

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: One	Subject: English	Team Members: Adriana Jankulovski, Brad Morin, 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.	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?	Extension Skills What will we do when students have already learned this essential learning?
<b>Reading Process: Decoding</b> I can use and combine a range of decoding strategies and monitor meaning to read a levelled text.	I can use knowledge of letter-sound relationships to read more complex words.  I can use blend and segmenting to read more complex words.  I can use multiple sources of information together to solve new words.  When decoding, I can ensure what I am reading makes sense and sounds	I know most letter-sound matches  I can use some of the 'Good Reader's Decoding Strategies with a 'Just Right' Text. <i>(See Below)</i>  <i>(This the student friendly list of strategies necessary for achieving rigour</i>	Ongoing conferencing  F + P Sem 1  Reading groups	Ongoing (report on T2W10)	I can apply this skill to a more complex text.

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	right (eg. Using the context of a sentence, paragraph, or whole text to determine the meaning of a word)	<i>with a JUST RIGHT TEXT</i> -Get <b>mouth</b> ready - <b>Slide</b> through the word -Chunk it - <b>Look</b> at the pictures -Spell the word out loud - <b>Reread</b> - <b>Skip</b> word and go back -Try a different <b>vowel</b> sound -Think of a <b>rhyming</b> word you know			
<b>Fluency (Language Devices):</b> I can use language devices to demonstrate phrased	I know that full stops and commas signify that I need to take a pause in my reading.	I can recognise and read a significant number of the Oxford 404 High Frequency	Reading conferences & adapted Reader's Theatre passage - recorded	Ongoing (report on T2W10)	I can apply this skill with a more complex text.

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<p>and fluent oral reading with a levelled text.</p> <p><b>Learning Targets:</b> Punctuation Vocabulary Sentence structure (length)</p>	<p>I know that a question mark signals that I need to change the tone of my voice during 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>I can adapt my phrasing to suit the context informed by punctuation, vocabulary and sentence structure.</p>	<p>Words.</p> <p>I can reread and self correct using knowledge of punctuation and phonics (Year 2 Levelled Text).</p>	<p>F&amp;P/ Ongoing Conferences</p> <p>Reading groups</p> <p><a href="#">Rubric</a></p>		<p>I can use these skills when performing in front of an audience and with a range of genres.</p> <ul style="list-style-type: none"> <li>● Presenting</li> <li>● Non-Fiction</li> <li>● Reader’s theatre</li> </ul>
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	I can adapt my reading rate and expression to suit the context informed by punctuation, vocabulary and sentence structure (eg: slowing rate for suspense etc).				
<p><b>Comprehension 1:</b> I can use comprehension strategies to build literal meaning about events, ideas and information in a text</p>	<p>I can explain and use a range of strategies to aid my comprehension of texts. Specifically:</p> <p><b>Determining Importance:</b> I can determine the main idea of a text. I can eliminate interesting, but not essential detail.</p> <p><b>Summarising:</b> I can accurately summarise the key events of a text.</p> <p><b>Retelling:</b> I can retell a text in sequence.</p>	<p>I know what a retell is.</p> <p>I know how to make a text to text connections.</p>	<p>CARS CFA</p> <p>Fountas and Pinnell Assessments</p> <p>Structured retell of mentor text/fable.</p> <p>Reading conferences.</p> <p>Graphic organisers</p> <p><a href="#">Comprehension rubric</a></p>	<p>Term 1 W5-10 (report on T1W10)</p> <p><b>Vocabulary: Guaranteed</b></p> <p>Context Clarifying Text clues Predictions</p>	<p>Innovate on a retell.</p> <p>Predicting using a range of experiences including text clues, prior knowledge and connections (beyond literal evidence).</p>

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	<p>(venn diagram: show difference between summarising and retelling)</p> <p><b>QAR:</b>I can ask and answer literal questions with information that can be found in a text.</p> <p><b>Questioning:</b> I can ask questions about the text I am reading.</p> <p><b>Clarifying:</b> I can clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes)</p> <p><b>Predicting:</b> I can <u>predict</u> using a range of text clues and prior knowledge. I can justify using literal evidence.</p> <p><b>Connections:</b></p>				
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	I can use a text to make connections about myself and other texts: T → T T → S				
<b>Comprehension 2:</b> I can use comprehension strategies to identify the implied meaning and make connections with the text.	<b>Inferring:</b> To use prior knowledge + text clues to build inferential comprehension.  <b>Visualising:</b> I can use text clues, my prior knowledge and my senses, to create a picture in my head about what I am reading.  <b>Synthesising:</b> I can use the important information in a text and my opinion and feelings, to develop a response.			Term 2 W1-10 (report on T2 W10)	Text to World connections
<b>Genre:</b> I can identify the text structure and purpose of a text and how language features, images and	I can identify the Author's purpose of a text.  I can identify the text structure of a genre.	I know what a text structure is.  I know what a language feature is.	Sample of particular texts types - students to annotate text with text structures and features	Persuasive T1 W5-10  Narrative T2 W1-5  Procedure T2 W6-8	To justify why the author used these language features (what effect have they had on the audience? Investigate)  To justify the purpose of a

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<p>vocabulary choices are used for different effects.</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>I know texts can persuade, inform or entertain.</p>	<p>Identification of genre to be confirmed in conferences.</p>	<p>Poetry T2 9-10 (report on Semester 2)</p>	<p>genre (using the magic word “because”)</p>
<p><b>Spelling Strategies:</b> I can flexibly use a range of spelling strategies, to make reasonable attempts at spelling words.</p>	<p><b>Phonic Strategy:</b> I can use knowledge of letter sound relationships and complex consonant and vowel clusters.</p> <p><b>Visual Strategy:</b> Recognise spelling patterns that look accurate e.g. the /k/ sound in Weekend can be made with c, k or ck and that Weecend and Weeckend don’t look accurate.</p> <p><b>Word Structure:</b> I can identify the base word and listen for any</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have knowledge of: -Letter - sound relationships</li> <li><input type="checkbox"/> -Common blend sounds (tr-, st-, sl-, etc)</li> <li><input type="checkbox"/> -Common onset/rimes (-at, -ine, -in , -og, etc)</li> <li><input type="checkbox"/> -Digraphs (-th, ch-, -sh, etc)</li> </ul>	<p>Dictation</p> <p>Work samples</p> <p>Collaborative team assessment</p>	<p>Ongoing-(update in Semester 2 )</p> <p>T1 W7-T2W10</p> <p>Markbook T2W9</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increasing my bank of vocabulary through investigations and use them when spelling more complex words.</li> </ul>

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	affixes and compound works.				
<b>Spelling:</b> <b>HFW:</b> I can spell the first <b>300</b> Oxford High Frequency Words.	I can spell 300 Oxford High Frequency words.	I can spell the first 200 Oxford High Frequency Words.	Oxford word test	T1: W5-6	APP:  EXT: I can spell all 400 Oxford High Frequency Words.
<b>Grammar</b> I can demonstrate understanding of grammar.	-I can write a grammatically correct sentence (tense, subject and verb agreement)  - I can alter the tense of my writing by changing the verbs.  -I understand that verbs represent different processes (doing, thinking, saying, and relating)  - I know that a clause contains a subject and a verb.	I can hear if a sentence makes sense.  I know what a subject is.  I know what a verb is.	Dictation Task Work Samples  Reports writing sample	Ongoing- (Report on in Semester 2)	I can evaluate texts for correct grammar and punctuation.  I can automatically and thoroughly apply this EL when revising and editing my writing.
<b>Punctuation:</b> I can use a range of punctuation appropriately.	-I can organise my texts into paragraphs based on sequenced ideas.	I can use full stops accurately to signal the end of a sentence.		Ongoing- (Report on in Semester 2 )	Extension: Speech marks

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	<p>-I can recognise that apostrophes used for contractions signal missing letters.</p> <p>- Use a range of punctuation which could include:</p> <ul style="list-style-type: none"> <li>● Quotation marks</li> <li>● Commas</li> <li>● Apostrophes</li> <li>● Question marks</li> <li>● Exclamation marks</li> </ul>	I can recognise and understand the basic use of commas in writing.			
<p><b>Writing Process:</b> I can work through the writing process, thoroughly revising and editing my work, checking for appropriate vocabulary, structure and meaning to suit my audience.</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 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>Writing samples - ARMS/CUPS checklist for assessment.</p> <p>Narratives Procedurals Explanations</p>	Report on in Semester 2 Ongoing	<b>Independently following the writing process to greater effect.</b>

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	I can publish some of my writing using digital devices.				
<b>Genre:</b> I can create texts that express and develop experiences, events, information, ideas and characters (in some detail).	<ul style="list-style-type: none"> <li>- I can create purposeful pieces of writing that use the genre’s text structure</li> <li>- I can create purposeful pieces of writing that use key language features</li> <li>- I can create purposeful pieces of writing that use images that target my audience.                             <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Persuasive</li> <li>- Procedural</li> <li>- Information Report</li> </ul> </li> </ul>	Understands that different text types are used for different purposes and have a structure that they follow.	Writing samples Class rubric Genre checklists Quick write	Persuasive T1 W5-10  Narrative T2 W1-5  Procedure T2 W6-8  Poetry T2 9-10 (Markbook in Semester 2)	My text expresses and develops experiences, events, information, ideas and characters in detail (through teacher conference).
<b>Craft:</b> I can create writing pieces that include elements of the Writer’s Toolbox.	<p>My writing style carries a sense of personality.</p> <p>I can consider my audience and who I am writing for.</p> <p>I can use elements of the Writer’s Toolbox:</p>	I have preferences for the way in which I write; selecting a favourite genre/style or plot-line.	<p>Writing samples Quick writes Poetry</p> <p>Writing craft checklist/rubric (Eg. “Did I use strong verbs?”)</p>	Term 2 Week 1-4	I can write using the voice of someone other than myself.

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	-Strong leads -Strong endings -Figurative language -Dialogue -Strong verbs -Show not tell				
<b>Handwriting:</b> I can write legibly using consistently sized, occasionally joined letters on 14mm dotted thirds in Victorian Modern Cursive for a minimum of 18 minutes.  They write using joined letters that are accurately formed and consistent in size.	I can use the correct 'entry' and 'exits' for my letters.  I can ensure my letters are sitting correctly on the dotted thirds.  I can maintain this handwriting for at least 18 minutes.	My capitals touch the 2nd dotted third.  My lower-case letters touch the first dotted third.  I can write on the line.	Work sample	T1 - W9 T2 - W1- 2  Markbook T2W8	I can write legibly using consistently sized, joined letters on 14mm dotted thirds in Victorian Modern Cursive for 20 minutes.
<b>Speaking and Listening 1:</b> I can participate in class discussions, listening to others' points-of-view, appropriately interacting and responding.	<b>I can:</b>  <input type="checkbox"/> Express my feelings and opinions on a topic.  <input type="checkbox"/> Ask purposeful questions to a partner, team or class.	<b>I can:</b>  <input type="checkbox"/> Show appropriate body language when speaking to a partner, team or class.	Group work, Reciprocal reading, Guided reading, Anecdotal notes	Ongoing- Markbook in Semester 2	<b>I can:</b>  <input type="checkbox"/> Give helpful feedback to my peers to help them prepare for and improve their speaking and listening skills.

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively listen to a speaker using the 5L's.</li> <li><input type="checkbox"/> Respectfully take on other's viewpoints and respond appropriately.</li> <li><input type="checkbox"/> Provide useful feedback to a partner, team or class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a suitable level of voice, appropriate to the situation, place and people we are speaking to.</li> <li><input type="checkbox"/> Listen to and follow instructions that have been told to me or written down.</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> Use feedback given to me to improve the quality of my speaking and listening skills.</li> </ul>
<p><b>Speaking and Listening 2:</b> I can create presentations and present them to an audience.</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider audience and purpose when creating a presentation.</li> <li><input type="checkbox"/> Use connectives when speaking to sequence and link my ideas (e.g. and, but,</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a suitable topic to present on.</li> <li><input type="checkbox"/> Use a suitable level of voice, appropriate to the situation, place and</li> </ul>		Ongoing- Markbook in Semester 2	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create props to accompany presentation (poster, PowerPoint, cue cards).</li> </ul>

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	<p>so, yet, however, next, then, first, finally, eventually etc.).</p> <ul style="list-style-type: none"> <li>❑ Sequence my presentation in a logical way.</li> </ul>	<p>people we are speaking to.</p>			
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**Essential Learning Reading and Viewing Overview**

<b>Prep Foundation</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four-Six</b>
Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres

**Essential Learning Writing Overview**

<b>Prep Foundation – Level 6</b>	<b>Level 7</b>

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Text Structure & Organisation Spelling Grammar & Punctuation Writing Process Genre Craft Handwriting	Text Structure & Organisation Grammar & Punctuation Writing Process Genre Craft Handwriting
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