

Year 2 standard elaborations — Australian Curriculum: English

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student's work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed using the scale: AP — applying, MC — making connections, WW — working with, EX — exploring, BA — becoming aware.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/english

Year 2 English standard elaborations

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student’s work has the following characteristics:						
Receptive mode	Understanding	<ul style="list-style-type: none"> • identification and detailed description of text structures and language features used to: <ul style="list-style-type: none"> – describe characters and events – communicate factual information • understanding that similar texts share these characteristics 	<ul style="list-style-type: none"> • identification and description of text structures and language features used to: <ul style="list-style-type: none"> – describe characters and events – communicate factual information • understanding that similar texts share these characteristics 	<ul style="list-style-type: none"> • identification of text structures and language features used to: <ul style="list-style-type: none"> – describe characters and events – communicate factual information • understanding that similar texts share these characteristics 	<ul style="list-style-type: none"> • guided identification of aspects of text structures and language features used to: <ul style="list-style-type: none"> – describe characters and events – communicate factual information • partial understanding that similar texts share these characteristics 	<ul style="list-style-type: none"> • directed identification of aspects of text structures and language features used to: <ul style="list-style-type: none"> – describe characters and events – communicate factual information • fragmented understanding that similar texts share these characteristics
	Skills	<p>purposeful reading of texts that contain:</p> <ul style="list-style-type: none"> • varied sentence structures • some unfamiliar vocabulary • a significant number of high frequency sight words • images that provide extra information 	<p>effective reading of texts that contain:</p> <ul style="list-style-type: none"> • varied sentence structures • some unfamiliar vocabulary • a significant number of high frequency sight words • images that provide extra information 	<p>reading of texts that contain:</p> <ul style="list-style-type: none"> • varied sentence structures • some unfamiliar vocabulary • a significant number of high frequency sight words • images that provide extra information 	<p>guided reading of texts that contain:</p> <ul style="list-style-type: none"> • varied sentence structures • some unfamiliar vocabulary • a significant number of high frequency sight words • images that provide extra information 	<p>directed reading of texts that contain:</p> <ul style="list-style-type: none"> • varied sentence structures • some unfamiliar vocabulary • a significant number of high frequency sight words • images that provide extra information
		<p>purposeful monitoring of meaning and self-correction using knowledge of:</p> <ul style="list-style-type: none"> • phonics • syntax • punctuation • semantics • context 	<p>effective monitoring of meaning and self-correction using knowledge of:</p> <ul style="list-style-type: none"> • phonics • syntax • punctuation • semantics • context 	<p>monitoring of meaning and self-correction using knowledge of:</p> <ul style="list-style-type: none"> • phonics • syntax • punctuation • semantics • context 	<p>monitoring of meaning and partial self-correction using knowledge of:</p> <ul style="list-style-type: none"> • phonics • syntax • punctuation • semantics • context 	<p>monitoring of meaning and fragmented self-correction using knowledge of:</p> <ul style="list-style-type: none"> • phonics • syntax • punctuation • semantics • context

Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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The folio of a student’s work has the following characteristics:

Receptive mode	Skills	<u>purposeful</u> use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency	<u>effective</u> use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency	use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency	<u>developing</u> use of knowledge of a variety of letter-sound relationships to read words of one or more syllables	<u>emerging</u> use of knowledge of letter-sound relationships to read words of one or more syllables
		identification and <u>detailed description</u> of literal and implied meaning, main ideas and supporting detail	identification and <u>description</u> of literal and implied meaning, main ideas and supporting detail	identification of literal and implied meaning, main ideas and supporting detail	<u>guided</u> identification of literal and implied meaning, main ideas and supporting detail	<u>directed</u> identification of literal and implied meaning, main ideas and supporting detail
makes <u>purposeful</u> connections between texts by comparing content		makes <u>effective</u> connections between texts by comparing content	makes connections between texts by comparing content	makes <u>partial</u> connections between texts by comparing content	makes <u>fragmented</u> connections between texts by comparing content	
listening for particular purposes and <u>purposeful</u> manipulation of: <ul style="list-style-type: none"> • sound combinations • rhythmic sound patterns 		listening for particular purposes and <u>effective</u> manipulation of: <ul style="list-style-type: none"> • sound combinations • rhythmic sound patterns 	listening for particular purposes and manipulation of: <ul style="list-style-type: none"> • sound combinations • rhythmic sound patterns 	listening for particular purposes and <u>guided</u> manipulation of: <ul style="list-style-type: none"> • sound combinations • rhythmic sound patterns 	listening for particular purposes and <u>directed</u> manipulation of: <ul style="list-style-type: none"> • sound combinations • rhythmic sound patterns 	
Productive mode	Understanding	<u>purposeful</u> use of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	<u>effective</u> use of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	use of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	<u>partial</u> use of everyday language features and topic-specific vocabulary when discussing own ideas and experiences	<u>fragmented</u> use of everyday language features and topic-specific vocabulary when discussing own ideas and experiences
		<u>purposeful</u> explanation of preferences for aspects of texts using other texts as comparisons	<u>effective</u> explanation of preferences for aspects of texts using other texts as comparisons	explanation of preferences for aspects of texts using other texts as comparisons	<u>guided identification</u> of preferences for aspects of texts using other texts as comparisons	<u>directed identification</u> of preferences for aspects of texts using other texts as comparisons
		<u>purposeful</u> creation of texts that show how images support the meaning of the text	<u>effective</u> creation of texts that show how images support the meaning of the text	creation of texts that show how images support the meaning of the text	<u>partial</u> creation of texts that show how images support the meaning of the text	<u>fragmented</u> creation of texts that show how images support the meaning of the text

Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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The folio of a student's work has the following characteristics:

Productive mode	Skills	purposeful	effective		partial	fragmented
		creation of texts drawing on own experiences, imagination and learned information	creation of texts drawing on own experiences, imagination and learned information	creation of texts drawing on own experiences, imagination and learned information	creation of texts drawing on own experiences, imagination and learned information	creation of texts drawing on own experiences, imagination and learned information
		purposeful use of a variety of strategies to: <ul style="list-style-type: none"> engage in group and class discussions make presentations 	effective use of a variety of strategies to: <ul style="list-style-type: none"> engage in group and class discussions make presentations 	use of a variety of strategies to: <ul style="list-style-type: none"> engage in group and class discussions make presentations 	guided use of a variety of strategies to: <ul style="list-style-type: none"> engage in group and class discussions make presentations 	directed use of a variety of strategies to: <ul style="list-style-type: none"> engage in group and class discussions make presentations
		<ul style="list-style-type: none"> consistent accurate spelling of words with regular spelling patterns consistent spelling of words with less common long vowel patterns 	<ul style="list-style-type: none"> self-correction for accurate spelling of words with regular spelling patterns self-correction for spelling of words with less common long vowel patterns 	<ul style="list-style-type: none"> accurate spelling of words with regular spelling patterns spelling of words with less common long vowel patterns 	<ul style="list-style-type: none"> guided spelling of words with regular spelling patterns developing spelling of words with less common long vowel patterns 	<ul style="list-style-type: none"> directed spelling of words with regular spelling patterns emerging spelling of words with less common long vowel patterns
		purposeful and consistent use of accurate punctuation	consistent use of accurate punctuation	use of accurate punctuation	developing use of accurate punctuation	emerging use of accurate punctuation
purposeful and consistent use of unjoined upper- and lower-case letters to write words and sentences legibly	consistent use of unjoined upper- and lower-case letters to write words and sentences legibly	use of unjoined upper- and lower-case letters to write words and sentences legibly	developing use of unjoined upper- and lower-case letters to write words and sentences legibly	emerging use of unjoined upper- and lower-case letters to write words and sentences legibly		

Key	shading emphasises the qualities that discriminate between the AP--BA descriptors
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 2 English SEs

These terms clarify the descriptors in the Year 2 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary:

www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary.

Term	Description
aspects	particular parts or features
clear; clarity	easy to perceive, understand, or interpret, without ambiguity
connect; connection	establish a link
consistent	regular in occurrence; in agreement and not self-contradictory
description; descriptive; describe	give an account of characteristics or features
detailed; detail	meticulous; including many of the parts
developing	demonstrates understanding of knowledge using varying levels of skills
direction; directed; directed use	following the instructions of the facilitator
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
emerging; emergent	demonstrates a basic understanding of aspects of knowledge and is beginning to use skills
explanation; explanatory; explain	provide additional information that demonstrates understanding of reasoning and/or application
express; expression	to show, reveal, represent or put into words
familiar	situations or materials that have been the focus of prior learning experiences

Term	Description
fragmented	disjointed, incomplete or isolated
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	establish or indicate who or what someone or something is
implied meaning	suggested but not directly expressed; information and ideas in texts that have an <i>implied meaning</i> may be: interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect combined with prior experience to extrapolate on what is in the text analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text evaluated to make judgments using criteria synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking
interpret, interpretation	explaining the meaning of information or actions
language features	features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language); choices in <i>language features</i> and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production
literal meaning	taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a <i>literal meaning</i> may be: recognised or recalled translated or changed into a different form by, for example, paraphrasing or restating
manipulate	to adapt or change
monitor meaning	a reading strategy that involves checking comprehension while a text is being read; by monitoring meaning, readers determine the parts of the text that are clear and those that are unclear and whether the unclear parts are critical to understanding the whole text; this strategy allows readers to identify ways in which a text becomes gradually more understandable by reading past an unclear portion and/or by rereading parts or the whole text
partial	attempted; incomplete evidence provided
productive modes	speaking, writing and creating
purposeful	intentional; focused and clearly linked to the goals of the task
receptive modes	listening, reading and viewing
self-correct	independently recognising and choosing an alternate way to make meaning

Term	Description
sentence	<p>a unit of language consisting of one or more clauses that are grammatically linked and containing a finite verb; a written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark;</p> <p><i>simple sentence</i>: a single main clause that expresses a complete thought; it has a subject and a finite verb and may also have an object, for example 'Mary is beautiful.', 'The ground shook.', 'Take a seat.'</p> <p><i>compound sentence</i>: two or more main clauses that are coordinated or linked in such a way as to make each clause of equal grammatical status; in the following example <i>and</i> is the coordinating conjunction: 'We went to the movies <i>and</i> we saw the new action film.'</p>
text structure	<p>a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect);</p> <p>choices in text structures and language features together define a text type and shape its meaning</p>
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with
unfamiliar	situations or materials that have not been the focus of prior learning experiences
use of	to operate or put into effect
varied	a number of different things