

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Six	Semester: Two	Subject: English	Team Members: Katie McClue, Shane Collins, Craig Elliot, Linda Turner, Lisa Baker & Tom Penberthy		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Application 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>Comprehension 3: Author Study - About the Text I can analyse and evaluate the effectiveness of different author's craft choices.</p> <p>Learning Targets: Describe, and discuss similarities and differences between texts, and evaluate characteristics that define an author's individual style.</p> <p>Analyse and explain the language choices that an author makes, to achieve a particular effect within non-fiction texts</p> <p>Analyse and explain the language choices that an author makes, to achieve a particular effect within fictional texts</p>	<p>Analyse and explain author's choices through using two or more of the author's texts, including those by the same author or illustrator</p> <p>Identify characteristics that define the author's individual style, such as:</p> <ul style="list-style-type: none"> ● subject or theme ● characterisation ● text structure ● plot development ● vocabulary ● voice and tone ● narrative point of view ● grammatical structure ● visual techniques ● author's writing craft <p>Non Fiction Texts</p> <ul style="list-style-type: none"> - Journalistic Texts - Persuasive Texts (adverts/Marketing) ** think about concept EL - Magazines/Publications - Use of Images 	<p>Knowledge of and how to identify: Author's purpose Text structures and features Writing craft Connections between multiple authors</p> <p>I can identify how: - Author's use illustrations to make stories more exciting, moving and absorbing - an author's use of character development and plot tension hold their readers' attention.</p> <p>GUARANTEED VOCAB: Analyse Symbolism Hypothesise Derived</p> <p>SUPPORTIVE VOCAB: interpret</p>	<p>Venn Diagram for two texts by same author</p> <p>Critique of an author's body of work</p> <p>1:1 Reading Conferences Anecdotal notes</p>	<p>HOW TAUGHT:</p> <p>Picture story books - allows us to read multiple texts from author</p> <p>Short Stories</p> <p>Or</p> <p>Larger novels - class book club</p> <p>Or</p> <p>Personal Author Study - based on personal reading choices</p>	<p>Hold verbal debates about author the link between author craft and purpose and its effectiveness. (linking comprehension 2 and 3)</p> <p>Recognise when an author innovates on a standard text structure. (links comprehension 3 to genre)</p> <p>Explaining the possible relationship between an author's choices and the features of a text, such as identifying which group would be the most likely target of the information in an advertisement, and justifying why on the basis of textual features</p> <p>EXTENSION students: Smaller book club opportunities</p> <p>COncference to observe their</p>

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<p>Identify a variety of language features within a range of texts.</p>	<ul style="list-style-type: none"> - Figures - Tables - Diagrams - Maps - Graphs - Timelines <p>Analyse choices that are made makes over language features, images and vocabulary</p> <p>Analyse strategies authors use to influence readers e.g. identify how authors use language to position the reader and give reasons</p> <p>Compare texts that have same purpose but have different features and achieve a different effect (eg. Horrible histories, The thing explainer</p> <p><i>Author Study of:</i> Shaun Tan / Gary Crew Patricia Polacco /Allen Say</p>	<p>synthesise implied</p> <p>COGNITIVE VERBS: hypothesise interpret synthesise</p>			<p>questioning/discussion</p> <p>Short story novels & complex questions</p>
<p>Comprehension 4: Personal Reading Choices - About the Text I can evaluate and explain my personal reading choices by using evidence from within, beyond and about the text I am reading.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ❑ I can think critically and relate author craft, language choice and text connections to the opinion I hold ❑ Form and explain an opinion about the texts I am reading. 	<p>Develop personal preferences for reading choices, based on:</p> <p>Genre type Author craft & style Known Authors Book length Complexity of text</p> <p>Be able to hold a detailed discussion about book choice, that includes justification and evidence of the thought process behind reading choices.</p> <p>To reflect upon and review texts throughout the reading process, forming opinions about the text and author/author craft</p> <p>To reflect on their reading choices and look to reach out of their comfort zone and</p>	<p>Knowledge of 'Just Right' books and how to choose them.</p> <p>Knowledge of how to complete a book review & the relevant content.</p> <p>Experience in selecting own reading material</p>	<p>1:1 conferences - Use of discussion rubric</p> <p>Book reviews</p> <p>Reading Wishlist (and progress)</p> <p>Book club discussion & documentation</p> <p>Fortnightly Friday Session: Conference Log Questions</p>		<p>Same learning targets but with higher reading level (more complex texts)</p>

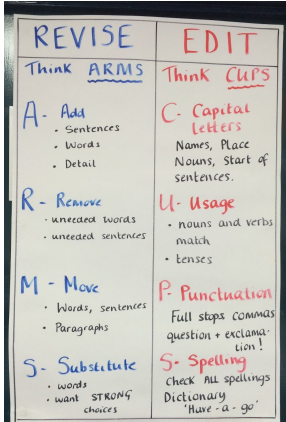
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	<p>engage with new/different authors and genres</p> <p>Pick out books they want to read using goodreads and trips to the library.</p> <p>To use the library effectively as a source of new reading material.</p>				
<p>Genres: I can create detailed texts for a range of purposes and audiences.</p> <p>Learning Targets: I can select an appropriate genre to reflect a particular purpose</p> <p>I can identify and implement a specific structure/features suited to my writing genre (a given genre)</p> <p>I create paragraphs that begin with a topic sentence and follow with relevant detail.</p> <p>I can elaborate, extend on and explain my ideas</p> <p>I can revise and edit my own and others' work, using agreed criteria to prepare it for publishing for a specific audience.</p>	<p>I can identify and use the structures and language features of:</p> <ul style="list-style-type: none"> - Persuasive/Argumentative - Information reports/explanation - Procedural - Narratives - Poetry - Hybrid texts (also include: Historical fiction) - Recounts (biography) - Memoirs <p>I understand that structure of my text matches the genre that we are writing (as recorded on PS).</p> <p>I can adapt a narrative to a screenplay/ script.</p> <p>identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers</p> <p>I can write a paragraph containing:</p> <ul style="list-style-type: none"> - topic sentence - complex and detailed sentences 	<p>Identify a range of genres, based on their key features and determine their purpose.</p> <p>Investigate how sentence structure can be used in a variety of ways to elaborate, extend and explain ideas</p> <p>Understand that cohesive links can be made in texts by omitting or replacing words</p> <p>Use a range of punctuation to effectively create meaning within my sentences</p> <p>I can identify and explain the different stages of the writing process: Plan, draft, revise, edit and publish</p> <p>I can plan and draft imaginative, informative and persuasive texts that utilise the correct text structure and features.</p>	<p>Timed writing pieces - focusing on a particular genre or text structure. Assessed against proficiency scale.</p> <p>Writing conferences. Writing samples.</p> <p>Students to annotate their work with the edits and revisions they have made so we assess how well they revise & edit.</p>		<ul style="list-style-type: none"> - To create hybrid texts that adapt or combine aspects of more than one genre. - Investigate and experiment with the way I can convey my ideas to suit a specific purpose and audience - Incorporate a theme into my narrative for my audience to infer - Evaluate and provide feedback on the work of my peers based on agreed criteria - Independently make and justify editorial choices based on agreed criteria <p>Year 7 Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)</p>

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<p>I can articulate my understanding of the guaranteed and supportive vocabulary.</p>	<p>- all sentences are related (relevant) to the topic sentence</p> <p>I can use the ARMS & CUPS procedure/criteria to revise and edit my work effectively and that of my peers.</p> <p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)</p>  <p>Guaranteed Vocabulary:</p> <p>Supportive Vocabulary:</p>				<p>experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives</p> <p>transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode</p> <p>drawing on literature and life experiences to create a poem, for example ballad, series of haiku</p> <p>using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation</p> <p>imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending</p> <p>creating chapters for an autobiography, short story or diary</p>
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	<p>PURPOSE POINT OF VIEW DETAILS</p> <p>THIS VOCAB WAS ORIGINALLY LINKED WITH THE WRITING PROCESS LEARNING TARGET:</p> <p>Guaranteed Vocabulary: EDITORIAL CHOICES <u>Cognitive Verbs:</u> EXTEND JUSTIFY EXPLAIN</p>				
<p>EL: Craft: To understand how language features and craft choices can be used for a specific purpose in my writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use more descriptive vocabulary and expressive verbs in my writing to create shade of meaning, feeling and opinion <input type="checkbox"/> I can create imagery in my writing through sensory language <input type="checkbox"/> I can include purposeful dialogue, in order to enhance my writing 	<p>Content descriptors from Grade 6:</p> <p>Rhetorical devices Surprise elements Varying sentence type and length. I can name and use a variety of craft including:</p> <ul style="list-style-type: none"> - Sensory imagery/ description - Personification - Repetition\Word choice (strong verbs, specific nouns, hyphenated adjectives, adverbs & adjectives) - <p>I can evaluate my peer's writing and provide feedback on their use of literary devices.</p> <p>Editing for coherence, sequence, effective choice of :</p> <ul style="list-style-type: none"> ● Vocab: ● Opening devices 	<p>I have experimented using various craft in my own writing appropriate to the context of my writing:</p> <ul style="list-style-type: none"> - Strong leads - strong verbs - similes & metaphors - alliteration - onomatopoeia - repetition - characterisation - setting (time and place) - personification - technical language - complex sentences - verb tense - pronoun reference - verb group/phrases - adverb groups/phrases - prepositional phrases 			<p>Make specific choices in the level of modality that I use in my writing, based on its audience and purpose. This includes the level of certainty, probability or the obligation of the target audience to do or change something.</p> <p>7 verbs/adverbs/ Modality - runs along with shades of meaning</p> <p>I can explain and justify my use of literary devices.</p>

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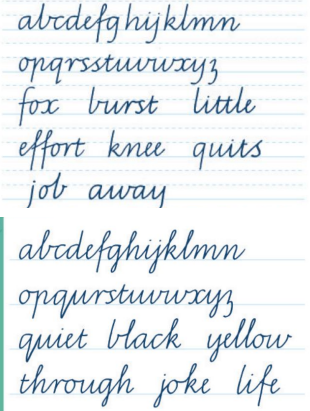
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	<ul style="list-style-type: none"> ● Dialogue --> <i>Purposeful dialogue that might show the type/style of relationship that characters share</i> ● Description, ● humour and pathos, as appropriate. <p>Knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch' - means she is starving, poor mannered, loves the food alot)</p> <p>identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question</p> <p>selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form</p>				<p>8</p> <p>creating dialogue in drama showing interruptions, asides and pauses for effect</p> <p>selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power</p> <p>Nominilsation</p>
<p>Handwriting: I can write using Victorian Modern Cursive script.</p> <p>Learning Targets: I can write a paragraph using victorian modern cursive script.</p>	<p>I can form all my letters correctly, accurately and efficiently.</p> <p>I can join letters, using common entry and exit points: le: bottom joins (a, e, i, c, d, l etc)</p>	<p>I start all letters from the correct position and follow the correct formation.</p> <p>I can form my letters correctly.</p> <p>I can write using my own personal style</p>	<p>Writing sample where students are asked to write a paragraph in joined writing or victorian modern cursive.</p> <p>Writing sessions when students are required to write for at least 30 minutes.</p>	<p>T1 Weeks 3 ongoing</p>	<p>At all times I use Victorian Modern Cursive in a fluent, neat and efficient way.</p>

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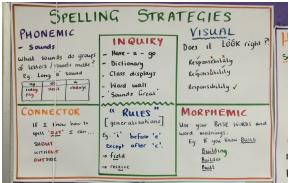
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<p>I can demonstrate fluid joins from common entry & exit points</p> <p>I can join letters using bottom joins</p> <p>I can write for a period of 30 minutes (legible handwriting style).</p>			<p>Ongoing handwriting lessons with application time.</p>		
<p>Spelling: I can use a range of spelling strategies and the word's meaning to spell new words.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can spell increasingly complex words, using my understanding of less common patterns and plurals <input type="checkbox"/> I can spell words using my understanding of common letter patterns and known generalisations. <input type="checkbox"/> I can use a range of reliable strategies to correct my own spelling <input type="checkbox"/> I understand the purpose and importance of spelling words correctly and show effort during every writing 	<p>SOUND: Investigate sounds with more extensive vocabulary according to children's writing needs.</p> <p>Use syllabification as a spelling strategy.</p> <p>VISUAL: Recognise common clusters of letters and make connections in writing</p> <p>Revise some spelling patterns according to children's writing needs</p> <p>Develop knowledge of less common letter patterns and spelling generalisations</p> <p>MEANING Use common plurals and less common plurals correctly</p> <p>Explore less common prefixes – <i>auto, non, circum, be, en, co, contra, counter, dia, macro, micro, post, pro, octa, multi, fore, vice</i></p>	<p>VIC CURRIC 5: spelling words that share common letter patterns but have different pronunciations.</p> <p>Synonyms. Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p> <p>I know what a base words is & the difference between this and a root word.</p> <p>I know what a prefix and a suffix is and the meaning of some common examples</p> <p>I know the different vowel sounds and how to spell them (eg: long 'a' is spelt ay, eigh, ai etc)</p> <p>I know all the consonant and vowel sounds and the corresponding letter combinations that make them</p> <p>I know all the letter clusters (scr, pl, gr)</p>		<p>Yr 7</p> <p>Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)</p> <p>Elaborations:</p> <p>IDEAS: Differentiation Week 11 testing (words their way, spellodrome, studyladder, Google forms) EL content should be Year 6 - Bastow & How do we practise and test?</p>	

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<p>opportunity.</p> <p>*Spelling adopted from other languages. They might buck trend of generalisation.</p>	<p>Explore less common suffixes – <i>ly, ist, er, or, ment, proof, the, ive, ship, hon, sion, ion, able, ible, ful, less, ness, es, r, ing, less, ous, cious, tious, ent, ant</i></p> <p>Use contractions and homophones correctly</p> <p>Etymology</p> <p>Become increasingly familiar with word origins: Latin – e.g. <i>cide, port, pos, prim, spec</i> etc.; Greek – e.g. <i>ology, sphere, scope, photos, mirro, geo, staph</i> etc.</p> <p>Understand what eponyms are e.g. <i>fuschia, pasteurization</i></p> <p>Explore what acronyms are e.g. <i>scuba, Qantas</i></p>	<p>I know all the dependable rimes (at, ack)</p> <p>I know that syllables are broken up into consonants and vowels</p> <p>I can spell the Oxford 404 high frequency word list</p> <p>Morphemic Strategy: How words represent meaning -prefixes, suffixes, word origins, base words</p> <p>Phonemic Strategy: I can use my letter-sound knowledge</p> <p>Spelling Generalisations: spelling rules (i before e)</p> <p>Visual strategy how words look & can check whether they ‘look right’</p> <p>Connecting strategy I know that my knowledge of one word can help me spell words with the same sound: base/root words, word families</p> <p>Inquiry strategy I can use reference materials, such as dictionary, thesaurus (online and print) and peer review correctly.</p> 		
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Students listen to discussions, clarifying content and challenging others’ ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

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<p>Presentations: I can plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes.</p> <p>Learning Targets: I can use appropriate effect strategies for the presentation</p> <p>I can defend the content of my presentation</p> <p>I can verbally present to a small group</p> <p>I can identify strengths in other public speakers (clarity, content and effect strategies)</p>	<p>I can make appropriate choices for modality and emphasis when planning, rehearsing and delivering a presentation. I can use the 'specific strategies' listed above.</p> <p>(such as voice volume, tone, pitch and pace, questions, statistics, humor...)</p> <p>Multimodal modal - use of 'two or more communication modes' to make meaning, for example image, gesture, music, spoken language, and written language.</p> <p>I can speak:</p> <ul style="list-style-type: none"> - accurately - at an appropriate pace - with ease (not stumbling over words and pausing unnecessarily) - with appropriate expression - pause for effect - with appropriate volume for the task & audience <p>ROLE CARDS: These will also allow us to mark on listening</p> <p>Challenger Clarifier Questioner</p>	<p>I have participated in planning, rehearsing and delivering a group presentation.</p> <p>I have watched presentations that involve multimodal elements.</p> <p>I understand how to use punctuation to assist my fluency and expression when speaking aloud.</p>	<p>Rubric Anecdotal notes Individual and group presentations for homework and classwork./Feedback Group Film Project Concept presentations (Geography and Science)</p> 	<p>Sequence of tasks:</p> <p>Listen/watch good public speakers - ID strengths</p> <p>Students develop own rubric - ownership</p> <p>Small tasks - instant feedback and presentation to class (not content driven - therefore more chance for all students to succeed)</p> <p>Possible small tasks idea: https://www.teachthought.com/critical-thinking/10-teams-building-games-that-promote-critical-thinking/</p> <p>Moving towards developing own presentation (content is important) to class</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.</p> <p>I can apply verbal communication strategies automatically in a variety of situations and audiences: -Special forms such as satire, parody, allegory and monologue.</p>
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