

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Two	Semester: Two	Subject: English	Team Members: Nathan Welsh, Kim Cleghorn, Christine Kane, Vanessa Brown, Georgina Dunne		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Application 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: MSV I can combine MSV strategies while reading</p>	<p>I can use visual cues to help me read words. (E.g word size, shape, syllables, high frequency words and letter sounds)</p> <p>I can recognise and read 300+ High Frequency words within continuous text</p> <p>I can listen to the words I read and check to see if they sound right in the sentence. EG: “I read ‘she rans in the park’ when I know that the word need to be ‘ran’ because there is no word that is ‘rans’</p> <p>I can listen to the words I read and check if they make sense in the sentence. EG:</p>	<p>I can use and explain some ‘good reader’ skills.</p>	<p>Fountas and Pinnell (running record assessment)</p> <p>Conferencing</p> <p>Guided Reading</p>	<p>Ongoing</p>	<p>I can use MSV strategies for ‘Just Right’ Texts to help me read new vocabulary.</p>

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	<p>“I read the word ‘desert’ because I asked myself. where is there no rain and it’s very hot”</p> <p>I can use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)</p> <p>I can combine visual, structure and meaning strategies to decode the words I read.</p>				
<p>Fluency I can fluently read a just right text.</p>	<ul style="list-style-type: none"> • read some unknown texts with phrasing and fluency. • vary my tone, pausing, stress and rate based on punctuation and meaning • use decoding strategies to self correct errors while reading. • use my knowledge of grammar and sentence structure to adjust my phrasing. • adjust my volume appropriately for my audience. 	<ul style="list-style-type: none"> • use punctuation to guide my reading. eg full stops, commas, question marks, exclamation marks. • read groups of words together in a sentence smoothly. • read like I am talking when reading a seen ‘Just Right’ text. • understand that people read aloud fluently to communicate to other people. 	<p>Fountas and Pinnell (running record assessment)</p> <p>Conferencing</p> <p>Guided Reading</p> <p>Anecdotal notes/observation of Readers Theatre & Choral Reading.</p>	Ongoing	<ul style="list-style-type: none"> • I can consistently read unknown texts fluently. • I can change my voice, tone and volume when I see quotation marks, to indicate a character is speaking and to express their emotions. • I can adapt my reading rate to the context (eg: slowing my rate to create suspense).
<p>Comprehension 1: I can identify literal meaning, main ideas and supporting details.</p>	<p>Questioning</p> <ul style="list-style-type: none"> • I can answer questions that are likely to be 	<p>Questioning</p> <ul style="list-style-type: none"> • I can answer ‘right there’ 	<p>Conferencing - anecdotal notes</p>		<p>I can apply this Essential Learning to ‘Just Right’ texts.</p>

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<p>Learning Targets: Determining Importance Questioning</p>	<p>answered with information found in the text ('right there' questions)</p> <ul style="list-style-type: none"> I can ask questions that are likely to be answered with information found in the text ('right there' questions) <p>Determining Importance/main ideas</p> <ul style="list-style-type: none"> I can use keywords to determine importance. I can write a single sentence summary of the main idea of a text. I can identify supporting evidence for the main idea of a text 	<p>questions from a text.</p> <p>Determining importance</p> <ul style="list-style-type: none"> I can identify the subject of a text. I know texts are written for different purposes 	<p>Anecdotal notes on reading response tasks</p> <p>F & P</p>		
<p>Comprehension 2: I can use text clues and prior knowledge to infer implied meaning.</p> <p>Learning Targets: Visualising Questioning Synthesising</p>	<p>I understand that text clue + prior knowledge = inferring</p> <p>Questioning: I can answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own)</p> <p>I can ask questions that require inferential responses</p>	<p>I know what text clues are</p> <p>I know how to use pictures to help me infer</p> <p>Questioning: I can use prior knowledge to answer inferential questions</p> <p>Visualising: I know that good readers make pictures in their head</p>	<p>Anecdotal notes on reading response tasks</p> <p>Conferencing</p> <p>F & P</p>		<p>I can apply this Essential Learning to 'Just Right' texts.</p>

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	<p>Visualising: I can create and explain a picture from text cues (in my head).</p> <p>I can combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text.</p> <p>Synthesising: I can track how my thinking changes as I read a text.</p> <p>I can combine information from a text with my thoughts and feelings to respond to a text.</p>	<p>Synthesising; I can summarise a text</p>			
<p>Genre: I can identify the genre of a text by recognising its language features, structure and purpose.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> ● Persuasive texts ● Information reports ● Poetry 	<p>I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc)</p> <p>I can identify a genre based on the text features</p> <p>I can describe a text’s purpose as being to persuade, inform or entertain</p>	<p>I know that texts are written differently because of their genre.</p> <p>I can explain whether a text is fiction or nonfiction using its features</p>	<p>Anecdotal notes on reading response tasks</p> <p>Conferencing</p>		<p>Use of more complex texts that have elements of different genres (e.g. hybrids)</p>

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<p>Spelling: I can use a range of spelling strategies to help me spell words</p>	<p>I can use my knowledge of sound-letter relationships such as digraphs, long vowels, blends and trigraphs to spell words</p> <p>I can count how many syllables are in a word</p> <p>I can recognise less common silent letters, eg. gnat</p> <p>I can check my spelling attempts using visual strategies</p> <p>I can refer to resources such as the Word Wall and dictionaries to help me spell</p> <p>I can use visual memory to spell the first 200 of the Oxford High Frequency words</p> <p>I can check my spelling when I edit and try again</p> <p>I can use known words to spell new words</p>	<p>I know the different ways that vowel sounds can be spelt and I can apply this in my writing of new words.</p> <p>I know what syllables are</p> <p>I can spell 150 of the Oxford High Frequency Words</p>	<p>Oxford words Single Word Spelling test</p>	<p>Ongoing</p>	<p>I can describe the spelling strategies I use to spell words</p> <p>I can investigate and identify generalisations for word structures such as homophones (e.g. there, their, they're), homonym (e.g. ring (use telephone or jewellery item), and homographs (e.g. read)</p> <p>I can recognise errors and explain errors in reasoning in spelling attempts</p> <p>I can explore more complex letter blends and sounds (e.g. scr, kn, tion, ch)</p> <p>I can explain spelling generalisations (with exceptions) (e.g. in hopping we double the consonant because the o is a short sound)</p> <p>I can break words up into their syllables</p>
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<p>Grammar & Punctuation: I can identify and use punctuation correctly.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Full stops • Upper case letters - proper nouns • Commas (separate items in a list) • Question marks • Exclamation marks 	<p>I can use full stops correctly at the end of every sentence.</p> <p>I can use question marks when a sentence begins with the words, why, when, how, which.</p> <p>I can use exclamation marks appropriately.</p> <p>I understand and use upper case letters at the start of a sentence and for proper nouns.</p> <p>I can use lower case letters appropriately.</p> <p>I can use commas to make a list.</p>	<p>I know that punctuation is used so that people can comprehend writing.</p> <p>I can recognise full stops, commas, question marks, exclamation marks, uppercase and lowercase letters.</p>	<p>Anecdotal Notes</p>	<p>Ongoing</p>	<p>I can experiment with other punctuation marks (e.g. quotation marks, ellipses, brackets)</p> <p>I can use a comma after an introductory clause. E.g: ‘After sunrise, she went fishing.’</p>
<p>Writing Process: I can work through the writing process to complete a piece of writing.</p>	<p>I can use a Writer’s Notebook to create writing seeds.</p> <p>I can use a graphic organiser to plan my ideas for a new piece of writing.</p> <p>I can draft new writing using my writing seed and my plan.</p> <p>I can revise my writing...</p> <ul style="list-style-type: none"> • by reading my writing aloud to add, delete words for meaning. 	<p>I know that good writing needs to follow a process before it is published.</p>	<p>Students identify and track their position in the writing process.</p> <p>Evidence of revising and editing with pens in student work samples</p> <p>Writing conferences</p> <p>Students published work samples</p>		<p>I can use my writer’s notebook to independently create new writing seeds.</p> <p>I can revise my writing to match my audience and purpose.</p> <p>I can revise my writing to use a range of literary techniques (EG:Alliteration, Personification)</p>

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	<ul style="list-style-type: none"> to find replacement words that express exactly what I mean and suit my audience. <p>I can edit my writing to...</p> <ul style="list-style-type: none"> identify mis-spelt words correct punctuation. <p>I can read my writing aloud to an editing partner to revise and edit my writing.</p> <p>I can publish my writing in written and multimodal formats.</p> <p>I can include an appropriate image to support my writing.</p>				
<p>Genre 1: I can create short, imaginative and informative texts for a given audience following the writing process. Learning Target: - Report - Poetry - Persuasive</p>	<p>I can describe my audience and purpose for my writing</p> <p>For every piece of writing I can include;</p> <ul style="list-style-type: none"> an engaging lead striking verbs specific vocabulary (words that suit the audience and purpose) <p>For an Information Report I can:</p>	<p>I know I can write for different purposes</p> <p>I know that each genre has a different structure and features.</p>	<p>Published texts Writing conferences</p>		<p>I can use a greater variety of craft in my writing</p> <p>I can use craft from mentor texts in my writing</p>

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	<ul style="list-style-type: none"> Organise my ideas into categories with subheadings Include appropriate text features. Include technical words <p>For poetry I can</p> <ul style="list-style-type: none"> Write for an audience use imaginative vocabulary Use craft like repetition, alliteration, similes & metaphors. Use descriptive language <p>For Persuasive texts I can;</p> <ul style="list-style-type: none"> Use ordered arguments presented in paragraphs. Justify my opinion with reasons and elaborations. Use emotive language 				
<p>Handwriting: I can legibly write all unjoined upper and lower case letters correctly, for a minimum of 18 minutes, on 14mm dotted third lined paper using Vic Modern Font.</p>	<p>I can use 14mm dotted thirds.</p> <p>I can use correct size and placement while forming letters</p> <p>I use consistent slope.</p> <p>I can write for a minimum of 18 minutes.</p>	<p>I can use correct pencil grip.</p> <p>I can use correct posture.</p> <p>I can write for 15 minutes.</p> <p>Entries and Exits assessment (letters given in their families)</p>	<p>Writing samples throughout the semester.</p> <p>Anecdotal notes from individual and small group conferences</p>		<p>I can identify and justify errors in handwriting script.</p>

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<p>Speaking and Listening: I can engage in discussions by appropriately expressing and extending on ideas and opinions</p>	<p>I can adjust my volume, pace and body language to match the audience and situation.</p> <p>I can use classroom prompts to preface what I want to say <i>Examples:</i> "I agree with you because.." "I'd like to add to that..." "That reminds me of..."</p> <p>I can use appropriate language and manner to agree, disagree, clarify, connect and share my opinion.</p> <p>I can select both formal and informal language according to my audience.</p> <p>I can listen to and extend upon others' ideas in small group work</p>	<p>I can take turns speaking and listening.</p> <p>I can ask questions and make comments that relate to the topic.</p>	<p>Anecdotal notes</p> <p>Checklist for students that assesses their own and peers speaking and listening</p> <p>Fascinating Facts</p>	<p>Ongoing</p>	<p>I can initiate new ideas and topics for discussion.</p>
<p>I can listen for specific purposes and process new information</p>	<p>I can listen to information and recall key information</p> <p>I can listen to and follow more complex instructions that have been told to me and written down.</p>	<p>I can show respect and cooperation by consistently demonstrating the five L's of listening:</p>  <p>I can understand and follow three simple instructions that have been</p>	<p>Anecdotal notes</p> <p>Checklist for students that assesses their own and peers speaking and listening</p>	<p>Ongoing</p>	

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		told to me and written down.			
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Essential Learning Reading and Viewing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Decoding x2 HFW x1 Fluency x1 Concepts about print x1 Comprehension x1 Genres x2	Decoding x1 HFW x1 Fluency x1 Comprehension x3 Genres x1	Decoding x2 HFW x1 Fluency x1 Comprehension x2 Genres x2	Decoding x1 Fluency x1 Comprehension x2 Genres x2	Decoding x1 Fluency x1 Comprehension x2 Genres x1	Decoding x1 Fluency x1 Comprehension x1 Genres x1	Decoding x1 Fluency x1 Comprehension x1 Genres x1 Author Study x1 Reading Craft x1

Essential Learning Writing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Text Structure Spelling x3 Grammar/Punc'nx2 Writing Process x1 Genre x1 Craft x1 Handwriting x2 Speaking /Listening x3	Text Structure x1 Spelling x3 Grammar/Punc'nx1 Writing Process x1 Genre x3 Craft x3 Handwriting x3 Speaking /Listening x3	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x2 Craft x1 Handwriting x1 Speaking /Listening x2	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x2	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x0 Handwriting x1 Speaking /Listening x3	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x1	Text Structure x1 Spelling x1 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1 Handwriting x0 Speaking /Listening x1

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