



Explorations
**Strategies for
 Comprehension**
 for informative texts*

Correlation to the Australian Curriculum: English

	MODULE 1 (YEAR 2)	MODULE 2 (YEAR 3)	MODULE 3 (YEAR 4)	MODULE 4 (YEAR 5)	MODULE 5 (YEAR 6+)
LANGUAGE	Language for interaction	Language for interaction	Language for interaction	Language for interaction	Language for interaction
	Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	Language for interaction Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	Language for interaction Understand differences between the language of opinion and feeling and the language of reporting or recoding (ACELA1489)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	Understand the uses of objective and subjective language and bias (ACELA1517)
	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation
	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) 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 (ACELA1797)	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	Learn extended and technical vocabulary (ACELA1484)	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	Understand how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	
LITERATURE		Responding to literature		Responding to literature	Literature and context
		Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)		Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	Make connections between students' own experiences and those of the characters and events drawn from different historical, social and cultural contexts (ACELT1613)
LITERACY	Texts in context				
	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)				
	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating
Identify the audience of imaginative, informative and persuasive texts (ACELY1668) 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 (ACELY1670)	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	