The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the English Stars 3 modules that match these descriptions.

Year 3 Curriculum Match

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	5.13 Comprehension – How to Make an Earth Oven 6.2 Different Ways to Tell a Story 6.15 Task – Write a Story from Pictures
	Language for interaction	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	1.2 Passionate Discussions 2.15 Task – Character Hot Seat 6.7 Different Ways to Write and Speak 7.10 How Do We Learn?
		Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	4.8 Evaluative Language
	Text structure and organisation	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	1.4 Persuasive Essay Structure 1.6 Persuasive Language 2.2 Plot 2.4 Interesting Introductions 2.6 Quoted Speech 3.2 Recount Structure 3.6 Tense 1 4.2 Review Structure 4.4 Text Types 5.2 Tense 2 5.4 Procedural Text Structure 5.6 Sequence Words 5.7 Using the Internet 5.17 Visual Procedure Structure 6.3 Revise Plot 6.4 Revise Quoted Speech 6.6 Reported Speech 7.4 Explanation Structure 8.6 Quatrains 8.10 Cinquains 8.13 Haikus
		Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	1.10 Paragraphs 1 2.11 Paragraphs 2
		Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	3.7 Contractions This descriptor is also covered by Spelling Spot (contractions). For more information see the Year 3 Spelling Spot Scope and Sequence.
		Identify the features of online texts that enhance navigation (ACELA1790)	5.7 Using the Internet
	Expressing and developing ideas	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	4.9 Clauses 4.12 Subject–Verb Agreement
		Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)	1.11 Action Verbs 1.15 Modal Verbs 2.7 Saying Verbs 3.6 Tense 1 4.5 Thinking and Feeling Verbs 5.2 Tense 2 7.7 Relating Verbs
		Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	5.16 Taking Photos 5.17 Visual Procedure Structure 6.2 Different Ways to Tell a Story 6.14 Task – Publish Your Story

		Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	1.6 Persuasive Language 1.14 Modal Adverbs 1.15 Modal Verbs 2.8 Character Profiles 3.13 Synonyms 4.8 Evaluative Language 5.3 Precise Vocabulary 5.11 Adjectives 2 7.6 Technical Vocabulary
	Phonics and word knowledge	Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		Recognise and know how to write most high frequency words including some homophones (ACELA1486)	This descriptor is covered by Spelling Spot (homophones and compound words). For more information see the Year 3 Spelling Spot Scope and Sequence.
		Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)	This descriptor is covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
Literature	Literature and context	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	2.10 Task – Compare Texts 6.2 Different Ways to Tell a Story
	Responding to literature	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
		Develop criteria for establishing personal preferences for literature (ACELT1598)	2.4 Interesting Introductions 2.8 Character Profiles 6.2 Different Ways to Tell a Story
	Examining literature	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	2.3 Adjectives 1 2.4 Interesting Introductions 2.8 Character Profiles

		Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)	2.3 Adjectives 1 8.2 Syllables 8.3 Rhyme 8.5 Onomatopoeia 8.6 Quatrains 8.9 Similes and Metaphors 8.10 Cinquains 8.13 Haikus
	Creating literature	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	2.12 Task – Write a Fable 2.14 Task – Change the Ending 5.16 Taking Photos 6.8 Task – Write a Letter to a Character 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures
		Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	2.12 Task – Write a Fable 6.12 Task – Write a Story 6.15 Task – Write a Story from Pictures 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku
Literacy	Texts in context	Identify the point of view in a text and suggest alternative points of view (ACELY1675)	2.15 Task – Character Hot Seat
	Interacting with others	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	1.2 Passionate Discussions 2.10 Task – Compare Texts 2.12 Task – Write a Fable 2.15 Task – Character Hot Seat 6.11 Task – Act It Out 7.10 How Do We Learn?
		Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	1.2 Passionate Discussions 1.17 Oral Presentation Skills 2.10 Task – Compare Texts 2.15 Task – Character Hot Seat 3.14 Revise Oral Presentation Skills 6.11 Task – Act It Out 7.17 Revise Oral Presentation Skills
		Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	6.11 Task – Act It Out
	Interpreting, analysing, evaluating	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	1.4 Persuasive Essay Structure 1.5 Comprehension – All Children Should Play Sport 1.6 Persuasive Language 1.9 Comprehension – Books Are Better than Films 1.12 Task – Create a Persuasive Poster 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.5 Comprehension – Sophie Scott Goes South 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.4 Text Types 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.4 Procedural Text Structure 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.2 Different Ways to Tell a Story 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?

		Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.10 Task – Compare Texts 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 6.13 Task – Fill in the Missing Words 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 7.15 Interpret Images 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
		Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?

	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)	1.8 Task – Convince Me! 1.12 Task – Create a Persuasive Poster 1.16 Task – Write a Persuasive Essay 2.12 Task – Write a Fable 2.14 Task – Change the Ending 3.4 Task – Write a Recount about Yesterday 3.8 Task – Write an Animal Diary 3.12 Task – Write a Recount about a Robot 4.2 Review Structure 4.6 Task – Review an Artwork 4.10 Task – Review an Animation 4.13 Task – Publish Your Review 5.8 Task – Write a Procedure 5.12 Task – Write a Silly Science Procedure 6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures 7.8 Task – Write an Explanation 7.11 Task – Explain a Life Cycle 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku 8.15 Task – Publish Your Poetry
		Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	1.8 Task – Convince Me! 1.12 Task – Create a Persuasive Poster 1.16 Task – Write a Persuasive Essay 2.12 Task – Write a Fable 2.14 Task – Change the Ending 3.3 Proofreading Skills 3.4 Task – Write a Recount about Yesterday 3.8 Task – Write an Animal Diary 3.12 Task – Write a Recount about a Robot 4.6 Task – Review an Artwork 4.10 Task – Review an Animation 4.13 Task – Publish Your Review 5.8 Task – Write a Procedure 5.12 Task – Write a Silly Science Procedure 5.14 Editing Skills 6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures 7.8 Task – Write an Explanation 7.11 Task – Explain a Life Cycle 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku 8.15 Task – Publish Your Poetry
		Write using joined letters that are clearly formed and consistent in size (ACELY1684)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	1.12 Task – Create a Persuasive Poster 1.18 Design a Slideshow 4.13 Task – Publish Your Review 5.18 Revise Slideshow Design 6.14 Task – Publish Your Story 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.15 Task – Publish Your Poetry

Note: Module 7.13 Statements, Questions and Exclamations revises content from the Year 1 Australian Curriculum.
Note: Modules 1.3 Common and Proper Nouns, 1.7 Simple and Compound Sentences, 3.10 Pronouns, 3.11 Conjunctions, 5.15 Commas in Lists and 7.3 Alphabet/Dictionary Strategies revises content from the Year 2 Australian Curriculum.
Note: Module 5.10 Prepositions is beyond the Year 3 achievement standard of the Australian Curriculum.