

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	Semester: Two	Subject: English	Team Members: Joel Magnabosco, Claire Crozier, Vanessa Brown, Vanessa Hancock, Ryan Maki		
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>Reading Process:</b>  <b>Decoding: Meaning</b>  <b>Structure Visual (MSV):</b>                      I can use meaning, structure and visual cues to monitor my reading.</p>	<p>I can:                      self correct if my reading doesn't look right, sound right or make sense.</p> <p>select the most effective strategies to read an unknown word.</p> <p>use more than one strategy to read an unknown word.</p> <p>read blends by putting two letters together to make one sound</p> <p>use these main 'Good Readers' skills when I read:                      -Slide through the word.                      -Chunk my words into syllables.                      -Skip the word, read on, and then reread.                      -Try different vowel sounds.</p>	<p>I can:                      stretch the sounds of the word.                      identify the vowel and consonant sounds                      chunk - looking for smaller words within the word.</p> <p><b>Guaranteed Vocab:</b>                      Blends</p>	<p>Running Records - focus on 'Good Readers' skills.                      Guided Reading.                      Conferences.</p> <p>Running Record: seen or unseen                      Term 3: Week 6-7</p> <p>F&amp;P: Non-fiction                      Term 4: Week 4-8</p> <p><b>Markbook: Term 4, Week 9</b></p>	<p>Ongoing - big book, guided reading</p>	<p>I can combine the 'Good Readers' skills during my independent reading.</p>
<b>High Frequency Words:</b>	I can read the Oxford High	I can read the 150 HFW list	-Running Record: seen or	Ongoing	I can continue reading High

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<p>I can recognise 200 Oxford Plus HFW within continuous text.</p>	<p>Frequency words without sound analysis. I can read the Oxford High Frequency words in a random order. I can recognise and locate the Oxford High Frequency words within a text.</p>	<p>(Oxford Plus)</p>	<p>unseen Term 3: Week 6-7 -F&amp;P: Non-fiction Term 4: Week 4-8 -Anecdotal: flash cards, keyrings, word wall.  <b>Markbook: Term 3, Week 10</b></p>		<p>Frequency Words on the next list (200+)</p>
<p><b>Fluency:</b> I sound confident and fluent when reading aloud.</p>	<p>I can read with an expressive and interesting voice when reading a seen 'Just Right' text.  I can use punctuation to guide my reading. Eg full stops, commas, question marks, exclamation marks and quotation marks.  I can read like I am talking when reading a seen 'Just Right' text.  I can use the punctuation: - Full stops - Commas - Question Marks - Exclamation Marks - Quotation Marks</p>	<p>I know the first 150 High Frequency Words. I can read a familiar text with fluency. I can slide through groups of words. I can identify what some punctuation marks are.</p>	<p>Reading conferences. Guided reading. Readers' Theatre. Checklist/recording  Running Record: seen Term 3: Week 6-7  F&amp;P: Non-fiction Term 4: Week 4-8  <b>Markbook: Term 3, Week 10</b></p>	<p>Ongoing focus in Term 3  Once a week: - Full stops - Term 3 Week 2 - Commas - Term 3 Week 3-4 - Question Marks - Term 3 Week 5-6 - Exclamation Marks - Term 3 Week 7-8 - Quotation Marks - Term 3 Week 9-10</p>	<p>I can read with an expressive and interesting voice when reading an unseen 'Just Right' text.  Reread to decode words or think about ideas and resume good rate of reading.</p>
<p><b>Comprehension:</b> I can use comprehension strategies to build literal and inferred meaning.</p>	<p>I can identify key ideas or information in a text. I can summarise the main idea of a text.  I can connect what I read with my prior knowledge. (Text-self/text) I can use clues in a text and my prior knowledge to answer questions. I can use visualisation to help</p>	<p>I can answer 'Right There' questions about a text. I can retell a text in sequence.  <b>Guaranteed Vocab:</b> Connections</p>	<p>Retelling texts. Summarising texts. Reading Conferences Guided Reading  F&amp;P: Non-fiction Term 4: Week 5-8  Comprehension questions about a text. - cloze, question/answer, CARS</p>	<p>Text Connections - Term 4 - Week 1- 2  Retell, then Summarising: Term 4: Week 3-4  Visualising - Term 4: Week 5-6  Inferring: Term 4, Week 7-8 Answering questions, eg. CARS Cloze</p>	<p>I can form 'Right There' questions. I can explain the difference between a retell and a summary. I can write a detailed retell of a story.  I can identify the text clues and my background knowledge that I have used. e.g.</p>

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	me infer. I can show my comprehension by responding to a text.		Markbook: Term 4, Week 8		TC - she put on a coat. BK - I put on a coat when I'm cold.. I - she is cold.
<b>Comprehension of Genre:</b> I understand that texts have different purposes.	I can use the structure of a text to help me comprehend. - Narrative: problem & solution - Persuasive: arguments/reasons - Procedure: steps identify the purposes and features of different texts ( <b>persuade, inform, entertain</b> )	I understand that different texts have different structures.  There are different types of texts.  <b>Guaranteed Vocab:</b> Features Purpose Characters	Guided Reading Reading Conferences Comprehension questions about a text's structure.  Sorting books into the author's purpose, and justify why. Term 4 Week 10 (EARLY)  Students to sort some short known texts into graphic organiser.  Markbook: Term 4, Week 10	Term 4: Week 9-10	I can explain how identifying text structures helps me to understand. e.g. locating the problem helped me to think about what the solution might be. I can sort my independent reading texts according to their purpose.
<b>Spelling:</b> I can use spelling strategies to accurately spell words.	I can hear a sound and record a letter/s. I can hear initial, middle and final sounds (stretching). I can listen for and reproduce letter patterns and clusters/blends. I correctly spell the first 125 Oxford HFW (out of 200) in my daily writing. I can write onset/rime that include letter blends e.g. stop, flop, shop, crop. I can investigate how base words are used to create new words.	I know what a base word is. I know that more than one letter can represent a sound e.g. sh I know the sounds that letters make.  <b>Guaranteed Vocab:</b> Letter patterns Letter cluster Segmenting	Writing samples Writing conferences Spelling investigations: base words, onset/rime, spelling patterns, sounds.  Dictated writing: Term 4: Week 1, 3, 5.  Single Word Spelling Test: Term 4: Week 6-9  Oxford Plus Test: Term 4: Weeks 6  Markbook: Term 4, Week 7	Ongoing - weekly	I can use known spelling patterns to correctly spell new words in my writing.  I can identify when my spelling doesn't look right.
<b>Grammar &amp; Punctuation:</b> I can identify and use punctuation correctly.	I can use correct letter case (upper and lower case) - Capital letters for names and to start a sentence	I know when a full stop is needed.  I know that capital letters are needed at the start of a	Writing samples Writing conferences.  Markbook: Term 3, Week 8	Ongoing  Once a week: - Capitals (proper nouns): Term 3: Week 1-2	I can identify and use more complex punctuation correctly.  e.g. Question marks,

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	<p>I can use full stops correctly in my writing</p> <p>I can explore and experiment with:</p> <ul style="list-style-type: none"> <li>- Question marks</li> <li>- Exclamation marks</li> </ul>	<p>sentence.</p>		<p>- Full stops - Term 3 Week 3-4</p> <p>- Question Marks - Term 3 Week 5-6</p> <p>- Exclamation Marks - Term 3 Week 7</p>	<p>exclamation marks, commas, quotation marks, ellipses, apostrophes.</p>
<p><b>Genres:</b></p> <p>I can provide details about ideas or events, and details about the participants in those events, by writing, drawing or performing.</p>	<p><b>NARRATIVE</b></p> <p>I can write a narrative that is entertaining.</p> <p><b>POETRY (minor)</b></p> <p>I can write poetry that expresses my thoughts/feelings.</p> <p><b>PROCEDURE</b></p> <p>I can write a procedure that tells how to do or make something.</p> <p><b>PERSUASIVE</b></p> <p>I can write a text that persuades somebody to see my point of view.</p> <p>I can add or delete words to improve meaning.</p>	<p><b>NARRATIVE</b></p> <p>I know that narratives are fiction and need to be entertaining.</p> <p>I know that stories have a beginning, middle and ending.</p> <p><b>PROCEDURE</b></p> <p>I know that a procedure explains how to do something.</p> <p><b>PERSUASIVE</b></p> <p>I can form an opinion about a topic.</p> <p>I can verbalise my point of view.</p> <p>I understand that people can have different opinions.</p> <p><b>Guaranteed Vocab:</b></p> <p>Genre</p> <p>Participants</p>	<p><b>NARRATIVE</b></p> <p>Written narrative, published on iPad.</p> <p><b>POETRY (minor)</b></p> <p>Written poems</p> <p><b>PROCEDURE</b></p> <p>Written procedure</p> <p>Morning routine (pre) or How to brush your teeth</p> <p><b>PERSUASIVE</b></p> <p>Written persuasive piece</p> <p>What is the best type of pet? (Same for Pre and Post)</p> <p>Big Book</p> <p><b>Markbook: Term 4, Week 10</b></p>	<p><b>NARRATIVE</b></p> <p>Term 3 Weeks 5-11</p> <p><b>POETRY (minor)</b></p> <p>Term 3 Weeks 1-2</p> <p><b>PROCEDURE</b></p> <p>Term 4 Weeks 7-10</p> <p><b>PERSUASIVE</b></p> <p>Term 4 Weeks 1-6</p>	<p><b>NARRATIVE</b></p> <p>I can write a narrative that includes more than one problem and solution.</p> <p><b>POETRY (minor)</b></p> <p><b>PROCEDURE</b></p> <p>I can include an interesting lead to introduce my procedure.</p> <p><b>PERSUASIVE</b></p> <p>I can elaborate on the reasons I have given.</p>
<p><b>Handwriting:</b></p> <p>I can correctly form all upper and lower case letters.</p> <p><u>Learning Target:</u></p> <p>-I write on 18mm dotted third lined paper using Victorian Modern Font.</p> <p>-I can write legibly for a minimum of 20 minutes.</p>	<p>I can write letters correctly on 18mm dotted thirds.</p> <p>I can use the correct starting points.</p> <p>-top down (b, h, i, j, k, l, t, u, v, w, y)</p> <p>-one o'clock (a, c, d, f, g, o, q, s)</p> <p>-candy canes (m, n, p, r)</p> <p>-left to right (e, x, z)</p> <p>I can write numbers correctly.</p> <p>I can stay in my seat and can write uninterrupted for 20 minutes.</p>	<p>I can identify upper and lower case letters of the alphabet.</p> <p>I can correctly hold a pencil.</p> <p>I can Identify Victorian Modern Font letters.</p> <p>I can write on 24mm dotted thirds.</p> <p><b>Guaranteed Vocab:</b></p> <p>Stamina</p>	<p>Writing samples</p> <p>Writing conferences</p> <p>Dictation</p> <p>Write out alphabet and numbers, then dictated sentence (T3 week 1)</p> <p><b>Markbook: Term 3, Week 8</b></p>	<p>Term 3 Week 3-4</p> <p>Quick Writes throughout semester.</p>	<p>-I can legibly write all unjoined upper and lower case letters correctly on lined paper using Victorian Modern Cursive.</p> <p>-I can write numbers correctly.</p> <p>-I can write using Victorian Modern Cursive on 18mm dotted thirds for more than 20 minutes.</p>
<p><b>Speaking:</b></p> <p>I choose an appropriate time</p>	<p>I can interact in a pair, small group, class discussions and</p>	<p>I know what a question is.</p> <p>I know what a comment is.</p>	<p>Anecdotal observations of group work, class</p>	<p>Ongoing</p>	<p>I can explain why I should modify my behaviour/speech</p>

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<p>and manner to talk, in a range of situations.</p>	<p>one-on-one with a teacher. I can wait until the appropriate time to share interesting information. I can explain my thinking. I can present a short presentation about a Fascinating Fact. I can share my opinions and feelings.</p>	<p>I know the ways to be heard. I know how to take-turns.</p> <p><b>Guaranteed Vocab:</b> Conversation Discussion</p>	<p>participation.</p>  <p>Protocols for group work</p> <p>Markbook: Term 4, Week 8</p>		<p>in different situations.</p>
<p><b>Listening:</b> I can display active listening.</p>	<p>I can make eye contact with the speaker. I can show the 5Ls/WBL of listening for a <b>sustained</b> period of time. I can raise my hand to speak. I can ask questions and make comments about a topic.</p>	<p>I know what a question is. I know what a comment is.</p>	<p>Fascinating Facts Class discussions during mini-lessons Turn &amp; Talk tasks</p> <p>Markbook: Term 4, Week 8</p>	<p>Ongoing</p>	<p>I can assess my own active listening skills. (Using 5Ls/WBL)</p>

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