**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** | | | | **Reading and Viewing / Literature** | | | | | | | | **Reading and Viewing / Literacy** | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | **Expressing and developing ideas** | | **Responding to literature** | | | | **Examining literature** | | | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects  [(VCELA339)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA339) | | Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts  [(VCELA340)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA340) | | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots  [(VCELT341)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT341) | | Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts  [(VCELT342)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT342) | | Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style  [(VCELT343)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT343) | | Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse  [(VCELT344)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT344) | | Analyse strategies authors use to influence readers  [(VCELY345)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY345) | | Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning  [(VCELY346)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY346) | | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts  [(VCELY347)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY347) | |
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| **Reading and Viewing Level 5 Achievement Standard** | **Reading and Viewing Level 6 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 7 Achievement Standard** |
| 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. | By the end of Level 6   * Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. (1) * They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. (2) * They compare and analyse information in different texts, explaining literal and implied meaning. (3) * They select and use evidence from a text to explain their response to it. (4) | By the end of Level 7   * Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. * They demonstrate understanding of how the choice of language, images and vocabulary affects meaning. * They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. * They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. |

*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 that cohesive links can be made in texts by omitting or replacing words  [(VCELA348)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA348) | | Understand the uses of commas to separate clauses  [(VCELA349)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA349) | | Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas  [(VCELA350)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA350) | | Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases  [(VCELA351)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA351) | | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion  [(VCELA352)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA352) | | Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words  [(VCELA353)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA353) | | Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages  [(VCELA354)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA354) | |
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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** | Experiment with text structures and language features and their effects in creating literary texts  [(VCELT355)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT355) | | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways  [(VCELT356)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT356) | | Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches  [(VCELY357)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY357) | | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  [(VCELY358)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY358) | | Reread and edit own and others’ work using agreed criteria and explaining editing choices  [(VCELY359)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY359) | | Develop a handwriting style that is legible, fluent and that can vary depending on context  [(VCELY360)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY360) | | Use a range of software, including word processing programs, learning new functions as required to create texts  [(VCELY361)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY361) | |
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| **Writing Level 5 Achievement Standard** | **Writing Level 6 Achievement Standard** | **Writing Level 7 Achievement Standard** |
| * 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. | * Students understand how language features and language patterns can be used for emphasis. (5) * They show how specific details can be used to support a point of view. (6) * They explain how their choices of language features and images are used. (7) * They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. (8) * They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. (9) * They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. (10) | * Students understand how the selection of a variety of language can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features, text structures, and images from other texts can be combined for effect. * They create structured and coherent texts for a range of purposes and audiences. * When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. |

*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** | | | | **Literature and context** | | **Interacting with others** | | | |
| **Content Description** | Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English  [(VCELA362)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA362) | | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase  [(VCELA363)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA363) | | Understand the uses of objective and subjective language and bias  [(VCELA364)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA364) | | Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts  [(VCELT365)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT365) | | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience  [(VCELY366)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY366) | | Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis  [(VCELY367)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY367) | |
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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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| **Speaking and Listening Level 5 Achievement Standard** | **Speaking and Listening Level 6 Achievement Standard** | **Speaking and Listening Level 7 Achievement Standard** |
| * 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. | * Students listen to discussions, clarifying content and challenging others’ ideas. (11) * They understand how language and language patterns can be used for emphasis. (12) * They show how specific details can be used to support a point of view. (13) * They explain how their choices of language features and images are used. (14) * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. (15) * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. (16) | * Students listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. |

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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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