

## **(no-code)**

**understand that language is selected for social and that it helps to signal social roles and relationships**

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### **Elaborations**

- using language that signals the roles of chairperson and the different speaker positions in a debate
- identifying ways in which cultures differ in making and responding to common requests; for example, periods of silence, degrees of formality
- identifying some cultural protocols and communication processes of First Nations Australians

Students learn to:

**understand that language is selected for social contexts and that it helps to signal social roles and relationships**

(AC9E5LA01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

#### **Social management**

- Communication

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **Snapshot – Communicate responsively**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

#### **Content description**

AC9E5LA01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

## **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9E5LA01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

## **AC9E5LA02**

### **understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources**

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#### **Elaborations**

- recognising that a bare assertion (for example, “It’s the best film this year.”) often needs to be tempered by: using the “impersonal it” to distance oneself (for example, “It could be said that it is the best film this year.”); recruiting anonymous support (for example, “It is generally agreed that it is the best film this year.”); indicating a general source of the opinion (for example, “Most critics agree that it is the best film this year.”); specifying the source of the opinion (for example, “Reviewers for The Reel Film stated that it is the best film this year.”) and reflecting on the effect of these different choices

Students learn to:

### **understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources**

(AC9E5LA02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

## **Speaking and listening**

- Listening

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Resources**

## **Work Samples**

## **WS01 - Informative text: Bushfires**

### **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9E5LA02

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

### **Resource – WS01 - Informative text: Bushfires**

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the

effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

## **AC9E5LA02**

understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources

## **AC9E5LA03**

describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

## **AC9E5LA04**

understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

## **AC9E5LA05**

understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect

## **AC9E5LA06**

understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea

## **AC9E5LA07**

explain how the sequence of images in print, digital and film texts has an effect on meaning

## **AC9E5LA08**

understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

## **AC9E5LA09**

use commas to indicate prepositional phrases, and apostrophes where there is multiple possession

## **AC9E5LE02**

present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others

## **AC9E5LE05**

create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

## **AC9E5LY06**

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

## **AC9E5LA03**

**describe how spoken, written and use and are typically organised into characteristic and , depending on in**

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### **Elaborations**

- becoming familiar with the typical and of such as , procedure, arguments, explanation, discussion and informative , and how they can be composed in written, digital and multimedia forms to achieve their
- recognising that paragraphs vary in their function and how they are organised in a and between different ; for example, the differences between paragraphs in a , an argument and a procedure

- describing the and , and of , historical recounts, procedural recounts, causal explanations, discussions of alternative positions on an issue, information reports, reviews and types of poems

Students learn to:

**describe how spoken, written and multimodal texts use language features and are t**  
**into characteristic stages and phases, depending on purposes in texts**

(AC9E5LA03)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Resources**

### **Work Samples**

## **WS01 - Informative text: Bushfires**

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E5LA03

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

#### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)

- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as

"however", "on the other hand") (see Grammar)

- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **AC9E5LA04**

**understand how can be made cohesive by using the starting point of a or paragraph to give prominence to the message and to guide the reader through the**

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### **Elaborations**

- observing how writers use the beginning of a to signal to the reader how the is developing; for example, "Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected."
- recognising that a sequence of may use different but remain connected through a topic; for example, "Snakes were a problem in Australia. However, urban sprawl is ruining their habitats and they are now a protected species."
- recognising that openers signal what the will be about, and the rest of the typically elaborates on the opener by providing new information

Students learn to:

**understand how texts can be made cohesive by using the starting point of a senten  
give prominence to the message and to guide the reader through the text**

(AC9E5LA04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Grammar

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Resources**

#### **Work Samples**

### **WS01 - Informative text: Bushfires**

#### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9E5LA04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

#### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon",



"nearby", "quickly")

- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the

key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

## **AC9E5LA05**

**understand that the structure of a includes a main and at least one , and understand how writers can use this structure for effect**

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### **Elaborations**

• knowing that make connections between ideas to provide a reason; for example, “He jumped up because the bell rang.”; state a ; for example, “She raced home to confront her brother.”; express a condition; for example, “It will break if you push it.”; make a concession; for example, “She finished her work even though she was feeling tired.”; link 2 ideas in terms of various time relations; for example, “Nero fiddled while Rome burned.”

Students learn to:

**understand that the structure of a complex sentence includes a main clause and at dependent clause, and understand how writers can use this structure for effect**

(AC9E5LA05)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

• Grammar

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Resources**

### **Work Samples**

## **WS01 - Informative text: Bushfires**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9E5LA05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Grammatical accuracy**

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

#### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

#### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

#### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

## **AC9E5LA06**

**understand how can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea**

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### **Elaborations**

- learning how to a description by combining a related set of and ; for example, "Two old brown cattle dogs"

Students learn to:

**understand how noun groups can be expanded in a variety of ways to provide a full person, place, thing or idea**

(AC9E5LA06)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Writing**

- Grammar

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Resources**

### **Work Samples**

## **WS01 - Informative text: Bushfires**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

##### **Content description**

AC9E5LA06

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

##### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

##### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

##### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

##### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

##### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

##### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

##### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices –

headings and subheadings; text connectives – "however", "on the other hand", "therefore")

- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

## **AC9E5LA07**

**explain how the sequence of in print, digital and film has an effect on meaning**

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### **Elaborations**

- interpreting told through wordless picture books
- identifying and comparing sequences of revealed through different hyperlink choices
- viewing a short film or from a film without sound and comparing interpretations after viewing with sound
- recognising how the sequence of in by First Nations Australian meaning

Students learn to:

**explain how the sequence of images in print, digital and film texts has an effect on meaning**

(AC9E5LA07)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Analysing**

- Interpret concepts and problems

### **Writing**

- Grammar

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

## **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Resources**

## **Work Samples**

### **WS01 - Informative text: Bushfires**

#### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9E5LA07

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

#### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

##### **Content description**

AC9E5LA07

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

##### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

##### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

##### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

##### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

##### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)

- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

#### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

#### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

#### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

#### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

#### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

#### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

## **AC9E5LA08**

**understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words**

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#### **Elaborations**

- using precise words for naming; for example, instead of "mammal" or "whale", using "humpback whale"
- exploring Greek and Latin roots in commonly used words; for example, the Greek root word "tele" meaning distant in words such as "telephone" and "teleport"

Students learn to:

**understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words**

(AC9E5LA08)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reading and viewing**

- Understanding texts

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Resources**

## **Work Samples**

### **WS01 - Informative text: Bushfires**

#### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9E5LA08

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

##### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

##### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

##### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)



- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language

- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## AC9E5LA09

**use commas to indicate , and where there is multiple possession**

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### Elaborations

- learning that in , regular ending in "s" form the possessive by adding just the ; for example, "the students' classroom"
- learning that in for , the regular possessive form is always possible but a variant form without the second "s" is sometimes found; for example, "James's house" or "James' house"
- learning that when there is more than one owner, the is usually used for the last owner in the list; for example, "the cat and kitten's bowls"
- using commas to signal a ; for example, "On Saturday, before it rained we went to the beach."

Students learn to:

**use commas to indicate prepositional phrases, and apostrophes where there is mul**

(AC9E5LA09)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Writing

- Punctuation

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Resources

### Work Samples

## WS01 - Informative text: Bushfires

### Snapshot – Punctuation

#### Literacy: Writing: Punctuation

#### Content description

AC9E5LA09

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses commas in lists of nouns (e.g. "add the sugar, lemon, water and juice")
- uses apostrophes for regular single possessives (e.g. "girl's")
- capitalises key events, geographic names, titles (e.g. "Easter", "Sydney", "Ms")
- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

## AC9E5LE01

**identify aspects of that represent details or information about historical, social and cultural in literature by First Nations Australian, and wide-ranging Australian and world**

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### Elaborations

- identifying aspects of literature; for example, , symbols, dialogue and character descriptions, that can convey information about a

- exploring and discussing written by First Nations Australian about the events that shaped or had an impact on their lives
- exploring aspects of literature that represent historical in by First Nations Australian
- exploring characters and in ballads from different times by wide-ranging Australian

Students learn to:

**identify aspects of literary texts that represent details or information about historical and cultural contexts in literature by First Nations Australian, and wide-ranging Australian world authors**

(AC9E5LE01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9E5LE01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9E5LE01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9E5LE01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9E5LE01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

### **Snapshot – Explore ethical concepts**

## **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

### **Content description**

AC9E5LE01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

## AC9E5LE02

**present an opinion on a using specific terms about , and , and reflect on the viewpoints of others**

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### Elaborations

- posing and discussing questions, such as “Should characters have behaved as they did?” and “How did the support or challenge your belief about the characters?”, and beginning to make judgements about the dilemmas characters face
- identifying such as use of dialogue and rich descriptive language, and presenting an opinion about their effect on readers

Students learn to:

**present an opinion on a literary text using specific terms about literary devices, text and language features, and reflect on the viewpoints of others**

(AC9E5LE02)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Speaking and listening

- Speaking

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Understanding ethical concepts and perspectives

- Explore ethical concepts

### Resources

### Work Samples

## WS01 - Informative text: Bushfires

### Snapshot – Speaking

#### Literacy: Speaking and listening: Speaking

#### Content description

AC9E5LE02

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

#### Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

#### Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)

- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explor**

#### **Content description**

AC9E5LE02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

## **Resource – WS01 - Informative text: Bushfires**

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

## **AC9E5LA02**

understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources

## **AC9E5LA03**

describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

## **AC9E5LA04**

understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

## **AC9E5LA05**

understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect

## **AC9E5LA06**

understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea

## **AC9E5LA07**

explain how the sequence of images in print, digital and film texts has an effect on meaning

## **AC9E5LA08**

understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

## **AC9E5LA09**

use commas to indicate prepositional phrases, and apostrophes where there is multiple possession

## **AC9E5LE02**

present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others

## **AC9E5LE05**

create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

## **AC9E5LY06**

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

## **AC9E5LE03**

**recognise that the in a influences how readers interpret and respond to events and characters**

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### **Elaborations**

- comparing narrated from a first person and third person , and discussing what information the can access and how this influences the 's sympathies

- discussing why an might choose a particular

Students learn to:

**recognise that the point of view in a literary text influences how readers interpret an events and characters**

(AC9E5LE03)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9E5LE03

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

##### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

##### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head



around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view

- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **AC9E5LE04**

**examine the effects of , including , and , and in , poetry and songs**

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### **Elaborations**

- discussing how including and can make use of a comparison between different things
- discussing how, by appealing to the imagination, provides new ways of looking at the world

Students learn to:

**examine the effects of imagery, including simile, metaphor and personification, and narratives, poetry and songs**

(AC9E5LE04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E5LE04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge

and word recognition)

- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **AC9E5LE05**

**and , experimenting with , storylines, characters and settings from students have experienced**

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### **Elaborations**

- drawing upon fiction elements in a range of model ; for example, main idea, characterisation, setting (time and place) and devices; for example, ( , , ), to with new, creative ways of communicating ideas, experiences and stories in
- creating a visual map, which may include digital mind maps, of , storylines, characters and settings in a that may inspire their own writing

Students learn to:

**create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced**

(AC9E5LE05)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Creating texts

#### **Generating**

- Create possibilities

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Resources**

#### **Work Samples**

### **WS01 - Informative text: Bushfires**

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9E5LE05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

##### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

##### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

##### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

##### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

## **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

## **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

## **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

## **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

## **Crafting ideas**

- creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
- includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
- presents a position and supports it with one or a few simply stated arguments
- includes arguments and ideas which are relevant to the purpose of the text
- organises arguments into paragraphs to support the reader
- concludes by restating

## **Text forms and features**

- uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
- uses some rhetorical devices such as repetition
- uses adjectives to persuade (e.g. "dangerous behaviour")
- uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
- selects visual and audio features to expand argument in written texts (e.g. images, music)
- uses inclusive language (e.g. "we cannot allow this to happen")

## **Vocabulary**

- uses a range of learnt topic words to add credibility to arguments

## **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

## **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")

- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

### **Vocabulary**

- uses a range of learnt topic words and words from other authors

### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9E5LE05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9E5LE05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9E5LE05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content

and effectively communicate and collaborate with wider groups

## **AC9E5LY01**

**describe the ways in which a reflects the time and place in which it was created**

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### **Elaborations**

- describing how ideas in are conveyed by vocabulary, including idiomatic expressions, and that these can change according to time and place
- describing how ideas in reflect the social expectations of the time and place in which they were created

Students learn to:

**describe the ways in which a text reflects the time and place in which it was created**

(AC9E5LY01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9HS5S02

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E5LY01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)



- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive)

language, order in which ideas are presented)

- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **AC9E5LY02**

**use appropriate including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea**

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### **Elaborations**

- participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and
- asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
- using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students' own responses to the contributions of others
- choosing vocabulary and structures for particular including formal and informal , to report and explain new and topics, to offer an opinion and to persuade others

Students learn to:

**use appropriate interaction skills including paraphrasing and questioning to clarify connections to own experience, and present and justify an opinion or idea**

(AC9E5LY02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Speaking and listening**

- Interacting

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication

#### **Inquiring**

- Develop questions

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9E5LY02

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic

- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9E5LY02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9E5LY02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **AC9E5LY03**

**explain characteristic features used in imaginative, informative and persuasive to meet the of the**

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#### **Elaborations**

- explaining how the features of a advocating community action; for example, action on a local area preservation issue, are used to meet the of the
- explaining how characters are used to deliver the message in persuasive ; for example, explaining how characters are used to present persuasive messages about health issues in advertising, considering why characters have been used instead of real people

Students learn to:

**explain characteristic features used in imaginative, informative and persuasive texts**

#### **purpose of the text**

(AC9E5LY03)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Spelling

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Snapshot – Spelling**

### **Literacy: Writing: Spelling**

#### **Content description**

AC9E5LY03

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")
- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")

- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. "colour", "color")
- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")
- explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge
- writes irregular plurals correctly (e.g. "mice")
- spells words with less common silent letters correctly (e.g. "subtle", "pneumonia")
- explains how the spellings and meanings of some words have changed over time

## **AC9E5LY04**

**navigate and for specific , monitoring meaning using strategies such as , and confirming**

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### **Elaborations**

- using and technical vocabulary and concept knowledge to navigate less familiar
- and to check the pertinence of particular information to students' topic and task
- using sign-posting features such as headings and subheadings, and homepages and subpages to

Students learn to:

**navigate and read texts for specific purposes, monitoring meaning using strategies scanning and confirming**

(AC9E5LY04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Reading and viewing**

- Fluency
- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Snapshot – Fluency**

#### **Literacy: Reading and viewing: Fluency**

#### **Content description**

AC9E5LY04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression
- varies pace according to purpose and audience
- reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)
- reads aloud a range of complex and highly complex texts which include multisyllabic words and complex sentences with fluency and appropriate expression
- consistently and automatically integrates pausing, intonation, phrasing and rate

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E5LY04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

##### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

##### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

##### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

##### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **AC9E5LY05**

**use such as visualising, , connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas**

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### **Elaborations**



- summarising ideas and information to determine the main idea of a
- using research skills including identifying research , locating , gathering and organising information, evaluating relative value, evaluating the accuracy and currency of print and digital sources, and summarising information from several sources
- comparing on the same topic to identify similarities and differences in the ideas or information that are included

Students learn to:

**use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to build literal and inferred meaning to evaluate information and ideas**

(AC9E5LY05)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Draw conclusions and provide reasons

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9HP6P09

AC9HS5S04

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9E5LY05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9E5LY05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E5LY05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

#### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

#### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text

- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9E5LY05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9E5LY05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9E5LY05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to

provide reasons and construct arguments for choices made

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9E5LY05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9E5LY05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **AC9E5LY06**

**plan, , and written and whose may be imaginative, informative and persuasive, developing ideas using , appropriate to the topic and , , expanded , specialist and technical vocabulary, and punctuation including dialogue punctuation**

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##### **Elaborations**

- using research from print and digital resources to gather and organise information for writing
- selecting an appropriate for the writing and sequencing content according to that , introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement
- using vocabulary, including technical vocabulary, appropriate to and
- using appropriate grammatical features, including more and relevant , references, and and / for effective descriptions
- writing letters in print and by email demonstrating understanding of
- re-reading and editing their own and others' work, which may involve using , for precision using negotiated criteria for and meaning, and accuracy of , spelling and punctuation

Students learn to:

**plan, create, edit and publish written and multimodal texts whose purposes may be informative and persuasive, developing ideas using visual features, text structure a**

# **the topic and purpose, text connectives, expanded noun groups, specialist and technical language and punctuation including dialogue punctuation**

(AC9E5LY06)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Writing**

- Creating texts
- Grammar
- Punctuation
- Spelling

### **Generating**

- Create possibilities

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Creating and exchanging**

- Plan

### **Investigating**

- Locate information

### **Creating and exchanging**

- Create, communicate and collaborate

### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9HS5S07

## **Resources**

## **Work Samples**

## **WS01 - Informative text: Bushfires**

### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

#### **Content description**

AC9E5LY06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

#### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
- includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
- presents a position and supports it with one or a few simply stated arguments
- includes arguments and ideas which are relevant to the purpose of the text
- organises arguments into paragraphs to support the reader
- concludes by restating

### **Text forms and features**

- uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
- uses some rhetorical devices such as repetition
- uses adjectives to persuade (e.g. "dangerous behaviour")
- uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
- selects visual and audio features to expand argument in written texts (e.g. images, music)
- uses inclusive language (e.g. "we cannot allow this to happen")

### **Vocabulary**

- uses a range of learnt topic words to add credibility to arguments

### **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

### **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

### **Vocabulary**

- uses a range of learnt topic words and words from other authors

### **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

## **Snapshot – Grammar**

### **Literacy: Writing: Grammar**

#### **Content description**

AC9E5LY06

#### **Learning progression extract**



The following learning progression extract shows the alignment of the learning progression with this content.

### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation – "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

## **Snapshot – Punctuation**

### **Literacy: Writing: Punctuation**

#### **Content description**

AC9E5LY06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- uses commas in lists of nouns (e.g. "add the sugar, lemon, water and juice")
- uses apostrophes for regular single possessives (e.g. "girl's")
- capitalises key events, geographic names, titles (e.g. "Easter", "Sydney", "Ms")
- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

## **Snapshot – Spelling**

### **Literacy: Writing: Spelling**

#### **Content description**

AC9E5LY06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")
- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")
- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes

choices accordingly when producing text (e.g. "colour", "color")

- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")
- explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge
- writes irregular plurals correctly (e.g. "mice")
- spells words with less common silent letters correctly (e.g. "subtle", "pneumonia")
- explains how the spellings and meanings of some words have changed over time

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9E5LY06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Plan**

#### **Digital Literacy: Creating and exchanging: Plan**

##### **Content description**

AC9E5LY06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

### **Snapshot – Locate information**

#### **Digital Literacy: Investigating: Locate information**

##### **Content description**

AC9E5LY06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9E5LY06

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content

and effectively communicate and collaborate with wider groups

## **Resource – WS01 - Informative text: Bushfires**

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

### **AC9E5LA02**

understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources

### **AC9E5LA03**

describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

### **AC9E5LA04**

understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

### **AC9E5LA05**

understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect

### **AC9E5LA06**

understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea

### **AC9E5LA07**

explain how the sequence of images in print, digital and film texts has an effect on meaning

### **AC9E5LA08**

understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

### **AC9E5LA09**

use commas to indicate prepositional phrases, and apostrophes where there is multiple possession

### **AC9E5LE02**

present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others

### **AC9E5LE05**

create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

### **AC9E5LY06**

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to

the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

## **AC9E5LY07**

**plan, , rehearse and deliver spoken and that include relevant, elaborated ideas, sequencing ideas and using , specialist and technical vocabulary, , , volume, and visual and digital features**

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### **Elaborations**

- planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance engagement and understanding
- experimenting with such as , volume, and in formal and recognising the effects these have on understanding
- reflecting on how new learning can be incorporated into a

Students learn to:

**plan, create, rehearse and deliver spoken and multimodal presentations that include elaborated ideas, sequencing ideas and using complex sentences, specialist and te pitch, tone, pace, volume, and visual and digital features**

(AC9E5LY07)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Draw conclusions and provide reasons

#### **Generating**

- Create possibilities

#### **Speaking and listening**

- Speaking

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Creating and exchanging**

- Plan
- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9HS5S07

### **Snapshot – Draw conclusions and provide reasons**

**Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and

across discipline areas to provide reasons and evaluate arguments for choices made

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9E5LY07

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

#### **Vocabulary**

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

#### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

#### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or

"challenging" for "hard")

- uses some rhetorical devices (e.g. "don't you agree?")

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Think about thinking (metacognition)**

### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

## **Content description**

AC9E5LY07

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions
- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9E5LY07

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

## **AC9E5LY08**

**use phonic, morphemic and vocabulary knowledge to and spell words that share common letter patterns but have different pronunciations**

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### **Elaborations**

- recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, “journey”, “your”, “tour” and “sour”

Students learn to:

**use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations**

(AC9E5LY08)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Spelling

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Snapshot – Spelling**

### **Literacy: Writing: Spelling**

#### **Content description**

AC9E5LY08

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")



- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")
- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. "colour", "color")
- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")
- explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge
- writes irregular plurals correctly (e.g. "mice")
- spells words with less common silent letters correctly (e.g. "subtle", "pneumonia")
- explains how the spellings and meanings of some words have changed over time

## AC9E5LY09

**build and spell new words from knowledge of known words, , and , , letter patterns and**

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### Elaborations

- using knowledge of known words and to spell new words; for example, the spelling and meaning connections between "vision", "television" and "revision"
- applying knowledge of to spell new words; for example, "suitable", "likeable" and "collapsible"

Students learn to:

**build and spell new words from knowledge of known words, base words, prefixes and origins, letter patterns and spelling generalisations**

(AC9E5LY09)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Writing

- Spelling

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Snapshot – Spelling

#### Literacy: Writing: Spelling

#### Content description

AC9E5LY09

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)

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- writes all common contractions correctly (e.g. "doesn't")
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- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
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- explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge
- writes irregular plurals correctly (e.g. "mice")
- spells words with less common silent letters correctly (e.g. "subtle", "pneumonia")
- explains how the spellings and meanings of some words have changed over time

## AC9E5LY10

**explore less common , and understand how a changes the meaning or grammatical form of a word**

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### Elaborations

- using knowledge of and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect ; for example, "cactus" and "cacti", "louse" and "lice"
- understanding how some change the grammatical form of words; for example, "-tion" and "-ment" can change into : "protect" to "protection" and to "development"

Students learn to:

**explore less common plurals, and understand how a suffix changes the meaning or a word**

(AC9E5LY10)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Writing

- Spelling

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Snapshot – Spelling

#### Literacy: Writing: Spelling

#### Content description

AC9E5LY10

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g.

phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)

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