

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 3. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E3LA01 indicates Language strand.

Key to content description codes: English	
e.g. <b>AC9E3LA01</b> Australian Curriculum (AC) Version 9 (9) English (E) Year 3 (3) Strand (LA, LE, LY) Content description number (##)	Strands: <ul style="list-style-type: none"> <li>LA — Language</li> <li>LE — Literature</li> <li>LY — Literacy</li> </ul>

### Year 3 Australian Curriculum: English achievement standard

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
<b>By the end of Year 3</b>	<b>Students learn to:</b>	
Students interact with others, and listen to and create spoken and/or multimodal texts including stories.	<ul style="list-style-type: none"> <li>understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality</li> </ul>	<a href="#">AC9E3LA01</a>
	<ul style="list-style-type: none"> <li>discuss connections between personal experiences and character experiences in literary texts and share personal preferences</li> </ul>	<a href="#">AC9E3LE02</a>
	<ul style="list-style-type: none"> <li>create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</li> </ul>	<a href="#">AC9E3LE05</a>
	<ul style="list-style-type: none"> <li>use interaction skills to contribute to conversations and discussions to share information and ideas</li> </ul>	<a href="#">AC9E3LY02</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY07</a>
They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts.	<ul style="list-style-type: none"> <li>understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</li> </ul>	<a href="#">AC9E3LA02</a>
	<ul style="list-style-type: none"> <li>understand how verbs represent different processes for doing, feeling, thinking, saying and relating</li> </ul>	<a href="#">AC9E3LA07</a>
	<ul style="list-style-type: none"> <li>discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</li> </ul>	<a href="#">AC9E3LE01</a>
	<ul style="list-style-type: none"> <li>discuss connections between personal experiences and character experiences in literary texts and share personal preferences</li> </ul>	<a href="#">AC9E3LE02</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE03</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE04</a>
	<ul style="list-style-type: none"> <li>use interaction skills to contribute to conversations and discussions to share information and ideas</li> </ul>	<a href="#">AC9E3LY02</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY07</a>

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They group, logically sequence and link ideas.	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</li> </ul>	<a href="#">AC9E3LA04</a>
	<ul style="list-style-type: none"> <li>create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</li> </ul>	<a href="#">AC9E3LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY07</a>
They use language features including topic-specific vocabulary, and/or visual features and features of voice.	<ul style="list-style-type: none"> <li>understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</li> </ul>	<a href="#">AC9E3LA02</a>
	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</li> </ul>	<a href="#">AC9E3LA10</a>
	<ul style="list-style-type: none"> <li>create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</li> </ul>	<a href="#">AC9E3LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY07</a>
They read, view and comprehend texts, recognising their purpose and audience.	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</li> </ul>	<a href="#">AC9E3LA04</a>
	<ul style="list-style-type: none"> <li>identify the purpose of layout features in print and digital texts and the words used for navigation</li> </ul>	<a href="#">AC9E3LA05</a>
	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</li> </ul>	<a href="#">AC9E3LE01</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE03</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE04</a>
	<ul style="list-style-type: none"> <li>recognise how texts can be created for similar purposes but different audiences</li> </ul>	<a href="#">AC9E3LY01</a>
	<ul style="list-style-type: none"> <li>identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</li> </ul>	<a href="#">AC9E3LY03</a>
	<ul style="list-style-type: none"> <li>read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</li> </ul>	<a href="#">AC9E3LY04</a>
They identify literal meaning and explain inferred meaning.	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</li> </ul>	<a href="#">AC9E3LE01</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY05</a>
They describe how stories are developed through characters and/or events.	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE03</a>
	<ul style="list-style-type: none"> <li>recognise how texts can be created for similar purposes but different audiences</li> </ul>	<a href="#">AC9E3LY01</a>
	<ul style="list-style-type: none"> <li>identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</li> </ul>	<a href="#">AC9E3LY03</a>

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They describe how texts are structured and presented.	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</li> </ul>	<a href="#">AC9E3LA04</a>
	<ul style="list-style-type: none"> <li>identify the purpose of layout features in print and digital texts and the words used for navigation</li> </ul>	<a href="#">AC9E3LA05</a>
	<ul style="list-style-type: none"> <li>recognise how texts can be created for similar purposes but different audiences</li> </ul>	<a href="#">AC9E3LY01</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY05</a>
They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.	<ul style="list-style-type: none"> <li>understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</li> </ul>	<a href="#">AC9E3LA02</a>
	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</li> </ul>	<a href="#">AC9E3LA06</a>
	<ul style="list-style-type: none"> <li>understand how verbs represent different processes for doing, feeling, thinking, saying and relating</li> </ul>	<a href="#">AC9E3LA07</a>
	<ul style="list-style-type: none"> <li>understand that verbs are anchored in time through tense</li> </ul>	<a href="#">AC9E3LA08</a>
	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</li> </ul>	<a href="#">AC9E3LA10</a>
	<ul style="list-style-type: none"> <li>understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession</li> </ul>	<a href="#">AC9E3LA11</a>
	<ul style="list-style-type: none"> <li>discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</li> </ul>	<a href="#">AC9E3LE01</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE03</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LE04</a>
	<ul style="list-style-type: none"> <li>recognise how texts can be created for similar purposes but different audiences</li> </ul>	<a href="#">AC9E3LY01</a>
	<ul style="list-style-type: none"> <li>identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</li> </ul>	<a href="#">AC9E3LY03</a>
They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.	<ul style="list-style-type: none"> <li>read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</li> </ul>	<a href="#">AC9E3LY04</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY09</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY10</a>
	<ul style="list-style-type: none"> <li>use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words</li> </ul>	<a href="#">AC9EFLY11</a>
They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts.	<ul style="list-style-type: none"> <li>discuss connections between personal experiences and character experiences in literary texts and share personal preferences</li> </ul>	<a href="#">AC9E3LE02</a>
	<ul style="list-style-type: none"> <li>create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</li> </ul>	<a href="#">AC9E3LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY06</a>
They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.	<ul style="list-style-type: none"> <li>understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</li> </ul>	<a href="#">AC9E3LA02</a>
	<ul style="list-style-type: none"> <li>describe how texts across the curriculum use different language features and structures relevant to their purpose</li> </ul>	<a href="#">AC9E3LA03</a>
	<ul style="list-style-type: none"> <li>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</li> </ul>	<a href="#">AC9E3LA04</a>
	<ul style="list-style-type: none"> <li>identify the purpose of layout features in print and digital texts and the words used for navigation</li> </ul>	<a href="#">AC9E3LA05</a>
	<ul style="list-style-type: none"> <li>understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</li> </ul>	<a href="#">AC9E3LA06</a>
	<ul style="list-style-type: none"> <li>understand how verbs represent different processes for doing, feeling, thinking, saying and relating</li> </ul>	<a href="#">AC9E3LA07</a>

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	<ul style="list-style-type: none"> <li>understand that verbs are anchored in time through tense</li> </ul>	<a href="#">AC9E3LA08</a>
	<ul style="list-style-type: none"> <li>identify how images extend the meaning of a text</li> </ul>	<a href="#">AC9E3LA09</a>
	<ul style="list-style-type: none"> <li>extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</li> </ul>	<a href="#">AC9E3LA10</a>
	<ul style="list-style-type: none"> <li>understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession</li> </ul>	<a href="#">AC9E3LA11</a>
	<ul style="list-style-type: none"> <li>create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</li> </ul>	<a href="#">AC9E3LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY06</a>
They write texts using letters that are accurately formed and consistent in size.	<ul style="list-style-type: none"> <li>write words using joined letters that are clearly formed and consistent in size</li> </ul>	<a href="#">AC9E3LY08</a>
They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY06</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E3LY09</a>
	<ul style="list-style-type: none"> <li>use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words</li> </ul>	<a href="#">AC9E3LY11</a>
	<ul style="list-style-type: none"> <li>recognise and know how to write most high-frequency words including some homophones.</li> </ul>	<a href="#">AC9E3LY12</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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