptive language, including adjectives and verbs, to help the reader picture the setting in their mind • Evocative language to create images, feelings and memories in the reader • Natural rhythm of speech	Literacy	Interpreting, analysing, evaluating	**ACELY1721**
		Literature	Examining literature	**ACELT1623**
Vocabulary	• Descriptive language	Language	Expressing and developing ideas	**ACELA1547**
Punctuation	• Using question marks and exclamation marks	Language	Text structure and organisation	**ACELA1544**
Grammar	• Adjectives • Simple sentences	Language	Expressing and developing ideas	**ACELA1468** **ACELA1545**

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Text	Type	Form	Topic
9.0.4 How to write the perfect cover letter	**Procedure**	**Pamphlet**	**Cover letters**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of informative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas presented in a pamphlet • Evaluating the quality of texts, including the deliberate use of instructions and commands	Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**
Writing	**Purpose, text type/form, audience:** • To provide instructions on how to write a good cover letter • In the form of a pamphlet • For an audience interested in job applications **Text structure:** • The task to be completed is outlined (Goal stage) • Clear instructions are given on how to write a cover letter (Steps stage) **Language features:** • A range of verbs including action and relating verbs • Instructions written as commands • Nouns and adjectives relating to the activity • Temporal text connectives to show the order in which steps should be completed	Literacy	Interpreting, analysing, evaluating	**ACELY1721**
		Language	Text structure and organisation	**ACELA1531**
Spelling	• Suffixes	Language	Expressing and developing ideas	**ACELA1539**
Punctuation	• Using full stops and question marks	Language	Text structure and organisation	**ACELA1544**
Grammar	• Modal verbs • Independent clauses	Language	Expressing and developing ideas	**ACELA1536** **ACELA1545**

Text	Type		Form	Topic
9.0.5 Planning a music festival	Procedure		**Feature article in a magazine**	**How to plan a music festival**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of informative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including variations in text structures and language features to engage readers	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
Writing	**Purpose, text type/form, audience:** • To explain how to become a successful music festival entrepreneur • In the form of a feature article • For an audience interested in putting on a music festival **Text structure:** • The task to be completed is outlined (Goal stage) • Clear instructions on how to plan a music festival are provided (Steps stage) **Language features:** • Instructions written as commands • Action verbs to start commands • Text connectives to signal the order in which steps should be taken	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
Spelling	• Spelling patterns (hard and soft 'c')	Language	Expressing and developing ideas	ACELA1539
Punctuation	• Using brackets to enclose non-essential information	Language	Text structure and organisation	ACELA1544
Grammar	• Modal verbs • Embedded adjectival clauses	Language	Expressing and developing ideas	ACELA1536 ACELA1545

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Text	Type		Form	Topic	
9.0.6 The best time is dog time	**Explanation**		**Magazine article**	**How dogs perceive time**	

Learning area	Content	Strand	Sub-strand	Code	
Reading comprehension	• Structures and language features of informative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including variations in text structures and language features to engage readers	Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**	
Writing	**Purpose, text type/form, audience:** • To explain how dogs perceive time • In the form of a magazine article • For a general audience **Text structure:** • Introduction to the topic (Phenomenon Identification stage) • Explanation of how dogs understand time (Explanation Sequence stage) **Language features:** • Technical language • A range of verbs including action and relating verbs • Adverbs to add detail about where, when, how and why things happen	Literacy	Interpreting, analysing, evaluating	**ACELY1721**	
		Language	Text structure and organisation	**ACELA1531**	
Vocabulary	• Technical language	Language	Expressing and developing ideas	**ACELA1547**	
Punctuation	• Using full stops and question marks	Language	Text structure and organisation	**ACELA1544**	
Grammar	• Nominalisation • Simple sentences	Language	Expressing and developing ideas	**ACELA1546** **ACELA1545**	

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Text	Type	Form	Topic
9.0.7 Let's get our own hands dirty	Exposition	Online article	Recycling

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of persuasive texts • Predicting, confirming and monitoring meaning • Identifying, interpreting and analysing the issues and arguments presented in persuasive texts • Evaluating the quality of texts, including the use of arguments to support a particular viewpoint	Literacy	Interpreting, analysing, evaluating	ACELY1721 ACELY1722 ACELY1723
		Literature	Literature and context	ACELT1619
Writing	**Purpose, text type/form, audience:** • To persuade readers not to pass off the responsibility of recycling to other nations • In the form of an online article • For a general audience **Text structure:** • Clear progression through Contention, Arguments, Conclusion stages • Elaborations and evidence provided in support of the contention **Language features:** • Nouns relating to one issue • Adjectives to add detail to nouns • Evaluative language to express the writer's opinions and judgements about an issue	Literacy	Interpreting, analysing, evaluating	ACELY1721
		Language	Text structure and organisation	ACELA1531
Vocabulary	• Evaluative language	Language	Expressing and developing ideas	ACELA1547
Punctuation	• Using commas to separate clauses in complex sentences	Language	Text structure and organisation	ACELA1521
Grammar	• Sensing verbs • Grammatical Themes	Language	Expressing and developing ideas	ACELA1523
			Text structure and organisation	ACELA1505

Cross-curriculum priority: Sustainability

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Text	Type		Form	Topic	
9.0.8 Are politicians good or bad?	Discussion		**Online forum thread**	**Are politicians good or bad for the community?**	

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of persuasive texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including the use of everyday language for easy understanding	Literacy	Interpreting, analysing, evaluating	**ACELY1721** **ACELY1722** **ACELY1723**
Writing	**Purpose, text type/form, audience:** • To allow the expression of different viewpoints • In the form of an online forum thread • For an audience interested in politics **Text structure:** • Introduction to the topic from one participant (Issue Statement stage) • Text contains a range of viewpoints expressed by other forum participants (Arguments stage) **Language features:** • Nouns that relate to an issue • A range of verbs including relating verbs to link information and sensing verbs to express what participants think and feel • Adverbs to show when, where, how or why things happen	Literacy	Interpreting, analysing, evaluating	**ACELY1721**
		Language	Text structure and organisation	**ACELA1531**
Spelling	• Spelling patterns (hard and soft 'c')	Language	Expressing and developing ideas	**ACELA1539**
Punctuation	• Using question marks and exclamation marks	Language	Text structure and organisation	**ACELA1544**
Grammar	• Nominalisation • Complex sentences	Language	Expressing and developing ideas	**ACELA1546** **ACELA1522**