

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	Semester: Two	Subject: English	Team Members: Matt Hart, Joel Magnabosco, Carmel Manning, Vanessa Hancock		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills
<p>What is the essential learning? Describe in student friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p>What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</p>	<p>What assessment/s will be used to measure student mastery?</p>	<p>When will this essential learning be taught?</p>	<p>What will we do when students have already learned this essential learning?</p>
<p>Reading Process: Decoding: Meaning Structure Visual (MSV): I can use meaning, structure and visual cues to solve new words. Learning Targets: I understand each 'Good Readers' skill, and can apply the most effective strategies.</p>	<p>I can use these main 'Good Readers' skills when I read:</p> <ul style="list-style-type: none"> - Slide through the word. - Chunk my words into syllables. - Skip the word, read on, and then reread. - Try different vowel sounds. <p>I can select the most effective strategies to read an unknown word.</p> <p>I can use more than one strategy to read an unknown word.</p> <p>I self correct if my reading doesn't look right, sound right or make sense.</p> <p>VOCAB: Makes Sense Looks Right/Sounds Right</p>	<p>I can:</p> <ul style="list-style-type: none"> -Stretch the sounds of the word. -Understand consonant sounds - Chunk - looking for smaller words within the word. - Understand what syllables are. - Understand vowel sounds and how one vowel can make many sounds.. 	<p>Running Records - focus on 'Good Readers' skills. Guided Reading. Conferences.</p> <p>Running Record: seen or unseen Term 3: Week 6-7</p> <p>F&P: Non-fiction Term 4: Week 4-8</p> <p style="color: red;">Markbook: Term 4, Week 9</p>	<p>Ongoing - big book, guided reading</p>	<p>I can combine the 'Good Readers' skills during my independent reading.</p>

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<p>High Frequency Words: I can recognise 200 Oxford Plus HFW within continuous text.</p>	<p>I can read the Oxford High Frequency words without sound analysis. I can read the Oxford High Frequency words in a random order. I can recognise and locate the Oxford High Frequency words within a text.</p>	<p>I can read the 150 HFW list (Oxford Plus)</p>	<p>-Running Record: seen or unseen Term 3: Week 6-7 -F&P: Non-fiction Term 4: Week 4-8 -Anecdotal: flash cards, keyrings, word wall. Markbook: Term 3, Week 10</p>	<p>Ongoing</p>	<p>I can continue reading High Frequency Words on the next list (200+)</p>
<p>Fluency: I sound confident and fluent when reading aloud.</p>	<p>I can read with an expressive and interesting voice when reading a seen 'Just Right' text. I can read confidently when reading a seen 'Just Right' text. I reread a sentence if I don't sound fluent. I can use the punctuation: - Full stops - Commas - Question Marks - Exclamation Marks - Quotation Marks I can read at an appropriate speed I can group words together when reading aloud as the author wanted.</p>	<p>I know the first 150 High Frequency Words. I can read a familiar text with fluency. I can slide through groups of words. I know what punctuation marks are.</p>	<p>Reading conferences. Guided reading. Readers' Theatre. Checklist/recording Running Record: seen Term 3: Week 6-7 F&P: Non-fiction Term 4: Week 4-8 Markbook: Term 3, Week 10</p>	<p>Ongoing & RTI focus in Term 3 Once a week: - Full stops - Term 3 Week 2 - Commas - Term 3 Week 3-4 - Question Marks - Term 3 Week 5-6 - Exclamation Marks - Term 3 Week 7-8 - Quotation Marks - Term 3 Week 9-10</p>	<p>I can read with an expressive and interesting voice when reading an unseen 'Just Right' text. Reread to solve words or think about ideas and resume good rate of reading.</p>
<p>Comprehension: I can discuss a text using literal and inferred meaning. Learning Target: - I can use comprehension strategies to build literal</p>	<p>I can identify key ideas or information in a text. I can summarise the main idea of a text. I can connect what I read with my prior knowledge. (Text-self/text)</p>	<p>I know what a question is. I can understand what a question is asking. I can answer 'Right There' questions about a text.</p>	<p>Retelling texts. Summarising texts. Reading Conferences Guided Reading F&P: Non-fiction Term 4: Week 5-8</p>	<p>Text Connections - Term 4 - Week 1-2 Retell, then Summarising: Term 4: Week 3-4 Visualising - Term 4: Week 5-6</p>	<p>I can form 'Right There' questions. I can explain the difference between a retell and a summary. I can write a detailed retell of a story.</p>

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<p>meaning about key events, ideas and information in the words and pictures. - I can use comprehension strategies to build inferred meaning about key events, ideas and information in the words and pictures. -I can write in response to my reading.</p>	<p>I can use clues in a text and my prior knowledge to answer questions. I can use visualisation to help me infer. I can show my comprehension by writing about a text. VOCAB: Connections Key Ideas Prior Knowledge</p>	<p>I know that a story has a beginning, a middle and an end. I can retell a text in sequence. I understand that texts have clues to help my understanding. I understand that inferring is using clues and my background knowledge. I can create pictures in my head when I read.</p>	<p>Comprehension questions about a text. - cloze, question/answer, CARS Markbook: Term 4, Week 8</p>	<p>Inferring: Term 4, Week 7-8 Answering questions, eg. CARS Seen text cloze: Unseen text cloze:</p>	<p>I can identify the text clues and my background knowledge that I have used. e.g. TC - she put on a coat. BK - I put on a coat when I'm cold.. I - she is cold.</p>
<p>Comprehension of Genre: I can use my growing knowledge of context, text structures and language features to help me understand the author's purpose. Learning Target: -I can describe differences between imaginative, informative and persuasive texts -I can write in response to my reading.</p>	<p>I can use the structure of a text to help me comprehend. -Narrative: problem & solution -Persuasive: arguments/reasons -Procedure: steps I can identify and compare the purposes of different texts (persuade, inform, entertain) I can use the images in different text types to help me comprehend. I can show my comprehension by writing about a text. VOCAB: Purpose</p>	<p>I understand that different texts have different structures. I know what a problem and solution are. I know what an argument/reason is. I know what steps are. I can describe differences between imaginative, informative and persuasive texts There are different types of texts. Authors write for a purpose.</p>	<p>Guided Reading Reading Conferences Comprehension questions about a text's structure. Sorting books into the author's purpose, and justify why. Term 4 Week 10 (EARLY) Students to sort some short known texts into graphic organiser. Markbook: Term 4, Week 9</p>	<p>Term 4: Week 9-10</p>	<p>I can explain how identifying text structures helps me to understand. e.g. locating the problem helped me to think about what the solution might be. I can sort my independent reading texts according to their purpose.</p>
<p>Spelling: I can use spelling strategies to accurately spell words. Learning Targets: -I can use my knowledge of sound to record words with regular spelling patterns.</p>	<p>I can hear a sound and record a letter/s. I can hear initial, middle and final sounds (stretching). I can listen for a reproduce letter patterns and clusters.</p>	<p>I know the sounds that letters make. I know that letters represent sounds. I know what short and long vowel sounds are.</p>	<p>Writing samples Writing conferences Spelling investigations: base words, onset/rime, spelling patterns, sounds. Dictated writing: Term 4: Week 1, 3, 5.</p>	<p>Ongoing - weekly</p>	<p>I can spell beyond the first 125 Oxford HFW I can use my knowledge of onset and rime to correctly spell new words in my writing. I am aware that there are different rules to follow when</p>

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<p>- I can spell the first 125 Oxford Plus HFW</p> <p>- I can make new words by changing an onset or rime.</p> <p>- I can use base words to spell unfamiliar words.</p>	<p>I correctly use the first 125 Oxford HFW in my daily writing.</p> <p>I can write onset/rime that include letter blends e.g. stop, flop, shop, crop.</p> <p>I can investigate how base words are used to create new words.</p> <p>VOCAB:</p> <p>Base Word</p> <p>Letter Patterns</p> <p>Letter Cluster</p>	<p>I know that more than one letter can represent a sound e.g. sh</p> <p>I know what a base word is.</p> <p>I know how to spell the first 100 Oxford HFW</p>	<p>Single Word Spelling Test: Term 4: Week 6-9</p> <p>Oxford Plus Test: Term 4: Weeks 6</p> <p>Markbook: Term 4, Week 7</p>		<p>adding 'ed', 'ing' and 's' to a base word.</p>
<p>Grammar & Punctuation:</p> <p>I can identify and use punctuation correctly.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> - Correct letter case (upper and lower case) - Full stops - Question marks - Exclamation marks.. 	<p>I can use punctuation correctly in my writing.</p> <p>e.g. Oh no! We were late for Taxia's party. I grabbed my toothbrush, sleeping bag and hat and ran down the stairs. Should I bring my rain coat? Carmel said, "Of course!"</p>	<p>I know when a full stop is needed.</p> <p>I know that capital letters are needed at the start of a sentence.</p> <p>I know why question marks and exclamation marks are used.</p>	<p>Writing samples</p> <p>Writing conferences.</p> <p>Markbook: Term 3, Week 8</p>	<p>Ongoing</p> <p>Once a week:</p> <ul style="list-style-type: none"> - Capitals (proper nouns): Term 3: Week 1-2 - Full stops - Term 3 Week 3 - Question Marks - Term 3 Week 4-5 - Exclamation Marks - Term 3 Week 6-7 	<p>I can identify and use more complex punctuation correctly.</p> <p>e.g. Commas, quotation marks, ellipses, apostrophes.</p>
<p>Genres:</p> <p>I can provide details about ideas or events, and details about the participants in those events, by writing, drawing or performing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - Narrative - Procedure - Persuasive 	<p>NARRATIVE</p> <p>I can write a narrative that is entertaining.</p> <p>I can include a title, setting, characters, problem, series of events, solution, interesting endings, pictures/drawings.</p> <p>I can write poetry that expresses my thoughts/feelings, including similes.</p>	<p>NARRATIVE</p> <p>I know that narratives are fictional and need to be entertaining.</p> <p>I can identify characters and setting of a narrative.</p> <p>I know that stories have a beginning, middle and ending.</p>	<p>NARRATIVE</p> <p>Written narrative, published on iPad.</p>	<p>NARRATIVE</p> <p>Poetry: Term 3 Weeks 9-10 (incl. similes)</p> <p>Narrative: Term 3 Weeks 3-8</p>	<p>NARRATIVE</p> <p>I can write a narrative that includes more than one problem and solution.</p>

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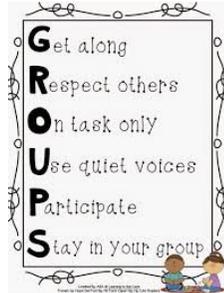
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	<p>I can add or delete words to improve meaning.</p> <p>PROCEDURE I can write a procedure that tells how to do or make something.</p> <p>I can include a title, aim, what you need and what you do (commands).</p> <p>I can add or delete words to improve meaning.</p> <p>PERSUASIVE I can write a text that persuades somebody to see my point of view.</p> <p>I can include: my feelings, supporting reasons.</p> <p>I can add or delete words to improve meaning.</p> <p>VOCAB: Details Events</p>	<p>PROCEDURE I know that a procedure explains how to do something.</p> <p>PERSUASIVE I can form an opinion about a topic. I can verbalise my point of view. I understand that people can have different opinions.</p>	<p>PROCEDURE Written procedure Morning routine (pre) or How to brush your teeth</p> <p>PERSUASIVE Written persuasive piece What is the best type of pet? (Same for Pre and Post) Big Book</p> <p>Markbook: Term 4, Week 10</p>	<p>PROCEDURE Term 4 Weeks 7-10</p> <p>PERSUASIVE Term 4 Weeks 1-6</p>	<p>PROCEDURE I can include an interesting lead to introduce my procedure.</p> <p>PERSUASIVE I can identify reasons for both sides of an argument.</p>
<p>Craft: I can provide details about ideas or events. Learning Target: -I can use similes. -I can experiment with strong verbs. *See Genre Proficiency Scale</p>	<p>I can describe by using a simile (comparing with another).</p> <p>I can identify strong verbs. I can use them in my writing to help the reader to visualise.</p>	<p>I know how to describe something. I know when things are similar. I know what a verb is (doing/action word)</p>	<p>Write a simile for: - fast - big - happy - soft - kind OR Similes about swimming. Term 3: Week 10</p> <p>Quick Write (strong verb focus):</p>	<p>Term 3 weeks 9 and 10 (alongside Poetry)</p> <p>Term 3 Weeks 5-6 (link with visualising)</p>	<p>I can use similes independently in my writing.</p>

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			Term 3: Week 6		
			Markbook: Term 4, Week 1		
<p>Handwriting: I can correctly form all upper and lower case letters. <u>Learning Target:</u> -I write on 18mm dotted third lined paper using Victorian Modern Font. -I can write legibly for a minimum of 20 minutes.</p>	<p>I can write letters correctly on the lines using the correct starting points. -top to bottom (i, l t...) -anti-clockwise (a, c, ...) -left to right I can write numbers correctly. I stay in my seat and can write uninterrupted for 20 minutes.</p>	<p>I know what each letter looks like. I know the letters of the alphabet. I know how to correctly hold a pencil. I know Victorian Modern Cursive letters. I know how to write on dotted thirds.</p>	<p>Writing samples Writing conferences Dictation Markbook: Term 3, Week 8</p>	<p>Term 3 Week 1-2 Quick Writes throughout semester.</p>	<p>I can legibly write all unjoined upper and lower case letters correctly on lined paper using Victorian Modern Cursive. I can write using Victorian Modern Cursive on 18mm dotted thirds for more than 20 minutes.</p>
<p>Speaking: I choose an appropriate time and manner to talk, in a range of situations.</p>	<p>I can interact in a pair, small group, class discussions and one-on-one with a teacher. I can wait until the appropriate time to share interesting information. I can explain my thinking. I can present a short presentation about a Fascinating Fact. I can share my opinions and feelings.</p>	<p>I know what a question is. I know what a comment is. I know the ways to be heard. I know how to take-turns.</p>	<p>Anecdotal observations of group work, class participation.  Protocols for group work Markbook: Term 4, Week 8</p>	<p>Ongoing</p>	<p>I can explain why I should modify my behaviour/speech in different situations.</p>
<p>Listening: I can display active listening.</p>	<p>I can make eye contact with the speaker. I can show the 5Ls/WBL of listening for a sustained period of time. I can raise my hand to speak. I can ask questions and make comments about a topic.</p>	<p>I know what a question is. I know what a comment is.</p>	<p>Fascinating Facts Class discussions during mini-lessons Turn & Talk tasks Markbook: Term 4, Week 8</p>	<p>Ongoing</p>	<p>I can assess my own active listening skills. (Using 5Ls/WBL)</p>

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