

English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: Informational - Tourist cultural guidebooks</p> <p>Reading: Recount stories, main idea of a text, reasoning of author</p>	<p>Responsibility</p> <p>Change</p> <p>Perspective</p>	<p>Plot, myths, graphic organiser, reasoning</p>	<p>Who We Are: Culture</p>	<p>Social Skills Developing social-emotional intelligence</p> <p>Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) Ethical use of media/information (understanding and applying social and ethical technology)</p>	<p>- Our own cultural heritage</p> <p>- Generational changes</p> <p>- Cultural similarities and differences</p>	<p>Writing: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Write informative texts to examine a topic and convey ideas and information clearly. * Produce writing in which the development and organization are appropriate to the task and purpose. * Write routinely over extended time frames (time for research, reflection, and revision), and shorter time frames (a single sitting or a day or two) for a range of text types, purposes, and audiences. * With guidance and support from adults use technology to produce and publish writing (using keyboarding skills), including in collaboration with peers. * With guidance and support from adults conduct short research projects that build knowledge about a topic. * With guidance and support from adults take brief notes on sources and sort evidence into provided categories of a graphic organizer. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Recount stories, including fables, folktales, and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. <p>Information text:</p> <ul style="list-style-type: none"> * Determine the main idea of a text by recounting the key details.



							<p>* Determine the meaning of general academic and domain-specific words and phrases in a text.</p> <p>* Use text features, graphic organizers, and search tools to locate information relevant to a given topic.</p> <p>* Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>* Proficiently read and comprehend grade-level informational texts: history/social studies, science, and technical texts.</p> <p>Overall reading standards:</p> <p>* Ask and answer literal and inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers (inferencing).</p>
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<p>Writing: Explanatory - Encyclopedia writing</p> <p>Reading: Meaning of words and phrases, non-literal and literal language, points of view</p>	<p>Connection Form Responsibility</p>	<p>Domain-specific words, literal and non-literal language</p>	<p>Sharing The Planet: Weather and climate</p>	<p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas) Reflections/metacognition skills (reconsidering the process of learning)</p> <p>Communication skills ICT skills (using technology to gather, investigate and communicate information)</p>	<p>- How does weather influence the way people live - What are the elements of weather - How can we influence the climate</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct encyclopedia entries. Students will choose one to publish towards the end of the unit for the summative assessment.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Write informative texts to examine a topic and convey ideas and information clearly. * Develop the topic with facts, definitions, details, or other information and examples related to the topic. * Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. * With guidance and support from adults use technology to produce and publish writing (using keyboarding skills), including in collaboration with peers. * With guidance and support from adults recall information from experiences or gather information from print and digital sources. * With guidance and support from adults take brief notes on sources and sort evidence into provided categories of a graphic organizer. * Proof-read for spelling and punctuation errors.</p> <p>Reading: Literature: * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. * Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Information text: * Determine the main idea of a text by recounting the key details. * Determine the meaning of general academic and domain-specific words and phrases in a text. * Distinguish their own point of view from that of the author of a text.</p> <p>Overall reading standards: * Develop an understanding of personal preferences; select books for pleasure or information.</p>
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<p>Writing: Narrative - Realistic Fiction. Choose from: adventure, mystery, legends, fantasy (link to unit)</p> <p>Reading: Recount stories, refer to parts of stories, illustrative contributions</p>	<p>Form Function Change</p>	<p>Chapter, scene, stanza, traits, motivations, fables, folktales</p>	<p>How We Express Ourselves: Performing arts</p>	<p>Communication Skills Exchanging-information skills (listening, interpreting, speaking) Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>Thinking Skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p>	<p>- Forms of performing arts - How to create a successful performance - Similarities and differences between the features of Performing Arts</p>	<p>Writing: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Establish a situation and introduce a narrator and/or characters. * Create a setting using adjectives and figurative language. * Organize an event sequence that unfolds naturally that includes introduction, build-up, climax/conflict, resolution. * Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters in situations. * Use time words and phrases to signal event order. * Provide an ending to the story. * Paragraphs organised correctly to build up to key events. * Write independently and with confidence, demonstrating a personal voice as a writer. * Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures. * Organise paragraphs around sentences. * Reread, edit and revise to improve their own writing: content, language, organization.</p> <p>Reading: Literature: * Recount stories, including fables, folktales, and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * Describe characters in a story: their traits, motivations, feelings. * Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms as: - chapter - scene - stanza Describe how each successive part builds on earlier sections. * Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story: - create mood - emphasize aspects of a character or setting</p>
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							<p>Information text:</p> <ul style="list-style-type: none"> * Distinguish their own point of view from that of the author of a text. * Compare and contrast the most important points presented by two texts on the same topic. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
<p>Writing: Poetry - rhyming patterns, onomatopoeia, simile, metaphor. Personal narrative - Giving accounts of own explorations</p> <p>Reading: Characters, dramas, setting</p>	<p>Form Causation Change</p>	<p>Sequence of events, motivations, dramas</p>	<p>Where We are in Place and Time: Explorations</p>	<p>Research Skills Media literacy skills (interacting with media to use and create ideas and information)</p> <p>Self management Organization skills (managing time and tasks effectively)</p>	<p>- How exploration has taken place over time</p> <p>- Reasons people explore</p> <p>- Explorers and explorations</p>	<p>Writing: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Use punctuation correctly in direct speech. * Links between opening and resolution. * Can compose a cinquain. * Can compose a Haiku using the correct features. * Includes onomatopoeia to make poems come alive. * Experiment with rhyming lines in stanzas, extend the number of stanza. * Can compose calligrams by creating images and shapes with own poem compositions. * Develop the topic with facts, definitions, details, or other information and examples related to the topic. * Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. * Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures. * Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors. * Reread, edit and revise to improve their own writing: content, language, organization. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Describe characters in a story: their traits, motivations, feelings. * Explain how their actions contribute to the sequence of events. * Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms as: - chapter



							<ul style="list-style-type: none">- scene- stanza <p>Describe how each successive part builds on earlier sections.</p> <p>* Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story:</p> <ul style="list-style-type: none">- create a mood- emphasize aspects of a character or setting <p>* Independently and proficiently read the following genres: stories, dramas, poetry.</p> <p>Information text:</p> <ul style="list-style-type: none">* Explain how an author uses reasons and evidence to support particular points in a text.* Use information gained from illustrations (maps/photographs) and words in a text to demonstrate understanding of the text: where, when, why, and how key events occur.* Compare and contrast the most important points presented by two texts on the same topic. <p>Overall reading standards:</p> <ul style="list-style-type: none">* Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
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<p>Writing: Procedural - How to carry out science experiments or to carry out a mathematical procedure. OR: technical manuals: how to operate computers, phones, devices.</p> <p>Reading: Meaning of words and phrases, points of view, connections, text features, information texts</p>	<p>Function Causation Connection</p>	<p>Plots, narrator, graphic organisers</p>	<p>How The World Works: Forces.</p>	<p>Thinking Skills Transfer skills (using skills and knowledge in multiple contexts) Creative-thinking skills (generating novel ideas and considering new perspectives)</p> <p>Social skills Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p>	<p>- Different types of forces and how they work - The relationship between force and motion - How we use our knowledge of forces to invent</p>	<p>Writing: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. * Write routinely over extended time frames (time for research, reflection, and revision), and shorter time frames (a single sitting or a day or two) for a range of text types, purposes, and audiences. * With guidance and support from adults conduct short research projects that build knowledge about a topic. * Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. * Organise paragraphs around sentences. * Proof-read for spelling and punctuation errors.</p> <p>Reading: Literature: * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. * Distinguish their own point of view from that of the narrator or those of the characters. * Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>Information text: * Describe the connections between a series of historical events, scientific ideas/concepts, or steps in a procedural text. * Use language that pertains to time, sequence, and cause/effect. * Use text features, graphic organizers, and search tools to locate information relevant to a given topic. * Use information gained from illustrations (maps/photographs) and words in a text to demonstrate understanding of the text: where, when, why, how key events occur.</p> <p>Overall reading standards: * Ask and answer literal and inferential questions to demonstrate understanding of a text, referring</p>
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							explicitly to the text as the basis for answers (inferencing).
<p>Writing: Persuasive - Activism</p> <p>Reading: Sequence of events, making connections, informational texts</p>	<p>Form Perspective Connection</p>	<p>Historical events, dramas, poetry, technical texts</p>	<p>How We Organise Ourselves: Cities</p>	<p>Communication skills ICT skills (using technology to gather, investigate and communicate information)</p> <p>Self-management skills States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p>	<p>- Needs versus wants - Financial systems - How to make a business successful</p>	<p>Writing: Students will be co-constructing a persuasive essay about water as a limited resource through practical experiences and group work. Groups will choose one to publish towards the end of the unit.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. * Produce writing in which the development and organization are appropriate to the task and purpose. * Write independently and with confidence, demonstrating a personal voice as a writer. * With guidance and support from adults recall information from experiences or gather information from print and digital sources. * Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. * Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Explain how their actions contribute to the sequence of events. * Independently and proficiently read the following genres: stories, dramas, poetry. <p>Information text:</p> <ul style="list-style-type: none"> * Describe the connections between a series of historical events, scientific ideas/concepts, or steps in a procedural text. * Use language that pertains to time, sequence, and cause/effect. * Proficiently read and comprehend grade level informational texts: history/social studies, science, technical texts. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Develop an understanding of personal preferences; select books for pleasure or information.



Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.



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