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YEAR	ACELA	LANGUAGE	ELABORATIONS	T	E	X	T	S
1	1446	Language for interaction Understand that there are different ways of asking for information, making offers and giving commands	★ learning the difference between questions and statements, requests and commands ★ learning about different types of questions, including closed and open questions and ‘where’, ‘what’, ‘when’, ‘who’ and ‘why’ questions	X	X	X		
1	1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	★ extending students’ vocabularies for the expression of feelings and emotions ★ considering how others might respond before students express their views and how students might respond to others’ views in civil and constructive ways	X	X		X	
2	1462	Identify language that can be used for appreciating texts and the qualities of people and things	★ exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example ‘happy’, ‘joyful’, ‘pleased’, ‘contented’ ★ exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences ★ exploring how language is used to construct characters and settings in narratives, including choice of nouns such as ‘girl’, ‘princess’ or ‘orphan’, and choice of adjectives such as ‘gentle’, ‘timid’ or ‘frightened’	X	X	X	X	X
1	1447	Text structure & organisation Understand that the purposes texts serve shape their structure in predictable ways	★ becoming familiar with the typical stages of types of text including recount and procedure ★ using different types of texts, for example procedures (including recipes) & discussing the text structure			X	X	X
1	1448	Understand patterns of repetition and contrast in simple texts	★ identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation) ★ discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry	X	X	X	X	X
1	1449	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	★ using intonation and pauses in response to punctuation when reading ★ reading texts and identifying different sentence-level punctuation ★ writing different types of sentences, eg statements & questions, & discussing appropriate punctuation	X	X	X		X
2	1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	★ identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images ★ becoming familiar with the typical stages of text types, eg simple narratives, instructions & expositions	X	X	X	X	X
1	1451	Expressing & developing ideas Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action	★ knowing that, in terms of meaning, a basic clause represents: what is happening (verb); who or what is participating (noun group); and the surrounding circumstances (adverbial) ★ understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example ‘A kangaroo is a mammal. A mammal suckles its young’)	X	X			
1	1452	Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs)	★ talking about effective words that describe a place, person or event ★ learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs	X	X	X		X
1	1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	★ talking about what is ‘real’ and what is imagined in texts, for example ‘This is the section about platypuses in the book about mammals’	X			X	X
2	1468	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives	★ exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas ★ exploring illustrations and noun groups in picture books to identify how the noun groups have been represented by an illustrator ★ exploring names of people and places and how to write them using capital letters ★ using selected nouns as a basis for building extended noun groups that provide a clear description of an item	X	X			
YEAR	ACELY	LITERATURE	ELABORATIONS					
1	1581	Literature & context Discuss how authors create characters using language and images	★ identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous	X	X	X		X
1	1582	Responding to literature Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences	★ discussing the characters of fictional animals and how they relate to those of humans ★ discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)	X	X	X		X
1	1583	Express preferences for specific texts and authors and listen to the opinions of others	★ comparing characters and events in texts to students’ own experiences ★ sharing favourite texts and authors and some reasons for preferences ★ using arts methods and role play to express personal responses to characters and events in stories ★ discussing different texts and considering what is entertaining or appealing and why ★ identifying who is telling the story in different texts	X	X	X	X	X
2	1589	Compare opinions about characters, events and settings in and between texts	★ discussing each others’ preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own	X	X			

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YEAR	ACELA	LANGUAGE	ELABORATIONS	T E X T S										
		Language for interaction		X	X	X	X							
3	1477	Examine how evaluative language can be varied to be more or less forceful	★ exploring how modal verbs, for example ‘must’, ‘might’ or ‘could’ indicate degrees of certainty, command or obligation ★ distinguishing how choice of adverbs, nouns & verbs present different evaluations of characters in texts	X	X	X	X							
4	1488	Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising students’ own views and reporting them to a larger group	★ recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts	X				X						
3	1489	Understand differences between the language of opinion and feeling & the language of factual reporting or recording	★ identifying ways thinking verbs are used to express opinion, for example ‘I think’, ‘I believe’, and ways summary verbs are used to report findings, for example ‘we concluded’	X				X						X
		Text structure and organisation												
4	1478	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences	★ becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions	X	X	X	X	X	X	X	X	X	X	X
	1479	Understand that paragraphs are a key organisational feature of written texts	★ noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/ paragraph opener that predicts how the paragraph will develop and is then elaborated in various ways		X	X	X		X	X	X	X	X	X
	1490	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	★ becoming familiar with the typical stages and language features of such text types as simple narrative, procedure, simple persuasion texts and information reports	X	X	X	X	X				X	X	
4	1491	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	★ knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link back to something previously mentioned; determiners (for example ‘this’, ‘that’, ‘these’, ‘those’, ‘the’, ‘his’, ‘their’); text connectives that create links between sentences (for example ‘however’, ‘therefore’, ‘nevertheless’, ‘in addition’, ‘by contrast’, ‘in summary’) ★ identifying how a topic is described throughout a text by tracking noun groups and pronouns ★ describing how texts’ connectives link sections of a text providing sequences through time, for example ‘firstly’, ‘then’, ‘next’ and ‘finally’	X				X	X	X	X	X	X	X
				X	X	X	X	X	X	X	X	X	X	X
3	1492	Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech	★ exploring texts to identify the use of quotation marks in students’ own writing		X	X	X							
		Expressing and developing ideas												
3	1482	Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense	★ identifying different types of verbs and the way they add meaning to a sentence ★ exploring action and saying verbs in narrative texts to show how they give information about what characters do and say ★ exploring the use of sensing verbs and how they allow readers to know what characters think and feel ★ exploring the use of relating verbs in constructing definitions and descriptions ★ learning how time is represented through the tense of a verb and other structural, language and visual features	X	X	X	X	X						
				X	X	X	X	X	X	X	X	X	X	X
4	1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	★ exploring examples of language that demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context	X	X	X	X	X	X	X	X	X	X	X
4	1486	Recognise high-frequency sight words	★ becoming familiar with most high-frequency sight words	X				X				X	X	
4	1493	Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases	★ creating richer, more specific descriptions through the use of noun groups (for example in narrative texts, ‘Their very old Siamese cat’; in reports, ‘Its extremely high mountain ranges’)	X				X				X	X	
	1494	Investigate how quoted (direct) and reported (indirect) speech work in different types of text	★ investigating examples of quoted (direct) speech (‘He said, “I’ll go to the park today”’) & reported (indirect) speech (‘He told me he was going to the park today’) & comparing similarities & differences		X	X	X							
	1495	Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	★ investigating in texts how adverbial phrases and clauses can add significance to an action, for example ‘more desperately’, ‘he rose quietly and gingerly moved’	X	X	X								
YEAR	ACELT	LITERATURE	LABORATIONS											
		Responding to literature												
4	1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	★ discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text ★ exploring texts that highlight issues and problems in making moral decisions and discussing these with others	X	X	X	X	X					X	X
4	1598	Develop criteria for establishing personal preferences for literature	★ building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books)	X				X				X		
3	1603	Discuss literary experiences with others, sharing responses and expressing a point of view	★ selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts ★ sharing and discussing students’ own and others’ understanding of the effects of particular literary techniques on their appreciation of texts ★ drawing comparisons between multiple texts and students’ own experiences. Commenting orally, in written form and in digital reviews on aspects such as: ‘Do I recognise this in my own world?’; ‘How is this text similar to or different from other texts I’ve read?’; ‘How common is it to human experience in the real world?’; ‘What new ideas does it bring?’; ‘How do they fit with what I believe?’	X				X				X		
				X	X	X	X	X				X		
				X	X	X	X							

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[illegible]

Homework
The Heebie Jeebie
Bridge across the River Cow
The Black Terror
I Couldn't Believe It!
Fighter Planes
Animal Talk
Alien Files
Forecasting
Bottlenose Dolphins

Australian Curriculum correlations middle primary

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YEAR	ACELT	LITERACY	ELABORATIONS	T	E	X	T	S			
3	1680	Interpreting, analysing, evaluating . . . continued Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	<ul style="list-style-type: none">★ making connections between the text and students’ own experience and other texts★ making connections between the information in print and images★ making predictions and asking and answering questions about the text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic★ using text features and search tools to locate information in written and digital texts efficiently★ determining important ideas, events or details in texts, commenting on things learned or questions raised by reading, referring explicitly to the text for verification★ making considered inferences, taking into account topic knowledge or a character’s likely actions and feelings	X	X	X	X	X	X	X	X
4	1690	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	<ul style="list-style-type: none">★ describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them	X	X	X	X	X	X	X	X
4	1691	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross-checking and reviewing	<ul style="list-style-type: none">★ reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self-monitoring strategies; including rereading, self-questioning and pausing, and including self-correction strategies such as confirming and cross-checking★ reading aloud with fluency and expression★ reading a wide range of different types of texts for pleasure	X	X	X	X	X	X	X	X
4	1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating	<ul style="list-style-type: none">★ making connections between the text and students’ own experience and other texts★ making connections between information in print and images★ building and using prior knowledge and vocabulary★ finding specific literal information★ asking and answering questions★ creating mental images★ finding the main idea of a text★ inferring meaning from the ways communication occurs in digital environments, including the interplay between words, images and sounds★ bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information	X	X	X	X	X	X	X	X

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Incident at Dusk
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Eyes for Evidence
Modern Wonders
Climate Change
Toon Talent

YEAR	ACELT	LANGUAGE	ELABORATIONS	T E X T S												
6	1517	Language for interaction Understand the uses of objective and subjective language and bias	★ 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) ★ differentiating between reporting the facts (for example in a news story) and providing commentary (for example in an editorial)	X								X	X	X		
5	1504	Text structure and organisation Understand how texts vary in purpose, structure and topic as well as the degree of formality	★ 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	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	★ 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’)	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	★ 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’)	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	★ 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 ★ 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	X	X	X						X	X	X	X	
6	1520	Understand that cohesive links can be made in texts by omitting or replacing words	★ 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?’) ★ recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms ★ 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	X	X	X						X	X	X		
6	1521	Understand the uses of commas to separate clauses Expressing and developing ideas	★ identifying different uses of commas in texts	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	★ learning how to expand a description by combining a a related set of nouns and adjectives — ‘Two old brown cattle dogs sat on the ruined front veranda of the deserted house’	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	★ moving from general, ‘all-purpose’ words, for example ‘cut’ to more specific words, for example ‘slice’, ‘dice’, ‘fillet’, ‘segment’	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	★ 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’)	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	★ 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 ★ observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams and icons											X	X	X
YEAR	ACELT	LITERATURE	ELABORATIONS													
5	1609	Responding to literature Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	★ 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	X	X	X	X									
5	1795	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	★ 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	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	★ 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’)								X					X

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YEAR	ACELY	LITERACY	ELABORATIONS	T E X T S									
				Broken Reverie	A Cautionary Tale	Incident at Disk	The Overcoat	A Strange & Deadly Triangle	Bayside Leader	Eyes for Evidence	Modern Wonders	Climate Change	Toon Talent
5	1703	Interpreting, analysing, evaluating . . . continued 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	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	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	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	X	X	X	X	X
6	1801	Analyse strategies authors use to influence readers		X	X	X	X	X	X	X	X	X	X

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