

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Four	Semester: One	Subject: English	Team Members: Melina Shenoy, Claire Crozier, Adriana Jankulovski, Debbie Arnheim, Melanie Barger		
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?	Extension Skills What will we do when students have already learned this essential learning?
<b>Decoding (*ongoing)</b> I can solve multi-syllable words with three or more syllables, using vowel patterns, phonogram patterns/rime, affixes and other word parts.	I can read a multi-syllable word such as un/der/stand I can read words with vowel patterns eg. 'rain/pain' or 'bean/lean'. I can read a phonogram pattern/rime such as 'whack/back' or 'tail/hail'. I can read words with an affix e.g. 'playing' 'undecided'. I can combine the above reading techniques.	I know what a syllable is. I can break words into multi-syllables. I know what a vowel pattern is such as ai, ea. I know dependendable rimes (phonogram patterns) such as 'ack' or 'ail'. I can identify dependable rimes within multi-syllable words. I know what an affix (prefix or suffix) is-an addition to the base word which modifies its meaning or creates a new word. I can identify base words.	Running record observing the decoding strategies the student uses.  Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading	<b>Semester 1 - Ongoing</b>	I can demonstrate the ability to automatically and flexibly use a wide range of word solving strategies (e.g. dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words)

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<p><b>MSV (*ongoing)</b> I can integrate and cross check sources of information together to solve new words <b>Learning Target:</b> I can combine, and use the ‘Good Readers’ skills</p>	<p>I can integrate the MSV strategies to solve new words. I can integrate the MSV strategies to make meaning and bring understanding to the text.  I can record my reading via Google Docs and evaluate it according to MSV. I can substitute words with similar meanings.</p>	<p>I am aware of MSV strategies. - does it sound right? - does it look right? - does it make sense?</p>	<p>Running records Probe Conferences Anecdotal notes Reciprocal reading Guided reading Cloze activities.</p>	<p>Term 1 - Weeks 7-9 (then ongoing to support other comprehension strategies)</p>	<p>I can use MSV strategies to solve more difficult words in less common knowledge areas.</p>
<p><b>Fluency (*ongoing):</b> I can read in a way that reflects understanding and meaning. <b>Learning Target:</b> I can... - demonstrate appropriate stress on words - use intonation and phrasing - pause appropriately for punctuation - use an appropriate rate</p>	<p>I can understand the use of punctuation (! , ? . “ ” ) and how it impacts on my reading.  I change my expression and intonation so that it’s appropriate for different genres and audiences.  I can read a text at an appropriate rate.</p>	<p>I can read a text with expression. I know that characters have their own voice. I am aware that punctuation changes how I read. I know texts fonts can impact on my expression. I can read a text at a suitable and steady pace.</p>	<p>Probe Conferences Anecdotal notes Reciprocal reading Guided reading Reader’s Theatre Reading a speech or presentation Choral reading</p>	<p>Term 1 and 2 - Ongoing through Reader’s Theatre and Choral Reading.</p>	<p>I can change my voice to represent different characters throughout a text.  I use text cues to guide my fluency (exclaimed, sighed).</p>
<p><b>Comprehension 1:</b></p>	<p>I can find specific literal information.</p>	<p>I can link background knowledge to make</p>	<p>Probe Conferences Anecdotal notes</p>	<p>Term 2 Weeks 1 - 4</p>	<p>I can use inferential knowledge and</p>

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<p>I can use comprehension strategies to build literal meaning.</p> <p><b>Learning Targets:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>- expand my content knowledge</li> <li>- integrate and link ideas</li> </ul>	<p>I can retell what has happened in a narrative.</p> <p>I can identify and summarise the main ideas or important events in a text.</p> <p>I can use QAR to ask and answer questions about a text.</p>	<p>connections to what I'm reading.</p> <p>I can identify text clues.</p> <p>I can question a text.</p> <p>I understand QAR.</p> <p>I understand what literal meaning is.</p>	<p>Reciprocal reading Bookclubs F&amp;P Comprehension resources</p> <ul style="list-style-type: none"> <li>● Cars and Stars</li> <li>● Graphic organisers</li> <li>● visual representation</li> </ul>		<p>evidence to understand the author's purpose.</p>
<p><b>Comprehension 2:</b></p> <p>I can use comprehension strategies to build implied meaning.</p> <p><b>Learning Targets:</b></p> <p>Elements to infer...</p> <ul style="list-style-type: none"> <li>- characters' feelings/ actions</li> <li>- theme</li> <li>- cause/ effect (F/NF)</li> <li>- outcomes (F/NF)</li> </ul>	<p>I can use QAR to ask and answer questions about a text.</p> <p>I can use text clues and my prior knowledge to make and justify inferences about elements, such as characters' feelings and actions, within a text.</p> <p>I can ask and answer questions which enable me to infer. eg. Why did she take her coat off? How did ... feel after ... happened?</p>	<p>I can link prior knowledge to what I'm reading.</p> <p>I can identify text clues.</p> <p>I can question a text.</p> <p>I understand what literal meaning is.</p> <p>I know that TC + PK= I</p>		<p>Term 2: Weeks 5-8 Ongoing through goal work</p>	<p>I can use text clues and my prior knowledge to infer the different elements of a text:</p> <ul style="list-style-type: none"> <li>- future events</li> <li>- solutions to problems</li> <li>- theme</li> <li>- characters future actions.</li> </ul>

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	<p>I can make text connections.</p> <p>I can summarise important information.</p> <p>I can make connections between information, print and images.</p> <p>I can build on my prior knowledge.</p> <p>I can combine key facts and my opinion to respond to a topic. (synthesising)</p> <p>I can create mental images (visualising).</p> <p>I can use texts that are relevant to a topic and are reliable sources of information.</p>				
<p><b>Genres (Reading)</b> I can read and view different types of texts (genres) and identify how they vary</p> <p>Learning Targets:</p>	<p>I can identify the purpose of the text type.</p>	<p>I can identify some of the text structures that are associated with different types of texts</p>	<p>Probe Conferences Anecdotal notes Reciprocal reading Bookclubs</p>	<p>Term 2: Ongoing, then completed before Comprehension 3</p>	<p>I can explain how genre relates to an author's purpose.</p>

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<p>I can identify:</p> <ul style="list-style-type: none"> <li>- purpose</li> <li>- structure</li> <li>- audience</li> <li>- language features</li> <li>- Images</li> <li>- vocabulary</li> </ul>	<p>I can identify the complexity of different texts types.</p> <p>I can identify the audience of a text types.</p> <p>I can identify the author’s purpose.</p> <p>I can identify the structure of different text types.</p> <p>I can identify the language features of different text types.</p>	<p>I can explain how a text’s visual layout (including pictures, labels, diagrams) varies depending on the type of text (genres)</p> <p>I can list different types of texts (genres).</p>	<p>Comprehension resources</p>		<p>I can explain how a text can be more complex than another.</p>
<p><b>Text Structure &amp; Organisation:</b> I can create well-structured texts to explain ideas for different audiences. <b>Learning Targets:</b> I can:</p> <ul style="list-style-type: none"> <li>- use images to extend ideas</li> <li>- use detail to extend key ideas.</li> </ul>	<p>I can identify and include an introduction, body and conclusion in my writing.</p> <p>I can organise my writing into paragraphs.</p> <p>I can use a variety of sentence lengths in my writing to extend ideas.</p>	<p>I can express experiences, events, information, ideas and characters in my writing.</p> <p>I know how to link words to create ideas (phrases).</p> <p>I can use a template to structure my ideas.</p>	<p>Writing samples Writing conferences</p> <p>CFA’s designed by team.</p>	<p>Term 1, Week 5 - 7</p>	<p>I can use a variety of sentence lengths in my writing to suit my purpose and audience as an author.</p> <p>I can effectively use a broader range of conjunctions in my writing.</p>

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	<p>I know and can use a range of time connectives.</p> <p>I know and can use a range of conjunctions to link and extend key ideas.</p> <p>I can write using a consistent tense.</p> <p>I can use images to explain ideas to my audience. Eg. Graphic organisers.</p>				
<p><b>Spelling (*Ongoing):</b> I can use a range of spelling strategies. I can use:</p> <ul style="list-style-type: none"> <li>● Phonic strategy</li> <li>● HFW</li> <li>● Visual Strategy</li> <li>● Meaning Strategy</li> <li>● Spelling generalisations</li> <li>● Word Structure (base words)</li> <li>● Letter combinations (including double letters)</li> <li>● Morphemic word families</li> </ul>	<p>- Phonic strategy I understand that the same sounds have different spelling patterns.</p> <p>- HFW I choose appropriate words from the content we are learning, aided by resources around the room.</p> <p>- Visual Strategy I can recognise, group and use spelling patterns when spelling new and unknown words. I know homophones.</p>	<p>- Phonic strategy I know sounds and groupings (short and long vowels) I can form common ways to represent a sound (eg. digraphs, consonant blends etc)</p> <p>- HFW I know the first 300 HFW. I can choose HFW to learn. I can use various strategies to learn the HFW.</p> <p>- Visual Strategy I can recognise and group common spelling patterns. I can form spelling generalisations.</p>	<p>Dictation Spelling tests/word choice Writing sample Spelling investigations.</p>	<p>Term 1 and 2: Ongoing</p>	<p>I can identify homonyms and homographs.</p> <p>I can explore suffixes and prefixes further.</p> <p>I can investigate the derivations of words through culture.</p>

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	<p>I can identify spelling patterns within more complex words.</p> <p>- Word Structure I can add affixes to base words.</p> <p>I can use word families to help spell new words (e.g. October, octopus, octagon, octagonal).</p>	<p>- Word Structure I know contractions, compound words, common plurals, word families, prefixes: re and un.</p>			
<p><b>Grammar &amp; Punctuation (*Ongoing):</b> I can use punctuation and grammar correctly .</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Upper case letters (proper nouns, title)</li> <li>- Apostrophes (contractions)</li> <li>- Quotation Marks</li> <li>- Commas (clauses, connectives)</li> </ul>	<p>I can use upper case letters correctly in my writing.</p> <p>I can use and know the difference between possessive and contraction apostrophes.</p> <p>I can use quotation marks to indicate speech and can use the associated punctuation correctly (e.g. full stop, comma or question mark inside the quotation marks).</p>	<p>I understand how to use these appropriately in my writing:</p> <ul style="list-style-type: none"> <li>- Full stops</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Upper case letters (names and start of sentence)</li> <li>- Commas (list)</li> </ul> <p>I know what past, present and future tense means.</p> <p>I can use regular verbs in my writing correctly.</p>	<p>Writing samples. Editing an incomplete piece of writing (with omitted punctuation).</p>	<p>Term 1 and 2: Ongoing</p>	<p>I understand more complex grammar and punctuation e.g. talking marks vs quotation marks, ellipses.</p> <p>I understand and can use colons and semi-colons.</p> <p>I use commas beyond lists, to separate clauses and connectives in sentences. (eg. to include a subordinate clause).</p>

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	<p>I understand that when I write and a new person speaks I use a new paragraph.</p> <p>I can use commas to separate clauses and connectives in sentences.</p> <p>I can write using correct tense.</p> <p>I can use irregular verbs in my writing (wrote, swam).</p> <p>I use the correct verb when writing about singular and plural subjects (e.g. The <u>cat</u> was sitting on the mat. The <u>cats</u> were sitting on the mat.)</p>				
<p><b>Writing Process (*ongoing):</b> I can work through the writing process to complete a piece of writing. <b>Learning Target:</b> I can</p>	<p>I can edit and revise my writing for my intended audience.</p>	<p>I know what the Writing Process is.</p> <p>I know each stage of the writing process.</p>	<p>Writing sample Rubric Conferences</p>	<p>Term 1 and 2 Ongoing</p>	<p>I can analyse and critique a piece of writing (mine or other's) using a checklist.</p>

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<ul style="list-style-type: none"> <li>- revise and edit my writing to improve meaning.</li> <li>- publish my work in a variety of ways.</li> </ul>		<p>I can follow the writing process when completing a writing piece.</p>			<p>I can create pieces of writing for various audiences and purposes and justify my choices.</p> <p>I can create pieces of writing that follow the complete Writing Process.</p>
<p><b>Genre: Writing (*Ongoing):</b> I can independently create imaginative and informative texts using the genre structure.</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Narrative (S2?)</li> <li>- Report (S2?)</li> <li>- Procedure (S1?)</li> <li>- Explanation (1)</li> <li>- Persuasive (S1?)</li> <li>- Poetry (S1-2 ongoing?)</li> <li>- Response - (S2?)</li> </ul>	<p>I can create texts using the correct genre structure.</p> <p>I understand that different genres are planned differently.</p> <p>I can use a text frame to assist my writing.</p>	<p>I am aware of various writing genres and that they have different structures.</p> <p>I know the difference between an imaginary and informative text.</p>	<p>Writing sample Rubric Conferences</p>	<p>Term 1 Wk 5-7 - Persuasive</p> <p>Term 1: Weeks 8-9/ Term 2: Weeks 1-2 Narrative</p> <p>Term 2: Weeks 7 - 10 Procedure</p>	<p>I can modify my text and presentation of the genre to suit a different audience. (eg. Writing the same story a different way for a different audience).</p>
<p><b>Craft (*Ongoing):</b> I use language features to create coherence and add detail to my text (for my audience).</p> <p><b>Learning Targets:</b> I can:</p> <ul style="list-style-type: none"> <li>- ensure my writing makes sense</li> </ul>	<p>I can enhance my writing using figurative language such as similes, metaphors, hyperboles, onomatopoeia, alliteration, and personification.</p>	<p>I understand what similes and metaphors are.</p> <p>I know what verbs are.</p>	<p>Writing sample Conference notes</p>	<p>Term 2: Weeks 1-5</p>	<p>I can embed more than one area of craft in my writing.</p> <p>I can use more than one area of craft in various genres.</p>

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<ul style="list-style-type: none"> <li>- make appropriate word choices</li> <li>- use resources to select vocabulary</li> </ul>	<p>I can create effective descriptions using verb, noun and adverb groups and phrases (e.g. development of a character’s actions, or description in a report).</p> <p>I can use strong verbs effectively in my writing.</p> <p>I can check my writing to ensure it makes sense to the reader. (eg. peer conferencing).</p> <p>I can refer to anchor charts, dictionaries and classroom resources to help select vocabulary appropriate to my writing..</p> <p>I make deliberate word choices to make my writing more precise and/or interesting.</p>				
<p><b>Handwriting</b> <b>(*Ongoing):</b></p>	<p>I can form letters of Victorian Cursive script correctly.</p>	<p>I can write legibly and on the line using dotted thirds.</p>	<p>Conference Copying text</p>	<p>Term 1 and 2: Ongoing</p>	<p>I can write Victorian Modern Cursive without dotted thirds.</p>

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I can write using Victorian Modern Cursive for a minimum of 20 minutes.	I can join my letters correctly to form a word.	I can form my letters correctly.			
<p><b>Speaking and Listening 1: (Responding)</b> I can express an opinion based on information in a text.</p> <p><b>Learning Targets:</b> I can:</p> <ul style="list-style-type: none"> <li>- use key points to carry out tasks</li> <li>- create a structured text for different audiences</li> </ul>	<p>I can note-take using different resources (eg. presentations, video, written texts).</p> <p>I can identify key points and main ideas.</p> <p>I can use bullet points, diagrams (illustrations), summaries, graphic organisers.</p> <p>I can use my information to express an opinion to an audience.</p> <p>I can use my information to express an opinion in different ways (eg. Presentation, written format)</p>	<p>I can listen to speech attentively.</p> <p>I can respond to texts.</p> <p>I can take simple notes from a text.</p>	<p>E.g. Note taking conferences. CFA's Developed by team. Rubric</p>	<p>Term 1 &amp; 2: Ongoing</p>	<p>I can express an opinion with a purpose in mind.</p> <p>I can support my opinion using information from texts (eg. translate information into visual displays)</p> <p>I can understand why word choices and delivery choices can impact your response in both positive and negative ways.</p>
<p><b>Speaking and Listening 2: (Presenting)</b> I can make presentations and contribute to discussions.</p>	<p>I can plan a presentation for a specific purpose.</p>	<p>I can speak in front of a group of people.</p>	<p>JSC - Oral presentations Presentations Show and Tell</p>	<p>Term 1 &amp; 2: Ongoing</p>	<p>I can present to multiple audiences.</p>

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<p><b>Learning Targets:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>- change my language to suit the context</li> <li>- collaborate</li> <li>- identify key points in discussions</li> </ul>	<p>I can collaborate with others to create a presentation for an audience.</p> <p>I can plan, rehearse and deliver a presentation with and without the use of technology.</p> <p>I can make relevant contributions to discussions.</p> <p>I can build upon others' opinions to enhance my contributions to discussions.</p> <p>I use formal and informal language correctly during discussions and presentations.</p>	<p>I can present an idea/work in front of an audience.</p> <p>I can share ideas with others.</p> <p>I can listen to others attentively.</p>			
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**Essential Learning Reading and Viewing Overview**

<b>Prep Foundation</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four-Six</b>
Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres

**Essential Learning Writing Overview**

<b>Prep Foundation – Level 6</b>	<b>Level 7</b>
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Text Structure & Organisation Spelling Grammar & Punctuation Writing Process Genre Craft Handwriting	Text Structure & Organisation Grammar & Punctuation Writing Process Genre Craft Handwriting
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