ECEA	Aug 23- Nov 1	Nov 2 - Jan 15	Jan 16 - Apr 4			Collaborative unit
Transdisciplinary THEME	*Who We Are* An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	*How we express ourselves* An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	*How we organize ourselves* An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	*How the world works* An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	*Where we are in place and time* An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	*Sharing the planet* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea	Imagination is used to create stories.	People listen and speak to share thoughts and feelings.	The signs and symbols in our environment have meaning.			
Key Concepts	Form – What is it like? Perspective – What are the points of view? Responsibility – What are our obligations?	Form – What is it like? Change – How is it transforming? Connection – How is it linked to other things?	Form – What is it like? Causation – Why is it like it is? Function – How does it work?			
Related Concepts	Stories, Culture, Empathy, Imagination.	Feelings, Communication, Expression	Symbols, Meaning, Organization			

Lines of Inquiry	•My personal story •Traditional stories •Characters teach empathy	•Different feelings •Thoughts and feelings can change •Feelings connect people	•Different signs and symbol. •Creation of signs and symbols. •How signs and symbols foster communication			
Discipline Focus	Social Studies，Mandarin，Language Arts	Mandarin, Social Studies, Science	Language Arts, Social Studies, Mandarin			
Teacher questions & provocations	•What is a story? •What are the ways in which stories can be told?	•What are different feelings? •How thoughts and feelings change?	•What is a sign or a symbol? •Why are signs and symbols used? (locally and globally) •What makes a good sign? •How signs and symbols foster communication?			
Approaches to Learning (ATLs)	•Communication Skills-Listening •Communication Skills-Speaking •Self-Management-Fine Motor	•Communication Skills-Reading •Self-Management-Organization •Social Skills-Respecting others	•Self-Management-Fine Motor •Thinking Skills-Acquisition of knowledge •Social Skills-Cooperating			
Learner Profile Atributes	Open-minded Caring Principled	Thinker Communicator Balanced	Knowledgeable Reflective Inquirer			
Learning Outcomes:	BELONGING AND CONTRIBUTING 25.3 express their thoughts and share experiences. SELF-REGULATION AND WELL-BEING	BELONGING AND CONTRIBUTING 25.2 identify and talk about their own interests and preferences SELF-REGULATION AND WELL-BEING	BELONGING AND CONTRIBUTING 29.1 identify similarities and differences between local environments. SELF-REGULATION AND WELL-BEING			.

	1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. 3.1 act and talk with peers and adults by expressing and accepting positive messages **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** 1.7 use specialized vocabulary for a variety of purposes. 1.9 describe personal experiences, using vocabulary and details appropriate to the situation. **PROBLEM SOLVING AND INNOVATING** 6.5 discuss and demonstrate in play what makes them happy and unhappy, and why.	2.2 demonstrate a willingness to try new experiences and to adapt to new situations 2.4 demonstrate self-control and adapt behaviour to different contexts within the school environment **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** 1.2 listen and respond to others, both verbally and non-verbally for a variety of purposes and in a variety of contexts. 11.7 use illustrations to support comprehension of texts that are read by and with the educators. **PROBLEM SOLVING AND INNOVATING** 4.1 use a variety of strategies to solve problems, including problems arising in social situation.	1.8 ask questions for a variety of purposes and in different contexts. 4.1 use a variety of strategies to solve problems, including problems arising in social situations **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** 11. 6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team. 14.1 ask questions about and describe some natural occurrences, using their own observations and representations. **PROBLEM SOLVING AND INNOVATING** 1.8 ask questions for a variety of purposes and in different contexts.			

ECEB	Aug 23- Nov 1	Nov 2 - Jan 15	Jan 16 - Apr 4		collaborative unit	

Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
Central Idea	Imagination is used to create stories.	People write to communicate.	The signs and symbols in our environment have meaning.			
Key Concepts	Form – What is it like? Perspective – What are the points of view? Responsibility – What are our obligations?	Causation – Why it is like it is? Change – How is it transforming? Function – How does it work?	Form – What is it like? Causation – Why is it like it is? Function – How does it work?			
Related Concepts	Stories, Culture, Empathy, Imagination.	Meaning, Images, Communication	Symbols, Meaning, Organization			

Lines of Inquiry	• My personal story •Traditional stories •Characters teach empathy	•Origins of the writing systems •Structure of writing systems • Writing systems are used to communicate	• Different signs and symbol. •Creation of signs and symbols. •How signs and symbols foster communication.			
Discipline Focus	Social Studies，Mandarin，Language Arts	Language Arts, Science, Mandarin	Language Arts, Social Studies, Mandarin			
Teacher questions & provocations	● What is a story? ● What are the ways in which stories can be told? ● What are traditional stories in China?	● How did Chinese characters come from? ● What are strokes? ● How do images and texts together form Chinese characters? ● What is Chinese character used for?	● What is a sign or a symbol? ● Why are signs and symbols used? (locally and globally) ● What makes a good sign? ● How signs and symbols foster communication?			
Approaches to Learning (ATLs)	•Communication Skills - Listening •Communication Skills-Speaking •Self-Management - Fine Motor	•Communication Skills - Writing •Research Skills - Formulating Questions •Communication Skills - Speaking	•Self-Management - Fine Motor •Thinking Skills - Acquisition of knowledge •Social Skills - Cooperating			
Learner Profile & attributes	Open-minded Caring Principled	Principled Inquirer Communicator	Knowledgeable Reflective Inquirer			
Learning Outcomes:	BELONGING AND CONTRIBUTING 25.3 express their	BELONGING AND CONTRIBUTING 25.1 recognize personal	BELONGING AND CONTRIBUTING 29.1 identify similarities			

	thoughts and share experiences. **SELF-REGULATION AND WELL-BEING** `1.6` use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. `3.1` act and talk with peers and adults by expressing and accepting positive messages **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** `1.7` use specialized vocabulary for a variety of purposes. `1.9` describe personal experiences, using vocabulary and details appropriate to the situation. **PROBLEM SOLVING AND INNOVATING** `6.5` discuss and demonstrate in play what makes them happy and unhappy, and why.	interests, strengths, and accomplishments **SELF-REGULATION AND WELL-BEING** `1.6` use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** `1.9` describe personal experiences, using vocabulary and details appropriate to the situation. `11.7` use illustrations to support comprehension of texts that are read by and with the educators. **PROBLEM SOLVING AND INNOVATING** `24.4` select and use tools, equipment, and materials to construct things.	and differences between local environments. **SELF-REGULATION AND WELL-BEING** `1.8` ask questions for a variety of purposes and in different contexts. `4.1` use a variety of strategies to solve problems, including problems arising in social situations **DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS** `11. 6` use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team. `14.1` ask questions about and describe some natural occurrences, using their own observations and representations. **PROBLEM SOLVING AND INNOVATING**			

			1.8 ask questions for a variety of purposes and in different contexts.			

P1	Aug 23- Nov 1	Nov 2 - Jan 15	Jan 16 - Apr 4			
Transdisciplinary Theme	*How we express ourselves* An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	*Where we are in place and time* An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	*How the world works* An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	*How we organize ourselves* An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	*Who We Are* An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	*Sharing the planet* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea	The sounds of language are a symbolic way of representing ideas and objects.	People write to communicate.	Words are an important elements in making sentences.			
Key Concepts	Form – What is it like? Perspective – What are the points of view? Connection – How is it linked to other things?	Causation – Why is it like it is? Change – How is it transforming? Function – How does it work?	Function – How does it work? Change – How is it transforming? Responsibility – What are our obligations?			

Related Concepts	Sounds, Rules, Ideas	Meaning, Images, Communication	Messages, Symbols, Text			
Lines of Inquiry	•The sounds of language •The grammatical rules of the language •Sounds of language can represent ideas and objects	• Origin of the writing systems • Structure of writing systems •Writing systems are used to communicate	• Words are one of the important parts of a language • Illustrations add to our understanding of words. •Appropriate words help us to communicate with each other.			
Discipline Focus	Language Arts, Music, Social Studies	Language Arts, Science, Mandarin	Music, Social Studies, Mandarin			
Teacher questions & provocations	• What is pinyin? • What is the role of pinyin? •How does pinyin help us read Chinese characters?	•How did Chinese characters come from? •What are strokes? •How do images and texts together form Chinese characters? •What is Chinese character used for?	•What is a word? •How do words form a sentence? •How to use words to make a sentence?			
Approaches to Learning (ATLs)	•Communication Skills-Reading •Thinking Skills-Acquisition of knowledge •Social skills-Resolving conflict	•Communication Skills-Writing •Research Skills-Formulating Questions •Communication Skills-Speaking	•Research Skills-Organizing Data •Social Skills-Cooperating •Communication Skills-Reading			
Learner Profile Attributes	Thinker Risk-taker Reflective	Principled Inquirer Communicator	Balanced Knowledgeable Open-minded			
Learning Outcomes:	BELONGING AND CONTRIBUTING	BELONGING AND CONTRIBUTING	BELONGING AND CONTRIBUTING			

	27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others. SELF-REGULATION AND WELL-BEING **2.2** demonstrate a willingness to try new experiences and to adapt to new situations **3.2** demonstrate the ability to take turns during activity and discussions DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS **1.7** use specialized vocabulary for a variety of purposes. **12.2** communicate their ideas, verbally and non-verbally, about a variety of media materials. PROBLEM SOLVING AND INNOVATING	**26.3** describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong. SELF-REGULATION AND WELL-BEING **1.6** use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. **4.1** use a variety of strategies to solve problems, including problems arising in social situations DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS **1.9** describe personal experiences, using vocabulary and details appropriate to the situation. **11.7** use illustrations to support comprehension of texts that are read by and with the educators.	**1.2** listen and respond to others, both verbally and non-verbally for a variety of purpose and in a variety of contexts SELF-REGULATION AND WELL-BEING **2.1** demonstrate self-reliance and a sense of responsibility. **2.3** demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS **1.5** use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know. **11.1** demonstrate an interest in reading PROBLEM SOLVING AND INNOVATING **10.6** communicate ideas about personal			

	9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print.	PROBLEM SOLVING AND INNOVATING 24.4 select and use tools, equipment, and materials to construct things.	experiences and/or familiar stories, and experiment with personal voice in their writing.				
P2	***How the world works*** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	***How we organize ourselves*** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	***How we express ourselves*** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	***Where we are in place and time*** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	***Who We Are*** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	***Sharing the planet*** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	
Central Idea	Symbols have diverse meanings. and people use them to express their ideas.	Words are important elements in making sentences.	Rhymes help us to share thoughts and feelings.				

Key Concepts	Form – What is it like? Causation – Why is it like it is? Function – How does it work?	Function – How does it work? Change – How is it transforming? Perspective – What are the points of view?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?			
Related Concepts	Meaning, Images, Communication	Messages, Symbols, Text	Variable, Communication, Diversity			
Lines of Inquiry	Basic strokes and radicals Origin of the Chinese characters Chinese characters are used to communicate	Words are an important part of a language We use words differently as we grow Appropriate words help us to express ourselves	Characteristics of rhymes Rhymes convey information Appreciation of rhymes in the world			
Discipline Focus	Arts, Math, Social Studies	Language, Social Studies, Science	Language, Social Studies, Music			
Teacher questions & provocations	什么是笔画/符号/文字? What is stroke/symbol/character? 汉字是怎么来的? How did Chinese characters come from? 图像和文字是如何共同构成汉字的? How do images and texts together form Chinese characters? 汉字是用来做什么的? What is Chinese character used for?	什么是单词/句子 What is a word/sentence? 单词如何构成句子 How do words form a sentence? 随着我们的成长使用语言有什么不同? How do we use language differently as we grow 同一个词在不同语境下有什么不同含义? What is the difference between the same	童谣的特点包括什么?(节奏 内容 篇幅 语言结构) What are the characteristics of rhymes ? 倾听如何让你成为更好的演讲者? How does listening make you a better speaker? 儿歌童谣如何影响我们的生活? How do the rhymes affect our lives?			

	λ What is context?	word in different contexts?	谁在说话会影响信息的呈现方式或童谣的讲述方式？ Does who is talking affect the way the information is presented or the way rhymes is told?			
Approaches to Learning	Thinking skills: Comprehension Research skills: Observing Self-management skills: Organization	Communication skills: Speaking Thinking skills: Application Social skills: Cooperating	Communication skills: presenting Self-management skills: Informed choices Social skills: respecting others			
Learner Profile Attributes	Inquirer, Thinker Knowledgeable	Open-minded Risk-taker Communicator	Caring Principled Balanced			
Learning outcomes	ORAL COMMUNICATION Listening 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea 1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions Speaking	ORAL COMMUNICATION Listening 1.1 identify purposes for listening in a few different situations, formal and informal. 1.2 demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations. Speaking 2.1 identify a few purposes for speaking 2.3 communicate ideas	ORAL COMMUNICATION Listening 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker 1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience. Speaking 2.7 use one or more appropriate visual aids			

2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources Making Inferences/Interpreting Messages 1.2 identify overt and implied messages, initially with support and direction, in simple media texts	and information orally in a clear, coherent manner 1.1 read a few different types of literary. texts 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction 2.1 write short texts using a few simple forms. 3.1 spell some high-frequency words correctly Purpose and Audience 1.1 identify the purpose and intended audience of some simple media texts.	(e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations. 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. 1.8 express personal thoughts and feelings about what has been read 1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective 3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies 3.4 use punctuation to help communicate their

			intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end ==MEDIA LITERACY== ==1.5== begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective			
P3	***How the world works*** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	***How we express ourselves*** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	***How we organize ourselves*** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	***Where we are in place and time*** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	***Who We Are*** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it	***Sharing the planet*** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

						means to be human
Central Idea	Symbols have diverse meanings and people use them to express their ideas.	Words are an important element in making sentences.	The structure and organization of stories influence and conveys meaning.			
Key Concepts	Causation – Why is it like it is? Change – How is it transforming? Responsibility – What are our obligations?	From – What is it like? Perspective – What are the points of view? Function – How does it work?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?			
Related Concepts	Meaning, Images, Communication	Opinion, Illustration, Expression	Sequence, Pictures, Creativity			
Lines of Inquiry	Basic radicals of Chinese characters Changing strokes changes meaning Symbols express positive messages	**Lines of inquiry:** Illustrations add to our understanding of words Word collocations lead to different discoveries and understandings We use different types of words to form sentences	**Lines of inquiry:** The structure of stories Pictures add to our understanding of stories Stories encourage us to develop in our SLOs			
Discipline Focus	Arts, Social Studies, Math	Language, Social Studies, Music	Media Literacy, social studied, Language Arts			
Teacher questions & provocations	●你知道哪些形声字？ What phonogram characters do you know? ●汉字的造字规律是什么? What is the rule of Chinese characters	●什么是词语搭配？ What is word collocation? ●词语的感情色彩有哪些?（开心、伤心、失望、愤怒等）What are the	●什么时间顺序词可能有助于介绍你故事中的事件顺序？ What time order words might help clarify the sequence of events in your story?			

	formation? ●有哪些好的方法帮助我们识记汉字? What are some good ways to help us remember Chinese characters? ●汉字与中国文化有哪些关联? What are the connections between Chinese characters and Chinese culture? ●你可以用什么类似的词或短语来代替……? What similar words or phrases could you use instead of...?	emotional colors of words? ●四字词语和成语的区别?What is the difference between four character words and idioms? ●你能用适当的形容词更具体地描述两个名词吗?Can you describe two nouns more specifically by adding appropriate adjectives? ●你对阅读的了解对你写作有什么帮助?How does what you know about reading help you when you are writing? ●聆听或查看不同类型的文本如何帮助您产生写作的想法?How does listening to or viewing different kinds of texts help you generate ideas for writing?	●你能想出另一种可能在开始时引起听众注意的方法吗?Can you think of another way you might get the attention of your audience at the beginning? ●这个故事中的人物有没有让你想起你认识的某个人? Do any of the characters in this story remind you of someone you know? ●使用故事开头的信息,您可以推断出游戏的结果是什么? Using information from the story opening, what can you infer about the outcome of the game?			
Approaches to Learning (ATLs)	Communication skills: Viewing Thinking skills: Analysis Research skills: Interpreting data	Communication skills: Listening and Speaking Self-management skills: Spatial awareness Social skills: Group decision making	Communication skills: Writing Research skills: Planning, recording data Social skills: Resolving conflict, adopting a variety of group roles			

Learner Profile	Inquirer, Thinker, Knowledgeable	Open-minded, Risk-taker, Communicator	Caring, Responsibility, Balanced			
Learning outcomes	ORAL COMMUNICATION Listening to understand: 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns B. READING 1.7 identify the main idea and some additional elements of texts Understanding form and style: 2.3 identify some text features and explain how they help readers understand texts 3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues C. WRITING 3.1 spell many high-	ORAL COMMUNICATION Listening to understand: 1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction Speaking to communicate: Clarity and Coherence Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions B. READING 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts Responding to and Evaluating Texts	ORAL COMMUNICATION Listening to understand: 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details 2.1 identify a variety of purposes for speaking. Appropriate Language 2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience B. READING 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, 1.9 identify, initially			

frequency words correctly

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

3.3 confirm spellings and word meanings or word choice using a few different types of resources

1.3 express personal thoughts and feelings about simple media works and explain their responses Creating media texts:

1.8 express personal thoughts and feelings about what has been read.

2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts

C. WRITING

3.3 confirm spellings and word meanings or word choice using a few different types of resources

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time .
Producing Finished Works

3.8 produce pieces of

with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

C. WRITING

1.1 identify the topic, purpose, audience, and form for writing.

2.3 use familiar words and phrases to communicate relevant details

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

D. MEDIA LITERACY

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

		published work to meet criteria identified by the teacher, based on the expectations <mark>D. MEDIA LITERACY</mark> <mark>1.5</mark> identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used Reflecting media literacy skills and strategies: Metacognition				
P4		*How the world works* An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	*How we organize ourselves* An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	*How we express ourselves* An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	*Where we are in place and time* An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	*Who We Are* An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures;	*Sharing the planet* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal

					rights and responsibilities; what it means to be human.	opportunities; peace and conflict resolution.
Central Idea	People arrange words to form sentences and convey their ideas.	The structure and organization of stories influence and conveys meaning.	Narrative writing enables people to communicate with each other.			
Key Concepts	Form – What is it like?

Causation – Why is it like it is?

Connection – How is it linked to other things? | Form – What is it like?

Function – How does it work?

Causation – Why is it like it is? | Function – How does it work?

Change – How is it transforming?

Connection – How is it linked to other things? | | | |
| **Related Concepts** | Purpose, Persuasion, Sequence | Sequence, Pictures, Creativity | Strategy, Process, Expression | | | |
| **Lines of Inquiry** | Types of sentences
Different sentence patterns suit the purpose for writing
Sentence writing independent thoughts | The structure of stories
Pictures add to our understanding of stories
Stories encourage us to develop our SLOs | Essential elements of narrative writing
Adding details improves a text
Written expression connects cultures | | | |
| **Discipline Focus** | Social Studies, Language Arts, Music | Math, Science, Music | Social Studies, Science, Music, Mandarin | | | |
| **Teacher questions & provocations** | 你知道句子都由哪些部分构成？
What are the parts of a sentence?
你是如何使用同义词表帮助修改句子的？
Explain how you used the thesaurus to help with | 当你独立阅读一篇新课文时，听到类似的课文大声朗读对你有什么帮助？
How does hearing a similar text read aloud help you when you read a new text | 细节描写都有哪些类型？
What types of detailed descriptions are there?
你是否提供了足够的细节来支持你的观点？
Have you included enough details that | | | |

	your revisions. 　你可以用什么词或短语来帮助读者更容易地跟随你的想法？ What words or phrases could you use to help the reader follow your thinking more easily? 　你能使用一句话来澄清你的主要观点吗？Can you use one sentence that would help clarify your main idea?	independently? 　你知道故事可以如何分类？ Do you know how stories can be classified? 　如何合理地预测故事的发展？ How to reasonably predict the development of the story? 　如果主角是女孩而不是男孩，或者是老人而不是孩子，故事会有什么不同？ How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child？	support your point of view? 　你遗漏了哪些事实或细节会影响你的观点表述？ What facts or details that you have left out would challenge your point of view?"			
Approaches to Learning	Thinking skills: Synthesis Research Skills: Observing Communication Skills: Speaking	Self-management skills: Organization Thinking skills: Evaluation Social skills: Accepting responsibility	Communication skills: Reading, Writing Research skills: Presenting research findings Social skills: Cooperating			
Learner Profile Attributes	Knowledgeable, Principled, Balanced	Inquirers, Thinker, Risk-taker	Communicator, Open-minded, Caring			
Learning outcomes	ORAL COMMUNICATION: 1.Listening to	ORAL COMMUNICATION: 1.8 identify the point of	ORAL COMMUNICATION: 1.Listening to			

	understand: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details. 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions. READING : 2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts. 3.1 automatically read and understand most high- frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts. WRITING 2.2 use words and phrases that will help convey their meaning as specifically as possible.	view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification 2.1 identify a variety of purposes for speaking. 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning. READING : 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Responding to and Evaluating 1.8 express personal opinions about ideas presented in texts. WRITING 1.3 gather information	understand: Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them. 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience. READING : 1.1 read a variety of literary texts 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details 1.9 identify the point of view presented in a text and suggest some possible alternative			

	3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling **3.5** use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles. **2.1** identify elements and characteristics of some media forms	to support ideas for writing in a variety of ways and/or from a variety of sources. **2.4** vary sentence structures and maintain continuity by using joining words. **3.4** use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences. **4.3** select pieces of writing that they think show their best work and explain the reasons for their selection. MEDIA LITERACY **1.1** identify the purpose and intended audience of some media texts.	perspectives WRITING **1.6** determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary. **2.7** make revisions to improve the content, clarity, and interest of their written work, using several types of strategies. **3.7** use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout. MEDIA LITERACY **4.2** explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.			

P5	*Who We Are* An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	*Where we are in place and time* An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	*How we express ourselves* An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	*How the world works* An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	*How we organize ourselves* An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	*Sharing the planet* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	The way we structure and organize our writing helps others to understand and appreciate it.	Different types of texts serve different purposes.	Narrative writing enables people to communicate with each other.			
Key Concepts	Function – How does it work? Connection – How is it linked to other things? Responsibility – What are	Form – What is it like? Causation – Why is it like it is? Perspective – What are the points of view?	Function – How does it work? Change – How is it transforming? Connection – How is it			

	our obligations?		linked to other things?			
Related Concepts	Structure, Organization, Influence	Purpose, Persuasion, Sequence	Strategy, Process, Expression			
Lines of Inquiry	Uses of different types of structures Organizing supporting details Writing can influence other people	Different types of texts Different texts are used to suit different occasions Different texts help us understand other points of view	Essential elements of narrative writing Adding details improves a text Written expression connects cultures			
Discipline Focus	Language, Social Studies, Music	Social studies, Music, Science	Arts, music, Mandarin			
Teacher questions & provocations	常见的写作顺序有哪些？ What are the common writing sequences? 如何运用细节描写吸引读者？ How to use detailed description to attract readers? 您可以添加哪些描述性词语，使您的角色对读者来说生动起来？ What descriptive words could you add to make your characters come alive for the reader? 你的写作想法之间有明确的联系吗？ Are there clear links between your ideas? 解释与同龄人的对话如	应用文的特点是什么？ What are the features of practical writing? 你认为应用文有固定的格式吗？ Do you think the practical writing has fixed format? 你认为及时性在应用文写作中起着重要作用吗？ Do you think the timeliness play an important role in the practical writing? 探讨不同作者对某一问题的看法如何帮助你为写作做好准备？ How has exploring different authors'	叙事写作的六个要素是什么？ What are the six factors of narrative writing? 有多少种不同类型的叙述顺序？ How many different types of narrative orders? 段落正文中是否有应该包含在主题句中的想法？ Are there ideas in the body of the paragraph that should be included in your topic sentence? 你认为什么策略对记叙信息最有帮助？ What strategy did you find most helpful for organizing information? 什么编写策略对你最			

	何帮助你在写作时表达自己的观点 Explain how dialogue with your peers can help you to express your opinion when you are writing.	perspectives on an issue helped you prepare for writing? 确定一个不同于你自己的观点，并列出支持它的论据。 你是否在你的写作中包含了可以回答这些论点的证据？ Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?	有效？ What editing strategies are most effective for you? 你写的句子是否太长和复杂/太短和简单/太相似而无法吸引你的目标读者？ Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?		
Approaches to Learning	Thinking skills: Synthesis Research Skills: Organizing data Communication Skills: Writing	Communication skills: Non-verbal communication Self-management skills: Time management Thinking skills: Dialectical thought	Research Skills: Presenting research findings Self-management skills: Codes of behaviour Social skills: Accepting responsibility		
Learner Profile Attributes	Inquirer Principled Balanced	Thinker Risk-taker Reflective	Communicator Caring		
Learning outcomes	ORAL COMMUNICATION 1.2 demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of	ORAL COMMUNICATION 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form	ORAL COMMUNICATION 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with		

situations, including work in groups

2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts.

1.1 identify the topic, purpose, and audience for a variety of writing forms.

2.1 write more complex texts using a variety of forms

2.2 establish a personal voice in their writing, with

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience

1.1 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

1.2 make inferences about texts using stated and implied ideas from the texts as evidence

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues.

1.2 generate ideas

sensitivity towards cultural differences to help communicate their meaning

1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal.

2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts.

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers

	a focus on using words and stylistic elements that convey a specific mood such as amusement <mark>MEDIA LITERACY</mark> <mark>1.1</mark> identify the purpose and audience for a variety of media texts <mark>3.1</mark> describe in detail the topic, purpose, and audience for media texts they plan to create.	about a potential topic using a variety of strategies and resources <mark>1.3</mark> gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources <mark>1.4</mark> sort and classify ideas and information for their writing in a variety of ways <mark>MEDIA LITERACY</mark> <mark>1.2</mark> use overt and implied messages to draw inferences and construct meaning in media texts	<mark>1.6</mark> determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary <mark>2.3</mark> use specific words and phrases to create an intended impression <mark>2.4</mark> use sentences of different lengths and structures <mark>MEDIA LITERACY</mark> <mark>1.3</mark> express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions			
P6	***Who We Are*** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	***Where we are in place and time*** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	***How we express ourselves*** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	***How the world works*** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific	***How we organize ourselves*** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-	***Sharing the planet*** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them;

				and technological advances on society and on the environment.	making; economic activities and their impact on humankind and the environment.	access to equal opportunities; peace and conflict resolution.
Central Idea	Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.	Different types of texts serve different purposes.	Spoken language can be used to persuade and influence people.			
Key Concepts	Change – How is it transforming? Causation – Why is it like it is? Perspective – What are the points of view?	Form – What is it like? Causation – Why is it like it is? Responsibility – What are our obligations?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?			
Related Concepts	Visual text, Responding, Techniques	Purpose, Persuasion, Sequence	Themes, Presentation, Influence			
Lines of Inquiry	The evolution of poems The rhythm of poems Poems convey our ideas and beliefs	Different types of texts Different texts are used to suit different occasions How different texts convey information.	Structure of script speech drafts Different presentation skills The impact of speech on an audience's opinion			
Discipline Focus	Language, Social	Social studies, Music,	Social Studies,			

	Studies, Performing arts	Visual arts	Language Arts, Music			
Teacher questions & provocations	作者给出了什么线索引出了你的结论？ What clues did the author give that led to your conclusion? 你认为作者为什么不直接陈述这些观点？ Why do you think the author doesn't state these ideas directly? 你问自己什么问题来检查你是否明白你在读什么吗？ What questions do you ask yourself to check that you understand what you are reading?" 作者对这个话题的处理与其他来源对这个话题的处理相比如何？ How does the author's treatment of this topic compare with treatments of the topic in other sources? 中外诗歌有哪些异同点？ Has the author chosen the most convincing facts to support his or her opinion? 如果继续阅读或重读不能理解含义，你还能做什么？ What else can you do if	你将如何修改文本以吸引不同或更广泛的读者？ How would you revise the text to appeal to a different or a wider audience? 你能用短小的句子给你的写作增添戏剧性吗？ Can you use short, abrupt sentences to add drama to your writing? 你如何确定工作的哪些部分需要进一步阐述？ How can you determine which parts of your work need further clarification 你将如何均衡的使用你所找到的写作素材及写作想法？ How did the sources you used allow you to generate a balanced selection of ideas? 你对写作时可能有用的不同媒体文本了解多少？ What do you know about different media texts that might help when you are writing?	你从说话人的语调/肢体语言/面部表情中得到了什么信息？ What messages did you get from the speaker's tone of voice/body language/facial expressions? 注意说话者的肢体语言如何帮助你理解所说的内容？ How does paying attention to a speaker's body language help you interpret what is being said? 你认为演讲者为什么在故事的那个时候停顿了这么长时间？ Why do you think the speaker paused for so long at that point in the story? 你使用什么策略来帮助你理解和加入几个人之间的讨论？ What strategies do you use to help you understand and follow a discussion among several people? 聆听过后，你用什么方法回忆重要信息？			

	reading on or rereading does not clarify the meaning?		What strategies do you use to recall important information after listening? 　在决定演讲时是采用非正式方式还是正式方式时，你会考虑哪些因素？ What factors do you con- sider when deciding whether to use an informal or a formal approach when speaking? 　你在准备写作时使用的哪些策略有助于你在发言前组织好自己的想法？ What strategies that you use when preparing to write help you organize your ideas before speaking?		
Approaches to Learning	Thinking skills: Synthesis Research Skills: Organizing data Communication Skills: Writing	Communication skills: Non-verbal communication Self-management skills: Time management Thinking skills: Dialectical thought	Research Skills: Presenting research findings Self-management skills: Codes of behaviour Social skills: Accepting responsibility		
Learner Profile Attributes	Thinkers, Risk-taker Reflective	Inquirers, balanced, Caring	Communicator, knowledgeable, Principled		

Learning outcomes	ORAL COMMUNICATION 1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view 2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning 2.7 use a variety of appropriate visual aids READING 1.7 analyze texts and explain how various elements in them contribute to meaning 1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views 2.4 identify various elements of style including word choice and the use of similes,	ORAL COMMUNICATION 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details. 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form READING Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes 2.1demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details 2.2 identify a variety of organizational pat-terns in a range of texts and explain how they help readers understand the texts WRITING -Developing Ideas	ORAL COMMUNICATION 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups 2.1 identify a variety of purposes for speaking 2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions READING 2.1 analyze a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories 3.3 read appropriate texts with expression			

	personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning ==3.2== predict the meaning of and rapidly solve unfamiliar words using different types of cues ==WRITING== -Review ==1.6== determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary ==3.8== produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies ==MEDIA LITERACY== Conventions and Techniques ==2.2== identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and	==1.2== generate ideas about a potential topic and identify those most appropriate for. Research ==1.3== gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources. Classifying Ideas ==1.4== sort and classify ideas and information for their writing in a variety of ways Word Choice ==2.3== use some vivid and/or figurative language and innovative expressions to add interest. ==3.3== confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose. ==MEDIA LITERACY== ==4.2== explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts	and confidence, adjusting reading strategies and reading rate to match the form and purpose. ==WRITING== ==1.1== identify the topic, purpose, and audience for a variety of writing forms ==2.1== write longer and more complex texts using a variety of forms ==2.2== establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences -Sentence Fluency ==2.4== vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences. ==MEDIA LITERACY== ==3.1== describe in detail the topic, purpose, and audience for media texts they plan to create			

	influence or engage the audience					