What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Six	**Semester:** Two	**Subject:** English	**Team Members:** Sarah Mason, Shane Collins, Patrick Liederbach		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	**Example-Rigor** What does proficient student work look like? Provide an example and/or description.	**Prior Skills Needed** What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	**Common Assessments** What assessment/s will be used to measure student mastery?	**When taught?** When will this essential learning be taught?	**Application Skills** What will we do when students have already learned this essential learning?
Comprehension 3: Author Study - About the Text I can analyse and evaluate the effectiveness of different author's craft choices. **Learning Targets:** I can: - Analyse and explain the choices that an author makes over language features, images and vocabulary - Understand that these choices achieve a particular effect (achieve particular aesthetic, humorous and persuasive purposes and effects) - Identify a variety of language features within	Analyse and explain author's choices through using two or more of the focus author's texts. Identify characteristics that define the author's individual style, such as: - subject or theme - characterisation - text structure - plot development - vocabulary - voice and tone - narrative point of view - grammatical structure - visual techniques - author's writing craft Analyse strategies authors use to influence readers e.g. identify how authors use language to position the reader and give reasons	Knowledge of and how to identify: Author's purpose Text structures and features Writing craft Connections between multiple authors I can identify how: - Author's use illustrations to make stories more exciting, moving and absorbing - an author's use of character development and plot tension hold their readers' attention.	Venn Diagram for two texts by same author Critique of an author body of work 1:1 Reading Conferences Anecdotal notes	Term 3 (Weeks 1-4, 7-10) Term 4 Weeks (1-4, 7-9)	Hold verbal debates about author the link between author craft and purpose and its effectiveness. (linking comprehension 2 and 3) Recognise when an author innovates on a standard text structure. (links comprehension 3 to genre)

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a range of texts, written by different authors	Compare texts that have same purpose but have different features and achieve a different effect (eg. Horrible histories, The thing explainer) *Author Study of:* Shaun Tan / Gary Crew Patricia Polacco /Allen Say				
Comprehension 4: Personal Reading Choices - About the Text I can evaluate and explain my personal reading choices by using evidence from within, beyond and about the text I am reading. **Learning Targets:** I can: - Think critically and relate author craft, language choice and text connections to the opinion I hold - Explain the opinion I hold about my text - Form an opinion about the texts I am reading	Develop personal preferences for reading choices, based on: Genre type Author craft & style Known Authors Book length Complexity of text Be able to hold a detailed discussion about book choice, that includes justification and evidence of the thought process behind reading choices. To reflect upon and review texts throughout the reading process, forming opinions about the text and author/author craft Pick out books they want to read using goodreads and trips to the library.	Knowledge of 'Just Right' books and how to choose them. Knowledge of how to complete a book review & the relevant content. Experience in selecting own reading material	1:1 conferences - Use of discussion rubric Book reviews Reading Wishlist (and progress) Book club discussion & documentation	Term 3 (Weeks 5,6) Term 4 (Weeks 5,6, 10,11)	Same learning targets but with higher reading level (more complex texts)
Genres: I can create detailed texts for a range of purposes and audiences. **Learning Targets:** **I can:**	I can identify and use the structures and language features of: - Narratives - Poetry - Hybrid texts (also include: Historical fiction)	Identify a range of genres, based on their key features and determine their purpose.	Timed writing pieces - focusing on a particular genre or text structure. Assessed against proficiency scale. Writing conferences.	Narrative - Term 3 (Weeks 1-10) Poetry - Term 3 (Weeks 3-6)	- To create hybrid texts that adapt or combine aspects of more than one genre. - Investigate and experiment with the way I can convey

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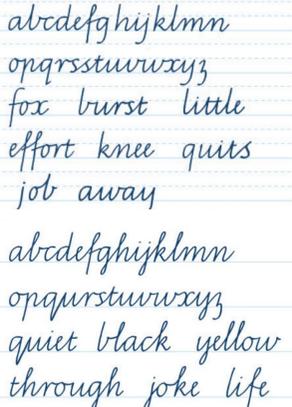|					
- Elaborate, extend on and explain my ideas - Identify and implement a specific structure/features suited to my writing genre (a given genre) - Select an appropriate genre to reflect a particular purpose	- Recounts (biography) - Memoirs I understand that structure of my text matches the genre that we are writing (as recorded on PS). I can adapt a narrative to a screenplay/ script.	Investigate how sentence structure can be used in a variety of ways to elaborate, extend and explain ideas Understand that cohesive links can be made in texts by omitting or replacing words Use a range of punctuation to effectively create meaning within my sentences	Writing samples.	Memoir/Recount -Term 4 (Weeks 1-4, 7-11) Hybrid Texts - Term 4 (Weeks 5-6)	my ideas to suit a specific purpose and audience - Incorporate a theme into my narrative for my audience to infer - Evaluate and provide feedback on the work of my peers based on agreed criteria - Independently make and justify editorial choices based on agreed criteria
Craft: I can demonstrate control/considered choices over my writing in order to achieve a specific purpose **Learning Targets:** I can - Selectively use literary devices to suit the text/purpose - Use images/graphical representation - Selectively use different sentence structures - Select the most effective vocabulary	I can name and use a variety of craft including: - Figurative language (similes, metaphors & allusions) - Onomatopoeia/alliteration - Sensory imagery/ description - Personification - Repetition\Word choice (strong verbs, specific nouns, hyphenated adjectives, adverbs & adjectives)	I can identify craft in a variety of texts including mentor texts I have been exposed to. I have experimented using various craft in my own writing: - strong verbs - similes & metaphors - alliteration - onomatopoeia - repetition	Assessed against writing PS. Writing conferences. Writing samples.		I can explain and justify my use of literary devices. I can evaluate my peer's writing and provide feedback on their use of literary devices.

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Power 1: Inspiring Ideas
The Main Theme or The Heart of Your Message
Power 2: Empowering Organization
The Framework of Your Writing or The Logical and Intriguing Pattern of Ideas
Power 3: Original Voice
The Unique Writer Comes Out Through Your Style and Words or The Soul and Magic of the Writing
Power 4: Sentence Flow
The Flow and Rhythm of the Writing or The Way in Which the Language Plays to the Ear
Power 5: Amplify Words
Choosing Precise Words that are Rich and Colorful
Power 6: Brilliant Beginnings
The Beginning Should be Enticing to Draw the Reader into the Story
Power 7: Effective Endings
The Ending of the Writing Needs be Powerful and Effective or It Should Leave the Reader Thinking
Power 8: Enhance Conventions
The Mechanics of the Writing or Spelling, Grammar, Capitals, Punctuation, and Paragraphing
*You must MASTER all eight powers to possess The Writing Craft!

Vary sentence length and structure to add depth and achieve a specific purpose

Dialogue***

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Handwriting: I can write using Victorian Modern Cursive script. **Learning Targets:** I can write a paragraph using victorian modern cursive script. I can demonstrate fluid joins from common entry & exit points I can join letters using bottom joins I can write for a period of 30 minutes (legible handwriting style).	I can form all my letters correctly, accurately and efficiently. I can join letters, using common entry and exit points: Ie: bottom joins (a, e, i, c, d, l etc) *abcdefghijklmn* *opqrsstuvwxyz* *fox burst little* *effort knee quits* *job away* *abcdefghijklmn* *opqurstuvwxyz* *quiet black yellow* *through joke life*	I start all letters from the correct position and follow the correct formation. I can form my letters correctly. I can write using my own personal style	Writing sample where students are asked to write a paragraph in joined writing or victorian modern cursive. Writing sessions when students are required to write for at least 30 minutes. Ongoing handwriting lessons with application time.	T1 Weeks 3 ongoing	At all times I use Victorian Modern Cursive in a fluent, neat and efficient way.
Effect strategies I can use specific strategies for effect (such as voice volume, tone, pitch and pace, questions, statistics, humor…)	I can speak: - accurately - at an appropriate pace - with ease (not stumbling over words and pausing unnecessarily) - with appropriate expression - pause for effect - with appropriate volume for the task & audience	I understand how to use punctuation to assist my fluency and expression when speaking aloud.	Daily conversations with teacher and peers Group discussions Individual conferences Participation in class discussions	T3 w3 till T4 w3	I can apply verbal communication strategies automatically in a variety of situations and audiences: -Special forms such as satire, parody, allegory and monologue.
Presentations: I can plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes.	I can make appropriate choices for modality and emphasis when planning, rehearsing and delivering a presentation. I can use the 'specific strategies' listed above.	I have participated in planning, rehearsing and delivering a group presentation. I have watched presentations that	Rubric Anecdotal notes Individual and group presentations for homework and classwork./Feedback Group Film Project	T3 w1-2 T4 w4-11	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.

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Learning Targets: I can use appropriate effect strategies for the presentation	Multimodal modal - use of 'two or more communication modes' to make meaning, for example image, gesture, music, spoken language, and written language.	involve multimodal elements.	Concept presentations (Geography and Science) Oral Presentation Rubric		

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

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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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