

## **(no-code)**

### **recognise how language shapes relationships and roles**

•

#### **Elaborations**

• understanding that group identities are formed through language that reflects shared , beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating

• exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to

Students learn to:

### **recognise how language shapes relationships and roles**

(AC9E8LA01)

#### **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

#### **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 .

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

• Communicate responsively

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

• Communicate responsively

#### **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.

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9E8LA01

#### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9E8LA01

#### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9E8LA01

#### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **AC9E8LA02**

**understand how layers of meaning can be created when evaluating by using such as and**

•

#### **Elaborations**

- identifying how use that reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement)

Students learn to:

**understand how layers of meaning can be created when evaluating by using literary simile and metaphor**

(AC9E8LA02)

#### **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 - Creative responses to a poem**

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LA02

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Resource – WS01 - Creative responses to a poem**

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

## **AC9E8LA02**

understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor

## **AC9E8LA03**

explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres

## **AC9E8LA04**

understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims

### **AC9E8LA05**

examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences

### **AC9E8LA06**

understand the effect of nominalisation in texts

### **AC9E8LA07**

investigate how visual texts use intertextual references to enhance and layer meaning

### **AC9E8LA08**

identify and use vocabulary typical of academic texts

### **AC9E8LA09**

understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning

### **AC9E8LE01**

explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

### **AC9E8LE02**

share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

### **AC9E8LE03**

explain how language and/or images in texts position readers to respond and form viewpoints

### **AC9E8LE04**

identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text

### **AC9E8LE05**

analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect

### **AC9E8LE06**

create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

### **AC9E8LY01**

identify how texts reflect contexts

### **AC9E8LY03**

analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text

### **AC9E8LY04**

analyse how authors organise ideas to develop and shape meaning

### **AC9E8LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

### **AC9E8LY06**

plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

### **AC9E8LY08**

apply learnt knowledge to spell accurately and to learn new words

### **AC9E8LA03**

explain how are structured depending on their and how vary, recognising that some are hybrids that

## **combine different or elements of different**

- 

### **Elaborations**

- recognising how such as critical responses to , expositions, interpretations and discussions are typically structured to achieve their
- discussing how the placement of and written in a linear or non-linear way, such as online , is used differently in a variety of for a
- explaining the structure and of such as , literary recounts, memoirs, drama scripts, types of poems, formal speeches, comparisons and creative responses, discussions and debates, and explaining how these structures and support their

Students learn to:

**explain how texts are structured depending on their purpose and how language features**

**recognising that some texts are hybrids that combine different genres or elements of**

**genres**

(AC9E8LA03)

### **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 - Creative responses to a poem**

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

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

#### **Content description**

AC9E8LA03

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers

- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **AC9E8LA04**

**understand how in is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims**

•

### **Elaborations**

- writing paragraphs of extended length that explain, substantiate and exemplify a particular viewpoint

Students learn to:

**understand how cohesion in texts is improved by strengthening the internal structure with examples, quotations and substantiation of claims**

(AC9E8LA04)

### **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 - Creative responses to a poem**

### **Snapshot – Grammar**

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

#### **Content description**

AC9E8LA04

#### **Learning progression extract**

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

#### **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)

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

## **AC9E8LA05**

**examine a variety of structures including that add information and ideas in**

•

### **Elaborations**

- evaluating how speechmakers influence though to add information
- exploring how and can be used to express ideas more succinctly

Students learn to:

**examine a variety of clause structures including embedded clauses that add information and ideas in sentences**

(AC9E8LA05)

### **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 - Creative responses to a poem**

### **Snapshot – Grammar**

# Literacy: Writing: Grammar

## Content description

AC9E8LA05

## Learning progression extract

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

### 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)

### Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

### Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

## AC9E8LA06

### understand the effect of in

- 

### Elaborations

- highlighting examples of in a range of including informative and explaining the impact on content and

- nominalising relevant in a series of and discussing the impact of the change in on potential

Students learn to:

## **understand the effect of nominalisation in texts**

(AC9E8LA06)

### **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 - Creative responses to a poem**

#### **Snapshot – Grammar**

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

#### **Content description**

AC9E8LA06

#### **Learning progression extract**

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

#### **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)

#### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

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

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

#### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

#### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

### **AC9E8LA07**

#### **investigate how visual use to enhance and layer meaning**

##### **Elaborations**

- identifying in advertisements and discussing their impact on layering meaning; for example, the interrelationship of words and

Students learn to:

#### **investigate how visual texts use intertextual references to enhance and layer meaning**

(AC9E8LA07)

##### **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 - Creative responses to a poem**

### **AC9E8LA08**

#### **identify and use vocabulary typical of**

- 

##### **Elaborations**

- identifying the vocabulary of academic report writing on a topic; for example, the use of words such as “evidence”, “consequence”, “contradiction” and “acknowledge” for the topic “sustainability”
- comparing and contrasting vocabulary choices in , considering how they are used to precise information or convey abstract ideas

Students learn to:

#### **identify and use vocabulary typical of academic texts**

(AC9E8LA08)

#### **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 - Creative responses to a poem**

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

# Literacy: Reading and viewing: Understanding texts

## Content description

AC9E8LA08

## Learning progression extract

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

### 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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **AC9E8LA09**

**understand and use punctuation including and dashes to extend ideas and support meaning**

•

### **Elaborations**

- creating dialogue in drama showing interruptions, asides and pauses for effect

Students learn to:

**understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning**

(AC9E8LA09)

**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 - Creative responses to a poem**

### **Snapshot – Punctuation**

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

#### **Content description**

AC9E8LA09

#### **Learning progression extract**

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

- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing
- uses punctuation to clarify meaning in complex sentences, drawing on their knowledge of sentence structure (e.g. commas before introductory words, phrases or clauses; semicolons; colons; and dashes) (see Grammar)

## **AC9E8LA01**

### **recognise how language shapes relationships and roles**

- 

#### **Elaborations**

- understanding that group identities are formed through language that reflects shared , beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating

- exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to

Students learn to:

### **recognise how language shapes relationships and roles**

(AC9E8LA01)

#### **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

#### **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 .

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

- Communicate responsively

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

- Communicate responsively

#### **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.

## **AC9E8LE01**

### **explain the ways that ideas and points of may represent the of individuals and groups in , drawn**

from historical, social and cultural , by First Nations Australian, and wide-ranging Australian and world

- 
- 
- 

### **Elaborations**

- discussing representations of characters from historical in ; for example, discussing the romantic representation of the Australian swagman and the it reflects
- explaining attitudes and ideas about the natural world in drawn from different to their own
- explaining the ways by First Nations Australian represent unique ways of being, knowing, thinking and doing

Students learn to:

**explain the ways that ideas and points of view may represent the values of individuals in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian and wide-ranging Australian and world authors**

(AC9E8LE01)

### **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**

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

#### **Reading and viewing**

- Understanding texts

#### **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 .

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

- Explore ethical concepts

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

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

#### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

### **Resources**

#### **Work Samples**

#### **WS01 - Creative responses to a poem**

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

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve**



## **perspectives**

### **Content description**

AC9E8LE01

#### **Continuum extract**

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

- 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
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Examine cultural perspectives and world views**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

### **Content description**

AC9E8LE01

#### **Continuum extract**

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Understanding texts**

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

### **Content description**

AC9E8LE01

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Snapshot – Explore ethical concepts**

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

#### **Content description**

AC9E8LE01

#### **Continuum extract**

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

- 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
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9E8LE01

#### **Continuum extract**

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

- 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
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Examine cultural perspectives and world views**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

#### **Content description**

AC9E8LE01

#### **Continuum extract**

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

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Resource – WS01 - Creative responses to a poem**

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

## **AC9E8LA02**

understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor

## **AC9E8LA03**

explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres

## **AC9E8LA04**

understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims

## **AC9E8LA05**

examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences

## **AC9E8LA06**

understand the effect of nominalisation in texts

## **AC9E8LA07**

investigate how visual texts use intertextual references to enhance and layer meaning

## **AC9E8LA08**

identify and use vocabulary typical of academic texts

## **AC9E8LA09**

understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning

## **AC9E8LE01**

explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

## **AC9E8LE02**

share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

## **AC9E8LE03**

explain how language and/or images in texts position readers to respond and form viewpoints

## **AC9E8LE04**

identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text

## **AC9E8LE05**

analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect

## **AC9E8LE06**

create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

## **AC9E8LY01**

identify how texts reflect contexts

## **AC9E8LY03**

analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text

## **AC9E8LY04**

analyse how authors organise ideas to develop and shape meaning

## **AC9E8LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

## **AC9E8LY06**

plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

## **AC9E8LY08**

apply learnt knowledge to spell accurately and to learn new words

## **AC9E8LE02**

share opinions about the , and that contribute to the of

•

### **Elaborations**

- comparing reviews of a and evaluating opinions that challenge or support personal opinions
- reflecting on and evaluating opinions and arguments about aspects of including characterisation, setting and plot

Students learn to:

**share opinions about the language features, literary devices and text structures that the styles of literary texts**

(AC9E8LE02)

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

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

#### **Reading and viewing**

- Understanding texts

#### **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 .

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

- Explore ethical concepts

### **Resources**

### **Work Samples**

## **WS01 - Creative responses to a poem**

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LE02

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation,

figurative)

- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Snapshot – Interacting**

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

#### **Content description**

AC9E8LE02

#### **Learning progression extract**

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process

- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Explore ethical concepts**

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

#### **Content description**

AC9E8LE02

#### **Continuum extract**

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

- 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
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **AC9E8LE03**

### **explain how language and/or in position readers to respond and form viewpoints**

- 
- Elaborations**
- discussing how a complex picture book combines words and to position readers to respond
- sharing opinions about how a film positions the viewer to respond to a character

Students learn to:

### **explain how language and/or images in texts position readers to respond and form**

(AC9E8LE03)

#### **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 - Creative responses to a poem**

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LE03

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience



- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

## **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

## **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **AC9E8LE04**

**identify in and explain how the references enable new understanding of the quality of the**

•

## **Elaborations**

- identifying through or quotation in written and discussing how knowledge of other influences the reader's understanding and appreciation

Students learn to:

**identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text**

(AC9E8LE04)

## **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 - Creative responses to a poem**

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LE04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant

elements of the text to build or repair meaning

- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary

- demonstrates self-reliance in exploration and application of word learning strategies

## **AC9E8LE05**

**analyse how such as patterns , and such as meaning and effect**

•

### **Elaborations**

- recognising that is influenced when an uses active or passive
- examining how writers use terse and relatively simple language choices or more elaborate and complex , and how these influence meaning
- recognising that First Nations Australian use words and language to set when writing or speaking about specific ; for example, words used to set the when writing or speaking about

Students learn to:

**analyse how language features such as sentence patterns create tone, and literary c  
imagery create meaning and effect**

(AC9E8LE05)

### **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 .

#### **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.

#### **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 - Creative responses to a poem**

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

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

#### **Content description**

AC9E8LE05

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)

- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **AC9E8LE06**

### **and that with and for particular and effects**

- 
- 

### **Elaborations**

- creating short stories focusing on characters and dialogue
- combining to evoke a reader response
- collaborating with a peer, which may include using online spaces, to a short script with 2 characters, focusing on dialogue choices for each character
- editing the and word choices when creating a and reflecting on the effect of those changes

Students learn to:

## **create and edit literary texts that experiment with language features and literary dev particular purposes and effects**

(AC9E8LE06)

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

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

#### **Generating**

- Create possibilities

#### **Writing**

- Creating 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 .

#### **Generating**

- Create possibilities

#### **Generating**

- Create possibilities

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Resources**

#### **Work Samples**

## **WS01 - Creative responses to a poem**

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9E8LE06

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Creating texts**

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

##### **Content description**

AC9E8LE06

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

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

##### **Generic indicators**

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

##### **Generic indicators**

- organises related information and ideas into paragraphs/sections
- uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see Punctuation)
- spells complex and most challenging words correctly (see Spelling)
- uses a range of sentence types for effect

##### **Generic indicators**

- spells a range of challenging words correctly (see Spelling)

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9E8LE06

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9E8LE06

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

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

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

### **Content description**

AC9E8LE06

### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **AC9E8LY01**

#### **identify how reflect**

•

#### **Elaborations**

- identifying and explaining how social reflect the in which they are created
- identifying how speeches for reconciliation reflect the in which they are created

Students learn to:

#### **identify how texts reflect contexts**

(AC9E8LY01)

### **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 .

#### **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.

#### **People**

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

#### **Related content**

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

AC9HH8S03

#### **Resources**

#### **Work Samples**

### **WS01 - Creative responses to a poem**

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

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



## **Content description**

AC9E8LY01

### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

## **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

## **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

## **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Resource – WS01 - Creative responses to a poem**

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

## **AC9E8LA02**

understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor

## **AC9E8LA03**

explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres

## **AC9E8LA04**

understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims

## **AC9E8LA05**

examine a variety of clause structures including embedded clauses that add information and expand

ideas in sentences

**AC9E8LA06**

understand the effect of nominalisation in texts

**AC9E8LA07**

investigate how visual texts use intertextual references to enhance and layer meaning

**AC9E8LA08**

identify and use vocabulary typical of academic texts

**AC9E8LA09**

understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning

**AC9E8LE01**

explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

**AC9E8LE02**

share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

**AC9E8LE03**

explain how language and/or images in texts position readers to respond and form viewpoints

**AC9E8LE04**

identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text

**AC9E8LE05**

analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect

**AC9E8LE06**

create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

**AC9E8LY01**

identify how texts reflect contexts

**AC9E8LY03**

analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text

**AC9E8LY04**

analyse how authors organise ideas to develop and shape meaning

**AC9E8LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

**AC9E8LY06**

plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

**AC9E8LY08**

apply learnt knowledge to spell accurately and to learn new words

**AC9E8LY02**

**use for identified and situations, including when supporting or challenging the stated or implied meanings of spoken in or discussion**

- 
- 

**Elaborations**

- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and
- listening to a conversation or speech, identifying the point being made, and explaining the and manner of
- using effective strategies for dialogue and discussion in range of formal and informal , including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas

Students learn to:

**use interaction skills for identified purposes and situations, including when supporting and challenging the stated or implied meanings of spoken texts in presentations or discussions**

(AC9E8LY02)

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

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

#### **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
- Collaboration

#### **Social management**

- Communication

#### **Snapshot – Interacting**

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

##### **Content description**

AC9E8LY02

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

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

#### **Snapshot – Communication**

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

##### **Content description**

AC9E8LY02

##### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

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

##### **Content description**

AC9E8LY02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

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

##### **Content description**

AC9E8LY02

##### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

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

##### **Content description**

AC9E8LY02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

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

##### **Content description**

AC9E8LY02

##### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **AC9E8LY03**

**analyse and evaluate the ways that vary according to the and of the , and the ways that sources and quotations are used in a**

- 
- 

### **Elaborations**

- evaluating an 's use of to present an opinion about those features
- evaluating the use of sources and quotations and presenting an opinion about how an has supported an idea

Students learn to:

**analyse and evaluate the ways that language features vary according to the purpose of the text, and the ways that sources and quotations are used in a text**

(AC9E8LY03)

### **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

#### **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 .

#### **Analysing**

- Draw conclusions and provide reasons

#### **Analysing**

- Draw conclusions and provide reasons

### **Related content**

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

AC9HH8S06

### **Resources**

### **Work Samples**

## **WS01 - Creative responses to a poem**

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

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

#### **Content description**

AC9E8LY03

#### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LY03

#### **Learning progression extract**

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

#### **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")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation,

figurative)

- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

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

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

#### **Content description**

AC9E8LY03

#### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

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

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

#### **Content description**

AC9E8LY03

#### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

**AC9E8LY04**



## **analyse how organise ideas to and shape meaning**

•

### **Elaborations**

- identifying the structure of ideas in a range of
- examining that structure ideas according to proposition and support, cause and effect, and compare and contrast, and determine their effectiveness
- exploring that attempt to solve problems in a particular way; for example, organising information by considering strengths as well as problems that arise from an approach
- analysing how the organisation of a webpage shapes its meaning

Students learn to:

## **analyse how authors organise ideas to develop and shape meaning**

(AC9E8LY04)

### **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 - Creative responses to a poem**

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LY04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **AC9E8LY05**

use such as visualising, , connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in

- 
- 

### **Elaborations**

- reflecting on content by connecting and comparing information across and between
- determining and applying criteria for evaluating the content of a website; for example, criteria for content and website and its effectiveness
- analysing the selection and composition of an in a and evaluating its effect on the credibility of the

Students learn to:

**use comprehension strategies such as visualising, predicting, connecting, summarising, questioning and inferring to interpret and evaluate ideas in texts**

(AC9E8LY05)

### **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

#### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Related content**

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

AC9HC8S03

AC9HE8S03

AC9HG8S03

AC9HH8S06

AC9HH8S07

AC9HP8P09

#### **Resources**

#### **Work Samples**

### **WS01 - Creative responses to a poem**

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

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

#### **Content description**

AC9E8LY05

#### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9E8LY05

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9E8LY05

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

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

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

#### **Content description**

AC9E8LY05

#### **Continuum extract**

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

- 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

- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

##### **Content description**

AC9E8LY05

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

##### **Content description**

AC9E8LY05

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

##### **Content description**

AC9E8LY05

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

##### **Content description**

AC9E8LY05

##### **Continuum extract**

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

- 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

- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9E8LY05

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9E8LY06**

**plan, , and written and , organising and expanding ideas, and selecting , , and for and in ways that may be imaginative, reflective, informative, persuasive and/or analytical**

- 
- 

#### **Elaborations**

- experimenting with and editing and ; for example, paragraph order and content, and language choices to refine and clarify ideas
- selecting vocabulary to position and persuade the reader; for example, adjusting language to show or acknowledge power
- editing for accuracy of , spelling and punctuation, and for meaning by experimenting with different order of ideas, a range of structures, and vocabulary to clarify meaning for where appropriate
- using conceptual maps or journals to plan and reflect on each of creating a written or

Students learn to:

**plan, create, edit and publish written and multimodal texts, organising and expanding selecting text structures, language features, literary devices and visual features for audiences in ways that may be imaginative, reflective, informative, persuasive and/or**

(AC9E8LY06)

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

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

#### **Generating**

- Create possibilities

#### **Writing**

- Creating texts
- Creating texts
- Creating 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 .

#### **Reflecting**

- Think about thinking (metacognition)

#### **Creating and exchanging**

- Plan

## **Related content**

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

AC9HC8S05

AC9HE8S05

AC9HG8S06

AC9HH8S08

## **Resources**

## **Work Samples**

## **WS01 - Creative responses to a poem**

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9E8LY06

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Creating texts**

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

##### **Content description**

AC9E8LY06

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

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

##### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

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

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

##### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

##### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences)



between species of animals)

- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9E8LY06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates persuasive texts that take a position and supports it with arguments (e.g. examines the benefits of physical activity to health and wellbeing)
- selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position)
- includes 2 or more elaborated arguments
- develops a clear persuasive line through inclusion of a number of arguments with supporting points
- orients the reader to the persuasive premise of the text
- concludes by synthesising the arguments

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

- uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as "therefore", "furthermore")
- includes salient visual and audio features to complement written ideas
- uses vocabulary to position the reader (e.g. precise nouns and adjectives)
- uses a broader range of modal verbs and adverbs (e.g. "definitely")

### **Vocabulary**

- uses words to express cause and effect (e.g. "consequently", "thus")
- selects vocabulary to persuade (e.g. uses words to introduce an argument such as "obviously")
- uses technical and topic specific words to add authority (e.g. "innovative design", "solution")

### **Crafting ideas**

- creates persuasive texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas)
- includes persuasive points with effective elaborations and supporting evidence
- intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates)
- includes counter argument or refutation if appropriate
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- uses rhetorical devices such as rhetorical questions
- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the audience
- skilfully uses a range of cohesive devices to make connections between arguments (e.g. foreshadows key points in introduction and reinforces key points in topic sentences)
- judiciously selects evidence and language to strengthen arguments
- uses passive voice and nominalisation strategically to avoid stating the actor in the sentence (e.g. "an expectation of failure became common")

### **Vocabulary**

- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "impact", "consequence", "result")
- uses topic-specific vocabulary to add credibility and weight to arguments (e.g. "cadence", "interplanetary", "silt")
- uses language that evokes an emotional response (e.g. "Although they faced relentless opposition, the netballers triumphed.")
- uses words that create connotations (e.g. "miserly", "frugal")

### **Crafting ideas**

- creates sustained, robust arguments on complex learning area topics (e.g. "Should bushrangers be afforded hero status?")
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action)
- uses citation and referencing from authoritative sources
- anticipates reader knowledge and possible bias and accommodates these in development of arguments (e.g. "you may have thought that ...")
- positions the reader effectively by providing a clear thesis and relevant context (e.g. by previewing the arguments)
- strategically selects visual and audio resources to position the reader/viewer (e.g. a video clip of an authoritative source)

### **Text forms and features**

- uses sophisticated evaluative language devices such as allusion, evocative vocabulary and extended metaphor

### **Vocabulary**

- uses vocabulary for precision (e.g. "the underwhelming performance of the opening batters")

## **Snapshot – Creating texts**

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

#### **Content description**

## Learning progression extract

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

### Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

### Crafting ideas

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

### Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

### Vocabulary

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

### Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

### Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)

- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

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

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

#### **Content description**

AC9E8LY06

#### **Continuum extract**

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

- 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
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Plan**

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

#### **Content description**

AC9E8LY06

#### **Continuum extract**

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

- 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
- use project management tools to develop and track a plan to complete individual and collaborative projects

## **AC9E8LY07**

**plan, , rehearse and deliver spoken and for and , selecting , , and to suit formal or informal situations, and organising and developing ideas in in ways that may be imaginative, reflective, informative, persuasive and/or analytical**

- 
- 

#### **Elaborations**

- integrating in a spoken to support the 's understanding
- choosing vocabulary and structures, and using such as , and to meet perceived needs; for example, when debating a topic or creating a voiceover for a media
- selecting , such as , volume, and , with particular attention to the effects these may have on reaction and acceptance of the ideas presented
- collaborating with peers to a persuasive advertising campaign about a contemporary issue

Students learn to:

**plan, create, rehearse and deliver spoken and multimodal presentations for audience selecting language features, literary devices, visual features and features of voice to or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical**

(AC9E8LY07)

#### **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**

- Create, communicate and collaborate

### **Analysing**

- Draw conclusions and provide reasons

### **Social management**

- Collaboration

### **Related content**

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

AC9HC8S05

AC9HE8S05

AC9HG8S06

AC9HH8S08

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

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

##### **Content description**

AC9E8LY07

##### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9E8LY07

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Speaking**

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

##### **Content description**

AC9E8LY07

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

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

### **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")

### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

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

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

#### **Content description**

AC9E8LY07

#### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

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

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

### **Content description**

AC9E8LY07

### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Collaboration**

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

### **Content description**

AC9E8LY07

### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **AC9E8LY08**

### **apply learnt knowledge to spell accurately and to learn new words**

•

### **Elaborations**

- understanding the different ways complex words are constructed, and drawing on morphemic knowledge and knowledge of unusual letter combinations when spelling these words
- understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian community

Students learn to:

### **apply learnt knowledge to spell accurately and to learn new words**

(AC9E8LY08)

### **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 .

### **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.

- 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.

### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

### **Resources**

### **Work Samples**

## **WS01 - Creative responses to a poem**

### **Snapshot – Spelling**

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

#### **Content description**

AC9E8LY08

#### **Learning progression extract**

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

- uses spelling rules and generalisations, morphemic, visual, phonological, etymological and orthographic knowledge to spell unfamiliar words
- spells a range of challenging words with less common letter groupings (e.g. "naive", "cadence")
- spells words with less common prefixes and suffixes (e.g. "im-precise" - "imprecise", "employ-ee" - "employee")
- spells less common plurals (e.g. "octopi")
- explains how spelling can be a support to both reading and writing
- explains the limitations of spell check features in digital communication
- uses spelling rules and generalisations, word origins and visual memory to spell unfamiliar words
- integrates spelling knowledge and spelling resources to spell complex, unfamiliar words (e.g. "photosynthesis")
- monitors spelling in own texts and makes appropriate corrections
- explains how spelling is used creatively in texts for particular effects (e.g. characterisation and humour and to represent accents and styles of speech)