Year planner for multiple levels. AusVELS: English

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| --- | --- | --- | --- |
| Identify Curriculum | Year level descriptions | Level | Insert the year level descriptions from the AusVELS that will be covered in this unit.  Highlight what is new and unique content in this year level. |
| Level |  |
| Level |  |
| Level |  |
| Identify Curriculum | Achievement standards | Level |  |
| Level |  |
| Level |  |
| Level |  |

This document can be used to plan for differentiated instruction across a possible range of 3-4 AusVELS Levels.

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| Teaching and Learning | Term overview | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Revision |  | |  | |  | |  | |
| Foundation | Outline the curriculum focus for the term. Include references to key concepts, content and context. | | Outline the curriculum focus for the term. Include references to key concepts, content and context. | | Outline the curriculum focus for the term. Include references to key concepts, content and context. | | Outline the curriculum focus for the term. Include references to key concepts, content and context. | |
| Level 1 |
| Level 2 |
| Level 3 |
| Level 4 |
| Level 5 |
| Level 6 |
| Level 7 |
| Cross-curriculum priorities | Copy and paste (from the key below) the cross-curriculum priorities relevant to the term. | | Copy and paste (from the key below) the cross-curriculum priorities relevant to the term. | | Copy and paste (from the key below) the cross-curriculum priorities relevant to the term. | | Copy and paste (from the key below) the cross-curriculum priorities relevant to the term. | |
| Key to Cross-curriculum priorities | http://ausvels.vcaa.vic.edu.au/Static/img/icons/tags/vocabulary.curriculum.edu.au/crossCurriculum/1.gif Aboriginal and Torres Strait Islander histories and cultures  http://ausvels.vcaa.vic.edu.au/Static/img/icons/tags/vocabulary.curriculum.edu.au/crossCurriculum/2.gif Asia and Australia’s engagement with Asia  http://ausvels.vcaa.vic.edu.au/Static/img/icons/tags/vocabulary.curriculum.edu.au/crossCurriculum/3.gif Sustainability | | | | | | | |
| Develop assessment | Assessment | Identify the contents and purpose of folios to be collated across the year (if appropriate). | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument |
| Insert week nos | Identify how evidence of learning will be gathered (including both formative and summative). | Insert week nos | Identify how evidence of learning will be gathered (including both formative and summative). | Insert week nos | Identify how evidence of learning will be gathered (including both formative and summative). | Insert week nos | Identify how evidence of learning will be gathered (including both formative and summative). |
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| Make judgments and use feedback | Moderation | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | |

Prep to Level 7 English: review for balance and coverage of content descriptions

| Language Strand Foundation to Level 3 | | | | | | | | | | | | | | | | | | | |
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| Foundation | 1 | 2 | 3 | 4 | Level 1 | 1 | 2 | 3 | 4 | Level 2 | 1 | 2 | 3 | 4 | Level 3 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| Understand that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) have different purposes |  |  |  |  | Understand that the purposes of text serve shape their structure in predictable ways |  |  |  |  | Understand that different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) have identifiable [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) that help the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) serve its purpose |  |  |  |  | Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences |  |  |  |  |
| Recognise that [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) are key units for expressing 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 |  |  |  |  | Know some features of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) organisation including page and screen [layouts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layouts), alphabetical order, and different types of diagrams, for example timelines |  |  |  |  | Identify the features of online texts that enhance navigation |  |  |  |  |
| Recognise that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are made up of words and groups of words that make meaning |  |  |  |  | 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) |  |  |  |  | Understand that simple connections can be made between ideas by using a [compound sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=compound+sentence) with two or more [clauses](http://www.australiancurriculum.edu.au/Glossary?a=E&t=clauses) and [coordinating conjunctions](http://www.australiancurriculum.edu.au/Glossary?a=E&t=coordinating+conjunctions) |  |  |  |  | Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments |  |  |  |  |
| Explore the different contribution of words and images to meaning in stories and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning |  |  |  |  | Identify visual representations of characters’ actions, reactions, speech and thought processes in [narratives](http://www.australiancurriculum.edu.au/Glossary?a=E&t=narratives), and consider how these images add to or contradict or multiply the meaning of accompanying words |  |  |  |  | Recognise high frequency sight words |  |  |  |  |
| Understand [concepts about print](http://www.australiancurriculum.edu.au/Glossary?a=E&t=concepts+about+print) and screen, including how books, film and simple [digital texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digital+texts) work, and know some features of print, for example directionality |  |  |  |  | Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links |  |  |  |  | Understand that [nouns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=nouns) represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that [noun groups](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun+groups) can be expanded using articles and adjectives |  |  |  |  |  |  |  |  |  |
| Recognise the letters of the alphabet and know there are lower and upper case letters |  |  |  |  | Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends |  |  |  |  | Recognise most sound–letter matches including silent letters, vowel/consonant [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs) and many less common sound–letter combinations |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Understand the variability of sound --- letter matches |  |  |  |  | Understand that different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) have identifiable [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) that help the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) serve its purpose |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Manipulate sounds in spoken words including phoneme deletion and substitution |  |  |  |  | Know some features of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) organisation including page and screen [layouts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layouts), alphabetical order, and different types of diagrams, for example timelines |  |  |  |  |  |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| Understand that some language in written [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) is unlike everyday spoken language |  |  |  |  | Understand patterns of repetition and contrast in simple texts |  |  |  |  | Understand how [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are made cohesive through resources, for example word associations, synonyms, and antonyms |  |  |  |  | Understand that paragraphs are a key organisational feature of written texts |  |  |  |  |
| Know that spoken sounds and words can be written down using letters of the alphabet and how to [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write) some high-frequency sight words and known words |  |  |  |  | Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ |  |  |  |  | Recognise that capital letters signal proper [nouns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=nouns) and commas are used to separate items in lists |  |  |  |  | Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement |  |  |  |  |
| Understand that punctuation is a feature of written [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) |  |  |  |  | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands |  |  |  |  | Understand how to use [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs), long vowels, blends and silent letters to spell words, and use [morphemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=morphemes) and [syllabification](http://www.australiancurriculum.edu.au/Glossary?a=E&t=syllabification) to break up simple words and use visual memory to [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write) irregular words |  |  |  |  | Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense |  |  |  |  |
| Know how to use [onset and rime](http://www.australiancurriculum.edu.au/Glossary?a=E&t=onset+and+rime) to spell words WritingListening   * + Speaking |  |  |  |  | Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words |  |  |  |  | Recognise common [prefixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=prefixes) and [suffixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=suffixes) and how they change a word’s meaning |  |  |  |  | Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community Intercultural understandingAboriginal and Torres Strait Islander histories and cultures   * + Listening   + Speaking |  |  |  |  | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others |  |  |  |  | Understand that spoken, visual and written forms of language are different [modes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=modes) of communication with different features and their use varies according to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience), purpose, [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) and cultural backgroundUnderstand that strategies for interaction become more complex and demanding as levels of formality and social distance increase **Elaborations**identify and appreciate differences in language used in diverse family settings |  |  |  |  | Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning |  |  |  |  |
| Explore how language is used differently at home and school depending on the relationships between people Literacy   * + Personal and social competence   + Listening   + Speaking |  |  |  |  | Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others |  |  |  |  | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) |  |  |  |  | Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations |  |  |  |  |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes Literacy   * + Personal and social competence   + Writing   + Listening   + Speaking   + Reading |  |  |  |  | Understand that there are different ways of asking for information, making offers and giving commands |  |  |  |  | Identify language that can be used for appreciating [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and the qualities of people and things |  |  |  |  | Examine how evaluative language can be varied to be more or less forceful |  |  |  |  |
| Understand the use of vocabulary in familiar [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) related to everyday experiences, personal interests and topics taught at school Literacy   * + Personal and social competence   + Writing   + Listening   + Speaking   + Reading |  |  |  |  | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions |  |  |  |  | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose |  |  |  |  | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs |  |  |  |  |
| Recognise rhymes, [syllables](http://www.australiancurriculum.edu.au/Glossary?a=E&t=syllables) and sounds ([phonemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonemes)) in spoken words Literacy   * + Listening   + Speaking   + Reading |  |  |  |  | Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts |  |  |  |  | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase  **Elaborations**   1. identify and appreciate differences in language used in diverse family settings |  |  |  |  |  |  |  |  |  |

| Language Strand Level 4 to Level 7 | | | | | | | | | | | | | | | | | | | |
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| Level 4 | 1 | 2 | 3 | 4 | Level 5 | 1 | 2 | 3 | 4 | Level 6 | 1 | 2 | 3 | 4 | Level 7 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience |  |  |  |  | Understand how texts vary in purpose, structure and topic as well as the degree of formality |  |  |  |  | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects |  |  |  |  | Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance |  |  |  |  |
| Identify features of online texts that enhance readability including text, navigation, links, graphics and layout |  |  |  |  | Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation |  |  |  |  | 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 |  |  |  |  | Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language |  |  |  |  |
| 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 |  |  |  |  | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations |  |  |  |  |  |  |  |  |  | Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources |  |  |  |  |
| Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors |  |  |  |  |
| Investigate how quoted (direct) and reported (indirect) speech work in different types of text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives |  |  |  |  | Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas |  |  |  |  | Understand that cohesive links can be made in texts by omitting or replacing words |  |  |  |  | Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts |  |  |  |  |
| Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases |  |  |  |  | Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea |  |  |  |  | Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas |  |  |  |  | Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses |  |  |  |  |
| Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research |  |  |  |  | Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts |  |  |  |  | Understand how ideas can be expanded and sharpened  through careful choice of verbs, elaborated tenses and a range of adverbials |  |  |  |  | Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence |  |  |  |  |
| Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters |  |  |  |  | Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns |  |  |  |  | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion |  |  |  |  | Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns |  |  |  |  |
| Recognise homophones and know how to use context to identify correct spelling |  |  |  |  | Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words |  |  |  |  | Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages |  |  |  |  | Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them |  |  |  |  |
| Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech |  |  |  |  | Recognise uncommon plurals, for example ‘foci’ |  |  |  |  | Understand the uses of commas to separate clauses |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| 1. identify and appreciate differences in language used in diverse family settings   Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase  **Elaborations**   1. identify and appreciate differences in language used in diverse family settings   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 |  |  |  |  | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increas**Elaborations**Understand that the pronunciation, spelling and meanings of words have histories and change over time identify and appreciate differences in language used in diverse family settingsUnderstand that strategies for interaction become more complex and demanding as levels of formality and social distance increase **Elaborations**   1. identify and appreciate differences in language used in diverse family settings |  |  |  |  | Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English identify and appreciate differences in language used in diverse family settingsUnderstand that strategies for interaction become more complex and demanding as levels of formality and social distance increase **Elaborations**   1. identify and appreciate differences in language used in diverse family settings |  |  |  |  | Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating |  |  |  |  |
| Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group |  |  |  |  | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships |  |  |  |  | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase |  |  |  |  | Understand how accents, styles of speech and idioms express and create personal and social identities |  |  |  |  |
| Understand differences between the language of opinion and feeling and the language of factual reporting or recording |  |  |  |  | Understand how to move beyond making bare assertions and take account of differing perspectives and points of view |  |  |  |  | Understand the uses of objective and subjective language and bias |  |  |  |  |  |  |  |  |  |

| Literature Strand Foundation to Level 3 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Foundation | 1 | 2 | 3 | 4 | Level 1 | 1 | 2 | 3 | 4 | Level 2 | 1 | 2 | 3 | 4 | Level 3 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| Recognise some different types of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and identify some characteristic features of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), for example beginnings and endings of traditional [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and rhyme in poetry |  |  |  |  |  |  |  |  |  | Discuss the characters and settings of different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and explore how language is used to present these features in different ways |  |  |  |  | Draw connections between personal experiences and the worlds of texts, and share responses with others |  |  |  |  |
| Recognise that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are created by [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) who tell stories and share experiences that may be similar or different to students’ own experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Develop criteria for establishing personal preferences for literature |  |  |  |  |
| Identify some features of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) including events and characters and retell events from a [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) Intercultural understanding   * + Personal and social competence   + Writing   + Listening   + Speaking   + Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| Retell familiar literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) through performance, use of illustrations and images |  |  |  |  | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication |  |  |  |  | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) events and characters using different media that develop key events and characters from literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| Respond to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), identifying favourite stories, [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) and illustratorsLiteracy   * + Personal and social competence   + Writing   + Reading |  |  |  |  | Express preferences for specific texts and authors and listen to the opinions of others |  |  |  |  | Discuss how depictions of characters in print, sound and images reflect the [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) in which they were created |  |  |  |  | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons |  |  |  |  |
| Share feelings and thoughts about the events and characters in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences |  |  |  |  | Identify aspects of different types of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that entertain, and give reasons for personal preferences |  |  |  |  |  |  |  |  |  |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures Literacy   * + Intercultural understanding   + Listening   + Speaking   + Reading |  |  |  |  | Discuss how authors create characters using language and images |  |  |  |  | Compare opinions about characters, events and settings in and between [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts |  |  |  |  | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| Literature Strand Level 4 to Level 7 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level 4 | 1 | 2 | 3 | 4 | Level 5 | 1 | 2 | 3 | 4 | Level 6 | 1 | 2 | 3 | 4 | Level 7 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| 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 |  |  |  |  | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses |  |  |  |  | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots |  |  |  |  | Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches |  |  |  |  |
| Make connections between the ways different authors may represent similar storylines, ideas and relationships |  |  |  |  | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts |  |  |  |  | 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 |  |  |  |  | Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts |  |  |  |  |
| 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 |  |  |  |  | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes |  |  |  |  | Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts |  |  |  |  | Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels |  |  |  |  |
| Use metalanguage to describe the effects of ideas, text structures and language features of literary texts |  |  |  |  | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences |  |  |  |  | Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse |  |  |  |  | Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| Create literary texts by developing storylines, characters and settings |  |  |  |  | Create literary texts that experiment with structures, ideas and stylistic features of selected authorsCEO%20Education%20logo_RGB |  |  |  |  | Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice |  |  |  |  | Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour |  |  |  |  |
| Create literary texts that explore students’ own experiences and imagining |  |  |  |  | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced |  |  |  |  | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways |  |  |  |  | Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| Discuss literary experiences with others, sharing responses and expressing a point of view |  |  |  |  | Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others |  |  |  |  | Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts |  |  |  |  | Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view |  |  |  |  |

| Literacy Strand Foundation to Level 3 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Foundation | 1 | 2 | 3 | 4 | Level 1 | 1 | 2 | 3 | 4 | Level 2 | 1 | 2 | 3 | 4 | Level 3 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| Identify some familiar [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and the [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) in which they are used Literacy   * + Personal and social competence   + Listening   + Reading |  |  |  |  | Respond to texts drawn from a range of cultures and experiences |  |  |  |  | Discuss different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) on a similar topic, identifying similarities and differences between the [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Identify the point of view in a text and suggest alternative points of view |  |  |  |  |
| Identify some differences between imaginative and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Describe some differences between imaginative informative and persuasive texts |  |  |  |  | Identify the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) of imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) |  |  |  |  | Identify the audience and purpose of imaginative, informative and persuasive texts |  |  |  |  |
| [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) predictable [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), practising phrasing and fluency, and monitor meaning using [concepts about print](http://www.australiancurriculum.edu.au/Glossary?a=E&t=concepts+about+print) and emerging contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge |  |  |  |  | Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading |  |  |  |  | [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) less predictable [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) with phrasing and fluency by combining contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge using [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies), for example monitoring meaning, predicting, rereading and self-correcting |  |  |  |  | Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting |  |  |  |  |
| Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to understand and discuss [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) listened to, viewed or [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) independently Literacy   * + Critical and creative thinking   + Aboriginal and Torres Strait Islander histories and cultures   + Listening   + Speaking   + Reading |  |  |  |  | Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features |  |  |  |  | Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning and begin to analyse [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) by drawing on growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), language and [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual+features) and print and [multimodal text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal+text) structures |  |  |  |  | Use comprehension strategies to build literal and inferred meaning and begin to escalate texts by drawing on growing knowledge of context, text structure and language features |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) to explore, record and report ideas and events using familiar words and beginning writing knowledge Literacy   * + Personal and social competence   + Information and communication technology competence   + Critical and creative thinking   + Sustainability   + Writing |  |  |  |  | Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams |  |  |  |  | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using growing knowledge of [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) for familiar and some less familiar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences), selecting print and multimodal elements appropriate to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose |  |  |  |  | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose |  |  |  |  |
| Participate in shared editing of students’ own [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for meaning, spelling, capital letters and full stops Literacy   * + Writing |  |  |  |  | Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation |  |  |  |  | Reread and edit [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) for spelling, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence)-boundary punctuation and [text structure](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structure) |  |  |  |  | Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation |  |  |  |  |
| Produce some lower case and upper case letters using learned letter formations Writing |  |  |  |  | Write using unjoined lower case and upper case letters |  |  |  |  | [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) legibly and with growing fluency using unjoined upper case and lower case letters |  |  |  |  | Write using joined letters that are clearly formed and consistent in size |  |  |  |  |
| Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using software including word processing programs Information and communication technology competence   * + Writing |  |  |  |  | Construct texts that incorporate supporting images using software including word processing programs |  |  |  |  | Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) featuring print, visual and audio elements using software, including word processing programs |  |  |  |  | Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio element |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) to and respond orally to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and to the communication of others in informal and structured classroom situations Literacy   * + Personal and social competence   + Critical and creative thinking   + Listening   + Speaking   + Reading |  |  |  |  | Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions |  |  |  |  | [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions |  |  |  |  | Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations |  |  |  |  |
| Use interaction skills including listening while others [speak](http://www.australiancurriculum.edu.au/Glossary?a=E&t=speak), using appropriate [voice](http://www.australiancurriculum.edu.au/Glossary?a=E&t=voice) levels, articulation and body language, gestures and eye contactIntercultural understanding   * + Personal and social competence   + Information and communication technology competence   + Listening   + Speaking |  |  |  |  | Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace |  |  |  |  | Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately |  |  |  |  | Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume |  |  |  |  |
| Deliver short oral presentations to peers Personal and social competence   * + Sustainability   + Listening   + Speaking |  |  |  |  | Make short presentations using some introduced text structures and language, for example opening statements |  |  |  |  | Rehearse and deliver short presentations on familiar and new topics |  |  |  |  | Plan and deliver short presentations, providing some key details in logical sequence |  |  |  |  |

| Literacy Strand Level 4 to Level 7 | | | | | | | | | | | | | | | | | | | |
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| Level 4 | 1 | 2 | 3 | 4 | Level 5 | 1 | 2 | 3 | 4 | Level 6 | 1 | 2 | 3 | 4 | Level 7 | 1 | 2 | 3 | 4 |
| Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | | Reading & Viewing | | | | |
| Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts |  |  |  |  | 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 |  |  |  |  | Analyse how text structures and language features work together to meet the purpose of a text |  |  |  |  | Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose |  |  |  |  |
| Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text |  |  |  |  | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text |  |  |  |  | Analyse strategies authors use to influence readers |  |  |  |  | Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences |  |  |  |  |
| Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing |  |  |  |  | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning |  |  |  |  | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings |  |  |  |  | Use prior knowledge and text processing strategies to interpret a range of types of texts |  |  |  |  |
| Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts |  |  |  |  | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources |  |  |  |  | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts |  |  |  |  | Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Analyse and explain the effect of technological innovations on texts, particularly media texts |  |  |  |  |
| Writing | | | | | Writing | | | | | Writing | | | | | Writing | | | | |
| 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 |  |  |  |  | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience |  |  |  |  | Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches |  |  |  |  | Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas |  |  |  |  |
| Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure |  |  |  |  | Reread and edit student's own and others’ work using agreed criteria for text structures and language features |  |  |  |  | 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 |  |  |  |  | Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact |  |  |  |  |
| Write using clearly-formed joined letters, and develop increased fluency and automaticity |  |  |  |  | Develop a handwriting style that is becoming legible, fluent and automatic |  |  |  |  | Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices |  |  |  |  | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods |  |  |  |  |
| 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 |  |  |  |  | Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements |  |  |  |  | Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose |  |  |  |  | Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Use a range of software, including word processing programs, learning new functions as required to create texts |  |  |  |  |  |  |  |  |  |
| Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | | Speaking & Listening | | | | |
| 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 information |  |  |  |  | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view |  |  |  |  | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions |  |  |  |  | Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition |  |  |  |  |
| Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently |  |  |  |  | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes |  |  |  |  | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience |  |  |  |  | Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ( |  |  |  |  |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences |  |  |  |  | Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements |  |  |  |  | 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 |  |  |  |  | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing |  |  |  |  |