

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 5. 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. AC9E5LA01 indicates Language strand.

Key to content description codes: English	
e.g. AC9E5LA01 Australian Curriculum (AC) Version 9 (9) English (E) Year 5 (5) Strand (LA, LE, LY) Content description number (##)	Strands: <ul style="list-style-type: none"> LA — Language LE — Literature LY — Literacy

Year 5 Australian Curriculum: English achievement standard

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 5	Students learn to:	
Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts.	• understand that language is selected for social contexts and that it helps to signal social roles and relationships	AC9E5LA01
	• explain how the sequence of images in print, digital and film texts has an effect on meaning	AC9E5LA07
	• 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
	• 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
	• create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced	AC9E5LE05
	• 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
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas	AC9E5LY05
For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts.	• 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
	• understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources	AC9E5LA02
	• explain how the sequence of images in print, digital and film texts has an effect on meaning	AC9E5LA07
	• 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
	• examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs	AC9E5LE04
They use different text structures to organise, develop and link ideas.	• 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
	• 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
	• 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
	• create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced	AC9E5LE05
	• 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

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs 	AC9E5LE04
	<ul style="list-style-type: none"> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced 	AC9E5LE05
	<ul style="list-style-type: none"> 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
They read, view and comprehend texts created to inform, influence and/or engage audiences.	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters 	AC9E5LE03
	<ul style="list-style-type: none"> examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs 	AC9E5LE04
	<ul style="list-style-type: none"> navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming 	AC9E5LY04
	<ul style="list-style-type: none"> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas 	AC9E5LY05
	<ul style="list-style-type: none"> use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations 	AC9E5LY08
They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts.	<ul style="list-style-type: none"> understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources 	AC9E5LA02
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters 	AC9E5LE03
	<ul style="list-style-type: none"> describe the ways in which a text reflects the time and place in which it was created 	AC9E5LY01
	<ul style="list-style-type: none"> explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text 	AC9E5LY03
They explain how characteristic text structures support the purpose of texts.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text 	AC9E5LY03
	<ul style="list-style-type: none"> navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming 	AC9E5LY04

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> use commas to indicate prepositional phrases, and apostrophes where there is multiple possession 	AC9E5LA09
	<ul style="list-style-type: none"> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters 	AC9E5LE03
	<ul style="list-style-type: none"> examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs 	AC9E5LE04
	<ul style="list-style-type: none"> describe the ways in which a text reflects the time and place in which it was created 	AC9E5LY01
<ul style="list-style-type: none"> explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text 	AC9E5LY03	
They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts.	<ul style="list-style-type: none"> understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources 	AC9E5LA02
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced 	AC9E5LE05
	<ul style="list-style-type: none"> 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
They use paragraphs to organise, develop and link ideas.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced 	AC9E5LE05
	<ul style="list-style-type: none"> 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
They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features.	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> explain how the sequence of images in print, digital and film texts has an effect on meaning 	AC9E5LA07
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> use commas to indicate prepositional phrases, and apostrophes where there is multiple possession 	AC9E5LA09
	<ul style="list-style-type: none"> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced 	AC9E5LE05

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	<ul style="list-style-type: none"> 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
They spell using phonic, morphemic and grammatical knowledge.	<ul style="list-style-type: none"> use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations 	AC9E5LY08
	<ul style="list-style-type: none"> build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations 	AC9E5LY09
	<ul style="list-style-type: none"> explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word. 	AC9E5LY10

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.



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