**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Adventure and Mystery (Character Focus) | | **Big Idea:** Adventure and Mystery stories follow a story mountain, containing a problem and solution. Tension must rise as the reader comes to the climax of the story. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * How to build a problem and solution through use of a story mountain * That characters can be developed by dialogue, actions, thoughts, and reactions * How to take an idea and develop it into a logically sequenced Adventure or Mystery story | | | |
| * **YCIS English Standards of this unit:** * Develop and use specific vocabulary in different contexts * Identify the presentational features used to communicate the main points in a broadcast * Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus * Use talk to organise roles and action * Actively include and respond to all members of the group * Use the language of possibility to investigate and reflect on feelings, behaviour or relationships * Spell high and medium frequency words * Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words * Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules * Infer characters' feelings in fiction and consequences in logical explanations * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Empathise with characters and debate moral dilemmas portrayed in texts * Identify features that writers use to provoke readers' reactions * Make decisions about form and purpose, identify success criteria and use them to evaluate their writing * Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved * Select and use a range of technical and descriptive vocabulary * Signal sequence, place and time to give coherence * Group related material into paragraphs * Show relationships of time, reason and cause through subordination and connectives * Compose sentences using adjectives, verbs and nouns for precision, clarity and impact * Clarify meaning through the use of exclamation marks and speech marks * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins * Develop accuracy and speed when using keyboard skills to type, edit and re-draft | | | |
| **Guiding Questions (3-5):**   1. What are the necessary elements of an Adventure story and a Mystery story? 2. How can we make our character come to life in these stories? 3. What are some effective ways we can build tension and conflict? 4. Where do we get our ideas for Adventure stories and Mystery stories? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Hot Seating - Pied Piper**  **Formative: Observation**  Children will take on characters from Pied Piper and film a conversation between another character from the book.  **Summative: Narrative Writing Assignment**  Children will plan, draft, revise, edit and publish their own adventure stories. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Authors | | **Big Idea:** Study of a specific author, focusing on his or her life. Selection of books used to highlight the author’s style, content preference, and reviews of author. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That different authors write in different styles * Different styles of writing are appealing to different people * That an author’s life and upbringing have an impact on their style of writing * How to determine an author’s style through investigation of multiple books by the same author | | | |
| * **YCIS English Standards of this unit:** * Develop and use specific vocabulary in different contexts * Actively include and respond to all members of the group * Spell high and medium frequency words * Share and compare reasons for reading preferences, extending the range of books read * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins | | | |
| **Guiding Questions (3-5):**   1. How can we determine an author’s style? 2. What happened in the author’s life prior, making them want to be an author? 3. Where can we find a range of reviews for the author? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Summative: Personal Project**  Children will review and summarize a Dick King-Smith story. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Letters and Correspondence (Email) | | **Big Idea:** Formal and informal letters written, focusing on their layout and purpose. Email netiquette and purpose included. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * The layout of different types of letters * When an email is useful * How to write and send an email * Why people use formal vs. informal letters | | | |
| * **YCIS English Standards of this unit:** * Develop and use specific vocabulary in different contexts * Follow up others' points and show whether they agree or disagree in whole-class discussion * Actively include and respond to all members of the group * Spell high and medium frequency words * Make decisions about form and purpose, identify success criteria and use them to evaluate their writing * Write non-narrative texts using structures of different text-types * Group related material into paragraphs * Compose sentences using adjectives, verbs and nouns for precision, clarity and impact * Clarify meaning through the use of exclamation marks and speech marks * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins | | | |
| **Guiding Questions (3-5):**   1. What are the different types of letters? 2. How to write a formal letter? 3. When is an email appropriate and for what purpose? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Friendly Letter**  Children write an email to a penpal, or classmate if a penpal is not available.  **Summative: Formal Letter**  Children write and address a letter to a principal, authority figure, etc. over an issue that is concerning them. Eg. Longer recess. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Myths and Legends (Setting focus) | | **Big Idea:** Myths and legends are fictional stories that tell us about the past or explain the world around us. They can be similar across time or different cultures. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * The difference between a myth and legend * How to create a mythical setting and character * The elements of a myth or legend, with a specific focus on setting (zooming in to create a picture in the readers mind; showing, not telling) | | | |
| * **YCIS English Standards of this unit:** * Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds * Develop and use specific vocabulary in different contexts * Identify the presentational features used to communicate the main points in a broadcast * Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus * Use talk to organise roles and action * Actively include and respond to all members of the group * Use the language of possibility to investigate and reflect on feelings, behaviour or relationships * Spell high and medium frequency words * Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words * Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules * Infer characters' feelings in fiction and consequences in logical explanations * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Empathise with characters and debate moral dilemmas portrayed in texts * Identify features that writers use to provoke readers' reactions * Make decisions about form and purpose, identify success criteria and use them to evaluate their writing * Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved * Select and use a range of technical and descriptive vocabulary * Signal sequence, place and time to give coherence * Group related material into paragraphs * Show relationships of time, reason and cause through subordination and connectives * Compose sentences using adjectives, verbs and nouns for precision, clarity and impact * Clarify meaning through the use of exclamation marks and speech marks * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins * Develop accuracy and speed when using keyboard skills to type, edit and re-draft | | | |
| **Guiding Questions (3-5):**   1. What are myths and legends? 2. Are there differences and/or similarities between myths and legends? 3. Why are myths and legends important? 4. How does culture influence myths and legends? 5. How do you write myths and legends? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Dramatization**  Children will re-enact a scene from a myth or legend.  **Summative: Written Report**  Children will write their own myth. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Dialogue and Plays | | **Big Idea:** Comparing a novel to it’s play script, play script features highlighted. Dialogue and stage directions will be a focus. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * The steps necessary to change a novel into a play script * The importance of specific stage directions, using adverbs to assist actors and actresses * The delivery of dialogue is essential in conveying meaning to the audience | | | |
| * **YCIS English Standards of this unit:** * Sustain conversation, explain or give reasons for their views or choices * Develop and use specific vocabulary in different contexts * Use talk to organise roles and action * Actively include and respond to all members of the group * Use the language of possibility to investigate and reflect on feelings, behaviour or relationships * Present events and characters through dialogue to engage the interest of an audience * Use some drama strategies to explore stories or issues * Identify and discuss qualities of others' performances, including gesture, action and costume * Infer characters' feelings in fiction and consequences in logical explanations * Identify features that writers use to provoke readers' reactions * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins | | | |
| **Guiding Questions (3-5):**   1. What features are necessary in a play script? 2. What steps must be taken to change a novel to a play script? 3. How can we guide actors/actresses to be better in their roles? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Oral assessments**  Teacher lead discussion on whether action taken by characters was moral or immoral. Child to be able to explain why s/he thinks the action was moral or immoral.  **Summative: Performance Feedback**  Children watch each others' performances and give feedback by filling out a feedback form. They should be able to identify and discuss the qualities of others’ performances. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Poetry to Perform | | **Big Idea:** Different types of poetry outlined such as limericks, list poems, and the humor used throughout. Emphasis on presenting skills. Eg. volume, expression, gestures. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That certain poems are more suitable to perform than others * The use of volume, expression, tone, and gestures can enhance the performance of a poem * Expression can be used to bring out the humor of a poem | | | |
| * **YCIS English Standards of this unit:** * Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds * Develop and use specific vocabulary in different contexts * Actively include and respond to all members of the group * Spell high and medium frequency words * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins | | | |
| **Guiding Questions (3-5):**   1. What is a limerick/list poem/acrostic poem? 2. What features of the poem must be highlighted when performing? 3. How can we use volume, expression, and tone to present the poem effectively? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Dramatization**  Children will participate in a group performance of their own nonsense poem.  **Summative: Written Poem**  Children will write their own list poem about themselves using a prompt sheet | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Reports | | **Big Idea:** Reports are non-fictional pieces of writing that tell us about a specific topic. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That we must research and take notes to create succinct and accurate reports * That the paragraphs of a report must be completed using an introduction sentence, middle, and closing sentence. * That reports must be presented in a organized and efficient manner. | | | |
| * **YCIS English Standards of this unit:** * Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively * Develop and use specific vocabulary in different contexts * Follow up others' points and show whether they agree or disagree in whole-class discussion * Identify the presentational features used to communicate the main points in a broadcast * Actively include and respond to all members of the group * Spell high and medium frequency words * Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words * Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules * Identify and make notes of the main points of section(s) of text * Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen * Use syntax, context and word structure to build their store of vocabulary as they read for meaning * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Make decisions about form and purpose, identify success criteria and use them to evaluate their writing * Write non-narrative texts using structures of different text-types * Select and use a range of technical and descriptive vocabulary * Use layout, format graphics and illustrations for different purposes * Group related material into paragraphs * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins. | | | |
| **Guiding Questions (3-5):**   1. What topics are suitable to write about in a report? 2. What research methods are most effective to gather information for a topic? 3. How can we take notes from our research findings? 4. What is the best way to present this information in a report? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Note-taking**  Children read a text, identify the key information and create notes based on the passage.  **Formative: Oral Report**  Based on notes taken from an information broadcast, children report on healthy teeth and eating in groups.  **Summative: Written Report**  Children create a non-chronological report about a rainforest animal based on research they conducted.  Children must use the organizational and language features of the text in their final product. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Shape Poetry | | **Big Idea:** Topic-based shape poetry, focusing on verse length and adjustments in order to fit a shape. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * The difference between a caligram and a shape poem * How poems can be changed to create a shape poem * That there is a variety of different sources we can use to find topics for a shape poem or caligram | | | |
| * **YCIS English Standards of this unit:** * Develop and use specific vocabulary in different contexts * Actively include and respond to all members of the group * Spell high and medium frequency words * Explore how different texts appeal to readers using varied sentence structures and descriptive language * Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins | | | |
| **Guiding Questions (3-5):**   1. What is shape poetry and what different types can we use? 2. How can we use shape poetry for different aspects of our study? 3. What is the difference between caligrams and shape poems? 4. How can we change verses in our poem to accommodate for a shape poem? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Shape Poem**  Children will read a given shape poem and identify key characteristics.  **Summative: Shape Poem**  Children create a shape poem on an animal of their choice, chosen from the Topic unit of Rainforests. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.