

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: One	Subject: English	Team Members: Matt Hart, Maree Caminiti, Melanie Axelson, Christine Kane, James Macdonell		
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?
<p>Reading Process:</p> <p>Decoding</p> <p>I can apply decoding strategies and monitor meaning.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I can use knowledge of letter-sound relationships to read more complex words. I can blend and segmenting to read more complex words. 	<p>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)</p> <p>I can use a range of the Good Reader Strategies (2 or more):</p> <ul style="list-style-type: none"> -Get mouth ready -Slide through the word -Chunk it 	<p>I can use some of the 'Good Reader's Decoding Strategies'.</p>	<p>Ongoing conferencing</p> <p>F + P Sem 1</p> <p>Reading groups</p>	<p>Ongoing</p>	<p>I can apply this skill to a more complex text.</p>

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<ul style="list-style-type: none"> I can use multiple sources of information together to solve new words. 	<p>-Look at the pictures -Spell the word out loud -Reread -Skip word and go back -Try a different vowel sound -Think of a rhyming word you know</p> <p>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)</p>				
<p>Fluency (Punctuation): I can use punctuation to demonstrate phrased, fluent, expressive oral reading at an appropriate rate with a Just Right Text.</p>	<p>Punctuation: I know that full stops and commas signify that I need to take a pause in my reading. I know that a question mark signals that I need</p>	I can recognise and read 300 of the Oxford 404 High Frequency Words	<p>Reading conferences & adapted Reader's Theatre passage - recorded</p> <p>F&P/ Ongoing Conferences</p>	<p>Ongoing Weekly Practise.</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</p>

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	<p>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>Expression: I know that I can change voice, tone and volume to express emotion.</p> <p>Rate I can adapt my reading rate to the context (eg: slowing rate for suspense etc).</p>	<p>I can apply fluency to my reading with a seen text.</p>	<p>Reading groups</p>		<p>context of what I am reading or my audience.</p> <ul style="list-style-type: none"> ● Presenting ● Non-Fiction ● Reader’s theatre
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<p>Comprehension 1:</p> <ul style="list-style-type: none"> I can use comprehension strategies to build literal meaning about events, ideas and information in a text 	<p>I can explain and use a range of strategies to aid my comprehension of texts. Specifically:</p> <p>Determining Importance: I can determine the main idea of a text. I can eliminate interesting, but not essential detail.</p> <p>Summarising: I can accurately summarise the key events of a text.</p> <p>Retelling: I can retell a text in sequence. (venn diagram: show difference between summarising and retelling)</p> <p>QAR: I can identify literal information in a text.</p>	<p>Good readers use strategies to help their comprehension of what they are reading.</p> <p>I know what a retell is. I know how to sequence.</p>	<p>CARS CFA</p> <p>Fountas and Pinnell Assessments</p> <p>Structured retell of mentor text/fable. - Checklist to mark against. Reading conferences. DRTA with justification (English Leader).. Graphic organisers</p>	<p>Term 1 (First 15 Days)</p> <p>Term 1 W5-9</p> <p>Term 2 W1-9</p>	<p>Improved re-tell, with more complex language. Also reflected in complexity of original text.</p> <p>Predicting using a range of experiences including text clues, prior knowledge and connections (beyond literal evidence).</p> <p>Able to articulate their use of QAR to ask and answer a range of questions.</p> <p>Automaticity and complex use of clarification strategies appropriate to the level of the text.</p>
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	<p>Clarifying: I can clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes)</p> <p>I can re-tell a story in sequence (literal)</p> <p>I can predict using a range of text clues and prior knowledge. I can justify using literal evidence.</p> <p>I can ask a range of questions that that build upon my understanding of the text. I can answer a range of questions, both literal and inferential, using text clues and prior knowledge to explain or justify the answer.</p>				<p>To make inferences about why the author has made choices within a text.</p>
<p>Comprehension 2: I can use comprehension strategies to identify the</p>	<p>Inferring: To use prior knowledge + text clues to build</p>				

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<p>implied meaning and make connections with the text.</p>	<p>inferential comprehension.</p> <p>Visualising: 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>Synthesising: I can use the important information in a text and my opinion and feelings, to develop a response.</p> <p>Connections: I can use a text to make connections about myself and other texts: T→ T T→ S</p>				
<p>Genre: 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 know there are different text structures, language features and purposes for each genre.</p>	<p>Sample of particular texts types - students to annotate text with text structures and features</p> <p>Identification of genre to be confirmed in conferences.</p>	<p>Narrative T1 W5-9</p> <p>Persuasive T2 W1-5</p> <p>Explanation T2 W6-8</p> <p>Procedural T2 W9-11</p>	<ul style="list-style-type: none"> • To justify why the author used these language features (what effect have they had on the audience? Investigate) • To justify the purpose of a genre (using the

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	<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>magic word “because”)</p>
<p>Spelling Strategies: I can flexibly use a range of spelling strategies, to make reasonable attempts at spelling words.</p>	<p>Phonic Strategy: I can use knowledge of letter sound relationships and complex consonant and vowel clusters.</p> <p>Visual Strategy: 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>Word Structure: I can identify the base word and listen for any affixes and compound works.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have knowledge of: -Letter - sound relationships <input type="checkbox"/> -Common blend sounds (tr-, st-, sl-, etc) <input type="checkbox"/> -Common onset/rimes (-at, -ine, -in , -og, etc) <input type="checkbox"/> -Digraphs (-th, ch-, -sh, etc) 	<p>Dictation</p> <p>Work samples</p> <p>Collaborative team assessment</p>	<p>Ongoing</p> <p>T1 W4-W5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increasing my bank of vocabulary through investigations and use them when spelling more complex words.

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<p>Spelling: HFW: I can spell the first 300 Oxford High Frequency Words.</p>	<p>I can spell 300 Oxford High Frequency words.</p>	<p>I can spell the first 200 Oxford High Frequency Words.</p>	<p>Oxford word test</p>	<p>W4-W5</p>	<p>I can spell 400 Oxford High Frequency Words.</p>
<p>Grammar I can <i>demonstrate understanding</i> of grammar in a clause.</p>	<p>-I can write a grammatically correct sentence (tense, subject and verb agreement) -I understand that verbs represent different processes (doing, thinking, saying, and relating)</p>	<p>I can hear if a sentence makes sense.</p>	<p>Dictation Task Work Samples Reports writing sample</p>	<p>Ongoing</p>	<p>can evaluate texts for correct grammar and punctuation. I can automatically and thoroughly apply this EL when revising and editing my writing.</p>
<p>Punctuation: I can use a range of punctuation appropriately.</p>	<p>-I can organise my texts into paragraphs based on sequenced ideas. -I can recognise that apostrophes used for contractions signal missing letters. - Use a range of punctuation which could include:</p> <ul style="list-style-type: none"> ● Quotation marks ● Commas ● Speech marks ● Apostrophes ● Question marks 	<p>I can use full stops accurately to signal the end of a sentence. I can recognise and understand the basic use of commas in writing.</p>		<p>Ongoing</p>	

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<p>Writing Process: I can work through the writing process, thoroughly revising and editing my work, checking for appropriate vocabulary, structure and meaning.</p>	<p>● Exclamation marks</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 samples - ARMS/CUPS checklist for assessment.</p> <p>Narratives Procedurals Explanations</p>	<p>T3 Reviewing Ongoing?</p>	<p>Independently following the writing process to greater effect.</p>
<p>Genre: I can purposefully create texts using a given text structure and language features.</p> <p>Learning Target:</p>	<ul style="list-style-type: none"> - I can create purposeful pieces of writing that use the genre’s text structure - I can create purposeful pieces of writing that use key language features 	<p>Understands that different text types are used for different purposes and have a structure that they follow.</p>	<p>Writing samples Class rubric Genre checklists Quick write</p>	<p>Persuasive T1 W5-9 Narrative T2 W1-5 Explanation T2 W6-8 Procedural T2 W9-11</p>	<p>My text expresses and develops experiences, events, information, ideas and characters in detail (through teacher conference).</p>

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<p>My text expresses and develops experiences, events, information, ideas and characters (in some detail).</p>	<ul style="list-style-type: none"> - I can create purposeful pieces of writing that use images that target my audience. - Narrative - Persuasive - Explanation - Procedural 				
<p>Craft: I can create writing pieces that include elements of the Writer’s Toolbox.</p> <p>Learning Targets: I can:</p> <ul style="list-style-type: none"> • Write using voice. 	<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"> -Strong leads -Figurative language -Dialogue -Strong endings -Strong verbs -Show not tell 	<p>I have preferences for the way in which I write; selecting a favourite genre/style or plot-line.</p>	<p>Writing samples Quick writes Poetry</p> <p>Writing craft checklist/rubric (Eg. “Did I use strong verbs?”)</p>	<p>Term 2 Week 1-4</p>	<p>I can write using the voice of someone other than myself.</p>
<p>Handwriting: I can write legibly using consistently sized, occasionally joined letters</p>	<p>I can use the correct ‘entry’ and ‘exits’ for my letters.</p>	<p>My capitals touch the 2nd dotted third.</p>	<p>Work sample</p>	<p>T1 - W9 T2 - W1- 2 Ongoing</p>	<p>I can write legibly using consistently sized, joined letters on 14mm dotted thirds in Victorian</p>

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<p>on 14mm dotted thirds in Victorian Modern Cursive for a minimum of 18 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 18 minutes.</p>	<p>My lower-case letters touch the first dotted third.</p> <p>I can write on the line.</p>			<p>Modern Cursive for 20 minutes.</p>
<p>Speaking and Listening: I can participate in class discussions, and make presentations listening to others' points-of-view, appropriately interacting and responding.</p>	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can express my feelings and opinions on a topic. <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.). <input type="checkbox"/> Can ask purposeful questions to a 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show appropriate body language when speaking to a partner, team or class. <input type="checkbox"/> Use a suitable level of voice, appropriate to the situation, place and people we are speaking to. 	<p>Group work, Reciprocal reading, Guided reading, Anecdotal notes</p>	<p>Ongoing</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give helpful feedback to my peers to help them prepare for and improve their speaking and listening skills. <input type="checkbox"/> Use feedback given to me to improve the quality of my speaking and listening skills.

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	<p>partner, team or class.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can provide useful feedback to a partner, team or class. <input type="checkbox"/> Can actively listen to a speaker using the 5L's. 				
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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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