




Stage 2 New South Wales Syllabus Correlations for Springboard into Comprehension
Reading levels 24-30 (Year 3)


		Level 24	Level 25	Level 26	Level 27	Level 28	Level 29	Level 30
Strand	English Content Descriptions							
Speaking and Listening 1								
EN2-1A	Students communicate in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts							
ACELY1687	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 	●	●	●	●	●	●	●
ACELY1688 ACELY1792	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> interact effectively in groups or pairs, adopting a range of roles use information to support and elaborate on a point of view retell part of a story from a character's point of view respond appropriately to the reading of texts to demonstrate enjoyment and pleasure 	●	●	●	●	●	●	●
Reading and Viewing 1								
EN2-4A	Students use an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies							
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> draw on experiences, knowledge of the topic or context to work out the meaning of unknown words 	●	●	●	●	●	●	●
ACELT1604 ACELA1491 ACELA1480 ACELY1686	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) skim a text for overall message and scan for particular information, eg headings, key words identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) 	●	●	●	●	●	●	●
ACELA1486	Develop and apply graphological, phonological, syntactic and semantic knowledge Students are able to: <ul style="list-style-type: none"> use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning recognise high frequency sight words (ACELA1486) 	●	●	●	●	●	●	●
ACELY1691 ACELY1680 ACELY1692	Respond to, read and view texts Students are able to: <ul style="list-style-type: none"> read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts recognise how aspects of personal perspective influence responses to texts connect information by observing text connectives summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts interpret text by discussing the differences between literal and inferred meanings justify interpretations of a text, including responses to characters, information and ideas 	●	●	●	●	●	●	●

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Speaking and Listening 2								
EN2-6B	Students identify the effect of purpose and audience on spoken texts, distinguish between different forms of English and identify organisational patterns and features							
ACELA1475	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> identify purposes for listening in a variety of formal and informal situations 	●	●	●	●	●	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify organisational patterns and language features of spoken texts appropriate to a range of purposes 	●	●	●	●	●	●	●
ACELY1676 ACELY1677	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) use persuasive language to compose simple persuasive texts appropriate to a range of contexts 	●	●	●	●	●	●	●
Writing and Representing 2								
EN2-7B	Students identify and use language forms and features in their own writing appropriate to a range of purposes, audiences and contexts							
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> identify and analyse the purpose and audience of imaginative, informative and persuasive texts understand how characters, actions and events in imaginative texts can engage the reader or viewer 	●	●	●	●	●	●	●
ACELA1447	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand how a range of language features can shape readers' and viewers' understanding of subject matter describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts use images in imaginative, informative and persuasive texts to enhance meaning understand how audience and purpose influence the choice of vocabulary 	●	●	●	●	●	●	●
	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> express a point of view for a particular purpose in writing, with supporting arguments make constructive statements that agree/disagree with an issue compare and review written and visual texts for different purposes and audiences 	●	●	●	●	●	●	●



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Reading and Viewing 2								
EN2-8B	Students identify and compare different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter							
ACELY1678 ACELA1490	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic 	●	●	●	●	●	●	●
ACELY1690 ACELA1496 ACELA1790 ACELA1492 ACELT1599	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) 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) recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) 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) 	●	●	●	●	●	●	●
ACELT1600	Respond to, read and view texts Students are able to: <ul style="list-style-type: none"> discuss personal choices of texts for enjoyment respond to a wide range of literature and analyse purpose and audience identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images 	●	●	●	●	●	●	●
Grammar, Punctuation And Vocabulary								
EN2-9B	Students use effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts							
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning understand that choice of vocabulary impacts on the effectiveness of texts 	●	●	●	●	●	●	●
ACELA1479 ACELA1481 ACELA1495 ACELA1493 ACELA1482 ACELA1494	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand that paragraphs are a key organisational feature of written texts (ACELA1479) understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482) experiment with punctuation to engage the reader and achieve purpose investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) use apostrophes for contractions identify a variety of connectives in texts to indicate time, to add information and to clarify understanding 	●	●	●	●	●	●	●
ACELA1484	Understand and apply knowledge of vocabulary Students are able to: <ul style="list-style-type: none"> learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) experiment with vocabulary choices to engage the listener or reader 	●	●	●	●	●	●	●

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Thinking Imaginatively, Interpretively And Creatively								
EN2-10C	Students think imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts							
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> share responses to a range of texts and identify features which increase reader enjoyment respond to texts by identifying and discussing aspects of texts that relate to their own experience 	●	●	●	●	●	●	●
ACELT1605	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) identify and analyse the different organisational patterns and features to engage their audience 	●	●	●	●	●	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify creative language features in imaginative, informative and persuasive texts that contribute to engagement identify and discuss how vocabulary establishes setting and atmosphere 	●	●	●	●	●	●	●
ACELT1602	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...' 	●	●	●	●	●	●	●
Expressing Themselves								
EN2-11D	Students respond to and compose a range of texts that express viewpoints of the world similar to and different from their own							
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment 	●	●	●	●	●	●	●
ACELA1596	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 	●	●	●	●	●	●	●
ACELA1489	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) identify and compare the differences between texts from a range of cultures, languages and times make connections between students' own experiences and those of characters and events represented in texts 	●	●	●	●	●	●	●
ACELY1675 ACELT1603	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> identify the point of view in a text and suggest alternative points of view (ACELY1675) discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) justify personal opinions by citing evidence, negotiating with others and recognising opinions presented 	●	●	●	●	●	●	●



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Reflecting on learning								
EN2-12E	Students recognise and use an increasing range of strategies to reflect on their own and others' learning							
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> appreciate how the reader or viewer can enjoy a range of literary experiences through texts 	●	●	●	●	●	●	●
ACELT1598	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text 	●	●	●	●	●	●	●