What is it that we want our students to know, understand, do and communicate KUDCO?

<table>
<thead>
<tr>
<th>Year Level: Three</th>
<th>Semester: Two</th>
<th>Subject: English</th>
<th>Team Members: Renee Johnson, Maree Caminity &amp; Tom Rosenberg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Learning</strong></td>
<td><strong>Example-Rigor</strong></td>
<td><strong>Prior Skills Needed</strong></td>
<td><strong>Common Assessments</strong></td>
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<tr>
<td><strong>What is the essential learning?</strong></td>
<td><strong>What does proficient student work look like? Provide an example and/or description.</strong></td>
<td><strong>What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</strong></td>
<td><strong>What assessment/s will be used to measure student mastery?</strong></td>
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<tr>
<td><strong>Reading Process:</strong></td>
<td><strong>Decoding &amp; Clarifying</strong></td>
<td><strong>Learning Target:</strong></td>
<td><strong>I can use the ‘Good Reader’s Strategies’ to help me to decode. EG. I can read words by breaking them into syllables, in 2 or 3 parts.</strong></td>
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<td><strong>I can use my knowledge of prefixes, suffixes and root words eg: play/playing.</strong></td>
<td><strong>I can use my knowledge of sound-letter relationships to stretch a word (by looking at all of the “sounds”).</strong></td>
<td><strong>I can know some words have a base word within them.</strong></td>
<td><strong>Ongoing</strong></td>
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<td><strong>I can chunk a word and recognise syllables in words.</strong></td>
<td><strong>Ongoing</strong></td>
<td><strong>When taught?</strong></td>
<td><strong>When will this essential learning be taught?</strong></td>
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<td><strong>Ongoing</strong></td>
<td><strong>I can solve multi-syllable words with three or more syllables, using vowel patterns, less common phonogram patterns, affixes and other word parts.</strong></td>
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BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.
**ELSP ENGLISH YR 3**

| Fluency: I can use punctuation to demonstrate phrased, fluent, expressive oral reading at an appropriate rate with a Just Right Text. | Expression: I can use a range of decoding strategies to interpret unknown words. I can use the MSV strategies to comprehend the context and flow of what I am reading. | Punctuation: I can adjust my reading rate to reflect purpose of punctuation. I can recognize and read 300 of the Oxford 404 High Frequency Words. | Ongoing Weekly Practise: Interpret the rate and expression needed within a text, based on the context of what I am reading or my audience. | *Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.*  
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<tr>
<td>I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word.</td>
<td>I can know that I can change voice, tone and volume to indicate which character is speaking and to express their emotions.</td>
<td>I can know that full stops and commas signify that I need to take a pause in my reading. I can know that a question mark signals that I need to raise my voice at the end of a sentence. I can know that an exclamation mark.</td>
<td>T3W7 reading conferences &amp; adapted Reader’s Theatre passage - recorded T4W4 F&amp;P/ Ongoing Conferences</td>
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<td>fluency: I can use punctuation to adjust my phrasing and my reading rate.</td>
<td>fluency: I can use punctuation to adjust my phrasing and my reading rate.</td>
<td>fluency: I can adjust my reading rate to suit the context of what I am reading.</td>
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signals that I need to change the tone of my voice, based on the context of the text (surprise, anger).

I know that quotation/speech marks signal that I need to modify my voice to suit the character and the context.

Rate
I can adapt my reading rate to the context (e.g.: slowing rate for suspense etc).

| Comprehension 1: I can use comprehension strategies to build literal meaning about key events, ideas and information in the words and pictures. Learning Targets: I can: | Determining Importance: I can determine the main idea of a text using key points of a text. I can eliminate interesting, but not essential detail. | I can recall factually accurate information from a text. I can use a range of Semester 1 comprehension strategies to build an overall understanding of a text: E.G. | Pre: Determining Importance CFA T3W2 Mid: Ongoing Conferencing T3W4 Post: Determining Importance CFA T3W7 | T3 WEEKS 1-8 Taught alongside one another | I can reflect my ability to determine importance, by automatically being able to formulate both verbal and written summaries of a given text. |

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**ELSP ENGLISH YR 3**

- Distinguish between important information and interesting detail
- Summarise key events in a text
- Know the difference between a retell and a summary

### Comprehension 2:
I can use comprehension strategies to build inferred meaning about key events, ideas and information in the words and pictures.

**Learning Target**
I can:
- Recognise and articulate inferences.
- Use prior knowledge and text clues to make an inference (PK+TC=I).

<table>
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<tr>
<th>Summarising:</th>
<th>Predicting</th>
<th>Pre: Summarising</th>
<th>Post: Summarising</th>
<th>T3 W4-7</th>
<th>I can apply the above to increasingly complex texts, of a variety of genres.</th>
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<tbody>
<tr>
<td>I can accurately summarise the key events of a fictional text, including character names, problems, events and solutions.</td>
<td>Questioning, Clarifying, Note Taking</td>
<td>CFA T3W4</td>
<td>CFA T3W7</td>
<td>T3 W4-7</td>
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<tr>
<td>I can accurately summarise the key points of a text</td>
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<td>I can retell a text in sequence.</td>
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<tr>
<th>Semester 1 Inferring:</th>
<th>Visualising:</th>
<th>Inferring: ongoing</th>
<th>Inferring:</th>
<th>Visualising T3-6-8</th>
<th>Synthesising T4 3-6</th>
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<tbody>
<tr>
<td>I can make accurate inferences about character feelings and motivations justifying these by using text clues and prior knowledge.</td>
<td>T3W6 - Pre: Drawing visualisations CFA Controlled Text</td>
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<td>T3W7 - Post: Drawing visualisations CFA Controlled Text</td>
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<td>I can form a picture in my head about the main characters and the setting within a text.</td>
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**Predicting**

- Questioning
- Clarifying
- Note Taking

**Visualising**

- Invoking
- Visualising
- Synthesising

**Synthesising:**
T4W3 - Pre: Controlled Text CFA
“Tell us what is was about and what you thought about it (as you read it).”

**Visualising:**
I can use use text clues, my prior knowledge and my senses, to create an increasingly detailed picture in my head about the main characters and the setting within a text.

**Inferring:**
To use prior knowledge + text clues to build inferential comprehension with more complex texts.

### Inferring:
To use prior knowledge + text clues to build inferential comprehension.

### Visualising:
I can use use text clues, my prior knowledge and my senses, to create an increasingly detailed picture in my head about the main characters and the setting within a text.

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**Visualisation:**
- Visualise what is happening using text clues and prior knowledge.
- Synthesise using the key points and combine with my opinion or thoughts on a text.

**Synthesising:**
I can summarise the main ideas of a text using key information and graphic organisers to arrange my ideas.

**Genre:**
I can identify structural and language features of various text types and their purpose.

**Learning Targets:**
I can identify the effect on audiences of a selection of visual techniques.
I can identify features of:
- Procedures (sem 1)
- Explanations (sem 1)
- Information reports
- Reviews

I know that some texts have a structure and a purpose (recount)
I can explain the structure of Semester 1 Genres:
- Narrative
- Persuasive
- Procedure
- Explanation

I can synthesise my ideas to link similarities and differences between texts/text types.
I can synthesise multiple texts of alternate opinions and formulate my own independent opinion.

| Genre: I can identify structural and language features of various text types and their purpose. |
| Learning Targets: I can identify the effect on audiences of a selection of visual techniques. I can identify features of: Procedures (sem 1), Explanations (sem 1), Information reports, Reviews. | **I can identify that some texts have a structure and a purpose (recount)** | **I can explain the structure of Semester 1 Genres:** Narrative, Persuasive, Procedure, Explanation. | **Synthesising:** I can synthesise my ideas to link similarities and differences between texts/text types. I can synthesise multiple texts of alternate opinions and formulate my own independent opinion. | *Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.*

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**Spelling:**
I can flexibly use a range of spelling strategies, to make reasonable attempts at spelling words.

**Learning Targets:**
I can use:
- Phonic strategy
- HFW
- Visual Strategy
- Word Structure
I can show evidence of using spelling strategies in work samples and can explain the reasoning behind my attempt.

**Phonic Strategy:**
I can hear sounds and record letters.

**HFW:**
I can spell the first 300 Oxford High Frequency Words.

**Visual Strategy:**
- Letter - sound relationships
- Common blend sounds
- Common onset/rimes

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<th>I have knowledge of:</th>
<th>Online texts T4W7</th>
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| I can identify a range of texts and their purpose. |
| I can identify and explain the structural and language features of various text types. For eg: I know this is an explanation text because it has …. |

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<tr>
<th>Dictation T3W5</th>
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<tbody>
<tr>
<td>Work samples</td>
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<tr>
<td>Collaborative team assessment</td>
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**Ongoing**
Recognising the most efficient strategy to spell words.
Increasing my bank of vocabulary through investigations and use them when spelling more complex words.

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Recognise spelling patterns that look accurate e.g. the /k/ sound in Weekend can be made with c, k or ck and that Weecend and Weeckend don’t look accurate.

I can underline words that don’t look accurate in my writing and make a second attempt above.

**Word Structure:**

Look at the base word and listen to any prefixes/suffixes (including plurals) or additional words.

eg: Weekend: I hear the word week and I know that it is spelled *week* and I can hear *end* so I know it is a compound word to make *week+end*.

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| **Spelling 2:**  
I can spell 300 of the Oxford Plus High Frequency words. | **I can accurately spell all the 300 Oxford Spelling List High-Frequency Words.**  
I can spell 200 of the Oxford Plus High Frequency Words  
I can write these words accurately in a piece of writing. | **T3W10 & T4W6&7 Oxford 300 Spelling test**  
T3W10 expand & extend my vocabulary - poetry readings  
T4W7 - Info reports | **ALL TERM 3**  
**TERM 4 WEEKS 1-7**  
300-404+ Class concept words |
| **Grammar & Punctuation:**  
I can identify and use punctuation correctly. | **Learning Target:**  
- Commas  
- Apostrophes for contractions  
- Speech marks  
- Exclamation Marks  
- Question Marks  
I can develop a piece of writing that uses correct punctuation in order to show intended meaning.  
I can use full stops accurately to signal the end of a sentence.  
I can recognise and understand the basic use of commas in writing.  
To avoid ambiguity around speech marks:  
- Speech marks only for the words that are spoken.  
- You move to a new line | **Post**  
T3W8 - Dictation Task Work Samples  
T4W6 - Reports writing sample | **Ongoing**  
I can experiment with my knowledge of grammar and punctuation to change the flow and sound of my writing including:  
- Semicolon  
- Hyphens |

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**BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.**
Whenever a new person speaks:
- Capital letter for the first word inside the speech marks.
- Punctuation that ends the speech needs to be contained within the speech marks e.g. “...?”

**Writing Process:**
I can work through the writing process to complete a piece of writing.

**Learning Target:**
I can:
- To write using simple, compound and complex sentences to express and combine my ideas.
- Publish my writing using digital devices.

I can take a piece of writing through to completion; from planning to publishing.

I can use and document the ‘ARMS and CUPS’ process to effectively revise and edit my writing.

I know the different stages of the writing process.

Writing samples - ARMS/CUPS checklist for assessment.

Students have worked through writing process
Reviews genre: T3W9
Info reports T4W7

T3 Reviewing

Independently following the process with more automaticity.

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Genre:
I can create imaginative and informative texts using a given structure.

Learning Target:
- Narrative
- Report (informational)
- Recount (factual)
- Response (poetry)
- Fable
- Reviews

I can create purposeful pieces of writing that use the genre’s text structure, key language features and images that target my audience.

I can follow and write in the structure of Semester 1 Genres:
Narrative
Persuasive
Procedural
Explanation

Writing samples and genre checklists (including peer checklist feedback).

Narrative work sample: fables - T3W8
Reviews
Post: T3W9
Poetry slam - T3W10
Info reports work sample: T4W6

Online Texts: ongoing
Narrative: Ongoing
Poetry: Ongoing
Reviews: T3 W8-9
Fables: T3 W7-8
Info Reports: T4 W1 - 6

To include supporting features of the relevant genre:
eg: bylines, subheadings, captions, diagrams etc.

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**Craft:**
I can create writing pieces that demonstrate my individuality as an author.

**Learning Targets:**
I can:
- write in a way that speaks directly to my audience
- state information in a unique, unusual or surprising way.
- **Use strong verbs**

My writing style carries a sense of personality and is clearly representative of the author Eg. Use my voice and feelings, take on a persona, write as I speak, choice of person (1st, 2nd, 3rd), humour, vocab choice-whatever it is that comes naturally.

Purpose- Who is my audience? Who am I aiming this at?
Informs language choice and tone.
Figurative language, idioms, colloquialisms, twist in a story, persona etc.

I have preferences for the way in which I write; selecting a favourite genre/style or plot-line.

**Handwriting:**
I can write legibly using consistently sized, joined letters on 14mm dotted thirds in Victorian Modern Cursive for 20 minutes.

- I can use the correct ‘entry’ and ‘exits’ for my letters.
- I can attempt to use my entry and exit points to begin to join letters.
- My capitals touch the 2nd dotted third.
- My lower-case letters touch the first dotted third.
- I can write on the line.

**Writing samples.**
T3W9 - Poetry
T4W6 - Reviews

**Online Texts: ongoing**
Narrative: Ongoing
Poetry: Ongoing
Reviews. T3 W8-9
Fables. T3 W7-8
Info Reports: T4 W1 - 6

Developing my writing voice to suit a variety of genres.

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**Speaking and Listening 1:**
I can plan and deliver short presentations in logical sequence using topic specific vocabulary.
- I can prepare and effectively present on a topic following a logical sequence.
- I can use topic specific language to explain concepts in detail.

I can select appropriate body language when giving a presentation.
- I can use a suitable level of voice, appropriate to the environment and audience.

Sharing Writing
- Share Reflections
- Concept Presentations

**Ongoing**
- T3W10 - Poetry
- T4W7 - Info reports
- Show & tell

**Speaking and Listening 2:**
I can expand and extend my vocabulary.
- I can use my reading knowledge to include new language in my everyday conversations.
- I find words of interest in my reading.

Presentations
- Sharing reflections
- Sharing writing
- Show & Tell

**Ongoing**
- T3W10 - Poetry
- T4W7 - Info reports
- Show & Tell

**Essential Learning Reading and Viewing Overview**

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<tr>
<th>Level</th>
<th>Prep Foundation</th>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
<th>Level Five</th>
<th>Level Six</th>
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**ELSP ENGLISH YR 3**

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