<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Australian Curriculum</th>
<th>English (Literacy, Language, Literature)</th>
<th>Achievement Standard V3.0 (updated 18/12/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Adelaide Region</td>
<td>A-E Moderation Guide</td>
<td>(High level capacity to apply knowledge, skills and understandings in new contexts deep understanding of concepts and key ideas and connections between them outstanding development of skills comprehensive knowledge of content)</td>
<td></td>
</tr>
</tbody>
</table>

**Year 6**

**Achievement Standard:** By the end of Year 6

**Comprehension and making meaning:**
- **Literal & implied meaning:** Interprets information through summarising, finding the main idea, questioning, making inferences & connecting ideas across different texts or parts of texts.
- **Infer causes of problems or of outcomes in fiction and nonfiction texts:**
- **Identifies significant events and tell how they are related to the problem of the story or the solution:**
- **Integrates existing content knowledge with new information from a text to consciously create new understandings:**

**Listening and responding:**
- **Selects & uses evidence to explain the response to it:**
- **Listens to discussions, clarifying content & challenging others ideas:**
- **Responds to others’ ideas before changing the subject:**

**Spelling:**
- **Uses generalisations to learn & spell new words:**
- **Understands the role of cohesion in texts (synonyms, antonyms, repeating key words):**
- **Compares texts that represent ideas & events in different ways, explaining the effects of different approaches:**

**Oral reading:**
- **Uses the voice to convey multiple points of view and satirical or ironical meaning of words:**
- **Notice & interprets dialogue and the meanings that are implied by it:**

**Writing:**
- **Rereads & edits own & others work, using agreed criteria & explaining editing choices:**
- **Creates innovative literary texts that adapt or combine aspects of texts:**
- **Uses concrete sensory details & descriptive language to develop plot (tension and problem resolution) & setting:**
- **Writes well-crafted paragraphs to organize ideas:**

**Spelling:**
- **Uses punctuation to support the reader how to read the text (e.g., punctuation, capitalization):**
- **Correctly uses verb & objects that are often misused (e.g., verb & object, me & I, we & us):**
- **Understands how ideas can be expanded through careful choice of verbs, correct use of varied conjunctions (whoever), elaborated tense, a range of verb & noun groups, prepositional phrases, expressive verbs, prepositional phrases, subject/verb agreement, expanded noun groups & nominalisations:**
- **Understands that cohesive links can be made in texts by omitting or rephrasing words**

**Speaking:**
- **Uses discussions to clarify & interrogate ideas, develop & support arguments, share & evaluate information, experiences & opinions:**
- **Understands the role of nonverbal language:**
- **Uses tone and gesture in a meaningful way:**

**Spelling:**
- **Uses generalisations to learn & spell new words:**
- **Has an understanding of word origins:**
- **Uses technical subject-specific vocabulary from a range of learning areas.**