

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Four	Semester: One	Subject: English	Team Members: Renee Johnson, Adriana Jankulovski, Erin Austin, Brad Morin		
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>Reading Process (Decoding and MSV) (*ongoing) I can combine phonic (visual), semantic (meaning), contextual and grammatical knowledge (structure) to decode. Learning Targets:</p> <ul style="list-style-type: none"> - Monitoring Meaning - Skimming - Scanning - Reviewing 	<p>I can integrate the MSV strategies to solve new words.</p> <p>I can integrate the MSV strategies to make meaning and bring understanding to the text.</p> <p>I can reflect upon the MSV and Decoding strategies that I use.</p> <p>I can use the context to create meaning. E.g. to substitute an unknown word.</p>	<p>I am aware of MSV strategies.</p> <ul style="list-style-type: none"> - does it sound right? - does it look right? - does it make sense? <p>I know what the Good Readers' strategies are:</p> <ul style="list-style-type: none"> -Slide -Stretch -Chunk (syllables) -Mouth ready -Look at the first letter -Small words -Look at the picture -Different vowel sounds -Rhyming word 	<p>Running records Probe Conferences Anecdotal notes Reciprocal reading Guided reading Cloze activities.</p>	<p>Semester 1 - Ongoing</p>	<p>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)</p> <p>I can use MSV strategies to solve more difficult words in less common knowledge areas.</p>

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<p>Fluency (*ongoing): I can read a 'Just Right' text with fluency in a way that reflects understanding and meaning.</p>	<p>I can read with appropriate emphasis (stress and volume)</p> <p>I can use intonation based on punctuation</p> <p>I can phrase based on punctuation.</p> <p>I can read at an appropriate rate</p> <p>I can self correct errors when noticed</p>	<p>I can read a text with expression.</p> <p>I am aware that punctuation changes how I read.</p> <p>I can read a text at a suitable and steady pace.</p>	<p>Probe</p> <p>Conferences</p> <p>Anecdotal notes</p> <p>Reciprocal reading</p> <p>Guided reading</p> <p>Reader's Theatre</p> <p>Reading a speech or presentation</p> <p>Choral reading</p>	<p>Semester 1 - Ongoing</p>	<p>I can change my voice to represent different characters throughout a text.</p> <p>I use text cues to guide my fluency (exclaimed, sighed).</p>
<p>Comprehension: I can use literal and implied comprehension strategies to:</p> <p>Learning Targets: -Expand content knowledge -Integrate and link ideas -Analyse and evaluate texts.</p>	<p>Expanding content knowledge:</p> <ul style="list-style-type: none"> - Build and use prior knowledge and vocabulary. <p>Integrate and link ideas: I can make connections between...</p> <ul style="list-style-type: none"> - TTS/TTW: the text and my own experiences; - TTT: other texts and; - TTT:between information in print and images 	<p>I can model the comprehension strategies (with a Just Right Text):</p> <ul style="list-style-type: none"> ● Retell ● Summarise ● QAR ● Predictions ● Clarifying ● Questioning ● Synthesising ● Visualising ● Inferring ● Determining Importance 	<p>Probe</p> <p>Conferences</p> <p>Anecdotal notes</p> <p>Reciprocal reading</p> <p>Bookclubs</p> <p>F&P</p> <p>Comprehension resources</p> <ul style="list-style-type: none"> ● Cars and Stars ● Graphic organisers ● visual representation 	<p>Semester 1 - Ongoing</p>	<p>I can use inferential knowledge and evidence to understand the author's purpose.</p>

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	<p>Analyse and evaluate texts:</p> <ul style="list-style-type: none"> - Understanding the purpose of a text/genre then selecting and using a text appropriate for the task. 				
<p>Genres (Reading) I can read and view different genres and identify how they vary.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> - Narrative (S2?) - Report (S1) - Procedure (S1?) - Explanation (1) - Persuasive (S2) - Poetry (S1-2 ongoing?) 	<p>I can identify and justify:</p> <ul style="list-style-type: none"> - Purpose & Audience - Text Structure - Context - Engage interest of audience: - Language Features - Images - Vocabulary 	<p>I can identify some of the text structures that are associated with different types of texts.</p> <p>I can identify some of the language features that are associated with different types of texts.</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>Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Comprehension resources Book work</p>	<p>Term 1: Information Report Weeks 5-9</p> <p>Term 2: Procedural Weeks 1-5</p> <p>Explanation Weeks 6-11</p>	<p>I can explain how genre relates to an author’s purpose.</p> <p>I can explain how a text can be more complex than another.</p>

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<p>Genre (Writing) *Ongoing I can create texts to explain ideas for different audiences using genre specific structures.</p> <p>Learning Targets: I can:</p> <ul style="list-style-type: none"> - use images to extend ideas - use detail to extend key ideas. <p>- Narrative (S2?) - Report (S1) - Procedure (S1?) - Explanation (1) - Persuasive (S2) - Poetry (S1-2 ongoing?)</p>	<p>I can create texts using the correct genre structure.</p> <p>I can create texts using the correct language features.</p> <p>I understand that different genres are planned differently.</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 write using a consistent tense.</p> <p>I can use images to extend ideas to my audience.</p>	<p>I am aware of various writing genres and that they have different structures.</p> <p>I can use a text frame/graphic organiser/planner to assist my writing.</p> <p>I can express and describe experiences, events, information, ideas and characters in my writing.</p> <p>I know how to link words to create ideas (phrases).</p>	<p>Writing sample Rubric Conferences</p> <p>Writing samples Writing conferences</p> <p>CFA's designed by team.</p>	<p>Term 1: Information Report Weeks 5-9</p> <p>Term 2: Procedural Weeks 1-5</p> <p>Explanation Weeks 6-11</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>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>
<p>Spelling (*Ongoing): I can use a range of spelling strategies. I can use:</p> <ul style="list-style-type: none"> ● Phonic strategy ● HFW ● Visual Strategy 	<p>- Phonic strategy I understand that the same sounds have different spelling patterns. - HFW</p>	<p>- Phonic strategy I know sounds and groupings (short and long vowels)</p> <p>I can represent a sound with different graphemes (eg.</p>	<p>Dictation Spelling tests/word choice Writing sample Spelling investigations.</p>	<p>Semester 1 - Ongoing</p>	<p>I can identify homonyms and homographs.</p> <p>I can explore suffixes and prefixes further.</p>

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<ul style="list-style-type: none"> • Meaning Strategy • Spelling generalisations • Word Structure (base words) • Letter combinations (including double letters) • Morphemic word families 	<p>I can spell 404 of the Oxford High Frequency Words accurately.</p> <ul style="list-style-type: none"> - Visual Strategy <p>I can recognise, group and use spelling patterns when spelling new and unknown words.</p> <p>I know homophones.</p> <p>I can identify spelling patterns within more complex words.</p> <ul style="list-style-type: none"> - Word Structure <p>I can add affixes to base/root words.</p> <p>I can use word morphemic families to help spell new words (e.g. October, octopus, octagon, octagonal).</p>	<p>digraphs, consonant blends etc)</p> <ul style="list-style-type: none"> - HFW <p>I know the first 300 HFW.</p> <ul style="list-style-type: none"> - Visual Strategy <p>I can recognise and group common spelling patterns.</p> <p>I can form spelling generalisations.</p> <ul style="list-style-type: none"> - Word Structure <p>I know common contractions, compound words, plurals, word families, prefixes,</p>			<p>I can investigate the derivations of words through culture.</p>
<p>Grammar & Punctuation (*Ongoing): I can use punctuation and grammar correctly .</p>	<p>I can use upper case letters correctly for proper nouns and titles.</p>	<p>I understand how to use these appropriately in my writing:</p> <ul style="list-style-type: none"> - Full stops - Question marks - Exclamation marks 	<p>Writing samples. Editing an incomplete piece of writing (with omitted punctuation).</p>	<p>Semester 1 - Ongoing</p>	<p>I understand more complex grammar and punctuation e.g. talking marks vs quotation marks, ellipses.</p>

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	<p>I know and can use apostrophes for contractions.</p> <p>I can use quotation marks to indicate dialogue and can use the associated punctuation correctly (e.g. full stop, comma or question mark inside the quotation marks).</p> <p>I can use quotation marks to indicate quoted speech.</p>	<ul style="list-style-type: none"> - Upper case letters (names and start of sentence) - Commas (list) <p>*Subject and verb agreement</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> <p>I know and can use apostrophes for possession.</p>
<p>Writing Process (*ongoing): I can work through the writing process to complete a piece of writing.</p>	<p>I can edit my work using CUPS: Capitals, Usage, Punctuation, Spelling to improving meaning.</p> <p>I can revise my work using ARMS: Adding, Removing, Moving and Substituting words to improve meaning.</p> <p>I can revise my writing for my intended audience.</p>	<p>I know what each stage of the Writing Process is and can follow it.</p> <p>I can explain the Revising stage of the Writing Process.</p>	<p>Writing sample Rubric Conferences</p>	<p>Semester 1 - Ongoing</p>	<p>I can analyse and critique a piece of writing (mine or other's) using a checklist.</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</p>

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					complete Writing Process.
Craft (*Ongoing): I can use language features to create coherence and add detail to my text (for my audience).	<p>I can enhance my writing using figurative language such as similes, metaphors, hyperbole, onomatopoeia, alliteration, and personification.</p> <p>I can use strong leads to engage my audience.</p> <p>I can conclude my writing using a strong ending (where appropriate).</p> <p>I can use strong verbs to add detail effectively in my writing.</p> <p>I can use topic specific vocabulary to enhance the detail in my text.</p> <p>I can use show not tell to engage my audience and add detail to my text.</p>	<p>I understand what similes and metaphors are.</p> <p>I know what verbs are.</p> <p>I know what nouns are.</p> <p>I can name some strong leads.</p>	Writing sample Conference notes	Semester 1 - Ongoing	<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>
Handwriting (*Ongoing):	I can form letters using Victorian Modern Cursive script correctly.	I can write legibly and on the line using dotted thirds.	Conference Copying text	Semester 1 - Ongoing	I can write Victorian Modern Cursive without dotted thirds.

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I can write using Victorian Modern Cursive for a minimum of 25 minutes.	I can make occasional joins using Victorian Modern Cursive.	I can form my letters correctly.			
<p>Speaking and Listening 1: <i>(Listening & Responding)</i> Students can collaborate, listen for key points in discussions and use the information to carry out tasks or express an opinion.</p>	<p>I can note-take using different resources (eg. presentations, video, written texts, bullet points, diagrams (illustrations, summaries, graphic organisers)</p> <p>I can identify key points and main ideas.</p> <p>I can carry out a task based key information.</p> <p>I can use information to express an opinion to an audience (eg. Presentation, written format).</p> <p>I can collaborate positively and effectively with my peers.</p>	<p>I can listen to speech attentively (5Ls).</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/Prof Scale.</p>	<p>Semester 1 - 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>I can build upon others’ opinions to enhance my contributions to discussions.</p>
<p>Speaking and Listening 2: <i>(Presenting & Contributing)</i> They make presentations and contribute actively to class and</p>	I can plan a presentation for a specific purpose and audience.	I can speak/present an idea/work in front of an audience.	JSC - Oral presentations Presentations Show and Tell	<p>Semester 1 - Ongoing</p>	I can present to multiple audiences.

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<p>group discussions, varying language according to context.</p>	<p>I can rehearse and deliver a presentation with and without the use of technology.</p> <p>I can actively make relevant contributions to discussions.</p> <p>I use formal and informal language correctly during discussions and presentations.</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

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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