**Pudong Primary Literacy Planning**

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| **Unit title:** Recounts (newspapers and magazines) | | **Big Idea:** Newspapers and magazines are used to recount events in the world around us. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * Recounts are a way of retelling an important event or describing an experience that you have had or an event of interest to others. * Recounts are written for a variety of reasons (eg. To express, inform). * Personal recounts are written in the 1st person and can include opinions and feelings, whereas, a newspaper report is an objective recount and is written in the 3rd person. | | | |
| * **YCIS English Standards of this unit:** * Respond appropriately to the contributions of others in the light of differing viewpoints * Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words * Know and apply common spelling rules * Develop a range of personal strategies for learning new and irregular words * Use knowledge of different organisational features of texts to find information effectively * Explain how writers use figurative and expressive language to create images and atmosphere * Develop and refine ideas in writing using planning and problem-solving strategies * Use settings and characterisation to engage readers' interest * Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts * Show imagination through the language used to create emphasis, humour, atmosphere or suspense * Use adverbs and conjunctions to establish cohesion within paragraphs * Write consistently with neat, legible and joined handwriting * Use word processing packages to present written work and continue to increase speed and accuracy in typing | | | |
| **Guiding Questions (3-5):**   1. Why do we have newpapers and magazines? 2. In what ways are events communicated to people? 3. How do we structure a newspaper article to recount event? 4. How do you select experiences that are newsworthy? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Personal Recount** (Formative Assessment)  **Newspaper Article** (Summative Assessment) | | | |
| **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 |
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**Writing targets embedded within this unit:**

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**Definitions:**

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| **Unit title:** Persuasive Texts (Advertisements and Pamphlets)  4 weeks | | **Big Idea:** In persuasive writing, we try to convince others to agree with our opinions or buy in to the ideas we are sharing. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Audio and imagery can play an important role in influencing the reader/viewer in making decisions * That they need to use word play, rhetorical questions, causal connectives, and powerful verbs to persuade. | | | |
| * **YCIS English Standards of this unit:**  |  |  |  | | --- | --- | --- | |  | Offer reasons and evidence for their views, considering alternative opinions |  | |  | | | |  | Compare the different contributions of music, words and images in short extracts from TV programmes |  | |  | | | |  | Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans |  | |  | | | |  | Comment constructively on plays and performances, discussing effects and how they are achieved |  | |  | Know and apply common spelling rules |  | |  | Use knowledge of word structures and origins to develop their understanding of word meanings |  | |  | | | |  | Read extensively favourite authors or genres and experiment with other types of text |  | |  | Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts |  | |  | Choose and combine words, images and other features for particular effects |  | |  | | | |  | Use commas to mark clauses, and use the apostrophe for possession |  | |  | | | |  | Write consistently with neat, legible and joined handwriting | | | | | |
| **Guiding Questions (3-5):**   1. In what ways are we persuaded/ways we persuade others? 2. What verbal/written techniques do we use to persuade? 3. How can we use audio and imagery to influence decisions? 4. How do we know an ad is successful? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Print Advertisement – Persuasive Poster** (Formative Assessments)  **Print Advertisement – Persuasive Poster** (Summative Assessment) | | | |
| **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 |
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**Writing targets embedded within this unit:**

1I understand how apostrophes are used to show single possession.

2 I understand how apostrophes are used to show plural possession.

3 I can use apostrophes to show contraction and possession.

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| **Unit title:** Stories Set in Imaginary Worlds (5 weeks) | | **Big Idea:** The setting significantly influences the characters, mood and atmosphere of a story. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Even within unbelievable worlds we can develop ‘believable’ plots, behaviors and reactions of characters. * Good writers use specific language to create atmosphere or suspense. * Expressive descriptive language helps readers create a ‘picture in your mind’ and engage the reader. * Fantasy genre often has common features (i.e talking animals, magic potions, mystical creatures, supernatural powers). | | | |
| * **YCIS English Standards of this unit:** * Create roles showing how behaviour can be interpreted from different viewpoints * Comment constructively on plays and performances, discussing effects and how they are achieved * Know and apply common spelling rules * Develop a range of personal strategies for learning new and irregular words * Identify and summarise evidence from a text to support a hypothesis * Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts * Explain how writers use figurative and expressive language to create images and atmosphere * Read extensively favourite authors or genres and experiment with other types of text * Interrogate texts to deepen and clarify understanding and response * Use settings and characterisation to engage readers' interest * Show imagination through the language used to create emphasis, humour, atmosphere or suspense * Choose and combine words, images and other features for particular effects | | | |
| **Guiding Questions (3-5):**   1. How does the setting influence the characters, mood and atmosphere? 2. How do you develop a believable plot in an unbelievable world? 3. How is atmosphere and suspense created through descriptive language? 4. In what ways do the features of an imaginary world differ from the real world? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Create their own fantasy setting using photo editing software** | | | |
| **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 |
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**Writing targets embedded within this unit:**

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| **Unit title:** Plays (4 weeks) | | **Big Idea:** Play scripts may originate from a narrative and are written versions of a play or other dramatic compositions. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Play scripts may originate from a narrative * Play scripts are used in preparing for a performance. * Play scripts represent dialogue between characters * Play scripts use a specific set of features and techniques | | | |
| * **YCIS English Standards of this unit:** * Identify how talk varies with age, familiarity, gender and purpose * Develop scripts based on improvisation * Comment constructively on plays and performances, discussing effects and how they are achieved * Distinguish the spelling and meaning of common homophones * Read extensively favourite authors or genres and experiment with other types of text * Use settings and characterization to engage readers’ interest * Show imagination through the language used to create emphasis, humour, atmosphere or suspense * Write consistently with neat, legible and joined handwriting | | | |
| **Guiding Questions (3-5):**   1. How are play scripts different to other forms of narrative? 2. What features are used in playscripts? 3. How do you represent how characters interact with each other in a play? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Summative:**  Writing a short playscript from a familiar story and act it out  **Presenting a Play**  By following stage directions, acting in character and then commenting constructively on the performances of others (Summative Assessment) | | | |
| **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 |
|  | Learn difference between direct and indirect speech | |  |

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| **Unit title:** Stories from other Cultures (4) | | **Big Idea:** Every culture has a set of stories, many of these contain common themes and plot. Stories from different cultures are written to keep traditions and rituals alive. They are a way to help people appreciate and connect with other beliefs and ways of life. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Common story plots exist across cultures revealing that the similarities are more important than the differences. * Stories provide insights to different cultures, values, beliefs and traditions. * Stories we can explore these plots and insights by investigating a specific story as it is retold across cultures. (i.e good over evil, importance of honesty) | | | |
| * **YCIS English Standards of this unit:** * Respond appropriately to the contributions of others in the light of differing viewpoints * Use and reflect on some ground rules for sustaining talk and interactions * Use and reflect on some ground rules for sustaining talk and interactions * Use knowledge of word structures and origins to develop their understanding of word meanings * Use settings and characterisation to engage readers' interest * Show imagination through the language used to create emphasis, humour, atmosphere or suspense * Choose and combine words, images and other features for particular effects * Organise text into paragraphs to distinguish between different information, events or processes * Use adverbs and conjunctions to establish cohesion within paragraphs * Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) * Use commas to mark clauses, and use the apostrophe for possession * Write consistently with neat, legible and joined handwriting | | | |
| **Guiding Questions (3-5):**   1. What clues do writers use to indicate that a story takes place in a certain culture? 2. What can we learn from the stories of other cultures? 3. How are stories from other cultures similar or different? 4. How do stories from other cultures provide insight into its values, beliefs and traditions? 5. What are some common themes in stories across cultures? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **I.e Take an existing story and rewrite it using your own culture or a culture of your choosing.**  **Character Hot Seating** (Formative Assessment)  **Class of Peach Yearbook** (Summative Assessment) | | | |
| **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 |
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| **Unit title:** Information and Explanation Texts (6 weeks) | | **Big Idea:** Information Texts have special features to help the reader easily read and understand the information presented. Students will learn these features to help Explanation texts focus more on answering the “how” and “why”. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * That information text has specific features * They can use tools to find information efficiently * Outlining and note-taking are helpful tools for research and writing * Information text focuses on the ‘what’ while explanations texts focus on the ‘how’ and ‘why’ | | | |
| * **YCIS English Standards of this unit:** * Offer reasons and evidence for their views, considering alternative opinions * Use and reflect on some ground rules for sustaining talk and interactions * Develop a range of personal strategies for learning new and irregular words * Use knowledge of different organizational features of texts to find information effectively * Use knowledge of word structures and origins to develop their understanding of word meanings * Interrogate texts to deepen and clarify understanding and response * Explore why and how writers write, including through face-to-face and online contact with authors * Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts * Organise text into paragraphs to distinguish between different information, events or processes * Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) * Use commas to mark clauses and use the apostrophe for possession * Write consistently with neat, legible and joined handwriting * Use word processing packages to present written work and continue to increase speed and accuracy in typing | | | |
| **Guiding Questions (3-5):**   1. What are the unique features of information text? 2. How can I find the information I need in an information text? 3. How can I use outlining and note-taking to help me with research and writing 4. What is the difference between Information and explanation text? 5. How do we write informative texts? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Exploring the Dictionary and Thesaurus** (Formative Assessment)  **Fiction vs Non-Fiction Venn Diagram** (Formative Assessment)  **Past and Present Tense Quiz** (Formative Assessment)  **Written Information Text** (Summative Assessment)  **iBook Explanation Text** (Summative Assessment) | | | |
| **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 |
|  | as well as some grammar | | them create their own information texts linked to the Science topic of Moving and Growing. |

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| **Unit title:** Stories Which Raise Issues/Dilemmas (5 weeks) | | **Big Idea:** In stories, and other media characters often have to resolve a dilemma or face an issue. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Authors and producers use music, images and words, to achieve mood and atmosphere * By outlining the key points in story we can follow its structure to understand how authors build tension and bring the problem or issue to a solution. * Characters often have different points of view on a problem or issue and this influences their actions | | | |
| * **YCIS English Standards of this unit:** * Offer reasons and evidence for their views, considering alternative opinions * Respond appropriately to the contributions of others in the light of differing viewpoints * Use and reflect on some ground rules for sustaining talk and interactions * Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor * Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor * Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts * Explain how writers use figurative and expressive language to create images and atmosphere * Read extensively favourite authors or genres and experiment with other types of text * Interrogate texts to deepen and clarify understanding and response * Explore why and how writers write, including through face-to-face and online contact with authors * Organise text into paragraphs to distinguish between different information, events or processes * Use adverbs and conjunctions to establish cohesion within paragraphs * Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) * Use commas to mark clauses, and use the apostrophe for possession * Write consistently with neat, legible and joined handwriting | | | |
| **Guiding Questions (3-5):**   1. How do authors and producers use music, images and words, to achieve mood and atmosphere and build suspense? 2. How is a story about an issue or dilemma organized? 3. How do character’s different points of view on a problem or issue influences their actions? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative:**  Children write a role in character advising the main character in what to do. (advice email)  **Formative:**  Wanted Poster,  **Summative:**  Students are presented with a setting, characters and an issue or dilemmas. They plan a longer story arranged into chapters and continue the story until the problem is resolved.  ***Summative: Alternate ending ???*** | | | |
| **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 |
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| **Unit title:** Poetry form and Imagery (3 weeks) | | **Big Idea:** Figurative language plays an important role in shaping imagery and form in poems. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Writers use figurative and expressive language to create imagery, atmosphere and mood. * Poetry is different from prose in its rhythm, word play, description and form. * Different styles of poems have different features | | | |
| * **YCIS English Standards of this unit:** * Respond appropriately to the contributions of others in the light of differing viewpoints * Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words * Explain how writers use figurative and expressive language to create images and atmosphere * Read extensively favourite authors or genres and experiment with other types of text * Interrogate texts to deepen and clarify understanding and response * Explore why and how writers write, including through face-to-face and online contact with authors * Develop and refine ideas in writing using planning and problem-solving strategies Use settings and characterisation to engage readers' interest * Choose and combine words, images and other features for particular effects * Write consistently with neat, legible and joined handwriting | | | |
| **Guiding Questions (3-5):**   1. How is poetry different from prose? 2. In what ways can authors use figurative and expressive language to create vivid imagery and mood? 3. What are some popular forms of poetry and how are they similar/different in style? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Poetry Anthology** (Formative Assessment)  **Poetry Slam** (Formative Assessment)  **Poetry Analysis** (Summative Assessment) | | | |
| **Plan Learning Activities** | | | |
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