











# Australian Curriculum correlations upper primary

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Broken Revere  
A Cautionary Tale  
Incident at Dusk  
The Overcoat  
A Strange & Deadly Triangle  
Bayside Leader  
Eyes for Evidence  
Modern Wonders  
Climate Change  
Toon Talent

YEAR	ACELT	LANGUAGE	ELABORATIONS	T	F	X	T	S
6	1517	<b>Language for interaction</b> Understand the uses of objective and subjective language and bias	<ul style="list-style-type: none"> <li>★ understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount)</li> <li>★ differentiating between reporting the facts (for example in a news story) and providing commentary (for example in an editorial)</li> </ul>	X				X X X X X X
5	1504	<b>Text structure and organisation</b> Understand how texts vary in purpose, structure and topic as well as the degree of formality	<ul style="list-style-type: none"> <li>★ becoming familiar with the typical stages and language features of such text types as narrative, procedure, exposition, explanation, discussion and informative text, and how they can be composed and presented in written, digital and multimedia forms</li> </ul>	X	X	X	X	X X X X X X X X X
5	1505	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	<ul style="list-style-type: none"> <li>★ observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected')</li> </ul>	X	X	X	X	X X X X X X X X X
5	1506	Understand how possession is signalled through apostrophes of possession for common and proper nouns	<ul style="list-style-type: none"> <li>★ examining how conventions of punctuation are used in written and digitally composed lists and learning that in Standard Australian English it is not necessary to add another 's' to the end of a plural noun to indicate possession ('James' house' / 'my parents' car')</li> </ul>	X	X	X		X X X
6	1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<ul style="list-style-type: none"> <li>★ exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts</li> <li>★ examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare</li> </ul>	X	X	X		X X X X X X X X X
6	1520	Understand that cohesive links can be made in texts by omitting or replacing words	<ul style="list-style-type: none"> <li>★ noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example 'Look at those apples. Can I have one?')</li> <li>★ recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms</li> <li>★ observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause and effect figures, visual continuities and discontinuities</li> </ul>	X	X	X		X X X X X X X X X X X X
6	1521	Understand the uses of commas to separate clauses <b>Expressing and developing ideas</b>	<ul style="list-style-type: none"> <li>★ identifying different uses of commas in texts</li> </ul>	X	X	X		X X X
5	1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	<ul style="list-style-type: none"> <li>★ learning how to expand a description by combining a related set of nouns and adjectives — 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'</li> </ul>	X	X	X	X	
5	1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	<ul style="list-style-type: none"> <li>★ moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment'</li> </ul>	X	X	X		X X X
6	1523	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials	<ul style="list-style-type: none"> <li>★ knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared with 'She gobbled up her lunch')</li> </ul>	X	X	X	X	X X X
6	1524	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	<ul style="list-style-type: none"> <li>★ observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams and the flow of images in picture books</li> <li>★ observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams and icons</li> </ul>					X X X X X X X X X
YEAR	ACELT	LITERATURE	ELABORATIONS	T	F	X	T	S
5	1609	<b>Responding to literature</b> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	<ul style="list-style-type: none"> <li>★ posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm</li> </ul>	X	X	X	X	
5	1795	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	<ul style="list-style-type: none"> <li>★ orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views</li> </ul>	X	X	X	X	X X X
6	1615	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts	<ul style="list-style-type: none"> <li>★ noting how degrees of possibility are opened up through the use of modal auxiliaries (for example 'it may be a solution'; 'it could be a solution') as well as through other resources such as adverbs (for example 'it's possibly/probably/certainly a solution'); adjectives (for example 'it's a possible/probable/certain solution'); and nouns (for example 'it's a possibility/probability')</li> </ul>				X	X



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YEAR	ACELY	LITERACY	ELABORATIONS	T	E	X	T	S
5	1703	<b>Interpreting, analysing, evaluating . . . continued</b> Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	★ using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources	X	X	X	X	X
5	1711	Analyse how text structures and language features work together to meet the purpose of a text	★ comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic				X	X
6	1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts	★ making connections between the text and students' own experience or other texts ★ making connections between information in print and images ★ finding specific literal information ★ using prior knowledge and textual information to make inferences and predictions ★ asking and answering questions ★ finding the main idea of a text	X	X	X	X	X
6			★ summarising a text or part of a text ★ identifying how authors use language to position the reader and give reasons	X	X	X	X	X
6	1801	Analyse strategies authors use to influence readers		X	X	X	X	X