Curriculum links – Comprehension and Fluency instruction

Types of text: Lessons 1-12

InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Introduction to imaginative text Lessons 1-4 ▸ Identify imaginative texts ▸ Understand and explain the purpose and audience of imaginative text ▸ Identify, understand and explain some features of imaginative text ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book:** ▸ *The Last Slice* (lesson text) ▸ *The Unhappy Dragon* (lesson text) ▸ *Where is Ted?* (practice text) ▸ *The Animal Picnic* (practice text) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and define imaginative text ▸ Discuss different examples of imaginative text ▸ Understand and explain the purpose and audience of imaginative text ▸ Explain features of imaginative text: title, characters, setting, images and sequence of events ▸ Describe plot development, including orientation, complication and resolution ▸ Explore social dilemmas and the language to describe characters' feelings and behaviours ▸ Connect feelings and actions of animals in anthropomorphic stories with human emotions ▸ Explore unfamiliar vocabulary in text ▸ Explain the use of punctuation in expressive reading and revise full stops, question marks, speech marks and commas. Explain exclamation marks, italics and ellipsis. ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Express views and preferences for stories and characters ▸ Review and reflect on learning	ACELA1462 ACELA1463 ACELT1589 ACELT1590 ACELT1591 ACELY1666 ACELY1789 ACELY1668	English Language **Language for interaction** Identify language that can be used for appreciating texts and the qualities of people and things **Text structure and organisation** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Literature **Responding to literature** Compare opinions about characters, events and settings in and between texts **Responding to literature** Identify aspects of different types of literary texts than entertain, and give reasons for personal preferences **Examining literature** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Literacy **Interacting with others** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **Interacting with others** 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 **Interpreting, analysing, evaluating** Identify the audience of imaginative, informative and persuasive texts	(All terms) Outcome **Reading and viewing 1:** **EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies **Writing and representing 2:** **EN1-7B** Identifies how language use in their own writing differs according to their purpose, audience and subject matter **Reading and viewing 2:** **EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
Introduction to informative text Lessons 5-8 ▸ Identify and define informative texts ▸ Understand and explain the purpose and audience of informative texts ▸ Identify, understand and explain some features of informative text ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book:** ▸ *Kookaburra* (lesson text) ▸ *Uluru: More Than a Rock* (lesson text) ▸ *Emu* (practice text) ▸ *Kangaroo paw* (practice text) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and define informative text ▸ Discuss different examples of informative text ▸ Understand and explain the purpose and audience of informative text ▸ Identify and explain features of informative text: facts, headings and subheadings, photographs or real-life drawings, captions, text boxes, graphs, diagrams, timelines, maps, table of contents, glossary, index ▸ Understand and interpret information contained in visual formats, including maps, picture captions, text boxes ▸ Gain and record new information and knowledge about specific subjects ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities ▸ Discuss purpose and meaning of texts and find and collect information in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning	ACELA1463 ACELA1470 ACELY1666 ACELY1789 ACELY1668	Language **Text structure and organisation** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose **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 Literacy **Interacting with others** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **Interacting with others** 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 **Interpreting, analysing, evaluating** Identify the audience of imaginative, informative and persuasive texts	

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Introduction to persuasive text Lessons 9-12 ▸ Identify and define persuasive texts ▸ Understand and explain the purpose and audience of persuasive texts ▸ Identify the difference between fact and opinion ▸ Identify, understand and explain some features of persuasive text ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book:** ▸ *My Favourite Season* (lesson text) ▸ *Pet Day* (lesson text) ▸ *Put it in the Bin!* (practice text) ▸ *Letter to the Principal* (practice text) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and explain persuasive text ▸ Discuss different examples of persuasive text ▸ Understand the purpose and audience of persuasive text ▸ Explain the difference between fact and opinion ▸ Identify the author's purpose, opinion and supporting reasons in a persuasive text ▸ Understand the structure and features of persuasive text, including the use of personal pronouns, strong, emotive words, and use of repetition and emphasis ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed. Explain role of questions and exclamations in persuasive text ▸ Express opinions with supporting reasons on selected topics ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Understand how persuasive text is enhanced through expressive reading ▸ Discuss purpose and meaning of texts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning	ACELA1462 ACELA1463 ACELA1464 ACELY1666 ACELY1789 ACELY1668	Language **Language for interaction** Identify language that can be used for appreciating texts and the qualities of people and things **Text structure and organisation** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose **Text structure and organisation** Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms Literacy **Interacting with others** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **Interacting with others** 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 **Interpreting, analysing, evaluating** Identify the audience of imaginative, informative and persuasive texts	

Comprehension strategies: Lessons 13-56

InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Comprehension Strategy 1 – Prediction Lessons 13-16 ▸ Explain concept and purpose of strategy of prediction ▸ Practise predicting before and during reading ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book** ▸ *The Barking Dog* (lesson text) ▸ *Backyard Detective* (lesson text) ▸ Book covers (practice activity) ▸ *The Rocket Ship; The Shadow in the Water* (practice texts) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and explain the strategy of prediction before and during reading ▸ Use prior knowledge and understanding to make text predictions ▸ Review, compare and discuss predictions ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning	(all strategies) ACELA1462 ACELA1463 ACELA1464 ACELA1466 ACELA1470 ACELT1589	Language **Language for interaction** Identify language that can be used for appreciating texts and the qualities of people and things **Text structure and organisation** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose **Text structure and organisation** Understand how texts are made cohesive through language features, including word associations, synonyms and antonyms **Text structure and organisation** Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines **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 Literature **Responding to literature** Compare opinions about characters, events and settings in and between texts	

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Comprehension strategy 2 – Connecting Lessons 17-22 ▸ Explain concept and purpose of strategy of connecting ▸ Make personal connections with text ▸ Make text to text connections ▸ Make text to world connections ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book** ▸ *Paper Facts* (lesson text) ▸ *Kookaburra* (lesson text) ▸ *Katie Kookaburra Saves the Day* (lesson text) ▸ *Recycle!* (lesson text) ▸ *Pictures and captions* (practice activity) ▸ *If Toys Could Talk; Ants* (practice texts) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and explain the strategy of connecting ▸ Understand the purpose of making connections in text ▸ Make personal, text-to-text and world connections to better understand text ▸ Compare two informative texts on a related subject ▸ Find and record new information from text and compare with existing knowledge ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategy of prediction ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning	ACELT1590 ACELT1591 ACELY1665 ACELY1666 ACELY1789 ACELY1668 ACELY1669 ACELY1670	**Responding to literature** Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences **Examining literature** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Literacy **Texts in context** Discuss different texts on a similar topic, identifying similarities and differences between the texts **Interacting with others** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **Interacting with others** 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 **Interpreting, analysing, evaluating** Identify the audience of imaginative, informative and persuasive texts **Interpreting, analysing, evaluating** Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting **Interpreting, analysing, evaluating** 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	
Comprehension strategy 3 – Visualising Lessons 23-26 ▸ Explain concept and purpose of strategy of visualising ▸ Practise visualising during reading ▸ Explore the language of the five senses to imagine and describe text ▸ Activate prior knowledge to enhance visualisation and understanding ▸ Create visual representations of written text ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book** ▸ *Shark Tank* (lesson text) ▸ *The Old Truck* (lesson text) ▸ *Kids in Space!* (lesson text) ▸ *Blowing Bubbles* (practice text) ▸ *The Green Tree Frog* (practice text) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce and explain the concept of visualising ▸ Use the language of the five senses to enhance and express enjoyment and understanding of text ▸ Enhance understanding of characters, actions and settings through visualising ▸ Respond to text using descriptive language ▸ Use prior knowledge to visualise during reading ▸ Illustrate aspects of imaginative and informative texts ▸ Explore informative text newsletter format ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction and connecting ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning			
Comprehension strategy 4 – Asking questions Lessons 27-32 ▸ Explain purpose of strategy of asking questions ▸ Ask questions about the text before, during and after reading ▸ Understand question words and the information required ▸ Generate questions using a range of question words and phrases ▸ Read quickly and accurately, using appropriate expression	▸ Explain learning goals and criteria for success ▸ Understand the purpose of asking questions before, during and after reading ▸ Understand question words and the information requested, including 'who', 'where', 'when', 'what', 'why', 'how' ▸ Use a range of questioning approaches, including 'I wonder …', 'I'm curious about …', 'I don't understand …', etc. ▸ Generate questions in response to a range of imaginative and informative texts ▸ Ask questions about the text title and pictures prior to reading ▸ Record 'before', 'during' and 'after' questions ▸ Review questions at the completion of text ▸ Discuss where to look for further information			

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Materials **RAD Reading Book** ▸ *Ella's Duck Diary* (lesson text) ▸ *The Lost Ring* – reader's theatre (lesson text) ▸ *Starfish* (lesson text) ▸ *Tyrannosaurus Rex* (practice text) ▸ *Antarctica* (practice text) Comprehension task sheets Worksheets	▸ Explore diary format ▸ Explore reader's theatre ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting and visualising ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning			
Comprehension strategy 5 – inferring Lessons 33-38 ▸ Explain strategy of inferring ▸ Make inferences during reading ▸ Infer actions, events, feelings and motivations, word and thematic meanings ▸ Practise inferencing skills at visual, word, sentence and passage level ▸ Read quickly and accurately, using appropriate expression Materials **RAD Reading Book** ▸ *A World in the Sky* (lesson text) ▸ *Wet Socks* (lesson text) ▸ *Party on the Ice* (lesson text) ▸ *Spider Web; The Sauropods* (practice texts) ▸ *Breaking the Rules* (practice text) Comprehension task sheets Worksheets	▸ Explain learning goals and criteria for success ▸ Introduce the concept of inferring through pictures ▸ Explain the process of making inferences by looking for clues in the text and using prior knowledge ▸ Practise inferring by finding and recording clues in sentences, paragraphs and passages ▸ Infer meanings of unfamiliar vocabulary in context ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising and asking questions ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading. ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning			
Comprehension Strategy 6 – finding the main idea and summarising Lessons 39-47 ▸ Explain concept and purpose of the main idea ▸ Identify the main idea of paragraphs and passages ▸ Differentiate between the main idea and details ▸ Identify main ideas of informative text to create a summary ▸ Identify key aspects of an imaginative text to create a summary Materials **RAD Reading Book** ▸ *Koalas* (lesson text) ▸ *Swimming; Dogs; Fruit* (lesson texts) ▸ *Lighthouses* (lesson text) ▸ *Cyclones* (lesson text) ▸ *What's That Noise?* (lesson text)	▸ Explain learning goals and criteria for success ▸ Define and explain the concept of the main idea ▸ Practise identifying the main idea using pictures, word categories, short passages and longer text ▸ Practise finding the main idea using title, pictures, headings, first and last sentences, repeated words ▸ Define and explain details in text ▸ Identify and record details that support the main idea ▸ Define and explain the concept and purpose of summarising ▸ Summarise informative text by identifying and recording the main idea of each paragraph ▸ Summarise imaginative text using a summary plan. Identify and record the setting and characters, and retelling the most important ideas, events and stages of a story in the order in which they happened, using own words ▸ Use complete sentences and correct punctuation in summary plan ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising, asking questions and inferring			

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
▸ *Shipwreck!* (lesson text) ▸ *Amazing Earthworms; Fingerprints* (practice texts) ▸ *Steam Trains* (practice text) ▸ *The Magic Library* (practice text) ▸ *Saving Sandy* (practice text) ▸ *The Robot Planet* (lesson text with additional reader's theatre from Review lesson 48) Comprehension task sheets Worksheets	▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning			
Comprehension strategy 7 – Monitoring; Putting It All Together Lessons 49-56 ▸ Explain concept and purpose of monitoring ▸ Monitor own understanding during and after reading ▸ Apply a range of strategies to assist in understanding text, including rereading, retelling, asking questions, inferring word meanings ▸ Practise monitoring steps: Read, Stop and Retell, Check, Fix ▸ Practise previously learnt comprehension strategies to help fully understand a range of texts (Revision lessons 54-56) Materials **RAD Reading Book** ▸ *Our Wild Neighbours* (lesson text) ▸ *Baby Elephant's Journey* (lesson text) ▸ *A New Home* (lesson text with additional reader's theatre) ▸ *Helicopters* (practice text) ▸ *Follow That Hat!* (practice text) ▸ *The Butterfly* (Putting it all together lesson text) ▸ *Do Insects Sleep?* (Putting it all together lesson text) ▸ *Colin the Clean Machine* (Putting it all together lesson text) ▸ *Seahorses* (Putting it all together practice text) ▸ *Start Collecting!* (Putting it all together practice text) ▸ *Playground Fun* (Putting it all together practice text) ▸ *Lions and Tigers* (Putting it all together practice text) ▸ *Eva's Map* (Putting it all together practice text) Comprehension task sheets Worksheets	▸ Explain the learning goals and criteria for success ▸ Explain the concept and purpose of monitoring during and after reading ▸ Discuss various reasons for poor understanding of text ▸ Explain and practise monitoring steps: Read, Stop and Retell, Check, Fix ▸ Identify and highlight difficult aspects of text ▸ Understand word meanings by inferring from clues in text and/or using a dictionary ▸ Practise rereading text slowly or continuing to read in order to obtain further information ▸ Ask the question after sentence or paragraph: Did that make sense? ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising, asking questions, inferring, finding the main idea and summarising ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading ▸ Discuss purpose and meaning of texts and discuss ideas and concepts in pairs, groups and as a class. Participate in think/pair/share activities and practise turn-taking and giving feedback ▸ Review and reflect on learning			

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Additional curriculum links – individual texts

InitiaLit 2 topic/lessons	ACARA code	ACARA description	NESA links
Introduction to informative text Lessons 5-8 ▸ *Kookaburra* ▸ *Emu* ▸ *Kangaroo Paw*	ACSSU030	Science Science understanding **Biological sciences** Living things grow, change and have offspring similar to themselves	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
▸ *Uluru: More Than a Rock*	ACHASSK045 ACHASSK049	HASS Knowledge and understanding **History** The importance today of a historical site of cultural or spiritual significance in the local area **Geography** The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	History **The past in the present** Identifies and describes significant people, events, places and sites in the local community over time: **HT1-2** Geography **People and places** Describes features of places and the connections people have with places: **GE1-1**
Comprehension Strategy 1 – Prediction Lessons 13-16 ▸ *Backyard Detective*	ACHASSI034 ACHASSI039	HASS Inquiry and skills **Questioning** Pose questions about past and present objects, people, places and events **Analysing** Compare objects from the past with those from the present and consider how places have changed over time	History **The past in the present** Describes the effects of changing technology on people's lives over time: **HT1-3**
Comprehension strategy 2 – Connecting Lessons 17-22 ▸ *Paper Facts* ▸ *Recycle!*	ACSSU031 ACSHE035	Science Science understanding **Chemical sciences** Different materials can be combined for a particular purpose Science as a human endeavour **Use and influence of science** People use science in their daily lives, including when caring for their environment and living things	Science and Technology **Material World** Identifies that materials can be changed or combined: **ST1-6MW-S** **Living World** Identifies how plants and animals are used for food and fibre products: **ST1-5LW-T**
Comprehension strategy 3 – Visualising Lessons 23-26 ▸ *The Green Tree Frog*	ACSSU030	Science Science Understanding **Biological sciences** Living things grow, change and have offspring similar to themselves	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
Comprehension strategy 4 – Asking questions Lessons 27-32 ▸ *Ella's Duck Diary* ▸ *Starfish* ▸ *Tyrannosaurus Rex*	ACSSU030	Science Science understanding **Biological sciences** Living things grow, change and have offspring similar to themselves	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
▸ *The Lost Ring* (Reader's Theatre)	ACADRM027 ACADRM028 ACADRM029	The Arts Drama Explore role and dramatic action in dramatic play, improvisation and process drama Use voice, facial expression, movement and space to imagine and establish role and situation Present drama that communicates ideas, including stories from their community, to an audience	Creative Arts Drama **Performing** Interacts collaboratively to communicate the action of the drama with others: **DRAS1.3**
▸ *Antarctica*	ACHASSI034 ACHASSK047	HASS Inquiry and skills **Questioning** Pose questions about past and present objects, people, places and events Knowledge and understanding **Geography** The way the world is represented in geographic divisions and the location of Australia in relation to these divisions	Geography **Places are similar and different** (Stage 2) Examines features and characteristics of places and environments: **GE2-1**

InitiaLit 2 topic/lessons	ACARA code	ACARA description	NESA links
Comprehension strategy 5 – inferring Lessons 33-38 ▸ *The Sauropods*	ACSSU030	Science Science understanding **Biological sciences** Living things grow, change and have offspring similar to themselves	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
Comprehension Strategy 6 – finding the main idea and summarising Lessons 39-47 ▸ *Lighthouses* ▸ *Shipwreck!* ▸ *Steam Trains*	ACHASSI039 ACHASSK046	HASS Inquiry and skills **Analysing** Compare objects from the past with those from the present and consider how places have changed over time Knowledge and understanding **History** How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)	History **The past in the present** Identifies and describes significant people, events, places and sites in the local community: **HT1-2** **The past in the present** Describes the effects of changing technology on people's lives over time: **HT1-3**
▸ *Saving Sandy*	ACSHE035	Science Science and human endeavour **Use and influence of science** People use science in their daily lives, including when caring for their environment and living things	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
▸ *The Robot Planet*	ACADRM027 ACADRM028 ACADRM029	The Arts Drama Explore role and dramatic action in dramatic play, improvisation and process drama Use voice, facial expression, movement and space to imagine and establish role and situation Present drama that communicates ideas, including stories from their community, to an audience	Creative Arts Drama **Performing** Interacts collaboratively to communicate the action of the drama with others: **DRAS1.3**
Comprehension strategy 7 – Monitoring and Putting It All Together Lessons 49-56 ▸ *Our Wild Neighbours* ▸ *Baby Elephant's Journey* ▸ *Seahorses* ▸ *Lions and Tigers*	ACSSU030	Science Science understanding **Biological sciences** Living things grow, change and have offspring similar to themselves	Science and Technology **Living World** Describes observable features of living things and their environments: **ST1-4LW-S**
▸ *Eva's Map*	ACHASSI036	HASS Inquiry and skills **Researching** Sort and record information and data, including location, in tables and on plans and labelled maps	

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Curriculum links – Spelling

InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Term 1 Lessons 1-24 ▸ Digraphs: 'ai' and 'ay' ▸ Digraphs: 'ee' and 'ea' ▸ Digraphs: 'oa' and 'ow' ▸ 'igh' and _'y ▸ Digraphs: 'ue' and 'ew' ▸ Split digraph (bossy e) ▸ Spelling choices: /ā/, /ē/, /ī/, /ō/, /ū/ ▸ Adding suffix 'ing' to verbs ▸ Suffix rule: drop 'e', add 'ing' ▸ Tricky words Materials ▸ Spelling workbooks ▸ Worksheets	▸ Understand and explain terms: digraph, trigraph, homophone ▸ Read fluently and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', _'y', 'ue', 'ew' ▸ Apply spelling rules: 'ai' and 'ay'; and 'ow' and 'oa' ▸ Spelling choices for /ā/: 'ai', 'ay', 'a_e' ▸ Spelling choices for /ē/: 'ee', 'ea', 'e_e' ▸ Spelling choices for /ō/: 'oa', 'ow', 'o_e' ▸ Spelling choices for /ī/: 'igh', '_'y', 'i_e' ▸ Spelling choices for /ū/: 'ew', 'ue', 'u_e' ▸ Discriminate between long and short vowel sounds. Read and spell words with split digraph (bossy e) ▸ Add suffix 'ing' to base word verbs ▸ Apply spelling rule: add suffix /ing/ to bossy 'e' words ▸ Practise target sounds using oral and written spelling: word sorts, syllable counting, rainbow writing, word building ▸ Identify homophones and spell correctly ▸ Tricky words: *until, was, here, February, were, friend, woman, home, where, different, why, family, caught, who, people, something, ask, what, really, animal, because, bought, thought, work* ▸ Read and write high-frequency irregular (tricky) words. Use tricky words in sentence context. Distinguish irregular and regular parts of tricky words ▸ Practise spelling and writing regular and irregular words in sentence dictation. Use correct punctuation in sentence work ▸ Test regular and irregular words in Progress Monitoring and Cumulative Review	(all terms) ACELA1474 ACELA1471 ACELA1472 ACELA1823 ACELA1824 ACELA1825	Language **Phonics and word knowledge** Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing **Phonics and word knowledge** Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words **Phonics and word knowledge** Build morphemic word families using knowledge of prefixes and suffixes **Phonics and word knowledge** Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds **Phonics and word knowledge** Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable **Phonics and word knowledge** Understand that a sound can be represented by various letter combinations	(all terms) Outcomes **Spelling: EN1-5A** Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words **Handwriting and using digital technologies: EN1-3A** Composes texts using letters of consistent size and slope **Spelling: EN2-5A** Uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words
Term 2 Lessons 25-48 ▸ r-controlled vowel: 'ar' ▸ '_y' and '_ey' ▸ Suffix rule: double consonant + 'ing' ▸ Base word suffix: 's', 'ing', 'er'. Base word prefix: 'un' ▸ Adding suffix 'ful' ▸ r-controlled vowels: 'ir', 'er', 'ur' ▸ Diphthongs: 'ou', 'ow' ▸ 'ch' saying /k/ ▸ Diphthongs: 'oi', 'oy' ▸ Digraph: 'ph' ▸ Trigraphs: 'ear', 'eer' ▸ Trigraphs: 'air', 'are', 'ear' ▸ Two-syllable words: VC/CV ▸ Two-syllable words: V/CV ▸ Tricky words Materials ▸ Spelling workbooks ▸ Worksheets	▸ Read fluently and spell words containing: 'ar', '_y', '_ey' ▸ Apply spelling rule: doubling the final consonant, add ing ▸ Review nouns, base words, suffixes (s, ing, er) and prefix (un) ▸ Read fluently and spell words containing suffix 'ful' ▸ Read fluently and spell words containing: 'ir', 'er', 'ur', 'ou', 'ow', 'ch' (saying /k/), 'oi', 'oy', 'ph', 'ear', 'eer', 'air', 'are' (as in 'care'), 'ear' (as in 'bear') ▸ Review spelling choice: double, drop or just add? ▸ Make spelling choices: 'ch': /ch/, /k/ ▸ Practise reading and spelling words with two syllables: VC/CV – closed first syllable; V/CV – open first syllable ▸ Practise target sounds using oral and written spelling: word sorts, syllable counting, rainbow writing, word building ▸ Identify homophones and spell correctly ▸ Tricky words: *alright, always, said, already, their, they, across, mother, brother, lose, father, sister, build, house, about, tomorrow, school, cousin, through, every, only, surprise, there, where* ▸ Read and write high-frequency irregular (tricky) words. Use tricky words in sentence context. Distinguish irregular and regular parts of tricky words ▸ Practise spelling and writing regular and irregular words in sentence dictation. Use correct punctuation in sentence work ▸ Test regular and irregular words in Progress Monitoring and Cumulative Review	ACELA1485 (Year 3) ACELA1486 (Year 3) ACELA1826 (Year 3) ACELA1827 (Year 3) ACELA1480 (Year 3) ACELY1673	**Phonics and word knowledge** Understand how to use letter-sound relationships and less common letter patterns to spell words **Phonics and word knowledge** Recognise and know how to write most high frequency words including some homophones **Phonics and word knowledge** Understand how to apply knowledge of letter-sound relationships, syllables and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns **Phonics and word knowledge** Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word **Text Structure and organisation** Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters Literacy **Creating texts** Write legibly and with growing fluency using unjoined upper case and lower case letters	

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Term 3 Lessons 49-72 ▸ Compound words ▸ Prefix: 're' ▸ Soft 'c': 'ce', 'ci', 'cy' ▸ Soft 'g': 'ge', 'gi', 'gy' ▸ Silent letters: k, b, w ▸ Spelling choice: 'k' or 'c' ▸ Contractions ▸ Consonant + 'le' ▸ Suffix: 'es' ▸ _dge, _ge <u>Materials</u> ▸ Spelling workbooks ▸ Worksheets	▸ Define, read and spell compound words ▸ Read fluently and spell words with prefix 're' ▸ Read fluently and spell words containing: 'ci', 'ce', 'cy' ('c' saying /s/ or soft 'c'); 'ge', 'gi', 'gy' ('g' saying /j/ or soft 'g') ▸ Read fluently and spell words containing silent letters 'k', 'b', 'w' ▸ Make spelling choice: 'k' or 'c' ▸ Define, read and spell contractions ▸ Read fluently and spell two-syllable (closed and open syllable) words ending in 'le' ▸ Read fluently and spell nouns and verbs ending in suffix 'es' ▸ Read fluently and spell words ending in 'dge' and 'ge' (saying the sound /j ▸ Tricky words: *minutes, great, these, remember, other, another, decided, know, were, together, any, many, though, can't, don't, around, could, couldn't, favourite, should, shouldn't, interesting, would, wouldn't* ▸ Read and write high-frequency irregular (tricky) words. Use tricky words in sentence context. Distinguish irregular and regular parts of tricky words ▸ Practise spelling and writing regular and irregular words in sentence dictation. Use correct punctuation in sentence work ▸ Test regular and irregular words in Progress Monitoring and Cumulative Review			
Term 4 Lessons 73-84 ▸ _tch, _ch ▸ Words ending in 'tion' ▸ r-controlled vowel: 'or', 'ore' ▸ Digraphs: 'au', 'aw' ▸ Tricky words <u>Materials</u> ▸ Spelling workbooks ▸ Worksheets	▸ Read fluently and spell words ending in 'tch' and 'ch'; apply spelling rule ▸ Read fluently and spell words ending in 'tion' ▸ Read fluently and spell words with 'or', 'ore', 'au', 'aw' ▸ Tricky words: *women, after, laugh, believe, saw, before* ▸ Read and write high-frequency irregular (tricky) words. Use tricky words in sentence context. Distinguish irregular and regular parts of tricky words ▸ Practise spelling and writing regular and irregular words in sentence dictation. Use correct punctuation in sentence work ▸ Test regular and irregular words in Cumulative Review			

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Curriculum links – Grammar

InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Lessons 1-2 **Nouns**	▸ Define the concept of a noun ▸ Identify and explain nouns at word and sentence level ▸ Understand and recognise common and proper nouns ▸ Use correct letter case for common and proper nouns ▸ Practise noun concept and usage in a variety of oral and written activities	ACELA1468	<u>Language</u> **Expressing and developing ideas** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives	(All lessons) <u>Outcomes</u> **Grammar, punctuation and vocabulary: EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
Lessons 3-6 **Pronouns**	▸ Define the concept of a pronoun ▸ Identify and explain pronouns at word and sentence level ▸ Understand and recognise subject pronouns and object pronouns ▸ Identify noun referents in sentences ▸ Practise pronoun concept and usage in a variety of oral and written activities	ACELA1468	**Expressing and developing ideas** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives	
Lessons 7-9 **Adjectives**	▸ Define the concept of an adjective ▸ Identify and explain adjectives at word and sentence level ▸ Understand placement of adjectives in sentences and in relation to nouns ▸ Understand purpose and power of adjectives in texts and writing ▸ Identify multiple adjectives in a list ▸ Use multiple adjectives, separated by a comma ▸ Practise adjective concept and usage in a variety of oral and written activities	ACELA1452 (Year 1)	**Expressing and developing ideas** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	**Grammar, punctuation and vocabulary: EN2-9B** Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts
Lessons 10-11 **Noun groups**	▸ Define the concept of a noun group ▸ Identify and explain noun groups in sentences ▸ Understand that a noun group can include an article, adjective(s) and a noun ▸ Build noun groups and use in sentences ▸ Practise concept and usage of noun groups in a variety of oral and written activities	ACELA1468	**Expressing and developing ideas** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives	
		ACELA1493 (Year 4)	**Expressing and developing ideas** Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases	
Lessons 13-15 **Verbs**	▸ Define the concept of a verb ▸ Identify and explain verbs at word and sentence level ▸ Understand placement of verbs in sentences ▸ Understand and identify different types of verbs: moving, saying, feeling, thinking ▸ Understand that verb choice and variety can improve text ▸ Use a variety of verbs in sentences ▸ Practise concept and usage of verbs in a variety of oral and written activities	ACELA1482 (Year 3)	**Expressing and developing ideas** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense	
		ACELA1452 (Year 1)	**Expressing and developing ideas** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	
		ACELA1493 (Year 4)	**Expressing and developing ideas** Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases	
Lessons 16-18 **Adverbs**	▸ Define the concept of adverbs of manner and time ▸ Identify the suffix '_ly' ▸ Introduce some frequently-used adverbs of time ▸ Identify and explain adverbs at word and sentence level ▸ Write adverbs with the suffix '_ly' ▸ Understand that adverbs can change and improve text ▸ Practise concept and usage of adverbs in a variety of oral and written activities	ACELA1452 (Year 1)	**Expressing and developing ideas** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	
Lessons 19-21 **Prepositions**	▸ Explain the concept of prepositions ▸ Explain and demonstrate prepositions that show where and when ▸ Understand and identify prepositions in preposition groups and sentences ▸ Use preposition with noun groups in writing ▸ Practise preposition usage in a variety of oral and written activities	ACELA1493 (Year 4)	**Expressing and developing ideas** Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases	

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InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Lessons 22-23 **Conjunctions**	‣ Define the concept of a conjunction ‣ Explain and demonstrate the coordinating conjunctions 'and', 'but', 'or', 'so' ‣ Explain and demonstrate the subordinating conjunction 'because' ‣ Select correct conjunction when joining two sentences ‣ Practise conjunction usage in a variety of oral and written activities	**ACELA1467**	**Expressing and developing ideas** Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	
Lessons 25-27 **Verbs: present, past, irregular past, future**	‣ Explain present, past and future tense ‣ Recognise and use past tense suffix '_ed' ‣ Recognise and use irregular past tense ‣ Recognise and use future tense by adding 'will' to a verb ‣ Practise use of present, past and future tense in a variety of oral and written activities	**ACELA1482** (Year 3)	**Expressing and developing ideas** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense	
Lessons 28-30 **Speech**	‣ Explain the concept of speech marks ‣ Recognise speech marks in text ‣ Understand how to use speech marks when writing direct speech ‣ Understand how direct speech can improve a narrative text ‣ Practise using speech marks and adding a new line for each speaker in a variety of written activities	**ACELA1492** (Year 4)	**Text organisation and structure** Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	

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Curriculum links – Storybook Lessons

InitiaLit–2 content summary	InitiaLit–2 content description	ACARA code	ACARA description	NESA links
Lesson structure ▸ Session 1: Read the story ▸ Session 2: Talk about the story ▸ Session 3: Word work ▸ Session 4: Beyond the book Storybooks 1-17: 1. *Willy the Wimp* by Anthony Browne 2. *The Snail and the Whale* by Julia Donaldson 3. *Pete the Sheep* by Jackie French 4. *The Lost Girl* by Ambelin Kwaymullina 5. *The Stone Lion* by Margaret Wild 6. *Collecting Colour* by Kylie Dunstan 7. *Chooks in Dinner Suits* by Diane Jackson Hill 8. *Turtle's Song* by Alan Brown 9. *The Story of Rosy Dock* by Jeannie Baker 10. *Under the Southern Cross* by Frané Lessac 11. *The Day the Crayons Came Home* by Drew Daywalt 12. *Zoo* by Anthony Browne 13. *The True Story of the Three Little Pigs!* By Jon Scieszka 14. *You and Me Murrawee* by Kerri Hashmi 15. *Hist!* (poem) by C.J. Dennis 16. *George's Marvellous Medicine* (novel) by Roald Dahl 17. *The Twenty-Seventh Annual Hippopotamus Race* (novel) by Morris Lurie	**Session 1: Read the story** ▸ Activate prior knowledge and make predictions about what might happen ▸ Record and explain prediction ▸ Explore unfamiliar vocabulary in text ▸ Highlight language features, such as alliteration and rhyming ▸ Discuss themes in storybooks and participate in think/pair/share activities **Session 2: Talk about the story** ▸ Respond to literal and inferential questions about the story, using full sentences where possible ▸ Make inferences about aspects of the story, including vocabulary ▸ Highlight language features, such as use of onomatopoeia, similes ▸ Summarise story orally ▸ Review three target vocabulary items ▸ Sort vocabulary items into parts of speech (nouns, verbs, adjectives and adverbs) **Session 3: Word work** ▸ Focus in depth on vocabulary items, as follows: ▸ Say the word: Read, repeat and say syllables ▸ Define the word ▸ Connect the word: synonyms, antonyms, personal, text-to-text, world connections ▸ Write the word in a sentence **Session 4: Beyond the book** ▸ Identify and discuss the structure of text ▸ Identify and record the main ideas and key parts of the text using relevant template ▸ Link to writing: plan, model and write own text using planning templates and following guidelines for type of text ▸ Develop world knowledge through further activities for each storybook	(All terms) **ACELA1452** (Year 1) **ACELA1462** **ACELA1463** **ACELA1464** **ACELA1468** **ACELA1470** **ACELA1472** **ACELT1589** **ACELT1590** **ACELT1591** **ACELY1666** **ACELY1789** **ACELY1668** **ACELY1670** **ACELY1671**	Language **Expressing and developing ideas** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) **Language for interaction** Identify language that can be used for appreciating texts and the qualities of people and things **Text structure and organisation** Understand that different types of text have identifiable text structures and language features that help the text serve its purpose **Text structure and organisation** Understand how texts are made cohesive through language features, including word associations, synonyms and antonyms **Expressing and developing ideas** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives **Expressing and developing ideas** Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious of vocabulary to suit audience and purpose **Phonics and word knowledge** Build morphemic word families using knowledge of prefixes and suffixes Literature **Responding to literature** Compare opinions about characters, events and settings in and between texts **Responding to literature** Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences **Examining literature** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Literacy **Interacting with others** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **Interacting with others** 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 **Interpreting, analysing, evaluating** Identify the audience of imaginative, informative and persuasive texts **Interpreting, analysing, evaluating** 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 **Creating texts** Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	(All terms) Outcomes English **Speaking and listening 1: EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations **Writing and representing 1: EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers Speaking and listening 2: EN1-6B Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts **Writing and representing 2: EN1-7B** Identifies how language use in their own writing differs according to their purpose, audience and subject matter **Reading and viewing 2: EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter **Grammar, punctuation and vocabulary: EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts **Thinking imaginatively and creatively: EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts **Expressing themselves: EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences

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Additional curriculum links – individual texts

InitiaLit-2 Storybook Title	ACARA code	ACARA description	NESA links
1. *Willy the Wimp*		Health and Physical Education Personal, Social and Community Health	Outcomes PDHPE
	ACPPS015	**Being healthy, safe and active** Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	**Health, wellbeing and relationships: PD1-1** Describes the qualities and characteristics that make them similar and different to others
	ACPPS019	**Communicating and interacting for health and wellbeing** Describe ways to include others to make them feel they belong	**Health, wellbeing and relationships: PD1-10** Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong
2. *The Snail and the Whale*		English Language	English **Writing and representing 1: EN1-2A**
	ACELA1482 (Year 3)	**Expressing and developing ideas** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense Literature	Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers **Thinking imaginatively and creatively: EN1-10C**
	ACELT1593	**Creating literature** Create events and characters using different media that develop key events and characters from literary texts	Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
	ACELT1833	**Creating literature** Innovate on familiar texts by experimenting with character, setting or plot	Science and technology **Living world: ST1-4LW-S** Describes observable features of living things and their environments
		Science Science understanding	Creative Arts Visual arts
	ACSSU211 (Year 1)	**Biological sciences** Living things live in different places where their needs are met	**Making: VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things
	ACSSU030	**Biological sciences** Living things grow, change and have offspring similar to themselves	**Making: VAS1.2** Uses the forms to make artworks according to varying requirements
	ACAVAM107	The Arts Visual arts Use and experiment with different materials, techniques, technologies and processes to make artworks	
3. *Pete the Sheep*		English Language	English **Grammar, punctuation and vocabulary: EN1-9B**
	ACELA1452 (Year 1)	**Expressing and developing ideas** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
	ACELA1471	**Phonics and word knowledge** Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words	History **The past in the present: HT1-3** Describes the effects of changing technology on people's lives over time
		HASS Knowledge and understanding	Creative Arts Music
	ACHASSK046	**History** How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)	**Listening: MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices
	ACAMUR083	The Arts Music Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	

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InitiaLit-2 Storybook Title	ACARA code	ACARA description	NESA links
4. *The Lost Girl*	ACELT1587	English Literature **Literature and context** Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	English **Expressing themselves: EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences
	ACHASSK049	HASS Knowledge and Understanding **Geography** The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	Geography **People and places: GE1-1** Describes features of places and the connections people have with places
5. *The Stone Lion*	ACELA1482 (Year 3)	English Language **Expressing and developing ideas** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense	English **Grammar, punctuation and vocabulary: EN2-9B** Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts
6. *Collecting Colour*	ACELA1460	English Language **Language variation and change** Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	English **Speaking and listening 2: EN1-6B** Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
	ACELT1587	Literature **Literature and context** Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	**Expressing themselves: EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences
	ACHASSK049	HASS Knowledge and Understanding **Geography** The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	History **Present and past family life: HT1-1** Communicates an understanding of change and continuity in family life using appropriate historical terms
	ACSSU031	Science Science understanding **Chemical sciences** Different materials can be combined for a particular purpose	Geography **People and places: GE1-1** Describes features of places and the connections people have with places
	ACSHE035	Science as a Human Endeavour **Use and influence of science** People use science in their daily lives, including when caring for their environment and living things	Science and technology **Material world: ST1-2DP-T** Uses materials, tools and equipment to develop solutions for a need for opportunity **Material world: ST1-6MW-S** Identifies that materials can be changed or combined **Material world: ST1-7MW-T** Describes how the properties of materials determine their use
	ACAVAM106	The Arts Visual arts Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	Creative Arts Visual arts **Making: VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things **Making: VAS1.2** Uses the forms to make artworks according to varying requirements **Appreciating: VAS1.3** Realises what artists do, who they are and what they make **Appreciating: VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience

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InitiaLit-2 Storybook Title	ACARA code	ACARA description	NESA links
7. *Chooks in Dinner Suits*		English Language **Text structure and organisation**	Science and technology **Material world: ST1-2DP-T**
	ACELA1479 (Year 3)	Understand that paragraphs are a key organisational feature of written texts	Uses materials, tools and equipment to develop solutions for a need or opportunity **Living world: ST1-4LW-S**
		Science Science as a Human Endeavour **Use and influence of science**	Describes observable features of living things and their environments
	ACSHE035	People use science in their daily lives, including when caring for their environment and living things	
8. *Turtle's Song*		English Language **Text structure and organisation**	Science and technology **Living world: ST1-4LW-S** Describes observable features of living things and their environments
	ACELA1479 (Year 3) ACELA1482 (Year 3)	Understand that paragraphs are a key organisational feature of written texts **Expressing and developing ideas** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense.	Creative Arts Visual arts **Making: VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things **Making: VAS1.2**
	ACSSU030	Science Science Understanding **Biological sciences** Living things grow, change and have offspring similar to themselves Science as a Human Endeavour	Uses the forms to make artworks according to varying requirements
	ACSHE035	**Use and influence of science** People use science in their daily lives, including when caring for their environment and living things	
	ACAVAM107	The Arts Visual arts Use and experiment with different materials, techniques, technologies and processes to make artworks	
9. *The Story of Rosy Dock*		HASS Knowledge and Understanding **Geography**	Science and technology **Living world: ST1-4LW-S** Describes observable features of living things and their environments
	ACHASSK032	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them	Geography **Features of places: GE1-1** Describes features of places and the connections people have with places **Features of places: GE1-2**
	ACSHE035	Science Science as a Human Endeavour **Use and influence of science** People use science in their daily lives, including when caring for their environment and living things	Identifies ways in which people interact with and care for places Creative Arts Visual arts **Making: VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things
	ACAVAM107	The Arts Visual arts Use and experiment with different materials, techniques, technologies and processes to make artworks	**Making: VAS1.2** Uses the forms to make artworks according to varying requirements **Appreciating: VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience

InitiaLit-2 Storybook Title	ACARA code	ACARA description	NESA links
10. *Under the Southern Cross*		HASS Knowledge and Understanding	History **The past in the present: HT1-2**
	ACHASSK045	**History** The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved	Identifies and describes significant people, events, places and sites in the local community over time
	ACHASSK048	**Geography** The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales	Geography **People and places: GE1-1** Describes features of places and the connections people have with places
	ACHASSK049	**Geography** The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	**Features of places: GE1-2** Identifies ways in which people interact with and care for places
	ACHASSK050	**Geography** The connections of people in Australia to people in other places in Australia and across the world	Science and technology **Earth and space: ST1-10ES-S**
	ACHASSK051	**Geography** The influence of purpose, distance and accessibility on the frequency with which people visit places	Recognises observable changes occurring in the sky and on the land and identifies Earth's resources
		Science Science understanding	
	ACSSU019 (Year 1)	**Earth and space sciences** Observable changes occur in the sky and landscape	
	ACSSU048 (Year 3)	**Earth and space sciences** Earth's rotation on its axis causes regular changes, including night and day	
11. *The Day the Crayons Came Home*		English Literature	English **Thinking imaginatively and creatively: EN1-10C**
	ACELT1833	**Creating literature** Innovate on familiar texts by experimenting with character, setting or plot Language	Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
	ACELA1477 (Year 3)	**Language for interaction** Examine how evaluative language can be varied to be more or less forceful	Science and technology **Material world: ST1-6MW-S**
	ACELA1484 (Year 3)	**Expressing and developing ideas** Learning extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Identifies that materials can be changed or combined
		Science Science as human endeavour	
	ACSHE034	**Nature and development of science** Science involves observing, asking questions about, and describing changes in, objects and events Science inquiry skills	
	ACSIS038	**Planning and conducting** Participate in guided investigations to explore and answer questions	
12. *Zoo*		The Arts Drama	Creative Arts Drama
	ACADRM027 ACADRM028	Explore role and dramatic action in dramatic play, improvisation and process drama Use voice, facial expression, movement and space to imagine and establish role and situation	**Making: DRAS1.1** Takes on roles in drama to explore familiar and imagined situations **Making: DRAS1.2** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice

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13. *The True Story of the Three Little Pigs!*	ACELA1469	English Language **Expressing and developing ideas** 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	English **Reading and viewing 1: EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies
	ACELT1592	Literature **Examining literature** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Creative Arts Visual arts **Making: VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things **Making: VAS1.2** Uses the forms to make artworks according to varying requirements
	ACAVAM107	The Arts Visual arts Use and experiment with different materials, techniques, technologies and processes to make artworks	
14. *You and Me Murrawee*	ACHASSI039	HASS Inquiry and Skills **Analysing** Compare objects from the past with those from the present and consider how places have changed over time	History **The past in the present: HT1-3** Describes the effects of changing technology on people's lives over time
	ACHASSK046	Knowledge and Understanding **History** How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)	Geography **People and places: GE1-1** Describes features of places and the connections people have with places
	ACHASSK049	**Geography** The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	
	ACSIS038	Science Science inquiry skills **Planning and conducting** Participate in guided investigations to explore and answer questions	
15. *Hist!* (poem)	ACELT1592	English Literature **Examining literature** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	English **Expressing themselves: EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences
	ACELT1600	**Examining literature** 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	Creative Arts Visual arts **Making: VAS1.2** Uses the forms to make artworks according to varying requirements
	ACAVAM106	The Arts Visual arts Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists.	Drama **Making: DRAS1.1** Takes on roles in drama to explore familiar and imagined situations **Making: DRAS1.2** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice
	ACADRM028 ACADRM029	Drama Use voice, facial expression, movement and space to imagine and establish role and situation Present drama that communicates ideas, including stories from their community, to an audience	**Performing: DRAS1.3** Interacts collaboratively to communicate the action of the drama with others

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16. *George's Marvellous Medicine* (novel)		English Language **Text structure and organisation**	English **Expressing themselves: EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences
	ACELA1466	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	
	ACELT1592	Literature **Examining literature** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Science and technology **Material world: ST1-6MW-S** Identifies that materials can be changed or combined
	ACSSU031	Science Science Understanding **Chemical sciences** Different materials can be combined for a particular purpose	Creative Arts Visual arts **Making: VAS1.2** Uses the forms to make artworks according to varying requirements
	ACADRM029	The Arts Drama Present drama that communicates ideas, including stories from their community, to an audience	Drama **Making: DRAS1.2** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice
17. *The Twenty-Seventh Annual African Hippopotamus Race* (novel)	ACELA1466	English Language **Text structure and organisation** Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	PDHPE **Movement skills and performance: PD1-4** Performs movement skills in a variety of sequences and situations
	ACELA1480 (Year 3)	**Text structure and organisation** Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	Geography **Features of places: GE1-3** Communicates geographical information and uses geographical tools for inquiry
	ACPMP025	Health and Physical Education **Movement and physical activity** Moving our body Perform fundamental movement skills in a variety of movement sequences and situations	Creative Arts Drama **Making: DRAS1.1** Takes on roles in drama to explore familiar and imagined situations
	ACHASSK047	HASS Knowledge and understanding **Geography** The way the world is represented in geographic divisions and the location of Australia in relation to these divisions	
	ACADRM027	The Arts Drama Explore role and dramatic action in dramatic play, improvisation and process drama	

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