**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Indicate within each marked cell the connection to the relevant sentence/s in the achievement standard, using the numbering scheme provided. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Mode/Strand** | **Reading and Viewing / Language** | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | | |
|  | **Content Description** | Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience [(VCELA277)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA277) | | Identify features of online texts that enhance readability including text, navigation, links, graphics and layout  [(VCELA278)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA278) | | Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts  [(VCELA279)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA279) | | Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  [(VCELA280)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA280) | | Investigate how quoted (direct) and reported (indirect) speech work in different types of text  [(VCELA281)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA281) | |
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| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement  standard # |
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|  | **Mode/Strand** | **Reading and Viewing / Literature** | | | | | | | | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Literature and context** | | **Responding to literature** | | **Examining literature** | | | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | Make connections between the ways different authors may represent similar storylines, ideas and relationships  [(VCELT282)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT282) | | Describe the effects of ideas, text structures and language features of literary texts  [(VCELT283)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT283) | | Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques  [(VCELT284)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT284) | | Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts  [VCELT285)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT285" \o "View elaborations and additional details of VCELT285) | | Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts  [(VCELY286)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY286) | | Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing  [(VCELY287)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY287) | | Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts  [(VCELY288)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY288) | | Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other  [(VCELY289)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY289) | |
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| **Reading and Viewing Level 3 Achievement Standard** | **Reading and Viewing Level 4 Achievement Standard -** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Reading and Viewing Level 5 Achievement Standard** |
| By the end of Level 3   * Students understand how content can be organised using different text structures depending on the purpose of the text. * They understand how language features, images and vocabulary choices are used for different effects. * They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. * They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. * They can identify literal and implied meaning connecting ideas in different parts of a text. * They select information, ideas and events in texts that relate to their own lives and to other texts. | By the end of Level 4   * Students understand that texts have different structures depending on the purpose and context. (1) * They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. (2) * They express preferences for particular types of texts, and respond to others’ viewpoints. (3) | By the end of Level 5   * Students explain how text structures assist in understanding the text. * They understand how language features, images and vocabulary influence interpretations of characters, settings and events. * They analyse and explain literal and implied information from a variety of texts. * They describe how events, characters and settings in texts are depicted and explain their own responses to them. * When reading, they confidently encounter and can decode less familiar words. |

*See next pages for Writing and Speaking and Listening Modes and the Assessments section*

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|  | **Mode / Strand** | **Writing / Language** | | | | | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | **Phonics and word knowledge** | | | | | |
|  | **Content Description** | Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives  [(VCELA290)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA290) | | Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech  [(VCELA291)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA291) | | Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases  [(VCELA292)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA292) | | Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts  [(VCELA293)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA293) | | Understand how to use phonic generalisations to identify and write words with more complex letter combinations  [(VCELA294)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA294) | | Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families  [(VCELA295)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295) | | Recognise homophones and know how to use context to identify correct spelling  [(VCELA296)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA296) | |
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| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Mode / Strand** | **Writing / Literature** | | | | **Writing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Creating literature** | | | | **Texts in context** | | **Creating texts** | | | | | |
|  | **Content Description** | Create literary texts by developing storylines, characters and settings  [(VCELT297)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT297) | | Create literary texts that explore students’ own experiences and imagining  [(VCELT298)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT298) | | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features  [(VCELY299)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY299) | | Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure  [(VCELY300)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY300) | | Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity  [(VCELY301)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY301) | | Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements  [(VCELY302)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY302) | |
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| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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| **Writing Level 3 Achievement Standard** | **Writing Level 4 Achievement Standard** | **Writing Level 5 Achievement Standard** |
| * Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. * They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. * They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. * They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. * They write using joined letters that are accurately formed and consistent in size. | * Students use language features to create coherence and add detail to their texts. (4) * They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. (5) * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create well-structured texts to explain ideas for different audiences. (6) * They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. (7) | * Students use language features to show how ideas can be extended. * They develop and explain a point of view about a text. * They create imaginative, informative and persuasive texts for different purposes and audiences. * When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. * They edit their work for cohesive structure and meaning. |

*See next page for Speaking and Listening Mode and Assessments section*

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|  | **Mode / Strand** | **Speaking and Listening / Language** | | | | | | **Speaking and Listening / Literature** | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Language variation and change** | | **Language for interaction** | | | | **Responding to literature** | | **Interacting with others** | | | |
| **Content Description** | Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages  [(VCELA303)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA303) | | Understand that social interactions influence the way people engage with ideas and respond to others  [(VCELA304)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA304) | | Understand differences between the language of opinion and feeling and the language of factual reporting or recording  [(VCELA305)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA305) | | Discuss literary experiences with others, sharing responses and expressing a point of view  [(VCELT306)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT306) | | Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills  [(VCELY307)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY307) | | Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements  [(VCELY308)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY308) | |
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| **Speaking and Listening Level 3 Achievement Standard** | **Speaking and Listening Level 4 Achievement Standard** | **Speaking and Listening Level 5 Achievement Standard** |
| * Students listen to others’ views and respond appropriately using interaction skills. * They understand how language features are used to link and sequence ideas. * They understand how language can be used to express feelings and opinions on topics. * They create a range of texts for familiar and unfamiliar audiences. * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | * Students can collaborate, listen for key points in discussions and use the information to carry out tasks. (8) * They use language features to create coherence and add detail to their texts. (9) * They understand how to express an opinion based on information in a text. (10) * They create texts that show understanding of how images and detail can be used to extend key ideas. (11) * Students create structured texts to explain ideas for different audiences. (12) * They make presentations and contribute actively to class and group discussions, varying language according to context. (13) | * Students listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. * They create a variety of sequenced texts for different purposes and audiences. * They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. |

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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
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