### The BitL tool – English Years F–10

#### Overview

**Bringing it to life – essence meets content**

- **Activate prior knowledge of the topic.**
- **Establish a purpose for engaging with the text.**
- **Make predictions.**
- **Preview the text structure.**

### Language and Literacy Strands

<table>
<thead>
<tr>
<th>Level</th>
<th>Language Strand</th>
<th>Literacy Strand</th>
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<td>9–10</td>
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### Pedagogical Questions:

- Why would we want to read/view/listen to this text?
- What do you already know about the topic?
- What do you already know about the historical or cultural context?
- What questions could you ask that might be answered by the text?
- What do you already think?
- What strategies can you use before listening, reading or viewing a text?
- What can you imagine this text will be about?
- What do you already know about this topic?
- What questions could you ask that might be answered by the text?
- What do you already think?
- What questions could you ask that might be answered by the text?
- What do you already know about the topic?
- What strategies can you use before listening, reading or viewing a text?
- What can you imagine?
## The BitL tool – English years F–10

### Overview

**Bringing it to life – essence meets content**

The BitL tool helps students learn to deconstruct texts about their own and other cultures, understand the context and audience is familiar and everyday, and appreciate that models for constructing their own work are studied in other curriculum areas and are used by students as models for constructing their own work. The content and audience is familiar and everyday as students learn to deconstruct texts about their own and other cultures.

### Can you identify purposes, contexts and audiences?

**What are the purposes of different texts?**

Students listen to, read and view a range of texts for pleasure, including picture books, simple chapter books, non-fiction, poetry and drama. Informative and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work. The content and audience is familiar and everyday as students learn to deconstruct texts about their own and other cultures.

**What is the purpose of this text? How do you know?**

Students listen to, read and view a range of texts whose primary purpose is aesthetic, including juvenile and early adolescent fiction, non-fiction, poetry and drama. Informative and persuasive texts, including media texts, present technical and content information about a wide range of topics and topics studied in other curriculum areas and are used by students as models for constructing their own work. The context and audiences are mostly familiar but also include a range of contexts that relate to other areas of the curriculum and the community.

### Pedagogical questions:

- What do we think the text will be about? (predicting and questioning, pre-reading strategies)
- What is the text for?
- Who are the stories about?
- How are stories told?
- What does the structure of the text help it to achieve its purpose?
- How might persuasive texts be affected by the medium of communication that is used?
- Can we tell where the story comes from?
- What ideas/information do you expect from this text? Are there clues? Where did you find them?
- What do we think will happen in the story?
- What ideas/information do you expect from this text? Are there clues? Where did you find them?
- Who do you think is the audience for this text? How do you know?
- How are different features combined for different purposes?
- How might persuasive texts be affected by the medium of communication that is used?
- Can you identify purposes, contexts and audiences?
- How are the purposes of different texts?
- What ideas/information do you expect from this text? Are there clues? Where did you find them?
- Does the text help us to understand the way it is structured?
- What ideas/information do you expect from this text? Are there clues? Where did you find them?
<table>
<thead>
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<th><strong>Overview</strong></th>
<th>Bringing it to life – essence meets content</th>
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**The BiL tool – English years F–10**

### F–2

**Can you identify purposes, contexts and audiences?**

Continued

By the end of Year 1, students, ‘identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts’ (Achievement Standard). They do this through ‘written and multimodal texts designed to entertain and inform... including picture books’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 1 – Picture books from different cultures**

*Language: Expressing and developing ideas (texts)*

Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

*Literature: Literature and Context (identity)*

Express preferences for specific texts and authors and listen to the opinions of others.

*Literacy: Texts in context (choosing and using)*

Respond to texts drawn from a range of cultures and experiences.

### 3–4

**Can you identify purposes, contexts and audiences?**

Continued

By the end of Year 3, students ‘select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**

*Language: Language for interaction (texts)*

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.

*Literature: Responding to literature (identity)*

Draw connections between personal experiences and the worlds of texts, and share responses with others.

*Literacy: Interacting with others (choosing and using)*

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

### 5–6

**Can you identify purposes, contexts and audiences?**

Continued

By the end of Year 6, students ‘analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 6 – Text analysis**

*Language: Expressing and developing ideas (identity)*

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

*Literature: Examining literature (texts)*

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.

*Literacy: Interpreting, analysing, evaluating (choosing and using)*

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.

### 7–8

**Can you identify purposes, contexts and audiences?**

Continued

By the end of Year 8, ‘students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects’ (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 – Text analysis of media texts**

*Language: Language variation and change (texts)*

Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

*Literature: Examining literature (identity)*

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.

*Literacy: Texts in context (choosing and using)*

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

### 9–10

**Can you identify purposes, contexts and audiences?**

Continued

By the end of Year 10, students ‘develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments’ (Achievement Standard). They do this through a ‘wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 10 - Representations in texts**

*Language: Language for interaction (identity)*

Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

*Literature: Responding to literature (texts)*

Evaluate the social, moral and ethical positions represented in texts.

*Literacy: Interpreting, analysing, evaluating (choosing and using)*

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

Do you think there are similarities/differences in how this topic is represented in traditional and contemporary texts? Can you give some examples and explain why they might be different?
### How can you make meanings?
What meaning making strategies do you use to learn with texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information?

Text processing strategies eg monitoring meaning and self-correcting using context, prior knowledge, punctuation, language and phonic knowledge. Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to describe literal and implied meaning, correcting ideas across different texts. Listening for key points.

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<thead>
<tr>
<th>Pedagogical questions:</th>
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<td>• How do we understand what is written?</td>
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<td>• How is punctuation used?</td>
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<td>• What are sentences? How are ideas put together in a sentence?</td>
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<tr>
<td>• Is punctuation fair?</td>
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<tr>
<td>• How is punctuation used?</td>
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<tr>
<td>• What information can we get from the text/illustrations?</td>
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<tr>
<td>• Do the words and images give the same meaning?</td>
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<tr>
<td>• Does the author use the text/illustrations to tell us about the character? How?</td>
<td></td>
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<tr>
<td>• How do we understand what is written?</td>
<td></td>
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<tr>
<td>• Does the author tell us about the setting? How? Why?</td>
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<tr>
<td>• What does the author tell us about the characters? How?</td>
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</table>

### How can you make meanings?
What meaning making strategies can you use to learn using texts that have varied structures according to purpose and audience?

Text processing strategies eg monitoring meaning, predicting, rereading, reading on, self-correcting and reviewing. Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to describe literal and implied meaning, correcting ideas across different texts. Listening for key points.

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<td>• Which strategies help you make meaning from the text?</td>
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<td>• How can comprehension strategies increase understanding?</td>
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<tr>
<td>• How can you check your understanding while you are reading?</td>
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<tr>
<td>• Whose view does the text represent? Whose view is missing?</td>
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<tr>
<td>• What information can we get from the text/illustrations (eg setting, characters/events/facts)?</td>
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<tr>
<td>• Are paragraphs used? Why?</td>
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<tr>
<td>• Are paragraphs used? Why?</td>
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<tr>
<td>• What language is used to link ideas? How?</td>
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<tr>
<td>• How can nouns groups and verb groups enrich meaning?</td>
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<tr>
<td>• How can adverbs and prepositional phrases add to meaning?</td>
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<tr>
<td>• How does the author use adverbs and modal verbs to express an opinion? Can you find some examples?</td>
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<tr>
<td>• What words and phrases are used to describe the setting?</td>
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<tr>
<td>• How can different words change the mood/setting?</td>
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<tr>
<td>• How does the author use words to make us feel sad/excited/stared...?</td>
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<tr>
<td>• What punctuation is used in this text? (eg apostrophes, quotation marks, speech marks) What difference does it make?</td>
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<td>• Is technical language used? Why?</td>
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<td>• What different communication systems do languages use (written/visual/oral)?</td>
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<tr>
<td>• Do we use words that have come from other languages? Can you give some examples?</td>
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<tr>
<td>• What strategies can you use to learn to spell new words? How do you decide which one to use?</td>
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### How can you make meanings?
What meaning making strategies can you use to comprehend different texts across various content, features and structures, by a range of authors?

Navigating texts for specific purposes applying strategies such as monitoring meaning, skimming and scanning and interpreting features such as glossaries and subheadings. Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to compare and analyse information in different texts, explaining literal and implied meaning and the effects of different text features and structures. Selecting and using evidence to explain responses. Listening to clarify content and challenge ideas.

<table>
<thead>
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<th>Pedagogical questions:</th>
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<tr>
<td>• Which strategies can help you to understand this text effectively?</td>
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<td>• How can comprehension strategies increase your understanding? How?</td>
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<tr>
<td>• When do you use different strategies? How do you decide which one to use?</td>
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<tr>
<td>• Are clause structures used to pack more information into the text?</td>
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<td>• Does the text employ normalisation? If so, how and why?</td>
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<tr>
<td>• Does the text employ modality? If so, how?</td>
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<tr>
<td>• What devices are used to improve text cohesion/flow?</td>
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<tr>
<td>• How has language been compressed to achieve dramatic effect?</td>
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<tr>
<td>• Does the text employ modality? If so, how?</td>
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<tr>
<td>• Is specialised vocabulary used in the text? Why?</td>
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<td>• Can you give some examples?</td>
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<tr>
<td>• What ‘new’ words do we have now to describe new technology?</td>
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<tr>
<td>• How does the vocabulary of the text contribute to its technicality, abstraction or style?</td>
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<tr>
<td>• What factors influence the way we use English?</td>
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<tr>
<td>• How is English continuing to change? Why?</td>
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<tr>
<td>• Is specialised vocabulary used in the text? Why?</td>
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### How can you make meanings?
What meaning making strategies can you use to interpret different texts across a variety of modes, representing a range of viewpoints?

Text processing strategies and comprehension strategies as well as an expanding vocabulary applied to increase fluency and comprehension. Analysis of features according to audience and purpose and the reliability of sources of ideas and information. Selecting evidence to show representations from different viewpoints. Listening for and identifying different emphases in texts, using that information to elaborate upon discussions.

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<tbody>
<tr>
<td>• Which strategies can you use to interpret the text?</td>
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<td>• How can comprehension strategies help you synthesise and critique ideas and issues? When do you use different strategies? Why?</td>
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<tr>
<td>• What devices have been used to increase the complexity of the text?</td>
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<tr>
<td>• How can the purpose and audience of the text affect its language features?</td>
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<tr>
<td>• How has language been compressed to achieve dramatic effect?</td>
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<tr>
<td>• What do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented?</td>
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<td>• Can you give some examples?</td>
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### How can you make meanings?
What meaning making strategies can you use to evaluate information and connect ideas in innovative texts by a range of authors?

Reading paths, techniques and comprehension strategies applied appropriately to the text to refine and connect ideas within and between texts. Developing own interpretations and evaluating other interpretations. Listening for ways that features within texts can be manipulated to achieve particular effects.

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<td>• How do you use comprehension strategies to compare and contrast texts?</td>
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<tr>
<td>• How do you use comprehension strategies to identify and analyse embedded perspectives?</td>
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<td>• How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented?</td>
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<tr>
<td>• What values/ beliefs/ assumptions are present in the text? Are these values/ beliefs/ assumptions influenced by purpose and likely audience?</td>
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<tr>
<td>• Do the author's views and values seem biased towards a particular perspective?</td>
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<td>• Are the author's views and values biased towards a particular perspective?</td>
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<tr>
<td>• How have different perspectives been constructed to serve the text's purpose?</td>
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<tr>
<td>• Does the author creatively use sentence and clause structures in the text? How? Why?</td>
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<tr>
<td>• How do we interpret the sentence and clause structures in the text? How? Why?</td>
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<tr>
<td>• How are higher order concepts developed through clause combinations and nominalisations?</td>
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<td>• How are higher order concepts developed through technicality and abstraction?</td>
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<td>• For what purposes has the author creatively used spelling (eg to create humour)?</td>
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<td>• For what purposes is punctuation, layout and font variations used?</td>
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<tr>
<td>• How might visual features of the text influence audience response?</td>
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<tr>
<td>• For what purposes and effects has the author innovated with the structure and language features of the text?</td>
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### Overview
Bringing it to life – essence meets content

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<td>Text processing strategies eg monitoring meaning, predicting, rereading, reading on, self-correcting and reviewing.</td>
<td>Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to compare and analyse information in different texts, explaining literal and implied meaning and the effects of different text features and structures. Selecting and using evidence to explain responses. Listening to clarify content and challenge ideas.</td>
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### The BitL tool — English years F–10

#### Overview
Bringing it to life — essence meets content

#### F–2

**How can you make meanings?**  
**Continued**

By the end of Year 1, students, ‘identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts’ (Achievement Standard). They do this through ‘written and multimodal texts designed to entertain and inform, including picture books’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 1 – Picture books from different cultures**  
**Language: Expressing and developing ideas (texts)**  
Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.  

**Literature: Interpreting, analysing, evaluating (choosing and using)**  
Respond to texts drawn from a range of cultures and experiences.

What information can we get from the images?  
Do the words and images give the same meaning? How?  
Does the author use images to tell us about the character(s)? How?  

#### 3–4

**How can you make meanings?**  
**Continued**

By the end of Year 3, students ‘select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**  
**Language: Language for interaction (texts)**  
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.  

**Literature: Responding to literature (identity)**  
Draw connections between personal experiences and the worlds of texts, and share responses with others.  

**Literacy: Interacting with others (choosing and using)**  
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

How can you check your understanding while you are listening?  
Which strategies help you listen for key points?  
Whose viewpoint is represented? Whose is missing?  
What language can you use to link ideas?  
How can you express your opinions?  
What words and phrases might you use to describe your ideas?  
What technical words might you use? Why?  
How might you summarise your information?

#### 5–6

**How can you make meanings?**  
**Continued**

By the end of Year 6, students ‘analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 6 – Text analysis**  
**Language: Language variation and change (texts)**  
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.  

**Literature: Examining literature (identity)**  
Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.  

**Literacy: Texts in context (choosing and using)**  
Evaluate the social, moral and ethical positions represented in texts.

What are the language features of the text?  
What do the language features help the text meet its purpose? How?  
Are chapters/ headings/sub-headings used? Why?  
How does the sentence structure of the text help you to make predictions?  
Are complex sentences used? In what ways?  
What is the difference between a main and a subordinate clause? When would you use them?  
What words have been used to help the text flow or to increase its cohesion?  
What punctuation has been used in this text? For what purpose?

#### 7–8

**How can you make meanings?**  
**Continued**

By the end of Year 8, students ‘select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects’ (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 – Text analysis**  
**Language: Language for interaction (identity)**  
Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.  

**Literature: Responding to literature (texts)**  
Evaluate the social, moral and ethical positions represented in texts.

**Literacy: Interpreting, analysing, evaluating (choosing and using)**  
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

How might you summarise your information?  
What words and phrases might you use to describe your ideas?  
What language can you use to link ideas?  
What do the language features help the text meet its purpose? How?  
What punctuation has been used in this text? For what purpose?

#### 9–10

**How can you make meanings?**  
**Continued**

By the end of Year 10, students ‘develop and justify their own interpretations of texts and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments’ (Achievement Standard). They do this through a ‘wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 10 – Representations in texts**  
**Language: Language for interaction (identity)**  
Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.  

**Literature: Responding to literature (texts)**  
Evaluate the social, moral and ethical positions represented in texts.

**Literacy: Interpreting, analysing, evaluating (choosing and using)**  
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
### The BitL tool – English years F–10

#### Overview

**Bringing it to life – essence meets content**

- Comparing content between texts.
- Identifying text structures and language features used to describe characters, settings and events.
- Understanding how similar texts share characteristics.
- Evaluating how sound patterns.
- Listening for and manipulating sound combinations and rhythmic sound patterns.

## Pedagogical questions:

### F–2
- Has something like this story/ event happened in your life? How was it the same? How was it different?
- How could we add an image? Why?
- Are the words and images connected? How? Why?
- What extra information might we get when we put the text and images together?
- If we could add an image what would it be? Why?
- Are the images in a story different to the images in an information text? How? Why?
- Which part of the sentence tells you who?/what?/where?/how?
- In what ways can two ideas in a sentence be connected?
- Are there nouns, verbs and adverbs in the text? Can we find examples of each?
- What connections can we make between sounds and words to make patterns and rhymes?

### 3–4
- What are the similarities/differences in storylines?
- What ideas/information can you connect from different parts of the text?
- How do different viewpoints make audiences feel?
- What are the similarities/differences between this text and with texts with similar themes/topics?
- What is the purpose of this text?
- How do the different text media make you feel/understand differently?
- What similarities/differences are there between this text and your own experience?
- What ideas/information can you connect from different parts of the text?
- What ideas/information can you connect from different parts of the text?
- What are the effects of technological innovations on texts?
- What are the effects of different representations in different media?
- What are the effects of different representations in different media?
- What strategies could you use to support them?
- How do the different text media make you feel/understand differently?
- What are the similarities/differences between this text and other texts?
- What similarities/differences are there between this text and other texts?
- How do the different text media make you feel/understand differently?
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### The BitL tool – English years F– 10

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#### F–2
- **How can you make connections?**
  - Continued

#### 3–4
- **How can you make connections?**
  - Continued

#### 5–6
- **How can you make connections?**
  - Continued

#### 7–8
- **How can you make connections?**
  - Continued

#### 9–10
- **How can you make connections?**
  - Continued

### By the end of Year 1, students, ‘identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts’ (Achievement Standard). They do this through ‘written and multimodal texts designed to entertain and inform… including picture books’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 1 – Picture books from different cultures**

**Language: Expressing and developing ideas (texts)**
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

**Literature: Literature and Context (identity)**
- Express preferences for specific texts and authors and listen to the opinions of others.

**Literacy: Texts in context (choosing and using)**
- Respond to texts drawn from a range of cultures and experiences.

### By the end of Year 3, students ‘select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**

**Language: Language for interaction (texts)**
- 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.

**Literature: Responding to literature (identity)**
- Draw connections between personal experiences and the worlds of texts, and share responses with others.

**Literacy: Interacting with others (choosing and using)**
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

### By the end of Year 6, students ‘analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 6 - Text analysis**

**Language: Expressing and developing ideas (identity)**
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

**Literature: Examining literature (identity)**
- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.

**Literacy: Texts in context (choosing and using)**
- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

### By the end of Year 8, ‘students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects’ (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 - Text analysis of media texts**

**Language: Language variation and change (texts)**
- Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

**Literature: Responding to literature (identity)**
- Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

**Literature: Literature and Context (identity)**
- Evaluate the social, moral and ethical positions represented in texts.

**Literacy: Interpreting, analysing, evaluating (choosing and using)**
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.

### By the end of Year 10, students ‘develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments’ (Achievement Standard). They do this through a ‘wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 10 - Representations in texts**

**Language: Language for interaction (identity)**
- Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

**Literature: Examining literature (identity)**
- Evaluate the social, moral and ethical positions represented in texts.

**Literacy: Interpreting, analysing, evaluating (choosing and using)**
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

### Has something like this story/event happened in your life? How was it the same? How was it different?
- Have you read other stories by this author/from this culture?
- What connections can you make between aspects of the text and the historical/social/cultural context?
- What vocabulary will you choose to use in this context? Why?

### What extra information might we get when we put the text and illustrations together?
- Which ones? How are they similar? Different?

### What vocabulary will you choose to use in this context? Why?
- Has something like this (story/event) happened in your life?
- Do other texts (in other media) present this idea/information differently? How?
- How do the different text media make you feel/understand differently?
- What are the effects of different representations in different media?
- What are the effects of technological innovations on texts?
- What are the effects of different representations in different media?
- How do combinations of words in this text represent particular groups in society? How does this text position readers in relation to those groups? How does it make you feel?
- What are the effects of technological innovations on texts?
- How do different text media make you feel?
- How do you connect different ideas/pieces of information when listening to others?
- What are the effects of different representations in different media?
- How do combinations of words in this text represent particular groups in society?
- How do different text media make you feel?
- How might you respond to different viewpoints? How do they differ?
- How do combinations of words in this text represent particular groups in society? How does this text position readers in relation to those groups? How does it make you feel?
# The BitL tool – English years F–10

## Overview

**Bringing it to life – essence meets content**

The BitL tool provides guidance on how to develop critical thinking and communication skills in students through the English curriculum. It offers strategies for helping students interpret, evaluate, and respond to texts, as well as engage in discussions and collaborative learning.

## Pedagogical questions:

### F–2
- What else do you think about the characters/setting/key events in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did you make sense of the event/text?
- What did you learn about the event/text?
- What does the event/text mean to you?
- What did you like/dislike about the event/text?
- How do you know?
- How do you think about the event/text?
- What did you learn from the event/text?
- What personal understandings of the world have you gained from the event/text?
- What are your views on the event/text?
- How do you choose which to use?
- Why?

### 3–4
- What do you think about the characters/setting/key events in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did you make sense of the event/text?
- What did you learn about the event/text?
- What does the event/text mean to you?
- What did you like/dislike about the event/text?
- How do you know?
- How do you think about the event/text?
- What did you learn from the event/text?
- What personal understandings of the world have you gained from the event/text?
- What are your views on the event/text?
- How do you choose which to use?
- Why?

### 5–6
- What do you think about the characters/setting/key events in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did you make sense of the event/text?
- What did you learn about the event/text?
- What does the event/text mean to you?
- What did you like/dislike about the event/text?
- How do you know?
- How do you think about the event/text?
- What did you learn from the event/text?
- What personal understandings of the world have you gained from the event/text?
- What are your views on the event/text?
- How do you choose which to use?
- Why?

### 7–8
- What do you think about the characters/setting/key events in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did you make sense of the event/text?
- What did you learn about the event/text?
- What does the event/text mean to you?
- What did you like/dislike about the event/text?
- How do you know?
- How do you think about the event/text?
- What did you learn from the event/text?
- What personal understandings of the world have you gained from the event/text?
- What are your views on the event/text?
- How do you choose which to use?
- Why?

### 9–10
- What do you think about the characters/setting/key events in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did you make sense of the event/text?
- What did you learn about the event/text?
- What does the event/text mean to you?
- What did you like/dislike about the event/text?
- How do you know?
- How do you think about the event/text?
- What did you learn from the event/text?
- What personal understandings of the world have you gained from the event/text?
- What are your views on the event/text?
- How do you choose which to use?
- Why?
### Overview

**Bringing it to life – essence meets content**

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**The BitL tool – English years F– 10**

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**By the end of Year 1, students:** identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts (Achievement Standard). They do this through ‘written and multimodal texts designed to entertain and inform… including picture books’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 1 – Picture books from different cultures**

*Language: Expressing and developing ideas (texts)*

Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

*Literacy: Literature and Context (identity)*

Express preferences for specific texts and authors and listen to the opinions of others.

*Literacy: Texts in context (choosing and using)*

Respond to texts drawn from a range of cultures and experiences.

---

**What do you like/dislike about this story? Why?**

**How did the story make you feel? Why?**

**What do you think now?**

**Will you read other texts by this author? Why/why not?**

---

**By the end of Year 2, students:** select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 2 – Collaborative group work**

*Language: Language for interaction (texts)*

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.

*Literature: Responding to literature (identity)*

Draw connections between personal experiences and the worlds of texts, and share responses with others.

*Literacy: Interacting with others (choosing and using)*

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

---

**What do you think about the information now that you have listened to others?**

**How can you summarize the ideas and opinions of others?**

**Which information did you find the most useful? Why?**

---

**By the end of Year 3, students:** ‘analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**

*Language: Language for interaction (texts)*

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.

*Literature: Responding to literature (identity)*

Draw connections between personal experiences and the worlds of texts, and share responses with others.

*Literacy: Interacting with others (choosing and using)*

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

---

**What do you think about the characters/settings/events / information now that you have read/listened/viewed to the text?**

**What influence(s) your thinking?**

**How might you change some of the language devices to make the text more powerful?**

---

**By the end of Year 6, students:** ‘analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 6 – Text analysis**

*Language: Expressing and developing ideas (identity)*

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

*Literature: Examining literature (texts)*

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.

*Literacy: Interpreting, analysing, evaluating (choosing and using)*

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.

---

**What do you think about the characters/settings/events / information now that you have read/listened/viewed to the text?**

**What influence(s) your thinking?**

**How might you change some of the language devices to make the text more powerful?**

---

**By the end of Year 8, students:** select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 – Text analysis of media texts**

*Language: Language variation and change (texts)*

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.

*Literature: Representing the social world (texts)*

Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

*Literature: Responding to literature (texts)*

Evaluate the social, moral and ethical positions represented in texts.

*Literacy: Interpreting, analysing, evaluating (choosing and using)*

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

---

**By the end of Year 10, students:** develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments (Achievement Standard). They do this through a ‘wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 10 – Representations in texts**

*Language: Language for interaction (identity)*

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.

*Literature: Representing the social world (texts)*

Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

*Literature: Responding to literature (texts)*

Evaluate the social, moral and ethical positions represented in texts.

*Literacy: Interpreting, analysing, evaluating (choosing and using)*

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
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<tr>
<td><strong>In what ways can you express your ideas, experiences and information?</strong></td>
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<td>How can you use language to express your own ideas, experiences and information to familiar audiences?</td>
<td>How can you use language to express your own ideas, experiences and information to familiar audiences?</td>
<td>How can you use language to express your own ideas, experiences and information to familiar audiences?</td>
<td>How can you combine ideas, structures and features in new ways to influence audiences?</td>
<td>How can you innovate on texts to express complex ideas and influence audiences?</td>
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<td>Using a variety of strategies to engage in group and class discussions and make presentations.</td>
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<td>Using a variety of strategies to engage in group and class discussions and make presentations.</td>
<td>Making presentations and contributing actively to class and group discussions, using language patterns for effect.</td>
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<td>Creating texts that show how images support the meaning of the text.</td>
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<td>Creating detailed texts which elaborate on key ideas for a range of purposes and audiences.</td>
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<td>Creating texts that draw on own experiences, imagination and information learned.</td>
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<td>Accurately spelling familiar words and attempting to spell less familiar words and using punctuation accurately.</td>
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**Pedagogical questions:**

- How do you ask a question at home?
- How do you ask a question at school?
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## The BitL tool – English years F– 10

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### By the end of Year 1, students, identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts (Achievement Standard). They do this through ‘written and multimodal texts designed to entertain and inform…including picture books’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 1 – Picture books from different cultures**

Language: Expressing and developing ideas (texts)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

Literacy: Literature and Context (identity)

Express preferences for specific texts and authors and listen to the opinions of others.

Literacy: Texts in context (choosing and using)

Respond to texts drawn from a range of cultures and experiences.

### By the end of Year 3, students select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**

Language: Language for interaction (texts)

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.

Literature: Responding to literature (identity)

Draw connections between personal experiences and the worlds of texts, and share responses with others.

Literacy: Interacting with others (choosing and using)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

What language can you use to express your opinion?

How can you effectively present your information to the group?

How can you sequence your ideas to present to the class?

### By the end of Year 6, students analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions (Achievement Standard). They do this through literary texts that ‘explore themes of interpersonal relationships and ethical dilemmas’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 6 - Text analysis**

Language: Expressing and developing ideas (identity)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

Literature: Examining literature (identity)

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.

Literacy: Texts in context (choosing and using)

Analyze and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

### By the end of Year 8, students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects (Achievement Standard). They do this through texts that ‘include various types of media texts including newspapers, magazines and digital texts’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 8 - Text analysis of media texts**

Language: Language variation and change (texts)

Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

Literature: Representing language variation (texts)

Evaluate the social, moral and ethical positions represented in texts.

Literacy: Interpreting, analysing, evaluating (choosing and using)

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

### How might you describe this story to someone who has not heard it before?

How can you plan and create your own text on a similar theme?

How can you communicate to the author that you like/dislike characters in this story?

How can you sequence your ideas to present to the class?

How can you effectively present your information to the group?

How can you construct an argument about a text, based on initial impressions and subsequent analysis?

How can you decide what to use?

What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use?

How can you use metalinguage to explain language features/text structures choices made by the author and their effect?

What devices can you use to create the tone you are after in your text? How will you know they are effective?

How can you experiment with language features from different viewpoints and understand how the selection of language features can be used for particular purposes and effects? How do you decide what to use?