

TARGETING TEXT INTERACTIVELY SERIES — LOWER PRIMARY LEVEL

AUSTRALIAN ENGLISH CURRICULUM CORRELATIONS	CODE YEAR 1	CODE YEAR 2	INFORMATIVE TEXTS	PERSUASIVE TEXTS	IMAGINATIVE TEXTS
LANGUAGE ACELA					
TEXT STRUCTURE & ORGANISATION					
Understand that the purpose of different types of texts serves to shape their structure and language features	1447	1463	•	•	•
Understand patterns of repetition and contrast in simple texts, and how texts are made cohesive through, for example, word associations, synonyms and antonyms	1448	1464	•	•	•
Recognise that full stops, question marks and exclamation marks, signal sentences; that capital letters signal proper nouns and commas are used to separate items in a list	1449	1465	•	•	•
Understand concepts about print and screen layouts, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	1450	1466	•	•	•
EXPRESSING AND DEVELOPING IDEAS					
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action	1451		•	•	•
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions		1467	•	•	•
Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs); and further explore common, proper, concrete and abstract nouns and noun groups	1452	1468	•	•	•
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words		1469		•	•
Understand the use of vocabulary in everyday contexts, including appropriate use of formal and informal terms of address, and begin to make conscious choices of vocabulary to suit audience and purpose	1454	1470	•	•	•
LITERATURE ACELT					
LITERATURE AND CONTEXT					
Discuss how authors create characters using language and images and how depictions of characters in print, sound and images reflect the contexts in which they were created	1581	1587		•	•
RESPONDING TO LITERATURE					
Discuss characters and events in a range of literary texts and share personal responses in and between these texts, making connections with students' own experiences	1582	1589		•	•
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences of specific texts and authors	1583	1590	•	•	•
EXAMINING LITERATURE					
Discuss features of plot, character and setting in different types of literature and explore how language is used to present these features in different ways	1584	1591		•	•
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing rhythmic, sound and word patterns including alliteration and rhyme	1585	1592		•	•
CREATING LITERATURE					
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication to develop key events and characters from literary texts	1586	1593		•	•
LITERACY ACELY					
TEXTS IN CONTEXT					
Respond to texts drawn from a range of cultures and experiences, identifying similarities and differences between the texts	1655	1665	•	•	•
INTERACTING WITH OTHERS					
Engage in conversations and discussions, using active listening behaviours; contributing ideas, information and questions; initiating topics; making positive statements and voicing disagreement in an appropriate manner; and speaking clearly and varying tone, volume and pace appropriately	1656	1789	•	•	•
Listen for specific purposes and information, including instruction, and extend students' own and others' ideas in discussion		1666	•	•	•
INTERPRETING, ANALYSING AND EVALUATING					
Describe differences between and identify the audience of imaginative, informative and persuasive texts	1658	1668	•	•	•
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures		1670	•	•	•
CREATING TEXTS					
Create short imaginative, informative and persuasive texts that show emerging use of appropriate text structure and language features for familiar and some less familiar audiences, selecting appropriate print and multimodal elements, for example, illustrations and diagrams	1661	1671	•	•	•
Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation, and text structure	1662	1672	•	•	•
Construct texts featuring print, visual and audio elements using software, including word processing programs		1674	•	•	•

TARGETING TEXT INTERACTIVELY SERIES — MIDDLE PRIMARY LEVEL

AUSTRALIAN ENGLISH CURRICULUM CORRELATIONS	CODE YEAR 3	CODE YEAR 4	INFORMATIVE TEXTS	PERSUASIVE TEXTS	IMAGINATIVE TEXTS
LANGUAGE ACELA					
LANGUAGE VARIATION AND CHANGE					
Understand that languages have different written and visual systems of communication, oral traditions and ways of constructing meaning	1475				•
LANGUAGE FOR INTERACTION					
Examine how evaluative language can be varied to be more or less forceful	1477			•	
Understand differences between the language of opinion and feeling and the language of factual reporting or recording		1489	•	•	•
TEXT STRUCTURE & ORGANISATION					
Understand how different types of texts vary in language choices depending on their function and purpose and in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	1478	1490	•	•	•
Understand how written texts are organised by the use of paragraphs and are made cohesive through the use of linking devices including pronoun reference and text connectives	1479	1491	•	•	•
Recognise how apostrophes are used to signal missing letters in word contractions, which are a feature of informal language, and how quotation marks are used in texts to signal dialogue, titles and reported speech	1480	1492	•	•	•
EXPRESSING AND DEVELOPING IDEAS					
Understand that a clause is a unit of meaning usually containing a subject and a verb, which need to be in agreement, and that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases	1481	1493	•	•	•
Investigate how quoted (direct) and reported (indirect) speech work in different types of text		1494		•	•
Understand that verbs represent different processes (doing, thinking, saying, and relating), which are anchored in time through tense, and that adverbials (adverbs and prepositional phrases) provide circumstantial details about an activity	1482	1495	•	•	•
Explore the effect on audiences of techniques used in visual media and 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 text types	1483	1496		•	
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	1484			•	
LITERATURE ACELT					
LITERATURE AND CONTEXT					
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	1594			•	•
Make connections between the ways different authors may represent similar storylines, ideas and relationships		1602		•	•
RESPONDING TO LITERATURE					
Draw connections between personal experiences and the worlds of texts, share responses with others and express a point of view	1596	1603		•	•
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts		1604		•	•
Develop criteria for establishing personal preferences for literature	1598			•	
EXAMINING LITERATURE					
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	1599			•	•
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension		1605		•	•
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	1600			•	•
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns		1606		•	•
CREATING LITERATURE					
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle	1601	1607			•
Create texts that adapt language features and patterns encountered in literary texts, for example, characterisation, rhyme, rhythm, mood, music, sound effects and dialogue, and that develop storylines, characters and settings	1791	1794			•
LITERACY ACELY					
TEXTS IN CONTEXT					
Identify the point of view in a text and suggest alternative points of view	1675			•	
INTERACTING WITH OTHERS					
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	1676		•	•	•
INTERPRETING, ANALYSING AND EVALUATING					
Identify the audience and purpose of and the characteristic features used in imaginative, informative and persuasive texts	1678	1690	•	•	•
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts		1692	•	•	•
CREATING TEXTS					
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, and selecting print and multimodal elements appropriate to the audience and purpose	1682	1694	•	•	•
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	1683	1695	•	•	•

TARGETING TEXT INTERACTIVELY SERIES — UPPER PRIMARY LEVEL

AUSTRALIAN ENGLISH CURRICULUM CORRELATIONS	CODE YEAR 5	CODE YEAR 6	INFORMATIVE TEXTS	PERSUASIVE TEXTS	IMAGINATIVE TEXTS
LANGUAGE ACELA					
LANGUAGE FOR INTERACTION					
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	1501		•	•	•
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	1502			•	
Understand the uses of objective and subjective language and bias		1517		•	
TEXT STRUCTURE & ORGANISATION					
Understand how texts vary in purpose, structure and topic as well as the degree of formality	1504		•	•	•
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects		1518	•	•	•
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold and that cohesive links can be made in texts by omitting or replacing words	1505	1520	•	•	•
Understand the use of apostrophes to signal possession in common and proper nouns and the use of commas to separate clauses	1506	1521	•	•	•
EXPRESSING AND DEVELOPING IDEAS					
Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop, expand and explain ideas	1507	1522	•	•	•
Understand how noun and adjective groups can be expanded to provide a fuller description of the person, thing or idea and how through careful choice of verbs, elaborated tenses and a range of adverbials can expand and sharpen ideas	1508	1523	•	•	•
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		1524	•	•	
Understand and investigate how the use of vocabulary choices can express greater precision of meaning, feeling and opinion and know that words can have different meanings in different contexts	1512	1525	•	•	•
LITERATURE ACELT					
LITERATURE AND CONTEXT					
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts and make connections between students' own experiences and those of the characters represented in these texts	1608	1613	•	•	•
RESPONDING TO LITERATURE					
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	1609			•	
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots		1614		•	
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	1795		•	•	•
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts		1615		•	
EXAMINING LITERATURE					
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	1610			•	•
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		1616	•	•	•
Understand, interpret and experiment with the relationship between words, sounds, imagery and language patterns in narratives, poetry, songs, anthems and odes	1611	1617		•	•
CREATING LITERATURE					
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	1612	1618			•
Create literary texts that experiment with structures, ideas and stylistic features of selected authors	1798				•
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice		1800			•
LITERACY ACELY					
TEXTS IN CONTEXT					
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	1698		•	•	•
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches		1708	•	•	•
INTERACTING WITH OTHERS					
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions		1709		•	
INTERPRETING, ANALYSING AND EVALUATING					
Identify, explain and analyse how text structures and language features used in imaginative, informative and persuasive texts work together to meet the purpose of the text	1701	1711	•	•	•
Analyse strategies authors use to influence readers		1801		•	•
Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	1703		•	•	•
CREATING TEXTS					
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing and experimenting with text structures, language features, images, sound and digital resources appropriate to purpose and audience	1704	1714	•	•	•
Reread and edit student's own and others' work using agreed criteria for text structures and language features and explaining editing choices	1705	1715	•	•	•