

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Six	Semester: One	Subject: English	Team Members: Sarah Mason, Shane Collins, Patrick Liederbach		
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><b>Comprehension 1: Within the Text</b></p> <p>I can identify and analyse information within a text to build literal comprehension of a text.</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Identify important ideas and information</li> <li>- Summarise</li> <li>- Search complex plotlines &amp; texts and use key information from the text</li> </ul>	<p>Identify important ideas and information (longer texts with chapters and sometimes multiple texts)</p> <p>organise into summary form in order to remember and use them as background knowledge in reading or for discussion and writing.</p> <p>Identify words that have alternate meanings when used in different contexts and understand/use strategies to attain meaning in uncommon context.</p>	<p>I know of and can use the following strategies, to build literal comprehension:</p> <p>Activating and using prior knowledge</p> <p>Identifying key information</p> <p>Summarising</p> <p>I know what decoding is and know of a range of strategies I can use to determine word meaning.</p>	<p>F&amp;P</p> <p>Cornell note-taking</p> <p>Tasks 1:1 Reading conferences</p> <p>Summaries &amp; Re-tells (verbal and written)</p> <p>Anecdotal notes</p>	<p><b>T1 Week 4-9</b></p>	<p>Increasing length and complexity of texts that students engage with.</p> <p>Reading above Level X.</p>

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<ul style="list-style-type: none"> <li>- Recognise subtle meaning for known words when used in an uncommon context.</li> <li>- Use a range of strategies to understand content specific vocabulary</li> </ul>					
<p><b>Comprehension 2: Beyond the Text</b></p> <p>I can interpret and analyse information beyond the text to build inferred comprehension of a text.</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Recognise &amp; understand the importance of symbolism and make connections to real-life issues.</li> <li>- Hypothesise reasons for character &amp; plot development</li> <li>- Change opinions &amp; understandings,</li> </ul>	<p>Synthesising:</p> <ul style="list-style-type: none"> <li>- Recognise and compare multiple points of view.</li> <li>- Develop my own opinion through engaging with a variety of texts</li> <li>-</li> <li>-</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>- To their own lives and contemporary issues and problems.</li> <li>- Using sensory imagery in fiction and poetry.</li> <li>- To other texts by topic, major ideas, author's styles and genres.</li> <li>- By maintaining memory of many different texts</li> </ul> <p>Predictions:</p>	<p>I know of and can use the following strategies, to build comprehension beyond the text:</p> <p>Activating and using prior knowledge Predicting Making connections Inferring Synthesising</p>	<p>F&amp;P Cornell note-taking Tasks 1:1 Reading conferences Summaries &amp; Re-tells (verbal and written) Anecdotal notes</p>	<p><b>T2 Weeks 1 - 10</b></p>	<p>Increasing length and complexity of texts that students engage with. Reading above Level X.</p>

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<p>based on new information/insights gained from a variety of texts (Synthesising)</p> <ul style="list-style-type: none"> <li>- Make detailed connections (T/W/S) across all genres</li> <li>- Make, monitor and alter justified predictions about the text; before, during, and after reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor and change justified predictions while reading.</li> </ul> <p>Inferring:</p> <ul style="list-style-type: none"> <li>- Setting plays a role in the mood/symbolism of a piece of writing</li> <li>- Understand subtexts where the author is saying one thing but meaning another.</li> </ul>				
<p><b>Decoding/MSV:</b></p> <p>I can use word solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words.</p> <p><b>Learning Target:</b></p> <p>I can decode &amp; pronounce complex words using the most efficient decoding strategies.</p>	<p>I can use my decoding and MSV strategies to decode and determine the meaning of unknown words.</p> <p>I can use word solving strategies to work out the pronunciation of unknown words:</p> <p>Chunking Sliding Base Words Pre-fixes &amp; Suffixes</p> <p>I can use word solving strategies to work out the meaning of unknown words:</p>	<p>I can integrate decoding strategies and use them automatically.</p> <p>I can:</p> <p>Break words into syllables Read word parts Read phonogram pattern/rimes Read a word with an affix such as <u>play</u>ing or a prefix such as <u>dis</u>belief.</p> <p>I can decode an unfamiliar word. Does it look right?</p>	<p>Running record observing the decoding strategies the student uses.</p> <p>F&amp;P Word list sentences CFA</p> <p>Probe (for students who have already achieved Level Z on Fountas and Pinnell).</p> <p>CARS &amp; STARS (done as a running record) Reading conferences.</p>	<p><b>T1 Week 4 - 9</b></p>	<p>Apply known strategies to more complex words.</p>

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<p>I can determine the meaning of a word by using efficient strategies.</p> <p>I can use MSV to monitor my reading.</p>	<p>My background knowledge Basewords, Prefixes &amp; Suffixes Graphics Context Dictionary</p> <p>I can use my MSV strategies to monitor my reading: Looks Right Sounds Right Makes Sense</p>	<p>Does it sound right? Does it make sense? If it does not - Self Correct if it doesn't</p> <p>I know a number of prefixes and suffixes and their meaning (dis, mis, ed)</p> <p>I have prior knowledge of the vocabulary associated with the topic/genre I am reading about.</p>			
<p><b>Fluency:</b> I can demonstrate all aspects of phrased, fluent, and expressive reading.</p> <p><b>Learning Targets:</b> When reading an appropriate level of text I can read:</p> <ul style="list-style-type: none"> <li>- Accurately</li> <li>- At an appropriate pace and volume</li> </ul>	<p>Achieve the following at an F&amp;P level X:</p> <p>Reads primarily in larger meaningful phrases, mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress and rate, with only a few slow-downs.</p> <p>Reads primarily in three or four word phrase groups; some</p>	<p>I understand that fluency consists of accuracy, rate, expression, and punctuation.</p> <p>I understand what each of these aspects of fluency means.</p> <p>I understand how to use punctuation to assist my fluency and expression when reading aloud.</p>	<p>Running records F &amp; Ps Readers' Theatre Reading conferences</p> <p>Fountas and Pinnell Rubric <a href="http://www.dps.k12.oh.us/content/documents/Fluency-rubric.pdf">http://www.dps.k12.oh.us/content/documents/Fluency-rubric.pdf</a></p>	<p><b>T2 W1-10 ongoing</b></p>	<p>I can extend my knowledge of reading more complex texts automatically: -Special forms such as satire, parody, allegory and monologue.</p>

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<ul style="list-style-type: none"> <li>- Using appropriate tone and pitch with ease (not stumbling over words and pausing)</li> <li>- With appropriate expression (taking note of punctuation, changing my voice for dialogue, questions and humour)</li> </ul>	<p>smooth, expressive interpretation/pausing guided my meaning &amp; punctuation; mostly appropriate stress/rate with some slowdowns.</p> <p>Reads in primarily in two word phrases, some three-four word groups &amp; some word-by-word reading; almost no smooth expressive interpretation or pausing; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing &amp; no attention to authors meaning/punctuation; no stress/inappropriate stress &amp; slow rate.</p>				
<p><b>Spelling:</b> I can use a range of spelling strategies and the word's meaning to spell new words.</p>	<p>I can use a range of efficient strategies to spell unknown words, including:</p>	<p>I know what a base words is &amp; the difference between this and a root word.</p>	<p>Writing samples Writing conferences Single Word Spelling Test</p>	<p><b>T1 W 4 - 9</b></p>	<p>Apply spelling strategies to more complex words.</p>

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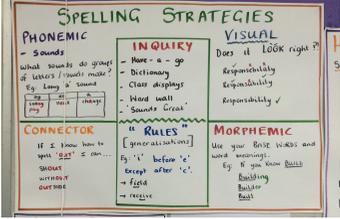
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<p><b>Learning Targets:</b>                  I can select the most efficient and appropriate spelling strategy, depending on the word to be spelled.</p> <p>I can flexibly use a range of spelling strategies</p> <p>I can name and explain a range of spelling strategies</p>	<p><b>Morphemic Strategy:</b>                  How words represent meaning -prefixes, suffixes, word origins, base words</p> <p><b>Phonemic Strategy:</b>                  I can use my letter-sound knowledge</p> <p><b>Spelling Generalisations:</b>                  spelling rules (i before e)</p> <p><b>Visual strategy</b>                  how words look &amp; can check whether they 'look right'</p> <p><b>Connecting strategy</b>                  I know that my knowledge of one word can help me spell words with the same sound: base/root words, word families</p> <p><b>Inquiry strategy</b>                  I can use reference materials, such as dictionary, thesaurus (online and print) and peer review correctly.</p>	<p>I know what a prefix and a suffix is and the meaning of some common examples</p> <p>I know the different vowel sounds and how to spell them (eg: long 'a' is spelt ay, eigh, ai etc)</p> <p>I know all the consonant and vowel sounds and the corresponding letter combinations that make them</p> <p>I know all the letter clusters (scr, pl, gr)</p> <p>I know all the dependable rimes (at, ack)</p> <p>I know that syllables are broken up into consonants and vowels</p> <p>I can spell the Oxford 404 high frequency word list</p>	<p>Weekly spelling homework words</p> <p>Anecdotal notes</p> <p>Word Investigations</p>		
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<p><b>Genres:</b> I can independently create informative and persuasive texts for a specific audience, using genre structures.</p> <p><b>Learning Targets:</b> I can independently construct a variety of non-fiction texts that utilise the relevant key text structures &amp; features effectively.</p> <p>With assistance or the use of checklists, I can construct a variety of non-fiction texts, using the relevant text structures &amp; features</p>	<p>I can: Identify, explain and use the structures and language features of: Explanations Procedures Persuasive pieces Information reports</p> <p>I can select &amp; use certain features (eg: specific language, and visual &amp; audio features) for maximum effect, in order to convey information and ideas</p>	<p>I know that different text types require different structures, to meet their purpose.</p> <p>I understand that text structures can incorporate:</p> <ul style="list-style-type: none"> <li>- chapter headings</li> <li>- subheadings</li> <li>- tables of contents</li> <li>- indexes and glossaries</li> <li>- overviews</li> <li>- introductory and concluding paragraphs</li> <li>- sequencing</li> <li>- topic sentences</li> <li>- taxonomies</li> <li>- cause and effect.</li> </ul>	<p>Timed writing pieces - focusing on a particular genre or text structure. Assessed against writing rubrics. Writing conferences. Writing samples.</p> <p>CFA designed by the team.</p>	<p>Persuasive: <b>T1 Week 4 - 9</b></p> <p>Information: <b>T2 Week 2 - 4</b></p> <p>Procedural: <b>T2 Weeks 5 - 7</b></p> <p>Explanation: <b>T2 Weeks 8 - 10</b></p>	<p>Genre Switch</p>

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<p>I can identify and explain the difference between a variety of non-fiction text structures and features.</p>					
<p><b>Text Structure &amp; Organisation:</b> I can use complex sentences in a variety of ways to elaborate, extend and explain ideas in my writing.</p> <p><b>Learning Targets:</b> Explain the different types of connectives and their purpose.</p> <p>Understand the various uses of commas and apply this within my writing.</p> <p>Use clauses and a range of connectives to elaborate on a message in my writing.</p> <p>I can construct my sentences in order to convey the most</p>	<p>I can use complex sentences to make connections between ideas, such as:</p> <ul style="list-style-type: none"> <li>- to provide a reason ( 'He jumped up <b>because</b> the bell rang');</li> <li>- to state a purpose ( 'She raced home <b>in order to</b> confront her brother');</li> <li>- to express a condition ('It will break <b>if</b> you push it');</li> <li>- to make a concession ("She went to work <b>even though</b> she was not feeling well');</li> <li>- to link two ideas in terms of various time relations ( 'Nero fiddled <b>while</b> Rome burned')</li> </ul> <p>Use commas in 7 different ways within my writing. (A simple series of 3 or more items, Separating interchangeable adjective, Connecting 2 independent clauses, To set off introductory elements, Comma to separate expressions that</p>	<p>I can:</p> <p>Explain the difference between simple, compound and complex sentences.</p> <p>Use a variety of sentence structures, in order to achieve a specific effect.</p> <p>Name the common connectives</p> <p>Use conjunctions/connectives (and, but, because, therefore) to link ideas in a sentence.</p>	<p>Writing samples Writing conferences Dictated writing</p> <p>CFA's designed by team.</p> <ul style="list-style-type: none"> <li>- Highlight connectives/conjunctions in a piece of writing.</li> <li>- Give them a selection of connectives/conjunctions and they write a piece including them. (Do they know the meaning of the connective and use it correctly when linking 2 ideas? e.g. Australia has been second home for 3 years, I love the weather, <b>however</b>, I would love to make it my permanent home. - Incorrect use of however.)</li> </ul>	<p><b>T2 Weeks 1 - 8</b></p>	<p>I can justify my use of sophisticated connectives/conjunctions (consequently, subsequently, furthermore, nethertheless) and the effect of these in expressing and developing my ideas.</p>

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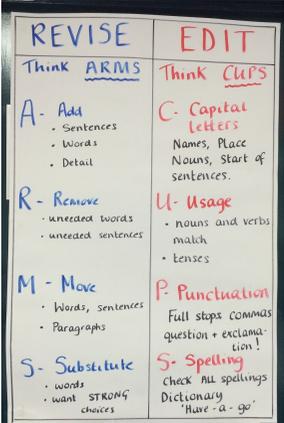
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<p>important &amp; relevant facts within my text.</p>	<p>interrupt the sentence flow, Comma after words that introduce a sentence, Added information which can be removed without changing the meaning of the original sentence.)</p> <p>I know that a complex sentence typically consists of a main clause (Tom was late) and a subordinate clause (due to the traffic) with a conjunction to link the two.</p> <p>I can construct detailed sentences, that convey extensive knowledge about a subject area, by using clauses, connectives and punctuation correctly.</p>		<p>- Compare a simple sentence and a complex sentence and explain the difference.</p>		
<p><b>Paragraphs</b> I create paragraphs that begin with a topic sentence and follow with relevant detail.</p>	<p>I can write a paragraph containing:</p> <ul style="list-style-type: none"> <li>- topic sentence</li> <li>- complex and detailed sentences</li> <li>- all sentences are related (relevant) to the topic sentence</li> </ul>	<p>I know what a paragraph is.</p>	<p>Writing samples Writing conferences Assessed as part of writing rubric.</p>	<p><b>T2 Weeks 9 -10</b></p>	<p>Apply known skills to more complex pieces of writing.</p>
<p><b>Writing Process:</b> I can <b>revise and edit</b> my own and others' work, using agreed criteria to prepare it for publishing for a specific audience.</p>	<p>I can use the ARMS &amp; CUPS procedure/criteria to revise and edit my work effectively</p> <p>I can use the ARMS &amp; CUPS procedure/criteria to make</p>	<p>I can identify and explain the different stages of the writing process: Plan, draft, revise, edit and publish</p>	<p>Students to annotate their work with the edits and revisions they have made so we assess how well they revise &amp; edit.</p> <p>CFAs</p>	<p><b>T1 Weeks 7 - 10</b> <b>T2 W1</b></p>	<p>I can explain and justify how my writing meets the expectations of the 6 writing traits</p>

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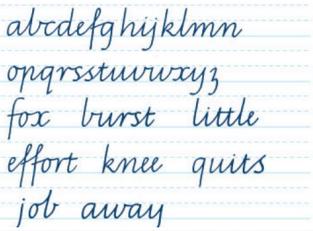
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<p><b>Learning Target:</b> I can use agreed criteria to:</p> <ul style="list-style-type: none"> <li>- edit</li> <li>- revise</li> <li>- publish</li> </ul> <p>I can explain and justify my own editing and revising choices.</p>	<p>recommendations to a peer about how to revise and edit their work.</p>  <p>When <b>revising</b> I can:</p> <p>Add/Remove/Move &amp; Substitute</p> <p>Focus on improving my vocabulary choices for effect and to provide clarity and detail within my writing.</p> <p>I can experiment with including specific language features, images &amp; other digital resources -</p>	<p>I can plan and draft imaginative, informative and persuasive texts that utilise the correct text structure and features.</p>			<p>I can critically appraise another peers writing, using the criteria of the 6 writing traits.</p>
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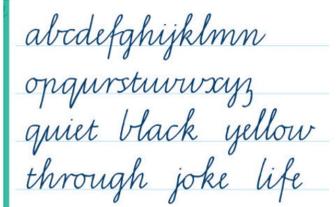
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	<p>appropriate to the text purpose &amp; the audience.</p> <p>When <b>editing</b> I can check for:</p> <p>Capital letters/Usage/Punctuation &amp; spelling</p> <p>When <b>publishing</b> I can:</p> <p>Publish using a variety of modes/formats (paper/print/digital)</p> <p>Use a range of software, including word processing programs.</p>				
<p><b>Handwriting:</b> I can write using Victorian Modern Cursive for a period of 30 minutes.</p> <p><b>Learning Targets:</b> I can demonstrate fluid joins from common entry &amp; exit points</p> <p>I can join letters using bottom joins</p>	<p>I can form all my letters correctly, accurately and efficiently.</p> <p>I can join letters, using common entry and exit points: Ie: bottom joins (a, e, i, c, d, l etc)</p> 	<p>I start all letters from the correct position and follow the correct formation.</p> <p>I can form my letters correctly.</p> <p>I can write using my own personal style</p>	<p>Ongoing handwriting lessons with application time.</p>	<p>T1 Weeks 3 ongoing</p>	<p>At all times I use Victorian Modern Cursive in a fluent, neat and efficient way.</p>

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<p><b>Speaking &amp; Listening - Discussions</b></p> <p>I can participate and contribute to discussions, clarifying content and challenging others ideas.</p> <p><b>Learning Targets:</b></p> <p>I can independently use a range of strategies to effectively offer my opinion and when responding to other’s opinions during discussions, and show evidence of being able to invite peer participation and opinions.</p> <p>I can use a range of strategies to respond effectively in discussions, to</p>	<p>I can contribute and respond to discussions, challenging others’ ideas by:</p> <p>Using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions.</p> <p>Exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses</p> <p>Recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information</p>	<p>Contribute actively to class and group discussions, taking into account other perspectives</p> <p>can develop and explain a point of view about a text selecting information, ideas and images from a range of resource.</p> <p>Conversational awareness Knowing how to speak when challenging others’ ideas.</p>	<p>Anecdotal notes Individual and group presentations for homework and class work/Feedback Share/Reflections</p>	<p>Term 1 &amp; 2 ongoing</p>	<p>I participate and contribute in all discussions, clarifying content and challenging others’ ideas.</p>

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direct questions and to other's opinions.  When directly invited, I can contribute my opinion to group discussions.					
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**Essential Learning Reading and Viewing Overview**

Prep Foundation	Level One	Level Two	Level Three	Level Four-Six
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**

Prep Foundation – Level 6	Level 7
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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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