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| **Overview: - ENGLISH UNIT PLANNER** | **AusVELS Level:**<br>**3 & 4** | **Term: 2** | **Year: 2014** |

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## Literacy Planning Document- Term 3
## 3/4 Team -2014

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AusVELS Level/s: http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10

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## Vocabulary Development:

- Six Writing Traits**:** Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions.
- Writing; Procedural: Structure – goal- statement of what will be achieved, materials- list of materials needed, steps or instructions presented in sequential order
  - Language features – actions verbs, adverbs to add detail, present tense, subject specific, technical nouns, concise language, text connectives, numbered steps, prepositions, diagrams, maps or illustrations, noun groups
- Reading; Predicting/Questioning/Prior Knowledge

## Common Assessment Tasks

| Assessment FOR Learning | Assessment AS Learning | Assessment OF Learning |
|---|---|---|
| **Assessment FOR learning** occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning. | Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them. | Assessment OF learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgments may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning. |

## Other Resources:

Craft Lessons – p28 (Two Tier Words), Teaching Vocabulary – Di Snowball
Write Ways- Lesley Wing Jan
First Steps
Fountas and Pinnell- The Continuum of Literacy Learning
Zebra non-fiction texts (green taped boxes) on Sports Science
Kids health.org e.g. how muscles work- How the Body Works
ABC Splash
Sunshine Online: Learning Space 3- Playing Sports 23, Moving Around 24, Why not try a triathalon? 24