

# **CARS<sup>®</sup> & STARS<sup>®</sup> Plus and the Australian National Curriculum**



The strategies that underpin the CARS and STARS Plus series represent distilled elements of word and reading comprehension that carry across all year levels. They are introduced in basic forms in Foundation Year and expanded upon throughout each year level of the program.

The following list makes specific reference to individual content descriptions from the Australian National Curriculum 5.1 for English (ACARA, 2013) that are directly touched upon in the broad span of the CARS and STARS Plus program. However, it is important to remember that because CARS and STARS Plus are concerned with reading mastery and the gradual development of important reading skills from the very beginning of schooling it indirectly touches upon all aspects of English instruction, in particular skills relating to Literacy with which it is primarily concerned. Individual stories vary as to content and genre, covering fiction, reviews, historical articles, essays, opinion pieces, etc. and thus may directly address different content descriptions in the Literature strands, depending on which story in which year level is being taught at the time.

For example, the following content description appears at Year 8 level in the National Curriculum:

*Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)*

In terms of CARS and STARS Plus, this content description is directly related to two of the twelve main reading strategies, Distinguishing Between Fact and Opinion and Identifying Author's Purpose. What this means, therefore, is that students who have progressed through the CARS and STARS Plus programs – or those who have begun the program at any earlier level – will have been introduced gradually to this skill earlier than the year level specified in the curriculum, at least in a basic form, and should therefore be more than capable in this content description by the time they encounter it.

In relation to the Australian National Curriculum, this means that a student who is at year level with CARS and STARS Plus might actually be slightly ahead of the relevant content descriptions, at least insofar as they are concerned with reading comprehension and general literacy, because they have been introduced to elements of textual analysis that are only explicitly stated in the curriculum at a later level.

The Australian National Curriculum defines Literacy, one of its general capabilities, as such:

*Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.*

This is closely aligned to the scope and purpose of the CARS and STARS Plus program as a whole.

Because CARS and STARS Plus are essentially in-depth reading comprehension exercises based on short passages and multiple-choice questions, they do not directly touch upon elements of the curriculum that refer specifically to spoken English, oral presentations or the creation of texts. However, because CARS and STARS Plus develop reading comprehension skills, any student who is at level with them should have a substantial head start in these areas due to their general English and reading comprehension competency, and have a solid foundation for all English instruction, beginning with Literacy.

# FOUNDATION YEAR

## Foundation Year Content Descriptions

### LANGUAGE

#### *Language for interaction*

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

#### *Text structure and organisation*

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

#### *Expressing and developing ideas*

Recognise that sentences are key units for expressing ideas (ACELA1435)

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

### LITERATURE

#### *Literature and context*

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

### LITERACY

#### *Interpreting, analysing, evaluating*

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

# YEAR 1

## Year 1 Content Descriptions

### LANGUAGE

#### *Language variation and change*

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)

#### *Text structure and organisation*

Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Understand patterns of repetition and contrast in simple texts (ACELA1448)

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

#### *Expressing and developing ideas*

Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)

### LITERATURE

#### *Responding to literature*

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences (ACELT1582)

### LITERACY

#### *Texts in context*

Respond to texts drawn from a range of cultures and experiences (ACELY1655)

### ***Interpreting, analysing, evaluating***

Describe some differences between imaginative informative and persuasive texts (ACELY1658)

Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

# YEAR 2

## Year 2 Content Descriptions

### LANGUAGE

#### *Text structure and organisation*

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

### LITERATURE

#### *Literature and context*

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

#### *Responding to literature*

Compare opinions about characters, events and settings in and between texts (ACELT1589)

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

### LITERACY

#### *Interpreting, analysing, evaluating*

Identify the audience of imaginative, informative and persuasive texts (ACELY1668)

Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

# YEAR 3

## Year 3 Content Descriptions

### 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)

Understand that paragraphs are a key organisational feature of written texts (ACELA1479)

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

### LITERATURE

#### *Literature and context*

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

#### *Responding to literature*

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Develop criteria for establishing personal preferences for literature (ACELT1598)

### LITERACY

#### *Interpreting, analysing, evaluating*

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

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)

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)

# YEAR 4

## Year 4 Content Descriptions

### LANGUAGE

#### *Text structure and organisation*

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

### LITERATURE

#### *Literature and context*

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

### LITERACY

#### *Interpreting, analysing, evaluating*

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

# YEAR 5

## Year 5 Content Descriptions

### LANGUAGE

#### *Text structure and organisation*

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

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 the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

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 (ACELA1797)

### LITERATURE

#### *Literature and context*

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

#### *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)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

### 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)

#### *Interpreting, analysing, 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)

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

# YEAR 6

## Year 6 Content Descriptions

### LANGUAGE

#### *Text structure and organisation*

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Understand the uses of commas to separate clauses (ACELA1521)

#### *Expressing and developing ideas*

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

### LITERACY

#### *Texts in context*

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Interpreting, analysing, evaluating

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Analyse strategies authors use to influence readers (ACELY1801)

# YEAR 7

## Year 7 Content Descriptions

### LANGUAGE

#### *Language for interaction*

Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)

Text structure and organisation

Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)

Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)

### LITERATURE

#### *Literature and context*

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)

#### *Responding to literature*

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)

### LITERACY

#### *Interpreting, analysing, evaluating*

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

# YEAR 8

## Year 8 Content Descriptions

### LANGUAGE

#### *Text structure and organisation*

Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)

Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)

Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

### LITERATURE

#### *Literature and context*

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)

### LITERACY

#### *Interpreting, analysing, evaluating*

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

## Year 9 Content Descriptions

### LANGUAGE

#### *Language for interaction*

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)

#### *Text structure and organisation*

Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

#### *Expressing and developing ideas*

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)

Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

### LITERATURE

#### *Literature and context*

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)

#### *Examining literature*

Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)

## LITERACY

### *Interpreting, analysing, evaluating*

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)