

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: Two	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.	Prerequisite 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?
Reading Process: Decoding I can apply decoding strategies and monitor meaning.	I can use knowledge of letter-sound relationships to read more complex words. I can blend and segmenting to read more complex words. I can use multiple sources of information together to solve new words. 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) When decoding I can ensure what I am reading makes	I can use some of the ‘Good Reader’s Decoding Strategies’. Guaranteed Vocabulary Context Supportive Blending Segmenting Decoding	Ongoing conferencing Reciprocal/Guiding Reading F + P Sem 2 Reader’s Theatre	Ongoing	I can apply this skill to a more complex text.

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	<p>sense and sounds right (eg. Using the context of a sentence, paragraph, or whole text to determine the meaning of a word) (Big books).</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.</p> <p>I know that a question mark signals that I need 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>I can recognise and read all of the Oxford 404 High Frequency Words</p> <p>I can apply fluency to my reading with a seen text.</p> <p>Guaranteed Intonation Rate</p> <p>Supportive Fluent Punctuation conventions Punctuation Sentence structures</p>	<p>Ongoing conferencing</p> <p>Reciprocal Reading</p> <p>Guided Reading: consider small groups.</p> <p>F + P Sem 2</p> <p>Reader’s Theatre - more strategic. Consider poetry.</p>	<p>Ongoing</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 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>Rate I can adapt my reading rate to the context (eg: slowing rate for suspense etc).</p>				
<p>Comprehension 1: I can use comprehension strategies to build literal meaning about events, ideas and information in a text.</p>	<p><input type="checkbox"/> Determining Importance: I can determine the main idea of a text. I can eliminate interesting, but not essential detail.</p> <p><input type="checkbox"/> Summarising: I can accurately summarise the key events of a text.</p> <p><input type="checkbox"/> Retelling: I can retell a text in sequence.</p> <p><input type="checkbox"/> Clarifying: I can clarify unknown words and phrases to better understand a text.</p> <p><input type="checkbox"/> Questioning I can ask and answer a range of questions that that build upon my understanding of the text.</p> <p><input type="checkbox"/> Synthesising*: I can use the important information in a text and my opinion and feelings, to develop a response.</p> <p><input type="checkbox"/> Connections*:</p>	<p>I can use a range of comprehension strategies to build an overall understanding of a text.</p> <p>Guaranteed Implied Predictions Clarifying Text clues</p> <p>Supportive Prior knowledge Connection T-T, T-S, T-W Processing strategies Inferred Literal</p>	<p>Reciprocal Reading Guided Reading Reading conferences Work samples (graphic organisers - thinkboard, swbst etc) Use of Proficiency Scale.</p>	<p>Ongoing</p>	<p>I can apply this skill with a more complex text and a variety of genres.</p>

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	I can use a text to make connections about myself and other texts: T→ T T→ S				
Comprehension 2: I can use comprehension strategies to identify the implied meaning and make connections with the text.	<p>❑ Inferring: To use prior knowledge + text clues to build 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>❑ I can predict Using a range of text clues and prior knowledge, I can justify using literal evidence.</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>I can use a range of comprehension strategies to build an overall understanding of a text with teacher support.</p> <p>I know the difference between ‘literal’ meaning and ‘inferential’ meaning.</p> <p>Guaranteed Implied Predictions Clarifying Text clues</p> <p>Supportive Prior knowledge Connection T-T, T-S, T-W Processing strategies Inferred Literal</p>	<p>Reciprocal Reading</p> <p>Guided Reading</p> <p>Reading conferences</p> <p>Work samples (graphic organisers - thinkboard, swbst etc)-</p> <p>Use of Proficiency Scale.</p> <p>CFA: Controlled Text</p>	Ongoing	<p>Inferring: To use prior knowledge + text clues to build inferential comprehension with more complex texts.</p> <p>Visualising: I can use use text clues, my prior knowledge and my senses, to create an increasingly detailed picture in my head about my reading and in relation to more complex texts.</p> <p>Synthesising: I can synthesise multiple texts of alternate opinions and formulate my own independent opinion.</p>
Genre: I can identify the text structure and purpose of a text	I can identify the purpose of a text.	I can explain the text structure, language features and purpose of	Text Structure, Language Feature and Purpose ongoing CFAs	Procedural: T3 W2 Information Reports (including explanation): T3 W3-W6	I can identify when a text has the features of two different genres.

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<p>and how language features and images are used for different effects.</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 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>For the following genres: -Procedure (finishing) -Information Reports (including explanation) -Reviews -Poetry -Fables -Online Texts</p>	<p>Semester 1 Genres: Narrative Persuasive Procedure</p> <p>Supportive Language features genre</p>	<p>(highlighting and annotating with checklists)</p>	<p>Poetry: T3 W7-W9 Reviews: T4: W1-W4 Fables: T4: W5-W10</p>	<p>I can evaluate the effectiveness of an author's language choice and use of images.</p>
<p>Spelling: 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. Eg. Machine, spoil.</p> <p>HFW: I can spell the first 300 Oxford High Frequency Words.</p> <p>Visual Strategy: Recognise spelling patterns that look accurate e.g. the /k/ sound in Weekend can be</p>	<p>I have knowledge of: - Letter - sound relationships -Common blend sounds (tr-, st-, sl-, etc) -Common onset/rimes (-at, -ine, -in , -og, etc) -Digraphs (-th, ch-, -sh, etc)</p> <p>Guaranteed Word Structure & meaning</p> <p>Supportive Vocabulary Structure</p>	<p>Proficiency Scale tracking</p> <p>Student writing samples- assessing spelling as part of a text, rather than just 1 word at a time.</p> <p>Oxford Word Test</p>	<p>Term 3: Ongoing Term 4: W1-W5</p>	<p>Increasing my bank of vocabulary through investigations and use them when spelling more complex words.</p>

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	<p>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. (eg. Making words plural or past tense).</p>	<p>Meaning</p>			
<p>Grammar & Punctuation: I can <i>demonstrate understanding</i> of grammar and choose appropriate vocabulary and punctuation.</p>	<p>-I can organise my texts into paragraphs based on sequenced ideas.</p> <p>-I can recognise that apostrophes are used for contractions and to signal missing letters.</p> <p>-I can write a grammatically correct sentence (tense, subject and verb agreement)</p> <p>-I understand that verbs represent different processes (doing, thinking, saying, and relating)</p>	<p>I can use full stops accurately to signal the end of a sentence.</p> <p>I can recognise and understand the basic use of commas in writing.</p> <p>I can hear if a sentence makes sense.</p> <p>Guaranteed contractions Quotation marks Apostrophes Possessive Adjectives Tense Connectives</p> <p>Supportive Full stop Question mark</p>	<p>Proficiency Scale Tracking during particular genres (to be discussed during CTMs).</p> <p>Ongoing student work samples (mini lessons to focus on G&P).</p>	<p>Term 3: Ongoing Term 4: W1-W5</p>	<p>can evaluate texts for correct grammar and punctuation.</p> <p>I can automatically and thoroughly apply this EL when revising and editing my writing.</p>

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		Comma Exclamation mark			
<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>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>Guaranteed</p> <p>Supportive Vocabulary Structure Meaning</p>	<p>Writing Process Proficiency Scale used for each genre. Students to set goals and track their progress within each genre.</p>	<p>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>I can create purposeful pieces of writing that use the genre’s text structure</p> <p>I can create purposeful pieces of writing that use key language features</p> <p>I can express and develop experiences, events, information, ideas and characters (in some detail).</p>	<p>I can write in different genres and follow the basic structure.</p> <p>I can follow and write in the structure of Semester 1 Genres: Narrative Persuasive Procedural</p> <p>Guaranteed Sequential</p>	<p>Proficiency Scale (student tracking) + checklists for each genre addressed prior to unit and ticked off at the end of each genre.</p> <p>Pre test (writing sample) could be completed before a new genre to assess how much of the text structure and language features students already know.</p>	<p>Procedural: T3 W2 Information Reports: T3 W3-W6 Poetry: T3 W7-W9 Reviews: T4: W1-W4 Fables: T4: W5-W10</p>	<p>My text expresses and develops experiences, events, information, ideas and characters in detail (through teacher conference).</p>

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	<p>I can create purposeful pieces of writing that use images that target my audience.</p> <p>- For the following genres: -Procedure (finishing) -Information Reports -Reviews -Poetry -Fables</p>	<p>Supportive Vocabulary Structure Meaning</p>	<p>Final written piece for each genre used as summative assessment for the genre.</p>		
<p>Craft: I can create writing pieces that include elements of the Writer’s Toolbox.</p>	<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: -Strong leads -Figurative language -Dialogue -Strong endings -Strong verbs -Show not tell</p>	<p>I have preferences for the way in which I write; selecting a favourite genre/style or plot-line.</p> <p>Guaranteed</p> <p>Supportive</p>	<p>Writing Samples within each genre.</p> <p>Student tracking using Proficiency Scale.</p>	<p>Ongoing</p>	<p>I can write using the voice of someone other than myself.</p>
<p>Handwriting: I can write legibly using consistently sized and clearly formed letters, with some joins on 14mm dotted thirds in Victorian Modern Cursive for a minimum of 20 minutes.</p>	<p>I can use the correct ‘entry’ and ‘exits’ for my letters</p> <p>I can ensure my letters are sitting correctly on 14mm dotted thirds</p> <p>I can use clearly formed Victorian Modern Cursive</p> <p>I can begin to join my letters</p>	<p>My capitals touch the 2nd dotted third.</p> <p>My lower-case letters touch the first dotted third.</p> <p>I can write on the line.</p> <p>Guaranteed Stamina writing</p>	<p>Homework.</p> <p>Ongoing writing samples.</p> <p>1 off lessons to model accurate letter formation.</p>	<p>Term 3: Ongoing Term 4: W1-W6</p>	<p>I can write legibly using consistently sized, joined letters on 14mm dotted thirds in Victorian Modern Cursive for 25 minutes.</p>

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	I can maintain this handwriting for at least 20 minutes	Supportive			
Speaking and Listening: I can participate in class discussions, listening to others' points-of-view, appropriately interacting and responding.	I: <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 partner, team or class. <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. 	I can: <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. Guaranteed Respond appropriately Views Express Opinions Feedback Logical contributes actively Supportive Conversation familiar/ unfamiliar audiences	Use of Proficiency Scale Class discussions and reflections Peer discussions Team work Fascinating Facts Concept and homework presentations → Teacher to track	Term 3: Ongoing Term 4: W1-W7	I can: <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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