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Text	Type	Form	Topic
9.1.1 Back alive	**Narrative**	**Short story (adventure)**	**Quest for truth, self-enlightenment and treasure**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of imaginative texts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas presented in short stories • Identifying and interpreting combinations of plot, setting and characterisation in quest narratives • Identifying intertextual references and different viewpoints expressed in texts • Exploring the impact of particular language choices in short stories • Evaluating the quality of texts, including how texts represent variations on major literary traditions and genres	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Responding to literature	ACELT1628 ACELT1807
			Examining literature	ACELT1629 ACELT1767
Writing	**Purpose, text type/form, audience:** • To entertain readers with a quest or adventure narrative • In the form of a short story • For a teenage or young adult audience **Text structure:** • Inversion of typical narrative structure, with the text opening with the main character facing a crisis or problem (Complication stage) • Introduction to and description of the main characters and the overall setting of the story (Orientation stage) • Review of events leading up to the crisis (Complication stage) • Beginning of events that will resolve the crisis (Resolution stage) **Language features:** • Specific nouns to refer to people, places and settings, including those typically featured in quest narratives • Adjectives, adjectival phrases and adjectival clauses to build detailed descriptions • Evocative and figurative language, including similes and metaphors • Poetic techniques such as alliteration, assonance and onomatopoeia • A wide range of verbs including action, sensing and saying verbs • First-person narrator perspective • A wide variety of sentence types, including sentence fragments	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Literature	Examining literature	ACELT1629 ACELT1767
Vocabulary	• Evocative language (creating mood and atmosphere)	Language	Expressing and developing ideas	ACELA1547
		Literature	Examining literature	ACELT1767
Punctuation	• Using possessive apostrophes (singular and plural nouns)	Language	Text structure and organisation	ACELA1506
Grammar	• Verb groups with auxiliary verbs (tense and modality) • Subjects and predicates in simple sentences	Language	Expressing and developing ideas	ACELA1523 ACELA1545 ACELA1536
			Text structure and organisation	ACELA1505

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Text	Type	Form	Topic
9.1.2 Skin deep	**Poetry**	**Dramatic monologue (audio file)**	**Youth and self-destructive behaviours**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of poetic texts • Predicting, confirming and monitoring meaning • Interpreting and analysing the ideas presented in a dramatic monologue • Exploring viewpoints from different historical, social and cultural contexts • Identifying intertextual references • Analysing how language is used to represent groups and to position readers in relation to these groups • Evaluating the quality of texts, including the use of literary devices in poetry texts	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Responding to literature	ACELT1628 ACELT1807
			Examining literature	ACELT1629 ACELT1630
Writing	**Purpose, text type/form, audience:** • To reflect on the effects of pressures to conform to social expectations • In the form of a dramatic monologue • For a teenage or young adult audience **Text structure:** • Three stanzas of six lines each, dealing with separate aspects of the topic • Repeating refrain focusing on depression • Lines of varying length and rhythm, reflecting the patterns of speech • First-person narrator perspective **Language features:** • Evocative language designed to call up memories, ideas and images in the minds of readers/listeners • Figurative language related to social expectations and/or pressures, including similes • Everyday words and phrases designed to help readers relate to the situations and feelings expressed in the text • Words/syllables delivered in regular beat structure • Some use of rhyming couplets	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Literature	Examining literature	ACELT1767 ACELT1630
Spelling	• Using effective spelling strategies to spell technical terms (common letter combinations, suffixes)	Language	Expressing and developing ideas	ACELA1549
Punctuation	• Using punctuation in poetry	Language	Text structure and organisation	ACELA1544
Grammar	• Nouns, noun groups and expanded noun groups • Using simple, compound and complex sentences for different purposes	Language	Expressing and developing ideas	ACELA1493 ACELA1545 ACELA1508

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Text	Type	Form	Topic
9.1.3 Securing a crime scene: general principles and procedures	**Procedure**	**Manual for forensic science investigators**	**Forensic science**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Procedures • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas in an instruction manual • Evaluating the quality of texts, including the credibility and authority of the writer and the impact of format and layout on meaning	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
Writing	**Purpose, text type/form, audience:** • To provide precise and technically accurate instructions on how to isolate a crime scene • In the form of an instruction manual • For a specific audience **Text structure:** • Introduction to the purpose and focus of the instructions, including some explanation of the importance of the task (Statement of Goal stage) • A series of numbered step-by-step directions for isolating a crime scene (Steps stage) **Language features:** • Precise and specific nouns, adjectives and adjectival phrases that refer to and describe people, places and behaviours • Action verbs and relating verbs expressed in present and/or future tense form • Adverbs and adverbial phrases indicating where, when, how and why actions need to occur • Sentences written as statements or commands	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1766 ACELA1809
			Expressing and developing ideas	ACELA1547
Spelling	• Using effective spelling strategies to spell familiar and new words (drop the final 'e' rule, breaking words into syllables, soft 'c', suffixes)	Language	Expressing and developing ideas	ACELA1549
Punctuation	• Using colons and semicolons in headings, subheadings and sentences	Language	Text structure and organisation	ACELA1544
Grammar	• Verbs and verb groups • Sentences in imperative mood	Language	Expressing and developing ideas	ACELA1545 ACELA1523

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Text	Type		Form	Topic
9.1.4 Would you buy a kidney?	Discussion		**Reader survey (vox pop – newspaper)**	**Values and scientific research associated with organ donation and sale**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Discussions • Understanding predicting, confirming and monitoring meaning • Identifying, interpreting and analysing the issues and arguments presented in a vox pop or reader survey • Recognising and explaining different viewpoints represented in texts • Evaluating the quality of texts, including how well evidence and examples are used to persuade readers to accept a point of view	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Responding to literature	ACELT1807
Writing	**Purpose, text type/form, audience:** • To examine different viewpoints on the sale of body parts for medical purposes • In the form of a vox pop or reader survey • For a general audience of newspaper readers **Text structure:** • Introduction to the focus issue/question, through reference to a specific case and a preview of the debate surrounding this issue (Issue Statement stage) • A series of reader responses to the focus question, each one expressing a different perspective on the issue (Arguments stage) • No summary or on-balance judgement related to the issue (Conclusion stage) **Language features:** • General nouns related to the use and sale of kidneys for medical purposes • Adjectives and adjectival phrases to build detailed descriptions • A wide range of verb types, including relating, action and sensing verbs • Modal verbs that indicate levels of certainty, probability and/or obligation • Adverbs and adverbial phrases to indicate where, when, why and how things happen	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1543
			Expressing and developing ideas	ACELA1547
Spelling	• Using effective spelling strategies to spell familiar and new words (prefixes and suffixes, drop the final 'e' rule, breaking words into syllables)	Language	Expressing and developing ideas	ACELA1549
Punctuation	• Using full stops, question marks and exclamation marks	Language	Text structure and organisation	ACELA1544
Grammar	• Modal verbs and modal adverbs • Compound and complex sentences	Language	Expressing and developing ideas	ACELA1536 ACELA1545

Text	Type		Form	Topic	
9.1.5 Walking in their footsteps	Report		**Feature article in an adventure travel magazine**	**Afghan cameleers in colonial Australia**	

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Reports • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing the ideas in a feature article • Identifying the use of language to represent Afghan cameleers in colonial Australia and position readers' perceptions of this group • Recognising and explaining different viewpoints represented in the text • Evaluating the quality of texts, including the use of evocative language to create a particular mood and tone	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Responding to literature	ACELT1628 ACELT1807
			Examining literature	ACELT1767
Writing	**Purpose, text type/form, audience:** • To classify and describe the role of Afghan cameleers in laying down the foundations of transport and telecommunications networks in colonial Australia • In the form of a feature article • For an audience interested in adventure travel **Text structure:** • Introduction to the Afghan cameleers as the focus of the text, including where they came from and what they achieved in colonial Australia (General Classification stage) • More detailed descriptions of why the cameleers and camels were needed, how they first proved their suitability, what they achieved and how their achievements are often forgotten by some historians **Language features:** • Technical language related to the topic of the Afghan cameleers, including general nouns and nominalisations • Adjectives and adjectival phrases to build detailed descriptions of the cameleers, their work and the conditions in which they operated • A variety of verb types, including relating, action and sensing verbs	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1766 ACELA1809
			Expressing and developing ideas	ACELA1547
Vocabulary	• Descriptive language (providing precise and detailed information)	Language	Expressing and developing ideas	ACELA1547
Punctuation	• Using commas to separate words, phrases and clauses in sentences	Language	Text structure and organisation	ACELA1544 ACELA1532
Grammar	• Nominalisations • Sentences with grammatical Themes (adverbs, phrases, dependent clauses)	Language	Expressing and developing ideas	ACELA1546
			Text structure and organisation	ACELA1809

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Text	Type		Form	Topic	
9.1.6 The 'new' slaves of a global economy	**Exposition**		**Short essay**	**Migrant and casual workers / global industries**	

Learning area	Content	Strand	Sub-strand	Code	
Reading comprehension	• Structures and language features of Expositions • Understanding, predicting, confirming and monitoring meaning • Identifying, interpreting and analysing the issues and arguments presented in a formal essay, including the use of supporting evidence and examples • Recognising and explaining a particular point of view on an industrial and human rights issue • Exploring the language used to represent both 'workers' and 'bosses' and position readers to view these groups in particular ways • Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and actions	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734	
		Literature	Literature and context	ACELT1626	
			Responding to literature	ACELT1628 ACELT1807	
Writing	**Purpose, text type/form, audience:** • To present one viewpoint on the use of migrant and/or casual workers in global commercial enterprises, with the intention of persuading others to accept this view • In the form of a short essay • For a young adult or mature audience **Text structure:** • Identification of the focus issue, with a clear statement about the use of migrant and/or casual workers in global commercial enterprises (Contention stage) • A series of arguments supporting the writer's view, using real cases and examples (Arguments stage) • Restatement of the writer's viewpoint (Conclusion stage) **Language features:** • Evaluative language that expresses positive and negative value judgements, including modal verbs that express levels of certainty • Abstract and general nouns related to the topic • Adjectives that build detailed descriptions of nouns • Relating, action and sensing verbs that express actions and states of being	Literacy	Interpreting, analysing, evaluating	ACELY1732	
		Language	Text structure and organisation	ACELA1543 ACELA1766	
			Expressing and developing ideas	ACELA1547	
Spelling	• Using effective spelling strategies to spell technical terms (creating plural forms of words, suffixes, breaking words into syllables)	Language	Expressing and developing ideas	ACELA1549	
Punctuation	• Using commas to separate introductory and transitional expressions	Language	Text structure and organisation	ACELA1544	
Grammar	• Modal verbs (high, medium and low strength) • Complex sentences containing adverbial or adjectival clauses	Language	Expressing and developing ideas	ACELA1536 ACELA1545	

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Text	Type	Form	Topic
9.1.7 It could have been me	Recount	**Personal anecdote**	**Links between energy drinks and deaths due to heart failure**

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Recounts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas in a personal anecdote • Interpreting and analysing the effect of narrative techniques and language choices, including the use of a first-person narrator perspective, in an informative text • Evaluating the quality of texts, including variations in text structures and language features to engage the interest of readers in a series of events	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Examining literature	ACELT1767
			Responding to literature	ACELT1807
Writing	**Purpose, text type/form, audience:** • To recreate the sequence of events leading up to the emergency hospitalisation of a teenager as a result of excessive consumption of energy drinks • In the form of a personal anecdote • For a young adult audience **Text structure:** • Title suggests a particular situation or event (Orientation stage) • Series of events involved in a medical emergency leading up to the hospitalisation of the narrator's friend, due to the consumption of energy drinks (Series of Events stage) • Narrator's reflection on their responsibility for the situation (Personal Comment stage) **Language features:** • General, specific and proper nouns that refer to people, places and events • Adjectives, adjectival phrases and adjectival clauses that describe nouns in more detail • Action, relating, sensing and saying verbs, written in their past tense form • Conjunctions and text connectives to sequence events in time order • Adverbs, adverbial phrases and adverbial clauses that indicate when, where, what and how things happened	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1809
		Literature	Responding to literature	ACELT1627
			Examining literature	ACELT1767
Vocabulary	• Using evocative language in texts that reconstruct and reflect on personal experiences	Language	Expressing and developing ideas	ACELA1547
		Literature	Examining literature	ACELT1767
Punctuation	• Using quotation marks (direct speech)	Language	Text structure and organisation	ACELA1544
Grammar	• Action, saying and sensing verbs • Simple, compound and complex sentences	Language	Expressing and developing ideas	ACELA1545 ACELA1523

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Text	Type		Form	Topic	
9.1.8 Review: *Star Pioneers*	Text Response		Game review (online)	Building cyber environments (games)	

Learning area	Content	Strand	Sub-strand	Code
Reading comprehension	• Structures and language features of Text Responses • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas in a review • Analysing how language has changed under the influence of technology • Evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
			Texts in context	ACELY1729
Writing	**Purpose, text type/form, audience:** • To provide a personal response to a newly released video game • In the form of a review • For a gaming audience **Text structure:** • Identification of the focus of the review and brief statement of the writer's response to and evaluation of the game (Context stage) • Brief overview of the 'plot' and objectives of the game (Description stage) • A series of more detailed explanation of the writer's response to the game, summed up by a star rating (Judgements stage) **Language features:** • Evaluative language to express the writer's value judgements about the game • Descriptive language to recreate aspects of the game, including nouns and adjectives • Action, relating and sensing verbs, in present tense form • Most sentences beginning with a particular aspect or dimension of the game	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1543
			Expressing and developing ideas	ACELA1547
		Literature	Examining literature	ACELT1629 ACELT1630 ACELT1767
Vocabulary	• Technical language	Language	Expressing and developing ideas	ACELA1547
Punctuation	• Using commas, dashes and brackets to separate ideas in sentences	Language	Text structure and organisation	ACELA1544
Grammar	• Nominalisations • Adjectival clauses introduced by relative pronouns or participles	Language	Expressing and developing ideas	ACELA1546 ACELA1545