

English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: Personal narrative about a dilemma students face. The option between two things. What would they choose?</p> <p>Reading: Characters, structure of a story, points of view</p>	<p>Perspective Change Causation</p>	<p>Problem, resolution, flowcharts, diagrams</p>	<p>Who We Are: Self-identity</p>	<p>Thinking Skills Reflections/metacognition skills (reconsidering the process of learning)</p> <p>Communication Skills Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>Self Management Skills States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p>	<p>- Factors that influence self-identity - How a growth mindset develops a learner - Our responsibility toward others</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct stories. 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:</p> <ul style="list-style-type: none"> * Write narratives in which they recount a well-elaborated event or short sequence of events. * Include details to describe the main character's actions, thoughts, and feelings. * Include a problem or conflict in the story for the main character. * Use commas after fronted adverbials (eg later that day). * With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. * Keep a log of ideas to write about over time, create examples of different types of writing and store them in their own writing folder. (year-long) * Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. * Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures. * Organise paragraphs around them Create settings, characters and plots. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Describe how characters in a story respond to major events and challenges. Describe how the setting changes throughout a story. * Identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements - beginning - build-up - problem - resolution - end * Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when



							<p>reading dialogue aloud.</p> <p>* Independently and proficiently read the following genres: stories, poetry</p> <p>Information text:</p> <p>* Explain how specific images contribute to and clarify text: diagrams, flowcharts, etc.</p> <p>* Read and comprehend grade-level informational texts: history/social studies, science, technical texts</p> <p>Overall reading standards:</p> <p>* Make connections between self, text, and the world around them (text, media, social interaction).</p> <p>* Participate in class reading activities: guided, shared and independent reading.</p> <p>* Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.</p>
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<p>Writing: 'How to' text. Choose from: how to play a game, how to design and make artefacts, instructions on packaging.</p> <p>Reading: Recount stories, using information, compare and contrast</p>	<p>Form Function Change</p>	<p>Setting, plot, multi-paragraph text, cultures</p>	<p>How The World Works: Earth</p>	<p>Research Skills Media literacy skills (interacting with media to use and create ideas and information) Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)</p> <p>Self Management Skills Organization skills (managing time and tasks effectively)</p>	<p>- Structure of Earth's land and water - How Earth revolves and rotates - How natural forces have changed the Earth's physical features</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct procedural texts. 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: * Use paragraphs to organise the story. * Write narratives in which they recount a well-elaborated event or short sequence of events. * Use powerful nouns, adjectives and verbs. * Write free verse linked to Unit of Inquiry using adjectives/simile and/or rhyme.</p> <p>Reading: Literature: * Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. * Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. * Compare and contrast two or more versions of the same story by different authors or from different cultures, for example, Cinderella stories.</p> <p>Information text: * Identify the main topic or focus of a multi-paragraph text. * Determine the meaning of words and phrases in a text. * Describe how reasons support specific points the author makes in a text. * Explain how specific images contribute to and clarify text: diagrams, flowcharts, etc.</p> <p>Overall reading standards: * Select and read favourite texts for enjoyment.</p>
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<p>Writing: All About community services books.</p> <p>Reading: Major events, illustrations, key facts, the meaning of words, compare and contrast</p>	<p>Function Responsibility Connection</p>	<p>Index, glossary, subheadings, icons, captions</p>	<p>How We Organise Ourselves: Communities</p>	<p>Research Skills Media literacy skills (interacting with media to use and create ideas and information) Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)</p> <p>Self Management Skills Organization skills (managing time and tasks effectively)</p>	<p>- How communities are organised - How different communities are connected - Our responsibility in a community</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct 'All About' books. 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: * Create and describe a setting to create an atmosphere using different adjectives. * Use time words to signal event order, showing a beginning, middle and end to the story. * Use paragraphs to organise the story. * Use powerful nouns, adjectives and verbs.</p> <p>Reading: Literature: * Describe how characters in a story respond to major events and challenges. Describe how the setting changes throughout a story. * Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Information text: * Determine the meaning of words and phrases in a text. * Know and use various text features to locate key facts or information in a text efficiently - captions - bold print - subheadings - glossaries - indexes - electronic menus - icons * Identify the main idea of a text, including what the author wants to answer, explain or describe. * Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Overall reading standards: * Self-select text based upon personal preference. * Participate in class reading activities: guided, shared and independent reading.</p>
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<p>Writing: Explanatory - How living things adapt to their habitats to grow and survive</p> <p>Reading: Story structure, compare and contrast, main topic, main idea, informational texts</p>	<p>Form Connection Responsibility</p>	<p>Plant and animal diversity and interactions, plant growth, pollination and seed dispersal</p>	<p>Sharing The Planet: Ecosystems</p>	<p>Research Skills Media literacy skills (interacting with media to use and create ideas and information) Ethical use of media/information (understanding and applying social and ethical technology)</p> <p>Self Management Skills Organization skills (managing time and tasks effectively)</p>	<p>- How ecosystems support life - The interdependent relationships in ecosystems - How humans affect the balance</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct explanations about animals in their habitats. 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: * Create and describe a setting to create atmosphere using different adjectives. * Characters are introduced and who, what, when, where and why are established. * Use time words to signal event order, showing a beginning, middle and end to the story.</p> <p>Reading: Literature: * Identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements - beginning - build-up - problem - resolution - end * Compare and contrast two or more versions of the same story by different authors or from different cultures, for example, Cinderella stories.</p> <p>Information text: * Identify the main topic or focus of a multi-paragraph text. * Describe the connections between a series of historical events, scientific ideas/concepts, or steps in the text. * Identify the main idea of a text, including what the author wants to answer, explain or describe. * Read and comprehend grade-level informational texts: history/social studies, science, technical texts</p> <p>Overall reading standards: * Make connections between self, text, and the world around them (text, media, social interaction). * Select and read favourite texts for enjoyment. * Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.</p>
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<p>Writing: Transactional - Friendly letters and postcards Persuasive - Write a persuasive letter why migrating to a certain country is worth it.</p> <p>Reading: Recount stories, rhythm and meaning, connections</p>	<p>Causation Change Perspective</p>	<p>Alliteration, reasoning, flowchart, diagrams</p>	<p>Where We are in Place and Time: Human movement</p>	<p>Communication Skills Exchanging-information skills (listening, interpreting, speaking)</p> <p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas) Transfer skills (using skills and knowledge in multiple contexts)</p>	<p>- Reasons why people move - How migration leads to change - Personal immigration histories</p>	<p>Writing: Transactional - Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct letters and postcards. Students will choose one to publish towards the end of the unit for the summative assessment.</p> <p>Persuasive - Students will be co-constructing persuasive letters about different topics 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: * Include details to describe the main character's actions, thoughts, and feelings. * Use paragraphs to organise the story. * Use commas after fronted adverbials (eg later that day). * Introduce term simile. * Experiment with alliteration.</p> <p>Reading: Literature: * Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. * Describe how words and phrases supply rhythm and meaning in a story, poem, or song: - regular beats - alliteration - rhyme - repeated lines * Independently and proficiently read the following genres: stories, poetry</p> <p>Information text: * Describe the connections between a series of historical events, scientific ideas/concepts, or steps in the text. * Describe how reasons support specific points the author makes in a text. * Explain how specific images contribute to and clarify text: diagrams, flowcharts, etc.</p> <p>Overall reading standards: * Self-select text based upon personal preference. * Participate in class reading activities: guided, shared and independent reading.</p>
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<p>Writing: Persuasive - Create a poster about which school trip we should go on and why.</p> <p>Poetry - Rhyme, similes, quatrain, stanza, free verse, limerick</p> <p>Reading: Poems, stories, songs, locating key facts, compare and contrast</p>	<p>Form Change Causation</p>	<p>Captions, bold print, electronic menus, dialogue</p>	<p>How We Express Ourselves: Imagination</p>	<p>Social Skills Developing social-emotional intelligence</p> <p>Thinking Skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p>	<p>- How people express themselves through stories - The creative process - Different ways stories can be expressed</p>	<p>Writing: Persuasive - Students will be co-constructing persuasive letters about different topics through practical experiences and group work. Groups will choose one to publish towards the end of the unit.</p> <p>Poetry - Students will be co-constructing poems about different topics 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: * Include a problem or conflict in the story for the main character. * Introduce term simile. * Invent new similes and experiment with word play. * Experiment with alliteration. * Write free verse linked to Unit of Inquiry using adjectives/simile and/or rhyme.</p> <p>Reading: Literature: * Describe how words and phrases supply rhythm and meaning in a story, poem, or song: - regular beats - alliteration - rhyme - repeated lines * Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. * Independently and proficiently read the following genres: storie, and poetry.</p> <p>Information text: * Know and use various text features to locate key facts or information in a text efficiently - captions - bold print - subheadings - glossaries - indexes - electronic menus - icons * Compare and contrast the most important points presented by two texts on the same topic. * Read and comprehend grade-level informational texts: history/social studies, science, and technical texts.</p> <p>Overall reading standards: * Select and read favourite texts for enjoyment.</p>
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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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