

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

<b>Year Level:</b> Three						<b>Semester:</b> Two						<b>Subject:</b> English						<b>Team Members:</b> Renee Johnson, Maree Caminiti, Mel Axelson, Brad Morin																	
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.						<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.						<b>Prerequisite Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?						<b>Common Assessments</b> What assessment/s will be used to measure student mastery?						<b>When taught?</b> When will this essential learning be taught?						<b>Application Skills</b> What will we do when students have already learned this essential learning?					
<b>Reading Process:</b> <b>Decoding</b> I can apply decoding strategies and monitor meaning.						I can use and combine the ‘Good Reader’s Decoding Strategies’ to help me to decode. (eg. I use pictures and beginning sounds to solve a word)						I can use some of the ‘Good Reader’s Decoding Strategies’.						Ongoing conferencing  Reciprocal Reading  Guided Reading  F + P Sem 2  Reader’s Theatre						Term 3: W10 Term 4: W3-W4						I can apply this skill to a more complex text.					
<b>Learning Target:</b> <ul style="list-style-type: none"> <li>I can use knowledge of letter-sound relationships to read more complex words.</li> <li>I can blend and segmenting to read more complex words.</li> <li>I can use multiple sources of information together to solve new words.</li> </ul>						When decoding I can ensure what I am reading makes sense and sounds right (eg. Using the context of a sentence, paragraph, or whole text to determine the meaning of a word)																													

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<p><b>Fluency (Punctuation):</b> I can use punctuation to demonstrate phrased, fluent, expressive oral reading at an appropriate rate with a Just Right Text.</p>	<p><b>Punctuation:</b> I know that full stops and commas signify that I need to take a pause in my reading.</p> <p>I know that a question mark signals that I need to raise my voice at the end of a sentence.</p> <p>I know that an exclamation mark signals that I need to change the tone of my voice, based on the context of the text (surprise, anger).</p> <p>I know that quotation marks signal that I need to modify my voice to suit the character and the context.</p> <p><b>Expression:</b> I know that I can change voice, tone and volume to express emotion.</p> <p><b>Rate</b></p>	<p>I can recognise and read 300 of the Oxford 404 High Frequency Words</p> <p>I can apply fluency to my reading with a seen text.</p>	<p>Ongoing conferencing</p> <p>Reciprocal Reading</p> <p>Guided Reading</p> <p>F + P Sem 2</p> <p>Reader’s Theatre</p>	<p>Term 3: W4 <b>and</b> W10 Term 4: W3-W4</p>	<p>I can apply this skill with a more complex text.</p> <p>Interpret the rate and expression needed within a text, based on the context of what I am reading or my audience.</p> <ul style="list-style-type: none"> <li>● Presenting</li> <li>● Non-Fiction</li> <li>● Reader’s theatre</li> </ul>
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	I can adapt my reading rate to the context (eg: slowing rate for suspense etc).				
<p><b>Comprehension 1:</b> I can use comprehension strategies to build literal meaning about events, ideas and information in a text</p>	<p>I can explain and use a range of strategies to aid my comprehension of texts. Specifically:</p> <p><b>Determining Importance:</b> I can determine the main idea of a text. I can eliminate interesting, but not essential detail.</p> <p><b>Summarising:</b> I can accurately summarise the key events of a text.</p> <p><b>Retelling:</b> I can retell a text in sequence. (venn diagram: show difference between summarising and retelling)</p> <p><b>QAR:</b> I can identify literal information in a text.</p> <p><b>Clarifying:</b> I can clarify unknown words and phrases to better understand a text.</p>	<p>I can use a range of Semester 1 comprehension strategies to build an overall understanding of a text: E.G. Predicting Questioning Clarifying Note Taking</p>	<p>Reciprocal Reading Guided Reading Reading conferences Work samples (to be discussed)- Use of Proficiency Scale.</p>	<p>Term 3: W7-W8 Term 4: W7-W9</p>	<p>I can apply this skill with a more complex text and a variety of genres.</p>

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	<p>(substituting, using base words, looking for known words, affixes)</p> <p>I can <b>re-tell</b> a story in sequence (literal)</p> <p>I can <b>predict</b> using a range of text clues and prior knowledge. I can justify using literal evidence.</p> <p>I can ask a range of <b>questions</b> that that build upon my understanding of the text.</p> <p>I can answer a range of <b>questions</b>, both literal and inferential, using text clues and prior knowledge to explain or justify the answer.</p>				
<p><b>Comprehension 2:</b> I can use comprehension strategies to identify the implied meaning and make connections with the text.</p>	<p><b>Inferring:</b> To use prior knowledge + text clues to build inferential comprehension.</p> <p><b>Visualising:</b> I can use text clues, my prior knowledge and my senses, to create a picture in my head about what I am reading.</p>	<p><b>Semester 1 Inferring:</b> I can make accurate <b>inferences</b> about character feelings and motivations, justifying these by using text clues and prior knowledge.</p>	<p>Reciprocal Reading</p> <p>Guided Reading</p> <p>Reading conferences</p> <p>Work samples (to be discussed)- Proficiency Scale</p> <p>CFA: Controlled Text</p>	<p>Term 3: W7-W8</p> <p>Term 4: W7-W9</p>	<p><b>Inferring:</b> To use prior knowledge + text clues to build inferential comprehension with more complex texts.</p> <p><b>Visualising:</b> I can use use text clues, my prior knowledge and my senses, to create an increasingly detailed picture</p>

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	<p><b>Synthesising:</b> I can use the important information in a text and my opinion and feelings, to develop a response.</p> <p><b>Connections:</b> I can use a text to make connections about myself and other texts: T→ T T→ S</p>				<p>in my head about my reading and in relation to more complex texts.</p> <p><b>Synthesising:</b> I can synthesise multiple texts of alternate opinions and formulate my own independent opinion.</p>
<p><b>Genre:</b> I can identify the text structure and purpose of a text and how language features and images are used for different effects.</p>	<p>I can identify the purpose of a text.</p> <p>I can identify the text structure of a genre.</p> <p>I can identify the language features of a genre.</p> <p>I can identify the effect of an image on an audience.</p> <p>I can identify the effect of language choice on an audience.</p> <p>For the following genres: -Information Reports -Reviews -Poetry -Fables -Online Texts</p>	<p>I can explain the text structure, language features and purpose of Semester 1 Genres: Narrative Persuasive Procedure Explanation</p>	<p>Text Structure, Language Feature and Purpose ongoing CFAs (highlighting and annotating with checklists)</p>	<p>Procedural: T3 W1 Fables: T3 W2-W3 Recount (Factual): T3 W5-W7 Poetry: T3 W9 Reviews: T4: W1-W2 Information Reports: T4: W5-W6</p>	<p>I can identify when a text has the features of two different genres.</p> <p>I can evaluate the effectiveness of an author’s language choice and use of images.</p>

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	-Narrative				
<p><b>Spelling:</b> I can flexibly use a range of spelling strategies, to make reasonable attempts at spelling words.</p>	<p><b>Phonic Strategy:</b> I can use knowledge of letter sound relationships and complex consonant and vowel clusters.</p> <p><b>HFW:</b> I can spell the first <b>300</b> Oxford High Frequency Words.</p> <p><b>Visual Strategy:</b> 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.</p> <p><b>Word Structure:</b> I can identify the base word and listen for any affixes and compound works.</p>	<p>I have knowledge of: -Letter - sound relationships -Common blend sounds (tr-, st-, sl-, etc) -Common onset/rimes (-at, -ine, -in , -og, etc) -Digraphs (-th, ch-, -sh, etc)</p>	<p>Proficiency Scale tracking</p> <p>Student writing samples- assessing spelling as part of a text, rather than just 1 word at a time.</p> <p>Oxford Word Test</p>	<p>Term 3: Ongoing Term 4: W1-W9</p>	<p>Increasing my bank of vocabulary through investigations and use them when spelling more complex words.</p>
<p><b>Grammar &amp; Punctuation:</b> I can <i>demonstrate understanding</i> of grammar and choose appropriate vocabulary and punctuation.</p>	<p>-I can organise my texts into paragraphs based on sequenced ideas.</p> <p>-I can recognise that apostrophes are used for contractions and to signal missing letters.</p>	<p>I can use full stops accurately to signal the end of a sentence.</p>	<p>Proficiency Scale Tracking during particular genres (to be discussed during CTMs).</p>	<p>Term 3: Ongoing Term 4: W1-W9</p>	<p>can evaluate texts for correct grammar and punctuation.</p> <p>I can automatically and thoroughly apply this EL</p>

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	<p>-I can write a grammatically correct sentence (tense, subject and verb agreement)</p> <p>-I understand that verbs represent different processes (doing, thinking, saying, and relating)</p>	<p>I can recognise and understand the basic use of commas in writing.</p> <p>I can hear if a sentence makes sense.</p>	<p>Ongoing student work samples (mini lessons to focus on G&amp;P).</p>		<p>when revising and editing my writing.</p>
<p><b>Writing Process:</b> I can work through the writing process, thoroughly revising and editing my work, checking for appropriate vocabulary, structure and meaning.</p>	<p>I can take a piece of writing through to completion; from planning to publishing.</p> <p>I can use and document the 'ARMS' process to effectively revise my writing.</p> <p>I can use and document the 'CUPS' process to effectively edit my writing.</p> <p>I can publish some of my writing using digital devices.</p>	<p>I know the different stages of the writing process.</p> <p>I can use ARMS with teacher support.</p> <p>I can use CUPS with teacher support.</p>	<p>Writing Process Proficiency Scale used for each genre. Students to set goals and track their progress within each genre.</p>	<p>Term 3: W5-W8 Term 4: W5-W9</p>	<p><b>Independently following the writing process to greater effect.</b></p>
<p><b>Genre:</b> I can purposefully create texts using a given text structure and language features.</p>	<p>I can create purposeful pieces of writing that use the genre's text structure</p>	<p>I can write in different genres and follow the basic structure.</p>	<p>Proficiency Scale (student tracking) + checklists for each genre addressed prior to unit and ticked off at the end of each genre.</p>	<p>Procedural: T3 W1 Fables: T3 W2-W4</p>	<p>My text expresses and develops experiences, events, information, ideas and characters in detail (through teacher conference).</p>

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<p><b>Learning Target:</b> My text expresses and develops experiences, events, information, ideas and characters (in some detail).</p>	<p>I can create purposeful pieces of writing that use key language features</p> <p>I can create purposeful pieces of writing that use images that target my audience.</p> <ul style="list-style-type: none"> <li>- Report (informational)</li> <li>- Recount (factual)</li> <li>- Response (poetry)</li> <li>- Fable</li> <li>- Reviews</li> </ul>	<p>I can follow and write in the structure of Semester 1 Genres: Narrative Persuasive Procedural Explanation</p>	<p>Pre test (writing sample) completed before each new genre to assess how much of the text structure and language features students already know.</p> <p>Final written piece for each genre used as summative assessment for the genre.</p>	<p>Recount (factual): T3 W5-W8</p> <p>Response (poetry): T3 W9-W10</p> <p>Reviews: T4 W1-W4</p> <p>Information Reports: T4 W5-W9</p>	
<p><b>Craft:</b> I can create writing pieces that include elements of the Writer’s Toolbox.</p> <p><b>Learning Targets:</b> I can:</p> <ul style="list-style-type: none"> <li>• Write using voice.</li> </ul>	<p>My writing style carries a sense of personality and is clearly representative of the author.</p> <p>I can consider my audience and who I am writing for.</p> <p>I can use elements of the Writer’s Toolbox:</p> <ul style="list-style-type: none"> <li>-Strong leads</li> <li>-Figurative language</li> <li>-Dialogue</li> <li>-Strong endings</li> <li>-Strong verbs</li> <li>-Show not tell</li> </ul>	<p>I have preferences for the way in which I write; selecting a favourite genre/style or plot-line.</p>	<p>Writing Samples within each genre.</p> <p>Major focus during poetry unit (mini lessons on the Writer’s Took box).</p> <p>Student tracking using Proficiency Scale.</p>	<p>Term 3: W9-W10</p>	<p>I can write using the voice of someone other than myself.</p>
<p><b>Handwriting:</b> I can write legibly using consistently sized, joined</p>	<p>I can use the correct ‘entry’ and ‘exits’ for my letters.</p>	<p>My capitals touch the 2nd dotted third.</p>	<p>Homework.</p> <p>Ongoing writing samples.</p>	<p>Term 3: Ongoing Term 4: W1-W9</p>	<p>I can write legibly using consistently sized, joined letters on 14mm dotted</p>

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<p>letters on 14mm dotted thirds in Victorian Modern Cursive for 20 minutes.</p>	<p>I can ensure my letters are sitting correctly on the dotted thirds.</p> <p>I can maintain this handwriting for at least 20 minutes.</p>	<p>My lower-case letters touch the first dotted third.</p> <p>I can write on the line.</p>	<p>1 off lessons to model accurate letter formation.</p>		<p>thirds in Victorian Modern Cursive for 25 minutes.</p>
<p><b>Speaking and Listening:</b> I can participate in class discussions, listening to others' points-of-view, appropriately interacting and responding.</p>	<p><b>I:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can express my feelings and opinions on a topic.</li> <li><input type="checkbox"/> Can use connectives when speaking to sequence and link my ideas (e.g. and, but, so, yet, however, next, then, first, finally, eventually etc.).</li> <li><input type="checkbox"/> Can ask purposeful questions to a partner, team or class.</li> <li><input type="checkbox"/> Can provide useful feedback to a partner, team or class.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show appropriate body language when speaking to a partner, team or class.</li> <li><input type="checkbox"/> Use a suitable level of voice, appropriate to the situation, place and people we are speaking to.</li> </ul>	<p>Use of Proficiency Scale</p> <p>Class discussions Peer discussions Team work Show and Tell Concept and homework presentations → Teacher to track</p>	<p>Term 3: Ongoing Term 4: W1-W9</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give helpful feedback to my peers to help them prepare for and improve their speaking and listening skills.</li> <li><input type="checkbox"/> Use feedback given to me to improve the quality of my speaking and listening skills.</li> </ul>

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	<input type="checkbox"/> Can actively listen to a speaker using the 5L's.				
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