



Dubai International Private School (Al-Quoz)
 DIPs, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"
"تمكين العقول، إلهام القلوب، تشكيل المستقبل"

English Department	Semester 2	January 27 th , 2024, → May 23 rd , 2025
2024 – 2025	Grade: 6	Teacher/s: Enas Sadi & Maya Attasi

Curriculum Overview

Reference: <http://www.corestandards.org/ELA-Literacy/>

Week	Dates		Lessons	CCSS
1- Q.3	27/1	31/1	<p>Reading Literary Text: Unit 4: Unit Opener: Through Animals' Eyes What can you learn from seeing the world through animals' eyes? (1 session)</p> <p>Reading Informational Text: "Animal Snoops: The Wonderous World of Wildlife Spies" (2 sessions) Analyze Text Structure / Analyze Central Ideas</p> <p>Language (Grammar and Vocabulary based on CCSS): Vocabulary based on CCSS): Eavesdrop- Foil- Predator- Stake- Intercept (1 session) Language: Subject verb agreement (1 session)</p> <p>Writing: Free writing: Do small research about a favorite animal and find out interesting qualities about it.</p>	RL.6.1; RL.6.3; RL.6.4; RL.6.5; RL.6.10; W.6.7; L.6.5a; L.6.6;

			<p>Speaking and Listening What challenges might animals face if they live among people.</p>	
2 – Q.3	3/2	7/2	<p>Reading Informational Text: Guided Reading: (From “Animal Snoops: The Wonderous World of Wildlife spies) Summarizing (1 session)</p> <p>Listening Assessment-Q.3 2023-2024</p> <p>Speaking and Listening Conduct a presentation about research findings (1 session)</p> <p>Writing Argumentative Writing: Identifying elements of argumentative writing and brainstorming ideas and coming up with a claim. (2 sessions)</p>	RL.6.1; RL.6.3; RL.6.4; RL.6.5; RL.6.10; W.6.7; W.6.7; W.6.9a; W.6.10
3 – Q.3	10/2	14/2	<p>Reading Informational Text: “Wild Animals Aren’t Pets” (2 periods) Language (Grammar and Vocabulary based on CCSS) Vocabulary: - Exotic – Dictate – Exempt – Regulate (1 session.)</p> <p>Speaking and Listening: Present an argument. Have a debate in class about owning exotic animals. (1 session)</p> <p>Reading Comprehension Formal Assessment- Q3 2024-2025</p> <p>Writing Argumentative Writing: First draft (2 sessions)</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2; L.6.1.A; L.6.1.B; L.6.1.C; L.6.1.D
4 – Q.3	17/2	21/2	<p>Feb. 17th (Parents Meeting – Day-off) Reading Informational Text: “Let People Own Exotic Animals” (1 session) Language (Grammar and Vocabulary based on CCSS) Subordinating conjunctions (2 session)</p> <p>Writing Argumentative Writing:</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2; L.6.1.A; L.6.1.B; L.6.1.C; L.6.1.D

			First draft self and peer check (1 session)	
5 - Q.3	24/2	28/2	<p>Reading Informational Text: (From “Wild Animals aren’t Pets/Let People own Exotic Animals” Whole class reading: Identify the claim in and argument Author’s purpose main idea (2 sessions)</p> <p>Writing Argumentative Writing: Final draft (2 sessions)</p> <p>Speaking and Listening Assessment Q.3 2024-2025 (1 session)</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2; L.6.1.A; L.6.1.B; L.6.1.C; L.6.1.D
6 – Q.3	3/3	7/3	<p>Unit 5 Opener: Surviving the unthinkable What does it take to be a survivor? (2 sessions)</p> <p>Academic Vocabulary: (1session) Circumstance, constraint, injure, impact, significance</p> <p>Reading Informational Text: (From “Into the Lifeboat”) Whole class reading: Identify author’s purpose (1 session)</p> <p>Language (Grammar and Vocabulary based on CCSS) Reluctance- Reassure- Illuminate- Fascinate- Unrestrainedly-Agonizing (1 session)</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.6; W.6.3d; W.6.10; SL.6.4; SL.6.5; L.6.1e; L.6.2a; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.5a; L.6.5b; L.6.6
7 – Q.3	10/3	14/3	<p>Reading Informational Text: (From “Into the Lifeboat “) Figurative Language (2 sessions)</p> <p>Language (Grammar and Vocabulary based on CCSS) Language: Conjunctions- Identifying Subordinating Conjunctions (SWABIs- THAMO’s) (1 session)</p> <p>Reading Comprehension Assessment Q3-2024-2025</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.6; W.6.3d; W.6.10; SL.6.4; SL.6.5; L.6.1e; L.6.2a; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.5a; L.6.5b; L.6.6

			<p>Writing: Research paper: Coming up with research questions. (1 session) Writing a topic/thesis statement (1 session)</p>	
8 - Q. 3	17/3	21/3	<p>Reading Literary Text: (From “Long Walk to Water”) Whole class reading: Identify the story elements Text structure (1 session)</p> <p>Language (Grammar and Vocabulary based on CCSS) Vocabulary Language: Possessive Pronouns (1 session)</p> <p>Reading Comprehension Formal Assessment Q4- 2023-2024</p> <p>Writing Research paper: create an outline to direct the first draft of a research paper (1 session)</p> <p>Speaking and Listening Have a discussion about the challenges Salva faces and what character traits would be required to meet these challenges. As a group, review the text and make a list of each challenge. Review the ending and make predictions about the challenges Salva may face later. (1 period)</p>	RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6
9 – Q. 3	24/3	28/3		

Spring Holiday and Eid Al-Fitr (March 24 → April 6)

1 – Q. 4	31/3	4/4	
2 – Q. 4	7/4	11/4	<p>Guided Reading (From “Long Walk to Water”) Whole class reading: Identify the story elements Text structure (1 session)</p> <p>Language (Grammar and Vocabulary based on CCSS) Vocabulary Language: Using Quotation marks in dialogue (1 session)</p> <p>Writing: Research paper: Review the final draft with the works cited page (1 session)</p> <p>Reading Comprehension Assessment Q4 2024-2025 (1 session)</p>
3 – Q. 4	14/4	18/4	<p>Reading Literary Text: (From “Long Walk to Water”) Whole class reading: Identify the story elements Text structure (1 session)</p> <p>Language (Grammar and Vocabulary based on CCSS) Vocabulary Language: Possessive Pronouns (2 sessions)</p> <p>Listening Formal Assessment Q4- 2024-2025</p> <p>Writing Research paper: create an outline to direct the first draft of a research paper (1 session)</p>
4 – Q. 4	21/4	25/4	<p>Reading Literary Text: Unit 6 (From “From: Storytelling” or external text) Whole class reading: Understanding main idea in a non-fiction text</p>

RL.6.1; RL.6.2; RL.6.4; RL.6.5;
 RL.6.9; RL.6.10; W.6.7; W.6.9a;
 W.6.10; SL.6.6; L.6.5a; L.6.6

RL.6.1; RL.6.2; RL.6.4; RL.6.5;
 RL.6.9; RL.6.10; W.6.7; W.6.9a;
 W.6.10; SL.6.6; L.6.5a; L.6.6

			<p>(2 sessions)</p> <p>Language (Grammar and Vocabulary based on CCSS) Language: Quotation Marks (1 session)</p> <p>Language Assessment (1 session)</p>	
5 – Q. 4	28/4	2/5	<p>Speaking Research Paper Presentation (2 sessions)</p> <p>April 30th (Parents Meeting – Day-off)</p> <p>May 1 and 2 (Day-off for teachers and students)</p>	SL.6.1,SL.6.1.A, SL.6.1.B, SL.6.C SL.6.2, SL.6.5
6- Q. 4	5/5	9/5	<p>Guided Reading Unit 6 (From “From: Storytelling”) Whole class reading: Understanding main idea in a non-fiction text (2 Periods)</p> <p>Language (Grammar and Vocabulary based on CCSS) Language: Neither nor/Either or (1 session)</p>	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.6; W.6.3d; W.6.10; SL.6.4; SL.6.5; L.6.1e; L.6.2a; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.5a; L.6.5b; L.6.6
7 – Q. 4	12/5	16/5	<p>Reading Literary Text: Unit 6 The Mouse Bride Folktale retold by Heather Forest Analyze Theme /Analyze Purpose and Text Structure (2 sessions) Language (Grammar and Vocabulary based on CCSS): Adjectives and Adverbs. (1 session)</p> <p>Writing: Write a brief paragraph (5-7 sentences) discussing how the story’s conclusion reveals the folktale’s central moral lesson.</p> <p>Speaking: Recognition of Self-Worth in "The Mouse Bride" Prepare a 3–5-minute speech discussing this theme, relating it to both the story and real-life experiences.</p>	RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6

8 – Q. 4	19/5	23/5	<p>Reading Literary Text: Unit 6 The Mouse Bride Folktale retold by Heather Forest Analyze Theme /Analyze Purpose and Text Structure (2 sessions) Language (Grammar and Vocabulary based on CCSS): Adjectives and Adverbs. (1 session)</p> <p>Writing: Summarize the story of The Mouse Bride focusing on its key elements.</p> <p>Speaking: Discuss the importance of humility in life.</p>	<p>RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6</p>
9 – Q. 4	26/5	30/5	<p>Final Exam for Grades 4 to 11 (May 26 → June 4)</p>	
10 – Q.4	2/6	6/6	<p>June 5 -6 Eid Al-Adha Holiday</p>	