STEP INTO STORIES

ACTIVITY MATRIX

STORY	READING THE TEXT	ANALYSING THE LANGUAGE	CREATING/ RESPONDING
Run, Rami, Run	Flashback structure Characterisation Purpose and issue	Synonyms Using commas Dialogue	Filling gaps in the narrative
War Games	Point of view /person Conflict Purpose	Violent language Using dialogue Punctuating dialogue	Adding a paragraph using dialogue
Charlie and Fatso	Openings /narrative hooks Setting and Purpose	Imagery /similes Apostrophe / contractions	Adding a paragraph, using action and description
The Rise and Fall of the Billycart	Structure: orientation, complication, resolution	Parts of speech, sentence structure, prefixes, writing style – humour	Writing from personal experience
In the Graveyard at Midnight	The twist	Spelling, vocabulary, adjectives	Plot capsule
The Beast of Zenobia – Part 1	Genre, news article	Adverbs, vocabulary, setting	Writing Part 2
Blue Tattoo	Fact and opinion, suspense, ending, genre	Synonyms, similes, person	Add to the ending, writing from personal experience
River Serpent	Supernatural qualities, Australian qualities	Description, atmosphere, vocabulary	Issues, story about nature, plot capsule presentation
Star-Crossed Lovers	Opening with dialogue, foreshadowing, character	Sentence fragments, vocabulary and parts of speech	Point of view, writing from imagination or personal experience
He's A Good Boy, Really!	Title, irony, point of view	Person, tense,	Issues, writing a play script
First Day	Issues, character contrasts	Antonyms, sentence openers and length	Group writing on an issue
How Unlucky Can You Be?	Title, blurb, character sketch	Exclamation marks, brackets, tense, pronouns	Continue the story
Identity Issues	Title, ending, characters, teenage issues	Clauses and sentences, vocabulary	Teenage issues, Persuasive writing
Snapper Rocks	Text questions, purpose	Vocabulary, imagery, punctuation	Group planning activity, description
The Adventures of Tom Sawyer	Text questions, sentences	Vocabulary, semicolon, synonyms	Letter in role, rewriting the story through another character's eyes
House Hunting	Title, characterisation, crime genre, narrative point of view	Conjunctions, vocabulary	Prequel, write your own crime story
The Girl On the Bus	Narrative point of view, text questions, changing point of view, foreshadowing	Similes, vocabulary	Extending the narrative and changing the narrative point of view, monologue
Victim of Fiction	Narrative hook, genre, literary allusions, title	Sentence openers, vocabulary, imagery and atmosphere	Writing as an onlooker, Describing a crime scene to an audience
The Tell-Tale Heart	The narrator, Genre – Gothic horror	Monologue, vocabulary	Writing and performing a monologue

PART REVISION ACTIVITIES

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1	**PLAYING GAMES**	• Checklist for writing an analytical response • Step-by-step analytical response • Step-by-step comparative response • Checklist for writing a creative/narrative response • Step-by-step creative response • Example of an extended analytical response • Checklist for evaluating an analytical response
2	**STRANGE AND SUPERNATURAL**	• Example of a creative response • Checklist for evaluating a creative/narrative response
3	**SCENE AT SCHOOL**	• Example of a comparative response • Checklist for evaluating a comparative response
4	**TEEN SCENE**	• Checklist for writing a persuasive response • Step-by-step persuasive response • Example of a persuasive response • Checklist for evaluating persuasive writing
5	**SCENE OF THE CRIME**	• Checklist for writing a research response • Step-by-step research response • Example of a research response • Checklist for evaluating a research response

MATRIX: SUMMARY OF STORY ELEMENTS

STORY	GENRE	ISSUE	PLOT	CHARACTERS	SETTING	FEATURE
Run, Rami, Run	Multicultural	Winning	The game	Rami	Australia	Underdog
War Games	Family	Reading vs. games	War – books or games	Brothers, grandmother	Grandma's house	Value of books
Charlie and Fatso	Indigenous	Cultural practices	Sport/football	Charlie, Dad, Fatso	Stradbroke Island, Queensland	Humour
The Rise and Fall of the Billycart	Memoir	Peer pressure	Boy tries too hard to impress peers	Boy, his peers and Mrs Branthwaite	Sydney suburb	Humour
In the Graveyard at Midnight	Supernatural	Bravery/fear	Night visit/a dare	Boys and brother	Queensland	Humour
The Beast of Zenobia: Part 1	Fantasy	quest	Defeat of enemy	Heroine, herbalist servants	Imaginary kingdom	Uncertain ending
Blue Tattoo	Supernatural	Supernatural power	New girl	Katya, Daniel	School	Atmosphere of ending
River Serpent	Supernatural, indigenous	Power of nature	Exploring the gorge	Protagonist, Indigenous woman, old man	Australian outback	Atmosphere
Star-Crossed Lovers	Teen romance	Love triangle	School dance	Jules, Sophie, Nick and Kev	school	Teenage issues
He's a Good Boy, Really!	Family, school	Need for tough love	Boy behaving badly	Johnny, Mum, Dad, teacher	Home and school	Humour, irony
First Day	Multicultural	New environment	First day in new school	Sami, Ho etc	Home and school	Racism
Is Henry a Hero?	Family, school	Peer pressure	Peer pressure leads to theft	Henry, the group, the manager	The shop	Suspense
How Unlucky Can You Be?	Multicultural	Bullying, racism	A good turn goes unrecognised	Sami, Fuchsia	Canberra	Racism, bullying
Issues of Identity	Teen romance	Popularity, fitting in, in crowd	Love triangle	Amanda, Adam and Jared	Amanda's bedroom	The pain of love and teenage life
The Girl on the Bus	Crime	Exploiting a situation	Old lady to the rescue	Girl, old lady	City, bus ride. Brisbane	Ingratitude, exploitation irony
Tom Sawyer	Classic novel extract	Outwitting the teacher	Tom is punished	Tom, teacher, Becky	Deep South, USA, C19th	Humour
House Hunting	Crime	Mistaken identity	Title is misleading	Young couple, agents	City	Twist ending
Snapper Rocks	Modern	Tragedy averted	Felix is swept out to sea	Angie, Felix, old man, surfer	Beach	Ending
Victim of Fiction	Speculative	Imagination or reality	Boy is followed	Boy, strangers	City	Uncertain ending
The Tell-Tale Heart	Crime	Guilt	Murder	Narrator, police	House, room	Ending

LINKS TO THE AUSTRALIAN CURRICULUM

Step into stories has been planned and designed to link closely with and reflect the requirements of the Australian Curriculum (8.1). All three strands have been carefully catered for and included in this anthology. The stories have been selected so that students can 'engage with a variety of texts for enjoyment'. Content relevant to middle-school secondary students – including texts that explore Indigenous and multicultural issues, as seen through the eyes of young characters – has been selected. The activities that accompany the stories encourage analysis of these issues and the story elements that frame them, as well as concentrating on literacy skills and developing creativity through imaginative, informative and persuasive responses in both written and spoken forms. The anthology is arranged so that stories and tasks of increasing complexity and challenge are offered, thereby covering a range of individual abilities in both the receptive and productive modes.

YEAR 7

LANGUAGE	LITERATURE	LITERACY
Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

YEAR 8

LANGUAGE	LITERATURE	LITERACY
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)	Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

YEAR 9

LANGUAGE	LITERATURE	LITERACY
Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes ACELA1556)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

YEAR 10

LANGUAGE	LITERATURE	LITERACY
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and inter textual connections with other texts (ACELT1774)	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)