

# Year 5 standard elaborations — Australian Curriculum: English

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## 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.

In Queensland the achievement standard represents the **C 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

**Productive modes (speaking, writing and creating)**

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, [www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10)

# Year 5 English standard elaborations

		A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>						
<b>Understanding</b>		<u>considered</u> explanation of how text structures assist in understanding the text	<u>effective</u> explanation of how text structures assist in understanding the text	explanation of how text structures assist in understanding the text	<u>partial</u> explanation of how text structures assist in understanding the text	<u>fragmented</u> explanation of how text structures assist in understanding the text
		<u>considered demonstration of</u> understanding of how language features, images and vocabulary influence interpretations of characters, settings and events	<u>effective demonstration of</u> understanding of how language features, images and vocabulary influence interpretations of characters, settings and events	understanding of how language features, images and vocabulary influence interpretations of characters, settings and events	<u>partial</u> understanding of how language features, images and vocabulary influence interpretations of characters, settings and events	<u>fragmented</u> understanding of how language features, images and vocabulary influence interpretations of characters, settings and events
<b>Receptive mode</b>	<b>Skills</b>	<u>purposeful</u> decoding of unfamiliar words using phonic, grammatical, semantic and contextual knowledge when reading	<u>effective</u> decoding of unfamiliar words using phonic, grammatical, semantic and contextual knowledge when reading	decoding of unfamiliar words using phonic, grammatical, semantic and contextual knowledge when reading	<u>partial</u> decoding of familiar words using <u>aspects of</u> phonic, grammatical, semantic and contextual knowledge when reading	<u>fragmented</u> decoding of familiar words using <u>aspects of</u> phonic, grammatical, semantic and contextual knowledge when reading
		<u>purposeful</u> analysis and explanation of literal and implied information from a variety of texts	<u>effective</u> analysis and explanation of literal and implied information from a variety of texts	analysis and explanation of literal and implied information from a variety of texts	<u>partial</u> analysis and explanation of literal and implied information from a variety of texts	<u>fragmented</u> analysis and explanation of literal and implied information from a variety of texts
		<u>purposeful</u> description of how events, characters and settings in texts are depicted and <u>purposeful</u> explanation of their own responses to them	<u>effective</u> description of how events, characters and settings in texts are depicted and <u>effective</u> explanation of their own responses to them	description of how events, characters and settings in texts are depicted and explanation of their own responses to them	<u>partial</u> description of how events, characters and settings in texts are depicted and <u>partial</u> explanation of their own responses to them	<u>fragmented</u> description of how events, characters and settings in texts are depicted and <u>fragmented</u> explanation of their own responses to them
		<u>purposeful</u> clarification of content by asking questions when listening	<u>effective</u> clarification of content by asking questions when listening	clarification of content by asking questions when listening	<u>partial</u> clarification of content by asking questions when listening	<u>fragmented</u> clarification of content by asking questions when listening

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
	<b>Understanding</b>	<b>purposeful</b> use of language features to show how ideas can be extended	<b>effective</b> use of language features to show how ideas can be extended	use of language features to show how ideas can be extended	<b>partial</b> use of language features to show how ideas can be extended	<b>fragmented</b> use of language features to show how ideas can be extended
		<b>purposeful</b> development and explanation of a point of view about a text, selecting information, ideas and images from a range of resources	<b>effective</b> development and explanation of a point of view about a text, selecting information, ideas and images from a range of resources	development and explanation of a point of view about a text, selecting information, ideas and images from a range of resources	<b>partial</b> development and explanation of a point of view about a text, selecting information, ideas and images from a range of resources	<b>fragmented</b> development and explanation of a point of view about a text, selecting information, ideas and images from a range of resources
<b>Productive mode</b>	<b>Skills</b>	creation of <b>purposeful</b> imaginative, informative and persuasive texts for different purposes and audiences	creation of <b>effective</b> imaginative, informative and persuasive texts for different purposes and audiences	creation of imaginative, informative and persuasive texts for different purposes and audiences	<b>partial</b> creation of imaginative, informative and persuasive texts for different purposes and audiences	<b>fragmented</b> creation of imaginative, informative and persuasive texts for different purposes and audiences
		making of <b>purposeful</b> presentations which include multimodal elements for defined purposes	making of <b>effective</b> presentations which include multimodal elements for defined purposes	making of presentations which include multimodal elements for defined purposes	making of <b>partial</b> presentations which include multimodal elements for defined purposes	making of <b>fragmented</b> presentations which include multimodal elements for defined purposes
		<b>purposeful</b> contribution to class and group discussions, taking into account other perspectives	<b>effective</b> contribution to class and group discussions, taking into account other perspectives	active contribution to class and group discussions, taking into account other perspectives	<b>partial</b> contribution to class and group discussions, taking into account other perspectives	<b>fragmented</b> contribution to class and group discussions, taking into account other perspectives
		<b>purposeful</b> use of a variety of sentence types demonstrating an understanding of grammar	<b>effective</b> use of a variety of sentence types demonstrating an understanding of grammar	use of a variety of sentence types demonstrating an understanding of grammar	<b>partial</b> use of a variety of sentence types demonstrating an understanding of grammar	<b>fragmented</b> use of a variety of sentence types demonstrating an understanding of grammar
		<b>purposeful</b> selection of specific vocabulary and use of accurate spelling and punctuation	<b>effective</b> selection of specific vocabulary and use of accurate spelling and punctuation	selection of specific vocabulary and use of accurate spelling and punctuation	selection of specific vocabulary and <b>partial</b> use of accurate spelling and punctuation	selection of specific vocabulary and <b>fragmented</b> use of accurate spelling and punctuation
		<b>purposeful</b> editing of work for cohesive structure and meaning	<b>effective</b> editing of work for cohesive structure and meaning	editing of work for cohesive structure and meaning	<b>partial</b> editing of work for cohesive structure and meaning	<b>fragmented</b> editing of work for cohesive structure and meaning
		<b>Key</b>	shading emphasises the qualities that discriminate between A–E descriptors			

# 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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Year 5 English SEs

These terms clarify the descriptors in the Year 5 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](http://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

Term	Description
<b>analysis; analyse</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>aspects</b>	particular parts or features
<b>clear; clarity</b>	easy to perceive, understand, or interpret, without ambiguity
<b>considered; consideration</b>	thought about deliberately with a purpose
<b>decoding; decode</b>	a process of working out a meaning of words in a text; in <i>decoding</i> , readers draw on contextual, vocabulary, grammatical and phonic knowledge; readers who decode effectively combine these forms of knowledge fluently and automatically, and self-correct using meaning to recognise when they make an error
<b>demonstrate</b>	give a practical exhibition an explanation
<b>description; descriptive; describe</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts
<b>developing; develop</b>	<a href="#">demonstrates</a> understanding of knowledge using varying levels of skills
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
<b>emerging</b>	demonstrates a basic understanding of aspects of knowledge and is beginning to use skills

Term	Description
<b>explanation; explanatory; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	situations or materials that have been the focus of prior learning experiences
<b>fragmented</b>	disjointed, incomplete or isolated
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification; identify</b>	establish or indicate who or what someone or something is
<b>implied meaning</b>	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
<b>language features</b>	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
<b>literal meaning</b>	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
<b>multimodal</b>	a combination of two or more communication modes (e.g., print, image and spoken text, as in film or computer presentations)
<b>partial</b>	attempted; incomplete evidence provided
<b>productive modes</b>	speaking, writing and creating
<b>purposeful</b>	intentional; focused and clearly linked to the goals of the task
<b>receptive modes</b>	listening, reading and viewing
<b>selection; select</b>	choose in preference to another or others
<b>text</b>	the means for communication; forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms

Term	Description
<b>text structure</b>	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); choices in text structures and <b>language features</b> together define a text type and shape its meaning
<b>understanding</b>	to perceive what is meant, grasp an idea, and to be thoroughly familiar with
<b>unfamiliar</b>	situations or materials that have not been the focus of prior learning experiences
<b>use of</b>	to operate or put into effect
<b>varied; variety</b>	a number of different things
<b>vary in suitability</b>	aspects are occasionally appropriate