

Comparison of AC v8.4 to v9.0

Year 5: English

Key	same/refined	removed	new	moved
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Note:

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- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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.</p>			<p>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.</p> <p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that the pronunciation, spelling and meanings of words have histories and change over time ACELA1500			Language
	Language for interaction	understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships ACELA1501	understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01	Language for interacting with others	
		understand how to move beyond making bare assertions and take account of differing perspectives and points of view ACELA1502	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02		
	Text structure and organisation	understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504	describe how spoken, written and multimodal texts use language features and are typically organised into <u>characteristic stages and phases</u> , depending on purposes in texts AC9E5LA03	Text structure and organisation	
		understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ACELA1505	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		
		<u>investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation</u> ACELA1797			
	Expressing and developing ideas	understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ACELA1507	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	Language for expressing and developing ideas	
		understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ACELA1508	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		
		explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations ACELA1511	explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07		
		understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ACELA1512	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		
<u>understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns</u> ACELA1506 Moved from Text structure and organisation		<u>use commas to indicate prepositional phrases</u> , and apostrophes where there is multiple possession AC9E5LA09			

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Literature	Literature and contexts	identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts ACELT1608	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	Literature and contexts	Literature
	Responding to literature	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ACELT1609	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	Engaging with and responding to literature	
		use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ACELT1795			
	Examining literature	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ACELT1610	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03	Examining literature	
		understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ACELT1611	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04		
Creating literature	create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced ACELT1612	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05	Creating literature		
	create literary texts that experiment with structures, ideas and stylistic features of selected authors ACELT1798				
Literacy	Texts in context	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context ACELY1698	describe the ways in which a text reflects the time and place in which it was created AC9E5LY01	Texts in context	Literacy
	Interacting with others	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ACELY1699	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	Interacting with others	
		use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes ACELY1796			
	Interpreting, analysing and evaluating	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1701	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03	Analysing, interpreting and evaluating	
		navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ACELY1702	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04		
		use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05		
	Creating texts	plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ACELY1704	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	Creating texts	
		plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ACELY1700 Moved from Interacting with others	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		
		re-read and edit student's own and others' work using agreed criteria for text structures and language features ACELY1705			
		develop a handwriting style that is becoming legible, fluent and automatic ACELY1706			
use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements ACELY1707					
Moved from Language	understand how to use phonic knowledge to read and write less familiar words that share common letter	use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter			

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strand— Phonics and word knowledge	patterns but have different pronunciations ACELA1829	patterns but have different pronunciations AC9E5LY08	Phonic and word knowledge	
	understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words ACELA1513	build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09		
	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word ACELA1514	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10		

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