

## Links to Australian English Curriculum

### Language

Sub-strands	Content descriptions	Elaborations
<b>Language for interaction</b>	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	<ul style="list-style-type: none"> <li>• defending points of view in reading circle discussions</li> <li>• responding to points of view by developing and elaborating on others' responses</li> <li>• building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text</li> </ul>
<b>Expressing and developing ideas</b>	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	<ul style="list-style-type: none"> <li>• observing and discussing how a sense of certainty, probability and obligation is created in texts</li> </ul>
<b>Expressing and developing ideas</b>	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	<ul style="list-style-type: none"> <li>• comparing choices for point of view in animations, advertisements and other persuasive texts</li> <li>• comparing how different advertisements use visual elements to advertise the same product</li> <li>• experimenting with digital storytelling conventions to create personal reflections on shared experiences</li> </ul>
<b>Expressing and developing ideas</b>	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	

# Literature

Sub-strands	Content descriptions	Elaborations
<b>Literature &amp; context</b>	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<ul style="list-style-type: none"> <li>• building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples</li> <li>• identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age</li> </ul>
<b>Responding to literature</b>	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	<ul style="list-style-type: none"> <li>• exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed</li> <li>• establishing forums for discussing the relative merits of fiction and film texts</li> <li>• comparing personal viewpoints on texts and justifying responses in actual and virtual discussions</li> </ul>
<b>Responding to literature</b>	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	<ul style="list-style-type: none"> <li>• identifying stereotypes, prejudice and oversimplifications in texts</li> <li>• exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed</li> </ul>
<b>Examining literature</b>	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<ul style="list-style-type: none"> <li>• analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language</li> <li>• exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative</li> <li>• analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people</li> <li>• discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose</li> </ul>
<b>Creating literature</b>	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	<ul style="list-style-type: none"> <li>• using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation</li> <li>• imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending</li> <li>• creating chapters for an autobiography, short story or diary</li> </ul>
<b>Creating literature</b>	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	<ul style="list-style-type: none"> <li>• experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives</li> <li>• transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode</li> <li>• drawing on literature and life experiences to create a poem, for example ballad, series of haiku</li> </ul>

<b>Literacy</b>		
<b>Sub-strands</b>	<b>Content descriptions</b>	<b>Elaborations</b>
<b>Interacting with others</b>	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	<ul style="list-style-type: none"> <li>• preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own</li> </ul>
<b>Interpreting, analysing, evaluating</b>	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	<ul style="list-style-type: none"> <li>• identifying the purpose and possible audience for a text</li> <li>• explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features</li> </ul>
<b>Creating texts</b>	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	<ul style="list-style-type: none"> <li>• compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories</li> <li>• using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments</li> <li>• writing and delivering presentations with specific rhetorical devices to engage an audience</li> </ul>
<b>Creating texts</b>	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	<ul style="list-style-type: none"> <li>• using collaborative technologies to jointly construct and edit texts</li> </ul>
<b>Creating texts</b>	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	<ul style="list-style-type: none"> <li>• understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation</li> </ul>