Yarning Strong Australian Curriculum Alignment Chart for Years 3–6

Year 3			A Christmas Ya Won't Forget	Odd One Out	Reading the Bush	Super-Nature Stars	That's What Families Are For	The Croydon Park Cooking Club	The Naming of Yellow Hair	Under the Train Tracks	Where You From? Who's Ya Mob?	Caught Me A Wish	Crossing Country	Findin' Our Mob	S.A.M.	This is Country!	Tiptoeing Tracker Tod	We Can Work it Out
Language																		
Language for interacting with others	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality	AC9E3LA01			y													
	understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful	AC9E3LA02					y	y							y			
Text structure & organisation	describe how texts across the curriculum use different language features and structures relevant to their purpose	AC9E3LA03	y		y	y			y		y	y	y	y	y			
	understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together	AC9E3LA04			y							y						
Language for expressing & developing ideas	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree	AC9E3LA06						y										
	understand how verbs represent different processes for doing, feeling, thinking, saying and relating	AC9E3LA07		y						y								
	identify how images extend the meaning of a text	AC9E3LA09	y	y			y											
	extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts	AC9E3LA10											y					
Literature																		
Literature & contexts	discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	AC9E3LE01	y	y	y	y				y	y		y		y			
Engaging with & responding to literature	discuss connections between personal experiences and character experiences in literary texts and share personal preferences	AC9E3LE02	y	y	y	y	y	y		y	y	y		y				y
Examining literature	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	AC9E3LE03		y	y	y			y	y	y							y
	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	AC9E3LE04				y							y					
Creating literature	create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts	AC9E3LE05									y							
Literacy																		
Texts in context	recognise how texts can be created for similar purposes but different audiences	AC9E3LY01				y												
Interacting with others	use interaction skills to contribute to conversations and discussions to share information and ideas	AC9E3LY02			y	y			y	y	y							
	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images	AC9E3LY03			y					y	y							

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Analysing interpreting & evaluating	read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required	AC9E3LY04			y													
	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	AC9E3LY05	y	y	y	y	y	y	y	y					y			y
Creating texts	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	AC9E3LY06		y	y	y	y				y			y	y			y
	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	AC9E3LY07	y	y	y				y	y								
	write words using joined letters that are clearly formed and consistent in size	AC9E3LY08				y												

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Language																		
Language for interacting with others	explore language used to develop relationships in formal and informal situations	AC9E4LA01										y						
	identify the subjective language of opinion and feeling, and the objective language of factual reporting	AC9E4LA02					y	y							y			
Text structure & organisation	identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03	y						y			y	y	y	y		y	
	identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04													y			
Language for expressing & developing ideas	understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality	AC9E4LA06				y		y									y	
	investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07																
	understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	AC9E4LA08				y												
	explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts	AC9E4LA10	y				y									y		y
	expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	AC9E4LA11		y									y		y		y	
	understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation	AC9E4LA12															y	y
Literature																		
Literature & contexts	recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors	AC9E4LE01	y		y					y			y		y	y		
Engaging with & responding to literature	describe the effects of text structures and language features in literary texts when responding to and sharing opinions	AC9E4LE02	y		y			y		y	y		y	y		y	y	y
Examining literature	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E4LE03	y						y	y	y	y		y	y	y		y
	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04											y			y	y	y
Creating literature	create and edit literary texts by developing storylines, characters and settings	AC9E4LE05									y			y			y	
Literacy																		

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Interacting with others	listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	AC9E4LY02								y							y	
Analysing interpreting & evaluating	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E4LY03			y					y	y			y	y			
	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	AC9E4LY04															y	
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts	AC9E4LY05	y		y		y	y		y		y	y	y	y	y	y	y
Creating texts	plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	AC9E4LY06			y		y				y				y	y	y	
	plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	AC9E4LY07	y															y

Year 5			Crossroads	His Father's Eyes	Demon Guards the School Yard	More Than Just a Piece of Land	Common Ground	Dallas Davis the Scientist and the City Kids	Jali Boy	Jindah Murray Wind Dancer	Kin Island	Ngalga Mathematics	Caught and Court	Just the Skin You're Living In	The Chainsaw File	Milly's Secret	We are Family, We are Deadly	I made it, I own it
Language																		
Language for interacting with others	understand that language is selected for social contexts and that it helps to signal social roles and relationships	AC9E5LA01		y			y									y		
	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources	AC9E5LA02														y		
Text structure & organisation	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									y						y	
	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									y		y		y			
Language for expressing & developing ideas	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 how the sequence of images in print, digital and film texts has an effect on meaning	AC9E5LA07													y		y	
	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			y										y			
Literature																		
Literature & contexts	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		y	y	y	y				y		y					
Engaging with & responding to literature	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		y	y											y		
Examining literature	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters	AC9E5LE03														y	y	
	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs	AC9E5LE04		y														
Creating literature	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced	AC9E5LE05		y														
Literacy																		
Interacting with others	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				y					y						y	
Analysing interpreting & evaluating	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E5LY03			y	y	y							y			y	
	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming	AC9E5LY04														y	y	

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	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas	AC9E5LY05		y			y				y			y	y			
Creating texts	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		y	y	y					y		y	y			y	
	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					y				y						y	

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Language																			
Language for interacting with others	understand that language varies as levels of formality and social distance increase	AC9E6LA01						y				y							
	understand the uses of objective and subjective language, and identify bias	AC9E6LA02	y																
Text structure & organisation	explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features	AC9E6LA03											y			y		y	
	understand that cohesion can be created by the intentional use of repetition, and the use of word associations	AC9E6LA04												y					
Language for expressing & developing ideas	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups	AC9E6LA06							y										
	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning	AC9E6LA07														y		y	
	identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole	AC9E6LA08							y							y			
Literature																			
Literature & contexts	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors	AC9E6LE01						y	y			y	y	y				y	y
Engaging with & responding to literature	identify similarities and differences in literary texts on similar topics, themes or plots	AC9E6LE02											y					y	
Examining literature	identify and explain characteristics that define an author's individual style	AC9E6LE03							y										
Creating literature	create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices	AC9E6LE05	y					y	y							y	y		y
Literacy																			
Texts in context	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created	AC9E6LY01	y																
Interacting with others	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions	AC9E6LY02	y					y	y									y	y
Analysing interpreting & evaluating	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences	AC9E6LY03							y						y		y	y	y
	select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings	AC9E6LY04						y											y

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	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources	AC9E6LY05	y									y			y				y
Creating texts	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features	AC9E6LY06	y						y			y	y	y	y		y	y	y
	plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	AC9E6LY07	y						y			y	y				y	y	
	use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words	AC9E6LY08										y							
	use knowledge of known words, word origins (including some Latin and Greek roots), base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words	AC9E6LY09										y							