

What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Four	Semester: Two	Subject: English	Team Members: Renee Johnson, Adriana Jankulovski, Erin Austin, Brad Morin		
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?
Comprehension: Literal I can use comprehension strategies to describe literal meaning, connecting ideas in different texts (Year 4 Level Text).	<ul style="list-style-type: none"> <input type="checkbox"/> I can synthesise by using my prior knowledge and building on my thoughts, ideas and content knowledge. <input type="checkbox"/> I can summarise to prove my understanding. <input type="checkbox"/> I can clarify unknown words to gain a better understanding of a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can find specific literal information with a Just Right Text (QAR= Right There, Think & Search) <input type="checkbox"/> I can reread to gain a better understanding of a text. <input type="checkbox"/> I can make literal connections (text to text, text to self, text to world) 			<ul style="list-style-type: none"> <input type="checkbox"/> I can perform the Literal Comprehension strategies across a range of familiar and unfamiliar genres (newspaper article, speech, debate, advertisements etc.) <input type="checkbox"/> I can quote literal information from a text using quotation

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					marks and page numbers.
<p>THIS EL IS TO BE MADE INTO A RUBRIC, NOT PROFICIENCY SCALE SO THAT STUDENTS DO NOT FEEL ISOLATED IF THEY ARE BELOW LEVEL READER (RE: PRIOR SKILLS).</p> <p>Comprehension: Implied I can use comprehension strategies to describe implied meaning, connecting ideas in different texts (with a Year 4 level text).</p> <p>Learning Targets: I can</p> <ul style="list-style-type: none"> - Make connections (text to text, text to self, text to world) - Synthesising (building on prior knowledge) - I can determine the most important elements of a text. (Message or moral) 	<ul style="list-style-type: none"> <input type="checkbox"/> I can synthesise by using my prior knowledge and building on my thoughts, ideas and content knowledge. <input type="checkbox"/> I can reference the text clues and prior knowledge I have used to make an inference. E.g. About setting, character feelings, motivations, personality, appearance etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify and justify the text clues and prior knowledge I have used to make an inference with teacher support. <input type="checkbox"/> I can make text to text, text to self and text to world connections. 	<p>F&P Probe</p> <p>Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources</p> <ul style="list-style-type: none"> • Everyday Comp. • Cars and Stars • Graphic organisers/visual rep. 	Term 4: 1-9	<ul style="list-style-type: none"> <input type="checkbox"/> I can fill my own gaps in my prior knowledge to ensure my inferences are accurate. <input type="checkbox"/> I can <u>explicitly reference (detailed)</u> my prior knowledge and how it has helped to build a particular inference. <input type="checkbox"/> I can refer to multiple text clues that have informed my

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<p>Comprehension: Text Preferences & Viewpoints I can express preferences for particular types of texts, and respond to others' viewpoints.</p> <p>Learning Targets: I can...</p> <ul style="list-style-type: none"> - identify characteristic features of a text - Make connections between texts <p>From achievement standard: They understand how to express an opinion based on information in a text.</p>	<p>Why (explain/justify)... I can compare the various techniques and characteristic features used by two texts (topics, author, different time contexts). Eg. - How does one engage you more than the other?</p> <p>I can consider and respond to others' viewpoints by adding more information or offering an alternative view.</p> <p>I can express and justify my preference for a text type.</p> <ul style="list-style-type: none"> - Author style - Favourite genre - Connections (self, text, world) <p>NB: blind date with a book</p>	<p>I love... I understand that there are different text types.</p> <p>I have preferences for certain texts, influenced by:</p> <ul style="list-style-type: none"> - Images - Layout - language/vocabulary <p>I can identify texts I don't like and why (at a basic level)</p> <p>Guaranteed vocabulary:</p> <ul style="list-style-type: none"> ● Preferences ● Viewpoints 	<p>F&P Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources Rubric</p>	<p>Term 3: 1-7</p>	<p>inference.</p> <p>I can explain that personal opinions are impacted by feelings about a topic.</p>
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<p>Genres (Reading) I can read and view different genres and identify how they vary.</p> <p>Learning Target: - Narrative (S2) - Persuasive (S2) - Poetry S2</p>	<p>I can identify and explain...</p> <ul style="list-style-type: none"> <input type="checkbox"/> the language features (and images) of different types of texts (genres) <input type="checkbox"/> the structure of different types of texts (genres) <input type="checkbox"/> the audience of different types of texts (genres) <input type="checkbox"/> the author's purpose of different types of texts (genres) <p>...and how they are used to engage the interest of audiences.</p> <p>... and how they are selected depending on purpose and context (Eg. If i want to learn about how dolphins migrate, I would select an explanation text over an information report because this is a process and it is better suited to my needs).</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> give reasons for a text being of a particular genre (teacher discretion) <p>I know the text structures and language features of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information reports <input type="checkbox"/> Explanation texts <input type="checkbox"/> Procedural texts <p>Guaranteed vocabulary:</p> <ul style="list-style-type: none"> ● Particular audience 	<p>Probe Conferences Anecdotal notes Reciprocal reading Book Clubs 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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain how genre relates to an author's purpose <input type="checkbox"/> explain how language features, images and vocabulary influences my interpretation of characters, settings and events <input type="checkbox"/> identify sub-genres of genres and explain how they differ
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<p>Spelling 1 (*Ongoing): I can use a range of spelling strategies. I can use:</p> <ul style="list-style-type: none"> ● Phonic strategy ● Visual Strategy <ul style="list-style-type: none"> ● HFW ● Spelling generalisations ● Morphemic word families <ul style="list-style-type: none"> ○ Word Structure (base words) 	<p>Phonic/Sound Strategy: Investigate vowel sounds /oo/, /ou/, /er/ /ar/, /or/, /aw/, /air/, /ear/ and /oy/ Blend 2 or 3 consonants: ght, gth, str, Understand long and short vowels- a as in apple and a as in cake Use syllabification as a spelling strategy</p> <p>Visual Strategy: I can spell all 404 High Frequency Words.</p> <p>Meaning: Explore common and less common plurals e.g. words ending in f, lf, ff, fe, or tooth/teeth and explore less common plurals (larva/larvae)</p> <p>I understand that only some letters double: in the middle of the word before adding on a suffix</p> <p>I recognise homophones and know how to use context to identify correct spelling.</p> <p>Investigate more complex contractions (won't, we'll, you're)</p> <p>I can use morphemes to help spell new words (e.g. micro, microscope, microscopic, microbiology).</p> <p>I can explore word families: (eg. run, running, ran, runner, runs, rerun, rerunning; satisfy, satisfying, satisfies, satisfied, dissatisfied)</p> <p>I understand the role of prefixes and use them: - E.g. dis, il, ir, im, in, mis, anti, under</p> <p>I understand the role of suffixes and use them: - E.g. ed, ing, ways to represent past tense (irregular verbs), eg take/took, teach/taught,</p>	<p>I can spell 301 of the HFW</p> <p>I can break words into syllables.</p> <p>I use words I know when attempting new words.</p> <p>Visual Strategy I can recognise when a word looks incorrect and use alternative spelling patterns.</p> <p>I know basic digraphs (wh, th, sh, ch, er, ow, oa).</p> <p>I know the difference between a long and short vowel sound.</p> <p>I know what a prefix and a suffix is.</p> <p>I know what a base words is.</p> <p>I understand the purpose of spelling accurately so others can read my writing.</p> <p>Guaranteed vocabulary:</p> <ul style="list-style-type: none"> ● Word families (spelling 1) ● Spelling generalisations (spelling 1) 	<p>Dictation Spelling tests/word choice Writing sample Spelling investigations.</p>	<p>Semester 1 & 2: Ongoing</p>	<p>I can attempt new vocabulary and apply these spelling strategies to my writing</p>
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	<p>mean, meant.</p> <p>Explore spelling generalisations, for example: change y to i and add es to words; adding ly to base words; revise and extend doubling the last letter, doubling consonants, adding ed, adding est; simple prefixes and suffixes: il, im, ir, in, anti ex, super and ed, ing, ly, ness, less; doubling letters to add ed/ing</p> <p>Etymology Explore blended words (smoke+fog=smog) and shortened words eg vet</p> <p>Go deeper with Latin and Greek roots</p> <p>Personal learning words For students who are not yet spelling 404 HFW and require a different approach</p>				
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<p>Grammar and Punctuation (*Ongoing): I can identify and use grammar and punctuation correctly, rereading and editing my work to improve meaning.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • Quotation Marks 	<p>I can edit my writing to use correct punctuation for:</p> <ul style="list-style-type: none"> - Apostrophes - Quotation marks - Commas - And the prior skills punctuation (full stops, exclamation marks, upper case letters, question marks) <p>I can revise my writing to make sure tense is consistent</p> <p>I can use commas for lists.</p> <p>I can use apostrophes for contractions.</p> <p>I can use quotation marks to signal dialogue, titles and quoted (direct) speech. Eg. <i>Mary yelled, "Sit down!"</i></p> <p>I understand that when I write and a new person speaks I use a new line.</p> <p>I use capital letters correctly for beginning sentences, I and proper nouns Eg. names, places, days of the week, months, titles and languages.</p> <p>I can use powerful verbs and find synonyms of words to up-level sentences and give a greater effect</p> <p>I can use linked proper nouns, pronouns or nouns in sentences for cohesion and to avoid repetition</p> <table border="1" data-bbox="488 1278 938 1374"> <tr> <td>Proper Noun</td> <td>Pronoun</td> <td>Common noun</td> </tr> </table>	Proper Noun	Pronoun	Common noun	<p>I understand how to use these appropriately in my writing:</p> <ul style="list-style-type: none"> - Full stops - Exclamation marks - Upper case letters - Question marks <p>I understand what a noun, a verb and an adjective are.</p>	<p>Dictation. Writing samples. Editing an incomplete piece of writing (with omitted punctuation).</p>	<p>Semester 1 & 2 : Ongoing</p>	<p>I can write consistently using all conventional punctuation with a focus on:</p> <ul style="list-style-type: none"> - Upper case letters for proper nouns, abbreviations and acronyms - Commas - Quotation marks in dialogue - Possessive apostrophes for plurals - Writing dialogue integrating all the rules of punctuation Y5 rigour 2017. <p>I can consistently monitor and self correct the spelling of known words as I write.</p> <p>I can investigate and discover the rules and connections of spelling words.</p> <p>I can improve my spelling by taking risks and attempting to spell unknown words</p>
Proper Noun	Pronoun	Common noun						

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	<table border="1"> <tr> <td data-bbox="486 209 636 272">Jim</td> <td data-bbox="636 209 786 272">He</td> <td data-bbox="786 209 936 272">The dog</td> </tr> </table>	Jim	He	The dog				
Jim	He	The dog						
<p>Genre (Writing) *Ongoing I can create texts to explain ideas for difference audiences using genre specific structures.</p> <p>Learning Target: I can use the correct genre structure for...</p>	<p>I can use a range of sentence types to add cohesion and detail to my text (simple vs compound vs complex vs fragments + conjunctions).</p> <p>I can create texts using the genre structures.</p> <p>I can create texts using genre-specific</p>	<p>I am aware of various writing genres and that they have different structures.</p> <p>I can create simple texts to match these genres (aren't necessarily thinking about audience- teacher judgement).</p> <p>Guaranteed vocabulary:</p>	<p>Writing sample Rubric Conferences Checklist</p>	<p>Semester 1 & 2: Ongoing</p> <p>Narrative: Term 3 1-6 Persuasive Term 3: 7-9 Term 4: 1-4</p>	<p>I can write in different perspectives (first, second, third person).</p> <p>I can combine genres to create imaginative and/or informative pieces.</p>			

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<p>- Poetry - Response (text/item reviews/opinion pieces) - Narrative - Persuasive - Writer's Notebook</p>	<p>language features.</p> <p>I can use appropriate images to support my writing (photographs, diagrams, maps, flow charts etc.)</p> <p>I know my audience and write to meet their needs.</p>	<p>Language features (text structure & org)</p>		<p>Poetry Term 3 & 4: Ongoing Response Term 3: 5-9</p>	
<p>Handwriting (*Ongoing): I can write legibly for a minimum of 25 minutes.</p> <p>Y5: I can develop a handwriting style that is becoming legible, fluent and automatic</p>	<p>I can form letters using Victorian Modern Cursive script correctly.</p> <p>I can write using joined handwriting</p> <ul style="list-style-type: none"> - I can make diagonal joins - I can make horizontal joins <p>Y5: I can demonstrate fluid continuous cursive joins for a specific task</p>	<p>I can write legibly and on the line using dotted thirds.</p> <p>I can form my letters correctly.</p>	<p>Conference Copying text</p>	<p>Semester 1 - 2</p>	<p>I can write Victorian Modern Cursive without dotted thirds.</p>
<p>Speaking and Listening 1 (ongoing) Students can collaborate, contributing actively to class and group discussions.</p>	<p>I can actively make relevant contributions to discussions after peer discussion (e.g. turn and talk, activating prior knowledge etc.)</p> <p>I can collaborate positively and effectively with my peers (eg. in group tasks).</p> <p>I can actively engage with the class respectively, listening to other people's ideas.</p>	<p>I can listen to speech attentively (5Ls).</p> <p>I can respond to questions</p> <p>I can make relevant comments</p> <p>Guaranteed vocabulary:</p> <ul style="list-style-type: none"> ● collaborate/group discussion (presenting) ● Inform (responding) ● Coherence (presenting) ● Extend (responding) 	<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>

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					I can build upon others' opinions to enhance my contributions to discussions.
Speaking and Listening 2 (ongoing) Students can listen for key points in discussions and use the information to carry out tasks.	I can identify key points and main ideas. I can carry out a task based key information. I can use the Learning Intent/Success Criteria/teacher modelling to guide my learning.	I know where the LI and SC are located. I can listen to speech attentively (5Ls). I can ask clarifying questions at appropriate time. I can summarise a spoken task.			
Speaking and Listening 3 (ongoing) Students can make presentations varying language according to context.	I can plan a presentation for a specific purpose and audience. I can rehearse and deliver a presentation with and without the use of technology. I use formal and informal language correctly during discussions and presentations. I can present with fluency, considering: <ul style="list-style-type: none"> - Rate - Pausing 	I can speak/present an idea/work in front of an audience. I can share ideas with others. I can listen to others attentively.	JSC - Oral presentations Presentations Show and Tell	Semester 1 - Ongoing	I can present to multiple audiences.

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	<ul style="list-style-type: none"> - Phrasing - Stress/emphasis - Intonation - Pitch 				
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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 Grammar/Punc'nx2 Writing Process x1	Text Structure x1 Spelling x3 Grammar/Punc'nx1 Writing Process x1	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1	Text Structure x1 Spelling x1 Grammar/Punc'n x1			

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Genre x1 Craft x1 Handwriting x2 Speaking /Listening x3	Genre x3 Craft x3 Handwriting x3 Speaking /Listening x3	Genre x2 Craft x1 Handwriting x1 Speaking /Listening x2	Genre x1 Craft x1 Handwriting x1 Speaking /Listening x2	Genre x1 Craft x0 Handwriting x1 Speaking /Listening x3	Genre x1 Craft x1 Handwriting x1 Speaking /Listening x1	Writing Process x1 Genre x1 Craft x1 Handwriting x0 Speaking /Listening x1
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