ENGLISH
STARS

Australian Curriculum v9.0
Alignment Guide
Years 3–6

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Australian Curriculum Version 9.0.

Use this Version 9.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for each year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum v9.0, and the English Stars 3 modules that align with these descriptions.

Year 3 Alignment Guide

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality (AC9E3LA01)	3.1.2 Passionate Discussions 3.2.15 Task – Play Character Hot Seat 3.6.7 Different Ways to Write and Speak
		understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful (AC9E3LA02)	3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.2.3 Adjectives 1 3.4.8 Evaluative Language
	Text structure and organisation	describe how texts across the curriculum use different language features and structures relevant to their purpose (AC9E3LA03)	3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.2.2 Plot 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.3.2 Recount Structure 3.4.2 Review Structure 3.4.4 Text Types 3.5.2 Tense 2 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.5.17 Visual Procedure Structure 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.7.4 Explanation Text Structure 3.8.3 Rhyme 3.8.6 Quatrains 3.8.10 Cinquains 3.8.13 Haikus
		understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together (AC9E3LA04)	3.1.10 Paragraphs 1 3.2.11 Paragraphs 2
		identify the purpose of layout features in print and digital texts and the words used for navigation (AC9E3LA05)	This descriptor is partially covered in: 3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.7 Using the Internet 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.7.16 Task – Publish Your Explanation To cover this descriptor fully, you could use the teaching and learning resources from Year 4 Module 2.7 Websites and Readability.
	Language for expressing and developing ideas	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree (AC9E3LA06)	3.4.9 Clauses 3.4.12 Subject–Verb Agreement
		understand how verbs represent different processes for doing, feeling, thinking, saying and relating (AC9E3LA07)	3.1.11 Action Verbs 3.1.15 Modal Verbs 3.2.7 Saying Verbs 3.4.5 Thinking and Feeling Verbs 3.7.7 Relating Verbs
		understand that verbs are anchored in time through tense (AC9E3LA08)	3.3.6 Tense 1 3.5.2 Tense 2

		identify how images extend the meaning of a text (AC9E3LA09)	3.5.17 Visual Procedure Structure 3.6.14 Task – Publish Your Story
		extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts (AC9E3LA10)	3.2.2 Plot 3.5.3 Precise Vocabulary 3.5.7 Using the Internet 3.5.16 Taking Photos 3.7.6 Technical Vocabulary This descriptor is also covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
		understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession (AC9E3LA11)	This descriptor is partially covered in 3.3.7 Contractions. To cover this descriptor fully, you could use the teaching and learning resources from Year 5 Module 1.11 The Apostrophe. This descriptor is also covered by Spelling Spot (contractions). For more information see the Year 3 Spelling Spot Scope and Sequence.
Literature	Literature and contexts	discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E3LE01)	3.2.10 Task – Compare Texts 3.3.1 Comprehension – Are We There Yet? 3.6.2 Different Ways to Tell a Story
	Engaging with and responding to literature	discuss connections between personal experiences and character experiences in literary texts and share personal preferences (AC9E3LE02)	3.1.1 Understanding Text 3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.4 Interesting Introductions 3.2.5 Comprehension – The Tortoise and the Hare 3.2.8 Character Profiles 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?
	Examining literature	discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative (AC9E3LE03)	3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.8 Character Profiles
		discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)	3.2.3 Adjectives 1 3.8.2 Syllables 3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.13 Haikus

	Creating literature	create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)	3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.15 Task – Write a Story from Pictures 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku
Literacy	Texts in context	recognise how texts can be created for similar purposes but different audiences (AC9E3LY01)	This descriptor is partially covered in 3.6.7 Different Ways to Write and Speak. You will need to supplement with your own material to fully cover how texts can be created for similar purposes but different audiences.
	Interacting with others	use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02)	3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.7 Different Ways to Write and Speak 3.6.11 Task – Perform a Tableau 3.7.17 Revise Oral Presentation Skills
	Analysing, interpreting and evaluating	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images (AC9E3LY03)	3.1.4 Persuasive Essay Structure 3.1.5 Comprehension – All Children Should Play Sport 3.1.6 Persuasive Language 3.1.9 Comprehension – Books Are Better than Films 3.1.12 Task – Create a Persuasive Poster 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.4 Text Types 3.4.11 Comprehension – Review of UNO 3.5.4 Procedural Text Structure 3.6.2 Different Ways to Tell a Story 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.8.1 Comprehension – What Is Poetry?
		read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required (AC9E3LY04)	3.1.1 Understanding Text 3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.1 Predicting 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.6.13 Task – Complete the Comprehension Text 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.2 Summarising 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.7.15 Interpret Images 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?

		use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05)	3.1.1 Understanding Text 3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.1 Predicting 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.2 Summarising 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?
	Creating texts	plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words (AC9E3LY06)	3.1.8 Task – Write a Persuasive Essay 3.1.10 Paragraphs 1 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.1.17 Oral Presentation Skills 3.1.18 Design a Slideshow 3.2.11 Paragraphs 2 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.3 Proofreading Skills 3.3.4 Task – Write a Recount about Yesterday 3.3.6 Tense 1 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.3.14 Revise Oral Presentation Skills 3.4.2 Review Structure 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.2 Tense 2 3.5.3 Precise Vocabulary 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.14 Editing Skills 3.5.18 Revise Slideshow Design 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.6 Technical Vocabulary 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.7.17 Revise Oral Presentation Skills 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry

		plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume (AC9E3LY07)	3.1.4　Persuasive Essay Structure 3.1.17　Oral Presentation Skills 3.1.18　Design a Slideshow 3.3.2　Recount Structure 3.3.14　Revise Oral Presentation Skills 3.5.4　Procedural Text Structure 3.5.17　Visual Procedure Structure 3.5.18　Revise Slideshow Design 3.6.11　Task – Perform a Tableau 3.7.4　Explanation Text Structure 3.7.17　Revise Oral Presentation Skills
		write words using joined letters that are clearly formed and consistent in size (AC9E3LY08)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
	Phonic and word knowledge	understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (AC9E3LY09)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10)	This descriptor is covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
		use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3LY11)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		recognise and know how to write most high frequency words including some homophones (AC9E3LY12)	This descriptor is covered by Spelling Spot (homophones and compound words). For more information see the Year 3 Spelling Spot Scope and Sequence.

Note: Module 3.7.13 Statements, Questions and Exclamations revises content from the Year 1 Australian Curriculum v9.0.
Note: Module 3.1.3 Common and Proper Nouns revises content from the Year 1 and Year 2 Australian Curriculum v9.0.
Note: Modules 3.1.7 Simple and Compound Sentences, 3.3.10 Pronouns, 3.3.11 Conjunctions and 3.5.15 Commas in Lists revise content from the Year 2 Australian Curriculum v9.0.
Note: Module 3.5.10 Prepositions is beyond the Year 3 achievement standard of the Australian Curriculum v9.0.

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Year 4 Alignment Guide

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	explore language used to develop relationships in formal and informal situations (AC9E4LA01)	4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.4.11 Slang, Colloquial and Formal Words 4.5.17 Improve Your Speaking
		identify the subjective language of opinion and feeling, and the objective language of factual reporting (AC9E4LA02)	4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay
	Text structure and organisation	identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes (AC9E4LA03)	4.1.12 Design a Poster 4.1.15 Write a Speech 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.10 Task – Rewrite Billy's Bad Day 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.7 Task – Retell a Story 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.8 Task – Write Quatrain Poems 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.13 Discuss Poetry
		identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas (AC9E4LA04)	4.2.3 This, That, These, Those 4.4.9 Pronoun Reference 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.14 Compare and Contrast Words
		identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout (AC9E4LA05)	4.2.7 Websites and Readability
	Language for expressing and developing ideas	understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality (AC9E4LA06)	This descriptor is partially covered in: 4.4.7 Adverb Clauses 4.4.12 Sentences To cover this descriptor fully, you could use the teaching and learning resources from Year 5 Module 3.3 Clauses and Year 5 Module 3.5 Complex Sentences.

		investigate how quoted (direct) and reported (indirect) speech are used (AC9E4LA07)	4.3.8 Quoted and Reported Speech 4.3.11 Quotation Marks 4.3.12 Explore Comic Strips
		understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (AC9E4LA08)	4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.10 Prepositional Phrases
		understand past, present and future tenses and their impact on meaning in a sentence (AC9E4LA09)	This descriptor is partially covered in 4.1.2 Past Tense. To cover this descriptor fully, you could use the teaching and learning resources from Year 3 Module 3.6 Tense 1 and Year 3 Module 5.2 Tense 2.
		explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts (AC9E4LA10)	4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.9 Compare Texts from Different Eras 4.3.12 Explore Comic Strips 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem
		expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources (AC9E4LA11)	This descriptor is partially covered in: 4.2.7 Websites and Readability 4.2.8 Task – Write an information Report 4.3.6 Plot 4.5.3 Persuasive Language 1 4.7.4 Task – Review a Film 4.7.11 Book Review Language To cover this descriptor fully, you could use the teaching and learning resources from Year 3 Module 3.13 Synonyms and Year 3 Module 7.6 Technical Vocabulary, and supplement with your own material to cover antonyms.
		understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation (AC9E4LA12)	4.3.8 Quoted and Reported Speech 4.3.11 Quotation Marks 4.3.12 Explore Comic Strips
Literature	Literature and contexts	recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors (AC9E4LE01)	This descriptor is partially covered in: 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas To cover this descriptor fully, you could use the teaching and learning resources from Year 3 Module 2.10 Task – Compare Texts, and supplement with your own material to cover literary texts by wide-ranging Australian authors.
	Engaging with and responding to literature	describe the effects of text structures and language features in literary texts when responding to and sharing opinions (AC9E4LE02)	4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.6 Plot 4.3.9 Comprehension – Billy's Bad Day 4.3.10 Task – Rewrite Billy's Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.3.14 Tension and Suspense 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships 4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.4 Task – Review a Film 4.7.5 Comprehension – At the Creek

			4.7.6 Reflect on Characters 4.7.7 Task – Retell a Story 4.7.11 Book Review Language 4.8.1 Comprehension – Rosie's Scowl 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake 4.8.9 Comprehension – Six Limericks 4.8.13 Task – Discuss Poetry
	Examining literature	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03)	4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.14 Tension and Suspense 4.7.6 Reflect on Characters 4.7.9 Different Stories, Similar Ideas 4.7.10 Plot Summary 4.7.12 Book Review Structure
		examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning (AC9E4LE04)	4.8.1 Comprehension – Rosie's Scowl 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.8 Task – Write Quatrain Poems 4.8.10 Puns 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.13 Task – Discuss Poetry
	Creating literature	create and edit literary texts by developing storylines, characters and settings (AC9E4LE05)	4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy's Bad Day 4.3.14 Tension and Suspense 4.7.7 Task – Retell a Story
Literacy	Texts in context	compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events (AC9E4LY01)	4.2.9 Compare Texts from Different Eras 4.7.9 Different Stories, Similar Ideas
	Interacting with others	listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information (AC9E4LY02)	4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.8.13 Task – Discuss Poetry
	Analysing, interpreting and evaluating	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (AC9E4LY03)	4.1.15 Write a Speech 4.2.2 Information Report Structure 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy's Bad Day 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.2 Genres 4.7.4 Task – Review a Film 4.7.7 Task – Retell a Story 4.7.8 Task – Write Comprehension Questions 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.12 Task – Write an Acrostic Poem 4.8.13 Task – Discuss Poetry

Analysing, interpreting and evaluating	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed (AC9E4LY04)	4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.11 New Vocabulary 1 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy's Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships 4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.5 Comprehension – At the Creek 4.7.8 Task – Write Comprehension Questions 4.7.9 Different Stories, Similar Ideas 4.7.12 Book Review Structure 4.8.1 Comprehension – Rosie's Scowl 4.8.3 New Vocabulary 2 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake 4.8.9 Comprehension – Six Limericks
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05)	4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.11 Non-Verbal Communication 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.11 New Vocabulary 1 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy's Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships 4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.5 Comprehension – At the Creek 4.7.8 Task – Write Comprehension Questions 4.7.9 Different Stories, Similar Ideas 4.8.1 Comprehension – Rosie's Scowl 4.8.3 New Vocabulary 2 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake 4.8.9 Comprehension – Six Limericks

	Creating texts	plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)	4.1.7 Noun Phrases 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.8 Task – Write an Information Report 4.3.3 Characters 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy's Bad Day 4.4.3 Adverb Phrases 4.4.8 Task – Respond to Artwork 4.4.12 Sentences 4.4.13 Task – Publish a Personal Response 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.6.8 Verb Phrases 4.7.4 Task – Review a Film 4.7.7 Task – Retell a Story 4.7.8 Task – Write Comprehension Questions 4.8.8 Task – Write Quatrain Poems 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.14 Task – Publish a Poem
		plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume (AC9E4LY07)	4.1.10 Effective Speaking 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.5.11 Persuasive Essay Structure 4.5.17 Improve Your Speaking
		write words using clearly formed joined letters, with developing fluency and automaticity (AC9E4LY08)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
	Phonic and word knowledge	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4LY09)	This descriptor is covered by Spelling Spot (patterns, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
		understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4LY10)	4.1.3 Doubling in Spelling 4.1.4 Greek and Latin Roots 4.1.14 Prefixes 4.1.16 Borrowed Words 4.2.4 Suffixes 4.2.12 Consonant Clusters 4.5.15 Plural Rules 4.7.3 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, compound words, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
		read and write high frequency words including homophones and know how to use context to identify correct spelling (AC9E4LY11)	4.4.4 Homophones 4.4.10 Tricky Homophones This descriptor is also covered by Spelling Spot (homophones). For more information see the Year 4 Spelling Spot Scope and Sequence.

Note: Modules 4.6.2 Adjectives 1 and 4.6.6 Adjectives 2 revise content from the Year 2 Australian Curriculum v9.0.
Note: Module 4.1.8 Contractions revises content from the Year 3 Australian Curriculum v9.0.

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Australian Curriculum Version 9.0.

Use this Version 9.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for each year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum v9.0, and the English Stars 5 modules that align with these descriptions.

Year 5 Alignment Guide

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	understand that language is selected for social contexts and that it helps to signal social roles and relationships (AC9E5LA01)	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills
		understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources (AC9E5LA02)	5.2.9 Bare Assertions
	Text structure and organisation	describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts (AC9E5LA03)	5.1.6 Task – Explain a Life Cycle 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.2.6 Persuasive Essay Structure 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.2.13 Audience, Purpose and Context 5.3.6 Text Types 5.3.8 Task – Report a Discovery 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 5.4.8 News Video Techniques 5.5.2 Plot Summary 5.5.3 Task – Review a Restaurant 5.5.5 Film Review Structure 5.5.6 Task – Review a TV Show 5.6.4 Task – Write a Second Person Narrative 5.7.4 Introduction to Biographies 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.8.10 Create a Fantasy Plot Outline 5.9.3 Poetry Types 5.9.6 Task – Write a Poem 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet
		understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text (AC9E5LA04)	5.3.9 Informative Sentences
	Language for expressing and developing ideas	understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect (AC9E5LA05)	5.3.3 Clauses 5.3.5 Complex Sentences
		understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea (AC9E5LA06)	5.4.6 Noun Phrases 5.4.7 Adjective Phrases
		explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5LA07)	This descriptor is partially covered in 5.8.11 Interpret Images. You will need to supplement with your own material to cover images in film texts.
		understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words (AC9E5LA08)	5.1.3 Precise Vocabulary 5.1.5 Homonyms 5.1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.

		use commas to indicate prepositional phrases, and apostrophes where there is multiple possession (AC9E5LA09)	This descriptor is partially covered in 5.1.11 The Apostrophe. To cover this descriptor fully, you could use the teaching and learning resources from Year 6 Module 3.10 Commas in Sentences.
Literature	Literature and contexts	identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors (AC9E5LE01)	5.7.2 Explore Contexts in Literature
	Engaging with and responding to literature	present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others (AC9E5LE02)	5.6.1 Comprehension – A Long Walk to Water 5.8.6 Task – Write a Letter to an Author 5.9.4 Comprehension – Poems, Poems, Everywhere 5.9.9 Write in the Style of a Poet
	Examining literature	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters (AC9E5LE03)	5.6.1 Comprehension – A Long Walk to Water 5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative
		examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs (AC9E5LE04)	5.9.2 Idioms 5.9.3 Poetry Types 5.9.5 Metaphors and Similes 5.9.7 Personification 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet
	Creating literature	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced (AC9E5LE05)	5.6.4 Task – Write a Second Person Narrative 5.8.5 Sequels, Prequels and Spin-offs 5.9.9 Write in the Style of a Poet
Literacy	Texts in context	describe the ways in which a text reflects the time and place in which it was created (AC9E5LY01)	5.7.2 Explore Contexts in Literature
	Interacting with others	use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	5.1.1 Comprehension – Our Changing Language 5.1.4 Comprehension – How Is a Rainbow Formed? 5.1.7 Comprehension – How Is Chocolate Made? 5.2.1 Comprehension – My Sport Rules! 5.2.2 Justify a Point of View 5.2.5 Comprehension – Who Says Burgers Are Bad? 5.2.8 Comprehension – Don't Waste Water 5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.3.1 Comprehension – Kerenza: A New Australian 5.3.4 Comprehension – The Blobfish 5.3.7 Comprehension – Dinosaur Discovery 5.4.1 Comprehension – BTN: Future Jobs 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.4.8 News Video Techniques 5.5.1 Comprehension – Paper Planes Film Review 5.5.7 Comprehension – Hunt for the Wilderpeople 5.6.1 Comprehension – A Long Walk to Water 5.7.1 Comprehension – The Adventures of Matthew Flinders 5.7.3 Interaction Skills 5.7.6 Comprehension – Interview with Sir Edmund Hillary 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.8.1 Comprehension – Alice's Adventures in Wonderland 5.8.4 Comprehension – The Geeglenash 5.8.7 Comprehension – Two Weeks with the Queen 5.8.9 Comprehension – The Wandering Wand 5.9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 5.9.4 Comprehension – Poems, Poems, Everywhere 5.9.10 Task – Record a Poetry Recital
	Analysing, interpreting and evaluating	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (AC9E5LY03)	5.1.8 Explanation Text Structure 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.3.6 Text Types 5.4.2 Objective and Subjective Language 5.4.3 News Article Structure 5.5.2 Plot Summary 5.5.4 Facts and Opinions in Film Reviews 5.6.2 Narrative Voice 5.8.2 Genre and Fantasy

		navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04)	5.1.1	Comprehension – Our Changing Language
			5.1.4	Comprehension – How Is a Rainbow Formed?
			5.1.7	Comprehension – How Is Chocolate Made?
			5.2.1	Comprehension – My Sport Rules!
			5.2.5	Comprehension – Who Says Burgers Are Bad?
			5.2.8	Comprehension – Don't Waste Water
			5.2.11	Finding Facts
			5.3.1	Comprehension – Kerenza: A New Australian
			5.3.4	Comprehension – The Blobfish
			5.3.7	Comprehension – Dinosaur Discovery
			5.3.10	Skimming and Scanning
			5.4.1	Comprehension – BTN: Future Jobs
			5.4.3	News Article Structure
			5.4.5	Comprehension – Havoc as Flood Peak Hits Brisbane
			5.5.1	Comprehension – Paper Planes Film Review
			5.5.7	Comprehension – Hunt for the Wilderpeople
			5.6.1	Comprehension – A Long Walk to Water
			5.7.1	Comprehension – The Adventures of Matthew Flinders
			5.7.6	Comprehension – Interview with Sir Edmund Hillary
			5.8.1	Comprehension – Alice's Adventures in Wonderland
			5.8.4	Comprehension – The Geeglenash
			5.8.7	Comprehension – Two Weeks with the Queen
			5.8.9	Comprehension – The Wandering Wand
			5.9.1	Comprehension – Pookie Aleera Is Not My Boyfriend
			5.9.4	Comprehension – Poems, Poems, Everywhere
		use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)	5.1.1	Comprehension – Our Changing Language
			5.1.4	Comprehension – How Is a Rainbow Formed?
			5.1.7	Comprehension – How Is Chocolate Made?
			5.2.1	Comprehension – My Sport Rules!
			5.2.5	Comprehension – Who Says Burgers Are Bad?
			5.2.8	Comprehension – Don't Waste Water
			5.2.11	Finding Facts
			5.3.1	Comprehension – Kerenza: A New Australian
			5.3.4	Comprehension – The Blobfish
			5.3.7	Comprehension – Dinosaur Discovery
			5.4.1	Comprehension – BTN: Future Jobs
			5.4.5	Comprehension – Havoc as Flood Peak Hits Brisbane
			5.5.1	Comprehension – Paper Planes Film Review
			5.5.7	Comprehension – Hunt for the Wilderpeople
			5.6.1	Comprehension – A Long Walk to Water
			5.7.1	Comprehension – The Adventures of Matthew Flinders
			5.7.6	Comprehension – Interview with Sir Edmund Hillary
			5.8.1	Comprehension – Alice's Adventures in Wonderland
			5.8.4	Comprehension – The Geeglenash
			5.8.7	Comprehension – Two Weeks with the Queen
			5.8.9	Comprehension – The Wandering Wand
			5.9.1	Comprehension – Pookie Aleera Is Not My Boyfriend
			5.9.4	Comprehension – Poems, Poems, Everywhere
	Creating texts	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)	5.1.6	Task – Explain a Life Cycle
			5.1.8	Explanation Text Structure
			5.1.10	Task – Write an Explanation
			5.1.11	The Apostrophe
			5.1.12	Punctuation
			5.2.3	Persuasive Language 1
			5.2.4	Persuasive Language 2
			5.2.6	Persuasive Essay Structure
			5.2.7	Task – Write a Persuasive Essay
			5.2.10	Task – Create a Persuasive Poster
			5.2.13	Audience, Purpose and Context
			5.2.14	Design a Slideshow
			5.3.8	Task – Report a Discovery
			5.4.3	News Article Structure
			5.4.4	Task – Write a News Article
			5.4.8	News Video Techniques
			5.5.2	Plot Summary
			5.5.3	Task – Review a Restaurant
			5.5.5	Film Review Structure
			5.5.6	Task – Review a TV Show
			5.5.8	Design Principles
			5.6.4	Task – Write a Second Person Narrative
			5.7.4	Introduction to Biographies

			5.7.5 Task – Write an Autobiography 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.7.9 Write a Biography 5.7.10 Revise Slideshow Design 5.8.3 Task – Write a Short Story 5.8.5 Sequels, Prequels and Spin-offs 5.8.6 Task – Write a Letter to an Author 5.8.8 Fantasy Characters 5.8.10 Create a Fantasy Plot Outline 5.9.6 Task – Write a Poem 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology
		plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E5LY07)	5.2.6 Persuasive Essay Structure 5.2.14 Design a Slideshow 5.4.8 News Video Techniques 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.7.9 Write a Biography 5.7.10 Revise Slideshow Design 5.9.10 Task – Record a Poetry Recital
	Phonic and word knowledge	use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (AC9E5LY08)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 5 Spelling Spot Scope and Sequence.
		build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations (AC9E5LY09)	5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
		explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (AC9E5LY10)	5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (suffixes). For more information see the Year 5 Spelling Spot Scope and Sequence.

Note: Module 5.3.2 Commas revises content from the Year 2 Australian Curriculum v9.0.

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Australian Curriculum Version 9.0.

Use this Version 9.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for this year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum v9.0, and the English Stars 6 modules that align with these descriptions.

Year 6 Alignment Guide

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	understand that language varies as levels of formality and social distance increase (AC9E6LA01)	6.4.4 Australian Accents 6.4.8 Dialogue and Stage Directions
		understand the uses of objective and subjective language, and identify bias (AC9E6LA02)	6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.6.9 Task – Discuss Dams 6.7.3 Finding Facts 6.7.5 News Video Script Features 6.7.6 Task – Write a News Video Script
	Text structure and organisation	explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features (AC9E6LA03)	6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech 6.2.7 Make Connections in Texts 6.3.3 An Author's Style 6.3.6 Sensory Language 6.4.6 Setting 6.4.7 Plot 6.4.8 Dialogue and Stage Directions 6.4.9 Play Script Format and Structure 6.8.2 Imagery 6.8.3 Task – Write Any Poem 6.8.4 Sound Devices 6.8.5 Language Patterns 6.8.6 Ballads 6.8.7 Task – From Ballad to Story 6.8.8 Free Verse 6.8.9 Build a Ballad
		understand that cohesion can be created by the intentional use of repetition, and the use of word associations (AC9E6LA04)	6.5.2 Cohesive Links
	Language for expressing and developing ideas	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas (AC9E6LA05)	6.5.3 Complex Sentences
		understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups (AC9E6LA06)	6.1.2 Subject–Verb Agreement 6.5.5 Verbs 6.5.7 Tense 6.5.8 Adverb Phrases
		identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning (AC9E6LA07)	6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.1.10 Task – Write Directions 6.7.2 Graphical Images 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.5 News Video Script Features
		identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole (AC9E6LA08)	This descriptor is partially covered in: 6.2.2 Persuasive Language 1 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.5.9 Modality 6.5.10 Emphasis, Repetition and Metaphor 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts 6.8.2 Imagery To cover this descriptor fully, you could use the teaching and learning resources from Year 5 Module 9.2 Idioms.

		understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6LA09)	6.2.9 Punctuation for Quoted Speech 6.3.9 Commas in Lists and with Adjectives 6.3.10 Commas in Sentences 6.3.13 Incorrect Use of the Comma
Literature	Literature and contexts	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E6LE01)	6.2.1 Comprehension – My Girragundji 6.2.7 Make Connections in Texts 6.3.1 Comprehension – Refuge 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.4.1 Comprehension – Making a Point 6.4.2 Create Characters 6.4.5 Comprehension – The Fishing Trip 6.4.6 Setting 6.4.8 Dialogue and Stage Directions 6.5.1 Comprehension – Bridget: A New Australian 6.5.4 Comprehension – The Weird Day 6.8.1 Comprehension – Toby: Not Good Enough
	Engaging with and responding to literature	identify similarities and differences in literary texts on similar topics, themes or plots (AC9E6LE02)	6.2.7 Make Connections in Texts 6.2.8 Explore Diary Writing 6.3.8 Different Authors, Similar Themes
	Examining literature	identify and explain characteristics that define an author's individual style (AC9E6LE03)	6.3.3 An Author's Style 6.3.8 Different Authors, Similar Themes
		explain the way authors use sound and imagery to create meaning and effect in poetry (AC9E6LE04)	6.8.3 Task – Write Any Poem 6.8.4 Sound Devices 6.8.5 Language Patterns 6.8.6 Ballads 6.8.7 Task – From Ballad to Story 6.8.8 Free Verse
	Creating literature	create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (AC9E6LE05)	6.2.8 Explore Diary Writing 6.4.3 Task – Write a Conversation 6.4.9 Play Script Format and Structure 6.8.7 Task – From Ballad to Story 6.8.9 Build a Ballad
Literacy	Texts in context	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created (AC9E6LY01)	6.2.7 Make Connections in Texts 6.7.3 Finding Facts
	Interacting with others	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)	6.1.1 Comprehension – 30 Australian Sports Legends 6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.2.1 Comprehension – My Girragundji 6.2.5 Comprehension – Vote For Me! 6.2.7 Make Connections in Texts 6.2.8 Explore Diary Writing 6.3.1 Comprehension – Refuge 6.3.2 Discussions 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.3.8 Different Authors, Similar Themes 6.3.14 Oral Presentation Skills 6.4.1 Comprehension – Making a Point 6.4.5 Comprehension – The Fishing Trip 6.4.8 Dialogue and Stage Directions 6.5.1 Comprehension – Bridget: A New Australian 6.5.4 Comprehension – The Weird Day 6.6.1 Comprehension – Boxing: For and Against 6.6.4 Comprehension – Shark Nets: For and Against 6.6.10 Comprehension – Animal Testing: For and Against 6.7.1 Comprehension – BTN: Piracy Crackdown 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.7 Comprehension – BTN: Fake News 6.7.8 Filming and Presentation Techniques 6.8.1 Comprehension – Toby: Not Good Enough 6.8.6 Ballads

	Analysing, interpreting and evaluating	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences (AC9E6LY03)	6.1.5 Procedural Text Structure 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.3.12 Write a Book Pitch 6.6.2 Informative Texts 6.6.8 Discussion Article Structure 6.7.3 Finding Facts 6.7.5 News Video Script Features 6.8.4 Sound Devices 6.8.5 Language Patterns 6.8.6 Ballads 6.8.8 Free Verse
		select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings (AC9E6LY04)	6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.6.1 Comprehension – Boxing: For and Against 6.6.3 Balanced Information 6.6.9 Task – Discuss Dams
		use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)	6.1.1 Comprehension – 30 Australian Sports Legends 6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.2.1 Comprehension – My Girragundji 6.2.5 Comprehension – Vote For Me! 6.2.7 Make Connections in Texts 6.3.1 Comprehension – Refuge 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.4.1 Comprehension – Making a Point 6.4.5 Comprehension – The Fishing Trip 6.5.1 Comprehension – Bridget: A New Australian 6.5.4 Comprehension – The Weird Day 6.6.1 Comprehension – Boxing: For and Against 6.6.4 Comprehension – Shark Nets: For and Against 6.6.10 Comprehension – Animal Testing: For and Against 6.7.1 Comprehension – BTN: Piracy Crackdown 6.7.2 Graphical Images 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.7 Comprehension – BTN: Fake News 6.7.8 Filming and Presentation Techniques 6.8.1 Comprehension – Toby: Not Good Enough
	Creating texts	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)	6.1.3 Task – Write a Procedural Text 6.1.5 Procedural Text Structure 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech 6.2.8 Explore Diary Writing 6.2.9 Punctuation for Quoted Speech 6.2.11 Design Principles 6.3.5 Spelling Rules 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – Write a Conversation 6.4.9 Play Script Format and Structure 6.5.6 Task – Recount Your Craziest Day 6.5.9 Modality 6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion 6.6.7 Bias 6.6.8 Discussion Article Structure 6.6.9 Task – Discuss Dams 6.6.11 Revise Design Principles 6.7.5 News Video Script Features 6.7.6 Task – Write a News Video Script 6.8.2 Imagery 6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.8 Free Verse 6.8.9 Build a Ballad 6.8.10 Task – Publish a Ballad

		plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)	6.3.12 Write a Book Pitch 6.3.14 Oral Presentation Skills 6.7.8 Filming and Presentation Techniques
	Phonic and word knowledge	use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words (AC9E6LY08)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 6 Spelling Spot Scope and Sequence.
		use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (AC9E6LY09)	6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes, and Greek and Latin roots). For more information see the Year 6 Spelling Spot Scope and Sequence.

Note: Module 6.2.10 Homophones revises content from the Year 4 Australian Curriculum v9.0.
Note: Module 6.1.11 The Apostrophe revises content from the Year 5 Australian Curriculum v9.0.