

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Two	Semester: Two	Subject: English	Team Members: Kim Cleghorn, Simon King, Britt-Anna Michie, Kelly Laidlaw, Georgina Dunne		
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?	Application Skills What will we do when students have already learned this essential learning?
<b>Reading Process</b> <b>Decoding: MSV</b> I can combine MSV strategies while reading	I can recognise and read 300+ High Frequency words within continuous text  I can use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)  I can self correct as I read when words don't look right, sound right or make sense.  I can combine visual, structure and meaning strategies to decode the words I read.	I can use and explain some 'good reader' skills.  I can use visual cues to help me read words. (E.g word size, shape, syllables, high frequency words and letter sounds) (sem 1)  I can recognise 200+ High Frequency words within continuous text (Sem 1)  I can listen to the words I read and check to see if they sound right in the sentence. EG: "I read 'she rans in the park' when I know that the word need to be 'ran' because there is no word that is 'rans' (sem 1)  I can listen to the words I read and check if they make sense in the sentence.	Fountas and Pinnell (running record assessment)  Conferencing  Guided Reading	Ongoing throughout the semester with one lesson each week	I can use MSV strategies for unfamiliar 'Just Right' Texts to help me read new vocabulary.

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

		<p>EG: “I read the word ‘desert’ because I asked myself..where is there no rain and it’s very hot” (sem 1)</p> <p><b>Guaranteed</b> Unfamiliar Decoding</p>			
<p><b>Fluency</b> I can fluently read a just right text.</p>	<ul style="list-style-type: none"> <li>• read some unknown texts with phrasing and fluency.</li> <li>• vary my tone, pausing, stress and rate based on punctuation and meaning</li> <li>• read accurately by using decoding strategies to self correct errors while reading.</li> <li>• adjust my volume appropriately for my audience.</li> <li>• attempt to use expression when reading a familiar text.</li> </ul>	<ul style="list-style-type: none"> <li>• use punctuation to guide my reading with familiar texts. eg full stops, commas, question marks, exclamation marks.</li> <li>• read groups of words together in a sentence smoothly.</li> <li>• read like I am talking when reading a seen ‘Just Right’ text.</li> </ul> <p><b>Guaranteed</b> Familiar Decoding</p>	<p>Fountas and Pinnell (running record assessment)</p> <p>Conferencing</p> <p>Guided Reading</p> <p>Anecdotal notes/observation of Readers Theatre &amp; Choral Reading.</p>	<p>Ongoing with one Readers Theatre, Choral reading or read and retell</p>	<ul style="list-style-type: none"> <li>• I can consistently read unknown texts fluently.</li> <li>• I can change my voice, tone and volume when I see quotation marks, to indicate a character is speaking and to express their emotions.</li> <li>• I can adapt my reading rate to the context (eg: slowing my rate to create suspense).</li> </ul>
<p><b>Comprehension 1:</b> I can identify literal meaning, main ideas and supporting details.</p>	<p>Questioning</p> <ul style="list-style-type: none"> <li>• I can <u>ask</u> and <u>answer</u> questions that can be answered with information found in the text (‘right there’ questions)</li> </ul> <p>Determining</p>	<p>Questioning</p> <ul style="list-style-type: none"> <li>• I can answer ‘right there’ questions from a simple text.</li> </ul> <p>Determining importance</p> <ul style="list-style-type: none"> <li>• I can identify the subject of a text.</li> <li>• I know texts are</li> </ul>	<p>Conferencing - anecdotal notes</p> <p>Anecdotal notes on reading response tasks</p> <p>F &amp; P</p>	<p>Term 3 Week 5-7 (Questioning)</p> <p>Term 4 Week 6-8 (Determining the Importance/Main ideas)</p>	<p>I can apply this Essential Learning to unfamiliar and more complex texts.</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

	<p>Importance/main ideas</p> <ul style="list-style-type: none"> <li>I can use keywords to determine importance.</li> <li>I can identify the main idea of a text.</li> <li>I can identify supporting evidence for the main idea of a text</li> </ul>	<p>written for different purposes</p> <p><b>Guaranteed</b> Literal</p>			
<p><b>Comprehension 2:</b> I can use text clues and prior knowledge to infer implied meaning.</p>	<p>Inferring: I understand that text clue + prior knowledge = inferring</p> <p>I can combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text.</p> <p>Questioning: I can answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own)</p> <p>I can ask questions to support my understanding of a text.</p>	<p>I know what text clues are</p> <p>I know how to use pictures to help me infer</p> <p>I can connect what I read with my prior knowledge. (Text-self/text)</p> <p>I can use clues in a text and my prior knowledge to answer questions.</p> <p>Questioning; I can use prior knowledge to answer inferential questions</p> <p><b>Guaranteed</b> Inferred</p>	<p>Anecdotal notes on reading response tasks</p> <p>Conferencing</p> <p>F &amp;P</p>	<p>Term 3 Week 8 - 10 Term 4 Week 1-2 (Inferring)</p> <p>Term 4 Week 3 -5 (Questioning)</p>	<p>I can apply this Essential Learning to unfamiliar and more complex texts.</p>
<p><b>Genre:</b> I can identify the genre of a text by recognising its language features, structure and purpose.</p> <p>I can identify the genre of a text by</p>	<p>I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc)</p> <p>- <i>Reading a narrative and information report on elephants and comparing and contrasting using a Venn Diagram.</i></p>	<p>I can tell the difference between a fiction and a non fiction text.</p> <p>I know that not all texts look the same.</p> <p>I can identify the features of:-</p>	<p>Anecdotal notes on reading response tasks</p> <p>Conferencing</p>	<p>Term 4 Week 6, 7, 8</p>	<p>Use of more complex texts that have elements of different genres (e.g. hybrids)</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

<p>recognising its features and purpose.</p>	<p>I can describe a text's purpose as being to persuade, inform or entertain</p> <p>I can identify the features of:-</p> <ul style="list-style-type: none"> <li>● Persuasive texts</li> <li>● Information reports</li> <li>● Poetry</li> </ul> <p>I can explain whether a text is fiction or nonfiction using its features</p>	<ul style="list-style-type: none"> <li>● Memoir</li> <li>● Narrative</li> <li>● Procedure Text</li> </ul> <p><b>Guaranteed Genre</b></p>			
<p><b>Spelling:</b> I can use sound-letter patterns, visual strategy and syllables to help me spell words</p>	<p>I can use my knowledge of sound-letter relationships such as digraphs, long vowels, blends and trigraphs to spell words.</p> <p>I can count how many syllables are in a word and break a word into syllables to spell it. <i>Eg. hos/pit/al</i></p> <p>I can refer to resources such as the Word Wall and dictionaries to help me spell</p> <p>I can use visual memory to spell the first 200 of the Oxford High Frequency words</p> <p>I can use known words to spell new words</p> <p>I know generalisations for adding suffixes to words</p> <p>I can spell a range of words with silent letters</p>	<p>I know the different ways that vowel sounds can be spelt and I can apply this in my writing of new words. The long 'e' sound can be spelt with a 'ee' or a 'ea' or a 'e'.</p> <p>I can spell 150 of the Oxford High Frequency Words</p> <p><b>Guaranteed:</b></p> <ul style="list-style-type: none"> <li>● Syllables</li> <li>● Silent letters</li> <li>● Trigraphs</li> </ul>	<p>Oxford words Single Word Spelling test</p>	<p>Ongoing throughout the semester</p>	<p>I can describe the spelling strategies I use to spell words</p> <p>I can investigate and identify generalisations for word structures such as homophones (e.g. there, their, they're), homonym (e.g. ring (use telephone or jewellery item), and homographs (e.g. read)</p> <p>I can recognise errors and explain errors in reasoning in spelling attempts</p> <p>I can explore more complex letter blends and sounds (e.g. scr, kn, tion, ch)</p> <p>I can explain spelling generalisations (with exceptions) (e.g. in hopping we double the consonant because the o is a short sound)</p> <p>I can break words up into their syllables</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

	I can identify when a word is spelt incorrectly, and use my knowledge of spelling strategies to attempt to correct it with teacher support.				
<b>Grammar &amp; Punctuation:</b> I can identify and use punctuation correctly.	<p>Full Stops: I can use full stops correctly at the end of every sentence.</p> <p>Question Marks: I can use question marks when asking a question.\</p> <p>Exclamation marks: I can use exclamation marks appropriately.</p> <p>Upper Case Letters: I understand and only use upper case letters at the start of a sentence and for proper nouns.</p> <p>Commas: I can use commas to make a list.</p>	<p>I know that punctuation is used so that people can comprehend writing.</p> <p>I can recognise full stops, commas, question marks, exclamation marks, uppercase and lowercase letters.</p> <p><b>Guaranteed:</b></p> <ul style="list-style-type: none"> <li>• Commas</li> </ul>	Anecdotal Notes	Ongoing	<p>I can use quotation marks to signal dialogue.</p> <p>I can use apostrophes to signal when a letter has been removed to form a contraction.</p>
<b>*Writing Process:</b> I can work through the writing process to complete a piece of writing.	<p><b>Publish</b> my writing correctly and include a supporting picture (handwritten or using ICT)</p> <p><b>Edit</b> my work by identifying and correcting some spelling and punctuation errors</p> <p><b>Revise</b> my draft by deleting, changing or moving words or sentences to improve meaning</p>	<p>I can read back my writing to check it makes sense.</p> <p>I can write a draft using my ideas from my plan.</p> <p>I understand that good writing needs to follow a process before it is published.</p>	<p>Students identify and track their position in the writing process.</p> <p>Evidence of revising and editing with pens in student work samples</p> <p>Writing conferences</p> <p>Students published work samples</p>	Ongoing through our genre units	<p>I can use my writer's notebook to independently create new writing seeds.</p> <p>I can revise my writing to match my audience and purpose.</p> <p>I can revise my writing to use a range of literary techniques (EG: Alliteration, Personification)</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

	<p>Incorporate the ideas from my plan into my <b>draft</b>.</p> <p><b>Plan</b> ideas in my writer's notebook/ graphic organiser</p>				I can use ARMS and CUPS to revise and edit my writing
<p><b>Genre</b> I can create short, imaginative and informative texts for a specific audience using a given structure.</p>	<p>I can describe my audience and purpose for my writing</p> <p>For every piece of writing I can include;</p> <ul style="list-style-type: none"> <li>an interesting/strong lead</li> <li>strong verbs</li> <li>specific vocabulary (words that suit the audience and purpose)</li> </ul> <p>For an Information Report I can:</p> <ul style="list-style-type: none"> <li>Organise my ideas into categories with subheadings</li> <li>Include appropriate text features.</li> <li>Include technical words</li> </ul> <p>For poetry I can:</p> <ul style="list-style-type: none"> <li>use imaginative vocabulary</li> <li>Use a range of craft like repetition, alliteration, similes &amp; metaphors.</li> <li>Use descriptive language</li> </ul> <p>For Persuasive texts I can;</p> <ul style="list-style-type: none"> <li>Use ordered arguments presented in paragraphs.</li> <li>Justify my opinion</li> </ul>	<p>I can list different genres.</p> <p>I know that each genre has a different structure, purpose and features.</p> <p><b>Guaranteed:</b> POETRY</p> <ul style="list-style-type: none"> <li>Metaphor</li> <li>Similes</li> </ul>	<p>Published texts</p> <p>Writing conferences</p>	<p>Poetry Week 5 - 8</p> <p>Persuasive Week 9-10 T3 Week 1 - 3 T4</p> <p>Information Report W4-8</p>	<p>I can use a greater variety of craft in my writing</p> <p>I can use craft from mentor texts in my writing</p> <p>I can consider my audience and who I am writing for.</p> <p>I can use elements of the Writer's Toolbox: -Strong leads -Figurative language -Dialogue -Strong endings -Strong verbs -Show not tell</p> <p>I can create purposeful pieces of writing that use images that target my audience.</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.


2018 SEM 2 ELSP ENGLISH YR 2

	<p>with reasons and elaborations.</p> <ul style="list-style-type: none"> <li>Use emotive language</li> </ul>				
<p><b>Handwriting:</b> I can legibly write all unjoined upper and lower case letters correctly, for a minimum of 18 minutes, on 14mm dotted third lined paper using Vic Modern Font.</p>	<p>I can use 14mm dotted thirds.</p> <p>I can use correct size and placement while forming letters</p> <p>I can write for a minimum of 18 minutes.</p> <p>I can use the correct 'entry' and 'exits' for my letters</p>	<p>I can use correct pencil grip.</p> <p>I can use correct posture.</p> <p>I can write for 15 minutes.</p> <p><b>Guaranteed:</b></p> <ul style="list-style-type: none"> <li>Legible</li> </ul>	<p>Writing samples throughout the semester.</p> <p>Anecdotal notes from individual and small group conferences</p> <p>I can write all letters in "The quick brown fox jumped over the lazy dogs" in vic cursive, using the dotted thirds</p>	<p>T3 Week 1 - 4 explicitly, and ongoing throughout the semester</p>	<p>I can consistently use neat and correct letter formation including entry and exit points in my independent writing.</p>
<p><b>Speaking and Listening:</b> I can engage in discussions by appropriately expressing and extending on ideas and opinions</p>	<p>I can adjust my volume, pace and body language to match the audience and situation.</p> <p>I can use classroom prompts to preface what I want to say</p> <p><i>Examples:</i> "I agree with you because..." "I'd like to add to that..." "That reminds me of..."</p> <p>I can use appropriate language and manner to agree, disagree, clarify, connect and share my opinion.</p> <p>I can select both formal and informal language according to my audience.</p> <p>I can listen to and extend upon others' ideas in small group work</p>	<p>I can take turns speaking and listening.</p> <p>I can ask questions and make comments that relate to the topic.</p> <p><b>Guaranteed:</b></p> <ul style="list-style-type: none"> <li>topic specific</li> </ul>	<p>Anecdotal notes</p> <p>Checklist for students that assesses their own and peers speaking and listening</p> <p>Fascinating Facts</p>	<p>Ongoing</p>	<p>I can initiate new ideas and topics for discussion.</p>
<p>I can listen for specific purposes and process new information</p>	<p>I can listen to information and recall key information</p> <p>I can listen to and follow</p>	<p>I can show respect and cooperation by consistently demonstrating the five L's of listening:</p>	<p>Anecdotal notes</p> <p>Checklist for students that assesses their own and</p>	<p>Ongoing</p>	

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

2018 SEM 2 ELSP ENGLISH YR 2

	more complex instructions that have been told to me and written down.	 <p>I can understand and follow three simple instructions that have been told to me and written down.</p> <p><b>Guaranteed:</b></p> <ul style="list-style-type: none"> <li>● Instructions</li> </ul>	peers speaking and listening		
--	---	---	------------------------------	--	--

Essential Learning Reading and Viewing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Decoding x2 HFW x1 Fluency x1 Concepts about print x1 Comprehension x1 Genres x2	Decoding x1 HFW x1 Fluency x1  Comprehension x3 Genres x1	Decoding x2 HFW x1 Fluency x1  Comprehension x2 Genres x2	Decoding x1  Fluency x1  Comprehension x2 Genres x2	Decoding x1  Fluency x1  Comprehension x2 Genres x1	Decoding x1  Fluency x1  Comprehension x1 Genres x1	Decoding x1  Fluency x1  Comprehension x1 Genres x1 Author Study x1 Reading Craft x1

Essential Learning Writing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Text Structure Spelling x3	Text Structure x1 Spelling x3	Text Structure Spelling x2	Text Structure Spelling x2	Text Structure Spelling x2	Text Structure Spelling x2	Text Structure x1 Spelling x1

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.



## 2018 SEM 2 ELSP ENGLISH YR 2

Grammar/Punc'nx2 Writing Process x1 Genre x1 Craft x1 Handwriting x2 Speaking /Listening x3	Grammar/Punc'nx1 Writing Process x1 Genre x3 Craft x3 Handwriting x3 Speaking /Listening x3	Grammar/Punc'nx1 Writing Process x1 Genre x2 Craft x1 Handwriting x1 Speaking /Listening x2	Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x2	Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x0 Handwriting x1 Speaking /Listening x3	Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x1	Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1 Handwriting x0 Speaking /Listening x1
---	---	---	---	---	---	---

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.