(no-code)

understand that language varies as levels of formality and social distance increase

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Elaborations

• recognising language protocols for formal address; for example, words used to address principals, heads of state and monarchs

• discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and

• presenting ideas and opinions at levels of formality appropriate to the and

Students learn to:

understand that language varies as levels of formality and social distance increase

(AC9E6LA01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Listening

Social management

• Communication

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Adapt in intercultural exchanges

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E6LA01

Learning progression extract

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

• responds to elementary texts (see Text complexity)

• listens purposefully to texts to identify specific learning area content

• recalls specific information from a learning area text

• attends to sequence when recounting ideas

• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)

• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")

• retells a familiar story with some possible minor adaptations

- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9E6LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

AC9E6LA02

understand the uses of objective and , and identify

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Elaborations

• identifying language choices that evoke emotion and judgements in direct and indirect ways, and how they are used to persuade different to take a position and/or action
• understanding when to share feelings and opinions; for example, in a personal recount, and when to remain more objective; for example, in a factual recount
• differentiating between reporting the facts; for example, in a factual recount or unedited photograph, and providing a commentary; for example, in an editorial
Students learn to:

understand the uses of objective and subjective language, and identify bias

(AC9E6LA02)

General capabilities and cross-curriculum priorities

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

Reading and viewing

• Understanding texts

Elaborations

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LA02

Learning progression extract

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)
• scans texts to locate specific information in an elementary print text
• recounts or describes the most relevant details from a text
• tracks ideas or information throughout the text

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms

such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

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

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

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

AC9E6LA03

explain how across the curriculum are typically organised into characteristic and depending on , recognising how often adapt and

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Elaborations
• exploring a range of everyday, community, literary and informative , discussing elements of and , and comparing the overall structure and effect of choices in 2 or more
• examining a to identify strategies such as exaggeration to humour
• recognising that are organised into such as an introduction and that introductions may be divided into ; for example, the introduction of a may begin with a that is a "hook" or a flashback
• explaining the characteristic and in reviews, discussions of alternative positions or historical recounts and identifying any adaptations of typical structures or

Students learn to:

explain how texts across the curriculum are typically organised into characteristic s phases depending on purposes, recognising how authors often adapt text structure features

(AC9E6LA03)

General capabilities and cross-curriculum priorities

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

Reflecting

• Transfer knowledge

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 .

Reflecting

• Transfer knowledge

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Reflecting

• Transfer knowledge

Resources

Work Samples

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LA03

Continuum extract

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

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LA03

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)

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LA03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LA03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LA03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LA03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

AC9E6LA04

understand that can be created by the intentional use of , and the use of word associations
•

Elaborations

• noting how a general word is often used for a more specific word already mentioned (word association); for example, "Look at those apples. Granny Smiths are my favourite."
• recognising how can be developed through repeating key words or by using or
Students learn to:

understand that cohesion can be created by the intentional use of repetition, and th associations

(AC9E6LA04)

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E6LA04

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

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)

AC9E6LA05

understand how can the variety of to elaborate, extend and explain ideas

•

Elaborations

• investigating how the choice of enables the construction of to extend, to elaborate on and to explain ideas; for example, "The town that was flooded suffered extensive damage."

• creating with to ; for example, "Hamish studied the rock samples that he had collected on the excursion."

Students learn to:

understand how embedded clauses can expand the variety of complex sentences to explain ideas

(AC9E6LA05)

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E6LA05

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

• employs a range of tenses to represent processes

• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")

• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)

• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")

• uses determiners to support cohesion (e.g. "this hat", "those apples")

• uses well-structured paragraphs with topic sentences

Grammatical accuracy

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

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

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

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)

AC9E6LA06

understand how ideas can be expanded and sharpened through careful choice of , and a range of groups

•

Elaborations

• knowing that the simple present is typically used to talk about present states; for example, "He lives in Darwin." or actions that happen regularly in the present; for example, "He watches television every night." or that represent "timeless" happenings, in information reports; for example, "Bears hibernate in winter."

• knowing that there are various ways in English to refer to future time: using the auxiliary

"will"; for example, "She will call you tomorrow.", using the present ; for example, "Tomorrow, I leave for Hobart." and using adverbials of time; for example, "She arrives in the morning."

• using precise ; for example, "slice", "dice", "fillet" and rather than general words; for example, "cut"

Students learn to:

understand how ideas can be expanded and sharpened through careful choice of ve tenses and a range of adverb groups

(AC9E6LA06)

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E6LA06

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

• employs a range of tenses to represent processes

• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")

• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)

• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")

• uses determiners to support cohesion (e.g. "this hat", "those apples")

• uses well-structured paragraphs with topic sentences

Grammatical accuracy

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

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless"

happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

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

Whole text level

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

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)

AC9E6LA07

identify and explain how , figures, tables, diagrams, maps and contribute to meaning

•

Elaborations

• observing how sequential events can be represented visually by a series of , including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams and the flow of in picture books
• observing how , information and relationships can be represented visually through tables, maps, and diagrams
• understanding that and maps may be sensitive for First Nations Australians and ensuring that a disclaimer is applied or judgement is used about cultural appropriateness and sensitivities
Students learn to:

identify and explain how images, figures, tables, diagrams, maps and graphs contri

(AC9E6LA07)

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.

Resources

Work Samples

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LA07

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)

AC9E6LA08

identify use of vivid, emotive vocabulary, such as , , , , and hyperbole

•

Elaborations

• exploring how ; for example, , and , can be used to vivid and less predictable shades of meaning
• identifying use of vivid and emotive vocabulary in persuasive ; for example, the vocabulary used
in reviews
• discussing , using vocabulary to name , and ; for example, using words that name the used in a
poem
Students learn to:

identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, pers
idioms, imagery and hyperbole

(AC9E6LA08)
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

Snapshot – Understanding texts
Literacy: Reading and viewing: Understanding texts
Content description

AC9E6LA08
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)

AC9E6LA09

understand how to use the comma for lists, to separate a from an , and in dialogue

-

Elaborations

- identifying different uses of commas such as commas and between in
- using commas in dialogue; for example, Ben said, "I want pie, peas, carrots and chips for dinner, followed by ice cream for dessert, please."

Students learn to:

understand how to use the comma for lists, to separate a dependent clause from an clause, and in dialogue

(AC9E6LA09)

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

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9E6LA09

Learning progression extract

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

- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")

- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

AC9E6LE01

identify responses to characters and events in , drawn from historical, social or cultural , by First Nations Australian, and wide-ranging Australian and world

-
-

Elaborations

• discussing the influence historical, social and cultural experiences may have on the meaning of a and attitudes towards characters, actions and events
• sharing responses about how heroes are portrayed in science fiction or fantasy and more realistic settings
• exploring reviews of Australian films
Students learn to:

identify responses to characters and events in literary texts, drawn from historical, cultural contexts, by First Nations Australian, and wide-ranging Australian and worl

(AC9E6LE01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
• Examine cultural perspectives and world views

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
• Examine cultural perspectives and world views

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9E6LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of
identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9E6LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• compare how beliefs and cultural practices influence the values of different groups within
familiar intercultural contexts
• 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

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9E6LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify ethical concepts, such as respect and tolerance, and describe how a situation or context
affects actions and behaviour
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives
may vary according to the situation or context
• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and
equality, in a range of situations and contexts

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9E6LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of
identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9E6LE01

Continuum extract

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

• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

• 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

AC9E6LE02

identify similarities and differences in on similar topics, or plots

•

Elaborations

• exploring on a similar topic by with very different ; for example, comparing fantasy quest novels or realistic novels on a specific

• identifying differences in the use of narrator, structure and , and language and , between and determining how these influence readers or viewers

Students learn to:

identify similarities and differences in literary texts on similar topics, themes or plot

(AC9E6LE02)

General capabilities and cross-curriculum priorities

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

Reading and viewing

• Understanding texts

Elaborations

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LE02

Learning progression extract

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

• reads and views some moderately complex texts (see Text complexity)

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive

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

Vocabulary

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

AC9E6LE03

identify and explain characteristics that define an 's individual

-

Elaborations

- exploring 2 or more by the same , identifying similarities; for example, or , characterisation, , plot development, , vocabulary, , favoured grammatical structures and visual techniques in picture books, and determining the qualities that characterise an 's
- focusing on a First Nations Australian and identifying characteristic elements of their writing; for example, , and language
- comparing similarities and differences between , including those by the same or illustrator, and identifying the characteristics that define an 's ; for example, comparing illustrations in picture books by the same illustrator, noting characteristic features

Students learn to:

identify and explain characteristics that define an author's individual style

(AC9E6LE03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

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
- Draw conclusions and provide reasons

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Culture

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

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

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Analysing

• Interpret concepts and problems
• Draw conclusions and provide reasons

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

AC9E6LE04

explain the way use sound and to meaning and effect in poetry

Elaborations

- explaining how builds emotional connections and engagement with the or

- identifying the used in or poetry about First Nations Australians'
- describing the effects of assonance, and in a poem
- explaining the effect of rhythm in ballads

Students learn to:

explain the way authors use sound and imagery to create meaning and effect in poe

(AC9E6LE04)

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 .

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.

AC9E6LE05

and that adapt plot structure, characters, settings and/or ideas from students have experienced, and with

-
-

Elaborations

- creating in written, spoken or /digital form adapting character; for example, reimagining the hero in an adventure
- creating an autobiography of a character from a explored
- discussing the setting in a with a peer during the editing process, and experimenting with that may enhance the setting

Students learn to:

create and edit literary texts that adapt plot structure, characters, settings and/or id texts students have experienced, and experiment with literary devices

(AC9E6LE05)

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

Creating and exchanging

- Create, communicate and collaborate

Generating

- Create possibilities

Resources

Work Samples

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LE05

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E6LE05

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)

• includes structural features appropriate to the type of text such as orientation, complication and resolution

• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)

• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)

• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")

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

Vocabulary

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

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)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9E6LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content

and effectively communicate and collaborate with wider groups

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LE05

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

AC9E6LY01

examine including that represent ideas and events, and identify how they reflect the in which they were created

Elaborations

• identifying news reports of the same type of event over time and how they reflect their

• comparing advertising posters for animated children's films in different countries and explaining the impact of these choices on expectations of the film

• identifying how advertisements for the same products reflect the in which they were created

Students learn to:

examine texts including media texts that represent ideas and events, and identify ho the context in which they were created

(AC9E6LY01)

Elaborations

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

Related content

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

AC9HS6S02

AC9E6LY02

use and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

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•

Elaborations

• participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and

• using strategies; for example, pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions when discussing topics

• recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information

Students learn to:

use interaction skills and awareness of formality when paraphrasing, questioning, c interrogating ideas, developing and supporting arguments, and sharing and evaluat experiences and opinions

(AC9E6LY02)

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

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

Social management

• Communication

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E6LY02

Learning progression extract

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

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E6LY02

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E6LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

AC9E6LY03

analyse how and work together to meet the of a , and engage and influence

•

•

Elaborations

• comparing the structure and of different , including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic

Students learn to:

analyse how text structures and language features work together to meet the purpo engage and influence audiences

(AC9E6LY03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems
• 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

• Interpret concepts and problems
• Draw conclusions and provide reasons

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that

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

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to
provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide
reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and
across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LY03

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)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

AC9E6LY04

select, navigate and for a range of , monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings

-
-

Elaborations

- bringing and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using for their pertinence to the task and the accuracy of their information
- using knowledge of to navigate the to locate specific literal content for a
- using research skills including locating , gathering and organising information, evaluating and using information

Students learn to:

select, navigate and read texts for a range of purposes, monitoring meaning and ev
of structural features; for example, table of contents, glossary, chapters, headings a

(AC9E6LY04)

General capabilities and cross-curriculum priorities

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

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 .

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9E6LY04

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LY04

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)

Snapshot – Identify, process and evaluate information

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

Content description

AC9E6LY04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LY04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Identify, process and evaluate information

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

Content description

AC9E6LY04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9E6LY04

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

AC9E6LY05

use such as visualising, , connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

•

•

Elaborations

• making connections between the and students' own experience or other

• making connections between information in print and

• using prior knowledge and textual information to make inferences

• asking and answering questions

• using graphic organisers to visualise connections, categories and hierarchies of information

• summarising a or part of a

Students learn to:

use comprehension strategies such as visualising, predicting, connecting, summar and questioning to build literal and inferred meaning, and to connect and compare variety of sources

(AC9E6LY05)

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 .

Reflecting

• Transfer knowledge

Analysing

• Interpret concepts and problems

Reflecting

• Transfer knowledge

Inquiring

• Develop questions

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Related content

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

AC9HP6P09

AC9HS6S04

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY05

Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9E6LY05

Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E6LY05

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)

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E6LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

AC9E6LY06

plan, , and written and whose may be imaginative, informative and persuasive, using paragraphs, a variety of , expanded , , topic-specific and vivid vocabulary, punctuation, spelling and

•

•

Elaborations

• creating informative for 2 different that explore a topic using and for the identified , noting

the changes required to appeal to each
• using , and for persuasive effects, for an identified
• selecting and combining to
• re-reading and editing their own and others' work using negotiated criteria for , meaning and
accuracy of , spelling and punctuation, and explaining editing choices as required
Students learn to:

plan, create, edit and publish written and multimodal texts whose purposes may be
informative and persuasive, using paragraphs, a variety of complex sentences, expa
tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

(AC9E6LY06)
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 .
Generating

• Create possibilities
• Put ideas into action
Creating and exchanging

• Create, communicate and collaborate
Related content

This content description can be taught with the following content descriptions from other learning
areas.
AC9HS6S07
Resources
Work Samples

Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LY06
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of
ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of
creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a
range of different or creative combinations
Snapshot – Creating texts
Literacy: Writing: Creating texts

Content description

AC9E6LY06
Learning progression extract

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

content.

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)

• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text

• organises information into paragraphs to support the reader

• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")

• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)

• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)

• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

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

Crafting ideas

• creates 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")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E6LY06

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

• creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)

• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion

• presents a position and supports it with one or a few simply stated arguments

- includes arguments and ideas which are relevant to the purpose of the text
- organises arguments into paragraphs to support the reader
- concludes by restating

Text forms and features

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

Vocabulary

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

Crafting ideas

- creates 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")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E6LY06

Learning progression extract

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

Crafting ideas

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

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)
• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

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)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9E6LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Create, communicate and collaborate

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

Content description

AC9E6LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

AC9E6LY07

plan, , rehearse and deliver spoken and that include information, arguments and details that a or idea, organising ideas using precise topic-specific and technical vocabulary, , , , volume, and visual and digital features

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Elaborations
• planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance engagement and understanding
• experimenting with effects such as , volume, and in formal and recognising the effects these have on understanding
• presenting an argument about an issue from learning area content, which includes claims supported with evidence and examples, careful use of topic-specific vocabulary and selection of persuasive techniques appropriate to
• setting goals for a and monitoring development in a written or digital journal
Students learn to:

plan, create, rehearse and deliver spoken and multimodal presentations that include arguments and details that develop a theme or idea, organising ideas using precise and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

(AC9E6LY07)

General capabilities and cross-curriculum priorities

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

Analysing

• Draw conclusions and provide reasons

Generating

• Create possibilities

Speaking and listening

• Speaking

Elaborations

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

Creating and exchanging

• Plan

Analysing

• Draw conclusions and provide reasons

Inquiring

• Identify, process and evaluate information

Reflecting

• Think about thinking (metacognition)

Self-management

• Goal setting

Related content

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

AC9HS6S07

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LY07

Continuum extract

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

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E6LY07

Continuum extract

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

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9E6LY07

Learning progression extract

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

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics

• includes details and elaborations to expand ideas

• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology

• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

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

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

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")

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9E6LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9E6LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

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

Content description

AC9E6LY07

Continuum extract

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

Snapshot – Think about thinking (metacognition)

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

Content description

AC9E6LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

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

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9E6LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals

AC9E6LY08

use of common and less common –phoneme relationships to and increasingly complex words

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Elaborations

• using phonic generalisations to and complex words with uncommon letter patterns; for example, "pneumonia", "resuscitate" and "vegetation"

Students learn to:

use phonic knowledge of common and less common grapheme–phoneme relations increasingly complex words

(AC9E6LY08)

General capabilities and cross-curriculum priorities

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

Reading and viewing

• Phonic knowledge and word recognition

Elaborations

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9E6LY08

Learning progression extract

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

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Phonic knowledge and word recognition

• uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)

AC9E6LY09

use knowledge of known words, including some Latin and Greek roots, , , , letter patterns and to spell new words including technical words

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Elaborations

• using a dictionary to explore and using knowledge of , including some Greek roots, to spell words; for example, the Greek root "ath" meaning "contest" or "outstanding skill", "pent" meaning the number 5 and "dec" meaning the number 10 inform the spelling and meaning of the words "athlete", "pentathlon" and "decathlon"

• applying accumulated knowledge of a wide range of letter patterns and to spell new words; for example, "ratio" and "synthesis"

• expanding knowledge of and , and exploring meaning relationships between words; for example, "disappearance", "submarine", "subterranean", "poisonous" and "nervous"

• applying accumulated knowledge of a wide range of letter patterns and to spell new words; for example, knowing how and why these words are spelt as follows: "reliability", "handkerchief", "receive", "lollies", "trolleys", "climbing", "designed" and "emergency"

• spelling technical words by applying morphemic knowledge; for example, "metaphorical", "biology" and "biodegradable"

• investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities

Students learn to:

use knowledge of known words, word origins including some Latin and Greek roots prefixes, suffixes, letter patterns and spelling generalisations to spell new words in technical words

(AC9E6LY09)

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.

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E6LY09

Learning progression extract

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

• explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge

• writes irregular plurals correctly (e.g. "mice")

• spells words with less common silent letters correctly (e.g. "subtle", "pneumonia")

• explains how the spellings and meanings of some words have changed over time

• uses less common prefixes and suffixes including those which require changes to the base word (e.g. "glamour" - "glamorous", "explain" - "explanation")

• spells multisyllabic words including some with more complex letter patterns (e.g. "democracy")

• uses knowledge of Latin and Greek word origins to explain spelling of technical words (e.g. "physical", "maritime", "vacuum")

- 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