

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Five	Semester: One	Subject: English	Team Members: Matt Hart, Mel Axelson, Lisa Baker, Nerissa Hatton and Tom Penberthy		
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 assessments 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?
<p><b>Decoding and Word Solving</b> I can use a range of strategies, flexibly and efficiently, to <b>solve the pronunciation and meaning</b> of unknown words, including technical vocabulary.</p> <p><b>Learning Targets:</b> I can integrate word solving strategies (for meaning) <b>automatically</b> and <b>flexibly</b> when reading &amp; clarify my accuracy.</p> <p>I can use the context of a sentence, paragraph, or whole text to monitor my reading accuracy - MSV</p>	<p><b>PRONUNCIATION:</b> I know that <b>MSV</b> means I check for: <b>Meaning:</b> Does it make sense? <b>Structure:</b> Does it sound right? <b>Visual:</b> Does it look right?</p> <p>I automatically USE MSV to decode when i'm reading.</p> <p>I can automatically integrate decoding strategies such as: Break words into syllables, Reading word parts Reading phonogram pattern/rimes Using known generalisations such as:CK Protector (vowel on own=CK lick,kick,neck)</p>	<p>I know that when reading unknown words I need to check: <b>(MSV)</b> - Does it make sense? - Does it sound right? - Does it look right?</p> <p>I know and use a range of basic decoding strategies such as: - Chunking - Sliding - Stretching - Known words - Surrounding pictures</p> <p>I know a number of common prefixes and suffixes, such as: dis- /tri- -full/-ing</p>	<p>Running records</p> <p>Individual conferences - observing the decoding strategies the student uses.</p> <p>CFA - teams designed</p>	<p>Term 1-2</p>	<p>Use decoding strategies to pronounce increasingly complex, unfamiliar words, technical vocabulary or derived words and decode their meaning.</p> <p>Apply strategies to increasingly complex texts <b>beyond a level U (F&amp;P)</b></p> <p>As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)</p>

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<p>I can integrate decoding strategies <b>automatically</b> and <b>flexibly</b></p> <p>I know of, and can explain, a range of strategies that can be used to solve the meaning of unknown words.</p> <p>I can use a range of decoding strategies to decode the pronunciation.</p>	<p>Reading a word with an suffix such as <u>play</u><u>ing</u> or a prefix such as <u>dis</u>belief.</p> <p><b>WORD SOLVING - MEANING:</b> I can use the following word solving strategies to work out the meaning of unknown words:</p> <ul style="list-style-type: none"> <li>-My background knowledge</li> <li>-Context of surrounding text</li> <li>-Basewords and Root Words</li> <li>- Word origin</li> <li>-Prefixes &amp; Suffixes</li> <li>-Graphics</li> </ul> <p>I always check my attempt at solving unknown word meaning: Substituting with a synonym &amp; then checking if my guess 'makes sense'</p> <p>Dictionary use</p>	<p>I can use a dictionary to investigate unknown words.</p>			
<p><b>Comprehension 1 - Within the Text</b></p> <p>I can demonstrate literal comprehension of a text by considering the information within.</p> <p><b>Learning Targets:</b> I can use my research skills to link ideas and</p>		<p>Students can name and explain what the Top Level Structures are:</p>	<p>Conferences and guided reading</p> <p>Anecdotal notes</p> <p>Running Records</p> <p>CARS &amp; STARS assessments</p>	<p>Term 1 3-10</p> <p>Taught in conjunction with Concept EL: Australia's colonisation and Federation</p>	<p>As Essential learning but with texts of increasing complexity (ie: above Level U)</p>

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information from a variety of texts (print & digital)

I can create purposeful, concise and sequential summaries of a variety of texts.

I can identify and discuss the key information within a text (including written text, structural features and visual information)

Students can use the **Top Level Structures** to help them:

**Summarise**  
**Identify key information**

from appropriately levelled texts

Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.
<b>Signal Questions</b>			
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?
<b>Signal Words</b>			
So Because Since Therefore If, then This led to Reason why As a result May be due to Effect of Consequently For this reason	Some as Similar Alike Not only, but also Both Started of Either, or On the other hand Different from As opposed to	First Second Next Then After Finally Following Not long after Now Soon	Question is... Dilemma is... The answer is... To solve this... One answer is... One reason for the problem is...

Students know how to determine key information within a text - depending on the purpose (ie: nice to know v. need to know)

Students understand what a summary is and can summarise texts up to a level R.

Understand and demonstrate use of Question, Answer Relationship (QAR) when answering

Team designed CFAs

Incidental work pieces that will be given in correlation with Concept EL

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		comprehension questions			
<p><b>Comprehension 2 - Beyond the Text</b> I can deepen my literal understanding by thinking beyond the text.</p> <p><b>Learning Targets:</b> I can engage in thoughtful conversation about a text, using both literal and inferential understandings</p> <p>I can make informed, detailed inferences about complex texts, their characters and themes.</p> <p>I can make connections to the text, its characters and themes, throughout the reading process &amp; use these to inform my thinking about the text.</p> <p>I can make and monitor a wide range of predictions, and support these with evidence from the text and my prior knowledge.</p>	<p><b>Inferring</b> Students infer the following, in relation to complex characters &amp; texts: Character traits/motivations/thinking processes/changes to their character. Big themes &amp; ideas of a text (increasing maturity). Cause &amp; effect of problems. Meaning of symbols used by the author (ie: objects/motifs/events)</p> <p><b>Make connections</b> Before, during and after reading Bring personal knowledge/understanding to their interpretation of the text -</p>	<p>Students have experience making connections, predictions and basic inferences with texts, up to a level R.</p> <p>They recall that: PK + TC = <b>Prediction</b> And T.C + PK = <b>Inference</b></p> <p>They know that they can <b>make connections</b> to the world, other texts and to themselves.</p>	<p>Conferences and guided reading</p> <p>Anecdotal notes</p> <p>Running Records</p> <p>CARS &amp; STARS assessments</p> <p>Team designed CFAs</p> <p>Core instruction work pieces.</p>	Term 2	<p><b>APPLICATION</b> Annotate a text designing and creating questions to prompt the use of comprehension strategies.</p> <p><b>EXTENSION</b> Higher level of application Or Year 6 EL</p>

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	<p>esp content/situations related to preadolescents</p> <p>Connect &amp; compare texts within &amp; across genres</p> <p><b>Specify nature of connection</b> to other texts - ie: topic/content/type of story or author</p> <p><b>Predicting -</b> Make a <b>wide range of predictions:</b> ie. not just 'what will happen next' but 'what might the character do, what other problems might arise, what solution might be.</p> <p>Support predictions with detailed evidence from text or prior knowledge</p> <p>Monitor &amp; change predictions as they progress through a text</p>				
<p><b>Text structures &amp; Organisation</b></p> <p>I can identify the purpose, key structures and language features of a range of texts, and how</p>	<p><b>Persuade</b> Purpose is to convince the audience that the writer's opinion is correct.</p> <p><b>Inform</b></p>	<p>Prior knowledge and understanding that there are different texts types.</p> <p>Can identify differences between fiction and non-fiction texts and</p>	<p>Conferences &amp; reading groups.</p> <p>Debates and persuasive writing tasks.</p>	<p>Term 1 3-10</p>	<p>I can select and identify the structures when reading a variety of texts for a range of purposes.</p> <p>I can recall important features of these texts, and apply these when</p>

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<p>these impact on a viewer's interpretation.</p> <p><b>Learning Targets:</b> I can discuss and explain the impact of language features and structures on the viewer's interpretation of the text</p> <p>I can identify the specific text structures and language features of a variety of texts</p> <p>I can determine the features and purpose of a text</p>	<p>Purpose is to explain or inform the audience about a factual subject</p> <p><b>Entertain</b> Purpose is to evoke emotions and capture the audience's imagination</p> <p>Identify language features and text structures that contribute to the purpose of a text.</p> <p>I can use this knowledge to discuss similarities and differences between different text types</p>	<p>their broad differences in features/structure</p> <p>Name text structures and language features for a variety of genres</p>			<p>explaining the possible perspective of the viewer.</p>
<p><b>Text Structure &amp; Organisation: Sentence Structure</b></p> <p>I can use clauses to elaborate and extend on the main idea of sentences.</p> <p><b>Learning targets:</b> I can create complex sentences, that purposefully &amp; effectively elaborate on the main idea in my sentence.</p>	<p>sentence type video - <a href="https://www.youtube.com/watch?v=1JyBk2lf3PO">https://www.youtube.com/watch?v=1JyBk2lf3PO</a></p> <p>Students can identify and explain a range of sentence types: Simple Complex Compound</p> <p>Students create compound sentences with a range of conjunctions, not just "and".</p>	<p>Students can name the common connectives</p> <p>Name and use conjunctions/connectives (and, but, because, therefore) to link ideas in a sentence.</p>	<p>Writing samples Writing conferences Dictated writing</p> <p>CFA's designed by team.</p>	<p>Term 1-2</p>	<p>I can explain how my choice of clauses supports the main idea of my sentences. I can identify the best clause to use for sentences and sentence fragments: deciding on the either main clauses, embedded clauses and adverb clauses.</p>

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<p>I can identify the main clause in a sentence and the subordinate clause.</p> <p>I can verbally use language features to show how ideas can be extended. (Speaking and listening)</p>	<p>Students can explain the difference between the main clause and subordinate clause</p> <p>Students can write complex sentences that contain a clause, carrying the main message, and one or more clauses that elaborate on that message.</p> <p>Eg:                      - to provide a reason ( 'He jumped up <b>because</b> the bell rang');                      - to state a purpose ( 'She raced home <b>in order to</b> confront her brother');                      - to express a condition ('It will break <b>if</b> you push it');                      - to make a concession ('She went to work <b>even though</b> she was not feeling well');                      - to link two ideas in terms of various time relations ( 'Nero fiddled <b>while</b> Rome burned')</p> <p>Students can make craft choices, influenced by the effect of varying their sentence length.</p>				
<p><b>Spelling:</b>                      I can use a range of strategies to spell unknown words, of increasing complexity</p> <p><b>Learning Targets:</b></p>	<p>Students can use the following strategies to spell unfamiliar words:</p> <ul style="list-style-type: none"> <li>-Use banks of <b>known words</b>, to spell new words</li> <li>-<b>Syllabification</b> (Phonic strategy)</li> <li>-<b>Visual Strategy</b></li> </ul>	<p>Students can spell the 400 Oxford words</p> <p>I can use Word Wall</p> <p>Students can check their spelling using a dictionary</p>	<p>'Words Their Way' spelling test</p> <p>Spelling homework and checks</p> <p>Writing conferences</p>	<p>Term 1 W8 to All T2</p>	

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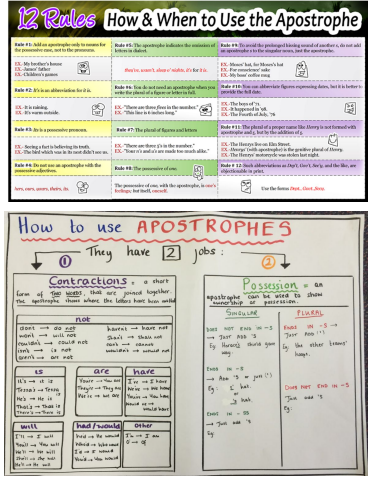
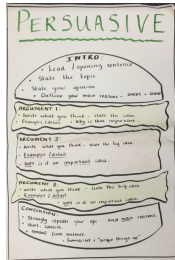
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<p>I can independently use a range of spelling strategies.</p> <p>I can consistently monitor and self correct the spelling of known words as I write.</p> <p>I can investigate and discover the rules and connections of spelling words.</p>	<p>-Spelling <b>patterns</b></p> <p>-Spelling '<b>generalisations</b>'</p> <p>-<b>Morphemic</b> word families: (use/user/ usable/misuse/ unusable)</p> <p>-<b>Word structure</b> (base words/prefixes and suffixes)</p> <p>-<b>Derivations</b>/Root words: (e.g. Aqua, hemi, ology)</p> <p>Students develop a responsible attitude to spelling and demonstrate the importance of learning to spell without the additional use of technology</p>	<p>Spell check on Microsoft Office Word</p> <p>Lists/Anchor Charts</p> <p>Students have knowledge of common base words, prefixes and suffixes</p>	<p>Spellodrome</p>		
<p><b>Punctuation</b></p> <p>I use a range of punctuation accurately in my writing</p> <p><b>Learning Targets:</b></p> <p>I can consistently, and appropriately use commas in my writing for lists</p> <p>I can use apostrophes to indicate possession</p> <p>I use contractions consistently to indicate a contracted word within my writing</p>	<p>- A simple series of 3 or more items</p> <p>Students understand that apostrophes are used for two main purposes:</p> <ol style="list-style-type: none"> <li>1) To indicate a contraction</li> <li>2) To indicate possession</li> </ol> <p>Students understand how to use apostrophes to indicate possession in a range of contexts:</p> <ol style="list-style-type: none"> <li>1) Singular nouns</li> <li>2) Singular nouns, ending in -S</li> <li>3) Plural nouns, ending in -S</li> <li>4) Plural nouns, not ending in -S</li> <li>5) In a phrase</li> <li>6) Where there is no noun (ie; the car in the street was John's)</li> </ol>	<p>Reliably use and understand the purpose of the following punctuation forms:</p> <p>Capital letters</p> <p>Fullstops</p> <p>Exclamation Marks</p> <p>Question Marks</p> <p>Some familiarity with the basic uses of commas.</p> <p>Some familiarity with and use of punctuation associated with dialogue</p>	<p>Writing Samples</p> <p>Check-ins/CFAs</p>	<p>Term 1-2</p>	<p>Students can determine where commas have been used incorrectly</p> <p>Students can use commas for more than 5 purposes</p>

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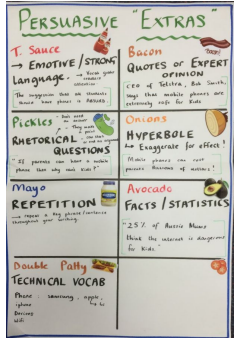
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	 <p><b>12 Rules How &amp; When to Use the Apostrophe</b></p> <p><b>How to use APOSTROPHES</b></p> <p>They have 2 jobs:</p> <p><b>Contractions</b> - a short form of two words that are joined together. The apostrophe shows where the letters have been used.</p> <p><b>Possession</b> - an apostrophe can be used to show ownership or possession.</p> <p><b>Flow</b></p> <p><b>is</b></p> <p><b>are</b></p> <p><b>have</b></p> <p><b>will</b></p> <p><b>had / would</b></p> <p><b>other</b></p>	<p>Students know common contractions and can detail their expanded forms, eg: Don't = Do not</p> <p>Students know common plural versions of nouns</p>			
<p><b>Genres</b></p> <p>I can independently create a range of texts using the required genre structure and language features for deliberate purposes.</p> <p><b>Learning Targets:</b></p> <p>With assistance or the use of checklists, I can construct a variety of texts, using the relevant text structures &amp; features</p> <p>I can identify and explain why I have used specific</p>	<p>Students construct texts that are original and demonstrate the appropriate structure &amp; features for the following genres:</p> <p><b>Persuasive Texts:</b></p> <p>Purpose is to convince the audience that the writer's opinion is correct.</p> <p>Present Tense Introduction, Middle, Conclusion. Point of View/Position</p> <p>Language features: Emotive language, statistics, hyperbole, personal experience, rhetorical</p>	<p>Knowledge of the 'hamburger' graphic organiser</p>  <p>Knowledge of 'persuasive extras' - craft choices</p>	<p>Writing samples</p> <p>Writing conferences</p> <p>CFA's designed by team. RUBRIC (Genre specific)</p> <p>Conferences &amp; reading groups - to determine that students can identify features/structures of informative texts</p>	<p>Term 1-2</p>	<p><b>NEED</b></p> <p>I can select and identify the structures when reading a variety of complex texts for a range of purposes.</p> <p>I can recall important features of these texts, and apply these when explaining the possible perspective of the viewer.</p> <p>Students use a variety of techniques to ensure their paragraphs FLOW.</p>

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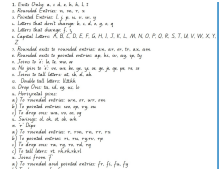
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<p>text structures &amp; features in my writing.</p> <p>I use and link paragraphs to show the progression of my ideas using the 5 paragraph rule.</p>	<p>questions, repetition, quotes or expert opinion, technical vocab</p> <p><b>Reviews:</b> Understand that a review is an evaluation of a publication/performance/object</p> <p>Present tense, often focus on individual performance, descriptive language, emotive language &amp; persuasive in nature</p> <p><b>Procedural texts:</b> Explains how to do/make something 2nd person tense Clear aim/title, action verbs, steps, materials, cohesive language, connectives, subheadings, visual aids</p> <p><b>Information texts:</b> To inform generally about a topic Past or Present tense, Subheadings, technical vocab, glossaries, visual aids, bolded words</p> <p><b>Explanation texts</b> Purpose - explain the HOW or WHY about a topic or process Language features: see Information texts</p>	<p>I can write sentences and know what a sentence is.</p> <p>I know what paragraphs are and their purpose.</p>  <p>Experience reading reviews. Ability to verbally review a publication Prior knowledge and understanding that there are different texts types.</p> <p>Can identify between fiction &amp; non-fiction</p> <p>Understanding of the structures and language features of <b>narrative and persuasive texts</b></p>			<p>Students can identify and use the variety of linking words for:</p> <ul style="list-style-type: none"> <li>agreeing/adding</li> <li>opposing/limiting</li> <li>causes/conditions (due to, so that)</li> <li>examples/supporting ideas</li> <li>concluding</li> </ul>
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	<p><b>General:</b> Students understand that the opening sentence of each paragraph introduces the main idea of the paragraph.</p> <p>Students write paragraphs containing: - topic sentence - complex and detailed sentences - all sentences are related (relevant) to the topic sentence</p>				
<p><b>Handwriting:</b> I can write using Victorian Modern Cursive for a minimum of 30 minutes.</p> <p><b>Learning Targets:</b> I can demonstrate fluid joins from common entry &amp; exit points</p> <p>I can join letters using bottom joins</p>	<p>Students develop a handwriting style that is legible, fluent and automatic .</p> <p>Students join letters, using common entry and exit points: le: bottom joins (a, e, i, c, d, l etc)</p> 	<p>Correct pen/hand grip</p> <p>Correctly form upper and lower case letters</p> <p>Students can write legibly in biro and on 8mm blue ruled lines (ie: not dotted thirds)</p> <p>Students are familiar with which letters do not join</p> <p>Familiarity with diagonal joins</p>	<p>Writing samples</p>	<p>Term 1-2</p>	<p>NEED</p>
<p><b>Opinions:</b> I understand how to present my opinion, taking</p>	<p>Students participate in informal debates</p>	<p>An understanding of correct public speaking techniques</p>	<p>Public speaking rubric. JSC Speeches</p>	<p>Term 1-2</p>	<p>I can contribute and respond to discussions,</p>

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<p>into account other perspectives, in a variety of situations.</p> <p><b>Learning Targets:</b> I understand how to move beyond making bare assertions</p> <p>I can take account of differing perspectives and points of view</p>	<p>Students can actively listen and clarify content</p> <p>Students can respond to different audiences and change their communication style accordingly (presentations/discussions)</p> <p>Students support their discussion with evidence or justification.</p>		<p>Concept related debate</p>		<p>challenging others' ideas. Giving warm and cool feedback</p>
<p><b>Presentations:</b> I can plan, rehearse and deliver presentations for different purposes and audiences</p> <p><b>Learning Targets:</b> I can include accurate and sequenced content</p> <p>I can include multimodal elements to enhance my presentations</p> <p>I can use tone, volume, pitch and pace to create an effect on my audience.</p>	<p>Students present in an engaging manner, interacting with the audience.</p> <p>Students participate in a range of situations, both impromptu and planned.</p> <p>Eg: Informative presentations</p>		<p>Public speaking rubric.</p> <p>Present on a topic related to their non-fiction writing/concept</p>	<p>Term 2 - W5-10</p>	<p>I can use specific strategies for effect (such as voice volume, tone, pitch and pace, questions, statistics, humor...)</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>
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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
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**Essential Learning Writing Overview**

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