



MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION  
*Every Child Can Learn. Every Child Must Learn*

NATIONAL STANDARDS CURRICULUM

# ENGLISH

## LANGUAGE/LITERATURE

GRADES 7-9 APSE III



NATIONAL STANDARDS CURRICULUM GUIDE

**GRADE 7-9**

# **LANGUAGE & LITERATURE**

**APSE III**

## A C K N O W L E D G E M E N T

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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- All others whose names do not appear, but who contributed to the production of the NSC



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The curriculum of any country informs all aspects of operations and helps to shape the intellectual, social, psychological and spiritual dimensions of our society. By its design, the National Standards Curriculum (NSC) clearly conveys the knowledge, skills and attitudes deemed by our society as critical to addressing Jamaica's current realities. It is expected that as teachers and students interact efficiently with the curriculum that a culture of communication, collaboration, creativity and thinking critically will be honed..

Through the implementation of the NSC, education in Jamaica is being reframed and re-positioned as customized, diverse, relevant, equitable, outcomes-based, and inclusive. Significantly, this approach will signal the introduction of Spanish and Resource and Technology at the Primary level, the Alternative Pathways to Secondary Education (APSE), the integration of the Science Technology Engineering and Mathematics (STEM) methodology and a greater utility of Information and Communication Technology (ICT) tools to facilitate improved outcomes. Since there is no one subject that can be relied on to meet all the needs of our children as each child differs in learning style preferences, abilities, background and so on, schools are expected to use the curriculum to schedule learning episodes that allow all children to creatively express themselves through the Creative Art Forms; think critically in the context of the Exploratory Core areas; practise behaviours that lead to spiritual, physical, emotional and social well-being through Enrichment activities and demonstrate productive capabilities by working collaboratively on projects in settings with a Problem Solving/Work-Based focus, using the standards and principles of Resource and Technology.

The Ministry of Education, Youth and Information will continue to support our schools in the implementation process through the provision of continued training opportunities for school leaders and teachers, improved physical infrastructure and the provision of the necessary teaching/ learning resources to support pedagogy. We look forward to the support of all our stakeholders- members of the community, members of school boards, principals and teachers in ensuring a successful implementation of the NSC.

## **The Honourable, Karl Samuda, CD, MP**

**Minister without portfolio with responsibility for Education, Youth and Information**



I fully endorse the National Standards Curriculum (NSC) as being pivotal to advancing the education of our Jamaican children. The broad focus on critical thinking, collaboration, creativity and communication is indeed very critical in equipping young Jamaicans with the requisite twenty-first century skills as we seek to advance the achievement of Jamaica's Sustainable Development Goals by 2030. There is no denying that quality education is one of the most powerful and proven tools for the sustainable development of any country, and that through the realignment and re-scoping of the national curriculum, Jamaica is well on its way to ensuring that our goals are not just symbolic but are a reality lived by all Jamaicans, particularly our youth.

The NSC is on the cutting edge of curriculum design and represents the shift from a content-based focus to a competency-based one where skills and attitudes are placed at the forefront. This approach should ensure that our youth are fully equipped with a combination of the essential knowledge, skills and attitudes to be successful in every aspect of their lives. Users of the curriculum will be pleased to find the utilization of a Pathway Approach to Education with an emphasis on the integration of the Science, Technology, Engineering and Mathematics (STEM) Methodology, Information and Communication Technology (ICT), the Creative Arts and the Technical and Vocational areas. The provision of alternative pathways for our learners, supported by Learning Coaches/ Special Needs Educators is a significant achievement for the MoEYI and our ongoing support for this area concretizes our belief that every child can indeed learn.

The production of this curriculum document is not an indication that our journey has ended; rather it is a signal that we have advanced the very dynamic and obligatory process of the transformation of our education system. I anticipate the support of all our stakeholders in ensuring the curriculum implementation process is without major challenges.

**The Honourable, Alando Terrelonge, MP**  
**State Minister in the Ministry of Education, Youth & Information**



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the width, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences, which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

**Dr. Grace McLean**

**Permanent Secretary (Acting), Ministry of Education, Youth & Information**





Fundamental to the Ministry of Education, Youth and Information's (MoEYI) core value is the belief that all learners deserve the opportunity to achieve their full potential in all facets of their lives (spiritual, moral, cultural, intellectual and physical). With its dynamic, inclusive approaches, the National Standards Curriculum (NSC) provides a clear and robust blueprint to provide our young Jamaicans with the opportunities, responsibilities and experiences to make this a reality.

The accomplishment of this curriculum cannot be attributed to the effort of one or two individuals. The MoEYI brought together a wide cross section of our stakeholders who contributed their diverse skills in creating curriculum documents that will facilitate high standards of learning and enhance the quality of instructional delivery. Our main mandates concerning the revision of the Curriculum included better alignment of the curriculum in the lower grades secondary grades with the Caribbean Secondary Examination Certificate (CSEC) examinations syllabus used in the upper secondary grades; developing progressive standards for all subject areas; prioritizing the 21st century skills of collaboration, critical thinking, communication and creativity; integrating STEM, the Creative Arts, the Enrichment Areas and ICT in the curriculum documents. It also promotes the use of learner-centred approaches across the various disciplines and creates a more inclusive learning environment by catering to diversity in our learners.

Additionally, Civics will return to be a discrete discipline, while Technical and Vocational Education and Training (TVET), and Spanish will be formally introduced at the Primary level. The Health and Family Life (HFLE) Curriculum has been reviewed and re-scoped to ensure alignment to the philosophy of the NSC and inclusion of all the relevant life skills needed by the 21st century learner.

It is with a deep sense of gratitude that I pay tribute to all the educators who have contributed to the timely development of this National Standards Curriculum which will invariably help all learners to maximize their potential.

## **Mrs. Winnie Berry**

**Deputy Chief Education Officer,**

**Curriculum and Support Services, Ministry of Education, Youth & Information**



Education is the means by which the any society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education, Youth and Information (MoEYI) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted. Given its very vibrant and broad-based nature, the NSC targets the holistic development of learners with a view to develop successful lifelong learners and confident and productive individuals who are deeply rooted in their culture, identity and citizenship.

In preparing the education system for the implementation of the NSC the MoEYI continues to offer ongoing training/coaching support for all the relevant stakeholders involved in the implementation, including school administrators, teachers, parents and students. We are also committed to provisioning the system with the resources needed to ensure a successful implementation, particularly in the context of the inclusive and differentiated approaches endorsed by the NSC. We will continue to work with our partners in ensuring the resources available to schools are fully aligned to the content and philosophical underpinnings of the NSC.

This is an exciting time for education in Jamaica. As we advance the curriculum implementation process, we aim to provide all our learners with access to the best education possible. However, we recognize that meaningful and sustainable progress can only be realized from the collaborative effort of all our stakeholders. So as we forge ahead with implementation we invite all our stakeholders to keep focused on our shared vision: “Every Child Can Learn; Every Child Must Learn”..

**Capt. Kasan Troupe, Ed. D, JP**

**Chief Education Officer (Acting), Ministry of Education, Youth & Information**



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)<sup>1</sup> and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

## **Dr Clover Hamilton Flowers**

**Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information**

<sup>1</sup> Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.



The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

### **Goals of the APSE**

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

### **Secondary Pathways I, II & III (SP I, II & III)**

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

**SPI** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National

Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

**SP II** is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

**SP III** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

Below are tips you may find useful when teaching students with special needs:

- ✓ Get to know your students and their individual needs.
- ✓ Ensure that classroom procedures and routines are flexible enough to accommodate individual differences
- ✓ Use positive non-discriminatory language
- ✓ Be deliberate in including students with special needs in all activities
- ✓ Communicate high expectations
- ✓ Model and reinforce appropriate social skills
- ✓ Use assessment data to plan instructions
- ✓ Teach to students' strengths and learning styles
- ✓ Students with special needs respond well to direct instructions or guided discovery
- ✓ Use multisensory teaching approaches that engage two or more learning modalities simultaneously
- ✓ Break content into small steps and teach each step to mastery
- ✓ Differentiate objectives based on students' functioning levels
- ✓ Make ample use of mnemonics and other memory aids
- ✓ Pair students with special needs with learning partners/buddies
- ✓ Provide appropriate accommodations as needed during instruction and assessment:
  - a. Extra time*
  - b. Reduced work load*
  - c. Material in alternative formats*
  - d. Visual cues*
  - e. Technological aids*
  - f. Alternate activities*

The Language Arts/English Language programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness which is specified in the National Education Strategic Plan (2011-2020). This plan clearly outlines the following objective: “Develop learner-centred and competency-based curricula at all levels.” (pg. 44). The learner is, therefore, at the core of all teaching/learning experiences and the objectives, skills, activities, assessment criteria and learning outcomes of all units are written from the learner’s perspective. The learner’s full engagement and differences are taken into account and the dimensions of ability levels, interests, learning styles and gender are critical factors that were given great consideration during the development of the teaching units. This means that the traditional text-centred and teacher-centred approaches to English Language teaching/learning are now given far less focus (aspects of which are not totally eliminated) and learning through authentic real life contexts is being promoted. Learners now, for example, will engage in simulations in order to develop targeted skills; analyze and respond critically to literature; use different language/literature media to respond to given scenarios; create original products and use a replicable process to develop written pieces.

Language Arts teaching in the NSC embraces the integration of learning which is promoted by the existing primary and secondary curricula. As students learn Language skills related to the various strands and sub-strands, they will interface with content and methodologies from a range of disciplines including Science, Social Studies, Information Technology, Drama, Food and Nutrition, Guidance and Counselling to name a few. These disciplines, which are termed ‘crosscurricula links,’ are the avenues through which the Language content/skills are learnt and applied in authentic contexts.

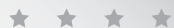
The 21st century skills of communication, collaboration, critical thinking and creativity are also fully embraced and are promoted through the methodologies of simulations, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. The affective dimension is also foregrounded through specific objectives which when met, will help to facilitate the development of the aforementioned 21st century skills. Other values and attitudes, besides those exemplified through effective communication and cooperativeness in collaboration, are also developed through the inclusion of the affective dimension. Additionally, the themes selected, especially at the grades 7-9 level, are meant to help in shaping students to face the 21st century as rounded individuals. It is hoped that students will benefit from the learning contexts of these themes as they learn language and literature skills that will shape/guide them in becoming life-long learners who will make intelligent and wise choices.

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are embedded within the language

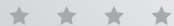
programme but will not be explicitly reflected as in other disciplines which are the pillars of the methodology, such as Science, Mathematics and Technology. In Language Arts, STEM is reflected through the processes of learning and manipulating the language, such as the writing process; the communication and collaboration which help to drive processes and the responses of the Language learner to real-life issues through effective oral and written communication. It is also that aspect of creativity that enriches life's experiences and solves problems. The STEM methodology is used as the general approach to language application. It provides opportunities for learners to use their knowledge of the English Language to solve problems and function as valuable citizens.

In an attempt to achieve the objectives of true integration, the STEM methodology and foster the development of skills necessary for the 21st century learner, the Progressive Language Teaching model was used as the basis for the development of the Language programme from Grades 1-9. Progressive language teaching is task oriented, student-centred and provides opportunities for students to negotiate meaning and interact meaningfully with the language, rather than participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this underpinning philosophy, learners will become more rounded users of the language and will be better able to negotiate meaning, expand their language resources, analyse how language is used, and take part in meaningful social interactions.



**STRAND 1:****SPEAKING & LISTENING****STANDARD 1:**

Student will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using SJE and JC appropriately

**Attainment Targets**

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

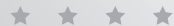
Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit

Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features

**STRAND 2A:****READING WITH FLUENCY & RECOGNITION****STANDARD 2:**

Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development

**Attainment Targets**

Read fluently and with appreciation

Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices

Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

**STRAND 2B:****READING FOR MEANING & ENJOYMENT  
(COMPREHENSION & LITERATURE)****STANDARD 3:**

Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to Literature, the demands of society and other stimuli.

**Attainment Targets**

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Use deduction and inference to interpret information and ideas and to predict outcomes

Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

Reflect on, and critically respond to literature and other texts, on paper and on screen

**STRAND 2C:****READING FOR INFORMATION  
(STUDY SKILLS)****STANDARD 4:**

Students apply study skills and search for information using a wide range of texts on paper and on screen

**Attainment Targets**

Research activities on issues and interests by generating and exploring texts using a range of strategies

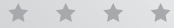
Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

★ ★ ★ ★  
**STRAND 3A:**

COMMUNICATION (WRITING)

**STANDARD 5:**

Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact.



**Attainment Targets**

Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Write well-constructed paragraphs which have linking sentences within and between them

★ ★ ★ ★  
**STRAND 3B:**

LANGUAGE STRUCTURE  
(GRAMMAR & CONVENTIONS)

**STANDARD 6:**

Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact



**Attainment Targets**

Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

Use a range of punctuation correctly

## GRADE 7 UNITS

### TERM 1: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Our Personal Identity</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Our Social Identity</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole</li> <li>• Activate/use prior knowledge of subject to make meaning of what is being said</li> <li>• Identify the main ideas communicated in a speech, presentation or broadcast</li> <li>• Listen to and evaluate a speaker's message whether explicitly stated or implied</li> <li>• Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding</li> <li>• Request clarification, where appropriate, while listening to a speaker</li> <li>• Distinguish between the use of specific SJE/JC structures</li> <li>• Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate</li> <li>• Use ICT tools to research and communicate information</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole</li> <li>• Activate/use prior knowledge of subject to make meaning of what is being said</li> <li>• Identify the main ideas communicated in a speech, presentation or broadcast</li> <li>• Listen to and evaluate a speaker's message whether explicitly stated or implied</li> <li>• Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding</li> <li>• Request clarification, where appropriate, while listening to a speaker</li> <li>• Distinguish between the use of specific SJE/JC structures</li> <li>• Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate</li> </ul> <b>ICT Objective</b> <ul style="list-style-type: none"> <li>• Use ICT tools to research and communicate information</li> </ul>

## TERM 2: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Adopting Positive Behaviours</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Citizenship &amp; Nation Building</b>
<p><b>STANDARD 1</b></p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose;</li> <li>• Distinguish between the functions of SJE and JC in different contexts or domains of communication;</li> <li>• Participate in different on a range of topics;</li> <li>• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose;</li> <li>• Identify the purpose and audience of speaking and make presentations based on assigned or self-selected topics (e.g., about self, familiar persons and objects, and personal experiences);</li> <li>• Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate;</li> <li>• Listen and evaluate a speaker's message whether explicitly stated or implied and respond constructively to ideas expressed by the speaker;</li> <li>• Articulate clearly at an understandable pace and self-monitor and self-correct during presentation;</li> </ul>

### TERM 3: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Recreation and Health</b>
<p><b>STANDARD 1</b></p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose for speaking and the audience in order to make presentations based on assigned or self-selected topics (e.g., about self, familiar persons and objects, and personal experiences);</li> <li>• Deliver presentation with clarity, confidence and fluency.</li> <li>• Respond constructively to ideas expressed by the speaker;</li> <li>• Review the main ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;</li> <li>• Distinguish between the use of specific SJE/JC structures and orally translate/interpret JC to SJE and SJE to JC</li> </ul>



## TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Our Personal Identity</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Our Social Identity</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words</li> <li>• Read fluently and with appreciation</li> </ul>	<p><b>Groups 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>• Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, antonyms, synonyms, compound words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning.</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Distinguish initial and final sounds in spoken single and multi-syllable words</li> <li>• Distinguish long and short vowel sounds in spoken single syllable words</li> <li>• Match consonant sounds to appropriate letters</li> <li>• Match short and long vowel sounds to appropriate Letters</li> <li>• Identify simple one-syllable words – vc, cv, cvc, cvcv</li> <li>• Segment simple one syllable words into their constituent parts and blend them to read words</li> <li>• Blend onsets (/j/) and rimes (/a/ /m/) to form words (jam)</li> </ul>	<p><b>Groups 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>• Recognize and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning.</li> <li>• Create and use mnemonics to aid in word recognition</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Distinguish initial and final sounds in spoken single and multi-syllable words</li> <li>• Distinguish long and short vowel sounds in spoken single syllable words</li> <li>• Match consonant sounds to appropriate letters</li> <li>• Match short and long vowel sounds to appropriate Letters</li> <li>• Identify simple one-syllable words – vc, cv, cvc, cvcv</li> <li>• Segment simple one syllable words into their constituent parts and blend them to read words</li> <li>• Blend onsets (/j/) and rimes (/a/ /m/) to form words (jam)</li> </ul>

## TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Our Personal Identity</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Our Social Identity</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words</li> <li>• Read fluently and with appreciation</li> </ul>	<p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Know and apply phonics and word analysis skills in decoding words with               <ul style="list-style-type: none"> <li>- silent letters (e.g. h, k, w, b, gh)</li> <li>- consonant digraphs in initial position, e.g., th, sh, ch, wh, ph</li> <li>- apply phonics and word analysis skills in decoding words with</li> <li>- vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay</li> <li>- initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw</li> <li>- final consonant blends e.g., nd, nk, nt, mp</li> <li>- initial consonant clusters e.g., thr, str, scr</li> <li>- double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck</li> <li>- word endings e.g., ple, ble, dle, tle, ng, tch</li> <li>- r-controlled vowels e.g., ar, ir, ur, or</li> <li>- diphthongs e.g., ou, ow, oi, oy</li> <li>- inflectional suffix e.g., s, es, ing, ed</li> <li>- demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/Consonant-Vowel/ Vowel-Consonant-Vowel)</li> </ul> </li> </ul>	<p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Know and apply phonics and word analysis skills in decoding words with               <ul style="list-style-type: none"> <li>- silent letters (e.g. h, k, w, b, gh)</li> <li>- consonant digraphs in initial position, e.g., th, sh, ch, wh, ph</li> <li>- apply phonics and word analysis skills in decoding words with</li> <li>- vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay</li> <li>- initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw</li> <li>- final consonant blends e.g., nd, nk, nt, mp</li> <li>- initial consonant clusters e.g., thr, str, scr</li> <li>- double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck</li> <li>- word endings e.g., ple, ble, dle, tle, ng, tch</li> <li>- r-controlled vowels e.g., ar, ir, ur, or</li> <li>- diphthongs e.g., ou, ow, oi, oy</li> <li>- inflectional suffix e.g., s, es, ing, ed</li> <li>- demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/Consonant-Vowel/ Vowel-Consonant-Vowel)</li> </ul> </li> </ul>

## TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Adopting Positive Behaviours</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Citizenship and Nation Building</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words</li> <li>• Read fluently and with appreciation</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, antonyms, synonyms, compound words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning.</li> <li>• Use graphophonic (phonological and graphic) cues such as syllabication rules, words within larger words and content clues to identify words and use these as clues to meaning</li> <li>• Automatically read and understand words from: <ul style="list-style-type: none"> <li>- grade-level texts</li> <li>- subject-specific terminology frequently used</li> <li>- shared and guided reading texts</li> <li>- resource materials</li> </ul> </li> <li>• Identify and use antonyms and synonyms to build vocabulary</li> <li>• Identify onset and rimes and use them to segment and blend sounds in words</li> <li>• Know and apply phonics and word analysis skills in decoding words with: <ul style="list-style-type: none"> <li>- silent letters (e.g. h, k, w, b, gh)</li> <li>- consonant digraphs in initial position, e.g., th, sh, ch, wh, ph</li> <li>- vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay</li> </ul> </li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Automatically read and understand words from: <ul style="list-style-type: none"> <li>- grade-level texts (independent and instructional reading levels)</li> <li>- subject-specific terminology frequently used</li> <li>- shared and guided reading texts</li> <li>- resource materials</li> </ul> </li> <li>• Identify simple one-syllable words – vc, cv, cvc, cvcv</li> <li>• Identify and use antonyms, synonyms, homographs and homophones to build vocabulary</li> <li>• Know and apply phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>- word endings e.g., ple, ble, dle, tle, ng, tch</li> <li>- r-controlled vowels e.g., ar, ir, ur, or</li> <li>- diphthongs e.g., ou, ow, oi, oy</li> <li>- inflectional suffix e.g., s, es, ing, ed</li> </ul> </li> <li>• Demonstrate knowledge of syllabication rules <ul style="list-style-type: none"> <li>- (common rules e.g., Vowel-Consonant/Consonant-Vowel/ Vowel- Consonant-Vowel)</li> </ul> </li> </ul>

## TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Adopting Positive Behaviours</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Citizenship and Nation Building</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words</li> <li>• Read fluently and with appreciation</li> </ul>	<ul style="list-style-type: none"> <li>- initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw</li> <li>- final consonant blends e.g., nd, nk, nt, mp</li> <li>- initial consonant clusters e.g., thr, str, scr</li> <li>- r-controlled vowels e.g., ar, ir, ur, or</li> <li>- diphthongs e.g., ou, ow, oi, oy</li> <li>- inflectional suffix e.g., s, es, ing, ed</li> <li>• Demonstrate knowledge of syllabication rules (common rules e.g., Vowel-Consonant/ Consonant-Vowel/ Vowel-Consonant-Vowel) to identify multi-syllabic words</li> </ul>	

### TERM 3: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Recreation and Health</b>
<p><b>STANDARD 2</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words</li> <li>• Read fluently and with appreciation</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language</li> <li>• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning</li> <li>• Identify and use antonyms, synonyms, homonyms and homophones to build vocabulary</li> <li>• Identify onset and rimes and use them to segment and blend sounds in words</li> <li>• Know and apply phonics and word analysis skills in decoding words</li> <li>• Demonstrate knowledge of syllabication rules (common rules e.g., Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel) to identify multi-syllabic words</li> </ul>

## TERM 1: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Health &amp; Nutrition</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li> <li>• Reflect on, and critically respond to literature and other texts, on paper and on screen</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Establish purpose for reading selected texts and monitor comprehension</li> <li>• Read grade level text and other materials for meaning and enjoyment with fluency (at students' independent and/or instructional reading level)</li> <li>• Identify main ideas and supporting details in prose, poetry and excerpts from printed media.</li> <li>• Establish purpose for reading</li> <li>• Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays</li> <li>• Respond orally and in writing to what is read</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Establish purpose for reading selected texts and monitor comprehension</li> <li>• Read grade level text and other materials for meaning and enjoyment with fluency (at students' independent and/or instructional reading level)</li> <li>• Identify main ideas and supporting details in prose, poetry and excerpts from printed media.</li> <li>• Use various strategies to extract meaning from texts. E.g. previewing, paraphrasing, re-reading</li> <li>• Establish purpose for reading</li> <li>• Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays</li> <li>• Respond orally and in writing to what is read</li> </ul>

## TERM 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Adopting Positive Behaviours</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Citizenship &amp; Nation Building</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li> <li>• Reflect on, and critically respond to literature and other texts, on paper and on screen</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse major and minor themes in poetry and prose</li> <li>• Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.</li> <li>• Activate prior knowledge on a topic through brainstorming and developing concept maps</li> <li>• Use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text</li> <li>• Make predictions about a text based on knowledge of similar texts</li> <li>• Reread or read on to confirm or clarify understanding</li> <li>• Use the information emerging from prose, poetry, songs, etc. to make inferences and deduction</li> <li>• Describe characters to convey feelings and thoughts, physical appearance and actions</li> <li>• Respond orally and in writing to what is read</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and supporting details in prose and poetry charts, and tables; fiction and non-fiction books)</li> <li>• Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.</li> <li>• Use the information emerging from prose, poetry, songs, etc. to make inferences and deduction</li> <li>• Respond orally and in writing to what is read</li> </ul>



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**TERM 3: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)**

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<b>STRAND 2A</b> Reading for Meaning and Enjoyment	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (7 weeks) Theme: Personal Rights and Responsibilities
<b>STANDARD 3</b> Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.	<ul style="list-style-type: none"><li>• Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events</li><li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li><li>• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li><li>• Reflect on, and critically respond to literature and other texts, on paper and on screen</li></ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Utilize speed, accuracy and prosody in order to read appropriately leveled material fluently</li><li>• Demonstrate understanding of increasingly complex texts at the literal and inferential levels (remembering, understanding, applying, analyzing, evaluating, creating)</li><li>• Analyse a variety of narrative texts and explain how the plot contributes to meaning and may impact reader's response</li></ul>

### TERM 1: READING FOR INFORMATION (STUDY SKILLS)

<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity	<b>OBJECTIVES</b> Term 1 Unit 2 (7 weeks) Theme: Our Social Identity
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"> <li>Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Identify text features in expository and narrative text types</li> <li>Locate information using text features such as, table of contents, titles, chapter headings, glossaries and indices</li> <li>Record observations (logs, journals, tables, charts etc.)</li> <li>Use online sources to access and present information</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Design and use a questionnaire to collect information</li> <li>Record observations (logs, journals, tables, charts etc.)</li> <li>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>Recall relevant information from experiences or gather relevant information from print and digital sources;</li> <li>Locate information using text features</li> </ul> <b>ICT Objective</b> <ul style="list-style-type: none"> <li>Use online reference sources</li> </ul>

### TERM 2: READING FOR INFORMATION (STUDY SKILLS)

<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	<b>OBJECTIVES</b> Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"> <li>Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Use dictionaries, thesaurus, encyclopaedia and search engines to locate information</li> <li>Generate ideas to be explored via research</li> <li>Explore a range of information sources in order to expand and/or clarify ideas</li> <li>Use text features to effectively navigate texts</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Use dictionaries, thesaurus, encyclopaedia and search engines to locate information</li> <li>Formulate questions for collecting data</li> <li>Interpret, analyse and present data</li> </ul>

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**TERM 3: READING FOR INFORMATION (STUDY SKILLS)**

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<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Adopting Positive Behaviours
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"><li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li><li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li></ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Use dictionaries, thesaurus, encyclopaedia and search engines to locate information</li><li>• Formulate questions for collecting data</li><li>• Interpret, analyse and present data</li><li>• Know and use text features to locate information in texts (bold face, italics, underline, titles, headings, sub-headings, graph, diagram, map, and parts of books including index, appendix, table of contents and online tools to locate information</li></ul>

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## TERM 1: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Our Personal Identity</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Our Social Identity</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the topic, purpose, and audience for variety of writing forms.</li> <li>• Know and apply stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)</li> <li>• Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence</li> <li>• Write a descriptive essay using SJE appropriately</li> <li>• Create simple narratives, using SJE and JC in context-specific aspects of writing</li> <li>• Use content area vocabulary in their writing</li> <li>• Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing</li> <li>• Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence</li> <li>• Use content area vocabulary in their writing</li> <li>• Identify the topic, purpose, and audience for a variety of writing forms</li> <li>• Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing</li> <li>• Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cue)</li> </ul>

## TERM 2: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Adopting Positive Behaviours</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Citizenship and Nation Building</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know and apply stages of the writing process: prewriting, drafting, revising, editing, post writing (sharing and publishing)</li> <li>• Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence</li> <li>• Write to narrate, persuade, inform, describe and entertain</li> <li>• Use content area vocabulary in their writing</li> <li>• Use link/transitional words and phrases to connect paragraphs</li> <li>• Identify the topic, purpose, and audience for a variety of writing forms</li> <li>• Identify and order main ideas and supporting details and use them to develop a structured, multiparagraph piece of writing</li> <li>• Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence</li> <li>• Write to narrate, persuade, inform, describe and entertain</li> <li>• Identify and order main ideas and supporting details and use them to develop a structured, multiparagraph piece of writing</li> <li>• Use adjectives, adverbs and verbs to enhance/enrich descriptions in written work</li> <li>• Use a variety of descriptive techniques to enrich written descriptions</li> <li>• Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)</li> </ul>

### TERM 3: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Personal Rights &amp; Responsibilities</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence</li> <li>• Write to narrate, persuade, inform, describe and entertain</li> <li>• Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing</li> <li>• Compose persuasive pieces to convey/depict information and ideas for a range of purposes</li> <li>• Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics</li> <li>• Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)</li> </ul>

## TERM 1: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> Language Structure	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity	<b>OBJECTIVES</b> Term 1 Unit 2 (7 weeks) Theme: Our Social Identity
<b>STANDARD 6</b> Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Use different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform</li> <li>• Select and use effectively, different punctuation marks for different writing function– comma, full stop, exclamation mark and question mark</li> <li>• Use connectives to link and extend sentences</li> <li>• Use subject-verb agreement appropriately</li> <li>• Discriminate between the formal and informal usage of the JC and SJE</li> <li>• Use capital letters correctly</li> <li>• Spell grade level words appropriately</li> <li>• Use common and proper nouns</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Use different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform</li> <li>• Select and use effectively, different punctuation marks for different writing function– comma, full stop, exclamation mark and question mark</li> <li>• Use connectives to link and extend sentences</li> <li>• Use subject-verb agreement appropriately</li> <li>• Discriminate between the formal and informal usage of the JC and SJE</li> <li>• Use capital letters correctly</li> <li>• Spell grade level words appropriately</li> <li>• Use common and proper nouns</li> </ul>

## TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> Language Structure	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	<b>OBJECTIVES</b> Term 1 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
<b>STANDARD 6</b> Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Use different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform</li> <li>• Select and use effectively, different punctuation marks for different writing function– comma, full stop, exclamation mark and question mark</li> <li>• Use connectives to link and extend sentences</li> <li>• Use subject-verb agreement appropriately</li> <li>• Discriminate between the formal and informal usage of the JC and SJE</li> <li>• Know the difference between abstract and concrete nouns</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Use different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform</li> <li>• Select and use effectively, different punctuation marks for different writing function– comma, full stop, exclamation mark and question mark</li> <li>• Use connectives to link and extend sentences</li> <li>• Use subject-verb agreement appropriately</li> <li>• Discriminate between the formal and informal usage of the JC and SJE</li> <li>• Use verb tenses correctly</li> </ul>



### TERM 3: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Recreation &amp; Health</b>
<b>STANDARD 6</b> Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"><li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li><li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li><li>• Use a range of punctuation correctly</li></ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Select and use effectively, different punctuation marks for different writing functions – comma, full stop, exclamation mark, question mark, and quotation marks</li><li>• Construct sentences with correct subject-verb agreement</li><li>• Discriminate between the formal and informal usage of the JC and SJE</li></ul>

## GRADE 8 UNITS

### TERM 1: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Effectively speak in response to other's points of view using appropriate language for example, asking questions or challenging ideas</li> <li>• Evaluate the effectiveness of the use of SJE and JC in creative pieces presented</li> <li>• Speak confidently and competently to different audiences.</li> <li>• Formulate and ask clarifying and probing questions in response to what is heard</li> <li>• Include relevant information in speech to satisfy purpose and audience</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Use Standard Jamaican English (SJE) or Jamaican Creole (JC) for the purpose of reporting and dramatizing aspects of the Jamaican culture</li> <li>• Speak and listen to SJE and JC in various contexts</li> <li>• Selectively use JC or SJE depending on audience and context</li> </ul> <b>ICT Objective</b> <ul style="list-style-type: none"> <li>• Use ICT Tools to communicate with others in SJE and JC.</li> </ul>

## TERM 2: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional Forms of Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Talk aloud, effectively using gestures, eye contact, intonation and emphasis to communicate</li> <li>• Use a variety of media to listen for a range of purposes</li> <li>• Listen in order to identify main points</li> <li>• Organize content of speech, giving relevant details by using appropriate vocabulary</li> <li>• Use JC and/or SJE to communicate about self and share information</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Speak and listen to SJE and JC in various contexts</li> <li>• Speak fluently and confidently using SJE/JC</li> <li>• Critique the content and style of oral presentation</li> <li>• Role-play and assess the use of JC for various purposes/situations and discuss attitudes towards the use of JC in the society</li> <li>• Practise effective listening skills</li> </ul> <b>ICT Objective(s)</b> <ul style="list-style-type: none"> <li>• Use ICT tools communicate with others as well as listen to, record and playback information</li> </ul>

### TERM 3: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Personal Rights and Responsibilities</b>
<p><b>STANDARD 1</b></p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to questions expressed in SJE and JC</li> <li>• Listen and draw inferences from different forms of oral language: story-telling, speech and interviews</li> <li>• Monitor their own listening and that of their peers by applying specific strategies</li> <li>• Listen attentively to speech delivered and give response</li> <li>• Take notes from presentations</li> <li>• Discuss national issues</li> <li>• Establish and sustain a logical viewpoint</li> </ul> <p><b>ICT Objective(s)</b></p> <ul style="list-style-type: none"> <li>• Use ICT tools to aid the effective communication of information</li> </ul>

## TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonological awareness and use knowledge of in letter-sound correspondences order to decode unfamiliar words</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Recognize and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning</li> <li>• Use mnemonics to aid word recognition</li> <li>• Know and apply phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>- silent letters (e.g. h, k, w, b, gh)</li> <li>- consonant digraphs in initial position, e.g., th, sh, ch, wh, ph</li> <li>- vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay</li> <li>- initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw</li> <li>- final consonant blends e.g., nd, nk, nt, mp</li> <li>- initial consonant clusters e.g., thr, str, scr</li> <li>- double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck</li> <li>- word endings e.g., ple, ble, dle, tle, ng, tch</li> <li>- r-controlled vowels e.g., ar, ir, ur, or</li> <li>- diphthongs e.g., ou, ow, oi, oy</li> <li>- inflectional suffix e.g., s, es, ing, ed</li> <li>- demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/Consonant-Vowel/ Vowel- Consonant-Vowel)</li> </ul> </li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use affixes (prefixes- trans-, sub-; and suffixes-ous, ness) to aid and extend vocabulary</li> <li>• Identify consonant blends and clusters (2 and 3 letters in initial and final position in words and blend them to read words</li> <li>• Identify consonant digraphs in the initial and final position in words and used them to read words</li> <li>• Apply syllabication rules to aid and in the pronunciation of words.</li> <li>• Read high frequency words</li> <li>• Identify suitable synonyms and antonyms for content-related vocabulary</li> </ul> <p><b>ICT Objective(s):</b>  <b>Use ICT tools to source new words</b></p>

**TERM 1: READING WITH FLUENCY AND WORD RECOGNITION**

<b>STRAND 2A</b> Reading with Fluency and Recognition	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 1 Unit 1 (7 weeks) Theme: Health and Nutrition	<b>OBJECTIVES</b> Term 1 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices
<b>STANDARD 1</b> Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development		<b>Groups 2 and 3</b> Know and apply phonics and word analysis skills in decoding words. <ul style="list-style-type: none"><li>- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi syllabic words in context and out of context.</li><li>- Identify and use blends, digraphs, word families (onset and rimes)</li><li>- Use elements of structure to identify words including the use of familiar word chunks, inflectional endings</li></ul>	

## TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> <b>Reading with Fluency and Recognition</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional forms of Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<p><b>STANDARD 1</b></p> <p>Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> <li>• Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonological awareness and use knowledge of in letter-sound correspondences order to decode unfamiliar words</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know and apply phonics and word analysis skills in decoding words:               <ul style="list-style-type: none"> <li>✓ r-controlled vowels</li> <li>✓ diphthongs – ou, ow, oi, oy</li> <li>✓ the letter “y” as a consonant and a vowel</li> </ul> </li> <li>• Recognize and understand homophones</li> <li>• Read sight words at appropriate grade level</li> <li>• Use syllabication to decode unfamiliar words</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use affixes (prefixes- trans-, sub-; and suffixes- ous, -ness) to aid decoding and extend vocabulary</li> <li>• Identify words with silent letter – w, k, b, l, t, (write, knife, comb, calm, listen)</li> <li>• Read high frequency words and other words appropriate to independent and instruction reading level in insolation and in the contexts of sentences</li> <li>• Use contextual and pictures clues to determine the meaning of the words</li> <li>• Use a dictionary to determine the meaning and pronunciation of unknown words</li> <li>• Apply appropriate elements of fluency (accuracy, speed and prosody) to support comprehension of word</li> </ul>



### TERM 3: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 2A</b> Reading with Fluency and Recognition	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Recreation and Health
<b>STANDARD 2</b> Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development	<ul style="list-style-type: none"><li>• Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li><li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li><li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li><li>• Read fluently and with appreciation</li></ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Read aloud fluently with appropriate rhythm, pace and intonation appropriate to independent reading level</li><li>• Supply meaning of local cultural-specific vocabulary in SJE</li><li>• Identify words in which the final letter is doubled before adding “er” and “est”</li><li>• Identify words with regular and irregular plurals</li><li>• Identify compound words and be able to separate them into their constituent parts</li><li>• Recognize common abbreviations</li><li>• Identify and recall details in pictures and printed texts</li></ul>

## TERM 1: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Health &amp; Nutrition</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li> <li>• Reflect on, and critically respond to literature and other texts, on paper and on screen</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify aspects of material read that they found interesting and/or informative</li> <li>• Establish purpose for reading</li> <li>• Make connections to the text from prior knowledge and experiences</li> <li>• Use various strategies to extract meaning from texts; e.g. previewing, thinking aloud, paraphrasing, re-reading</li> <li>• Use a variety of strategies to monitor reading (e.g. rereading, searching for clues, pausing)</li> <li>• Identify main ideas and supporting details in prose, poetry and excerpts from printed media.</li> <li>• Reread the difficult parts of texts slowly and carefully</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use various strategies to extract meaning from texts. E.g. Self-question/use of metacognitive strategies</li> <li>• Use the KWL, to expand knowledge of what they know, want to know and what has been learned</li> <li>• Use the information emerging from prose, songs etc. to make inferences / deduction.</li> <li>• Determine the relationships between questions and answers</li> <li>• Extract and interpret information presented at the literal, inferential and critical levels</li> <li>• Identify and use information at the literal, inferential and critical levels</li> </ul> <p><b>ICT Objective(s)</b></p> <ul style="list-style-type: none"> <li>• Use ICT tools to locate information for reading</li> </ul>

## TERM 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional forms of Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<p><b>AT2 Strand 2(i)</b></p> <ul style="list-style-type: none"> <li>• Choose to read a variety of texts and make personal connections and to suit varying needs and interest</li> <li>• Read at acceptable pace without hesitation or repetition to convey meaning</li> <li>• Identify and distinguish the main ideas and supporting ideas in texts</li> <li>• Read and identify story elements and identify character traits</li> <li>• Use skimming and scanning to read for meaning and information</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Do self-selected reading of texts representing different genres and make connection to self, other texts and the world</li> <li>• Read text at independent and instructional reading level and other materials for meaning, fluency and enjoyment</li> <li>• Distinguish between facts and opinions</li> <li>• Distinguish between fiction and non-fiction texts</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe elements of plot, character and setting in a picture or story</li> <li>• Develop simple characterization sketches</li> <li>• Listen to and retell stories with a beginning, middle and end</li> <li>• Sequence events as stated in text</li> <li>• Compare and contrast ideas from narrative and descriptive texts</li> <li>• Respond to literal and inferential questions about texts read</li> </ul> <p><b>ICT Objective</b></p> <ul style="list-style-type: none"> <li>• Use ICT tools to source information for enjoyable reading</li> </ul>

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**TERM 3: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)**

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**STRAND 2B**  
**Reading for Meaning**  
**and Enjoyment****STANDARD 3**

Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.

**ATTAINMENT TARGETS**

- Choose to read a variety of texts and make personal connections and to suit varying needs and interest
- Read at acceptable pace without hesitation or repetition to convey meaning
- Identify and distinguish the main ideas and supporting ideas in texts
- Read and identify story elements and identify character traits
- Use skimming and scanning to read for meaning and information

**OBJECTIVES****Term 3 Unit 1 (7 weeks)****Theme: Personal Rights and Responsibilities****Students should be able to:**

- Respond to questions about what was read at the literal and inferential levels (remembering, understanding, applying, analyzing, evaluating and creating)
- Summarize stories
- Demonstrate an understanding of a story or poem
- Make deductions based on passages

## TERM 1: READING FOR INFORMATION (STUDY SKILLS)

<b>STRAND 2C</b> <b>Reading for</b> <b>Information</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 4</b></p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> <li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Locate and interpret information on calendar, map, chart or graph</li> <li>• Employ knowledge of alphabetical sequence to locate information in various related sources.</li> <li>• Locate information from a dictionary, thesaurus and search engines</li> <li>• Locate information to answer questions using table of contents, titles, chapter headings, glossaries and indexes</li> <li>• Generate questions about a non-fiction topic for research</li> </ul> <p><b>ICT Objective</b></p> <ul style="list-style-type: none"> <li>• Use ICT tools to locate information for reading</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different sources of information</li> <li>• Link different sources to specific types of information</li> <li>• Use text features to locate information</li> <li>• Scan reading materials for specific details</li> <li>• Skim for main ideas</li> <li>• Use directories, including online sources</li> <li>• Use dictionary, thesaurus and on-line sources to locate information</li> <li>• Begin to organize information located from various sources</li> </ul>

## TERM 2: READING FOR INFORMATION (STUDY SKILLS)

<b>STRAND 2C</b> <b>Reading for Information</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional forms of Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<p><b>STANDARD 4</b></p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> <li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions for collecting data</li> <li>• Collect data through questioning</li> <li>• Scan electronic and other documents for information</li> <li>• Interpret and analyse data</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Retrieve and synthesize information from various sources</li> <li>• Summarize information received from various sources</li> <li>• Know and use text features specific to narrative text (illustrations, beginning, middle, ending, character, setting, problem, solution)</li> <li>• Use table of contents, index, bibliography when searching for information</li> <li>• <b>Use ICT tools to locate Information for research</b></li> <li>• <b>Use selected ICT tools to create original work for a specific purpose and audience</b></li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Read electronic and other documents for information</li> <li>• Know and use text structure and features specific to informational narrative texts (illustrations, beginning, middle, ending, character, setting, problem, solution)</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Scan electronic and other documents for information</li> <li>• Summarize information received from various sources</li> <li>• Know and use text features specific to expository text (headings, sub-headings, glossary, index, captions, map, table of contents, photographs)</li> <li>• Use table of contents, index, bibliography when searching for information</li> </ul>

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**TERM 3: READING FOR INFORMATION (STUDY SKILLS)**

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<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Personal Rights and Responsibilities
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"><li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li><li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li></ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>• Use online reference sources</li><li>• Retrieve and synthesize information from various sources</li><li>• Summarize information received from various sources</li><li>• Begin to organize information located from various sources</li></ul> <p><b>ICT Objective(s):</b></p> <ul style="list-style-type: none"><li>• Use ICT Tools to locate information for research</li></ul>

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## TERM 1: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Groups 1</b></p> <ul style="list-style-type: none"> <li>• Review the steps in paragraph development in order to construct paragraphs with clear topic and supporting sentences</li> <li>• Apply steps in the writing process to develop stories</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Apply the steps of the writing process in the production of various texts, generating ideas and organizing them into paragraphs/sections using linking sentences</li> <li>• Produce final grade level documents that have been edited to correct errors and revised to make improvements to the text</li> <li>• Write a variety of texts for different purposes and different audiences reflective of personal experiences and self-selected stimuli</li> <li>• Write with increasing confidence in story form, showing a clear beginning, middle and end and use some features of non-fiction texts in their writing</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use cause and effect to organize text into paragraph</li> <li>• Compose writings using narrative form</li> <li>• Write letters, directions, instructions, explanations, information pieces and reports to include relevant features/elements.</li> </ul>

## TERM 2: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional forms of</b> <b>Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use persuasive language to convince the reader</li> <li>• Write using persuasive language</li> <li>• Use sentence structure appropriately</li> <li>• Review written drafts by modifying details</li> <li>• Organize ideas into paragraphs</li> <li>• Sequence ideas in a logical manner</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to make descriptions more vivid</li> <li>• Organize ideas into paragraphs</li> <li>• Develop paragraph writing skills by attending to main ideas, supporting ideas and concluding statement</li> <li>• Extend the length and structure of paragraphs through the use of transitional words/phrases</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Use stages in the writing process</li> <li>• Write to narrate, persuade, inform, describe and entertain</li> <li>• Use adjectives to make description more vivid</li> </ul>

### TERM 3: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Personal Rights & Responsibilities
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"><li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li><li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li><li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li><li>• Write well-constructed paragraphs which have linking sentences within and between them</li></ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>• Model the use of proofreading checklists to revise their work and that of their peers</li><li>• Begin to use figurative language to impact writing</li><li>• Organize paragraphs to reflect text structure, e.g. compare and contrast, problem and solution</li></ul>

## TERM 1: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> <b>Language Structure</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Abstaining from Unhealthy Practices</b>
<p><b>STANDARD 6</b></p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Correctly construct and use simple sentences in written language</li> <li>• Begin to construct and use more complex sentences in written language</li> <li>• Distinguish between complete and incomplete sentences</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify and correctly use singular and plural nouns</li> <li>• Use appropriate subject/verb agreement</li> <li>• Use simple adjectives appropriately</li> <li>• Use link words to join sentences</li> <li>• Distinguish between SJE and JC expressions and use appropriately</li> <li>• Use the articles a, an and the correctly</li> <li>• Identify and use declarative and interrogative sentence</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use conventions of capitalisation in written compositions</li> <li>• Use correct punctuation at the end of sentences</li> <li>• Begin to use quotation marks correctly</li> <li>• Use comma correctly</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use correct spelling to complete written tasks</li> <li>• Correctly spell basic sight words and other commonly used words in written composition appropriate to the grade</li> <li>• Use phonics and word structures to spell phonetically regular words in written composition appropriate to the grade</li> </ul>	<p><b>Students should be able to:</b></p> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Identify dependent and independent clauses</li> <li>• Write and speak in complete and coherent sentences</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand and use prepositions correctly</li> <li>• Understand and use abstract nouns</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Practise the use of interjections and exclamation marks</li> <li>• Use apostrophes in contractions correctly</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use common spelling rules to spell new and unfamiliar words</li> </ul>

## TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> <b>Language Structure</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Traditional Forms of Communication</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: Communicating in Today's World</b>
<p><b>STANDARD 6</b></p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<p><b>Students should be able to:</b></p> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Identify and use basic sentence types – eg. Interrogatives and negatives</li> <li>• Use more complex sentence structures by adding conjunctions</li> <li>• Write and speak in complete, coherent sentences</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Distinguish between the SJE and JC pronouns</li> <li>• Recognize and use adverbs appropriately</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of basic rules of punctuation and capitalization when writing sentences</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use common spelling rules to spell new and unfamiliar words</li> </ul>	<p><b>Students should be able to:</b></p> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Use simple and compound sentences appropriately</li> <li>• Write and speak in complete, coherent sentences</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use accurately subject/verb agreement and verb tense rules</li> <li>• Discriminate between the formal and informal usage of JC and SJE</li> <li>• Practise the use of the present, past and future tenses</li> <li>• Identify and correctly use singular and plural nouns (regular and irregular)</li> <li>• Use common and proper nouns</li> <li>• Use pronouns as noun substitutes</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use interjections and exclamation mark appropriately</li> <li>• Use capitalization and punctuation</li> <li>• Practise the use of punctuation marks in composing different sentence types</li> <li>• Use commas to separate phrases and clauses within sentences</li> </ul>

### TERM 3: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> Language Structure	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Personal Rights and Responsibilities
<b>STANDARD 6</b> Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"><li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li><li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li><li>• Use a range of punctuation correctly</li></ul>	<ul style="list-style-type: none"><li>• Correctly spell basic sight words</li><li>• Use phonics and word structure to spell phonetically regular words</li><li>• Spell grade appropriate words correctly, consulting references as needed.</li><li>• Recognize and correct sentence fragments</li><li>• Write and speak in complete, coherent sentences</li><li>• Write well-constructed paragraphs with topic sentence , supporting details and concluding sentence</li><li>• Write descriptive pieces using adjectives and adverbs appropriately and with appeal to the senses</li></ul>

## GRADE 8 UNITS

### TERM 1: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Establishing Healthy Relationships</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Critique the content and styles of oral presentation</li> <li>• Listen and respond to materials, oral presentations, expressing opinion on what has been said</li> <li>• Practise strategies for good listening</li> <li>• Make notes, outlines or graphic representations of information heard.</li> <li>• Listen to and evaluate the effectiveness of the speaker's message</li> <li>• Request clarification on ideas, viewpoints and arguments</li> <li>• Establish and sustain a logical viewpoint</li> <li>• Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.</li> <li>• Use ICT tools to research and communicate information</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Respond to the speakers' use of specific structures and/or vocabulary of SJE/JC</li> <li>• Listen to determine purpose for use of particular language form</li> <li>• Identify examples of code-switching and comment on their purpose and impact</li> <li>• Use language to provide humour</li> <li>• Choose words carefully to convey a range of emotions including shock, outrage and pride</li> <li>• Listen attentively to, and respond to the ideas of others</li> </ul>

## TERM 2: LISTENING AND SPEAKING

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Connecting with the Past, Present and Future</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: The 21st Century Learner</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Respond to the speakers' use of specific structures and/or vocabulary of SJE/JC</li> <li>• Listen to determine purpose for use of particular language form</li> <li>• Analyse and comment on the effectiveness of the language devices/techniques used by the speaker</li> <li>• Use language to provide humour or to convey irony</li> <li>• Choose words carefully to convey a range of emotions including shock, outrage and pride</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Identify and effectively use the elements of group discussion</li> <li>• Listen with a focus to respond to what is said using SJC and JC</li> <li>• Identify the main ideas communicated in a speech, presentation or broadcast</li> <li>• Respond to the creative use of JC</li> <li>• Use role-play to demonstrate the use of JC/SJE</li> <li>• Distinguish between the use of specific SJE/JC structures</li> <li>• Translate JC to SJC</li> </ul>



**TERM 3: LISTENING AND SPEAKING**

<b>STRAND 1</b> Listening & Speaking	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Connecting with the Past, Present and Future
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"><li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li><li>• Listen to recall, understand and respond to speakers' messages, whether implicit or explicit</li><li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li><li>• Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features</li></ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Reflect on their own and others' speech in order to investigate what makes it effective</li><li>• Plan what they wish to say, telling stories effectively and conveying detailed information coherently</li><li>• Use drama to explore themes such as hope, fear and desires using SJE and JC appropriately</li></ul>

## TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Establishing Healthy Relationships</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<b>STANDARD 1</b> Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development	<ul style="list-style-type: none"> <li>• Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Read fluently and with appreciation</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Identify words accurately in isolation and read fluently in context (high frequency words, monosyllabic and multi-syllabic words, key unit vocabulary);</li> <li>• Use semantic (meaning) cues such as prefixes, suffixes, root words, phrases, sentences and visuals to recognise words in oral and written language;</li> <li>• Use syntactic (language structure cues such as word order, language patterns and punctuation to identify words and use these as clues to meaning.</li> <li>• Use dictionary (book and online) to aid in word recognition and meaning</li> <li>• identify the three sounds of “ed” – “ed”, “t” and “d”</li> <li>• Identify three sounds of “ch” – e.g. choices, stomach, chef</li> <li>• Identify consonant digraphs at initial, medial and ending for “she and “ch” e.g. share, relationships and establish for “ch” – three sounds choices, chef (sh) and stomach (k)</li> <li>• Identify word endings – “tion”, “ing”, “ness”, “ship”, Consonant Le e.g. dependable, responsible, reliable</li> <li>• Identify words with the diphthongs “oi” or “oy” sounds</li> <li>• Apply phonics and word analysis skills in decoding words.</li> <li>• Identify and know the meaning of the most common prefixes and suffixes.</li> <li>• Decode multi-syllable words.</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Decode and correctly use words in sentences</li> <li>• Identify synonyms and antonyms and use them appropriately</li> <li>• Apply context clues to determine appropriate words and to aid spelling</li> <li>• Use syllabication skills to aid spelling</li> <li>• Decode and identify words with the two sounds of vowel digraph “oo”</li> <li>• Select the most suitable words to complete sentences or cloze passages</li> </ul>

### TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 1</b> Listening & Speaking	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 1 Unit 1 (7 weeks) Theme: Establishing Healthy Relationships	<b>OBJECTIVES</b> Term 1 Unit 2 (7 weeks) Theme: Refining My Character
		<ul style="list-style-type: none"> <li>Identify and use blends, digraphs, word families (onset and rimes)</li> <li>Use elements of structure to identify words including the use of familiar word chunks, compound words, inflectional endings</li> </ul>	

### TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 1</b> Listening & Speaking	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 2 Unit 1 (7 weeks) Theme: Connecting with the Past, Present and Future	<b>OBJECTIVES</b> Term 2 Unit 2 (7 weeks) Theme: The 21st Century Learner
<b>STANDARD 1</b> Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development	<ul style="list-style-type: none"> <li>Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> <li>Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>Read fluently and with appreciation</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Decode and correctly use words in sentences</li> <li>Identify words that are opposite in meaning (antonyms)</li> <li>Use syllabication skills to aid spelling</li> <li>Decode and identify words with "R-Controlled" vowel sounds, and two sounds of "c" and "g" – hard and soft</li> <li>Select the most suitable words to complete sentences or Cloze passages (Groups 2 and 3)</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Decode and correctly use words in sentences</li> <li>Identify words that have the same sound but different spelling (homophones)</li> <li>Use syllabication skills to aid spelling</li> <li>Decode and identify words with consonant digraphs – "wr", "kn", "ph", as well as "igh" and "eigh" words</li> <li>Identify the sounds of prefixes – "un", "dis", "pre" and "ex", and read words containing them</li> <li>Read fluently text containing words with the sounds of – "wr", "kn", "ph", "igh", "eigh", "un", "dis", "pre" and "ex".</li> </ul>

### TERM 3: READING WITH FLUENCY AND WORD RECOGNITION

<b>STRAND 1</b> <b>Listening &amp; Speaking</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 3 Unit 1 (9 weeks)</b> <b>Theme: Shaping My Destiny</b>
<b>STANDARD 1</b> Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately	<ul style="list-style-type: none"> <li>• Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> <li>• Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Read fluently and with appreciation</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Decode and correctly use words in sentences</li> <li>• Use syllabication skills to aid spelling</li> <li>• Use mnemonics for word recognition, decoding and spelling</li> <li>• Identify the root of the word to understand meaning and related words</li> <li>• Apply knowledge of word-within-word strategy to decipher unknown words</li> <li>• Identify the sounds of prefixes: “com”, “con”, “fore”, “super”, “over”</li> <li>• Identify the sounds of suffixes: “ment”, “less”, “ful”, “ly”</li> </ul>

## TERM 1: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Establishing Healthy Relationships</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li> <li>• Reflect on, and critically respond to literature and other texts, on paper and on screen</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions to be answered while reading</li> <li>• Read at a pace suited to the material, pay attention to diction, volume and purpose for reading</li> <li>• Demonstrate appreciation for the creative efforts of others</li> <li>• Identify main ideas and supporting details to interpret information</li> <li>• Identify sensory details in different genres of texts</li> <li>• Respond to the use of sensory details in different genres of texts</li> <li>• Read at a pace suited to the material, pay attention to diction, volume and purpose for reading</li> <li>• Explain the effectiveness of the use of elements such as monologue and soliloquy in drama or film studied</li> <li>• Compare and contrast two poems and analyse for similarities and differences in each</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions to be answered while reading</li> <li>• Make comparison based on text material</li> <li>• Draw conclusions based on text material</li> <li>• Recognize the difference between a fact and an opinion</li> <li>• Identify adjectives and understand their purpose</li> <li>• Identify sensory details in poetry</li> <li>• Respond to the use of sensory details in poetry</li> <li>• Demonstrate appreciation for the creative efforts of others</li> <li>• Read fluently and with application</li> <li>• Make inferences and derive humour from texts</li> <li>• Share their personal views on the writer's intent</li> <li>• Read and interpret a dramatic play</li> <li>• Perform a dramatic piece to convey the main idea</li> <li>• Demonstrate an understanding of the main theme from a dramatic piece</li> </ul>

## TERM 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<b>STRAND 2B</b> <b>Reading for Meaning and Enjoyment</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Connecting with the Past, Present and Future</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: The 21st Century Learner</b>
<p><b>STANDARD 3</b></p> <p>Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</p>	<p><b>AT2 Strand 2(i)</b></p> <ul style="list-style-type: none"> <li>• Choose to read a variety of texts and make personal connections and to suit varying needs and interest</li> <li>• Read at acceptable pace without hesitation or repetition to convey meaning</li> <li>• Identify and distinguish the main ideas and supporting ideas in texts</li> <li>• Read and identify story elements and identify character traits</li> <li>• Use skimming and scanning to read for meaning and information</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions after reading (Group 1)</li> <li>• Make comparisons</li> <li>• Recognize author's purpose</li> <li>• Identify cause and effect</li> <li>• Identify rhyme style and stanzas in poetry and the sensory detail it evokes</li> <li>• Demonstrate appreciation for the creative efforts of others</li> <li>• Formulate questions to be answered while reading (Groups 2 and 3)</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Select texts and read independently for individual needs and interest, sharing and comparing reasons for reading preference.</li> <li>• Read to understand main ideas of sections of text and supporting details</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Develop and demonstrate the ability to read for particular purposes e.g. for pleasure, information, comment, direction and evaluation with reference to text</li> <li>• Focus on the meaning of the text as a whole</li> <li>• Make connections between different parts of the text and other texts they have read</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate questions after reading (Group 1)</li> <li>• Predict outcomes using personal experiences</li> <li>• Form judgement based on information available</li> <li>• Identify and describe an acrostic poem</li> <li>• Create an acrostic poem related to aspects of themselves or to areas of interest</li> <li>• Demonstrate appreciation for the creative efforts of others</li> <li>• Recognize and describe how writers and poets select words (Groups 2 and 3)</li> <li>• Identify, understand and appreciate the use of sensory skills in listening, speaking, writing and the reading experience</li> <li>• Identify and demonstrate understanding and appreciation for the use of alliteration in literary texts</li> </ul>

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**TERM 3: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)**

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**STRAND 2B**  
**Reading for Meaning**  
**and Enjoyment****STANDARD 3**

Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.

**ATTAINMENT TARGETS****AT2 Strand 2(i)**

- Choose to read a variety of texts and make personal connections and to suit varying needs and interest
- Read at acceptable pace without hesitation or repetition to convey meaning
- Identify and distinguish the main ideas and supporting ideas in texts
- Read and identify story elements and identify character traits
- Use skimming and scanning to read for meaning and information

**OBJECTIVES****Term 3 Unit 1 (7 weeks)****Theme: Shaping My Destiny****Students should be able to:**

- Identify the difference between fantasy and reality
- Use context clues to aid vocabulary development
- Use pictograms to understand information
- Appreciate the poetry form of limericks
- Read and respond to information in non-fiction texts
- Identify, understand and appreciate the use of the figurative device – Personification

## TERM 1: READING FOR INFORMATION (RESEARCH & STUDY SKILLS)

<b>STRAND 2C</b> <b>Reading for</b> <b>Information</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Establishing Healthy</b> <b>Relationships</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<p><b>STANDARD 4</b></p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> <li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<p><b>Groups 1</b></p> <ul style="list-style-type: none"> <li>• Locate information from a dictionary, thesaurus, search engines and other referenc materials</li> <li>• Locate information using table of contents, titles, chapter headings, glossaries and indices</li> <li>• Classify items to a given category</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Record observations (logs, journals, tables, charts etc.)</li> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Construct a class newsletter and magazine to include editorials, interviews, advertisements, cartoons, jokes and other elements</li> <li>• Prepare and use a variety of data collection instruments (interviews and observations) to collect information</li> </ul>



## TERM 2: READING FOR INFORMATION (STUDY SKILLS)

<b>STRAND 2C</b> <b>Reading for</b> <b>Information</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Connecting with the Past, Present</b> <b>and Future</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: The 21st Century Learner</b>
<p><b>STANDARD 4</b></p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> <li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li> <li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Construct questions to find specific information from texts and other sources</li> <li>• Use appropriate reading strategies to locate information: charting information located</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Summarize and combine information from different sources mindful of purpose and audience</li> <li>• Short list questions to guide research from various sources.</li> <li>• Appraise a text to decide on its value and usefulness for research topic.</li> <li>• Prepare and use a variety of data collection instruments to collect information</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizer to show the relationship between ideas and information collected from various sources.</li> <li>• Work in groups to research information on the topic (internet use).</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Complete an observation checklist</li> <li>• Create a list of documents they will consult to gather data</li> <li>• Create a list of questions that will be used to guide their data collection</li> </ul>

**TERM 3: READING FOR INFORMATION (STUDY SKILLS)**

<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Shaping My Destiny
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"><li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li><li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li></ul>	<b>Group 1</b> <ul style="list-style-type: none"><li>• Understand and use one text structure to extract information</li><li>• Use the telephone directory and print media, including on-line format</li><li>• Use maps to locate information</li></ul> <b>Groups 2 and 3</b> <ul style="list-style-type: none"><li>• Use text structures to locate, summarize and combine specific information</li><li>• Use telephone directories, print media, including online format and other online sources to locate specific information</li><li>• Use maps to locate information</li></ul>

## TERM 1: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Health and Nutrition</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Apply the steps of the writing process, generating ideas and organizing them into simple paragraph forms</li> <li>• Sequence ideas in a logical manner</li> <li>• Edit drafts for specific purpose such as to ensure standard usage, sentence structure and appropriate choice of words.</li> <li>• Write vivid descriptions, employing the use of adverbs and adjectives</li> <li>• Write letters using sentence structure appropriately</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Use the stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)</li> <li>• Plan by identifying the purpose, audience and context for writing tasks write to narrate</li> <li>• Use various writing leads technique in responding to narrative writing prompts: action, snapshot, sound, question, flashback, talking</li> <li>• Write paragraphs with emphasis on different components - topic sentence, supporting details and concluding sentence.</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Compose descriptive texts, giving attention to the uses of sensory details and figurative devices.</li> <li>• Compose simple sentences to construct a paragraph with linking sentences</li> <li>• Apply appropriate sequence to their writing</li> <li>• Use figurative devices – simile and metaphor to add appeal to texts.</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Compose descriptive texts, giving attention to the uses of sensory details and figurative devices</li> <li>• Compose complex sentences to construct several paragraphs on a topic</li> <li>• Apply appropriate sequence to their writing</li> <li>• Use figurative devices – simile and metaphor to add appeal to texts.</li> </ul>

## TERM 2: COMMUNICATION (WRITING)

<b>STRAND 3A</b> <b>Communication</b> <b>(Writing)</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Connecting with the Past, Present and Future</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: The 21st Century Learner</b>
<p><b>STANDARD 5</b></p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Generate and organize ideas for writing for a particular purpose and audience.</li> <li>• Revise drafts using checklists</li> <li>• Formulate simple reports giving special attention to critical details, organization and format</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Draft and revise works using checklists and commenting on the work of peers</li> <li>• Generate and organize ideas for writing to engage the reader from different audiences</li> <li>• Compose friendly letters/emails displaying more sophistication in language style and selecting range of acceptable formats</li> <li>• Use figurative devices – simile and metaphor appropriately to add appeal to texts</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Write a variety of texts for different purposes reflective of personal experiences.</li> <li>• Select and use simple descriptive vocabulary in writing</li> </ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Use figurative device to convey mood and tone.</li> <li>• Use homophones to construct a variety of texts</li> <li>• Compose a descriptive piece of writing which appeals to the senses</li> </ul>

### TERM 3: COMMUNICATION (WRITING)

<b>STRAND 2C</b> Reading for Information	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Shaping My Destiny
<b>STANDARD 4</b> Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"><li>• Research activities on issues and interests by generating and exploring texts using a range of strategies</li><li>• Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</li></ul>	<b>Group 1</b> <ul style="list-style-type: none"><li>• Write a variety of texts for reflective or personal experiences</li><li>• Select and use personification in writing</li><li>• Use paragraphs to organize ideas, using appropriate connectives to link ideas</li><li>• Compose a simple application letter</li></ul> <b>Groups 2 and 3</b> <ul style="list-style-type: none"><li>• Use personification to convey mood and tone.</li><li>• Use paragraphs to organize ideas, using appropriate connectives to link ideas</li><li>• Compose a simple resume and application letter</li><li>• Demonstrate understanding of the purpose of writing and be able to write in different forms producing cohesive texts</li></ul>

## TERM 1: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> <b>Language Structure</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 1 (7 weeks)</b> <b>Theme: Establishing Healthy Relationships</b>	<b>OBJECTIVES</b> <b>Term 1 Unit 2 (7 weeks)</b> <b>Theme: Refining My Character</b>
<p><b>STANDARD 6</b></p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English capitalization, and punctuation when writing.</li> <li>• Correctly construct declarative, interrogative and exclamatory sentences in written language</li> <li>• Identify and correctly use plural and possessive forms of nouns</li> <li>• Use verbs correctly in written compositions</li> <li>• Use simple adjectives and adverbs appropriately</li> <li>• Use link words to join sentences</li> <li>• Demonstrate command of the conventions of Standard English capitalization, and punctuation when writing.</li> <li>• Correctly construct declarative, interrogative and exclamatory sentences in written language</li> <li>• Identify and correctly use plural and possessive forms of nouns</li> <li>• Use verbs correctly in written compositions</li> <li>• Use simple adjectives and adverbs appropriately</li> <li>• Use link words to join sentences</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Correctly construct and use a variety of simple and compound sentences in written Language</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Develop sentences which are grammatically correct</li> <li>• Identify and correctly use plural and possessive forms of nouns</li> <li>• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Construct sentences with ending punctuation – declarative, interrogative, exclamatory and imperative.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Correctly spell sight words appropriate to functional reading level and key unit vocabulary</li> <li>• Use phonics and word structure to spell phonetically regular words</li> </ul>

## TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> <b>Language Structure</b>	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 1 (7 weeks)</b> <b>Theme: Connecting with the Past, Present and Future</b>	<b>OBJECTIVES</b> <b>Term 2 Unit 2 (7 weeks)</b> <b>Theme: The 21st Century Learner</b>
<p><b>STANDARD 6</b></p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> <li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use a range of punctuation correctly</li> </ul>	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>• Correctly spell basic sight words</li> <li>• Use phonics and word structure to spell phonetically regular words</li> <li>• Spell grade appropriate words correctly, consulting references as needed.</li> <li>• Use commas appropriately in writing</li> <li>• Analyse language errors and make corrections</li> <li>• Identify and use adverbs</li> </ul> <p><b>Group 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Use correct spelling to complete written tasks</li> <li>• Identify and use dependent, independent clause and subordinate conjunctions</li> <li>• Construct a complex sentence</li> <li>• Analyse language errors and make corrections</li> <li>• Use punctuation marks – comma, colon, and semi-colon</li> <li>• Identify and use comparative adjectives</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify and use future tense</li> </ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Recognize and correct sentence fragments</li> </ul> <p><b>Groups 2 and 3</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify and use prepositions</li> </ul>

## TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

<b>STRAND 3B</b> Language Structure	<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b> Term 3 Unit 1 (9 weeks) Theme: Shaping My Destiny
<b>STANDARD 6</b> Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"><li>• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC</li><li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li><li>• Use a range of punctuation correctly</li></ul>	<p><b>Group 1</b> <b>Sentence Structure</b></p> <ul style="list-style-type: none"><li>• Apply tense sequencing appropriately</li><li>• Use negative markers appropriately based on SJE conventions</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Understand and use contractions</li></ul> <p><b>Group 1</b> <b>Spelling</b></p> <ul style="list-style-type: none"><li>• Use of correct spelling to complete written tasks</li></ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"><li>• Apply tense sequencing appropriately</li><li>• Use negative markers appropriately based on SJE conventions</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Use modal auxiliaries – will, would, can, could, shall, should</li></ul>





NSC

# ENGLISH LANGUAGE & LITERATURE

GRADE 7 SECONDARY PATHWAY III

The curriculum pathway programme is designed to address the special learning needs of students deemed to be not immediately able to access the knowledge and skills in the format outlined in the regular curriculum pathway programme. The needs of students in Secondary Pathway III (SPIII) will vary, however, based on a number of academic and non-academic factors. Consequently, the need for differentiation is of utmost importance. The evidence based on psychoeducational assessments conducted with similar students over a three -year period indicate that the majority of the SPIII students entering Grade 7 will require instruction at the Pre-Primer to the Grade 2 level. At the upper end, the minority will require instruction at the late Grade 3/early Grade 4 level..

The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter at Grade 7, participate in the programme and progress to the next grade where the programme will continue up to Grade 9. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must be assessed at the beginning of the intervention programme to determine the level at which they are functioning so that their needs may be met.

	GRADE 7 – YEAR 1			GRADE 8 – YEAR 2			GRADE 9 – YEAR 3		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Instructional Reading Level at Beginning of Grade	Pre-Primer/ Primer	Grade 1/ Grade 2	Grade 3/ Grade 4	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6
Instructional Reading Level at Beginning of Grade	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6	Grade 3/ Grade 4	Grade 4/ Grade 5	Grade 6/ Grade 7

Based on their functional reading levels, students have been placed in groups for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 3 and 4) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) and the Strands, Standards and Attainment Targets as outlined in the NSC. The objectives are designed to meet the needs of the SPIII learner whose reading levels have been taken into consideration. The suggested activities are to be used as a guide to achieving these objectives. Based on the levels of functioning of students in each SPIII class, the teacher must be flexible in modifying or adapting activities to ensure success. Pacing is also very important, as some students may not be able to achieve ALL that is outlined in the curriculum.

The reasons students are functioning significantly below age and grade expectancy level vary widely. There are 13<sup>1</sup> widely recognized special education disability categories that may be impacting students' performance. In addition, some students may have a poor record of attendance or nutritional issues that have impacted on their learning. The curriculum is therefore, "child centered" and must be delivered based on each child's needs. Once all students are assessed and levels ascertained, groups of learners with similar needs should be identified. If only 2 groups are identified then use that structure for lesson delivery. It is not advisable however, to go beyond 3 groups in each class for differentiation to be effective. Identify common needs across groups of students and design instruction based on common objectives.

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<sup>1</sup>autism; • deaf-blindness; • deafness; • emotional disturbance; • hearing impairment; • intellectual disability; • multiple disabilities; • orthopaedic impairment; • other health impairment; • specific learning disability; • speech or language impairment; • traumatic brain injury; or • visual impairment (including blindness).

[http://www.sagepub.com/sites/default/files/upm-binaries/27323\\_Chapter\\_1\\_Federal\\_Special\\_Education\\_Disability\\_Categories.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/27323_Chapter_1_Federal_Special_Education_Disability_Categories.pdf)



**TERM 1****UNIT 1****Theme: Our Personal Identity (7 Weeks)**

- I am special and unique
- I have abilities and interests
- I belong to a family and a community
- I have a voice

**UNIT 2****Theme: Our Social Identity (7 Weeks)**

- I am Jamaican
- Identifying with my home community
- Identifying with my school Community

**TERM 2****UNIT 1****Theme: Adopting Positive Behaviours (7 Weeks)**

- Identifying Positive Behaviours
- Developing Positive Behaviours

**UNIT 2****Theme: Citizenship and Nation Building (7 Weeks)**

- The ideal Jamaican Citizen
- Peace and stability
- Nationalism and National Pride
- Our National Heroes
- Justice

**TERM 3****UNIT 1****Theme: Recreation and Health (9 Weeks)**

- Types of recreational activities
- Keeping healthy
- Benefits to self, community and country



NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 7: TERM 1

### About the Unit

As learners prepare to face the challenges associated with the teenage years, it is vital that they are guided in how to communicate freely about the issues associated with their personal identity. This unit seeks to provide this kind of scaffolding in establishing a community of language learners who are able to effectively communicate their issues and understandings in speaking and writing, using both the SJE and JC language structures appropriately.

This seven (7) week unit will seek to develop language and literacy skills in the context of the theme “Our Personal Identity.” Students will engage in activities that require them to listen with a purpose, to extract meaning while using non-verbal indicators of active listening and asking probing questions to seek clarity. Listening in authentic settings will provide the opportunity for students to respond naturally and use speech accordingly.

In this unit, students will be immersed into using and manipulating SJE in its oral and written forms. Specific focus will be given to sentence types, sentence structure (simple sentences) and the use of punctuation marks such as the full stop, question mark, exclamation mark and comma. At the same time, students will use this knowledge along with the writing process to produce written narratives that are related to their current level of literacy. Focus will be on the quality of the writing both in content and structure. This will be done while seeking to sharpen their writing and presentation skills.

In promoting the reading writing connection, the students will be guided in independently reading their own work and that of others with the support of various word attack skills that will assist them in decoding words. To demonstrate reading and understanding as simultaneous processes, students will be exposed to vocabulary building and word study activities to facilitate the construction of meaning while making connections to their prior knowledge.

### Guidance for the Teacher

- The Language Arts strands should not be taught discretely; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.
- Students must be encouraged to make reference to all resource materials created (e.g., materials mounted or those placed in the resource centre)
- In looking at the portion of the unit on Reading for Information, students should not be exposed to the intricacies of the APA or MLA styles. Instead, basic referencing guidelines should be followed.
- Although all the stages of the Writing Process are not explicitly taught in unit one, term one, students must be engaged in using the Writing Process as a whole.
- Students should continue adding to their journals and portfolios as they progress to the other units and terms.
- Where there are gaps in learning, teachers should provide the necessary assistance to students.





*I'm special and unique*



*I have abilities and interests*



*My Personal Identity*



*I have a voice*



*I belong to a family  
and a community*

## Key Vocabulary

personal  
 identity  
 family  
 community  
 belong  
 special  
 unique  
 abilities  
 interests  
 voice  
 express  
 opinion  
 male  
 female  
 friends  
 gender  
 address  
 school  
 roles  
 rights  
 parent  
 guardian  
 self-esteem



**Focus Question: How is my personal identity defined?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

#### Attainment Target(s) – Unit 1

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

#### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

#### Objective(s) – Groups 1, 2, 3

##### Students should be able to:

- Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole
- Activate/use prior knowledge of subject to make meaning of what is being said
- Identify the main ideas communicated in a speech, presentation or broadcast
- Listen to and evaluate a speaker's message whether explicitly stated or implied
- Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding
- Request clarification, where appropriate, while listening to a speaker
- Distinguish between the use of specific SJE/JC structures
- Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate
- Use ICT tools to research and communicate information
- Work cooperatively in groups to execute various tasks related to listening and speaking

**Students will:**

Activate prior knowledge and indicate purpose for listening:

Use a KWHL chart as indicted below and start by completing Columns 'K' and 'H'

K	K	K	K
What I Know	What I Want to Know	How I Will Find the Information	What I Learned
		Oral Presentation	

- Activate and use prior knowledge
- Listen for main ideas
- Ask clarifying/probing questions
- Use targeted SJE structures

- KWHL chart or brainstorming web appropriately indicates steps in outlining prior knowledge, establishing purpose for listening and specifying information learnt/extracted
- Questions focused/related to topic in seeking clarification/extension of ideas
- Responses demonstrate appropriate use of SJE/JC to suit context

Listen to a presentation on personal identity (recorded or live) and engage in a discussion based on the theme. Ask clarifying/probing questions where possible and relevant. Using appropriate SJE sentence structures/grammatical forms previously studied, address concepts/issues for e.g. Who am I? What kind of person am I? How is my personal identity developed? What role do my family, home and school communities play in shaping my personal identity? How can I make my voice be heard?

Based on ideas shared in discussion, dramatize responses to these concepts/issues using SJE or JC. Briefly indicate the effectiveness of the chosen language form in communicating the responses to the theme concepts/issues.

Complete Column 'K'

Listen to poems and songs that focus on personal identity such as "Phenomenal Woman", or have specially invited guests talk about what makes them special and unique. Identify the main ideas being communicated.

- Listen for main ideas
- Recall main ideas
- Assess use of SJE structures

- Main ideas accurately extracted

Discuss personal identity as it relates to the physical person. In their groups, view pictures of Jamaican forms of identification and talk about the features. Select a leader who assumes the role of an immigration officer or national tax collecting agent to make a presentation on the importance of credible identification. Assess the speaker's use of appropriate SJE structures to communicate ideas.

Prepare an inkpad and view their fingerprint. Discuss how smart phones use a fingerprint scanner to personalise and secure the cell phone for the owner. Record a two- minute audio on the significance of finger prints to personal identity. Share personal recordings with whole class and assess for inclusion of relevant information recalled from discussion.

Listen to and view taped interview programmes from one or more sources including the Internet. After viewing and listening, engage in discussion about the personality features of the interviewee(s). Identify any unspoken ideas communicated by the interviewee(s) of themselves. Indicate what nonverbal cues (e.g. gulping, shaking the head, pausing) in the interviewee's communication gave these impressions. Use learnt SJE structures appropriately to communicate ideas.

Listen to short presentations of classmates (pre-recorded and uploaded to a class social media page) on 'What I like about my personality' or 'What I would change about my Personality'. Listen and analyse the language used – Is the language SJE, JC or both? If JC is used, how is it used – for effect as in proverbs or to represent the speech of others or for the entire presentation? Are learnt SJE structures used appropriately? Are ideas clearly communicated? How could the speaker improve the presentation?

#### Points to Note

Their fingerprint type may be compared to a fingerprint chart and discussed with the class, thus highlighting another aspect of their uniqueness.

- Recall information
- Extract ideas
- Identify nonverbal indicators
- Use targeted SJE structures
- Comment on language use
- Determine clarity of presentation

- Main ideas accurately recalled
- Use of SJE structures appropriately assessed
- Information accurately recalled from discussion and appropriately presented in recording
- Ideas from interviews appropriately extracted to describe personalities
- Nonverbal cues satisfactorily identified and effectively used to determine ideas not verbally communicated
- Language use effectively analysed to determine type, purpose and clarity.
- Suggestions to improve clarity of presentations are relevant and meaningful

Select pictures of famous persons (Jamaican, Caribbean or international), family members or friends that they admire. In their groups, discuss the attributes and qualities of these persons.

Select one group member to present an oral report on one of the personalities discussed. Assess the quality of each presentation using an Evaluation Checklist that includes items on content relevance, use of nonverbal presentation cues and SJE grammatical accuracy.

In groups, formulate questions to interview peers in a simulated interview session resembling 'Profile' about their own special traits and uniqueness. Practise the skill of paraphrasing and asking clarifying/probing questions where these become relevant.

### Points to Note

#### Small Group Activities

Focus and guiding questions should be discussed with the students prior to placing them in groups. Discussions should include the identification of main ideas presented by each speaker, and students should be encouraged to ask questions of the speakers for clarification. They should be engaged in discussion about the distinction between the use of specific SJE/JC structures.

- Work cooperatively in group
- Listen to assess presentations

- Formulate questions
- Work cooperatively in groups
- Practise active listening skills

- Group discussion effectively facilitated
- Checklist effectively used to assess content relevance, use of non-verbal presentation cues and SJE grammatical accuracy

- Questions are relevant and appropriately formulated
- Active listening skills effectively demonstrated



Elector Registration Identification Card



Driver's License



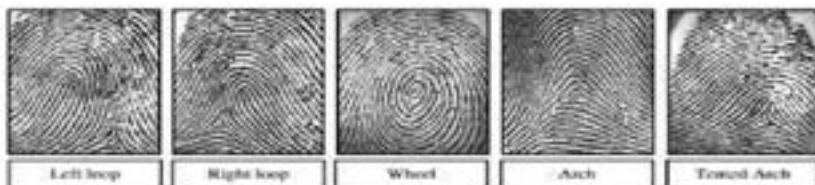
Birth Certificate



Passport



Smart phone



Types of fingerprints

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

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**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

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#### Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

#### Objective(s) – Sight Words (Groups 1, 2, 3)

##### Students should be able to:

- Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);
- Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language;
- Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning.

#### Objective(s) – Group 1

##### Phonological Awareness and Phonics

##### Students will:

- Distinguish initial and final sounds in spoken single and multi-syllable words
- Distinguish long and short vowel sounds in spoken single syllable words
- Match consonant sounds to appropriate letters
- Match short and long vowel sounds to appropriate Letters
- Identify simple one-syllable words – vc, cv, cvc, cvcv
- Segment simple one syllable words into their constituent parts and blend them to read words
- Blend onsets (/j/) and rimes (/a/ /m/) to form words (jam)

**Attainment Target(s)****Objective(s) – Groups 2 and 3****Students should be able to:**

- Know and apply phonics and word analysis skills in decoding words.
  - silent letters (e.g. h, k, w, b, gh)
  - consonant digraphs in initial position, e.g., th, sh, ch, wh, ph
  - vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay
  - initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw
  - final consonant blends e.g., nd, nk, nt, mp
  - initial consonant clusters e.g., thr, str, scr
  - double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck
  - word endings e.g., ple, ble, dle, tle, ng, tch
  - r-controlled vowels e.g., ar, ir, ur, or
  - diphthongs e.g., ou, ow, oi, oy
  - inflectional suffix e.g., s, es, ing, ed
  - demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel)

**Suggested Teaching and Learning Activities****Key Skills****Assessment Criteria****Students will:**

Read high frequency words from approved list such as Dolch or Fry's and make sentences. Read sentences aloud.

**Points to Note**

For *Differentiation*, use a sight word assessment checklist such as the Dolch or Fry's Sight Word Assessment Forms to determine the high frequency words known by each student. Include the most common nouns list.

Each student should be provided with a copy of the list that shows mastery at their level and the words to be mastered the next level up. Print flash cards or have students make their own and mount them on cartridge paper and use them to play games such as concentration, bingo, hunt-a-word and word puzzles.

Have students use the sight words and key unit vocabulary to make sentences. This should include sentences using the "Personal Identity" theme.

- Read sight words and key vocabulary words

- Use sight words and key vocabulary words in written sentences

- Sight words and Unit vocabulary accurately read in isolation and in the context of sentences.

- Automaticity achieved as words read within 5 seconds of exposure
- Sentences produced demonstrate appropriate usage to indicate meaning

**e.g. Level 1**

(Pre-Primer and Primer words) a, I, am, big, little, from, is, me and not. Add unit words such as “personal, identity, special, unique” (from key word list)

I am a boy. I am not a little boy. I am a big boy. My name is \_\_\_\_\_. I am special.

I am a special boy. I am unique.

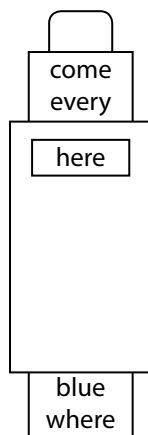
**e.g. Level 2**

(words from Pre-Primer to Grade 2 list) “am, can, play, sing, know, black, like, would, brown, have and good”

My name is \_\_\_\_\_. I am a special girl. I have brown eyes and my hair is black. I have special abilities. I can sing very well and I know that I am a good netball player. I would like to play netball for my school.

**Students will:**

Design a tachistoscope and practise with each other by timing the exposure to each word to a maximum of 5 seconds.



Create and play word games such as puzzles and treasure hunt to practise sight words and key vocabulary words introduced. Words encountered in reading about personal identity should be included. Word games may be created online.

- Identify main message of posters

- Create and use word games to aid automaticity

- Words read within 5 seconds of exposure
- Word games using vocabulary were accurately completed

Use available mnemonics (on-line /off-line sources and text books) and create new ones to aid memory of meanings and spelling of new words encountered. Share mnemonics with classmates and give feedback on those found to be most useful.

Use a vocabulary log to enter their personal list of sight words and vocabulary from the key word list. Use on-line and off-line sources and a dictionary/thesaurus to find word meaning, antonyms, synonyms, root words, tenses, prefixes, suffixes and other word features such as parts of speech. Discuss these features prior to having them entering them in their logbook. They will use the word in a sentence, identify how many syllables, find rhyming words and draw a picture of the word. All new vocabulary will be documented in the log.

Word			
Define the word			
Use the word in a sentence			
Classify the word by part of speech			
<input type="checkbox"/> noun <input type="checkbox"/> pronoun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> adverb <input type="checkbox"/> preposition <input type="checkbox"/> conjunction <input type="checkbox"/> article			
Draw a picture of the word	How many syllables?		
	Find synonyms		
	Find antonyms		
	Find examples		
	Root word	Prefix	Suffix
Tense: present   past   future   present continuous   past progressive			

- Create and use mnemonics

- Mnemonics support vocabulary development and spelling

- Use vocabulary log to document word features

Words accurately entered in log to include:

- correct spelling
- part of speech
- definition
- correct use of word in sentence
- affixes
- antonym
- synonym
- tense
- picture (where possible)



**Group 1****Onsets and Rimes with Content-Level Vocabulary****Students will:**

Identify words from the Pre-Primer, Primer and Grade 1 sight word lists to which students have been exposed. Use these words and others that they have been exposed to in previous lessons throughout the Unit to introduce and reinforce the concept of onset and rime.

**Points to Note**

Provide a sample list. The objective is for the students to say the words and to identify the sound they hear at the beginning and the end, and to match the sound with the letter it represents. e.g. b/ig/ /c/an/, /n/ot/ /r/ed/, /r/un/ /b/ut/ /d/id/ /g/et/, /r/an/, /th/at/ /th/is/ /w/ell/ /w/ill/

Allow students to say the sound they hear at the beginning and the end of the word, and to identify words that rhyme with the family.

All actual words should be accepted by the teacher and/or peers, and non-words rejected. For example - big, wig, fig, dig, gig, are "good" words. Hig, kig and lig are nonsense words to be rejected. Words identified as actual words become vocabulary words to be defined. Students should produce the rhyming words orally in whole class activity and in group work.

- Blend and segment onset and rimes

- Onset and rimes segmented and blended to decode words

- Create and use word games to aid automaticity

- Words read within 5 seconds of exposure
- Word games using vocabulary were accurately completed

Collect pictures of objects in which they have an interest. This will be their collection of pictures that they will name with similar beginning and ending sounds.

For example, Jamaican musicians whose first names begin with the /m/ sound – Macka Diamond, Mad Cobra, Major Mackerel, Marcia Griffiths, Mavado, Merciless, Mr. Lexx, Mr. Vegas, Ms. Thing.

Phonics games found online are useful for both word recognition and spelling. One such website is listed below.

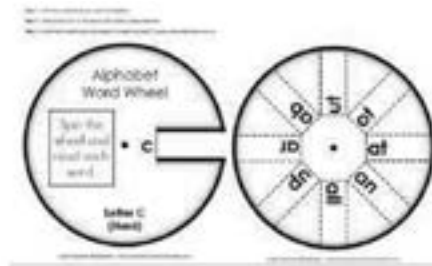
<http://www.vocabulary.co.il/phonics/>

- Phoneme manipulation

- List of actual words generated by the students used to make a word list.
- Pictorial charts depicting matching initial and final sounds

**Points to Note****Group 1**

Students will do initial sound substitution to identify words using the word wheel and phonics modular flip charts. This provides hands-on experience for the students who can “create” words to add to their vocabulary log.



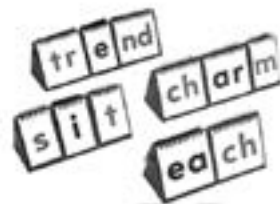
- Apply phonics to decode words
- Use manipulatives to blend and segregate sounds to identify words

- Phonics used to blend phonemes to read words
- Manipulatives aid the development of word recognitions skills

**Groups 2 & 3****Students will:**

Identify words from the Pre-Primer to Grade 3 sight word lists on which students have been working. Include high frequency nouns (95 most common nouns). Use these words and others to which they have been exposed in previous lessons throughout the Unit to analyse words (beginning and ending consonant sounds and medial vowel sounds), identify rhyming words and substituting consonant sounds to create new words.

The use of the word wheel and phonics modular flip charts as seen below, can reinforce sound blending and word recognition using consonant digraphs, consonant blends, vowel digraphs and other phonics elements.



- Sound blending and segmentation
- Word identification using phonics

- Accurate application of sound blending and segmenting to identify words
- Words decoded using phonics

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

**Students will:**

Play games such as scrabble, crossword puzzle etc., for application of word decoding skills, spelling and use of sight and other vocabulary words, related to personal identity.

- Use word games to reinforce word recognition

- Game appropriately completed by identifying and spelling words
- Word games facilitate the development of word recognition skills

Complete vocabulary log with phonetically regular words.

- Use vocabulary log to document word features

- Words accurately logged

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### ATTAINMENT TARGETS:

- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

#### Attainment Target(s) – Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on and critically respond to literature and other texts, on paper and on screen.

#### ICT Attainment Targets:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

#### Objective(s) – Groups 1, 2, 3

##### Students should be able to:

- Establish purpose for reading selected texts and monitor comprehension
- Read grade level text and other materials for meaning and enjoyment with fluency (at students' independent and/or instructional reading level)
- Identify main ideas and supporting details in prose, poetry and excerpts from printed media.
- Use various strategies to extract meaning from texts; e.g. previewing, paraphrasing, re-reading
- Establish purpose for reading
- Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays
- Respond orally and in writing to what is read

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Students will:

Discuss the following **Essential Questions** as a whole class activity:

*What is the relationship between main idea and details in a story?*

*How do I identify the main idea and details of the story?*

*How do I use topic, supporting details, and main idea to understand what I have read?*

Discuss responses to these questions with the whole group.

#### Points to Note

Use graphic organizer as an activating strategy and as a summarizing strategy. The focus of the activator is to predict what the story is about, read the passage, and to correct any misconceptions.

- Identify main idea and supporting details

- The main ideas and supporting details are accurately stated in the report.

Passages presented must be at the student's independent and/or instructional reading level. That is; Group 1 (Pre-Primer/Primer/Grade 1); Group 2 (Grade 2/3) and Group 3 (Grade 3/4).

Name:

### Main Idea and Details

Main Idea:

Detail:       Detail:       Detail:

Summary:

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- Identify the main idea and supporting details
- Read passage at independent and/or instructional reading level
- Use a graphic organizer

- Oral and written responses to questions on identifying the main idea are accurately stated
- Materials read at independent or instructional reading level with fluency and for enjoyment
- Graphic organizer used effectively to outline the main idea with supporting details

In mixed ability groups, listen to, and read poems and stories related to the theme (Our Personal Identity); for example, the story of Jason Whyte the Jamaican boy who survived at sea (Jason Whyte, Jamaican) and Anancy stories that speak to personal identity and identify main ideas and supporting details in different paragraphs or stanzas. Access stories online.

- Identify main ideas and supporting details in prose, poetry and excerpts from printed media.

- Main ideas accurately identified in poems and stories



**Before Reading Activities****Students will:**

Choose the appropriate text for a specific purpose.

Discuss what is known about the text topic based on the title, author, pictures, illustrations and prior knowledge.

Use features such as title, cover, chapter headings and illustrations to make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction).

Whole class discussion:

Select books at their reading level and engage them in the following pre-reading exercise in their reading groups.

Let students examine the cover of the book, then engage them in a discussion on:

- What information is being depicted by the cover?
- How are the title and the image on the cover page connected?
- Who is the author?
- What is the content of book likely to be about based on the title, cover and author?

- Select texts for independent reading
- Predict outcomes
- Participate in class and group discussions
- Identify parts of a book

- Grade level texts appropriately selected and accurately read
- Story features accurately identified and used to make predictions about what will be learned
- Students' participation in whole class and group activities observed
- Parts of a book accurately labelled

**During Reading Activities**

Listen to a short story or poem to read the story at his/her independent reading level. Ask and answer general questions about what was read such as What is the story/poem about? Where and when is the story happening? Who are the characters? In mixed ability groups, listen to portions read by peers and answer more specific questions using a range of fix-up strategies, for e.g. re-reading portions of text, linking ideas, visualizing and making connections.

- Who is the main character and what evidence supports that?
- How would you describe the scene at this point?
- What do you think will happen to this character?
- Why is this character behaving in this manner?
- How can you relate to him/her?

- Ask and answer questions
- Read fluently at independent reading level
- Use fix-up strategies to aid understanding

- Story/Poem satisfactorily read aloud
- General questions are relevant and answers are plausible
- Fix-up strategies effectively used to satisfactorily respond to questions

**After reading activity**

In their groups, use a character analysis graphic organizer as seen below to document traits and provide evidence.

**Character Analysis**

Title of work \_\_\_\_\_

Name of author \_\_\_\_\_

Character

Trait 1

Revealed Truth

Trait 2

Revealed Truth

Trait 3

Revealed Truth

Evidence

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## STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### ICT Attainment Targets:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

### Objective(s) Groups 1, 2, 3

#### Students should be able to:

- Identify text features in expository and narrative text types
- Locate information using text features such as, table of contents, titles, chapter headings, glossaries and indices
- Record observations (logs, journals, tables, charts etc.)
- Use online sources to access and present information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Familiarize themselves with text features/structures used in narrative and informational texts via online sources such as YouTube or other open source websites as in the link below:

<https://www.youtube.com/watch?v=zVU8xoXRHys>

Create a graphic organizer to illustrate text features and their functions.

- Identify external text features and their functions

- Graphic organizers appropriately represent external text features and their functions

After viewing information on text features/structures, work in mixed ability groups of up to 4 members to identify these features in magazines, newspapers, textbook, comics, story books available in different work centres in the classroom. Rotate to utilise different resources in the centres. Document the features by text type.

- Identify text features
- Link text features to source types

- Text features accurately identified in different print sources.
- Specific text features accurately linked to specific source types

### Example

Text type	Features identified	Sample
Text Book	Chapter Headings	The Arrival of the British in Jamaica



**Group 1**

Use text features to create a poster giving information about their class that includes a heading, labelled pictures and any other information they agree should be included. Use unit theme and key vocabulary words as a guide. Share final product with other class members and post in the classroom.

- Use text features

- Text features appropriately and effectively incorporated in the text of poster and class magazine

**Groups 2, 3**

Using text features, create a two-page class magazine. Determine the topics and features for inclusion. Incorporate the theme for Unit 2, along with the key vocabulary words. Include as many text features as possible. Reproduce magazine and share with members of the class.

- Use ICT tools

- Relevant ICT tools used effectively to construct poster and class magazine



## STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s)- Groups 1, 2, 3

#### Students should be able to:

- Use different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform
- Select and use effectively, different punctuation marks for different writing functions – comma, full stop, exclamation mark and question mark
- Use connectives to link sentences in a paragraph
- Use subject-verb agreement appropriately
- Discriminate between JC and SJE structures
- Use capital letters correctly
- Spell grade level words appropriately
- Use common and proper nouns

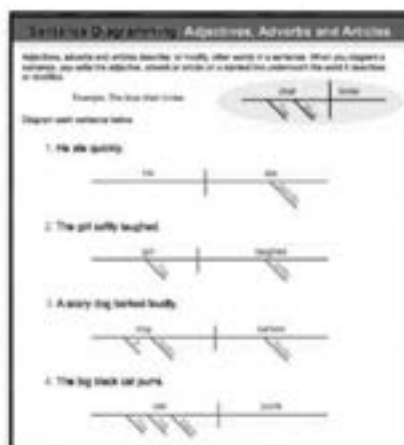
## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will

Use sentence building activities similar to the one displayed below (who, what, where, when, how), and sentence diagramming using adjectives, adverbs and articles. This may be done as a group activity (mixed ability or homogeneous grouping).



- Use sentence-building strategies
- Construct sentences

- Sentence -building strategies used effectively to improve sentence depth
- Sentences generated with the aid of organizer and diagramming instrument reflect accurate use of SJE structures
- Sentences entered in vocabulary log reflect acceptable use of end punctuation marks

Use sentence construction chart based on reading level (Pre-Primer/Primer/Grade 1 levels or the Grade 2/3 levels).

Write the sentences constructed using the chart to critique the sentences made to determine if they reflect accurate use of SJE structures. Identify cases of double negatives, nonmarking for tense and pluralisation, etc. In critiquing, identify these as being JC structures as opposed to SJE structures. Additionally, critique sentences for clarity of expression.

For activities involving sentence diagramming, visit the following link:

<http://www.bcswan.net/education/components/scrapbook/default.php?sectiondetailid=22773>

Participate in whole group segment of lesson by supplying connectives from list of options to link different sentences in order to create cohesive paragraphs. Compare paragraphs before and after connectives have been inserted.

In small ability groups, read given paragraphs and improve their coherence by inserting appropriate connectives from list of options. Write paragraphs on flip chart paper, underline connectives and display work for viewing and critiquing by peers and teacher.

Make personal review cards with basic subject/verb agreement rules and related sentence examples. With a peer, review agreement rules by exchanging and responding to items requiring the section of the correct verb based on a given subject in a sentence.

View video to review the use of capital letters. Take personal notes during viewing and then discuss with class the points/rules to be remembered; for example, capitalizing names and titles and the letter of the first word that commences a sentence (i.e. after a full stop). Appropriately differentiate between common and proper noun referents in order to correctly apply capitalization rule (generic reference names versus special names – e.g. cat vs. Tibby, car versus Honda).

- Construct sentences
- Distinguish JC from SJE structures
- Assess clarity of sentences

- Select and use connectives
- Assess use of connectives
- Work cooperatively in groups
- Select and use connectives
- Critique use of connectives

- Develop subject/verb agreement review cards
- Review basic subject/verb agreement rules
- Review capitalization rules
- Extract relevant points
- Discuss capitalization rules
- Distinguish between common and proper nouns

- Sentences reflect accurate use of SJE structures
- Sentence critique accurately distinguishes between SJE and JC structures

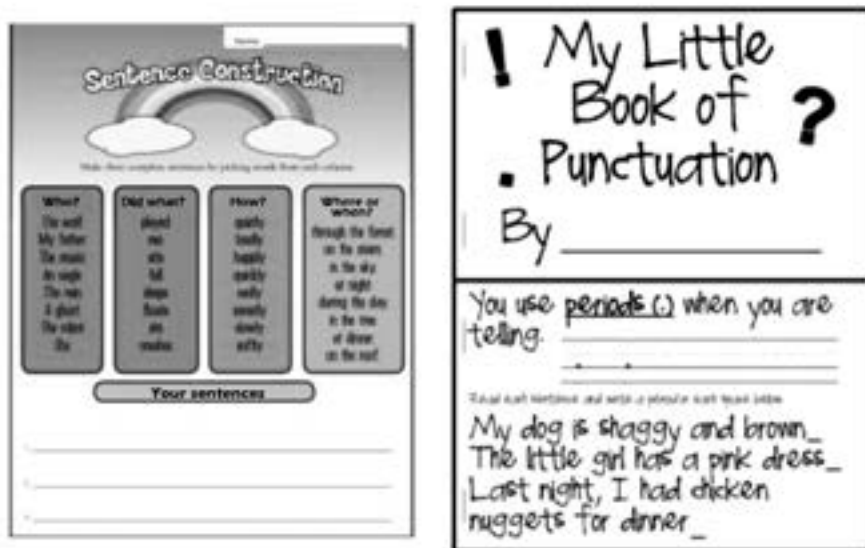
- Connectives selected to link sentences are appropriate
- Impact of use of connectives satisfactorily determined
- Paragraphs are coherent based on the effective use of connectives
- Impact of the use of connectives appropriately assessed.
- Connectives selected and used effectively to improve coherence of paragraphs
- Feedback supplied regarding selection and use of connectives is appropriate and meaningful
- Review cards accurately outline basic subject/verb agreement rules.
- Sentence examples included appropriately match the rules.
- Responses to items requiring the application of subject/agreement rules are accurate

Working with work cards or online exercises, accurately capitalize beginning letters in words (including proper nouns) in sentences and paragraphs. Share with a peer, why specific beginning letters have been capitalized.

Create an electronic sentence log folder or keep a sentence portfolio. Enter into the log, sentences they have created using the sentence construction and building activities. Log in a special section or file, the use of the full stop, question mark and the exclamation mark. Pay special attention to the use of capital letters to begin the sentences created and for proper nouns.

- Capitalize letters
- Justify capitalization of specific letters
- Construct and log sentences
- Use punctuation marks
- Use capital letters

- Capitalization rules adequately reviewed, (including their application to proper nouns as opposed to common nouns) and notes regarding these appropriately and accurately extracted.
- Punctuation marks used correctly in sentences
- Capitalization accurately applied



In groups, read unpunctuated paragraphs (matching reading levels) and discuss how meaning is affected by the omission of these marks. Decide on where to place commas, full stops, exclamation marks and question marks, providing justification for the use of specific punctuation marks. Groups share work, reading aloud punctuated paragraphs and providing justification for punctuation choices.

- Assess the impact of punctuation marks
- Justify the use of punctuation marks
- Punctuation marks effectively used to improve clarity of paragraph
- Justification provided for use of selected punctuation marks

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**STRAND 3A: WRITING (Communication)**

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**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

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**ATTAINMENT TARGETS:**

- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
  - Write well-constructed paragraphs which have linking sentences within and between them
- 

**Attainment Target(s)**

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure, including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

**Objective(s)- Groups 1, 2, 3**

**Students should be able to:**

- Identify the topic, purpose, and audience for variety of writing forms.
- Know and apply stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Write a descriptive essay using SJE appropriately
- Create simple narratives, using SJE and JC in context-specific aspects of writing
- Use content area vocabulary in their writing
- Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)

**Students will**

Discuss types of writing as these relate to purpose and audience. Additionally, explain the importance of a topic to a particular piece of writing in terms of the factors of age, interests, background and ability.

Type of Writing	Purpose
Descriptive	To describe/illustrate
Narrative	<ul style="list-style-type: none"> <li>To tell a story</li> <li>To give details of an event/experience</li> </ul>
Informational/Expository	To give information To explain
Persuasive/Argumentative	To convince/persuade To get support for a position

Using a graphic organizer, develop an autobiography using the “I Am Special and Unique” subtheme.

**Points to Note**

Guide students through the writing process using a graphic organizer. For a variety of graphic organizers, see website below.

<http://www.creativewriting-prompts.com/graphic-organizers-for-writing.html>

- Link writing type to purpose/audience and topic
- Use a graphic organiser

- Writing types appropriately linked to purpose, audience and topic.

- Use stages of the writing process
- Use of appropriate adjectives in descriptive writing

- Graphic organiser completed and aids in written composition
- Stages of the writing process effectively applied in completing autobiography



In **Group 1**, with peer/teacher assistance, use targeted vocabulary to describe themselves. Log selected words as part of their vocabulary inventory for reading, writing and spelling activities.

In **Groups 2 and 3**, with peer/teacher guidance, use the information from the organizer to create a minimum of 3 paragraphs and apply the revise, edit and publish stages of the writing process. Formulate a topic for the writing.

Display graphic organizers and paragraphs prominent in the classroom.

- Use of a “talk-about” table

- Apply stages of the writing process

- Create a descriptive piece

- Adjectives generated used to form sentences and build paragraphs

- Writing process effectively applied to develop and share descriptive pieces

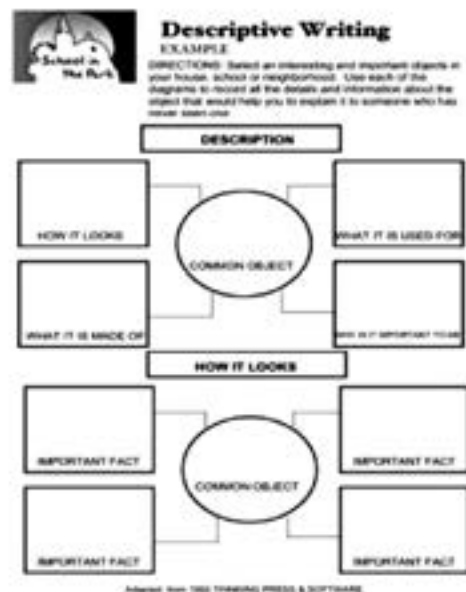
- Descriptive piece reflects effective use of adjectives

**Activity**

Have students generate a list of topics to write a descriptive piece using a picture or graphic organizer.

They will go through the writing process using the organiser and then write the descriptive piece.

Discuss the language used in descriptive pieces



Complete the Talk–About Table below after discussing it as a whole group.

### Talk – About Table

Topic	Looks Like	Smells Like	Tastes Like	Feels Like	Sounds Like
Rainy Day	Cloudy, dark Lightning	Fresh, musty	Water fresh	Damp, wet	Thunder music
Jerk Festival	Colourful, Lot of people dancing	Jerk seasoning, pepper	Spicy Sweet juicy	Sticky Soft	Music Loud talking

Brainstorm adjectives that can be used to describe the topic. These adjectives will be recorded on the chalkboard and categorized in the Talk –About Table. Depending on the topic selected, a column or two may not be applicable.

Using the adjectives generated, form sentences (supporting details) and build a paragraph. Revise, edit and present composition.

- Share narrative samples
- Discuss elements of stories/narratives
- Distinguish SJE from JC use in narratives
- Discuss and develop checklist/rubric
- Narrative samples shared are relevant and include essential elements
- Narrative elements in sample pieces correctly identified and meaningfully discussed
- SJE/JC use in narratives clearly distinguished
- Checklist items meaningfully discussed and agreed on



Find and share samples of simple narratives related to the theme of personal identity which they find interesting including those with JC dialogue with peers. Discuss elements of narratives that make them engaging, including the use of JC in dialogues to create authentic characters. Identify other basic elements of story using Who? (characters) Where? (place) When? (time) How? (mood, atmosphere, attitudes, behaviours, incidents, development). Discuss and agree on checklist/rubric for critiquing simple narratives.

Use graphic organizer to plan own stories/narratives about any subtheme or idea linked to personal identity. Begin with topic and map story elements to plan stories.

With attention to story elements, draft stories/narratives, developing each paragraph with a topic sentence and supporting details. Use agreed checklist/rubric (story elements, content, use of language, spelling) to give and receive peer and teacher feedback on draft. Redraft pieces to improve stories.

- Map elements of narratives

- Plan narratives

- Draft narratives
- Refine narratives

- Elements of narratives satisfactorily mapped on graphic organizer
- Stories/Narratives effectively include elements

- Paragraphs of stories/narratives adequately developed to reflect topic sentences and supporting details

Items	Range				
	Excellent	Very Good	Good	Satisfactory	Fair
Story has an interesting beginning					
Characters are real – language, actions, thoughts					
The place and time of the story is clearly illustrated through vivid descriptions					
The story moves from one incident to the other – paragraphing/sequencing, details					
Story has an interesting ending – expected or unexpected					
Language is effectively used – SJE/JC					
There are few or no grammatical errors (tense, subject/verb agreement) in SJE					
There are few or no spelling errors					



### About the Unit

The following unit of work offers a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through grade 7 are expected to meet specific standards and retain, or further develop skills and understandings mastered in preceding grades. This unit, entitled “Our Social Identity”, employs the Literature –based approach to provide the context for the exposure of students to the skills and concepts to be reinforced and/or developed. The unit encompasses concepts related to the range of skills which constitute the six Language Arts strands and seeks to provide the scaffolding students need as they develop as users of the English Language.

### Guidance for the Teacher

This unit extends and reinforces skills previously introduced in Term 1 Unit 1 to address the skills in different strands using the literature-based approach. The literature-based approach is research based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of text: pictures, diagrams, cartoons, e-mails, blogs etc. based on a theme. It allows for the teacher to develop material at the *student’s readability and interest levels* and supports making connections and identifying the links among the Language Arts strands.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



*I am Jamaican*

## Key Vocabulary

*social  
Jamaican  
culture  
home  
nationality  
religion  
race  
types  
address  
city  
urban  
rural  
school  
roles  
home  
group  
member  
ethnicity  
teenager  
behaviour  
political*

**Focus Question: How is my social identity defined?**

**STRAND 1: LISTENING AND SPEAKING**

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

**ATTAINMENT TARGETS:**

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

**Attainment Target(s) – Unit 2**

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

**ICT Attainment Targets:**



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

**Objective(s)**

**Students should be able to:**

- Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole
- Activate/use prior knowledge of subject to make meaning of what is being said
- Identify the main ideas communicated in a speech, presentation or broadcast
- Listen to and evaluate a speaker's message whether explicitly stated or implied
- Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding
- Request clarification, where appropriate, while listening to a speaker
- Distinguish between the use of specific SJE/JC structures
- Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate
- Use ICT tools to research and communicate information

**Guiding questions:**

How is my social identity defined?

How is my social identity developed?

What role do my Jamaican culture, home and school communities play in shaping my social identity?

**Small Group Activities**

In mixed ability groups, use a guiding question to conduct research. Gather information to respond to the question and to make a presentation to the class. Use internet searches, interviews with family members and school personnel.

Following training in the use of a presentation rubric, use an oral presentation rubric to assess the presentations made by their peers including relevance of main ideas presented, the use of SJE and JC as regards relevance and purpose of language forms used and the impact of the language used.

View presentation rubrics at the following websites

<http://www.rubrics4teachers.com/presentation.php>

<http://www.readwritethink.org/classroom-resources/printouts/oral-presentationrubric-30700.html>

For example:

Oral Presentation Rubric

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b>				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

<b>VERBAL SKILLS</b>				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic; gives lively presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELUCIDATION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear presentation.

COMMENTS:

- Listen for main ideas
- Use SJE and JC structures
- Evaluate use of language
- Use oral presentation rubric

- Main ideas extracted are relevant
- Presentations demonstrate the appropriate and effective use of SJE and JC to suit context
- Rubric successfully used to assess presentations

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

CONTEXT:

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

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**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

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#### Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

#### Objective(s) – Sight Words (Groups 1, 2, 3)

##### Students should be able to:

- Recognize and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);
- Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language;
- Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning.
- Create and use mnemonics to aid in word recognition

#### Objective(s) – Group 1

##### Phonological Awareness and Phonics

##### Students should be able to:

- Distinguish initial and final sounds in spoken single and multi-syllable words
- Distinguish long and short vowel sounds in spoken single syllable words
- Match consonant sounds to appropriate letters
- Match short and long vowel sounds to appropriate Letters
- Identify simple one-syllable words – vc, cv, cvc, cvcv
- Segment simple one syllable words into their constituent parts and blend them to read words
- Blend onsets (/j/) and rimes (/a/ /m/) to form words (jam)



**Group 2, 3**

- Know and apply phonics and word analysis skills in decoding words.
  - silent letters (e.g. h, k, w, b, gh)
  - consonant digraphs in initial position, e.g., th, sh, ch, wh, ph
  - vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay
  - initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw
  - final consonant blends e.g., nd, nk, nt, mp
  - initial consonant clusters e.g., thr, str, scr
  - double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck
  - word endings e.g., ple, ble, dle, tle, ng, tch
  - r-controlled vowels e.g., ar, ir, ur, or
  - diphthongs e.g., ou, ow, oi, oy
  - inflectional suffix e.g., s, es, ing, ed
- demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel)

**Suggested Teaching and Learning Activities****Key Skills****Assessment Criteria****Students will:**

Continue to enter sight words in their vocabulary log and to generate sentences with the words. This should be integrated with the use of appropriate punctuation and use of capital letters taught in previous lessons.

Using old newspapers, do a word search for their sight words using a section of the newspaper such as a sport or editorial page. After locating a sight word, circle and tally this word on a tally sheet. Identify the most frequent word found and determine the importance of the word to text meaning.

**Points to Note**

This short newspaper clipping from the Gleaner uses "the" (pre-primer word) 10 times and the Grade 1 word "of" is used 3 times. With longer articles, students will see the use of high frequency sight words and come to recognise how important their role is in learning to read.

- Sight word recognition

- Use sight words in written sentences
- Use sight words to compose short paragraphs
- Locating sight words in texts

- Automaticity achieved in the recognition of words in isolation and in the context of sentences

- Appropriate use of sight words in sentences constructed
- Sight words used to construct sentences and short paragraphs
- Sight words identified and read in texts



Shereita Grizzle, Gleaner Writer

"The Marley Natural deal must be publicly opposed," says veteran entertainer Bunny Wailer. In light of the recent deal between the Marley estate and international cannabis company Privateer Holdings, Wailer, who has long been an advocate for the legalisation of marijuana, believes that the venture should not be allowed to gain success.

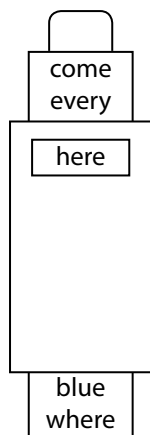
Following a recent *Sunday Gleaner* article which highlighted the pros and cons of the deal, Wailer has come out in full opposition of the move by the Marley family. Having been intimately involved with the move to alter the island's laws surrounding the issue, Wailer says the new deal not only has serious implications for future efforts by the country to capitalise on the

Textbooks from the various subjects in which the students are engaged, can also be used for this activity.

Students will write the sentence in which their sight word has been found. For Groups 1 and 2, work with teacher assistance or with peers Group 3.

**Students will:**

Continue to use the tachistoscope to develop fluency. Design new strips to place in the tachistoscope and time each other and record the time to measure improvement over time.



- Create and use word games to aid automaticity

- Tachistoscope is used to read sight words within 3 – 5 seconds of exposure

Use available mnemonics (on-line /off-line sources and text books) and create new ones to aid memory of meanings and spelling of new words encountered in lessons. Share mnemonics with classmates and give feedback on those found to be most useful.

Use the keyword strategy to practise vocabulary, terms, and concepts students should remember. Picture the keyword with the answer, meaning, or associated information.

For example:

- What is a pronoun? A pronoun is a common word that is a PRO at taking the place of a noun.
- Difference Between Synonyms and Antonyms: Synonyms are the SAME (both start with S). Antonyms are the opposite. (Antonym starts with ANT, just like Anti, which also means opposite).
- The Seven Conjunctions: FAN BOYS (For, And, Nor, But, Or, Yet, So).

Students who are artistic can assist in the creation of mnemonics pictures

- Create/use mnemonics

- Mnemonics applied to assist with word meaning and spelling

**Students will:**

Use sight words along with new vocabulary words generated from their discussion about their social identity such as gender, religion, culture and customs to write about their social identity. Choose to write on any aspect of the theme such as what being a Jamaican means to them and how it shapes their social identity.

e.g. Level 1 sight words (is, an, little, you, can, find, the, one, of, it, too, near, to) and related vocabulary (island, Caribbean, Sea,)

e.g. Jamaica is an island. It is a little island. You can find Jamaica in the Caribbean Sea.

Log all their new vocabulary words in their vocabulary log book. Begin to put them in alphabetical order and to use the flash cards they make to sequence them to make sentences and to play word bingo.

Play or complete Hunt-A-Word and Cross Word puzzles with the sight words being learnt.

- Automaticity in reading sight words
- Write sentences using sight words
- Use alphabetical order
- Use log book to record words and sentences
- Work cooperatively in small groups
- Use games such as Hunt-A-Word and Cross Word Puzzles to improve word identification and meaning

- Sight words identified within 3 – 5 seconds
- Sight words appropriately used to construct sentences which indicated appropriate use of the word
- Words organized in alphabetical order
- Words accurately entered in log book (spelling, meaning, tense, affixes etc.)
- Words located in Hunt-A-Word puzzle
- Cross Word Puzzle accurately completed

**Onsets and Rimes with Content-Level Vocabulary****Students will:**

Continue to identify words from the Pre-Primer, Primer and Grade 1 Dolch word lists on which students have been working. Use these words and others that they have been exposed to in previous lessons throughout both Units to review the concepts of onset and rime. Say the words and identify the sound they hear at the beginning and at the end, and match the sound with the letter it represents.

e.g. b/ig/ /c/an/, /n/ot/ /r/ed/, /r/un/ /b/ut/ /d/id/ /g/et/, /r/an/, /th/at/ /th/is/ /w/ell/ /w/ill/

Use an approved audio device to listen to words being pronounced from an online dictionary. Search for the word and repeat the pronunciation. Record attempts so they may review and make modifications, as necessary. Use online resources as in the online example on the following page.

- Blend onsets and rimes to identify words
- Use online dictionary to listen to the pronunciation of words
- Onsets and rimes appropriately blended in order to identify and create words
- Online dictionary effectively used to aid in the pronunciation of words

Press the audio icon for the pronunciation.

HOME > BRITISH & WORLD ENGLISH > BAT

There are 3 main definitions of *bat* in English:

1 2 3

**bat**<sup>1</sup>

Line breaks: bat

Pronunciation: /bat ɒt /

**NOUN**

1 An implement with a handle and a solid surface, typically of wood,

Continue to use sight words and Unit vocabulary which have been mastered as sources to develop an awareness of how phonetically regular words are formed.

Follow the example:  
Dialogue (level 1)

Find the letters that spell at.  
Add the letter that says /p/ to spell pat.  
Change /p/ to /s/ and read the word. (sat)  
Change /a/ to /i/ and read the word. (sit)  
Change /t/ to /p/ and read the word. (sip)  
Change /s/ to /t/ and read the word. (tip)  
Change /i/ to /o/ and read the word. (top)

In groups, develop their own dialogue to form different words (rhyming or otherwise). All “real” words should be accepted by the teacher and/or peers and non-words rejected. For example - big, wig, fig, dig, gig, are “real” words. Hig, kig and lig are non-words to be rejected.

Engage the students in counting sounds and syllables, identifying initial, medial and final sounds through games. Students should clap or drum as the sound of the different parts of words is produced.

- Apply word recognition clues to decode unknown words

- Manipulate phonemes

- Onsets and rimes blended rapidly to identify words
- List of “real words” generated by the students used to make a word list.

- Group dialogues are useful in manipulating phonemes in order to form new words

Use phonics games found online for both word recognition and spelling as in the website listed below.

<http://www.vocabulary.co.il/phonics/>

### Group 1

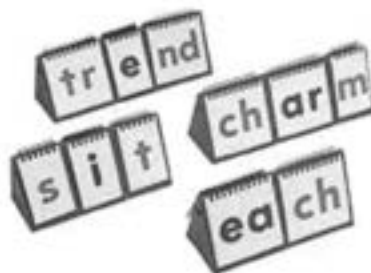
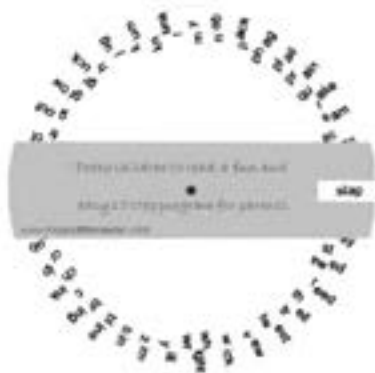
#### Students will:

Use the “hands on” approach, to manipulate onsets and rimes to create words. In pairs, decide if the word created is a or “real” word. Enter all words created into the vocabulary log, along with their meaning and other features such as part of speech.



Students from Groups 2 and 3 will work with more difficult phonetic structures via an advanced word wheel and modular flip charts.

Log all words generated and use these to make grammatically correct sentences.



- Apply word recognition clues to decode words
- Differentiate between real and nonsense words

- Use modular flip chart to create phonetically regular words

- Use words to create grammatically correct sentences

- Word recognition strategies accurately applied to read words
- ‘Real’ words identified and differentiated from non-words

- Words created using the modular flip chart are real words and are logged

- Sentences are grammatically correct

**Groups 2 & 3****Students will:**

Play games such as scrabble, crossword puzzle etc., for application of word decoding skills, spelling and use of sight and other vocabulary words, related to the social identity theme.

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### ATTAINMENT TARGETS:

- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

#### Attainment Target(s) – Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on and critically respond to literature and other texts, on paper and on screen.

#### Objective(s) – Groups 1, 2, 3

##### Students should be able to:

- Establish purpose for reading selected texts and monitor comprehension
- Read grade level text and other materials for meaning and enjoyment with fluency (At students' independent and/or instructional reading level)
- Respond to literal and inferential question from prose, poetry and excerpts from printed media.
- Use various strategies to extract meaning from texts; e.g. previewing, paraphrasing, re-reading
- Establish purpose for reading
- Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays
- Respond orally and in writing to what is read

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Students will:

Discuss the following essential questions as a whole group.

#### Essential Questions:

What is the relationship between main idea and details in a story?

How do I identify the main idea and details of the story?

How do I use topic, supporting details, and main idea to understand what I have read?

Discuss responses to these questions with the whole group

- Read a short passage and compile a report detailing the main ideas and supporting details

- Reports clearly outline the main ideas and supporting details



Use QAR chart in shared reading session to formulate and categorise the questions (right there, think and search, author and me and on my own). Apply the QAR strategy to answer comprehension questions at both the literal and inferential levels. Select books from class or school library and read at their independent and/or instructional levels, applying the QAR strategy to assist in responding to questions based on the text read.

- Use the QAR strategy to assist in responding to comprehension questions

- Comprehension questions accurately categorised
- QAR strategy is effectively applied in responding to questions set at different comprehension levels

## QAR Question Stems

In the Book	
Right There	Think & Search
What did.... Who did.... How many.... What was.... Who are.... When did.... What does.... What kind.... Who is.... What is.... Where is.... Name.... List....	How do you.... What happened to.... How long did.... What time did.... What happened before.... What happened after.... How would you describe.... What examples.... Where did.... How do you make.... Why does.... Explain.... Compare....

In My Head	
Author & Me	On My Own
Do you agree with.... Why did the main character.... What did they mean by.... How did she/he feel when.... Give the reasons why.... What do you think.... What if.... What do you think will happen.... What did the author mean by.... What did the character learn about....	Have you ever.... What are the reasons that.... If you could.... If you were going to.... What are the pros & cons of.... Do you know anyone who.... How do you feel about.... What is your favorite....why.... What do you do when.... What can be exciting about.... What do you already know about.... What would you do if....

**Students will:**

Read passages at their independent and/or instructional reading level, that is, Group 1 (Pre-Primer/Primer/Grade 1); Group 2 (Grade 2) and Group 3 (Grade 3/4). Use a graphic organizer to identify the main ideas and details. Write a brief summary after reading.

**Main Idea and Details**

Name: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Summary: \_\_\_\_\_

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- Read a passage at independent and/or instructional reading level
- Identify the main idea and supporting details
- Use a graphic organiser to match details to the main idea
- Summarize ideas

- Passages read and main idea and supporting details accurately identified
- Graphic organiser used to list/organize main ideas, supporting details
- Summaries accurately capture main points/ideas of passages

Read grade level texts on Jamaica or some other aspect of the theme (copy information from text books at the Grades 1 to 4 level).

Engage in before, during and after reading activities. Differentiate by product.

e.g., Level 1 - produce a pictorial summary of the text with single words or short phrases

Level 2 students - produce a one paragraph summary.

Level 3 - produce a two to three paragraph summary

Listen to a recording of short history of the Jamaican map first without the script and then with the script. While listening with the script, attempt to read along. Finally, take turns in recording themselves reading the script. Review the recording and assess their performance. Re-record as necessary in an attempt to improve fluency. Assist in assessing peers.

Respond to questions about what they heard and read.

- Identify main ideas
- Assess reading rate and fluency

- Texts accurately/appropriately summarized
- Critique on reading fluency satisfactorily addresses accuracy in reading words (accuracy), appropriate reading rate (speed), and expression (prosody)

## STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target(s)

- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources
- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

### Objective(s) - Groups 1, 2, 3

#### Students should be able to:

- Design and use a questionnaire to collect information
- Record observations (logs, journals, tables, charts etc.)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources;
- Locate information using text features
- Use online reference sources

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Use the unit theme "Our Social Identity", participate in introductory whole group session on the use of the questionnaire as a research tool to gather information. Assist in designing a questionnaire, which aims at collecting data from older persons in their home community such as a grandmother/grandfather or any family or community member older than 50 years. Focus on the sub-themes below with an aim to gather information on what it meant to be a Jamaican while growing up, the type of home and school communities in which they were raised (urban, rural, remote rural) and how they were able to express themselves.

- I am Jamaican
- Identifying with my home community
- Identifying with my school Community
- I have a voice

- Design and use a simple questionnaire
- Record observations and interviewees response
- Conduct short research project
- Gather relevant information from print and digital sources

- Questionnaire used to collect data
- Responses appropriately recorded and form a part of the report
- Research conducted and there is evidence that data collection procedures were followed to gather information
- Presentation of research findings shows evidence that relevant information was gathered from sources other than the interview

In pairs (selected based on communities of residence and a mixture of reading levels), administer the questionnaire with one person reading and taking notes and the other recording the interview and/or taking pictures. View and read online and other resources in order to garner historical information, including pictures of Jamaica then, and now. Compare the interview data with the information from the research documents. Identify similarities and differences in the information gleaned from the different sources.

Make a presentation to the class on the overall findings using print or multi-media resources.

### Group 1

#### Students will:

Select fiction and non-fiction books at their reading material at their independent or instructional reading level. Discuss the meaning of fiction and non-fiction and separate the books according to types. Check if all books are in their right categories and discuss in small groups, the difference between the two types of books. Use a check list to identify the features they have identified for each type.

#### Fiction

- Front vs. back cover
- Chapter titles
- Illustrations
- Read from beginning to end

#### Non-Fiction

- Table of contents
- Titles/subtitles
- Photos/captions/diagrams/maps
- Index

- Compare/contrast text features

- Books accurately classified and text features checked

**Group 2 and 3****Students will:**

In small groups, use table of contents, index and an online search engine to find information on Jamaica's culture and the ways in which it has impacted on the world.

For example:

Usain Bolt – The world's fastest man

Ackee and Saltfish – Rated among the top 10 best national dishes in the world

Music – Bob Marley's One Love was the song of the twentieth century

Scientists – Dr. Henry Lowe's upcoming patent for cure of some cancers using Jamaican herbs

Make a list of the books, online sources, titles, and authors researched in order to gather the information.

- Use text features
- Compose reference list
- Use ICT tools to locate information

- Text features used to gather information
- Reference list composed with details outlined
- Evidence of the use of ICT tools to gather information as seen in reference list

## STRAND 3B: Language Structure (Grammar and Conventions)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

### Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Use different sentence structure combinations as appropriate to different functions and types of writing, including giving directions/instructions, to narrate or to inform.
- Select and use effectively, different punctuation marks for different writing functions – comma, full stop, exclamation mark and question mark
- Use connectives to link and extend sentences
- Use subject-verb agreement appropriately
- Discriminate between the formal and informal usage of the JC and SJE
- Use capital letters correctly
- Spell grade level words appropriately
- Use common and proper nouns

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Use words from their different word lists based on the unit topic to construct sentences individually or in groups. For sentences done in groups, write these on individual strips, have volunteers read individual sentences aloud and then share each sentence with the group after it is read.

For example:

### Unit word – community

L 1- I live in \_\_\_\_\_ community.

L 2- My home community is in \_\_\_\_\_ Jamaica.

L 3- My home community is located in \_\_\_\_\_ which is in the parish of \_\_\_\_\_.

- Work cooperatively in groups
- Read sentences orally

- Members took turns and contributed to the group assignment
- Oral reading was fluent with minimal word recognition errors

Level 1 – Select/collect word cards (some with singular nouns and others with plural nouns). Using designated areas in the classroom for singular and plural words, respond to questions such as ‘Are you singular or plural?’ by indicating their number (for e.g., “I am singular” and then moving to the area designated for singular nouns.

Level 2 – Select/Collect subject and verb strips and appoint scrutineers for this activity. Rotate among peers and find an appropriate match of a subject or verb partner. Raise hands when they are satisfied as a pair that the match is acceptable. A scrutineer will decide, providing justification, if the pair is acceptable or if the members should find alternative partners.

Level 3 – Complete a cloze passage by filling in the correct form of the verbs to match the subjects in the passage.

Crossword puzzles and hunt-a-word puzzles can be generated for students from the following website:

<http://www.discoveryeducation.com/freepuzzlemaker/?CFID=1249665&CFTOKEN=9989635>

Rewrite given sentences to include end punctuation and capital letters. With a peer, read the modified sentence and justify the changes made.

Using online and other sources, complete practice exercises to reinforce understanding of the use of punctuation marks and capital letters.

Suggested websites are as follows:

<http://www.funenglishgames.com/>

<http://www.funenglishgames.com/games.html>

<http://resources.woodlandsjunior.kent.sch.uk/interactive/literacy2.htm>

<http://www.jumpstart.com/parents/worksheets/punctuation-worksheets>

Unscramble sight words and other content area vocabulary to which they have been exposed in order to reinforce spelling.

- Use text features
- Compose reference list
- Use ICT tools to locate information
- Identify singular and plural nouns
- Use Cloze passage for subject-verb agreement
- Complete crossword and hunt-a-word puzzles
- Apply correct end punctuation
- Use internet sources/games to apply end punctuation

- Singular and plural nouns accurately categorized
- Cloze passage accurately completed with verbs to match the subject
- Crossword and hunt-a-word puzzles accurately completed
- Sentences produced with the correct end punctuation
- Internet sources used to assist in the correct application of end punctuation

- Unscramble sight words

- Sight words correctly unscrambled

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s) Group1, 2, 3

#### Students should be able to:

- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Use content area vocabulary in their writing
- Identify the topic, purpose, and audience for a variety of writing forms
- Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cue

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Construct a story pyramid to write a story with its setting in Jamaica. For example, the picture of a little girl in apparent distress tells a story which will be documented in the pyramid. Give the story a title. Place special effort on the structure of paragraphs – topic sentence, supporting details and concluding sentences. Using the story pyramid, identify and order the main ideas and supporting details. Include the use the vocabulary learnt in each group.

Participate in a discussion of a rubric to be used to assess this story. Use the rubric to guide the writing of the story in the following areas – the relevance of the title, the relevance of the details to the picture, the structure of sentences and paragraphs, main idea and supporting details, vocabulary and spelling

- Construct story pyramid
- Use pictures to generate ideas to create a story
- Write paragraphs
- Select story title

- Story pyramid designed and used to develop a story based on picture presented with main idea and supporting details
- Story adequately incorporates details from the picture
- Paragraphs contain topic sentence, supporting details and concluding sentence
- Story title is appropriately selected to indicate what the story is about



## Story Pyramid



1. Daughter
2. Sad lonely
3. On Grandpa's farm
4. She misses her dad
5. Her dad is always leaving
6. Her dad comes to visit them
7. He leaves again for a new job
8. Dreaming about her dad makes her remember him

1. One word naming the main character
2. Two words describing the main character
3. Three words describing the setting
4. Four words stating the problem
5. Five words describing first main event
6. Six words describing second main event
7. Seven words describing third main event
8. Eight words stating the solution to the problem



NSC

# **LANGUAGE & LITERATURE**

GRADE 7: TERM 2

### About the Unit

In this Unit, the students' language skills and competencies will be further enhanced as they will be exposed to activities based on the broad theme "Adopting Positive Behaviours". Activities will span all the strands with sub themes relating to issues such as ethics, respect, and time management. Students will continue to improve their oral expressive skills through immersion in a variety of listening and speaking activities. In the area of word recognition and vocabulary development, students will explore a variety of spelling and pronunciation rules in decoding and deciphering unfamiliar vocabulary. Attention will also be paid to the development of fluency, speed, accuracy and prosody.

In comprehension and literature, students will continue to explore prose and poetry. Students will be guided in identifying and analysing major and minor themes and commenting on their effectiveness in evoking particular reader response. The elements of literature targeted in poetry and prose are rhythm, alliteration and setting respectively. Students will analyse and comment on the effectiveness of the elements in a variety of texts then use the knowledge garnered to compose personal texts utilising the elements. For research and study skills, students will explore various sources of information as well as the features and ordering of information in preparing bibliographies.

In the area of language structure, the students will be guided in understanding and using transitional words, quotation marks, the continuous verb tense and the measurement of money, time, and distance in ensuring subject/verb agreement. Students will practise using quotation marks to represent direct speech. These structural concepts will be explored in the context of descriptive writing. Students will also review the necessary descriptive devices including adjectives, adverbs, verbs, sensory details and figures of speech.

Overall, the students will explore a variety of literature focusing on the skills necessary to derive meaning and communicate understanding in oral and written forms.

### Guidance for the Teacher

It must be noted that there are some areas that were dealt with in term 1 that will not be explicitly taught but must be reinforced in this unit. While there are no activities explicitly aligned to these areas, the teacher should use teachable moments to make reference to these as students continue to apply the skills acquired in these areas. For example, students should be reminded that in doing their descriptive writing, they should make reference to the descriptive techniques previously learnt. They should also be encouraged to automatically recognize words and use a range of word recognition clues to identify unfamiliar words during reading and encoding while writing.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



*Cooperative*

## Key Vocabulary

positive  
behaviour  
adopt  
kindness  
honesty  
loving  
respectful  
caring  
supportive  
sharing  
pleasant  
considerate  
polite  
thoughtful  
motivated  
cooperative  
humorous  
attentive  
prepared  
forgiving  
neat  
groomed  
clean  
patient  
dedicated  
achiever  
fair  
attitude  
calm  
friendly

**Focus Question: What are positive behaviours and how do I develop them?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose;
- Distinguish between the functions of SJE and JC in different contexts or domains of communication;
- Participate in different on a range of topics
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes;

**Activity 1****Groups 1, 2****Guiding questions:**

What are positive behaviours?

How can I develop positive behaviours?

**Students will:**

Invite resource person(s) from the Edna Manley School of the Visual and Performing Arts, or any other performing arts group to perform pieces in speech, poetry and drama based on the Unit theme "Adopting Positive Behaviour". Ask questions of the speakers to seek clarification on aspects of the presentations or for further information.

In mixed ability groups, note the main points presented by the speakers and begin to make a list of positive behaviours and decide on ways in which they can develop those which they have not yet acquired, and why they would like to acquire these behaviour.

Make oral group presentations of their list, the reasons the behaviours are important and how they can acquire the behaviours.

List of Behaviours	Reasons these behaviours are important	How I can acquire the behaviours
Forgiving	To get along with others even if we have differences	Each time there is a problem with someone, I can talk with the person and try to understand what went wrong and to discuss the solution and shake hands.

- Listen for main ideas
- Ask probing/clarifying questions
- Use SJE structures appropriately in oral communication

- Main ideas identified and expressed in discussion with supporting details
- Questions asked of the speaker are appropriate and related to the topic being presented
- Ideas presented are sequenced logically
- SJE used appropriately to present ideas gleaned from resource persons

**Group 1****Students will:**

Invite members of staff from the Dispute Resolution Foundation (DRF), or visit the DRF. Ask both probing and clarifying questions about the work of the DRF, including the major problems which cause youths to be referred to the Foundation for help. Present main findings to whole group showing links between the acquisition of positive behaviours and staying out of trouble with the law.

**Group 1****Students will:**

Design a poster for the school to encourage students to acquire positive behaviours that will lead to success. Present the poster to the class, outlining how the message will impact their peers. Identify the main theme of the poster and ask clarifying/probing questions of the presenters.

**Group 2 and 3**

Develop a dramatic piece or write a poem that encourages peers to acquire positive behaviours and to convince them of the benefits. Present the piece to the class and then to the whole school. At the class level, critique presentations made by their peers with the aim of improving the clarity of the message before it is presented to the school. Discuss the functions of SJE and JC in the contexts of the presentations.

**ICT Integration:** Have students record their presentations and upload on a class social media page.

- Listen for main ideas
- Ask probing/clarifying questions
- Determine functions of SJE and JC

- Main theme accurately identified
- Questions asked of the speaker are appropriate and related to the topic being presented
- Peer feedback is meaningful in improving clarity of presentations
- Presentations demonstrate context - appropriate use of SJE and JC

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

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**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

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#### Attainment Target(s) – Unit 1

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

#### Objective(s)– Sight Words (Groups 1, 2, 3)

##### Students should be able to:

- Identify and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).
- Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language
- Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning
- Use graphophonic (phonological and graphic) cues such as syllabication rules, words within larger words and content clues to identify words and use these as clues to meaning
- Automatically read and understand words from:
  - grade-level texts (instructional reading level)
  - subject-specific terminology frequently used
  - shared and guided reading texts
  - resource materials
- Identify and use antonyms and synonyms to build vocabulary
- Identify onset and rimes and use them to segment and blend sounds in words
- Know and apply phonics and word analysis skills in decoding words with:
  - silent letters (e.g. h, k, w, b, gh)
  - consonant digraphs in initial position, e.g., th, sh, ch, wh, ph
  - vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay
  - initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw
  - final consonant blends e.g., nd, nk, nt, mp
  - initial consonant clusters e.g., thr, str, scr
  - r-controlled vowels e.g., ar, ir, ur, or



- diphthongs e.g., ou, ow, oi, oy
- inflectional suffix e.g., s, es, ing, ed
- Demonstrate knowledge of syllabication rules (common rules e.g., Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel) to identify multi-syllabic words

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Complete assessment tasks (for e.g. sight word assessment check-list such as the Dolch or Fry's Sight Word Assessment Forms) focused on sight word vocabulary to identify the current level at which they are functioning.

Play word games such as concentration, bingo, hunt-a-word and word puzzles using words mastered at their level or from the next level up.

Use the sight words and key unit vocabulary to make sentences, including those based on the theme "Adopting Positive Behaviour".

Continue to use the tachistoscope to develop automaticity and other teaching aides developed such as the word wheel and treasure hunt to practise sight words and key vocabulary words being introduced.

Use online word games as listed below to aid automaticity of high frequency words.

<http://www.games.com/word-games>

<http://www.primarygames.com/langarts/sightwords/>

<http://www.education.com/games/reading/sight-words/>

- Read sight words and key vocabulary words

- Play word games to aid automaticity

- Use sight words and key vocabulary words in written sentences

- Sight words read accurately in isolation and in the context of sentences

- Word games were accurately completed

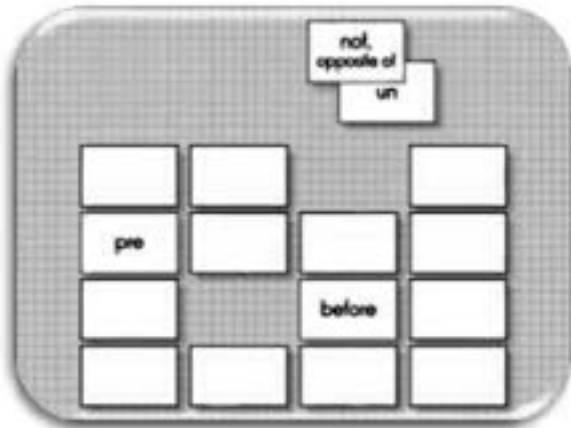
- Sentences produced demonstrated appropriate use of sight words and key vocabulary to indicate meaning
- Automaticity in word recognition achieved as indicated by word being read within 5 seconds of presentation

**Levels 1, 2, 3**

## Meaning of Affixes and Root Words

Students match affixes to their meanings by playing a memory game.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by showing an affix and its meaning (e.g., pre, before). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed.

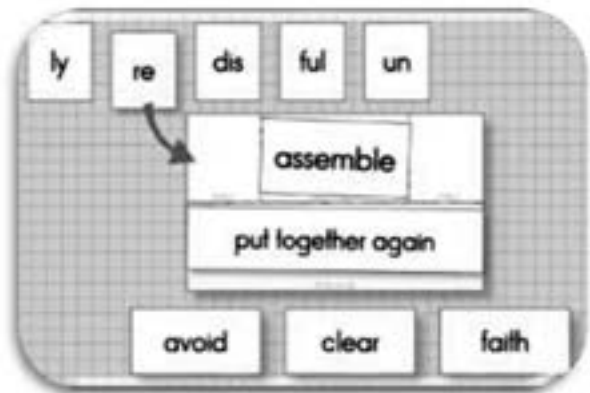


- Affixes and Root Words
- Use vocabulary log to document word features
- Match affixes and root words
- Determine word meanings

- Affixes correctly applied to base word and used appropriately to indicate meaning
- Words accurately entered in log to include features such as:
  - correct spelling
  - part of speech
  - definition
  - correct use of word in sentence
  - affixes
  - antonym
  - synonym
  - tense
  - picture (where possible)
- Words accurately formed by matching root/base words and affixes
- Word meaning accurately determined by analysing meanings of root/base words and affixes

**Students make words to match meanings by combining affixes and root words.**

1. Place affix and root word cards face up in separate rows. Place the meaning cards face down in a stack. Provide each student with a work board.
2. Taking turns, select a card from the meaning stack, read it, and place it on the work board (e.g., put together again).
3. Find the root word (i.e., assemble) and affix (i.e., re) to make the word that matches the meaning.
4. Place the affix and root word above the meaning on the work board and read it (i.e., reassemble). Return root word and affix cards back to their original positions.
5. Continue until all meaning cards are used.



- Use root words and root words and affixes to form sentences

- Sentences appropriately formed using different word parts

### Level 1

Select 5 words and write sentences using the base word and then the base word and affixes. Illustrate the words and/or sentences to indicate the meaning.

### Levels 2 and 3

Select as many words as they can to incorporate into a two to three paragraph composition using the theme "Adopting Positive Behaviours". Underline/highlight all words containing affixes.

Continue to make entries to their vocabulary or personal list of sight words and vocabulary from the key word list. Use on-line and off-line sources and a dictionary and/or thesaurus to find word meaning, antonyms, synonyms, root word, tense, prefix, suffix and other word features such as part of speech. Use the word in a sentence, identify how many syllables, find rhyming words and draw a picture of the word. Document all new vocabulary in the log.

Word	Name		
Define the word			
Use the word in a sentence			
Choose the part of speech			
noun    pronoun    verb    adjective    adverb    preposition    conjunction    article			
Draw a picture of the word.	How many syllables?		
	Find rhymes		
	Find synonyms		
	Find antonyms		
	Root word	Prefix	Suffix
Tense: present    past    future    present continuous    past participle			

- Use generated words to write paragraphs
- Identify different features/aspects of targeted words
- Form sentences
- Identify syllables
- Find rhyming words

- Paragraphs satisfactorily developed including words generated using roots and affixes
- Related word features accurately located in different sources and targeted words used appropriately in sentences
- Words accurately syllabicated and rhymes identified

### Levels 1, 2, 3

#### Syllabication Activity

Multisyllabic Words Manipulation: Divide words selected from Unit Key Vocabulary and high frequency words, or any other selection with which each group is familiar and write each syllable on a note card.

Display the syllables that make up one of the words in jumbled order (e.g., tas fan tic). Arrange the syllables to form the word. When necessary, discuss the pronunciation and spelling generalizations of any confusing syllables. Improve automaticity by timing themselves as they configure the syllables.



- Syllabicate words
- Organise syllables to form words
- Develop automaticity

- Words are accurately syllabicated
- Syllables appropriately arranged to form words
- Automaticity improved through adequate timed reading of words, using syllabication strategies as an aid

### Groups 1, 2, 3

#### Onsets and Rimes with Content-Level Vocabulary

##### Students will:

Read list of Key Unit Vocabulary from any text or unit, along with their group's sight word list. Identify words with silent letters - **know**, consonant digraphs - **thoughtful**, vowel digraphs - **neat**, initial consonant blends - **black**, initial consonant clusters - **three**, r-controlled vowels - **start**, diphthongs - **how**, inflectional suffix - **forgiving**

Read each word and say the sound that they hear at the beginning and at the end. Then segregate each word into onset and rime and to substitute other letter sounds with the rime to make new words. Ensure that words contain blends, consonant digraphs and consonant clusters.

e.g. PP, PP, Grade 1, 2, 3 sight words - where, what, when, black, clean, bring, write

- Use phonics to decode words

- Pronounce inflectional endings
- Use phonics to decode words

- Onsets and rimes blended to read and create words
- Words with consonant blends, consonant clusters and consonant digraphs accurately read
- Phonics appropriately applied to decode words with initial consonants, consonant blends and consonant digraphs
- Spinner and slides effectively manipulated to decode words
- Words with inflectional endings accurately read in isolation and in the context of sentences

Word	onset	rime
What	wh	at
black	bl	ack
then	th	en
clean	cl	ean
bring	br	ing
write	wr	ite

- Use manipulatives to blend and segregate sounds to identify words

- Paragraphs satisfactorily developed including words generated using roots and affixes
- Related word features accurately located in different sources and targeted words used appropriately in sentences
- Words accurately syllabicated and rhymes identified

Students make words using a variety of onsets and a sliding rime strip by:

1. Select an Onset and Rime Slide. Read the rime (e.g., /ig/). Slide the rime until the first onset can be seen through the window. Read the onset and rime, blends them, and say the word (e.g., "/d//ig/, dig").
2. Determine if the word is a real or nonsense word and record it in the appropriate column on the student sheet.
3. Continue until all words are recorded.

Adjust the level of difficulty according to the reading level of each group of learners. For example, group 2 students may use consonant digraphs for the slider and group 3 may use consonant clusters.



**Students make words from selected onsets and rimes**

1. Place the onset and rime bags at the centre.
2. Receive a student sheet each.
3. Take turns, selecting four cards from the onset bag and two cards from the rime bag. Say the sounds of the selected onsets and rimes and record on the student sheet.
4. Manipulate the cards to make as many words as possible by combining onset and rime cards one at a time.
5. Read each word as it is made. If it is real, record it on the student sheet.
5. Place onsets and rimes back in the bags and select new cards from the bags.
6. Continue until student sheet is complete.

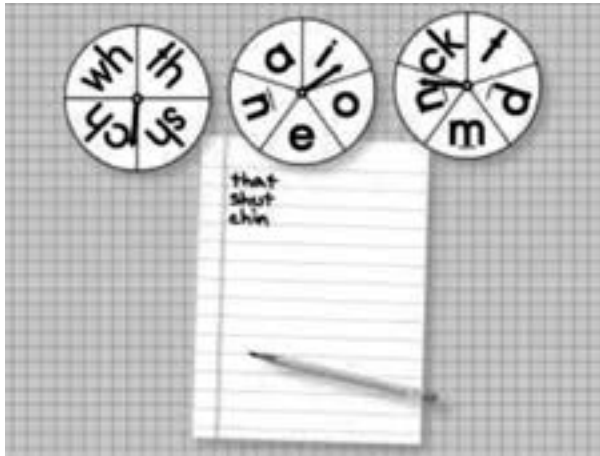
fl	op
----	----

Sh	h	ch
----	---	----



- Combine onsets and rimes to form words
- Read words

- Onsets and rimes blended to read and create words

**Groups 1, 2, 3****Students make words using digraph and letter spinners.**

1. Place spinners at the centre
2. Receive a student sheet each.
3. Turn each spinner in order and write the letters on the paper.
4. Say the sound of each letter, blends them, and reads the word orally (e.g., "/ch//i//n/, chin").
5. Determine if the word is real or non-word. If it is a non-word, cross it out.
6. Continue until at least ten words are recorded.

N.B. This activity may be modified for use with initial and final consonant blends and vowel digraphs.

- Use manipulatives to blend and segregate sounds to identify words
- Use phonics to decode words

- Letter Spinners effectively used to form words
- Phonetic skills accurately applied to decode words with initial consonants, consonant blends and consonant digraphs



## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen)

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s)- (Groups 1,2)

#### Students should be able to:

- Identify main ideas and supporting details in pictures, prose and poetry
- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.
- Activate prior knowledge on a topic through brainstorming and developing concept maps
- Use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text
- Make predictions about a text based on knowledge of similar texts
- Reread or read on to confirm or clarify understanding
- Use the information emerging from prose, poetry, songs, etc. to make inferences and deduction
- Describe characters to convey feelings and thoughts, physical appearance and actions
- Respond orally and in writing to what is read

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Discuss the following **Essential Questions** as a whole class activity:  
What is the relationship between main idea and details in a story?  
How do I identify the main idea and details of the story?  
How do I use topic, supporting details, and main idea to understand what I have read?

Read a short story and use the graphic organizer introduced in Unit 1 to identify the main idea and supporting details.

- Discuss ideas related to main idea and supporting details

- Essential Questions related to main ideas and supporting details are meaningfully discussed

Name:

## Main Idea and Details

Main Idea:

Detail:

Detail:

Detail:

Summary:

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### Activity – Level 1

Students match sentences which tell about a picture.

1. Place picture cards and sentence strips face down in a stack.
2. Taking turns, select a sentence strip and read it.
3. Determine which picture corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched

For example:



The Jamaican runners are very proud.



The boy is kind and caring.

- Match pictures with sentences that tell the main idea
- Use a graphic organizer
- Read a passage at independent and/or instructional reading level
- Identify main idea and supporting details
- Read script orally
- Pictures and sentences are correctly matched
- Main ideas and supporting details accurately identified in story read and appropriately outlined using graphic organizer
- Materials at independent or instructional reading level read with fluency, comprehension and enjoyment

**Activity – Group 1, 2, 3****Readers' Theatre****Students will:**

Participate in a discussion of the Readers Theatre Strategy - an overview of what it is and how it will be used in the classroom.

N.B. Use the following online source for a large collection of scripts and plays at varying reading levels.

<http://www.teachingheart.net/readerstheater.htm>

Read and participate in discussion of **Readers' Theatre Rubric** in order to acquaint themselves with how their performance will be assessed.

In mixed ability groups, work with selected scripts and assigned role (or roles) to practise reading/performing scripts based on the Unit theme "Adopting Positive Behaviours". Use a highlighter to highlight their roles in the script. Take turns making group "performances" of their script in front of the class. Use rubric below to conduct peer assessment of the readings/performances.

**Points to Note**

Provide time for the groups to practise reading through the scripts and circulate around the room and give assistance as needed. Ensure that Level 1 readers are able to read the section of the script that has been assigned by the group. Provide guidance.

- Discuss Readers Theatre Strategy

- Read/perform scripts

- Conduct peer assessment using rubric

- Readers Theatre Strategy satisfactorily discussed

- Script satisfactorily read/performed using Readers Theatre Strategy to reflect accurate pronunciation of words, acceptable pace and character roles with appropriate prosody
- Rubric effectively used to assess oral reading

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Readers Theater Rubric**

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Name: \_\_\_\_\_

Individual Scores	4–Excellent	3–Good	2–Fair	1–Needs Improvement
<b>Delivery</b>	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance.	Student read the script with some expression, gestures, eye contact, and use of props.	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately.	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately.
<b>Cooperation with group</b>	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well.	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas.	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time.	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time.
<b>Comments</b>				

In their groups, answer questions at the literal and inferential levels based on the group scripts read/performed earlier. Re-read portions of the script and scan for clues in order to accurately/appropriately respond to particular questions. Agree on answers from different alternatives, providing justification for each option.

- Answer questions at literal and inferential levels
- Justify response options
- Select responses
- Questions at the literal and inferential levels appropriately answered
- Poems demonstrate the effective use of alliterations

### Levels 1, 2, 3

#### Students will:

Engage in before, during and after reading activities

#### Before Reading Activities

Activating background knowledge using an anticipation guide

#### Points to Note

An anticipation guide consists of a list of statements that are related to the topic of the text the students will be reading. Include statements that may be clearly true or false and some which may provoke disagreement and challenge students' beliefs about the topic. Choose text related to the Unit theme in addition to others. Before reading the text, students indicate for each statement whether they agree or disagree with it.

- Select texts for independent reading
- Predict story features and what will be learned from expository text
- Participate in class and group discussions
- Identify parts of a book
- Compare and contrast personal experience
- Grade level texts appropriately selected and read
- Text features effectively used to make predictions about what will be read

- Write several statements that focus on the topic of the reading
- Write statements that focus on the information in the reading you want your students to think about.
- Write statements that students can react to without having to read the text.
- Write statements for which information can be identified in the reading to support/oppose each

**Students will:**

Using this pre-reading activity, examine together the title of the selection they are about to read. Work in pairs or groups to list everything that comes to mind from reading the title. Present their list to the whole class as their predictions of what will be read.

Name \_\_\_\_\_ Date \_\_\_\_\_

**(Title of Lesson/Text/Media)**

Mark whether or not you agree or disagree with each statement on the left side of the page. At the end of the lesson, go back and decide whether you still agree or disagree on the right side of the page.

Agree	Disagree	Statement	Agree	Disagree
		1.		
		2.		
		3.		
		4.		
		5.		

**During Reading Activities****Students will:**

Read a short story or poem. Ask and answer questions about what was read. Describe the mental imagery that comes to mind while reading and identify specific words or phrases that cause comprehension difficulties.

In mixed-ability groups, have a designated reader read for the group and lead the group in discussion on answering the following questions:

- a) Who are the characters in the story?
- g) Who is the main character and what evidence supports that?
- h) What do you think will happen to him/her?
- i) How can you relate to him/her?

**After reading activity****Students will**

In their groups, use a character analysis graphic organizer as seen below to document traits and provide evidence. Share their findings with the class.

- Develop questions and prepare responses about text read
- Read fluently at independent reading level
- Respond to questions about fiction and non-fiction text
- Use text features to aid comprehension
- Use a graphic organizer to describe characters in a story
- Predict story outcome

- Questions are relevant and appropriate  
Prepared responses are plausible
- Reading fluency is appropriate for reading level
- Responses to questions reflect an understanding of what was read
- Identify text features of different text types and use them to aid comprehension
- Graphic organizer effectively used to accurately describe characters in a story
- Predictions are feasible and indicate good understanding of the unfolding story

**Get to know your character!**

<b>Appearance:</b> What does the character look like?  Text Evidence:	<b>Who is the character?</b>  	<b>Personality:</b> What are the character's thoughts and feelings at this point in the text?  Text Evidence:
<b>Actions:</b> What is the character doing?  		Text Evidence:

## STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

### Objective(s) Groups 1, 2, 3

#### Students should be able to:

- Use dictionaries, thesaurus, encyclopaedia and search engines to locate information
- Generate ideas to be explored via research
- Explore a range of information sources in order to expand and/or clarify ideas
- Use text features to effectively navigate texts

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment

### Groups 1, 2, 3

#### Students will:

Generate ideas related to aspects of positive behaviours and ways in which these may be developed in young people. Capture ideas on a graphic organizer. With support, select and explore a range of information sources, applying the use of text features to navigate sources, in order to expand or clarify ideas. Present information gleaned using different media – for e.g. Power Point presentations, magazine feature page article, or chart.

- Generate and organise ideas
- Use text features to navigate sources
- Expand/clarify ideas
- Use ICT tools

- Ideas generated are relevant and useful
- Text features effectively used to navigate information sources
- Information gleaned from different sources meaningfully used to expand or modify ideas generated prior to research
- Presentations include relevant, adequate and accurate content and are interesting.
- ICT tools are effectively used in the presentations

## STRAND 3A: WRITING (Communication)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### ATTAINMENT TARGETS:

- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

#### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure, including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

#### Objective(s)- Groups 1, 2, 3

##### Students should be able to:

- Know and apply stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Write to narrate, persuade, inform, describe and entertain
- Use content area vocabulary in their writing
- Use link/transitional words and phrases to connect paragraphs
- Identify the topic, purpose, and audience for a variety of writing forms
- Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Students will:

Use the Writing Process Rubric like the one on the following page and discuss the different levels of achievement at each step in the process.

#### Point to Note

For Level 1 readers, simplify the language and ensure that they understand what is required of them.

- Use a graphic organiser

- Graphic organiser is completed and aids in written composition



<b>Writing Process Rubric</b> <span style="float: right;">Score <u>    </u> / 20</span>				
Scores:	1-5 Below Basic	6-10 Basic	11-15 Proficient	16-20 Goal
Steps	1	2	3	4
<b>Planning/ Brainstorming</b>	No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Few key words/ideas were recorded and organized on paper/organizer but lacked parts to support this piece of writing.	Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing.
<b>First Draft/ Rough Copy</b>	No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft.	Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft.	Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured.	All key words/ideas were used from planning stage. Additional ideas were used too. First draft is highly organized and structured.
<b>Revise</b>	No or limited key words/ideas were added, deleted, and/or rearranged in first draft. Details are not specific and clear.	Few key words/ideas were added, deleted, and/or rearranged in first draft. Details are beginning to be specific and clear.	Adequate key words/ideas were added, deleted, and/or rearranged in first draft. Most details are specific and clear.	Numerous key words/ideas were added, deleted, and/or rearranged in first draft. Details are specific and clear.
<b>Edit</b>	<input type="checkbox"/> No or little attention to sentence structure. <input type="checkbox"/> No or little attention to spelling. <input type="checkbox"/> No or little attention to punctuation. <input type="checkbox"/> No or little attention to capitalization.	<input type="checkbox"/> Some attention to sentence structure. <input type="checkbox"/> Some attention to spelling. <input type="checkbox"/> Some attention to punctuation. <input type="checkbox"/> Some attention to capitalization.	<input type="checkbox"/> Adequate attention to sentence structure. <input type="checkbox"/> Adequate attention to spelling. <input type="checkbox"/> Adequate attention to punctuation. <input type="checkbox"/> Adequate attention to capitalization.	<input type="checkbox"/> Full attention to sentence structure. <input type="checkbox"/> Full attention to spelling. <input type="checkbox"/> Full attention to punctuation. <input type="checkbox"/> Full attention to capitalization.
<b>Final Copy/ Publish</b>	The final copy wasn't written correctly in best handwriting or typed correctly on a computer. Sentence fluency is poor.	Parts of the final copy were written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in some parts.	Most of the final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in most parts.	The final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong throughout.

Which step(s) does student need to work on?

Jaya Deepa Thirumala, 2018

**Activity 1**

Using the stages in the writing process, students in groups of 3 will complete the activity for each level.

**Group 1:** Prepare an outline for a formal thank you letter and write thank you letters thanking resource persons who visited from the Dispute Resolution Foundation, or post a thank you letter for the students who participated in the survey on "Adopting Positive Behaviours".

**Group 2:** Create an advertisement to persuade persons to attend an evening of drama and poetry where they will be entertained by outstanding Jamaicans who display positive behaviours.

**Group 3:** Create a Visual Arts piece depicting a dramatic scene that was performed by the resource persons and write a descriptive essay describing the scene depicted.

- Use stages of the writing process

- Develop paragraph

- Use of appropriate adjectives in descriptive writing

- Stages of the writing process applied in the production of the letter and descriptive essay and aids in improving the quality of the final published piece

- Paragraphs contain topic sentence, supporting details and concluding sentence

- Autobiography reflects good use of adjectives

- Compose 'Thank you' letters

- The template for the 'thank you letter' is acceptable and the content includes a satisfactory description of the experience and an expression of appreciation

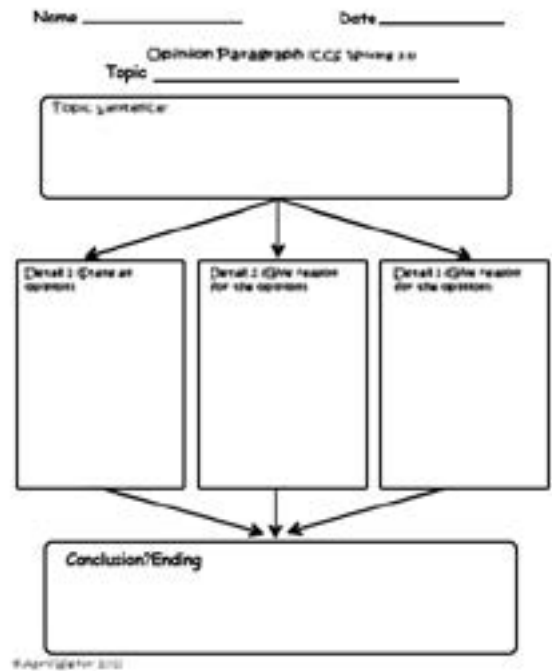
- Create advertisement to persuade audience

- Persuasive language is used effectively in advertisement

**All**

Use a graphic organizer to assist them in formulating their topic sentence, supporting details and concluding sentence.

- Use a graphic organiser



## STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s)- Groups 1, 2, 3

#### Students should be able to:

- Use different sentence structure combinations as appropriate to different functions and types of writing, including giving directions/instructions, to narrate and to inform
- Select and use effectively, different punctuation marks for different writing functions – comma, full stop, exclamation mark and question mark
- Use connectives to link and extend sentences
- Use subject-verb agreement appropriately
- Discriminate between the formal and informal usage of the JC and SJE
- Know the difference between abstract and concrete nouns

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

In mixed-ability groups with 3 – 4 members work with cut-up sentences. Rearrange the words into correct sentences. Choose from among different sentence segments including parts forming different sentence types; for example: *The students are playing football/ Are the students playing football?* and from verbs that may be both correctly or incorrectly aligned to the number of specific subjects.

is	the	football
playing	are	students

- Use correct subject-Verb agreement
- Use end punctuation
- Use capital letters
- Construct sentences
- Discriminate between the use of JC and SJC

- Sentences produced indicate accurate use of subject-verb agreement
- End punctuation used appropriately in sentences
- Capital letters are used to begin sentences and for proper nouns
- Sentences produced are grammatically correct

After completing each sentence, indicate by raising their hands and have one group read the arranged sentence. Assess the grammatical correctness of sentences of peers. Once a sentence is assessed by the group and teacher as correct, log the sentence in their notebooks.

Using the same sentences, punctuate these and insert capital letters as appropriate. To increase the level of difficulty, include sentences with common errors and errors of confusion between the JC and SJE. For example:

**She have VS she has - Him did go VS He went**

Students will indicate whether the sentence presented is grammatically correct based on SJE, or it contains elements of JC. They can make recommendations on how to make it grammatically correct based on SJE.

- Oral and written presentations conform to rules of SJE and demonstrate the ability to shift between SJE and JC

### Groups 1,2,3

#### Students will:

In the same group structure, use a map of their community, which may be downloaded online, to locate specific places such as a school or hospital and have each group write directions to get from a particular location to the targeted place. They will place the directions on a sheet of paper along with the map. Using the directions, other members of the class will attempt to find the target place on the map. Say whether the directions were helpful and allowed them to find the place or they were confused and/or lost.

- Use a map to give directions

- Written direction is accurate; that is, it enables the reader to locate the target place on the map

For example: Using the map, write directions to get from Burlington Avenue to Premier Plaza.



### Groups 1,2,3

Conduct a poll on students' favourite sport. Divide the class into groups based on their favourite sport. They will conduct research on how to play the game and write a report to include the narrative and illustrations. If most students select the same sport such as football, engage groups in different aspect of the sport such as its history, types of competition at a local, regional and international level.

Have students select or create a video on the game and present it along with the written information.

- Formulate report

- Written composition provides accurate information on the sport of choice

**Abstract and Concrete Nouns**

Review abstract and concrete nouns as a whole class activity.

**Group 1**

Sort and write concrete nouns such as friends, clubs, community and role models and abstract nouns such as love, kind, happiness, trust, honesty under their respective categories. Select some of the words and create a "Hunt-A-Word" puzzle and exchange with their group members to have them solve the puzzle.

**Groups 2 and 3**

Create two separate lists of abstract and concrete nouns based on the unit theme. Select a number of the words and create a crossword puzzle and challenge their peers to solve the puzzle.

- Review abstract and concrete nouns

- Categorize concrete and abstract nouns

- Generate lists of abstract and concrete nouns
- Create puzzles

- Abstract and concrete nouns adequately reviewed and accurately categorized

- Lists of abstract and concrete nouns appropriately generated

- Abstract and concrete nouns appropriately used to create puzzles

### About the Unit

In this Unit, students will be immersed in developing language, literature and literacy skills under the theme 'Citizenship and Nation Building'. The suggested teaching and learning activities are designed to provide authentic opportunities for students to develop and practise the skills under each strand. Special consideration was also given to the students' interests and capabilities. The unit also seeks to establish a link between the various strands and encourage transfer of learning across strands and other subject areas.

For listening and speaking, students are guided in developing confidence and competence in speaking to a variety of audiences, as well as in appropriate use of the structures of SJE and JC according to their audience and purpose. Students will be guided in using paraphrasing and contextual analysis as well as previously learnt skills to decode unfamiliar vocabulary. Additionally, they will be exposed to the four major types of context clues: explanation/definition clues, restatement/synonym clues, contrast/antonym clues and gist clues.

This unit will continue to build on students' metacognitive abilities focusing specifically on evaluating and synthesizing information read from a variety of sources. Special attention will be given to the three major steps in synthesizing information to demonstrate comprehension of written materials. For literature, the students will continue to explore the elements of prose and poetry. For study skills, the unit will expose students to the intricacies of formulating research questions, preparing research outlines and making oral and written presentations on the processes engaged in, as well as their findings.

Students' writing and expressive skills will be enhanced through descriptive and story writing experiences. Focused attention will be given to the three major approaches to organising descriptive pieces. Students will review story elements previously learnt and use a variety of graphic organisers to plot stories as a pre writing activity. In doing this, students will need to pay attention to language structure focusing specifically on creating the past tense and exploring subject/verb agreement using indefinite pronouns.

Overall, the unit affords students the opportunity to use the knowledge garnered in one strand to support the development of skills in other strands, thus providing students with a holistic view of language and literacy.

### Guidance for the Teacher

- This unit extends or reinforces skills previously introduced in the other terms and units to address the skills in different strands. Specific attainment targets, objectives and activities have not been indicated for some areas in the unit. However, the expectation is that the teacher will reinforce these skills to ensure that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately.
- It is important to constantly reinforce the use of legible and neat handwriting style which includes the appropriate use of upper and lower-case letters.
- It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



## Key Vocabulary

citizen  
 citizenship  
 nation  
 building  
 nationalism  
 pride  
 heroes  
 justice  
 ideal  
 patriotism  
 born  
 naturalised  
 marriage  
 world  
 stability  
 laws  
 police  
 judge  
 lawyer  
 court  
 work  
 graduate  
 college  
 peace  
 productivity  
 rights  
 equal  
 access  
 church



**Focus Question: What are my rights and responsibilities as a Jamaican citizen and how can I contribute to nation building?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s) - Groups 1, 2, 3

#### Students should be able to:

- Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose;
- Identify the purpose and audience of speaking and make presentations based on assigned or self-selected topics (e.g., about self, familiar persons and objects, and personal experiences)
- Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate
- Listen and evaluate a speaker's message whether explicitly stated or implied and respond constructively to ideas expressed by the speaker
- Articulate clearly at an understandable pace and self-monitor and self-correct during presentation

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Use the following guiding questions to participate in a discussion.

**What are my rights and responsibilities as a Jamaican citizen and how can I contribute to nation building?**

- *Who is a Jamaican citizen?*
- *What are the qualities of the ideal Jamaican citizen?*
- *How does peace contribute to stability and nation building?*
- *What are the symbols of Nationalism and National Pride?*

- Listen for main ideas

- Speaker's main idea identified and questions asked for clarification

- What role did our national heroes play in Jamaica's development?
- Why is justice important in nation building?
- What are my rights and responsibilities as a Jamaican citizen?
- What can I contribute to the development of my country?

### Whole Group Activity

Participate in a discussion of the concept of accountable talk and help to create an anchor chart as in the one below that lists what accountable talk looks and sounds like.

Accountable Talk	
Looks Like	Sounds Like
<ul style="list-style-type: none"> <li>• look at the speaker</li> <li>• take turns talking</li> <li>• positive feedback</li> <li>• respect your partners opinion (e.g., "I agree with .... and I also think...")</li> <li>• compromise - agree to disagree sometimes</li> <li>• cooperate with your group members</li> </ul>	<ul style="list-style-type: none"> <li>• stay on topic</li> <li>• students asking questions of each other (e.g., "How do you know that?" or "Why do you think that?")</li> <li>• listen carefully</li> <li>• speak quietly</li> <li>• all members are participating</li> </ul>

### Small group Activities

#### Students will:

In mixed-ability groups of 3 -4 students, use one of the assigned guiding questions to gather information in order to respond to the question and to make a presentation to the class in SJE and/or JC.

Select a reporter who will present the findings to the whole group. Present their findings in the most creative way possible. For example, for the guiding question - *Who is a Jamaican Citizen?* - this presentation could be a dub poem or a short play to be interpreted by the class. For the guiding question - *How does peace contribute to stability and nation building?* - this presentation could be an article to a newspaper aimed at persuading fellow Jamaicans to be peaceful and to learn to live with each other despite our differences.

- Use SJE structures appropriately in oral communication
- Compare and contrast SJE and JC structures
- Collaborate to share ideas
- Oral report presentation
- Responses that demonstrate use of SJE to suit context
- Contrastive / comparative analysis to identify similarities/ differences between SJE and JC
- Groups observe established rules of conversation and respect for each other's views
- Report presented demonstrates good use of SJE/JC, creativity and was clearly articulated
- Content of presentation reflects an accurate interpretation of, and response to the guiding question

**Activity****Students will:**

Based on the guiding question each group received for the previous activity, enact a given scenario. After each presentation, discuss and evaluate the main points presented through drama and the impact of the choice of SJE and/or JC by the actors.

Use record device to record and replay activities in order to supply meaningful feedback.

For example:

1. A Jamaican man marries a woman from Germany. His wife, who now lives with him in Jamaica, wishes to become a Jamaican citizen. Present a scene in which the matter is being discussed and the process to become a Jamaican is depicted.
2. The residents of an inner-city community are having difficulty making progress due to the constant conflicts between various factions within the community. Present a scene where a community meeting is held and residents are discussing how the absence of peace and stability is affecting them and the country at large.
3. A group of angry residents from a rural community believe that the government has treated them unfairly because they have not fixed their bad roads and they are unable to get piped water. They have blocked the road in a demonstration demanding "WE WANT JUSTICE". Present the scene and the response by the government to the residents.

- Use drama to present message
- Articulate ideas clearly
- Speak and respond with confidence using either SJE or JC
- Listen and evaluate speaker's message in dramatic presentation

- Dramatic presentation used appropriately to deliver message
- Speakers' message is clearly articulated at an understandable pace
- Use of presentation rubric indicates good use of SJE and/or JC which indicates that the language chosen is appropriate to register, audience and purpose
- Responses indicate that the message of the presenters was clearly understood

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

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**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

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#### Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

#### Objective(s)

##### Students should be able to:

- Identify and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).
- Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to identify words
- Automatically read and understand words from:
  - grade-level texts (independent and instructional reading levels)
  - subject-specific terminology frequently used
  - shared and guided reading texts
  - resource materials
- Identify and use antonyms, synonyms, homographs and homophones to build vocabulary
- Know and apply phonics and word analysis skills in decoding words
  - word endings e.g., ple, ble, dle, tle, ng, tch
  - r-controlled vowels e.g., ar, ir, ur, or
  - diphthongs e.g., ou, ow, oi, oy
  - inflectional suffix e.g., s, es, ing, ed
- Demonstrate knowledge of syllabication rules
  - (common rules e.g., Vowel-Consonant/Consonant-Vowel/ Vowel-Consonant-Vowel)

**L1, L2, L3****Students will:**

Continue to enter sight words and key unit vocabulary in their vocabulary log and to complete the activities related to the log such as: word meaning, synonym, antonym, tense, root word, affixes and picture depicting the meaning of the word. Write sentences demonstrating the meaning of the word.

**Activity**

Select reading material at students' independent reading level. Each reading group will be provided with a story to prepare for Choral Reading.

1. Using a patterned or predictable text with a repetitious style, read along with teacher, reading from the same text. Follow teacher model of fluent oral reading, to read portions of the text aloud. Re-read passage/story until improvement is seen in fluency.
2. Using Partner Reading Strategy, take turns reading to a peer. Assist peers where they are more able at reading.

- Identify sight words
- Use sight words in written sentences
- Read sight words

- Automaticity achieved in the recognition of words in isolation and in the context of sentences
- Sight words appropriately used in sentences

- Perform choral reading

- Oral reading is fluent and with expressive
- Choral reading aids fluency and word recognition

- Use Partner Reading Strategy

- Partners are assisted in building fluency

Students continue to use the tachistoscope, and word games such as Concentration, Hunt-A-Word and Cross Word Puzzles using the sight words and Unit Key Vocabulary to aid in fluency development.

- Create and use word games to aid automaticity

- Tachistoscope is used to read sight words within 3 seconds of exposure

Use available mnemonics (on-line /off-line sources and text books) and create new ones to aid memory of meanings and spelling of new words encountered in lessons. Share mnemonics with classmates and give feedback on those found to be most useful.

- Create/use mnemonics

- Mnemonics applied to assist with word meaning and spelling

Use sight words along with new vocabulary words generated from their discussion about Citizenship and Nation Building such as justice, nationalism, laws, responsibility and heroes to write about the Citizenship and Nation Building. Choose to write on any aspect of the theme such as; "The Ideal Jamaican Citizen", "The Symbols of Nationalism and National Pride" and "My Contribution to Nation Building"

- Use unit theme to write essay
- Use sight words and Unit vocabulary in essay

- Sight words and Unit vocabulary used appropriately to construct essay

## Activity – Synonyms and Antonyms

## Synonym and Antonym Bingo

Create bingo cards with familiar words and those they have been entering in their vocabulary log (based on their independent and instructional reading level). Play the game by matching the synonyms/antonyms until a student says "Synonym Bingo!" or "Antonym Bingo".

N.B. This activity can also be used for homographs and homonyms.

Antonyms Bingo				
B	I	N	G	O
old	short	up	new	stop
girl	bad	down	happy	wet
out	in	FREE	tall	boy
cold	day	hot	night	go
last	dry	good	first	sad

Synonym BINGO				
large	pretty	quick	noisy	brave
cheerful	kind	thin	nasty	sleepy
hilarious	pause	nest	chilly	scream
terrific	tiny	burning	speak	annoyed
tasty	create	afraid	terrible	powerful

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- Use games to reinforce vocabulary
- Identify synonyms and antonyms

- Games played aid in vocabulary development
- Synonyms and antonyms accurately matched

## Groups 1, 2, 3

## Phonics with Content-Level Vocabulary

## Students will:

As a starting point, identify words with phonics elements such as diphthongs, digraphs, inflectional endings and r-controlled vowels, which they have already mastered as in these examples below:

**down, now, how, know, show, grow, around** (PP – Grade 3 sight words that are diphthongs)

**first, start, work, hurt, born, world, church** (Grade 1 – 3 sight words that contain r-controlled vowels and Key Unit Vocabulary)

- Apply phonics to decode words

- Association made between phoneme and grapheme and blended to identify words

Analyse the structure of the word through sound segmenting and blending exercises. Use the list to generate new words with similar patterns through rhyming activities

e.g. **start – heart, dart, cart, quart, wart**

**down – clown, frown, drown, gown, town, crown**

Continue to use an audio device such as a tablet, laptop, smart phone etc. to listen to words being pronounced from an online dictionary, or follow the model of pronouncing particular words and highlighting the sounds which make up these words.

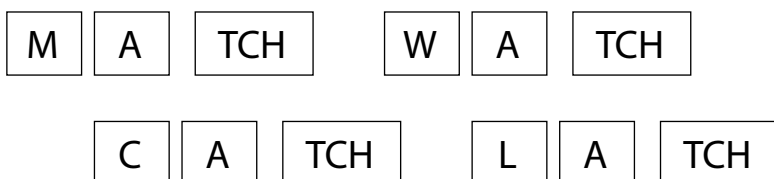
Repeat the pronunciations.

- Use rhyming words to build vocabulary

- Rhyming words identified from given words

Group 2 and 3 students will manipulate the more difficult phonetic structures such as word endings - **ple, ble, dle, tle, ng, tch**.

Use phoneme cards for students to manipulate to create words and to ensure that they are “real” words by locating their meanings in a dictionary, a thesaurus or online search engine. Additionally, use picture clues to assist in word recognition.



- Manipulate phonemes

- Phonemes appropriately combined to create words

### Review syllabication rules as a whole class activity

<http://www.readskill.com/resources/literacyskills/pdf/syllabication-tips.pdf>

### Segmenting Syllables in Words

#### Students will:

Use words with which they are familiar such as the Unit Key Vocabulary and use syllable word cards (with a word on the front and the syllable segmentation on the back), to work in reading group pairs to carry out the following activity:

- Segment syllables
- Blend syllables

- Words segmented into component syllables
- Number of syllables in each word accurately identified
- Syllables blended to identify words



1. Place the word cards face up in a stack and have a worksheet in hand.
2. Take turns in selecting a card from the top of the stack, read it, and then say the syllables aloud.
3. Partner checks the back of the card to see if the segmentation is correct. If correct, enter the segmented word on the worksheet.

Word	Syllables
Sta-bi-li-ty	4
ci-ti-zen	3
Ja-mai-can	3

4. Continue until all words and number of syllables are recorded.



## STRAND 2b (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 2:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on, and critically respond to literature and other texts, on paper and on screen
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Identify main ideas and supporting details in prose and poetry charts, and tables; fiction and non-fiction books)
- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.
- Use the information emerging from prose, poetry, songs, etc. to make inferences and deduction
- Respond orally and in writing to what is read

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Discuss the following essential questions as a whole group:

#### Essential Questions:

*What is the relationship between main idea and details in a story?*

*How do I identify the main idea and details of the story?*

*How do I use topic, supporting details, and main idea to understand what I have read?*

### Points to Note

- Select text at varying reading levels based on the theme "Citizenship and Nation Building". This should include prose, poetry, songs, etc. For example, poems by Louise Bennett such as "Independence" and "Jamaica Elevate" and songs by Eric Donaldson such as "This is the Land of My Birth" and "Sweet Jamaica"
- Place students in mixed ability grouping of 3 to 4 members.

- Have students use the QAR chart previously introduced to respond to questions on the text read and discussed by the group members during the shared reading session.
- Students should categorise each question type (right there, think and search, author and me and on my own).
- Assist students in applying the QAR strategy to answer comprehension questions at both the literal and inferential levels

Use the text from the previous activity, the one they received with another group. Each group will use a graphic organizer to identify the main idea and supporting details. They will then write a brief summary after reading, to include illustrations.

Name:

## Main Idea and Details

Main Idea:

Detail:

Detail:

Detail:

Summary:

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- Identify main idea and supporting details
- Use the QAR strategy to assist in responding to comprehension questions

- Identify main idea and supporting details
- Use a graphic organiser to match details to the main idea
- Write summary

- Reports should clearly outline the main ideas and supporting details
- QAR strategy is applied and assists in improving responses to literal and inferential comprehension questions

- Passage read and main idea and supporting details accurately identified
- Graphic organiser used to list main idea, supporting details
- Main idea and supporting details used appropriately to write brief summary

Reading level of text selected can be reduced to the desired level by using the following:

[http://casemed.case.edu/cpcpold/students/module4/Word\\_Readability.pdf](http://casemed.case.edu/cpcpold/students/module4/Word_Readability.pdf)

**Groups 1, 2, 3****Activity for Visualizing Text to Aid Comprehension****Students will:**

View and listen to the modelling of the active thought processes involved in visualizing text. Begin with a familiar fiction read-aloud. As they listen to a short passage, describe images they see in their minds as you read. For example, the images created when Joan Andrea Hutchinson in her poem "Usain Bolt and Mi" stated:

Well wah never happen in a year happen in a day  
 Mi kyaan believe mi eyes  
 Ever since Usain Bolt win di Olympics 100 metres  
 Fi mi husband start exercise

Yuh tink a lickle talk mi a talk to him  
 Bout how him belly a get big  
 Mi tired fi tell him how him a get waggaty  
 An start to fayva pig

Mi spend mi money sign him up a gym  
 Steam vegetable gi him every day  
 Him suck him teet an say "Man must have guts"  
 And galang him merry way

After reading the verses, have students share the images they visualized as you read it. Allow them to share and conclude that the visualizations created may be different from student to student.

- During the discussion, if students create images that do not fit the text read, assist them to question their images and to adjust them, if necessary.
- If students have difficulty creating an image, try prompting them by asking questions to lead them to create images on their own such as: *What do you think her husband looked like?* or *What kind of exercises do you think he is doing? Compared to Usain Bolt, what do you think his physical appearance looks like?*
- Ask students to draw illustrations of what they are visualizing as they listen.

- Visualizing text

- Comprehension of text facilitated through the use of the strategy of visualizing text
- Illustrations indicate that the text read is understood



To connect this image building with comprehension and to reinforce the concept of visualization, make time to share and discuss students' images which might be done in small groups first, then as a class

Students may use the following table to write the information in the story and to draw the picture of the scene being visualized.

Visualizing Using Text Information	
Good readers use text information to form mental pictures of the story or text. When we read, we must focus on the details to be able to fully understand. Like a detective, we need to identify what's important to our "case". As you read, record the story clues or details that help you picture what is happening.	
Story Information	How I Pictured the Scene

## STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### ICT Attainment Targets:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

### Objective(s)- L1, L2, L3

#### Students should be able to:

- Use dictionaries, thesaurus, encyclopaedia and search engines to locate information
- Formulate questions for collecting data
- Interpret, analyse and present data

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Using the unit subtheme “National Heroes”, answer the following question:

- What role did our national heroes play in Jamaica’s development?

In each of seven (7) mixed ability groups randomly select one national hero/heroine.

As a whole class activity, design a list of questions to be answered on the role in the nation’s development. For example:

- Where in Jamaica did the national hero/heroine live?
- During which period did he/she make his/her contribution?
- What part did the hero/heroine play in Jamaica’s development?
- Based on his/her contribution, do you think that he/she deserved to be named a national hero/heroine and why?
- Are there any other Jamaicans that you believe should be named a national hero?

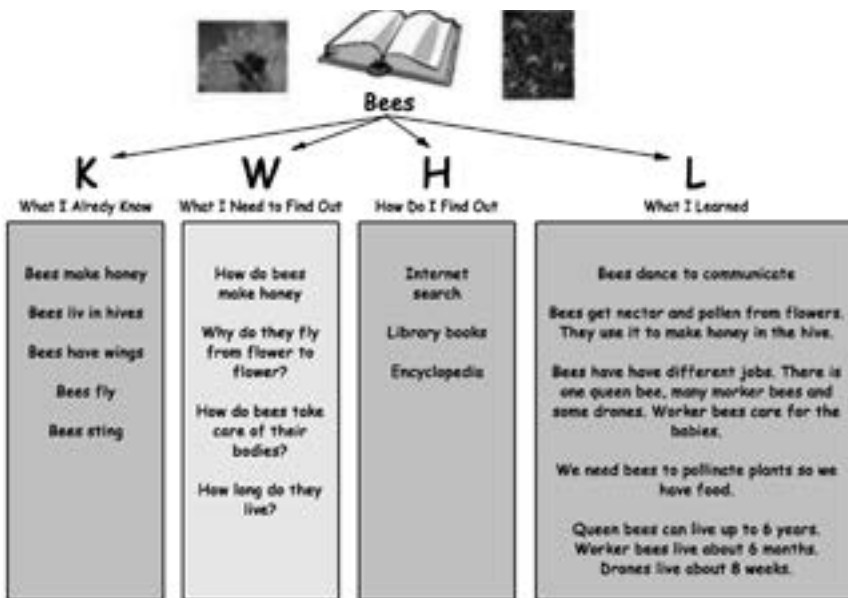
- Design research questions
- Use ICT tools to locate information

- Research questions appropriate for the purpose of the research
- Evidence of the use of ICT tools to gather information

Prepare a report using a creative form (poem, play, song etc.) to present their findings. A leader should be selected to make the presentation to the class.

### Points to Note

In their discussion they can use a KWHL chart to assist them in planning for data collection and presentation. Review the KWHL chart and provide assistance to each group in completing each section.



- Prepare and present report of findings

- Report presented had adequate details in response to the questions
- Use of performing arts entertained and provided relevant information on the topic researched

- Use KWHL chart

- KWHL chart appropriately used to assist in organising the research

**Groups 1, 2, 3****Character Traits of National Hero****Students will:**

For each national hero being researched, complete a character trait organiser for display. Mount the charts and have students move from station to station reading the information posted and make notes for discussion.



## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure, including layout, sections and paragraphs

#### Attainment Target(s)

- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

#### Objective(s) - Groups 1, 2, 3

##### Students should be able to:

- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Write to narrate, persuade, inform, describe and entertain
- Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing
- Use adjectives, adverbs and verbs to enhance/enrich descriptions in written work
- Use a variety of descriptive techniques to enrich written descriptions
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Activity – Framed Paragraph

##### Students will:

Using the Unit sub-theme “National Heroes” complete a framed paragraph that contains a main idea, supporting details and a summary. Discuss the frame as a whole class activity. Individually choose a national hero to complete the paragraph frame for historical setting.

##### Points to Note

- Focus: Use a “frame” (outline or template) for writing a paragraph that contains a main idea (topic sentence), supporting details, and a summary statement (conclusion).

- Use a frame/template to write a paragraph

- Frame successfully used to develop a paragraph which contains a topic sentence, supporting details and a conclusion



- For example, the Morant Bay Rebellion led by Paul Bogle, or the 1831 Slave Rebellion led by Sam Sharpe can be presented using the frame.
- Group students according to the national hero chosen and guide them in a brainstorm activity to decide on the information to be presented. Have them use online and other sources to gather information. Once this is completed, students will complete their own frame. Modify the frame as necessary to accommodate varying levels of ability.

- Structure descriptive essay

- Features of a descriptive essay is observed in writing piece – descriptive words, sensory details, figures of speech and the writer's impressions
- Picture used to describe the scene depicted and the main idea and details observed in the picture are appropriately outlined

#### Framed Paragraph Activity: Paragraph Frame for Historical Setting

Getting Started:

Identify Where (Location, place): \_\_\_\_\_

Identify When (Time, time period, era): \_\_\_\_\_

Historical Facts to Explore: \_\_\_\_\_

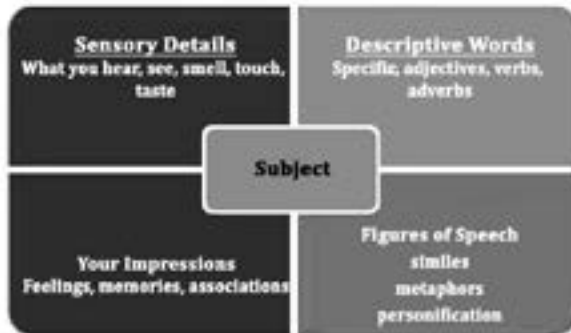
Historical Setting	
The details of the setting of _____ are important for several reasons (Topic Sentence) The story (event, incident, experiment, etc) _____ takes place during _____ (when)	
in/at _____ (where)	
The time of the story is important because _____	
_____ (Detail #1)	
The place the story occurs is also important to understanding the story. The main events take place _____	
_____ (where) During this period of time, there was great interest in _____	
_____ (Detail #2)	
Some other important details about the setting include _____	
and _____ (Detail #3) The writer _____	
uses the setting of the story to _____	
_____ (make his/her characters interesting, make the plot of the story come to life, tell her/his point of view, etc.) (Conclusion)	

#### Activity - Writing to Describe (Levels 1, 2, 3)

Students will:

In a whole class activity, discuss the structure of a descriptive essay paying attention to descriptive words, sensory details, figures of speech and the writer's impressions.

In small mixed ability groups, use the chart to provide more details under each heading.



In each group view a picture of a scene related to the Unit theme such as the Morant Bay Rebellion or the famous “One Love Peace Concert” in 1978 with Bob Marley, Michael Manley and Edward Seaga.



Prepare a descriptive essay based on the picture presented. Share their pictures and essays with their peers for a class critique. Use feedback to revise and edit essays and then display in the classroom.

## STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s) – L1, L2, L3

#### Students should be able to:

- Use different sentence structure combinations as appropriate to different functions and types of writing, including giving directions/instructions, to narrate to inform
- Select and use effectively, different punctuation marks for different writing functions – full stop, exclamation mark and question mark
- Use connectives to link and extend sentences
- Use subject-verb agreement appropriately
- Discriminate between the formal and informal usage of the JC and SJE
- Use verb tenses correctly

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Activity – Rules for Subject-Verb Agreement (Groups 1, 2, 3)

#### Students will

As a whole group, review the rules of subject-verb agreement using examples for each rule that may be read by all students.

#### Points to Note

Increase the level of difficulty for those students who can read at a higher level. e.g. at the Primer level – “The boys are big.”, “The girl plays with the doll.” Present each student with the subject-verb agreement table and have them do the following:

1. Read the rule
2. Read the examples of the rule in use
3. Create own sentence examples

- Review subject-verb agreement rules
- Apply rules using sentence examples

- Examples written for each subject-verb agreement rule is correct
- Sentences constructed are grammatically correct and accurately punctuated

**Group Assignments**

**Group 1** – Complete 2 rules at a time.

**Groups 2 and 3** – Complete up to five rules.

N.B. Correctly punctuate all sentence examples.

Rule	Example	Your own examples		
<b>RULE 1</b> – A verb agrees with its subject in number.	<b>Nanny remains</b> the only national heroine.			
<b>RULE 2</b> – The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.	<b>One of</b> the girls is Jamaican.			
<b>RULE 3</b> – Some subjects always take a singular verb even though the meaning may seem plural. These subjects always take singular verbs: each, someone, either of anyone, neither of, nobody, one, somebody, no one, anybody, everyone, everybody	<b>Neither</b> of the two boys in the fight <b>is</b> from my school.			
<b>RULE 4</b> – The following words may be singular or plural, depending upon their use in a sentence, <i>some, any, all, most</i> .	<b>Most</b> of the news <b>is</b> good. (singular) <b>Most</b> of the heroes <b>are</b> men. (plural) <b>All</b> of the cake <b>was</b> eaten. (singular) <b>All</b> of the heroes <b>are</b> great Jamaicans. (plural)			
<b>RULE 4</b> – Subjects joined by <i>and</i> are plural. Subjects joined by <i>or</i> , or <i>nor</i> take a verb that agrees with the last subject or the subject nearer to the verb.	Paul Bogle <b>and</b> George William Gordon are heroes. <b>Neither</b> our teacher nor the <b>principal is</b> leaving. <b>Neither</b> the teacher nor her <b>students are</b> in the class.			

**Activity: Punctuation****Students will:**

For each sentence created as an example of the subject-verb agreement, ensure that the right end punctuation is used. Create sentences which have different types of end punctuation (full stop, exclamation mark and question mark).

- Use end punctuation marks

- End punctuation marks correctly applied to sentences constructed

**Activity: Using connectives to extend sentences**

As a whole class activity, discuss the use of conjunctions to join sentences using examples. Do a search for sentences joined by conjunctions in their text books, newspapers or any available reading material such as labels. In their reading groups, write some of the sentences identified and present them to the group members. Use strips of sentences and conjunction cards to join the sentences. Organize sentences, write these and then share with the class. Contrast with common JC sentence connectives such as "since as how", "because say" in order to highlight accepted SJE connectives.

- Using connectives
- Compare and contrast SJE and JC connectives

- Conjunctions used appropriately to connect sentences
- SJE and JC connectives compared and SJE used appropriately in given sentences

**Points to Note**

Once they have found the correct conjunction, instruct students to remove the end punctuation of the first sentence and insert the word. Sentences constructed must be at various reading levels to accommodate all students. Engage students in comparing and contrasting SJE and JC connectives.

**Activity: Verb Tenses****Students will:**

Discuss the 12 verb tenses using simple sentences as observed on the chart below. Make a similar chart and populate it with sentences to demonstrate the verb tense.

Level 1 students - Focus on the simple past, present and future tenses.

Level 2 students - Focus on the continuous past, present and future tenses

Level 3 students - Focus on the perfect and perfect continuous past, present and future tenses.

**Points to Note**

As demonstrated in the chart below, the sentence should initially be based on the same theme. For example: I **ran** a race yesterday. / I like to **run**. / I **will run** for my house on sports day. Incorporate the Unit theme in the sentences constructed.

- Use verb tenses

- Sentences created reflect the correct use of the verb tenses

The 12 Verb Tenses

	Past	Present	Future
Simple	I <b>ate</b> pizza yesterday. S + V + O	I <b>eat</b> pizza everyday. S + V + O	I <b>will eat</b> pizza tomorrow. S + will + V + O
Continuous	I <b>was eating</b> pizza when you arrived. S + was/were + (V-ing) + O	I <b>am eating</b> pizza right now. S + am/is/are + (V-ing) + O	I <b>will be eating</b> pizza when you arrive. S + will be + (V-ing) + O
Perfect	I <b>had eaten</b> all of the pizza when you arrived. S + had + V + O	I <b>have eaten</b> all of the pizza. S + have/has + V + O	I <b>will have eaten</b> all of the pizza by the time you arrive. S + will have + V + O
Perfect Continuous	I <b>had been eating</b> pizza for 2 hours when you arrived. S + had been + (V-ing) + O	I <b>have been eating</b> pizza for 2 hours. S + have/has been + (V-ing) + O	I <b>will have been eating</b> pizza for 2 hours when you arrive. S + will have been + (V-ing) + O

Legend: S = Subject    O = Object    V = Verb (V = present / V<sub>i</sub> = past / V<sub>3</sub> = past participle)





NSC

# **LANGUAGE & LITERATURE**

GRADE 7: TERM 3



### About the Unit

In this nine-week unit, students explore the theme 'Recreation and Health'. The Unit reinforces language as a communicative tool as students build proficiency in using textual evidence to support ideas in their writing, both in simple sentences and complex paragraphs. Students will apply subject/ verb agreement rules, the past participle verb form and metaphors to add impact to their writing and produce a range of engaging narrative pieces that evoke emotions and create the appropriate atmosphere.

As in previous units, students will read literature closely alongside informational texts focusing on the use of concept maps to extract important concepts as well as the use of various strategies to derive the writer's purpose. The Unit also allows students to explore the plot structure of narratives.

The module pays keen attention to the fluent use of SJE and JC registers and styles in terms of purpose and audience. In addition, the Unit intentionally incorporates Guidance, Physical Education and Food and Nutrition themes to support potential interdisciplinary connections to this compelling content. These intentional connections will allow students to acquire age-appropriate language skills through inquiry, evaluation and creative thinking in an effort to develop autonomous learners.

### Guidance for the Teacher

This unit extends or reinforces skills previously introduced in the other terms and units. Specific attainment targets, objectives and activities have not been indicated for some areas in the unit. However, the expectation is that the teacher will reinforce these skills to ensure that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately. The areas for reinforcement include listening in order to understand the message being communicated and appropriately responding to what is communicated using appropriate language forms. The effective use of verbal and non-verbal strategies and the application of a range of word recognition strategies including structural analysis cues (compound words, affixes, context clues) to decode unfamiliar words and the sight/whole word approach of learning and recalling new and specialized vocabulary, are also to be reinforced. At this level, students are still to be encouraged to write legibly and neatly.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



## Key Vocabulary

recreation  
health  
nutritious  
diet  
rest  
meal  
balanced  
games  
exercise  
sleep  
sport  
activity  
benefits  
diseases  
entertainment  
relaxation  
physical  
mental  
lifestyle  
habit  
safety  
staples  
wellness  
enjoyment  
amusement  
pleasure

**Focus Question: What are some recreational activities in which I can be engaged?**

**What are the factors that contribute to my physical and emotional health, and how can I ensure a healthy lifestyle?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately.

### ATTAINMENT TARGETS:

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

#### Attainment Target(s) – Unit 1

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

#### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

#### Objective(s) – Groups L1, L2, L3

##### Students should be able to:

- Identify the purpose for speaking and the target audience in order to make presentations based on assigned or self-selected topics (e.g., about self, familiar persons and objects, and personal experiences);
- Include multimedia components (e.g., graphics, sound) and visual forms (e.g., skits, puppet plays) in presentations to convey facts, ideas and points of view for different purposes and audiences;
- Deliver presentation with clarity, confidence and fluency.
- Respond constructively to ideas expressed by the speaker;
- Review the main ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;
- Distinguish between the use of specific SJE/JC structures and orally translate/interpret JC to SJE and SJE to JC.

**Students will:**

Use the following guiding questions as a basis for a class discussion:

Guiding questions:

What is recreation?

What are some recreational activities in which I can be engaged?

What is the difference between physical and emotional health?

How can I maintain good physical and emotional health?

Discuss the guiding questions as a whole group activity. Use a KWLH chart to organize the information generated from a discussion of the guiding questions. In mixed-ability groups, research the questions and organize the responses/information they have generated on the KWLH chart.

For example

<b>K</b>	<b>W</b>	<b>H</b>	<b>L</b>
What do we know about types of recreational activities?	What do we want find out about types of recreational activities?	How can we learn more about types of recreational activities?	What we learned about types of recreational activities
<ul style="list-style-type: none"> <li>• They make you happy</li> <li>• Like dominoes</li> <li>• Good vibes with your friends</li> <li>• Like games at school</li> <li>• Provide enjoyment</li> <li>• Like watching a movie</li> </ul>	<ul style="list-style-type: none"> <li>• What are the best types of recreational activities?</li> <li>• What are some common recreational activities in Jamaica?</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Internet search</li> <li>• Question family members and friends</li> </ul>	

Select group leaders to present their findings. Listen for the main ideas, ask questions to seek clarification and comment on the use of SJE and JC structures.

**ICT Integration: Have students record their presentations and upload on a class social media page.**

- Activate and use prior knowledge of subject to make meaning of what is being said
- Listen for main ideas
- Ask questions to seek clarification
- Use SJE structures appropriately in oral communication

- KWLH chart used to record information about a topic
- Main ideas are accurately extracted from presentations
- Clarifying questions asked of the presenters are appropriate and related to the topic being presented
- Presentations demonstrate appropriate use of SJE to suit context and ideas expressed are sequenced logically with a main theme and supporting details

**Activity**

In their groups, prepare skits or dub poems depicting healthy life-styles or types of recreational activities. Use a rubric for dramatic pieces, critique each group's presentation.

**Point to Note**

The group with the highest score should be recommended to present their piece at the school's general assembly.

- Listen for information
- Ask questions to seek clarification
- Use SJE and JC structures appropriately in oral communication
- Use rubric to rate performance
- Information relevant to unit theme accurately extracted from presentations as indicated in peer critiques
- Presentations indicate appropriate use of SJE and the ability to code switch between SJE and JC
- Rubric appropriately used to score presentations

Criteria	4	3	2	1	TOTAL
<b>VOICE</b>	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	
<b>AUDIENCE</b>	Audience felt like part of the show.	Was aware and well connected to the audience.	Needed more audience awareness and connection.	No audience awareness or connection at all.	
<b>BLOCKING</b>	Good use of stage and movement—did not turn back to audience	Almost used entire stage—turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking—always face audience and use the stage!	
<b>SCRIPT/PURPOSE</b> (When applicable)	Enticing vivid detail used in script/dialogue; evident reasons for the performance.	Script/dialogue was well written; considerable detail with good purpose.	Some detail used in script/dialogue; needed more of a purpose.	Script/dialogue contained no purpose and very little detail.	
<b>MEMORIZATION/IMPROVISATION</b> (When applicable)	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized—some improvisation used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	
<b>FACIAL EXPRESSION/BODY LANGUAGE</b>	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions, gestures & movement.	Contained little to no facial expression, gesture or movement.	
<b>OVERALL</b>	Committed, cooperated & concentrated—WOW!	Semi-committed, concentrated & cooperative—GREAT!	Almost committed, cooperative & concentrated—NOT TOO BAD...	No commitment, cooperation or concentration—MORE REHEARSAL!	

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning

### ATTAINMENT TARGETS:

- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

#### Attainment Target(s) – Unit 1

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices

#### Objective(s) – Sight Words (Groups 1, 2, 3)

##### Students should be able to:

- Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).
- Use semantic (meaning) cues such as prefixes, suffixes, root words, compound words, phrases, sentences and visuals to recognise words in oral and written language
- Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning
- Identify and use antonyms, synonyms, homonyms and homophones to build vocabulary
- Identify onset and rimes and use them to segment and blend sounds in words
- Know and apply phonics and word analysis skills in decoding words
- Demonstrate knowledge of syllabication rules (common rules e.g., Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel) to identify multi-syllabic words

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment

#### Points to Note

##### Diagnostic Assessment

Assess student's high frequency word recognition level using either the Dolch or Fry's Sight Word Assessment Forms. Provide each student with the record of their performance.

- Read sight words and key vocabulary words in isolation and in the context of a sentence

- Sight words accurately read in isolation and in the context of sentences

**Students will:**

Write down the words they failed to identify on the Dolch or Fry's Sight Word Assessment Forms. Make three (3) sets of flash cards including the Unit key vocabulary - one set being those with words they already know, the other being the words they are learning and the third set, the words they will be learning. Copy the words into their log book. Define words, illustrate, where possible and identify all related features of the word to include its tense, number, part of speech, number of syllables etc.



Word			
Define the word			
Use the word in a sentence			
Choose the part(s) of speech	noun    pronoun    verb    adjective    adverb    preposition    conjunction    article		
Draw a picture of the word	How many syllables?		
	Find rhymes		
	Find antonyms		
	Find synonyms		
	Root word	Prefix	Suffix
Tense: present    past    future    Present continuous    past participle			

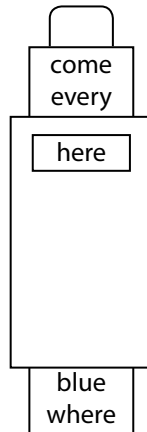
- Use sight words and key vocabulary words in written sentences

- Create and use word games to aid automaticity

- Use vocabulary log to document word features

- Words read within 5 seconds of exposure
- Automaticity achieved in word recognition
- Sentences produced demonstrate appropriate usage of sight words
- Word games using vocabulary are accurately completed
- Words accurately entered in log to include:
  - correct spelling
  - part of speech
  - definition
  - correct use of word in sentence
  - affixes
  - antonym
  - synonym
  - tense
  - picture (where possible)

To aid automaticity, students will continue to add new words to the tachistoscope previously made and practise with a partner by timing the exposure to each word to a maximum of 5 seconds.



Create and play word games such as puzzles and treasure hunt to practise sight words and Unit key vocabulary words previously introduced or words encountered in reading about recreation and health should be included.

N.B. Word games may be created online.

### Groups 1, 2, 3

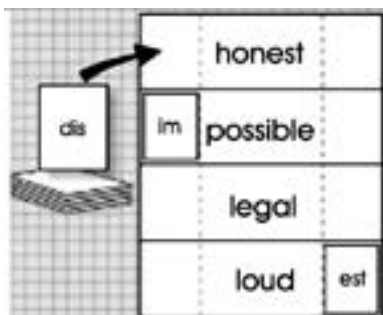
#### Affixes, Root Words, Compound Words

##### Affixes and Root Words

In pairs, add affixes to make words and use new words in sentences.

1. Place affix cards face down in a stack. Place the base word work boards face up in a row.
2. Select the top card from the stack and say the name of the affix (e.g., dis).
3. Find the base word that, when the affix is added, will make a real word (e.g., honest).
4. Place the affix next to the base word and reads the new word (i.e., dishonest).
5. Write new word on the paper. Write a sentence that demonstrates the meaning of the word.





She sang the loudest on the choir.  
It is impossible to live without oxygen.

### Group 1

Select 5 words and write sentences using the base word and then the base word and affix(s). Illustrate the words and/or sentences to indicate the meaning. Underline/highlight all words containing affixes.

### Groups 2 and 3

Select as many words as they can, including unit vocabulary, to incorporate into a two to three paragraph composition using the theme "Recreation and Health". Underline/Highlight all words containing affixes. Unit vocabulary should be incorporated.

### Compound Words

Continue with their partner to design a similar activity like the one previously completed for "affix and root word". Match the component parts of compound words and to write



**Groups 1, 2, 3****Students will:**

Decode words with the following structures that were presented in term 2:

- silent letters (e.g. h, k, w, b, gh)
- consonant digraphs in initial position, e.g., th, sh, ch, wh, ph
- vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay
- initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw
- final consonant blends e.g., nd, nk, nt, mp
- initial consonant clusters e.g., thr, str, scr
- r-controlled vowels e.g., ar, ir, ur, or
- diphthongs e.g., ou, ow, oi, oy
- inflectional suffix e.g., s, es, ing, ed

- Apply word recognition clues to decode challenging words

- Progress monitoring checklist indicates students' production of sounds.

**Points to Note**

Online sources are available to have students tested and their areas of deficit identified.

[http://rti.dadeschools.net/pdfs/phonics\\_screening\\_inventory.pdf](http://rti.dadeschools.net/pdfs/phonics_screening_inventory.pdf)

A profile of needs can be documented for intervention.

Target Word	Initial Consonants	Initial Blends/ Digraphs	Short Vowels	Vowel Correspondences	Medial Consonants/ Blends	Final Consonants/ Blends/ Digraphs	Special Syllables	Base/ Poets	Syllable Junctions/ Prefixes/ Suffixes	Oddities
1. cup	c		u			p				
2. fish		f	a			sh				
3. won't										won't
4. wind										wind
5. suk	s		u			sk				
6. slider		sl		i		d			er	
7. schooled		sch		oo, ar	i, y	d				
8. leaves	l			oa		v			es	
9. batch	b		a			tch				
10. fault	f			au		t				

Based on their performance, place them in groups for instruction.

### Onsets and Rimes with Content-Level Vocabulary and Unit key Vocabulary

#### Students will:

Identify words from their sight word list, Unit key vocabulary and from the phonics inventory and any other vocabulary to which they have been exposed in other subject areas. Say the sound that they hear at the beginning and the ending of the word and the medial vowel sound. Substitute initial sounds to create new words. Place a table of new words in their log book.

For example:

**For G1 students,** Practise the concept of onset and rime, silent “e” rule, consonant blend and digraphs, short and long vowel sounds

#### Key Vocabulary list (All 5 words contain features being taught)

health	- wealth, stealth
rest	- best, jest, nest, pest, test, vest, zest
meal	- deal, heal, peal, real, seal, zeal, steal,
game	- came, dame, fame, lame, name, same, tame, flame, blame,
sleep	- sheep, creep, weep, deep, jeep, keep, peep, reap, seep, steep, heap, leap

Use a dictionary, online search engine or thesaurus to determine if the new words they have created are real words. Write down the definitions and use the words in sentences.

### Groups 2, 3

#### Word Recognition and Counting Syllables

#### Students will:

Collect pictures related to the Unit theme and paste them in their vocabulary log book. Name the pictures, then write the words. Use a dictionary or an online search engine to locate the correct spelling. Say the word and circle the number of syllables they hear in each word. Use the words to make sentences.

- Identify sight words
- Pronounce beginning, medial and ending sounds
- Use phonetic skills to decode words

- Sight words accurately identified
- Sounds accurately pronounced in different word positions
- Phonetic skills - onset and rime, silent “e” rule, consonant blend and digraphs, short and long vowel sounds – effectively used to accurately decode words

1  
2  
3  
4

exercising

1  
2  
3  
4

dominoes

1  
2  
3  
4

disease

1  
2  
3  
4

sleeping

---

**STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)**

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**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

**ATTAINMENT TARGETS:**

- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on, and critically respond to literature and other texts, on paper and on screen

---

**Attainment Target(s) – Unit 1**

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Literature: Recognize and comment on the elements of literature in its different genres

**ICT Attainment Targets:**



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

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**Objective(s) – Groups 1, 2, 3)**

**Students should be able to:**

- Utilize speed, accuracy and prosody in order to read appropriately leveled material fluently
  - Demonstrate understanding of increasingly complex texts at the literal and inferential levels (remembering, understanding, applying, analyzing, evaluating, creating)
  - Analyse a variety of narrative texts and explain how the plot contributes to meaning and may impact reader's response
-

**L1, 2, 3****Students will:**

Infer comparisons from pictures – likenesses and differences. – using different graphic organisers to assist them in presenting ideas.

- Compare and contrast pictures graphically and in writing

- Similarities and differences of pictorial information meaningfully and accurately outlined

Venn Diagram

Name \_\_\_\_\_ Date \_\_\_\_\_ Unit \_\_\_\_\_ Lesson \_\_\_\_\_

Category \_\_\_\_\_

Topic \_\_\_\_\_ Topic \_\_\_\_\_

is different is the same is different

Conclusion \_\_\_\_\_

For example, the pictures below show King Street downtown Kingston in the 19th century and present, or compare and contrast Jamaican dance forms. View the pictures in small groups and outline on the Venn Diagram the differences and the similarities. Following graphical comparison/contrast, compose paragraphs to outline these similarities and differences. Observe the conventions of developing paragraphs.





### Compare and contrast Jamaican dance forms

In mixed ability groups, read texts based on the information depicted in the pictures they have analysed. Use graphic organizer to outline main ideas and supporting details. Guided by the QAR Approach and the support of their peers and teacher/coach, formulate their own questions, including those requiring inferencing skills, for e.g. drawing conclusions, making inferences, predicting outcomes, evaluating characters and situations. Share their questions and responses. Respond to the presentations of their peers regarding levels of questions and the accuracy of the answers supplied.

- Read passages at independent and/or instructional reading levels
- Identify main ideas and supporting details
- Formulate questions at different comprehension levels
- Use a graphic organizer

- Texts at independent or instructional reading level are fluently read
- Main ideas and supporting details accurately extracted and outlined using graphic organizer
- Questions are appropriately formulated to reflect different comprehension levels and are sufficiently relevant to the text sources
- Peer feedback sufficiently and appropriately addresses levels of questions and accuracy of responses

Select a range of texts (prose, poetry, songs, etc.) at varying reading levels based on the theme "Recreation and Health." In mixed ability groups of 3 to 4 members, use the QAR chart previously introduced to respond to questions on the text read and discussed by the group members during the shared reading session. Categorise each question type (right there, think and search, author and me and on my own). With support, apply the QAR strategy to answer comprehension questions at both the literal and inferential levels.

Use QAR question stems as a guide to classify question types. Use model responses for each question type to guide the structure of their responses.

- Use QAR Strategy/Approach
- Categorise questions according to types
- Respond to questions at different comprehension levels

- QAR Strategy/Approach effectively used to categorise and respond to comprehension questions

## QAR Question Stems

In the Book	
Right There	Think & Search
What did.... Who did.... How many... What was... Who are.... When did.... What does... What kind.... Who is.... What is.... Where is.... Name.... List....	How do you... What happened to... How long did... What time did... What happened before... What happened after... How would you describe... What examples... Where did... How do you make... Why does... Explain... Compare...

In My Head	
Author & Me	On My Own
Do you agree with... Why did the main character... What did they mean by... How did she/he feel when... Give the reasons why... What do you think... What if... What do you think will happen... What did the author mean by... What did the character learn about...	Have you ever... What are the reasons that... If you could... If you were going to... What are the pros & cons of... Do you know anyone who... How do you feel about... What is your favorite...why... What do you do when... What can be exciting about... What do you already know about... What would you do if...

Reader's Theatre Outline (adapted from

<http://olms.cte.jhu.edu/olms2/data/ck/sites/1943/files/Readers%20Theater%20LP%20-%20JB.pdf>

Before class

- Make copies of the script for all students.
- Identify and select three students who read fluently, or invite three colleagues to assist you in modelling the procedure.
- Provide time for the students to read the script and practice.
- Prepare assigned student groups prior to class. Include a stronger reader in each group.
- Reformat a text according to Readers Theatre guidelines
- Perform a Readers Theatre piece
- Read with fluency and expression
- Text formatted according to guidelines presented
- Scripts at independent or instructional reading levels read with confidence and expression to indicate an understanding of the text



**Introduction to the Strategy****Students will:**

- Participate in a discussion on the Readers Theatre strategy as an activity to help them increase their understanding of characters in different stories. Talk about preparatory aspects of the strategy such as reading through a script beforehand, working with smaller groups, and practicing to read/perform a section or sections of the script. Examine the importance of rehearsing one's role or roles several times in order to be believable as one performs role. Discuss the values of scripts as the base of all dramatic works including movies and plays. Examine features of a script such as the dialogue (main element) and the stage directions.
- Read and discuss 5 principles/guidelines for successfully performing in a Readers Theatre.
  - Readers speak clearly and use an appropriate volume.
  - Readers read the text accurately.
  - Readers read text with expression.
  - Members of the group cooperate with each other during rehearsal time.
  - The group uses its rehearsal time wisely.

- Research attributes of different types of writing.
- Design author's purpose checklist

- Attributes of various kinds of writing accurately researched.
- Checklist appropriately developed and effectively used to identify author's purpose.
- Clues indicating author's purpose accurately identified.

**Guided Practice**

- In assigned groups and respective meeting room, practise given roles in 25- minute time slot, applying the five criteria or guidelines.

**Points to Note**

- Walk around the classroom. Sit with different groups of students and listen to students read the script and practice. Provide praise and/or feedback on students' reading, expression, and interactions with each other (e.g., group cooperation).
- Ask the students for their attention when the timer beeps. Check to see if different groups completed the reading at least once.
- Tell the students when the next class begins, they will have an opportunity to practise with their group again before they perform. Collect the scripts, and elicit feedback for what the students liked best. Focus on the positive.

- Rotate through the groups, to answer any questions and to ensure the students are prepared to perform.
- Ensure that every group performs.
- Discuss with the groups and the class the strengths of the performance and suggestions to improve the performance after each performance

For scripts at varying reading levels visit:

<https://www.readinga-z.com/fluency/readers-theater-scripts/>  
<http://www.readinglady.com/index.php?name=Downloads&req=viewdownload&cid=7>  
<http://www.aaronshepard.com/>  
<http://www.teachingheart.net/readerstheater.htm>  
<http://loiswalker.com/catalog/guidesamples.html>  
<http://richmond.k12.va.us/readamillion/readerstheater.htm>  
<http://www.surfcitydelux.com/readerstheater/index.html>  
<http://www.cdli.ca/CITE/langrt.htm>  
[http://www.educationworld.com/a\\_curr/reading/index.shtml#theater](http://www.educationworld.com/a_curr/reading/index.shtml#theater)  
<http://pbskids.org/zoom/activities/playhouse/>  
<http://www.myteacherpages.com/webpages/JGriffin/readers.cfm>

Present and discuss a Readers Theatre Rubric. At the end of each presentation, students will self-assess his/her performance and group members will also complete the rubric.

- Use rubric to assess performance

- Rubric appropriately used to self-assess performance
- Rubric appropriately used to assess the performance of the group

### Readers Theater Rubric

Name: \_\_\_\_\_

Individual Scores	4-Excellent	3-Good	2-Fair	1-Needs Improvement
Delivery	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance.	Student read the script with some expression, gestures, eye contact, and use of props.	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately.	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately.
Cooperation with group	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well.	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas.	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time.	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time.
Comments				

Group Members: \_\_\_\_\_

Group Scores	4-Excellent	3-Good	2-Fair	1-Needs Improvement
On-task participation	High level of active, on-task participation from all group members.	Majority of group members on-task and actively participating.	Students' level of on-task work or few of the group members actively participating.	Low level of active participation from majority of group members.
Comments				

readwritethink.org

[http://www.readwritethink.org/files/resources/printouts/30698\\_rubric.pdf](http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf)

**Activity: Story Plot****Students will:**

As a whole group, read a short story and complete a story map based on what was read. Review characteristics of story plot.

Based on different reading levels (L1, 2, 3) and in ability groups, read narrative text. Respond to questions related to the plot at the literal and inferential levels and then complete assigned story maps.

- Work cooperatively in groups
- Complete story maps
- Respond to elements of plot

- Group work reflects cooperative efforts and meaningful contribution to the tasks of reading texts and responding to elements of plot
- Questions related to plot structure are satisfactorily answered
- Story map used appropriately to report on the plot structure of short story.

**Story Map**

Instructions: Fill in the boxes to show how your story developed. Name: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

How the Characters Tried to Solve the Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

© TeacherFiles.com Graphic Organizers

## STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Use dictionaries, thesaurus, encyclopaedia and search engines to locate information.
- Formulate questions for collecting data
- Interpret, analyse and present data
- Know and use text features to locate information in texts (bold face, italics, underline, titles, headings, sub-headings, graph, diagram, map, and parts of books including index, appendix, table of contents and online tools to locate information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Research: Recreational Activities

#### Students will:

As a whole group activity, discuss the types of recreational activities in which Jamaican children are typically engaged. In small mixed ability groups randomly select up to 3 activities (pull from bag) to gather information about the activities. Decide on specific aspects of information to be collected and formulate guiding questions. Research and record information and support this with illustrations of the activities.

For example:

From the list below, Group A chooses “Hop Scotch”, “Chinese Skipping” and “Marbles”, they would be required to gather data on the activities and to give details on how each is done to include rules that govern the activity.

- Conduct research

- Information on recreational activities gathered using a variety of sources
- Questions appropriately formulated to guide data research
- Information appropriately analysed and presented using electronic/non-electronic tools

Dandy Shandy, Brown Girl in the Ring, Bull Inna Pen, London Bridge, The farmer in the dell, Blue Bird , Chinese Skip, Cricket, Football, Gig Spinning, Hide An' Seek, Hopscotch, Jacks, Kite Flying, Mumma Lashi, Marbles, May I, Netball , Old Mack Donald, Punchinella Little Fella, Race, Red Light, Riddim, Ring A Ring A Rosie, Room For Rent, Skipping, Stuckie, Two Little Blackbirds, Simon Says



Review text features previously addressed and encourage students to use these features to assist them in locating information. Locate information using a range of online and other sources. Present their findings to the class using different tools such as display boards, videos, newsletters, posters and Power Point Presentations, and a range of relevant text features.

- Identify text features and their functions
- Work cooperatively
- Use ICT tools
- Use text features to locate/present information
- Text features effectively used to locate and present information
- Group work involves adequate and effective member collaboration/participation
- ICT tools effectively used to gather and present information

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s) – Groups 1, 2

#### Students should be able to:

- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Write to narrate, persuade, inform, describe and entertain
- Identify and order main ideas and supporting details and use them to develop structured paragraphs
- Compose persuasive pieces to convey/depict information and ideas for a range of purposes
- Write with increasing competence in SJE using appropriate structures and mechanics
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Narrative Writing

#### Students will:

In pairs, review the link between topic sentences, supporting sentences and concluding sentences.

Compose simple narratives of real or imagined events in which a Jamaican childhood game forms a major part of an experience. For example, an individual may have lost a game and learnt to appreciate that life is not only about winning or a cheating experience in a game may have led to a quarrel and the loss of a special friendship. Pay special focus on the structure of each paragraph. Self-assess work and then circulate among peers to get their feedback on the paragraph structures. Revise and submit work for final teacher assessment.

- Review and apply paragraph structure
- Compose story narratives
- Apply writing process

- Paragraph structure appropriately reviewed and applied to narrative writing
- Writing process effectively applied to narrative writing



This Photo by Unknown Author is licensed under Creative Commons.

### Writing to Convey Information (Expository Writing)

As whole group, discuss guidelines for informational writing as in these below:

- Writing in a clear straightforward way
- Sharing factual information and eliminating personal feelings, colourful descriptions and opinions
- Giving enough details that will allow the reader to have adequate information on the person, thing, activity, event or process.
- Logically sequence ideas, points or steps

- Discuss guidelines for informational writing

- Develop informational passages
- Apply paragraph structure

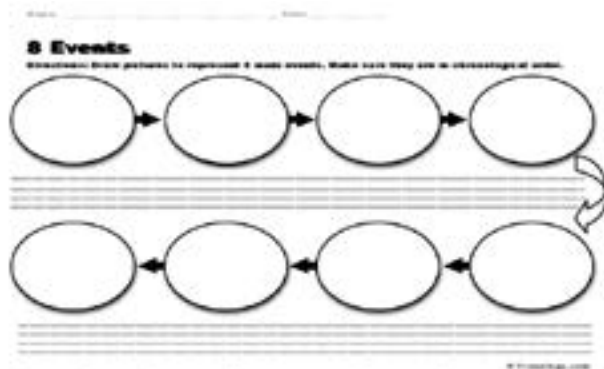
- Apply writing process

- Guidelines for informational writing adequately discussed

- Informational passages satisfactorily developed with the effective application of guidelines

- Writing process effectively applied



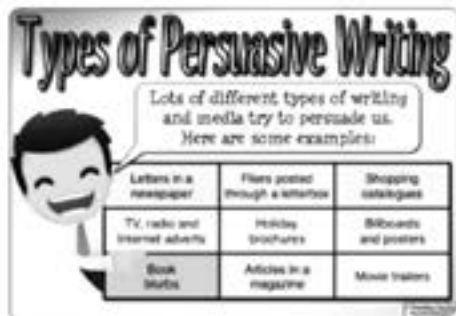


This Photo by Unknown Author is licensed under CC BY-SA-NC.

Using the same scenario under narrative writing above of a childhood game gone bad and guided by the pointers above, write accounts of what actually happened from start to finish. Use graphic organisers such as the one above to record details in a logical sequence before attempting to develop paragraphs. Develop paragraphs using the structure practised under narrative writing. Do self and peer assessment of work and revise/edit work before submitting work.

#### Activity: Persuasive Writing (Groups 1, 2, 3)

Discuss types of persuasive writing as a whole class activity, then participate in a discussion of television, radio, newspaper and internet advertisements.



- Use a graphic organiser
- Use stages of the writing process
- Use of appropriate adjectives in descriptive writing
- Graphic organiser is completed and aids in written composition
- Autobiography includes accurate content and language use
- Autobiography reflects good use of adjectives

From: <http://www.slideshare.net/teachingideas/the-persuasive-writing-pack>

View several advertisements (newspaper, online, videos) as well as labels from their favourite food/snacks and drinks.



Use one of the advertisements prepared, such as one selling Jamaica to prospective tourists, to discuss the text features, imagery and other appealing aspects of the advertisement. As a whole group, participate in completing a persuasion map.

In small mixed ability groups, review several advertisements (audio and visual) and labels, and respond to whether or not the information provided for the product is convincing enough to persuade them to purchase it or to participate in an event or visit a place.

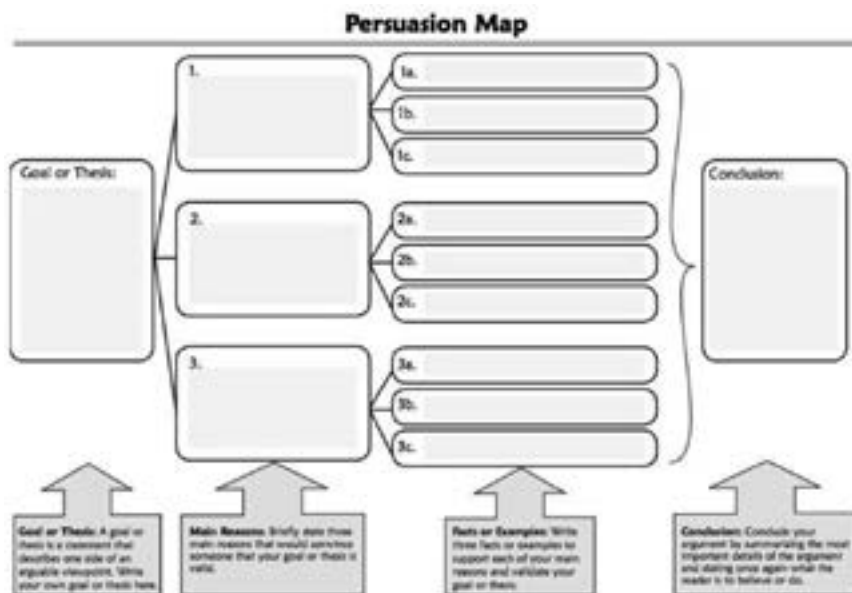
As a group, select a product, event or place to sell to prospective customers. Complete a persuasion map and use it to design the advertisement.

- Complete Persuasion Map

- Design advertisement

- Persuasion Map appropriately used to generate ideas to design an advertisement

- Advertisement is appealing, effective and persuasive



From: <http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf>

### Differentiation,

**Group 1** – Create illustrations, lyrics or demonstration of the product.

**Groups 2 and 3** - Compose a description of the product based on the contributions from all group members.

Present advertisement to the whole group to the class and discuss the effectiveness of the advertisement regarding its appeals in content, images, etc.

## STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Select and use effectively, different punctuation marks for different writing functions – comma, full stop, exclamation mark, question mark, and quotation marks
- Construct sentences with correct subject-verb agreement
- Discriminate between the formal and informal usage of the JC and SJE

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Review the use of the full stop, exclamation mark and question mark to end sentences. In their group, use a scoring rubric to rate the use of these end punctuation on the written pieces completed for the advertisement. Justify the score received and make corrections where necessary.

Introduce the basic uses of the comma to the group. Prepare sentence strips without the commas and end punctuation. Exchange strips and insert the appropriate punctuation. Decide if the strips were correctly punctuated and indicate why.

Use a comma:

1. to separate words in a series.
  - I need **milk, bread, and butter** from the shop.
  - Those footballers are **skillful, talented, and brave**.
  - Mother told me to **do my homework, clean my room, wash the dishes, and then go to bed**.
2. to separate a city and a country.
  - Kingston, Jamaica
  - Bridgetown, Barbados
  - Port of Spain, Trinidad

- Review use of punctuation marks
- Punctuate sentences

- Assess the use of punctuation marks
- Design posters with quotation marks
- Construct and punctuate sentences

- Punctuation marks - comma, full stop, exclamation mark, question mark, and quotation marks – accurately used in sentences
- Scoring rubric appropriately used to assess use of punctuation marks
- Sentences conform to the rules of SJE

3. to the day and year in a date.

- April 20, 2010
- June 14, 2013
- June 14, 2013

4. after the greeting and closing in a friendly letter.

- A comma should follow the greeting.

**Dear Mr. Johnson,**

- End the closing of a letter with a comma.

**Your friend,  
Mandy**

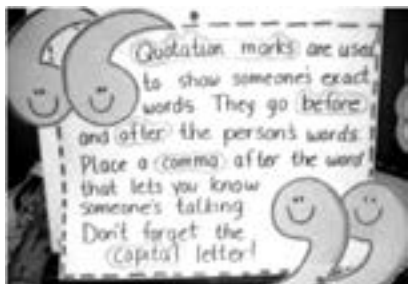
**Yours truly,  
Carey Black**

### Quotation Marks

#### Students will:

Participate in introductory session on the use of quotation marks.

Design posters to show the use of quotation marks.



Make sentences showing the use of quotation marks, along with other punctuation marks they have learned. For example:

Level 1: "Help!, Help!" cried the boy who fell off the swing.

Level 2: "Where can I get information on how to keep healthy?" asked the runner.

Level 3: "Smoking is dangerous for your health." said the doctor.  
"I do not know how to quit smoking." replied the patient.

Do self and peer assessment of sentences to check that learnt structures of SJE have been accurately used. Use a highlighter to indicate errors or unacceptable portions of sentences and revise/edit as necessary with or without assistance from peers and teacher.

**Activity: Subject-Verb agreement****Students will:**

Review the rules governing subject-verb agreement previously introduced. Examine the sentences produced for correct subject-verb agreement and make corrections where necessary.

**Levels 1 and 2:**

in groups examine texts (narrative or expository) at their reading level. Copy sentences from the text into their log book and highlight the subject and the verb. They can be given a guide to search for different sentence types that illustrate the various rules.

For example: The students are having their lunch.

Everybody likes to be in good health.

**Level 3:**

Collect newspapers and select sections that appeal to them such as sports, letters to the editor or front-page headline. Search for sentences depicting various types of subject-verb agreement and highlight them.

Compare and contrast the sentences found in the newspaper articles with the lyrics from a favourite singer and answer related questions.

For example: **Smile Jamaica (Chronixx)**

*Hey she have a rich history  
A beautiful woman with the sweetest gifts  
Beautiful sunrise and an evening kiss  
Of a nice sunset in the evening seas yes  
But she tell me say she tired  
Tired of the exploit and the liars  
she give them reggae, give them beaches  
And the flowers and the ferns  
And all she got is abuse in return  
But I say don't you worry yourself mama  
Chronixx is here to you help mama  
I say no worry yourself mommy  
A one thing me a beg you do for me*

Read more: <http://www.dancehallreggaeworld.com/chronixx-smile-jamaica-lyrics.html#ixzz3ynGAX2iS>

- Apply subject-verb agreement rules
- Distinguish between the number agreement rules of JC and SJE

- Sentences reflect correct subjectverb/ number agreement
- Distinctions made between number agreement in SJE and JC are clear and accurate

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Select sentences written in the table to develop short paragraphs. Follow the Writing Process and do self-assessment edits specifically for subject-verb agreement errors. Circulate paragraphs among peers for further edits. Provide peer feedback by identifying the rules that should be applied to correct the errors identified.

- Create short paragraphs
- Review and edit paragraphs
- Apply subject/ verb agreement rules
- Answer subject/ verb agreement questions

- Subject/verb agreement errors accurately identified in paragraphs and corrected
- Changes adequately justified using knowledge of subject/ verb agreement rules.

Read online and other sources to review information on the past participle.

[https://www.grammar-monster.com/glossary/past\\_participles.htm](https://www.grammar-monster.com/glossary/past_participles.htm)

<https://writingexplained.org/grammar-dictionary/past-participle>

In groups construct charts to assist peers in understanding one (1) function of participles and providing sentence examples as seen below:

Past participles used as adjectives, for e.g.

My **injured** leg prevents me from leading the very active lifestyle I enjoyed before.

Past participles used as Perfect tense; for e.g.

I have **injured** my leg twice in one year.

Past participle used in the passive voice, for e.g.

My leg was **first injured** by a pole that fell suddenly on the football field as we played the match.

Display charts and do gallery walk to review critical points and examples.

- Review functions of the past participle
- Construct past participle charts

- Functions of past participle meaningfully reviewed.
- Charts accurately outline the functions of the past participle and present appropriate sentence examples







NSC

# **ENGLISH LANGUAGE & LITERATURE**

**GRADE 8    SECONDARY PATHWAY III**

The curriculum is designed to facilitate differentiated instruction. The needs of students in Secondary Pathway III (SPIII) will vary, therefore, the need for differentiation is of utmost importance. The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter at Grade 7, participate in the programme and progress to the next grade where the programme will continue up to Grade 9. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must be assessed at the beginning of the intervention programme to determine the level at which they are functioning so that their needs may be met.

	GRADE 7 – YEAR 1			GRADE 8 – YEAR 2			GRADE 9 – YEAR 3		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Instructional Reading Level at Beginning of Grade	Pre-Primer/ Primer	Grade 1/ Grade 2	Grade 3/ Grade 4	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6
Instructional Reading Level at Beginning of Grade	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6	Grade 3/ Grade 4	Grade 4/ Grade 5	Grade 6/ Grade 7

Based on the students' reading level, grouping for instruction is required for several activities for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 3 and 4) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) and the Strands, Standards and Attainment Targets as outlined in the NSC. The objectives are designed to meet the needs of the SPIII learner whose reading levels have been taken into consideration. The suggested activities are to be used as a guide to achieving these objectives. Based on the levels of functioning of students in each SPIII class, the teacher must be flexible in modifying or adapting activities to ensure success. Pacing is also very important, as some students may not be able to achieve ALL that is outlined in the curriculum. The reasons why students are functioning significantly below age and grade expectancy level vary widely. There are 13<sup>1</sup> widely recognized special education disability categories that may be impacting students' performance. In addition, some students may have a poor record of attendance or nutritional issues that have impacted on their learning. The curriculum is therefore, "child centered" and must be delivered based on each child's needs. Once all students are assessed and levels ascertained, groups of learners with similar needs should be identified. If only 2 groups are identified then use that structure for lesson delivery. It is not advisable however, to go beyond 3 groups in each class for differentiation to be effective. Identify common needs across groups of students and design instruction based on common objectives.

<sup>1</sup>autism; • deaf-blindness; • deafness; • emotional disturbance; • hearing impairment; • intellectual disability; • multiple disabilities; • orthopaedic impairment; • other health impairment; • specific learning disability; • speech or language impairment; • traumatic brain injury; or • visual impairment (including blindness).

**TERM 1****UNIT 1****Theme: Health and Nutrition (7 Weeks)**

- Eating Right
- Exercise and Keeping Fit

**UNIT 2****Theme: Abstaining from Unhealthy Practices (7 Weeks)**

- Physical
- Emotional
- Social

**TERM 2****UNIT 1****Theme: Traditional forms of Communication (7 Weeks)**

- Looking Back

**UNIT 2****Theme: Communicating in Today's World (7 Weeks)**

- Types of Communication
- Instruments of Communication

**TERM 3****UNIT 1****Theme: Personal Rights & Responsibilities (9 Weeks)**

- Personal Rights
- Responsibilities as a Citizen
- Justice



NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 8: TERM 1

### About the Unit

The following unit of work offers a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications to meet their specific needs. The unit is structured to provide *students advancing through Grade 8 in Secondary Pathway III (SPIII) with the opportunities to build on the skills and knowledge acquired in the preceding grades, and to facilitate their continued growth and development towards becoming fully functionally literate.* This unit, entitled “Health and Nutrition” employs the Literature - Based Approach to provide the context for the exposure of students to the skills and concepts to be reinforced and/or developed. The unit encompasses concepts related to the range of skills which constitute the six Language Arts strands and seeks to provide the scaffolding students require as they develop competence in the use of the English Language.

### Guidance for the Teacher

This unit extends and reinforces skills previously introduced in Grade 7 to address the skills in different strands using the Literature- Based Approach. This approach is research-based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of literature- text, pictures, diagrams, cartoons, e-mails, blogs and other media centred on a theme. It allows for the teacher to develop materials at the student’s readability and interest levels and supports making connections and identifying the links among the Language Arts strands.

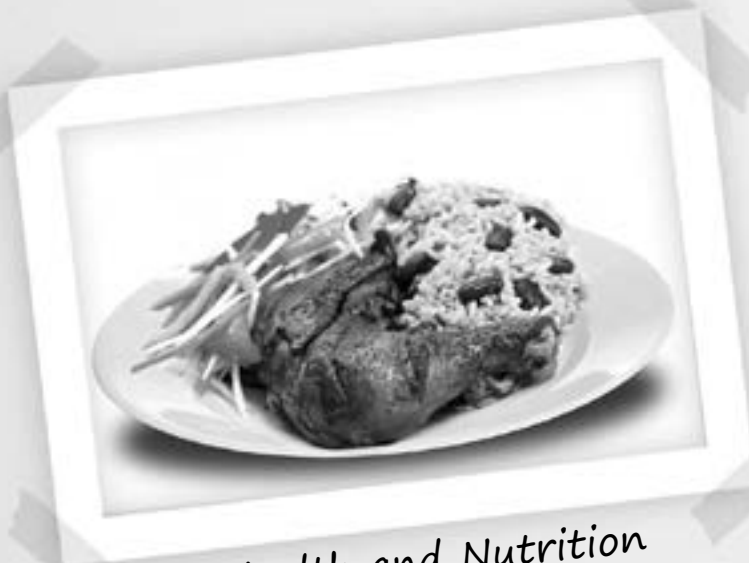
It is also important to note that in cases where the activities give students the opportunity to practise specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities. Students should be encouraged to think critically and creatively, and reflect on and articulate their thinking and learning.

The curriculum is designed for differentiation to meet the needs of the learners. Group 1 refers to those students who may be reading independently at the late Grade 1/ early Grade 2 level and will require instruction at the Grade 2 / Grade 3 level. Group 2 refers to those students whose independent reading level is Grade Late Grade 2/ early Grade 3 and they will require instruction at the Grade 3 / Grade 4 level. Group 3 refers to those students who are reading independently at the late Grade 3/ early Grade 4 and will require instruction at the Grade 4/ Grade 5 level.

An informal Reading Inventory must be administered to determine the students’ independent and instructional reading levels before instruction begins.



*Eating Right*



*Health and Nutrition*



*Keeping Fit*

## Key Vocabulary

health  
nutrition  
eating  
right  
keeping  
fit  
types  
food  
groups  
exercise  
water  
fruits  
vegetables  
meat  
bread  
milk  
energy  
choices

**Focus Question: How can I keep healthy and ensure that my body has the nutrients it needs?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately.

### ATTAINMENT TARGETS:

- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

#### Attainment Target(s)

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

#### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

#### Objective(s) - Groups 1, 2, 3

##### Students should be able to:

- Effectively speak in response to other's points of view using appropriate language, for example, asking questions or challenging ideas
- Evaluate the effectiveness of the use of SJE and JC in creative pieces presented
- Formulate and ask clarifying and probing questions in response to what is heard
- Include relevant information in speech to satisfy purpose and audience



**Groups 1, 2, 3****Students will:**

View a picture of a child with Kwashiorkor disease similar to the one below, or any other disease caused by poor nutrition. Share their thoughts about how the child looks and give possible reasons for the child's appearance.



- Sequence ideas/ thoughts
- Give examples to support points
- Use of appropriate sentence structure.
- Work in groups
- Evaluate speech
- Translate JC to SJE

- Discussion reflects organization, logic and clarity of thought
- Group members work collaboratively to achieve desired objectives
- Advertisement developed for a health related product shows creativity and effective use of SJE or JC
- Oral evaluation of advertisement adequately indicates personal views, logical thinking and respect for the speaker
- JC lines successfully translated into SJE sentences

Contribute to a guided discussion about healthy habits in response to the following questions:

1. What does it mean to be healthy?
2. What are some of the things people can do daily to keep healthy?
3. Why should an athlete for example, Usain Bolt, have to be healthy? (show picture of Usain Bolt)
4. What do you think are some of the healthy habits athletes like Usain Bolt and Shelly-Ann Fraser practise to become great athletes?

Observe three (3) advertisements on products that help to build healthy habits via online tools.

Example: Fruits and Vegetables

Drinking Water

Exercise (Gym equipment or Workout Video)

Work in mixed groups and create an advertisement about a product, which would be beneficial to developing a healthy habit. The use of JC will be allowed in the advertisement.



The advertisement should state:

The name of the product

The benefits of the product to a healthy lifestyle

View each group's advertisement and pay close attention to information given. At the end of all presentations, share whether they would buy the product advertised. They will also share what features made the advertisement most convincing – content, script (scenario), facial expression or body language.

JC lines from each group's presentation will be chosen and whole class will engage in translation to SJE.

### Groups 1, 2, 3

Students will view a pre-recorded video interview of a popular person who practises healthy living e.g. an athlete. The students will share health tips they learnt from the interview.

### Groups 1, 2, 3

Students will:

In three (3) mixed ability groups, engage in one of the following:

1. Visit a company's gym (for example, Digicel) and speak to a fitness trainer and observe equipment used for exercise.

or

2. Go to the E-Learning Laboratory and watch a video presentation of exercises and discuss the video.

or

3. Visit a physiotherapist's office to speak about the importance of exercising. Ask probing and clarifying questions related to the subject being discussed.

Give an oral report of their experience and how the information gained has been personally beneficial. Share pictures of scenes from the trip during presentations.

- Extract information

- Ask probing/clarifying questions

- Orally share information/ experiences

- Response to advertisements demonstrates an understanding of main idea and specific details.
- Group work demonstrates collaboration and results in achievement of targeted objectives.
- Questions asked are relevant and useful in garnering information

- Oral report of experience includes relevant details
- Reflections on ways to make personal changes for the benefit of experiencing a healthy lifestyle are meaningfully shared with peers
- Presentations satisfactorily reflect the following elements:
  - Coherence, concision and audibility
  - appropriateness of language use
  - relevance of points presented
  - effectiveness in the use of SJE or JC

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

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**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

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#### Attainment Target(s) – Unit 1

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words and build vocabulary
- Build vocabulary through various strategies

#### Objective(s) – Groups 1, 2, 3

##### Students will be able to:

- Recognize, read and use words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words)
- Use semantic (meaning) cues such as context clues, prefixes, suffixes, root words, phrases, sentences and visuals to recognise words in oral and written language;
- Use syntactic cues (such as word order, language patterns, punctuation) to identify words and use these as clues to meaning
- Use mnemonics to aid word recognition

#### Objectives – Group 1

##### Phonological Awareness and Phonics

- Know and apply phonics and word analysis skills in decoding words.
  - silent letters (e.g. h, k, w, b, gh)
  - consonant digraphs in initial position, e.g., th, sh, ch, wh, ph
  - vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay
  - initial consonant blends e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw
  - final consonant blends e.g., nd, nk, nt, mp
  - initial consonant clusters e.g., thr, str, scr
  - double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck
  - word endings e.g., ple, ble, dle, tle, ng, tch
  - r-controlled vowels e.g., ar, ir, ur, or
  - diphthongs e.g., ou, ow, oi, oy
  - inflectional suffix e.g., s, es, ing, ed
- demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel)

**Attainment Target(s)****Groups 2 and 3**

Know and apply phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Identify and use blends, digraphs, word families (onset and rimes)
- Use elements of structure to identify words including the use of familiar word chunks, inflectional endings

**Suggested Teaching and Learning Activities****Key Skills****Assessment Criteria****Points to Note**

To build Language and Literature skills in students, construct a Language Corner in the classroom which will be used as a reinforcement space for new content taught in class sessions.

Encourage students to visit this corner on early arrival at school and upon completion of given class assignment with spare time remaining. Flash cards and activity sheets should be created from at least three learning areas – Basic sight words (Dolch's word list), content-based key words and Unit Key Vocabulary List

**Groups 1, 2, 3****Students will**

Call a list of words in chorale form as quickly as possible -4-5 seconds. (basic sight words and vocabulary words)

Choose two to three words and make oral sentences.

**Points to note**

Use a stopwatch and record how long it took each group to call their words.

Demonstrate the use of the words in a sentence.

(Students can continue playing this game with a partner to automaticity) The group that takes the shortest time to call their words will be declared the winner.

Special attention should be given to students who are not comfortable with word identification in order for personal word cards to be made to encourage development of vocabulary.

- Work cooperatively in groups

- Identify words
- Construct sentences

- Group work demonstrates collaboration and meaningfully achieves desired objective of learning sight words and other vocabulary
- Words read accurately within 4 - 5 seconds of presentation
- Words identified with ease and confidence
- Sentences constructed demonstrate an understanding of targeted sight words and unit key vocabulary

**Groups 1, 2, 3**

Cut pictures of nutritious foods and other relevant health related pictures from magazines, newspaper, etc., and make a healthy living collage which will be appealing to their age group and gender. Present their collage to the class and share the reason for the pictures used and read their sentences.

Display their collages on the School's Notice Board to encourage school community toward healthy living

**Points to note**

Teacher will divide chalk/white board into three (3) columns. Each column will be populated with sight words and Unit Key Vocabulary words for each group.

Below the collage will be sentences using the words in their group column on the board. The sentences should pertain to the theme of Health and Nutrition.

For example :

**Exercise is good for me.**

**Exercise is good for my health.**

- Create collages
- Construct sentences
- Read with fluency and expression
- Share personal views

- Collage created using labels from healthy and nutritious foods
- Sentences constructed reflect an understanding of the meaning of the key vocabulary and sight words
- Oral reading is fluent, expressive, and conveys meaning of the targeted words
- Views shared on picture selection demonstrate an understanding of the activity and unit theme

**Groups 1, 2, 3****Students will:**

Use mnemonic devices to spell the word "nutrients" within a specified time of about ten (10) minutes.

Arrange the words in vertical order so that the first letter of each word spells "HEALTH".

Choose two or three words from the Unit Key Vocabulary and engage in the same activity.

Share acronyms with classmates by reading the words and allowing peers to quickly determine the word being spelt.

- Work cooperatively in groups
- Create mnemonics
- Construct sentences
- Read with fluency

- Group activity reflects collaboration, participation and respect for all members in the group.
- Mnemonics created to aid word recognition
- Sentences constructed meaningfully to demonstrate understanding of words used
- Sentences composed and read fluently to demonstrate comprehension

**Group 1**

Construct sentences using the two words done in group activity and the two words chosen for individual activity. Students will read written sentences to whole class.

**Groups 2 and 3**

Construct sentences using three words done in group activity and three words chosen for individual activity. Students will read written sentences to whole class.

**Points to Note**

Divide class into mixed ability groups and each group will be issued six (6) cards, each with the words, "Health", "Everyday", "Always", "Leads", "To" and "Happiness".

The first group to spell the word 'HEALTH' correctly may be awarded a small token. Presentation of the word will be done to the class.

**Groups 1,2, 3****Students will:**

Read aloud sentences given and say what they think is the missing word.

**When the bell rang and I bought my cheese \_\_\_\_\_, I broke the bread and gave my friend a piece.** (Answer: Sandwich)

Share the words they used as clues in the example given in order to arrive at the answer

Clues: cheese, bread

**Group 1**

Read sentences given and choose the correct word from the list. (The sentences will be constructed at their reading level)

Example: I was so \_\_\_\_\_; I drank an entire glass of water. (Thirsty, hungry, sleepy).

The long walk up the mountain was extremely \_\_\_\_\_. (loud, tiring, crazy).

• Use context Clues

• Make predictions

• Use context clues

• Response justified

• Context clues used effectively to identify missing words in sentences

• Predictions accurately made based on key words used in sentences

• Context clues used effectively to identify the definition of words

• Use context clues

• Meaning of key words deciphered and understood accurately

**Groups 2 and 3**

Read sentences pertaining to the unit theme.

Use context clues to determine the meaning of the word in **bold**.

**Example: Use context clues to find the meaning of the words underlined**

Karen held the cheese in her palm.

a. A palm is a tall tree

b. A palm is the middle of someone's hand.

Sammy had not been eating healthy foods and he looks fragile.

a. Strong

b. Weak

At the end of the activity students will read aloud their sentences and one student will offer the answer to which other students will confirm or deny. Students will explain what words were seen as the "clue words"

Sentences can be used as a reading activity in a subsequent class session.

**Points To Note**

Students will be introduced to the concept of Context Clues. They will be guided to understand that context clues can be used to figure out words when reading, in the same way that detectives use clues to solve crimes.

- Predict word meaning

- Word meaning accurately deciphered based on the context clues provided in the sentences.
- Context clues used to justify word choice in selected sentences.

Identify new words related to nutrition and health and use mnemonic devices to spell and remember them. For example, HEALTH: Healthy Eating Always Leaves Tamara Happy.

Students will work in small groups and play mnemonics race. Given a set of words by the teacher, each group will compete to formulate the most creative mnemonics within a specified time frame.

- Use and develop mnemonics

- Mnemonics effectively used to aid word recognition

### 1. Prefixes

#### Students will:

Use the common prefixes such as 'un,' 'in,' and 'im' to form new words. e.g.

Truthful - untruthful

healthy - unhealthy

visible - invisible

Possible - impossible

Curable - incurable

Research the meanings of prefixes selected and then use the meanings of the prefixes as clues to explain the meanings of the new words created.

Form the opposites of words by adding prefixes.

#### Group 2:

Create a bank of words and related prefixes and use them to create sentence pairs. For each sentence pair, use the root word only in one sentence and the root word plus the prefix added in the other. e.g. To remain **healthy**, we must eat right and exercise.

**Unhealthy** foods can lead to illnesses such as diabetes.

#### Group 1:

Create a bank of words at their reading level and related prefixes. Complete the same exercise assigned to Group 2.

#### Both Groups:

In mixed ability groups, play word bingo and create crossword puzzles, including words with prefixes, to be completed by their classmates.

- Identify and use prefixes
- Create word and prefix bank
- Create opposites using prefixes
- Play and create games with prefixes

- Prefixes used to create sentences to accurately depict meaning
- Appropriate prefix added to root word to create opposites
- Sentences created with new word created demonstrate an understanding of the use of prefixes to form the opposite of a word

## 2. Consonant digraphs

Produce the sounds of the consonant digraphs /ch/, /ph/, /sh/, /wh/ and /th/ in the initial, medial and final position in words.

For example: Sounds of /ch/

- Sounds like /k/ in the word stomach
- Sounds like /ch/ in the word mischief
- Sounds like /sh/ in the word chef

In small mixed ability groups, locate words with digraphs in the initial, medial and final position in words and read them in isolation and in the context of sentences. e.g. choose, machine, stomach

Do a word search in a passage, newspaper article, or online article to locate words with the sounds of the digraphs.

Using an appropriate thinking map, arrange the words found under the various sounds of each of the digraphs.

- Pronounce the sounds of consonant digraphs

- Digraphs accurately pronounced and identified in different sources.

- Conduct word search
- Categorize digraphs

- Digraphs accurately categorized

## 3. Inflectional Endings

- Review definition and uses of inflectional endings
  - Parts added to the end of a verb that changes its spelling and meaning (example, -ing, -ed, -s, -es)
  - Show how they are used to indicate tense
- Select 5-10 root words or verbs that can have inflectional endings. For example, jog: jogged, jogs, jogging; cleanse: cleansed, cleanses, cleansing, play: played, plays, playing)
- Write a number of words on chart paper/smart board/etc. and identify which inflectional endings may be applied and what tenses they indicate.
- Check using a dictionary or online search engine, if the newly created word is a real word and orally use each word in a sentence by presenting the sentence to the class. Indicate if the word was used appropriately. If not, then suggest how the word may be used appropriately.

- Identify the functions of inflectional endings
- Add inflectional endings to roots
- Use new words in sentences

- Functions of inflectional endings accurately identified
- Inflectional endings appropriately added to roots to create new words
- New words appropriately used in sentences

### Points to Note

This activity can be modified to a game format with teams vying for the top honours as they try to outscore each other by forming a new word with inflectional endings and using the word accurately in a sentence.



## STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Reflect on and critically respond to literature and other text on paper and on screen

#### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Connect experiences and ideas in text to their own lives

#### Objective(s)- Groups 1,2

##### Students should be able to:

- Identify aspects of material read that they found interesting and/or informative
- Establish purpose for reading
- Make connections to the text from prior knowledge and experiences
- Use various strategies to extract meaning from texts; e.g. previewing, thinking aloud, paraphrasing, re-reading
- Use a variety of strategies to monitor reading (e.g. rereading, searching for clues, pausing)
- Identify main ideas and supporting details in prose, poetry and excerpts from printed media.
- Reread the difficult parts of texts slowly and carefully

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Groups 1, 2, 3

##### Students will:

With teacher's assistance, select books/brochure pertaining to Health and Nutrition appropriate for their reading and comprehension level from the reading corner. Engage in independent reading. Students will sit in a circle and share information about what they read.

- Author
- Reason for choosing the book
- What the book was about

- State purpose for reading/ selecting book
- Share lessons learnt from text
- Identify interesting portions of text

- Text -to -self connections appropriately made

- What has been learnt
- Aspects of the book they found interesting or enjoyable

**Points to Note**

- Ensure that the students of Group 1 have sufficient books to choose from at their independent and instructional reading level. This exercise is for enjoyment hence too many unfamiliar words will frustrate them and cause them to withdraw from the overall learning experience.
- If available books are above and beyond the vocabulary and comprehension level of students, an interesting short passage of no more than 6-8 short sentences should be composed for them to read.

## STRAND 2C: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### ICT Attainment Targets:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s)- 1, 2 and 3

**Students should be able to:**

- Locate and interpret information on calendar, map, chart or graph
- Employ knowledge of alphabetical sequence to locate information in various related sources.
- Locate information from a dictionary, thesaurus and search engine
- Locate information to answer questions using table of contents, titles, chapter headings, glossaries and indexes
- Generate questions about a non-fiction topic for research

**Groups 1, 2, 3****Students will**

In mixed-ability groups, survey a number of non-fiction texts on a variety of subjects to discover the purposes of each non-fiction text feature (bold print, caption, headings, subheadings, italicized words)

They will complete the table below:

Text Feature	What it Does/Purpose
Headings	
Sidebars	
Bold Print	
Key words	
Caption	
Glossaries	
Table of contents	
indexes	

- Locate and interpret text features

- Determine the purpose of text features

- Completed text survey table reflects understanding of the purpose of each text feature in supporting understanding of text.

- Text survey adequately locates text features and associates each with its purpose.

- Research questions generated address gaps in prior knowledge

**Groups 1, 2, 3****Students will**

Complete the first and last column of a R.A.N chart to generate research questions on a non-fiction topic of interest.

R.A.N CHART:

R.A.N Organizer

Headings Or Subheadings	What We Think We Know	Confirmed	We don't think this anymore	New Learning	Wonderings
					

Use text features and evidence from texts to answer questions posed about a non-fiction topic. They will complete the other sections of the R.A.N chart.

Use relevant ICT Tools to make simple one leaf:

**Group 1:** Design and develop a flyer

**Groups 2 and 3:** Design and develop a brochure to present the answers they found on the chosen nonfiction topic.

- Use ICT tools to create flyers and brochures

- ICT tools effectively used to create flyers and brochures

### Groups 1, 2, 3

**Students will:**

Create possible sentences using key words in nonfiction texts (Science or Social Studies).

Sample Sentence Template:

Possible Sentences		
Topic: _____		
Key Words		
True	False	Sentences
		Possible Sentence: _____ Corrected Sentence: _____
		Possible Sentence: _____ Corrected Sentence: _____

- Create sentences
- Use dictionary to spell words correctly
- Create glossary of key terms
- Use guide words in dictionary

- Sentences reflect a prediction of the meanings of the key words based on prior knowledge or supposition of these meanings
- Glossary page reflects alphabetical ordering.
- Dictionary effectively navigated using guide words, where relevant and used to aid the spelling of targeted words and to confirm their meanings. It also helps in the selection of the appropriate words for each sentence.
- Thesaurus effectively used alongside sentence context to determine the most suitable synonym for each sentence.

Use dictionary and/or thesaurus from different sources (traditional hard copy, online) to locate meanings of the key words. Where applicable, use guide words to assist them in locating the targeted words. Read sentences with the words from the text book and compare their own sentences with those in the book. Discuss how the dictionary or thesaurus helps them to clarify word meaning and also how the sentence context guides them in selecting the appropriate meaning/synonym.

**Points to Note**

Meanings in dictionary are general and the context is needed for specific meanings.

**Group 1**

Arrange a list of words with different beginning letters in alphabetical order. They will create a glossary page using 5 of the words.

**Group 2 and 3**

Use their dictionaries to find the correct spelling of a given word that has been incorrectly spelt. Use the first three letters of the given word (which have been correctly spelt) as a guide to locate words in dictionary

Example: **Nutrision: Nutrition**

Create a glossary page using five (5) of the words.

**Group 1****Students will:**

Use KWLH Strategy to write what they know and would like to know about "Importance of Water to the Body". Complete the first three columns of the chart before reading, then find and read relevant information from different sources. Complete final column by indicating the answers to the queries or questions in column two. Share findings with the whole group.

- Apply KWLH Strategy

- KWLH Strategy effectively used to answer questions

**Points to Note**

Students may copy KWLH chart in their books or these can be printed and distributed.

K What I know	W What I want to know	H How will I find information (books, internet etc.)	L What I learnt

Create a comic strip using information learnt. Share copies of the comic strip with classmates and read aloud the contents of the "strip"

- Create comic strip

- Comic strips reflect creativity and content accuracy.

Examine the cover of a book presented and discuss what they think the book is about based on the illustrations and title.

- Make predictions

- QAR strategy effectively used to build reading and comprehension skills.

Use a card with pictures on both sides (a stack of books on one side and a thinking face on the other) which will be used as the story is read. Listen in order to answer questions. Elevate their card to reflect the picture of the stacked books if the answer is in the story. If an answer is not available from the text, raise picture of thinking face.

- Use QAR Strategy (Question Answer Relationship)
- Answer questions

- Types of answers accurately identified

Find the specific page and or paragraph with the necessary information. Once the area of information is located and read, share what they believe is the answer and give reasons using the text to support.

- Draw conclusions
- Make judgements

- Conclusions drawn based on Think and Search questions are logical



### Groups 2 and 3

#### Students will:

Work in groups with short passages of not more than four (4) sentences. Read their passages in their group and discuss the main idea of the passage. Identify topic on card and tell if it matches that of their passage. Give reasons for their answer, using the passage to support their reasons and claim the card, if they believe that it matches the topic.

- Identify main ideas
- Justify response
- Read orally

- Main idea identified accurately after reading given passage.
- Answers given are logical and include evidence from the passage to support reasons/responses
- Titles and sentences accurately summarize stories given

#### Points to Note

Each group should be given a different passage

Read short passages and write a title for each and one sentence that says what the passage is about.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Observe, via an online video, the modelling of the Think Aloud Strategy by an individual thinking aloud and asking questions about lines or events that are difficult. Observe as the strategy is demonstrated a second time by the teacher to review a paragraph for clarification. Share what they noticed as they receive instruction in the use of the Think Aloud Strategy.

Read a passage and apply the Think Aloud Strategy as they read in order to answer questions. Write their answers, as well as the line from the passage where they found the answer.

- Describe Think Aloud strategy
- Apply Think Aloud Strategy
- Answer questions
- Supply evidence to support answers

- Think Aloud Strategy satisfactorily described based on observation
- Think Aloud Strategy effectively used to understand the passage
- Answers recorded in a complete sentence and supported with evidence from passage
- Evidence supplied to support answers is acceptable



## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### ATTAINMENT TARGETS:

- Use a range of punctuation correctly

#### Attainment Target(s)

- Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

#### Objective(s) - Groups 1, 2 & 3

Students should be able to:

##### Sentence Structure

- Correctly construct and use simple sentences in written language
- Begin to construct and use more complex sentences in written language
- Identify and use declarative and interrogative sentence

##### Grammar

- Identify and correctly use singular and plural nouns
- Use appropriate subject/verb agreement
- Use simple adjectives appropriately
- Use link words to join sentences
- Use the articles a, an and the correctly

##### Punctuation

- Use conventions of capitalisation in written compositions
- Use correct punctuation at the end of sentences
- Begin to use quotation marks correctly
- Use comma correctly

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Students will:

Use given word cards to form a sentence. They will be placed in teams to compete against each other. At the sound of "go", stand in line so that their words form a sentence.

#### Points to Note

The team that finishes first will read their sentence and will earn points.

- Construct sentences

- Sentences correctly constructed using the words given

Use sentences formed to create complex sentences by inserting words such as; because, while, therefore, even though etc.

Watch a movie clip and share declarative and interrogative sentences that are used by speakers.

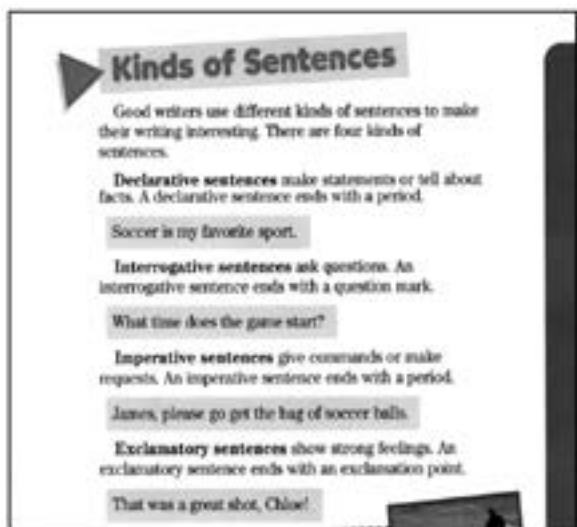
Individually, place sentences in correct order in their notebooks. Identify if the sentences formed are declarative or interrogative and insert the correct punctuation mark at the end.

- Identify types of sentences

- Complex sentences accurately created
- Declarative and interrogative sentences accurately constructed

**exercises he keep fit to**

**Answer: He exercises to keep fit. - Declarative sentence**



#### Students will:

Be blindfolded and asked to place his/her hands in a bag containing different objects, which they will describe using adjectives. The student will try to guess what the object is.

Students will be given a list of adjectives and a list of nouns. They will make appropriate pairs of the words given.

- Use adjectives

- Adjectives identified and used correctly

**Example:**      **Nutritious**                      **women**  
                      **Healthy**                              **food**  
                      **Two**                                    **living**

**Example:**      nutritious food                      two women

Students will make sentences using paired adjectives and nouns. Sentences will be read for the whole class.

Students will use given pictures to write picture names in the singular and plural form and use the articles **a**, **an** or **the**



Example: **an** umbrella  
**the** boys

Students will receive a list of nouns to insert "a", "an" or "the". They will choose five words to make sentences.

### Points to Note

Teacher will review the use of the articles "a", "an" and "the"

Articles	
a	<ul style="list-style-type: none"> <li>• singular noun</li> <li>• starts with a consonant</li> </ul>
an	<ul style="list-style-type: none"> <li>• singular noun</li> <li>• starts with a vowel (or vowel sound)</li> </ul>
the	<ul style="list-style-type: none"> <li>• singular noun</li> <li>• plural noun</li> </ul>

- Make judgement
- Sentence construction

- Word pairs accurately formed to demonstrate understanding of the relationship between nouns and adjectives
- Adjectives used appropriately to create descriptive sentences

Two student volunteers will each be given a separate sentence on a card (e.g. 'The man ate the food' 'The man drank his juice').

Students will be asked to put the both sentences together and create one sentence adding a word to complete the sentence.

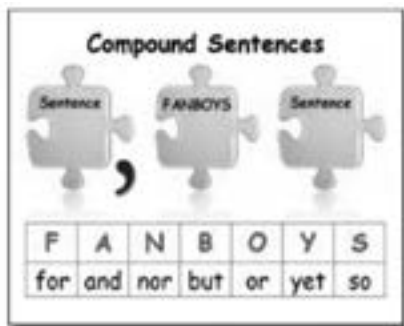
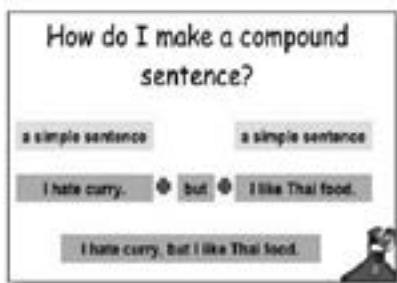
The students will be shown conjunctions - **and**, **so**, **but** and will be asked to select the conjunction which best fits the sentence so it will retain its original thought/idea.

After the students have chosen the conjunction, they will be shown how to rewrite the new sentence with the correct conjunction and punctuation (e.g. 'The man ate the food and he drank his juice.').

Students will join two sentences together with a conjunction from a list. They will create some simple sentences that could be joined by conjunctions and challenge a friend to insert the missing conjunction.

- Create simple sentences and compound sentences
- Use conjunctions
- Construct sentences

- Simple sentences identified, understood and created
- Compound sentences identified, understood and created
- Sentences correctly depict the use of conjunctions
- Simple sentences meaningfully constructed
- Sentences depict good use of conjunctions to form compound sentences from simple sentences



### Groups 1, 2 and 3

Students will watch YouTube video about the rules of subject-verb agreement.

Students will supply the correct verb to match the given subject in sentences about 'eating right'.

For example: Bill (eat, eats) vegetables.

- Use subject-verb agreement

- Sentences completed with correct subject/verb agreement

**Points to Note**

- Review with students the rules of subject-verb agreement.
- Five students will be invited to the front of the class with an item that belongs to each of them. No two students should have the same item. The class will be asked to state each item as the property of the particular class member. Student responses will be written on the board. Students will be instructed how to rewrite the information in the possessive form.

**Students will:**

Observe a list and share what they notice about where the apostrophe is placed. For example,

**The boy's lunch**

**The boys' lunch**

As a whole group activity, discuss the use of the apostrophe with singular and plural nouns.

Individually and randomly select a slip of paper from a box which has one of three numbers – 1, 2 or 3. Remain alone if they select number 1. Choose a partner if they select number 2 or choose two classmates if they select number 3. If in pairs and groups of three, use an assigned label by which they will be identified, for example, friends, classmates, boys, girls, students, teenagers etc. Identify and use items which belong to them, whether they are solo, a duo or a trio. Choose a person, pair or group and create a written sentence on the board using the possessive form of their name and the item which belongs to them.

For example:

**Individual -** Mark's Jansport bag – I like Mark's Jansport bag.

**Pair-** The students' desks are made of wood.

**Group of three (3) -** The teenagers' shoes are the same colour.

- Use apostrophe
- Indicate possession of singular and plural nouns
- Construct sentences

- Possessive sentences accurately written using the apostrophe appropriately
- Singular and plural noun possession identified and created correctly

**Groups 1, 2, 3****Students will:**

Review end punctuation marks (full stops, question mark, exclamation sign and capital letters) by examining sentence strips and identifying which punctuation marks are missing and which words should begin with capital letters.

**Examples:** ray and jay like to run to keep fit

how do ray and jay keep fit

Use given sentence strips and markers to insert the capital letters in the correct places. They will show, and then read the corrected sentence to the rest of the class. The class will respond if they are in agreement with the corrected sentence.

**Group 1**

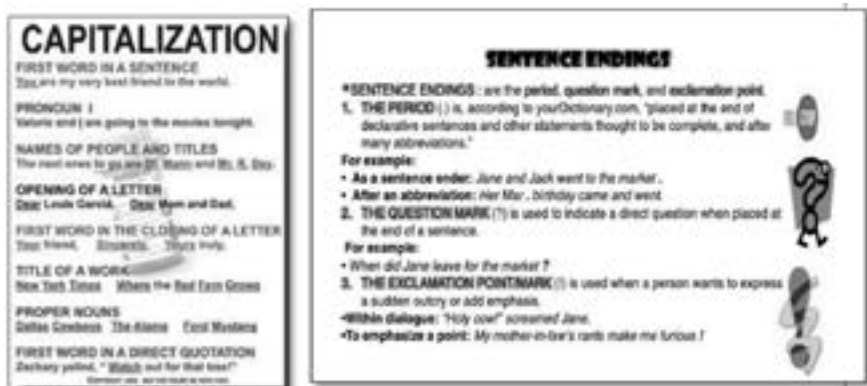
Use given sentences to insert capital letters, full stops and question marks.

**Group 2 and 3**

Use a given short story to insert capital letters and missing punctuation marks.

**Points to Note**

A guide as presented below, may be provided for the students to check the accuracy of the work they have completed.



Instructions will be given on the use of capital letters and ending punctuation marks.

- Use punctuation marks

- Punctuation marks used appropriately in sentences

- Use capital letters

- Capital letters used correctly and identified in sentences.

- Short story correctly punctuated and capitalized

STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

- Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s)- 1, 2, and 3

Students should be able to:

- Review the steps in paragraph development in order to construct paragraphs with clear topic and supporting sentences
- Apply steps in the writing process to develop connected paragraphs
- Write with increasing confidence in story form, showing a clear beginning, middle and end

Suggested Teaching and Learning Activities

Key Skills

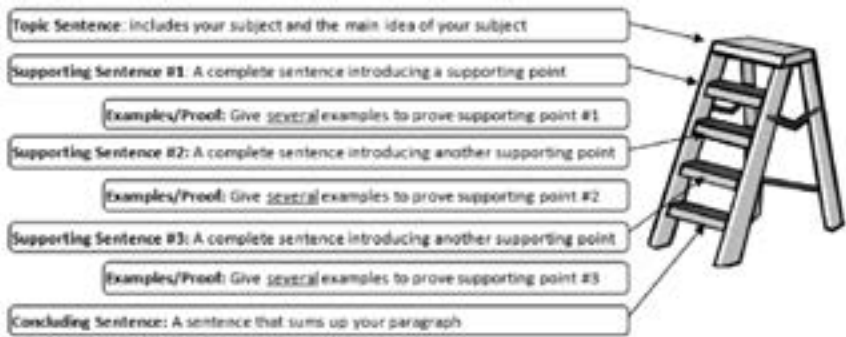
Assessment Criteria

Groups 1, 2, 3

Students will:

View a video or read a segment of a text to review paragraph writing. Examine sample paragraphs and read them in order to identify the main idea in each case, which is presented as a topic sentence.

Visualising the Paragraph



- Read to identify main idea
- Organize a paragraph

- Paragraph read with understanding
- Parts of the paragraph Identified and understood
- Paragraph appropriately constructed

Students read a topic sentence and then examine four sentences in order to identify the one which is not supporting the topic sentence.

**Group 1****Students will:**

- Use two (2) given short paragraphs pertaining to the Unit Theme at their level to read and circle the topic sentence.
- Write two supporting sentences for a given topic sentence.

**Group 2 and 3**

Students will use a given a topic sentence pertaining to the topic to write at least four (4) supporting sentences.

**Groups 1, 2, 3****Students will**

Observe a large picture of a sports day or health fair to discuss what is seen in the picture.



Orally create a story about the picture shown by giving a sentence at a time. Record oral story as it unfolds. Listen to the recorded story and identify the Characters, Theme, Plot, Setting, Conflict and Solution.

- Observe pictures
- Engage in picture discussion
- Compose stories
- Use editing checklist

- Meaningful discussions generated based on elements of the picture to demonstrate organization of ideas, logic and clarity
- Story elements identified, understood and used to create an interesting story which includes linking sentences
- Story created based on picture, and includes the use of sequential sentences
- Story correctly proof read using given checklist



**Group 1****Students will:**

Use picture sequence (No more than six (6) pictures) to create a simple story (Share their stories with the class.

**Groups 2 and 3**

Students will use a given title to write a story. Share their story with the class.

**Points to Note**

All students will be given a simple checklist to use to proofread their story. Instruction will be given on the elements of a story.





### About the Unit

The students in grade 8 possess unique language needs. They need to articulate their numerous concerns and opinions and find answers to their many questions so that they can make informed choices. They therefore need language to cover the gamut of their activities and interactions. This unit entitled “Abstaining from Unhealthy Practices” provides students with the skills and strategies which they need to navigate their daily lives, in and outside of school as it focuses through the listening and speaking strands on thinking and talking about specific issues that affect their daily lives. They make connections to what they read in the Literature segments and develop the important skill of responding aesthetically through the activities involving comprehension.

In recognition of the fact that reading, writing, listening and speaking are indispensable tools for the learning process as the students move across the curriculum, these strands are all treated in this unit. Additionally, some attention is paid to the need to master the grammar of Standard Jamaican English (SJE) with the intention that students’ communicative competencies will be enhanced as they will develop into expert users of the language.

### Guidance for the Teacher

This unit uses the Literature-based approach in which the concepts and ideas surrounding the theme “Abstaining from Unhealthy Practices” are used to provide the context for the instruction and assessment activities. The teacher is encouraged to develop a “text-set” – material of every type, mode and genre surrounding the ideas related to the theme for use as the literature related to this topic. Books, magazines, newspapers, puzzles, text books, pamphlets, brochures, pictures, blogs, power-point presentations, movies and diagrams and other stimuli related to physically, mentally and socially undesirable practices such as drug abuse and bleaching, immorality and gang activities may constitute this “text-set.”



## Key Vocabulary

abstain  
 anorexia  
 bingeing  
 bullying  
 diet  
 disease  
 exercise  
 habit  
 healthy  
 lack  
 media  
 network  
 over-weight  
 practice  
 proper  
 poor  
 sexually  
 sleep  
 smoking  
 social  
 stress  
 tiredness  
 transmitted  
 unhealthy  
 vegetable  
 water

**Focus Question: What are the effects of unhealthy practices?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately.

### ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

#### Attainment Target(s)

- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

#### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

#### Objective(s)– Groups 1, 2, 3

##### Students should be able to:

- Use Standard Jamaican English (SJE) or Jamaican Creole (JC) for the purpose of reporting and dramatizing aspects of the Jamaican Culture
- Speak and listen to SJE and JC in various contexts
- Selectively use JC or SJE depending on audience and context
- Use ICT Tools to communicate with others in SJE and JC.

**Groups 1, 2, and 3****Students will:**

Brainstorm to identify popular unhealthy practices. Create a web of the responses shared.



Watch two videos via an online video site which identifies unhealthy practices and their effects. Discuss how the video content confirms, changes or extends the information they generated before viewing it.

**Sample Video**

**The Pros and Cons of Social Networking & Adolescents | Developmental Psychology Assessment** - [https://www.youtube.com/watch?v=\\_SAYwQM7OaA](https://www.youtube.com/watch?v=_SAYwQM7OaA)

**Effects of Stress** - <https://www.youtube.com/watch?v=TZZlIKXcolo>

- Brainstorm information on a particular topic
- Organize information for presentation
- Listen to extract ideas for presentation
- Contribute relevant ideas to discussion

- Popular unhealthy practices identified through brainstorming
- Information meaningfully organized for presentation using graphic organizer
- Main points of online videos identified and through attentive listening.
- Discussion on the topic of unhealthy practices and their effects demonstrates organization of ideas, logic and clarity
- Contribution to the discussion shows respect and appreciation for each person's point of view.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

In mixed-ability groups, create posters displaying healthy practices/habits and the effects of these practices/habits. Present their posters along with the dramatization of a related scene. Include the use of both JC and SJE or use either of the forms exclusively, as relevant. Give feedback to peers on the presentations. Engage in the translation to SJE of some JC lines or phrases used in the pieces to SJE as a follow-up to the relevant presentations.

- Create and use poster to support oral presentation
- Translate JC to SJE in dramatic presentation
- Share personal views

- Created poster depicts healthy living practices and the effects of healthy living
- Dramatic piece presented which includes poster created on healthy practices and their effects
- Dramatic presentation uses JC appropriately and effectively
- Translation of JC to SJE is satisfactory

In mixed-ability groups of not more than four (4) persons to each group, individually describe to group members what is seen in a picture which depicts an unhealthy practice. Use complete sentences to provide this description, as well as share a personal commitment to healthy living.

- Describe observation in SJE sentences

- Response to visuals includes identifying the main idea
- Description of picture includes simple sentences and correct language structure
- Descriptive sentences demonstrate organization of ideas, logic and clarity
- Sharing of personal thoughts reflects commitment made due to information learnt.



Listen to a panel discussion facilitated by resource persons from the school community. Share information on unhealthy practices that were common during their teenage years and the effects of same then. Compare some healthy practices and their impact in this present day with those of the past as they experienced it. Share some tips on how to approach and handle difficult practices/habits. At the end of presentation, reflect on the ideas shared by the panel and then share their reflections with the whole group.

- Listen for information
- Listen in order to reflect on ideas
- Share personal reflections
- Present information orally

- Discussion demonstrates respect and appreciation for each individual's contribution
- Discussion points reflect organization of ideas, logic and clarity
- Composition of a personal reflection that reflects the information learnt through the panel discussion
- Oral presentation of personal reflection indicates fluency and understanding



**Groups 1, 2, and 3****Students will:**

Listen to a well-favoured reggae song of the group - Example:

**Gully Creeper.**

(The teacher will make the sound of /cr/)

Will identify words with the /cr/ sound from the song.

View pictures from a power point and provide the words for the pictures.



Use some of the /cr/ words from the board to work in small groups and compose a short reggae song which will be performed for classmates.

Choose five words to make sentences which will be read to the class.

**Points to Note**

- Teacher will make the /cr/ words. The /cr/ words from the song will be written on the board.
- Project from a power point /cr/ words for students to provide the words for the pictures. Slides must reflect pictures, words
- A reinforcement project with a time period of one week to record words heard with the /cr/ sound and where they heard it.

Cr words	Date heard	Where I heard it
crate	Jan. 3, 2014	At the shop

- Identify the /cr/ sound

- Match words with pictures
- Discriminating sound

- Construct sentences
- Use 'cr' words in sentences

- Words with /cr/ identified accurately from the video
- Words with /cr/ sound supplied accurately
- Unfamiliar words accurately decoded using word attack skills

- Sentences constructed meaningfully using /cr/ words which demonstrate understanding of the words used



**Group 1,2,3****Students will:**

Say which sound they hear most frequently in the sentence read:  
*Bree sleeps sweetly beside the sheep on the street*

Watch/Listen an online video with lyrics of the song **"One Love" by Bob Marley** <https://www.youtube.com/watch?v=CCK3luJOHho>  
*Stand each time they hear or see a word with the /ee/ sound.*

Supply the /ee/ words heard from the video.

Listen as the teacher calls a different set of words and identify those with the vowel diagraph /ee/ sound.

Compose sentences with words that have the /ee/ sound.

**Group 1****Students will:**

Use at least two /ee/ words in five sentences from the list (need, meet, feed, wheel etc.)

Example: The boy needs to meet his mother at the bus stop.

**Groups 2 and 3**

Use two or more words in ten sentences. Each word can be repeated twice.

Example: I need to meet with my tailor on the other side of the street. Sentences composed will be shared with classmates.

**Notes to Teachers**

- /ee/ words supplied will be written on the board.
- Words can be written on flash cards and taken to class.

- Listen to identify sounds

- View video
- Engage in auditory discrimination

- Compose sentences

- Words with /ee/ accurately identified
- Auditory discrimination used to identify words with the /ee/ sound

- Sentences composed using words with the /ee/ sound

- Read Sentences fluently

- Sentences fluently read with expression and comprehension

**Groups 1, 2, 3**

Use blends on flash cards to play a game of Bingo.

Identify blends using tokens and place them on bingo card after teacher dictate the sound on the cards.

- Engage in auditory discrimination

- Blends accurately identified using auditory discrimination
- Words chosen based on personal preference

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Choose words with the blends and create sentences using the words to include Unit Key Vocabulary words. Share sentences composed with the class.

- Compose Sentences
- Engage in oral reading

- Meaningful sentences composed which include blends and Unit Key Vocabulary words
- Words with blends supplied correctly from personal vocabulary

Groups 1, 2, 3  
Complete Find-a-Word Puzzles which can be created using free online website – e.g. [www.puzzlemaker.com](http://www.puzzlemaker.com) for the application of spelling, decoding and use of sight words and words relating to health and nutrition.

Choose one of the words to create a riddle which will be read to classmates for them to guess the answer.

Example: What goes in red and comes out black?

Answer: lobster

Example: You throw away the outside and cook the inside, then you eat the outside and throw away the inside.

Answer: An ear of corn

Class can compose a "Book of Riddles".

- Apply word attack skills
- Complete Puzzle
- Create riddles
- Spell Jumbled words
- Use phonics to decode words

- Targeted words accurately decoded using appropriate word attack skills
- Answers correctly identified using clues provided
- Riddles created using a word of personal choice
- Composition of puzzles understood and letters inserted in the correct space
- Jumbled words spelt accurately by inserting letters in the correct order
- Riddles read fluently and with expression

### Points to Note

#### Group 1

##### Students will

Unscramble letters from given answers/clues to jumbled forms showing the first two letters in correct order for answer.

Example: Clue: You can use me to go up or down (tpes) Ans: S T ...

....

### Points to Note

#### Groups 2 and 3

Complete crossword puzzle using words taught in phonetic class instruction.

**Group 1,2,3**

Add inflectional endings to the words such as 'slow''plan' then say the word formed.

**Points to Note**

- Supply inflectional suffixes: s, es, ed, d, ing and root words (beginning with I-blends) to form words  
**Suggested root words: play, clap, blink, pluck, clip, slap, sleep, claim**
- Record responses on the board
- Use chart which outlines rules identified such as doubling letters
- Use of dictionaries

Root Words			
Flow	Flows	Flowed	Flowing

**Points to Note**

Make flash cards with the words slow, slowing, slowed, slows  
A worksheet with sentences will be given where the words are to be inserted to complete the sentence. Students will decide which form of the word is required – s, - es, - ed, - d, - ing.

**Group 1**

Number sentences given, words chosen and words used in sentence composition should be at the vocabulary and comprehension level of students.

- Differentiate Inflectional Endings
- Use Dictionary Skills
- Complete table
- Complete Sentences
- Read sentences

- Inflectional endings identified and used correctly
- Inflectional endings correctly pronounced
- Dictionary used to locate words and their meanings
- Table completed with correct information under headings
- Sentences completed accurately
- Sentences read fluently and with expression and understanding for classmates

**Groups 2 and 3**

Share possible words they can make from the word love  
Example: Loving, lovely, loved

**Points to Note**

- Teacher will review root words, prefixes and suffixes by using word cards.
- Make flash card with the words

**Groups 1, 2 and 3**

Work in pairs to build words using prefixes and suffixes.

Use dictionaries to check the words formed.

Compose a personal reflection on healthy living using not less than five of the words formed.

- Use Prefixes and Suffixes
- Use decoding skills
- Use dictionary skills
- Work collaboratively
- Write personal reflection

- Words accurately formed by adding prefixes and suffixes to root words
- Prefixes and suffixes correctly pronounced
- Words read accurately
- Dictionary effectively used to define words read
- Group work reflects collaboration
- Reflection composed using words chosen.

**Points to Note**

Provide list of root words, suffixes and prefixes to form words.

Use Words from Unit Key Vocabulary for this exercise.

Prefixes: re    dis    de    un    com

Suffixes: ly    ment    less    ful    ship    able    ness    y

Root Words:

For example: Health healthy                      unhealthy  
                     Friend                      friendly                      friendship                      unfriendly

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## STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

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### ATTAINMENT TARGETS:

- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words
- 

#### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other text on paper and on screen

#### Objective(s) - Groups 1, 2, 3)

##### Students should be able to:

- Use synonyms to convey different impressions and/or attitudes
- Increase their knowledge of synonyms for common words
- Expand their written and oral vocabularies
- Identify clues in context for more specific word choices

#### Objective(s) - Groups 1 and 2

##### Students should be able to:

- Use various strategies to extract meaning from texts. E.g. Self-question/use of metacognitive strategies.
- Use the KWL, to expand knowledge of what they know, want to know and what has been learned
- Use the information emerging from prose, songs etc. to make inferences / deduction.
- Determine the relationships between questions and answers
- Extract and interpret information presented at the literal, inferential and critical levels
- Identify and use information at the literal, inferential and critical levels
- Use ICT tools to locate information for reading

**Groups 1, 2, and 3****Students will:**

Watch the video of a well-known song and sing along with the lyrics of the song. At the end of the video, share their favourite line of the song and give reasons. Identify the main idea of the song using lines of the song to support their answer.

Respond to questions based on the video posed at the three levels of comprehension. Share what is the importance of understanding, comprehension and reasoning to learning. Use the strategy of self-questioning which helps to improve/develop understanding, comprehension and reasoning of content.

**Points to Note**

- Students may also be exposed to “Stop and Think” Cards as another strategy to help them understand content.
- Use a self-questioning strategy to understand the information.
- An inspirational video may complete the exercise for students to receive practice with Stop and Think cards.  
Example: Katy Perry “Roar” -  
<https://www.youtube.com/watch?v=CevxZvSJLk8>  
or
- Hall of Fame by The Script -  
<https://www.youtube.com/watch?v=mk48xRzuNvA>.  
Lyrics may be projected or distributed to students.

- Identify main ideas
- Justify answers

- Answer questions
- Use self-questioning
- Use metacognitive strategy – stop and think

- Main ideas accurately identified
- Justifications given are logical and based on the texts
- Response to questions at the three levels of comprehension is correct
- Self-questioning strategy effectively used to identify main idea in texts
- Stop and think strategy used effectively

SELF-QUESTIONING STRATEGIES				
Method: Self-Questioning an Expository Text				
Step 1	Step 2	Step 3	Step 4	Step 5
Ask yourself why you are reading/ studying this text	Find main idea in paragraph and underline	Create a good question for each main idea underlined	Learn the answer to your question through continued reading and/or research	Always look back at question and answer to see how much information you have learnt
Method: Combined Strategy – Self-Questioning with Prediction				
Step 1	Step 2	Step 3	Step 4	Step 5
Identify and write down main idea of text/ passage	Think of and write down a question about the main idea	Answer the question	Make a prediction about what will happen next	Confirm if your prediction was correct or recognize differences (if applicable)

Information taken from Website: [www2.ku.edu](http://www2.ku.edu)

- Self-questioning helps to improve/develop understanding, comprehension and reasoning of content. Stop and Think cards should be made available to students for them to use within and without of learning environment.
- Any strategy used should continue to be reinforced for the remainder of the school year as developing self-questioning techniques require continuous practice and reinforcement.

Sample of Stop and Think Cards

### Stop-and-Think Cards

Cut up your cards and randomly place them throughout your text.

**Stop-and-Think Card**

☐ Do I understand what that was about?

☐ Were there any parts I did not understand?

☐ Could I explain what I have just read to someone else?

☐ What might the next part be about?

☐ Are there any questions I need to have answered?

**Congratulations! Read ON!**

**Stop-and-Think Card**

☐ Do I understand what that was about?

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**Congratulations! Read ON!**

**Stop-and-Think Card**

☐ Do I understand what that was about?

☐ Were there any parts I did not understand?

☐ Could I explain what I have just read to someone else?

☐ What might the next part be about?

☐ Are there any questions I need to have answered?

**Congratulations! Read ON!**

Groups 1, 2, and 3

Students will:

Read a short and interesting article extract from the Youth Link Observer Feature which relates to the theme and share personal views on information shared and what they believe will be the remaining content of the clipping.

Review, with teacher assistance, the KWHL strategy used in Unit 1 and use the information in the article to populate the KWHL table.

- Share personal views
- Personal experience shared clearly on newspaper extract from Youth Link Observer
- Use graphic organizer – KWHL strategy
- KWHL strategy used effectively.

Name:	Topic:		
K	W	H	L
What do I know?	What do I know?	How will find I out what I want to learn?	What did I learn?



### 4 Types of Comprehension Questions:

<b>Right There</b> The answer is there, in one spot, in the passage. "According to the passage..." "How many..." "Who is..." "Where is..." "What is..."	<b>Think and Search</b> This requires you to think about how different parts of the passage work together. "The main idea of the passage" "What caused..." "Compare/contrast..."
<b>Author and Me</b> Use ideas and information that is not stated directly in the passage to answer the question. Think about what you have read and formulate your own ideas or opinions. "The author implies..." "The passage suggests..." "The speaker's attitude..."	<b>On My Own</b> can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. "In your opinion..." Based on your experience..." "Think about someone/something you know..."

Explore the Question and Answer Strategy (QAR), with teacher support and use the QAR to identify/ infer information presented in the article extract.

In pairs, read aloud and think aloud to decode unfamiliar words and construct meaning of words in context. Use think clouds to think out loud about their reading and monitor comprehension of ideas read. Apply self-questioning techniques to ensure understanding.

- Use QAR Strategy – Question Answer Relationship to answer questions
- Use Think Aloud Strategy
- Use Self-questioning technique
- Use KWHL Chart
- Develop paragraphs
- Question Answer Relationship (QAR) used efficiently to comprehend content and texts
- Think Aloud strategy used effectively to construct questions in think clouds which demonstrate comprehension, logic and reasoning of content and texts
- Self-questioning effectively used to comprehend texts
- KWHL Chart used effectively
- Paragraph constructed correctly with details from the passage and includes their personal opinions

#### Group 1

##### Students will:

Complete the KWHL chart and write a paragraph on what they understand from the passage as well as on their personal views of the content. Demonstrate at least one 'think aloud' as they plan or develop the paragraph.

- Use KWHL Chart
- Develop paragraphs
- Paragraph constructed with details from the passage and also includes personal opinions

**Group 2 and 3****Students will:**

Work in pairs to complete KWHL chart and write two paragraphs on what they understand from the passage and their personal views of the content. Additionally, complete at least two think-aloud clouds.

Answer questions from the three (3) levels of comprehension to develop comprehension skills. Share their chart information, composition and think-aloud cloud(s).

**Point to Note**

- The area of interest which they would like to learn more about and how they intend to find the information can be given as an individual homework assignment.

- Answer questions
- Conduct research

- Logic and reasoning applied in formulating responses to texts at three (3) comprehension levels.
- Area of interest adequately researched based on effective use of KWHL chart

**Groups 1, 2, and 3****Students will:**

Visit an appropriate site via the Internet, which will have articles/stories of interest to them.

**Group 1**

Read and share with the class, the main points of the story and also share the reasons why the particular story was chosen. Students will be asked to state one healthy practice they could learn from the story read.

**Point to Note:**

- Content of article/story chosen should be at the reading and comprehension level of the student.

- Use ICT Tools

- ICT tools are relevant and are effectively used to connect with online websites

- Identify main ideas
- Justify responses

- Main points of the article accurately extracted and shared
- Reasons indicated for selecting article are logical

**Groups 2 and 3****Students will:**

Read and share with class the main points of the story read. They will also share the reason why the particular story was chosen. State one (1) healthy practice they could learn from the story read. Post on an appropriate Social Media page, the main points of story read and personal views of content.

- Identify main ideas
- Justify responses

- One (1) healthy practice learnt cited from article read
- Reasons shared for article selected are plausible

- Use ICT Tools

- One healthy practice learnt and stated as result of article read
- ICT Tools effectively used to post main points of the article

**Points to Note**

- Students who may not have a Social Media page may send an email, text or Social Media message. If permission is received from parent, assistance can be given for student to create a Social Media page.
-

## STRAND 2C: READING FOR FOR INFORMATION (Research and Study Skills)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation

### Objective(s) - Groups 1, 2 and 3

#### Students should be able to:

- Identify different sources of information
- Link different sources to specific types of information
- Use text features to locate information
- Scan reading materials for specific details
- Skim for main ideas
- Use directories, including online sources
- Use dictionary, thesaurus and on-line sources to locate information
- Begin to organize information located from various sources

### ICT Attainment Target(s):



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT Objective(s):

- Use appropriate digital tools to create document to represent information for a specific audience

**Groups 1, 2, and 3****Students will:**

In groups of three (3) members, list as many sources of information they can think of in five (5) minutes. Share their lists with the whole group.

**Scoring**

- Sources of information which are stated on the list of four or more groups will receive 1 point each.
- Sources stated on three lists will receive two points each. Sources on two lists only will receive three points and
- Sources which only appear on one list will receive 5 points.

Points will be tallied and the winning group can receive a small token as a reward.

Participate in a class discussion to share what kind of information can be found on/in the sources stated.

**Points to Note**

- This activity should be used to determine the most popular sources of information that may be used to find information on healthy practices, as well as the least popular sources to determine such information.
- Example of sources include: directory, dictionary, glossary, websites, online video site, encyclopaedia, magazines, newspapers, interviews, etc.

- Generate sources of information
- Participate in discussion

- List of sources of information is generated
- Discussion regarding sources of information demonstrates organization of idea, logic and clarity in points given

**Groups 1, 2, and 3****Students will:**

View and do choral reading from an online video site on Text Features to understand how these features can help them to locate information on non-fiction topics.

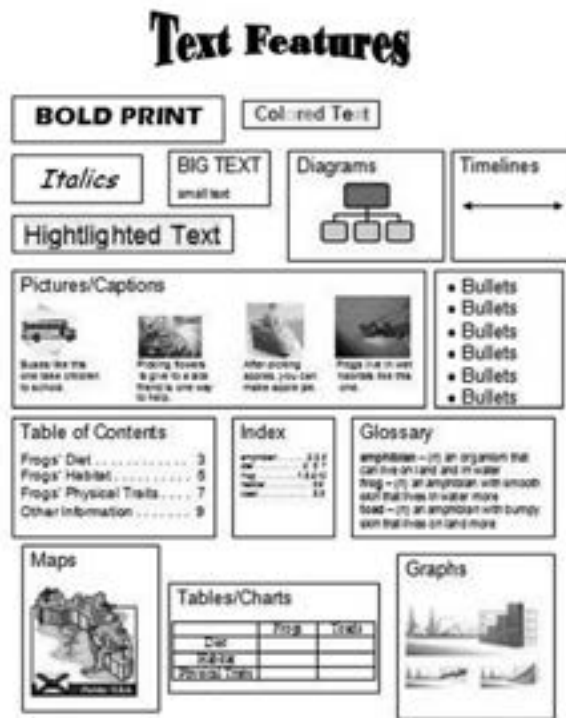
Title of Video: **Non-Fiction Text Features –**

<https://www.youtube.com/watch?v=XTT2VOR4SAA>

Share the text features they prefer to use when locating information in a non-fiction text.

- Listen and view for information
- Read for information
- Use external text features to locate information

- Feedback from the viewing of online video reflects an understanding of main points of content
- Text features identified and used to locate and understand information in pamphlet and magazine
- Relevant information on healthy practice accurately located in text using external text features



- Respond to creative performance
- Share personal views
- Presentation of creative expression

- Creative expression coordinated and presented to demonstrate information learnt from text
- Response to creative performance reflects personal appreciation and the information learnt

### Group 1

In groups of three (3), view a simple pamphlet on an unhealthy practice such as smoking which has mainly text features such as pictures, labelled diagrams, captions, boldface and highlighted text, in order to use these features to help them locate specified information.

### Point to Note

A pamphlet may be created for Group 1 to ensure that the reading comprehension level is suitable for students.

### Groups 2 and 3

In groups of three (3), use text features to locate information on a healthy practice of their choice in different magazines.

In the same groups, select a creative expression of choice (skit, dub poem, drawing, DJ, song) in order to share the information learnt. At the end of each presentation, share what they learnt from the presentation/performance.

### Groups 1, 2 and 3

View a video or demonstration on how to use skimming and scanning skills to quickly understand the general idea or locate a specific piece of information. Summarize the steps involved in practising each skill.



In ability groups, skim and scan articles or passages on how to set and be guided by career goals. Summarize the ideas extracted

### Points to Note

The techniques of skimming and scanning should continue to be reinforced for the remainder of the school year as developing these techniques requires continuous practice and reinforcement.

Visit two (2) websites to locate relevant information relating to career goal. The websites can be: HEART Trust NTA and The Student Loan Bureau.

- Listen/View for information
- Share main ideas
- Skim to locate the main points of text
- Scan to locate specific text details
- Share personal views
- Use ICT Tools to locate information
- Discuss web search findings

- Main steps of skimming and scanning accurately extracted from video or demonstration
- Information gained from skimming reflects comprehension of the main points of text
- Scanning used to locate specific details of text
- Personal information on career goal shared
- ICT Tools used to connect to particular tertiary related websites
- ICT tools used to effectively scan website to locate specific information
- ICT tools used to effectively skim website to understand general details of website
- Discussion demonstrates organization of ideas, logic and clarity in information learnt from website

**Points to Note**

Visit websites prior to class to ensure familiarity with information.  
Choose websites which will be appreciated by your students –  
Community Colleges, Teachers' Colleges, UTECH, UWI, CMI

**Group 1**

Scan both websites and locate specific information as requested by the teacher. Example: *What is the closing date for registration? What documents should accompany your application? How many pictures do you need to submit? What kind of valid identification is accepted?*

**Groups 2 and 3**

Skim both websites to obtain general information regarding entry requirements and how to access financial assistance.

Participate in class discussion on the information gained and on how this activity may cultivate a healthy practice.

**Point to Note**

The healthy practice is being proactive and taking the initiative regarding one's future.

Groups 1, 2, and 3

**Group 1**

Use the directory (yellow pages) to find the names of places and telephone numbers which offer assistance to individuals engaged in unhealthy practices.

**Groups 2 and 3**

Use online sources and locate centres /names of places with telephone numbers which offer assistance to individuals engaged in unhealthy practices.

Collaborate as a whole group/class to create a class directory of places/centres, numbers and area of expertise.

**Points to Note**

ICT Tools will be used to create the HelpLine Directory which can be copied and made available to members of the school community.

- Specific support centres located by scanning telephone directory

- Use ICT Tools to create HelpLine Directory

- Helpline Directory created using ICT Tools



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**STRAND 3B: WRITING (LANGUAGE STRUCTURE)**

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

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**Attainment Target(s)**

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

**Objective(s)**

**Students should be able to:**

**Sentence Structure**

- Identify and use basic sentence types – e.g. Interrogatives and negatives
- Use more complex sentence structures by adding conjunctions
- Write and speak in complete, coherent sentences

**Grammar**

- Recognize and use adverbs appropriately

**Punctuation**

- Use knowledge of basic rules of punctuation and capitalization when writing sentences

**Spelling**

- Use common spelling rules to spell new and unfamiliar words

**ICT Attainment Support:**

Websites below which can be used for online practice exercises are:

English Grammar online – [www.ego4u.com](http://www.ego4u.com)

Free English Grammar Tests – [www.englishstore.net](http://www.englishstore.net)

Free online Sentence Completion exercises – [www.englishmaven.org](http://www.englishmaven.org)

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**Groups 1, 2 and 3****Students will:**

Work in small groups to create a strategy poster / concept map outlining what they know about adverbs and their usage, citing appropriate examples.

**Groups 1, 2 and 3**

Watch a clip of a chef cooking on Grace Kitchens. They will say what action verbs were seen. The responses will be recorded on the board.

Students will be asked to share how an action was done. Example: Mix: He mixed slowly (how)

Read and examine a recipe and make a list of verbs used. They will also try to identify any adverbs which may be stated in the recipe. Instructions will be received in the use of adverbs. For the verbs which were not described, they will choose an appropriate adverb to modify. Students will compose a simple recipe including adverbs to describe how the action should be done. Correct spelling should be noted. Students will share their recipes with classmates and explain why the particular dish was chosen.

**Point to Note:**

Relevant online website can be used for practice and reinforcement.

- Define adverbs
- Give examples of adverbs
- Use adverbs

- Observe video clip

- Share personal opinion
- Read to identify adverbs
- Use adverbs
- Create recipe

- Strategy poster / concept map clearly and accurately defines adverbs and give examples of their usage

- Actions listed are accurately aligned to the clip watched

- Adverbs accurately identified, explained and understood
- Recipe created using the appropriate verbs and adverbs to explain actions/steps

**Groups 1, 2, and 3**

Work as mixed-ability groups of not more than three (3) members to a group. Generate extended responses based on the question assigned to each group. For example, respond to the question - "What are the difficulties which face a Jamaican student in today's world?" Write responses as either simple sentences or compound sentences.

Pay special attention to their spelling as they write their responses.

Discuss the sentence assigned to each group. Record group responses within the group and then on the board for general discussion.

Rewrite responses as complex sentences, where applicable.

- Construct Sentences
- Spell words
- Discuss personal difficulty
- Identify types of sentences
- Identify clauses

- Sentences constructed correctly as either simple or compound sentences
- Discussions are engaging and meaningful and ideas are freely shared
- Sentence types accurately identified and explained
- Clauses correctly identified and explained

**Points to Note**

Dependent and Independent clauses can be revised using this activity.

A simple competition can be played where the class is separated into three groups. Group 1 students will form one group and a mixture of Group 2 and 3 students will compose the other two groups. Group 1 students will be asked to identify simple sentences. The other two groups will be asked to identify compound sentences and complex sentences. If each group identifies their sentences correctly within 10 seconds, they receive 5 points, if they are unable to and another group correctly does so, they receive 3 points.

For bonus points the Complex Sentence Group must identify a main/independent clause and subordinate/dependent clause. Compound sentence group must identify both simple sentences correctly. Simple Sentence Group must identify subject noun and verb. If the group is unable to identify the sentence for bonus points another group may do so and receive the bonus points.

## STRAND 3A: COMMUNICATION (WRITING)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s) - Groups 1, 2, and 3

#### Students should be able to:

- Use cause and effect to organize text into paragraph
- Compose writings using narrative form
- Write letters, directions, instructions, explanations, information pieces and reports to include relevant features/elements.
- Use sensory details in dialogue to develop narrative writing

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, and 3

#### Students will:

Observe as the teacher uses information from a familiar story to complete a story map. Then, engage in discussion to ascertain critical steps in using a story map to summarise a story and as a guide to composing a story.

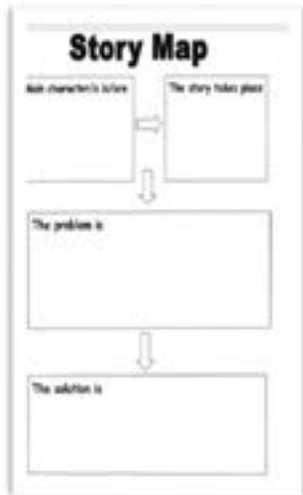
Work in small groups to complete a story map. Group 1 students will be given the problem/solution story map to complete and Groups 2 and 3 students will be given the Story Plot Flow Map to complete.

- Engage in discussion
- Use story map

- Complete Story plot and flow map

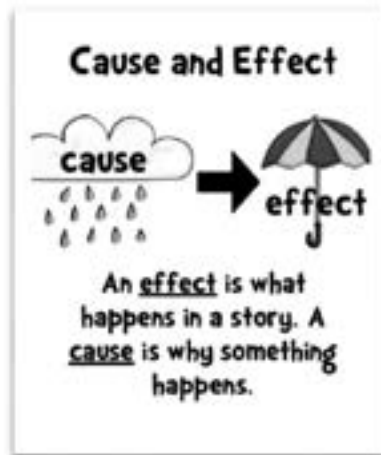
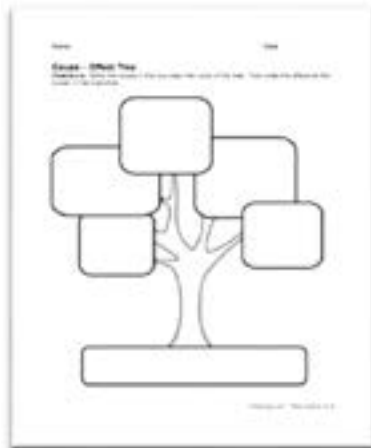
- Discussion focused on guiding students to develop understanding of the how and when to use a story map to analyse or compose a story

- Story Map accurately sequence details of the story



- Use Graphic Organizer
- Compose stories
- Read stories aloud
- Express personal opinions

- Main idea and supporting details of the story identified
- Graphic Organizers used to expand on details when composing story
- Story composed using cause and effect structure
- Written responses to stories reflect personal appreciation for particular areas



### Points to Note

Ensure Groups 2 and 3 students are familiar with the concept "Climax" before completing the Map.

**Students will:**

Use Cause and Effect in story writing to expand on the problem/solution or climax aspect of a story.

Identify the cause and effect in the story read.

**Group 2****Students will:**

Note that the cause and effect usually result in the climax of the story. They will complete the Cause and Effect Graphic Organizer to gain more understanding.

Engage in composing a story of an individual who engaged in an unhealthy practice and suffered the effects of bad decisions made. Use graphic organizers to outline content of story. Read stories to classmates who will identify the portion of the story they found interesting. Additionally, seek to identify the following:

- **Problem/Solution**
- **Climax**
- **Cause and Effect**

**Group 1**

Students will work in pairs to complete an activity. Each pair will receive a card with a simple sentence. Example: The dog bit the boy. Students will collaborate to determine if the sentence states a cause or an effect. They will write two possible effects for the cause or two possible causes for the effect. A class discussion will help students realize there are a variety of ways to develop and expand a story in a sequence of events.

Pairs will work together to compose a paragraph using one of the possibilities recorded to compose an interesting paragraph. Students can be asked to share their paragraph with the group.

**Points to Note**

The exercise should help students to discover that a sentence in isolation has the possibility of being a cause or an effect.

- Use Cause and Effect text structure
- Engage in discussion
- Compose stories
- Read stories aloud

- Cause and effect statements accurately developed to demonstrate an understanding
- Discussion focused on guiding students to understand the use of the cause and effect text structure to develop and expand stories.
- Paragraph exemplifies the cause and effect text structure
- Story read aloud with fluency and expression observing punctuation marks

**Groups 1, 2, and 3**

In pairs, forming part of a larger mixed-ability group of three, talk to each other about what their five senses are presently experiencing. Have their recorder, who is the third group member, record their statements as they converse. At the end of the conversation, check the recorded statements for accuracy and have their recorder share the conversation with the whole class..

**Points to Note**

This activity will be used as an introduction to sensory details and dialogue in narrative writing.

Each group will create a chart as seen below and under each sense organ record the sentences expressed for each sense organ. They will highlight key words that tell/describe the details.



After a whole class discussion on sensory details, groups will be instructed to use information recorded along with information learnt on the steps of the story writing process, and cause and effect to compose a narrative story which includes dialogue and sensory details. Stories can be read to the class with each group member participating. Feedback can be given on areas of interest by classmates.

- Use dialogue
- Use sensory details in Story Writing
- Compose stories
- Read stories orally
- Engage in reflection
- Dialogue effectively Identified, understood and used in story writing
- Sensory details effectively Identified, understood and used in story writing
- Stories composed include the use of dialogue and sensory details to produce interest and depth
- Story read aloud with fluency and expression; observing punctuation marks
- Feedback is constructive and shows appreciation for creative writing

**Group 1**

Students will compose an email message or a Social Media post with pictures and video (optional) explaining the effects of an unhealthy practice and advising loved ones why they should not engage in such behaviour.

Students will be allowed to read their composition and receive feedback on areas of interest from students.

- Use ICT Tools
- Compose email or media post
- Engage in oral reading
- Give feedback

- Emails or a Social Media post composed using the relevant ICT Tools correctly
- Email or Social Media post demonstrates good organization of ideas, logic, clarity
- Email or Social Media post read aloud with fluency and expression
- Feedback showcases respect and appreciation for composition

**Groups 2 and 3**

Students will receive instruction in the RAFTS writing strategy to increase depth, build creativity and imagination, as well as expand ideas for story writing and writing assignments in general.

Students will use a RAFTS Graphic Organizer to compose a letter or format of their choice regarding the effects of an unhealthy practice. Students will be allowed to share the written composition and receive feedback on areas of interest from classmates.

- Use RAFTS Writing Strategy
- Compose letters

- Written pieces composed using the RAFTS as a guide
- Written pieces demonstrate good organization of ideas, logic, clarity
- Compositions read aloud with fluency and expression
- Constructive feedback provided with respect and appreciation

ROLE	AUDIENCE	FORMAT	TOPIC	ROLE
Friend	friend	Letter	Smoking	PERSUADE
Teenage Help Centre	Students of Jamaica	Pamphlet	STDS	INFORM
Eyes	Depressed teenage girl	Journal Entry	Bingeing	WARN
Grade Monitor	classmates	Poster/report	Bullying	ADVISE



**Points to Note**

Students should be encouraged and guided to use this approach when given a writing assignment to help with planning and structuring writing.





NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 8: TERM 2





## Key Vocabulary

communication

dear

deliver

delivery

form

landline

letter

mailbox

office

operator

package

post

postal

postman

radio fusion

seal

service

sign

sincerely

stamp

telegram

telegraph

telephone

traditional

truly

### Focus Question: How did we communicate before modern technology?

#### STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

##### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

##### Objective(s)- Groups 1, 2, 3

##### Students should be able to:

- Talk aloud, effectively using gestures, eye contact, intonation and emphasis to communicate
- Use a variety of media to listen for a range of purposes
- Listen in order to identify main points
- Organize content of speech, giving relevant details by using appropriate vocabulary
- Use JC and/or SJE to communicate about self and share information

##### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will :

View an online video of Jamaican students performing at JCDC speech festival. Discuss the ways their bodies can help them to effectively communicate.

**JCDC National Festival of the Arts Speech Finals 2015 Highlight -**  
<https://www.youtube.com/watch?v=qdCESI0p0qI>

As individuals, duos, trios or small groups, prepare to participate in a speech festival titled "Talk Up Youths". Read and practise to perform poems of different genres which include the use of different language forms. Alternatively, write and practise their own pieces. Invite members of the school community to the performance.

#### Points to Note

- The exercise should allow students to develop the skills of public-speaking – eye contact, hand gestures, enunciation, projection, facial expression, connecting with an audience to effectively communicate.
- In subsequent lessons/classes, students may be selected to share how they found the experience.

- Listen to identify main points
- View and listen to videos
- Discuss content of video
- Present creative expression
- Give and receive feedback
- Distinguish between language structures - SJE and JC
- Communicate in JC and SJE
- Respond to creative expression

- Main points identified from listening to online video
- Discussion includes the content of the video and the style of delivery of speeches
- Creative literary expression practised and presented with fluency and expression that engages the audience
- Feedback is meaningful, respectfully shared and demonstrates appreciation for creative performance
- Communication in both JC and SJE languages is effective and reflects an understanding of the differences and similarities between both
- Recall of content of speeches delivered in both SJE and JC includes the main points
- Response to creative expression and experience reflects personal feelings and engages listeners

### Groups 1, 2, 3

Students will Listen to a 5-10 min episode of a radio story or public education series (Example: JPS cares).

**Example: Old Time Radio CBSRMT "Return to Shadow Lake" -**  
<https://www.youtube.com/watch?v=PSv9HyhFalk>

At the end of the story, respond to questions posed about the content of the story, as well as describe where the story occurred. Use the sounds made to determine time/kind of day, location and scene. Share their thoughts of the experience, identifying areas of interest and appreciation.

- Listen to respond to creative expression and shared experience
- Listen to recall main points of story
- Share personal views

- Recall of information from online video of Radio Theatre reflects details of the main points of the story
- Response to questions posed regarding content and scenes of radio story reflects accurate comprehension
- Communication of mental images formed by listening to auditory stimuli demonstrates comprehension
- Personal views on experience are clearly shared

**Points to Note**

- Stories can be found via an online video site under the title Old Radio Theatre or Old Time Radio CBSRMT (CBS Radio Mystery Theatre)
- An Old Time Radio can be staged for the experience to be more believable. Information can be shared

**Groups 1, 2 and 3**

Participate in session titled *"My Music and Me"*. Choose one of their favourite songs and share it with the class. Additionally, share with the class, the reasons for the selection made before the playing of the song. At the end of each presentation, share their response to the song in terms of its lyrics and the music.

Possible areas of sharing can be:

I like this song because.....

I listen to this song when .....

This song has taught me to.....

This song has helped me to....

- Build consensus

- Listen to express appreciation

- Give respectful feedback to demonstrate appreciation

- Selection of song made through student – led decision making.

- Appreciation for musical composition, lyrics and vocals expressed after listening attentively.

- Short speech on reasons for song selection made includes main points of the song.

- Feedback for song selection reflects respect and appreciation

**Groups 1, 2, 3**

Listen to panel discussion facilitated by resource persons from the school community or the surrounding environments who are knowledgeable on the subject of the communication media prior to modern technology. Perform the following roles as volunteered, agreed or assigned – members of the audience, moderator, person making introductions of panellists and person giving the Vote of Thanks. Ask questions relating to the presentation.

- Listen for details
- Give oral feedback

- Ask questions

- Roles assumed in the activity are well-executed and demonstrate appropriate use of language.

- Questions demonstrate understanding of the discussion and reflection on certain points made.

**Points to Note**

A small exhibition area may be prepared in the classroom of communication forms from "yesteryear" which students are able to view in order to appreciate the information shared by panellists as well as the developments experienced in modern technology.



## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

### Attainment Target(s)

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words
- Build vocabulary through various strategies
- Read fluently and with appreciation

### Objective(s) – (Groups 1, 2, 3)

#### Students should be able to:

- Use affixes (prefixes- trans-, sub-; and suffixes- ous, ness) to aid and extend vocabulary
- Identify consonant blends and clusters (2 and 3 letters in initial and final position in words and blend them to read words
- Identify consonant digraphs in the initial and final position in words and used them to read words
- Apply syllabication rules to aid and in the pronunciation of words.
- Read high frequency words
- Identify suitable synonyms and antonyms for content-related vocabulary

### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT Objective(s)

- Use ICT tools to source new words



**Points to Note**

Make flashcards of Key Vocabulary for Term 1 Unit 2 to add to those of previous unit. Use class session to teach students the meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication. The students should engage in sentence writing with these words. Words should be placed in the Language Corner using fun activities (individual, paired and corporate) to build vocabulary and spelling skills. Also, an activity using Microsoft PowerPoint can be created for students to engage in a technological reinforcement activity using the Key Vocabulary.

The dictionary should become the student's best learning companion. Dictionary used should suit the reading and comprehension level of students. A suitable dictionary app can be downloaded by students to develop a healthy habit of establishing the meaning, pronunciation and part of speech of an unknown word.

- Use affixes
- Use letter sound relationship
- Engage in auditory discrimination
- Decode unfamiliar words
- Use dictionary
- Construct Sentences

- Affixes identified, understood and used correctly
- Prefixes defined and pronounced correctly
- Letters and letter teams used to supply the correct sound
- Auditory discrimination used to supply correct sound
- Unfamiliar words accurately decoded using word identification skills
- Unfamiliar word meaning understood and used correctly
- Sentences appropriately constructed and demonstrate an understanding of the targeted words used

**Groups 1, 2 and 3****Students will:**

Use affixes (prefixes- trans-, sub-; and suffixes- ous, ness) to aid and extend vocabulary  
Play Prefix and Suffix Baseball.

**Points to Note**

The class will be divided into two teams of mixed ability groups. Each of the two teams will choose a pitcher who will "pitch" an affix to the "batter". The batter will think of a word to go with the prefix or suffix and then pronounce it.

For example:

**Single**

Prefix – trans (Batter gives the word – "transform")

**Double**

Batter gives a sentence – "I will transform my paper into a plane"

If the students pronounce the word but cannot use it in a sentence, he or she has hit a single. If the student can think of a word, pronounce it and use it in a sentence, he or she hits a double.

After students become more adept at the game, you may confine the hits to single to slow down the game

If this activity might prove difficult for students to think of a word, then the game can be restructured for students to receive words card with words comprising of the affixes that will be used. Therefore, when each “pitcher” pitches a word the member of the opposing team who will “bat” will be the one that has a word that correspond with the affix given. Words from the Unit Key Vocabulary can be included. Example: transmitted, tiredness.

### Groups 1, 2, 3

#### Students will:

Discuss the meaning of prefixes through an activity “Guess the Meaning”.

Identify prefixes in the words on flash cards.

Form a word for each prefix and create a written sentence with each word.

- Use Prefixes

- Use context clue

- Construct sentences

- Prefixes identified, understood and used correctly

- Relationship between prefix and root word clearly explained

- Meaning of prefixes deciphered using context clues

- Sentences constructed to demonstrate understanding of words used

#### Points To Note

- Teacher will give meaning of words and students will use context clues to determine if the meaning is related to their prefix and word.
- Create flash cards and sentences with prefixes once all the prefixes have been defined.

Prefix/Suffix	Meaning	Example
Trans	Across	Transport

**Groups 1 and 2****Students will:**

Complete the first three to five words or phrases, using + for “yes” and – for “no” from the Semantic Feature Analysis Grid.

Work together and complete the grid and then as a whole class discuss their responses.

**Points to Note**

Place students in mixed ability groups of no more than five students per group. Each group member will receive a Semantic Feature Analysis Grid using Unit Key Vocabulary words as much as is possible.

Example of Semantic Feature Analysis Grid

Words	FEATURES				
	Prefix	Suffix	Syllable	Healthy	Unhealthy
Exercise	-	-	3	+	-
Stress	-	-	1	-	+
Bingeing	-	+	2	-	+
Smoking					
Vegetable					
Water					

- Identify and use Semantic Feature Analysis Grid

- Work cooperatively in groups

- Identify Affixes

- Semantic Feature Analysis Grid identified, understood and used competently
- Semantic Feature Analysis Grid effectively used to build vocabulary and automaticity
- Group work reflects effective collaboration and achieves desired objectives
- Affixes accurately identified
- Words accurately syllabicated to aid decoding

- Affixes accurately identified
- Words accurately syllabicated to aid decoding

**Groups 1, 2 and 3****Students will:**

Practice blending beginning consonant diagraphs.

**Points to Note**

A fastener, as shown in the diagram on the following will be constructed for students to use in mixed ability groups of not more than four students per group.

The inside of the circle should have the onset and the outside of the circle has the rime.

- Identify word
- Blend sounds
- Spell words

- Word parts identified in order to competently sound and blend words
- Words identified correctly
- Words read within 3-5 seconds

No more than four consonant digraphs should be inside the circle. Unit Key vocabulary words and content words from other subject areas should be used as much as is possible.

**Students will:**

Create words which are to be said aloud to group members to confirm correct identification and pronunciation of word.

Say the onset + rime and then blend and spell the word e.g.; th +ink = think

**Students will:**

Practice using these words in oral and written sentences.



- Construct Sentences

- Word parts and letters accurately blended to form targeted words
- Letter sounds used to aid correct spelling
- Sentences appropriately constructed to demonstrate knowledge of word meaning

**Groups 1, 2, and 3**

**Students will:**

Work in groups of not more than four members to each group. One member of the group say words and other group members will work together to achieve Bingo. Group members will take turn saying the words. Once a group achieves Bingo each member of the group must state one of the words in the winning set and provide a sentence.

At the end of the activity, each person will choose five words and create written sentences which can be shared with the whole class. Unit Key vocabulary words and content words from other subject areas can be included in this activity.

- Work in groups

- Engage in auditory discrimination

- Construct sentences

- Work cooperatively to achieve desired objective
- Vocabulary words accurately identified using Letter-sound recognition and blending through auditory discrimination
- Sentences constructed are meaningful and demonstrate understanding of the words used

B	I	N	G	O
while	whisper	whom	whilst	whack
where	which	whirlpool	whole	whim
whoop	white	Free Space	whiff	whimper
whoosh	whistle	whip	wharf	whir
whoops	whose	whew	when	whine

**Groups 1, 2 and 3****Students will:**

In groups, work in pairs and receive envelopes with one syllable word cards which consist of three to five sounds. The word cards will be of equal size. Each word will contain blends which are familiar to students. The word cards will be cut between consonant blends and each phoneme in the rest of the word.

Five words can be placed in each envelope. Students will reassemble words using the Elkonin box with each space representing a consonant blend or phoneme. Once they have correctly completed the words in an envelope student can exchange the envelope with another group. Examples: stress, stand, sleep, lack, small, glad, lamp etc.

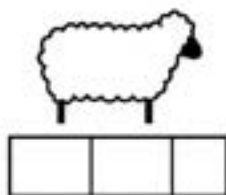
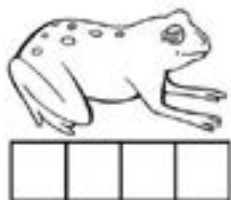
**Tip to Teacher:**

*Vowel pairs will be represented as one phoneme. Example – /ai/ /ee/ /ay/ /ea/ /oa/*

- Blend letter sounds
- Use Elkonin box
- Spell words
- Construct sentences
- Words accurately identified using knowledge of consonant blends and phoneme
- Elkonin box correctly used to sound out and blend words
- Elkonin box correctly used to identify phonemes
- Words associated with pictures accurately identified and spelt
- Sentences constructed are meaningful and demonstrate understanding of words used

**STAND**

<b>ST</b>	<b>A</b>	<b>N</b>	<b>D</b>	
-----------	----------	----------	----------	--



For further practice and reinforcement students may receive picture cards illustrating three to five phoneme objects to spell words and correctly place blends and phonemes in Elkonin box.

Students will choose no less than three words from each envelope to compose written sentences.

### Groups 1, 2, and 3

#### Students will:

Play a game of bowling using four bottles labelled with words which will be appropriately positioned on the floor. A deck of cards which comprise of antonyms and synonyms for the words on each bottle will be close to students. Students can choose to play their turn one of two ways. They can either:

1. "Bowl" a bottle and then choose the relevant antonym or synonym from the deck of cards; OR
2. Choose a card from the deck and then "bowl" the word which corresponds with the chosen word.

Once the four bottles have been "bowled" another four words will be labelled to bottles. The appropriate deck of cards will be made available to a new set of students.

Students will use their cards to compose written sentences.

- Identify synonyms and antonyms
- Construct sentences

- Synonyms and antonyms correctly chosen
- Meaningful sentences constructed to demonstrate understanding of words used

## STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other texts, on paper and on screen

### Objective(s)- Groups 1, 2, 3

Students should be able to:

- Do self-selected reading of texts representing different genres and make connection to self, other texts and the world
- Read text at independent and instructional reading level and other materials for meaning, fluency and enjoyment
- Distinguish between facts and opinions
- Distinguish between fiction and non-fiction texts

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, and 3

Students will:

Choose a text of personal interest, from any genre or area of interest to the students such as the lyrics of a song, newspaper clipping, a recipe, a movie review, information/biography on an international or national actress or artiste, etc.

Read the section of the text which is of most importance to them. Explain to the class why the particular text was chosen, such as their personal interest or its potential influence on their self-development.

Work in groups to identify the difference between the texts chosen and identify one valuable point they can learn from each text. Share findings with the whole group.

- Apply decision-making skills
- Give explanation
- Compare and Contrast information
- Report orally

- Texts chosen based on personal interest
- Reasons given for selecting personal texts are plausible.
- Texts compared and contrasted efficiently to identify common point among them
- Reason for the text selected and its importance to self-development are logical and coherent
- Findings on comprehension activity reported in complete sentences

### Groups 1, 2, and 3

Students will:

Select a text book from different text sets or stock. View and explore the five genres. The names of the 5 genres will be placed at different points in the room. These cards will have picture cues and words which explain each genre.

- Identify literature genres
- Five genres of literature identified, defined and explained.

Decide on the section of the classroom, labelled with the genres, which they believe best describes their selected textbook.

Stand in areas labelled with the names of the different genres of literature and explain to the whole group why a particular self-selected sample belongs to particular genre.

Give reasons for their choice. Endorse or disagree with the choice of their peers, giving reason for answer by using picture cues or examples to justify their answer.

Read short pieces of texts representing at least two (2) different genres. Categorize texts under the relevant genres in the table below and give at least one reason why the text has been placed under a particular genre.

Name of Text	Genre	Reason for Classification

In five (5) mixed ability groups, each having an assigned literature genre, create a five- minute skit depicting the genre. given. Identify the genre dramatized by other groups, using information on the genres, to support their answer.

### Points to Note

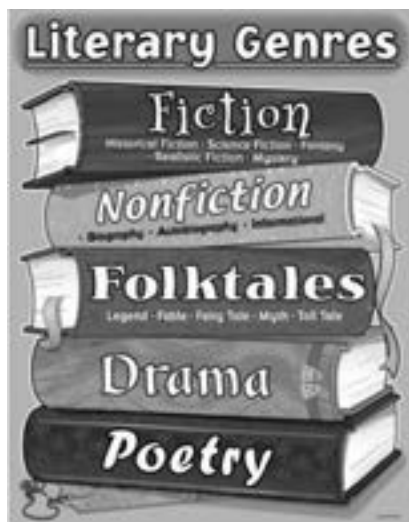
- Students should be exposed to the definition and five main genres of literature. To ensure understanding, the self-selected texts of students should be used. The five genres names may be placed at different points in the room with picture cues and words which explain each genre.

- Give justifications

- Justifications given are based on picture
- Reasons and examples given to support answers for genres chosen

- Dramatic presentation created based on a genre of literature.
- Dramatic presentation reflects clarity, clear enunciation and good organization
- Information from skit used to justify genre selected





### Groups 1, 2, and 3

#### Students will:

In mixed ability groups of not more than four (4) to five (5) persons, choose one of the genres of literature (all genres must be represented) and using a creative expression of choice (song, rap, chorale speech, poem, drama, dance, dub poem, DJ), depict the changes in the forms of communication – then and now.

An example of this would be Dub Poem with the genre of Folk Tale. For example, the following piece could be recreated into a dub poem.:

*Anansi needed to tell Brer Rabbit some necessary information, for example, Brer Rabbit should go by Anansi's house and cut the bunches of green bananas. Brer Rabbit should sell them to a neighbour who needed green bananas so Anansi could make some well-needed money. But Anansi's cell phone was not working so he decided to send a telegram. However, by the time the telegram reached the bananas were ripe and the neighbour no longer wanted them. Brer Rabbit took the ripe bananas and made banana fritters which he sold and made more money than what Anansi would have made by selling the green bananas. Anansi is suing Brer Rabbit.*

- Use creative/performing arts
- Perform own narratives
- Discuss ideas
- Creative expression selected demonstrates knowledge of literature genre and effective communication

**Points to Note**

- The process should be guided by the teacher to ensure authenticity before performance.
- An invitation could be extended to special members of staff, as well as to parents/guardians of students to present their creations. Using the material and information from the presentations a short discussion could be allowed after the presentations. The Topic could be "Changes in the Forms of Communication – A Nuisance or Necessity to Society."

**Groups 1, 2, and 3****Students will:**

Play a 'Jeopardy' game with three main categories – Communication – Fact or Opinion, Communication – Fiction or Non-Fiction and Communication and Literary Genres. Respond in the form of a question to "Answers" presented in the form of picture cues or worded items in the example below:

Category - "Fact or Opinion"

"Answer" - *When using a typewriter in the 1970s to type a letter the ribbon usually had two colours – red and black.*

Response: *What is a fact?*

- Answer questions
- Distinguish fact from opinion

- Answers given are accurate and indicate the ability to distinguish between fact and opinion.

## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation

### ICT Attainment Target(s)



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s)- Groups 1, 2 and 3

**Students should be able to:**

- Formulate questions for collecting data
- Collect data through questioning
- Scan electronic and other documents for information
- Apply the use of text features
- Interpret and analyse data

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2 and 3

#### Students will:

View an interview of a well-known and admired international artiste via an online medium such as YouTube. Pay careful attention to the questions asked and the answers received. Write down not less than five (5) points they learnt regarding the artiste. Read the information gleaned and share their views on interviewer and the questions asked.

- Take notes
- Share personal views

- Five (5) recorded points from interview heard are in SJE and clear

Construct five (5) questions they would ask the artiste in an interview. Read their questions and give reasons for the questions created.

Review the skills of formulating questions and on scanning (which was taught in the previous unit) in order to effectively locate answers to questions.



Select and use a source of information to locate information in order to answer their questions. Share their answers with the class and on how they found the experience of locating information.

- Construct interview questions
- Scan electronic documents for information
- Use ICT tools to locate information
- Present research findings
- Reflect on research process

- Questions constructed reflect the use of SJE sentence structures and are clear and logical
- Information located through scanning of electronic sources adequately answers questions
- Pertinent information located through the correct use of relevant ICT tools
- Presentation of findings includes research questions and pertinent answers
- Reflection on the research process includes personal experience /feelings and lessons learnt for future research, as well as evaluates choices made in the research process

### Groups 1, 2, and 3

In mixed ability groups, students will complete blank charts using pictures and written information on sources of communication on the theme *"Then and Now"*. For example, telephone versus cell phone, radio versus CD player, typewriter versus computer, telegram versus email, microphones. They will construct questions which show comparison and contrast between both forms of communication; for example, questions in regard to appearance, features, use and location. Apply the use of text features learnt earlier to locate information.

THEN	NOW
Typewriter	Computer
	

- Use questions to guide research
- Use text features
- Use ICT Tools
- Use compare and contrast text structure to present information
- Display work
- Questions composed are relevant, appropriate and logical
- Information is located and presented using composed question as a guide along with scanning techniques and text features
- Relevant ICT tools correctly used to locate pertinent information
- Exhibition depicts the traditional forms of communication and the developments achieved.

### Point to Note

The final product can be placed on the school's Notice Board as an exhibition.

**Groups 1, 2, 3**

Students will, in each group, upon completion of charts in previous activity (which outline comparisons of the technology of the past and present), examine and analyse the charts of peers to answer one (1) question. Formulate this one question which they will seek to answer as they read each chart prepared.

Examples of the one question

- In what ways is the “Now” better than the “Then”?
- What features do the “Then” possess which should have been preserved in the “Now”?

Give reasons for answers.

Conduct further research to find evidence to support answers. Share their findings with the class.

- Analyse and interpret charts

- Use text to support reasons
- Generate research questions

- Composed question requests differences and similarities between the forms of communication.
- Analysis of charts and evidence provided to support feedback are satisfactory
- Additional information located and text features used to support answers and reasons
- Relevant ICT tools effectively used to locate pertinent information
- Presentation of findings to classmates is clear, interesting and informative.

## STRAND 3B: WRITING (COMMUNICATION)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

### ICT Attainment Support

Websites below which can be used for online practice exercises are:

English Grammar online – [www.ego4u.com](http://www.ego4u.com)

Free English Grammar Tests – [www.englishstore.net](http://www.englishstore.net)

Free online Sentence Completion exercises – [www.englishmaven.org](http://www.englishmaven.org)

### Objective(s)- Groups 1, 2 and 3

Students should be able to:

#### Sentence Structure

- Identify and use basic sentence types – e.g. Interrogatives and negatives
- Use more complex sentence structures by adding conjunctions
- Write and speak in complete, coherent sentences

#### Grammar

- Recognize and use adverbs appropriately

#### Punctuation

- Use knowledge of basic rules of punctuation and capitalization when writing sentences

#### Spelling

- Use common spelling rules to spell new and unfamiliar words

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2 and 3

Students will:

Work in small groups to create a strategy poster / concept map outlining what they know about adverbs and their usage, citing appropriate examples.

- Define adverbs
- Give examples of adverbs
- Use adverbs

- Strategy poster / concept map clearly and accurately defines adverbs and give examples of their usage

**Groups 1, 2 and 3**

Watch a clip of a chef cooking on Grace Kitchens. They will say what action verbs were seen. The responses will be recorded on the board.

Students will be asked to share how an action was done. Example: Mix: He mixed slowly (how)

Read and examine a recipe and make a list of verbs used. They will also try to identify any adverbs which may be stated in the recipe. Instructions will be received in the use of adverbs. For the verbs which were not described, they will choose an appropriate adverb to modify. Students will compose a simple recipe including adverbs to describe how the action should be done. Correct spelling should be noted. Students will share their recipes with classmates and explain why the particular dish was chosen.

**Points to Note**

Relevant online website can be used for practice and reinforcement.

- Observe video clip

- Share personal opinion

- Use adverbs

- Read to identify adverbs

- Create recipe

- Actions listed are accurately aligned to the clip watched

- Adverbs accurately identified, explained and understood

- Recipe created using the appropriate verbs and adverbs to explain actions/steps

**Groups 1, 2, and 3**

In mixed ability groups of not more than three (3) members, receive a question which requires an extended response. Write responses in either simple sentences or compound sentences.

- Construct Sentences

- Spell words

- Discuss personal difficulty

- Identify types of sentences

- Identify clauses

- Sentences constructed correctly as either simple or compound sentences

- Discussions are engaging and meaningful and ideas are freely shared

- Sentence types accurately identified and explained

- Clauses correctly identified and explained

**Points to Note**

- Each group may receive a different sentence.

- Answers will be recorded within the group and then on the board for general discussion. Selected students may be asked to share their personal difficulty in answering the questions given.

The process of the responses will be guided to change sentences to complex sentences.

**Points to Note**

Dependent and Independent clauses can be revised using this activity.

A simple competition may be played where the class is separated into three groups. Group 1 students will form one group and a mixture of Group 2 and 3 students will compose the other two groups. Group 1 students will be asked to identify simple sentences. The other two groups will be asked to identify compound sentences and complex sentences. If each group identifies their sentences correctly within 10 seconds, they receive 5 points, if they are unable to and another group correctly does so, they receive 3 points.

For bonus points the Complex Sentence Group must identify a main/independent clause and subordinate/dependent clause. Compound sentence group must identify both simple sentences correctly. Simple Sentence Group must identify subject noun and verb. If the group is unable to identify the sentence for bonus points another group may do so and receive the bonus points.

**Groups 1, 2, and 3**

Compose an open-ended question. Students will be asked to write their name, fold and place in an appropriate receptacle provided. Each student will in turn select a folded paper and ensure they have not received their own name.

**Note to Teacher: (No student should be allowed to return the paper to the receptacle after having viewed the name)**

An **open-ended question** is designed to encourage **a full, meaningful answer using the subject's own knowledge and/or feelings**. It is the opposite of a closed-ended question, which encourages a short or single-word answer such as "yes or no".

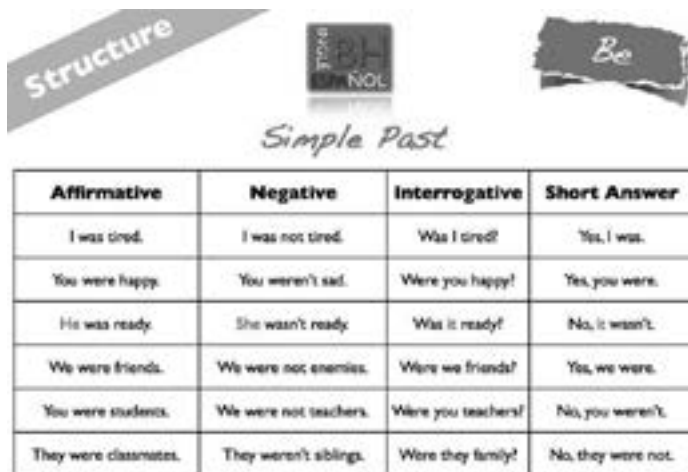
Then approach the classmate whose name they selected and pose the question they had recorded on their paper. The response received should be recorded on the paper. Correct spelling should be noted.

- Compose open-ended questions
- Explain interrogatives and negatives
- Compose Interrogative and negative sentences

- Open ended question correctly composed
- Interrogative and negative sentences identified, understood and explained
- Interrogative and negative sentences correctly constructed



Engage in a whole class discussion to receive instruction in interrogative and negative sentences. In small groups, students can create charts like the one below. Each group can produce a different verb tense chart.



Affirmative	Negative	Interrogative	Short Answer
I was tired.	I was not tired.	Was I tired?	Yes, I was.
You were happy.	You weren't sad.	Were you happy?	Yes, you were.
He was ready.	She wasn't ready.	Was it ready?	No, it wasn't.
We were friends.	We were not enemies.	Were we friends?	Yes, we were.
You were students.	We were not teachers.	Were you teachers?	No, you weren't.
They were classmates.	They weren't siblings.	Were they family?	No, they were not.

Review charts and explain how the responses are different. The whole class can engage in changing responses to affirmative, interrogative and negative.

### Points to Note

Reinforcement can also be done in end punctuation marks, verb tenses subject/verb agreement and kinds of sentences.

Work in small groups to review rules of punctuation and capitalisation. Then use review notes to edit a sample writing provided by the teacher (could be their own writing or that of their peers)

Create a simple brochure/flyer promoting various rules of capitalisation and punctuation with relevant examples. Share brochures/flyers with their peers or with a neighbouring primary level institution.

- Review rules of punctuation and capitalisation
- Use rules of capitalisation and punctuation

- Review rules of capitalisation and punctuation

- Review notes are accurate and captures the essential rules of capitalisation and punctuation

- Brochures/flyers correctly highlight the main rules of capitalisation and punctuation

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts

#### Attainment Target(s)

- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Write well-constructed paragraphs which have linking sentences within and between them

#### Objective(s)- Groups 1, 2, and 3

##### Students should be able to:

- Write letters using the correct format
- Write using persuasive language to convince the reader
- Use sentence structure appropriately
- Organize ideas into paragraphs
- Sequence ideas in a logical manner
- Review written drafts by modifying details

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Groups 1, 2 and 3

##### Students will:

Select the names of classmates without other students being aware of whom they have chosen.

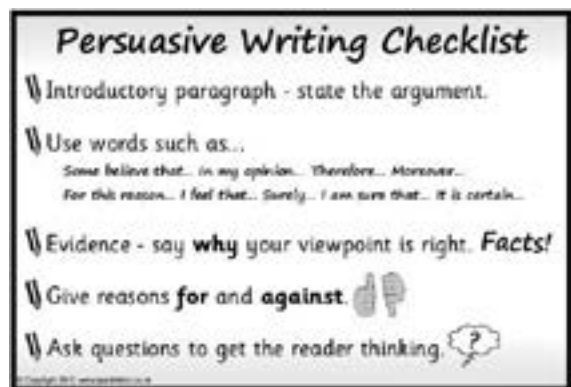
##### Points to Note

- Selection should be done within their respective groups
- Construct a letter to their classmates employing the correct format for a friendly letter. Students should write a letter of encouragement and motivation to their classmate. As a class field trip, students should be taken to a post office to post their letter.
- At a later date when the letters arrive at the school, selected students can be asked to share their letter and state one point of the letter they appreciate with reasons for appreciation.

- Compose friendly letters

- Letters accurately written using the friendly letter format and aligned to the content of focus
- Feedback on letter identified one point which was appreciated

Engage in a discussion to review persuasive writing (the checklist below may be used as a guide). Then, work in small groups to read and critique a sample persuasive piece based on the previous discussion.



- Engage in discussion
- Critique sample writing

- Discussion focused on establishing the main features of persuasive writing; citing evidence, asking rhetorical questions, supporting both sides of an arguments etc.
- Critique highlights strengths and weaknesses of the sample reviewed with supportive evidence

### Groups 1, 2, and 3

Watch a video which shows well-known individuals on the red carpet online or offline. Then engage in a short discussion on the topic ***"Show me your attire, and I'll tell you who you are"***. Discuss the fact that appearance and attire is a strong way of communicating with those around us.

Students' opinions will be recorded on the board and will be used as an introduction to instruction on persuasive writing.

Students will use information learnt to pen their opinion and construct a persuasive piece on the topic discussed previously whether they are for or against the topic. Students will be allowed to publicize their opinion once authorized by teacher on a social media forum such as Twitter, Facebook or WhatsApp.

Students will read and share comments received on their persuasive piece.

- Participate in discussion
- Engage in Persuasive Writing
- Use ICT Tools
- Use Personal Expression
- Compose oral report

- Views shared with clarity, logic and organization
- Purpose and components of persuasive writing clearly understood
- Persuasive writing of personal opinion adequately reflects the criteria of the writing checklist.
- Online Social media forum correctly used
- Personal opinions expressed regarding attire and appearance of teenagers with logic, clarity and organization
- Responses to persuasive writing pieces shared with class.

**Groups 1, 2, and 3**

Compose a *“Letter to the Editor” of Newspaper Company*. The teacher will guide this process. This medium is being used to communicate their opinions and views regarding an area of concern for their age group – crime, unemployment, expensive education fees, etc.

*Use the RAFT technique to assist in the production of the letter*

ROLE	AUDIENCE	FORMAT	TOPIC	STRONG VERB
Friend	friend	Letter	Smoking	PERSUADE
Teenage Help Centre	Students of Jamaica	Pamphlet	STDS	INFORM

- Compose persuasive letter

- Outline contains opinions about the topic chosen
- Letter includes the appropriate content, features and components of a persuasive letter.

**Groups 1, 2, and 3**

Determine a Theme for a performing arts presentation. The performance can be titled “TEENS TRUE TALK”. This is to help students become aware that the performing arts are also forms of communication. The class will discuss and determine a topic that they believe is appropriate, current and uplifting to their peers. All items created will support the Theme and Topic of the “TEENS TRUE TALK”. The concert can be performed for the entire school body – staff, parents and students.

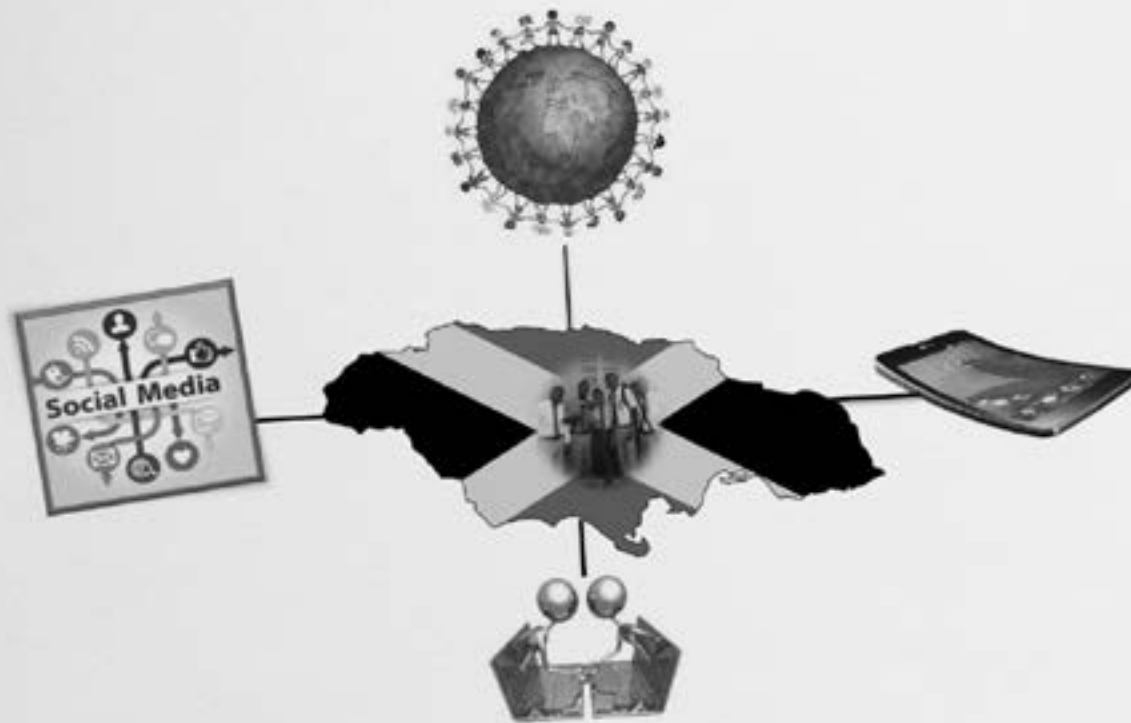
Write an outline for each item that will be presented in order to ensure the theme is represented and the message is clear.

The items can be in all forms of performing arts and can be large groups, small groups, solo, duets and trios. However, the Theme/ Topic must be a continuous thread throughout the presentation.

- Brainstorm ideas
- Discuss topic for writing
- Create writing outline
- Engage in creative expression and performance

- Ideas generated from the theme or topic to engaged in brainstorming session
- Theme and Topic agreed on captures the interest of peers
- Outline of performance constructed in a sequence which supports the Theme
- Expression of art coordinated and created which supports the Theme
- Creative pieces performed as a school presentation





## Key Vocabulary

attention  
body  
communication  
electronic  
eye contact  
focus  
gestures  
instrument  
internet  
language  
listen  
message  
non-verbal  
receive  
respond  
sender  
speak  
talk  
transmit  
type  
understand  
verbal  
written

**Focus Question: How can I communicate effectively?**

**STRAND 1: LISTENING AND SPEAKING**

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

**Attainment Target(s)**

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

**Objective(s) – 1, 2**

**Students should be able to:**

- Speak and listen to SJE and JC in various contexts
- Speak fluently and confidently using SJE/JC
- Critique the content and style of oral presentation
- Role-play and assess the use of JC for various purposes/situations and discuss attitudes towards the use of JC in the society
- Practise effective listening skills

**ICT Attainment Target(s)**



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

**ICT Objective(s)**

- Use ICT tools communicate with others as well as listen to, record and play back information

**Groups 1, 2, and 3****Students will:**

In mixed ability groups of not more than four (4) members each, conduct a field trip activity to investigate language use. Execute the activity as outlined below:

- Two (2) groups – Tour the school compound at lunch time or during a Physical Education class and listen to the dialogue between/among students and teachers in two different settings.
- Two (2) groups - Listen to two (2) different audio recordings (one recording in SJE and the other in JC or in a mixture of both language forms)
- Two groups - Watch and listen to two (2) different video recordings. (one recording in SJE and the other in JC or in a mixture of both language forms)

Report on their findings in terms of use of JC, SJE and switching of speakers from one form to the other. Comment on the effectiveness of the communication in each situation observed/listened to.

- Observe/listen to use of language
- Report verbally

- Verbal report on how JC and SJE are used within the school environment is adequate

**Groups 1, 2, and 3****Students will:**

In mixed groups of no more than five (5) members per group, create a five- minute skit on a typical Jamaican scenario. Use both JC and SJE (*e.g. bank transaction between a bank teller and market vendor with a talkative child wanting to use the bathroom*). Another *e.g. (A job interview) or (Member of Parliament at a conference addressing attendees)*. Comment on the appropriateness of the use of SJE and JC in the scenarios presented. Discuss how language use may have changed in some contexts over time.

- Role-play language -use
- Link language use to context
- Discuss changes in language use
- Share personal views

- Five -minute skit should depict attitudes towards the appropriate use of JC and SJE as observed in
- Feedback on skit addresses the effectiveness of the use of both language forms and an evaluation of the appropriateness of language choice to the situation.
- Discussion includes personal views on the use of JC versus SJE and valid reasons and examples to support views
- Discussion on changes observed in language use over time is meaningful



**Groups 1, 2, 3**

Listen to and view creative performances by their peers on the topic: "Communication" such as a poem, dialect, dub poem, DJ. At the end of performances, engage in an impromptu debate/discussion on the topic: "JC is unacceptable in certain situations". Give reasons for their answers.

**Point to Note**

Record the creative compositions which will be used in other class sessions.

- Listen actively
- Use SJE to debate issues

- Active listening demonstrated through eye-contact, appropriate posture (sitting upright), nodding, smiling and generally avoiding distractions.
- Debate/discussion uses SJE to state a position on the topic, make pertinent claims and give reasons to support claims.

**Groups 1,2,3****Students will:**

In pairs, use a well-known online social media such as **Skype** to talk with each other to complete a simple form provided by the teacher. Use an approved cell phone or tablet to do a voice note of each member giving their personal view on the Unit Focus Question: "*How can I communicate effectively?*" which can be sent via an appropriate Social Media for other member to listen. Play back voice notes in class and use as material for a class discussion.

- Use ICT Tools
- Communicate through online media

- Online social media competently used to achieve desired objective
- Voice note includes relevant points on effective communication which are audible and understood

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies as well as understand and use word meaning.

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### ATTAINMENT TARGETS:

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words
  - Build vocabulary through various strategies
- 

#### Attainment Target(s)

- Read fluently and with appreciation
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

#### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

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#### Objective(s)– Groups 1, 2, 3

##### Students should be able to:

- Know and apply phonics and word analysis skills in decoding words:
  - r-controlled vowels
  - diphthongs – ou, ow, oi, oy
  - the letter “y” as a consonant and a vowel
- Recognize and understand homophones
- Read sight words at appropriate grade level
- Use syllabication to decode unfamiliar words

**Points to Note**

Have students make flashcards of Key Vocabulary for Term 2 Unit 1 to add to those of previous units. Use class session to teach students the meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication. The students should engage in writing sentences with these words. Words should be placed in the Language Corner using fun activities (individual, paired and corporate) to build vocabulary and spelling skills. Also, an activity using Microsoft PowerPoint can be created for students to engage in a technological reinforcement activity using the Key Vocabulary.

The dictionary should become the student's best learning companion. Dictionary used should suit the reading and comprehension level of students. A suitable dictionary app can be downloaded by students to develop a healthy habit of establishing the meaning, pronunciation and part of speech of an unknown word.

Students will define and make sentences with the r-controlled words chosen from the unit key vocabulary words. They will then syllabicate the words and underline the vowel sound in each syllable to reinforce the concept of each syllable having a vowel sound.

Word	Syllable 1	Syllable 2	Syllable 3	Syllable 4
Deliver	de	liv	er	
Operator	op	er	a	tor
Typewriter				
Form				

Students will focus on the similarity of sounds with /er/ and /or/. They will continue /er/, /ur/ and /ir/ having the same sound (herd, turn, bird), /or/ having two sounds (operator, form) and the /ar/ sound (car). Once students will, decode unfamiliar words (preferably those with one syllable) will be stated.

- Construct sentence
- Syllabicate words
- Discriminate among –  
r- controlled vowels
- Identify sight words

- Sentences constructed are meaningful and demonstrate understanding of the words used
- Words correctly syllabicated and vowel sound in each syllable identified
- R-controlled vowel sound accurately identified and supplied
- Sight words identified with automaticity

**Points to Note**

- Group 1 words should be different from those of Groups 2 and 3 but sufficiently challenging for each group. The words selected should not prove frustrating to the students due whether to boredom or level of difficulty. Picture or word cues can be provided in each hopscotch box for Group 1 students to assist in decoding R-Controlled vowel sound.
- Students may construct sentences with the words once they have been successfully decoded.

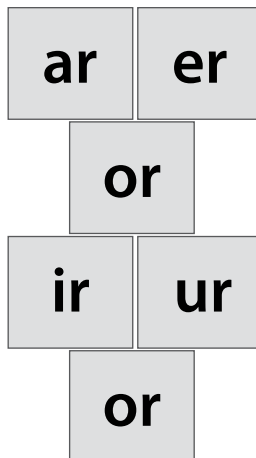
**Points to Note**

- To offer further practice and reinforcement of sounds, students will engage in phonics hopscotch (teacher will determine how many hopscotch diagrams would be required based on number of students), a letter pair will be placed in each box and based on where the marker falls the student gives the sound.

Group 1: students only required to give sound

Groups 2 and 3: students required to produce sound, a word and a sentence

Students can construct written sentences with words provided by teacher (Group 1) or produced by student (Groups 2 and 3) and sentences can be read to the class.



**Groups 1, 2, and 3****Students will:**

Read poem, using syllabication to decode r- controlled words

**Points to Note**

- Attention will be drawn to the words – “house”, “mouth”, and “down” for students to recognize the same medial sound. Instruction will be received in the phonetic sound of /ow/ / ou/ as well as /oi/ and /oy/.

**Group 1**

Students will use unfamiliar words and picture cards of /ow/, /ou/, /oi/ and /oy/ words to match. Thereafter students will use these words to create sentences which will act as a reading exercise.

- Decode unfamiliar words

- Syllabicate words

- Decode words

- Construct sentences

- Unfamiliar vocabulary accurately decoded using appropriate word attack skills

- Words with, /ou/, /ow/ /oi/ and /oy/ accurately decoded

- Words with R-controlled vowel correctly syllabicated and decoded using picture cues

- Sentences composed are meaningful and demonstrate understanding of the words used

**Appetite**

In a house the size of a postage stamp  
lived a man as big as a barge.  
His mouth could drink the entire  
river You could say it was rather large  
For dinner he would eat a trillion  
beans And a silo full of grain,  
Washed it down with a tanker of milk  
As if he were a drain.

*Taken from Website:  
My Word Wizard*

**Groups 2 and 3**

Students will choose no less than two words per letter pair – total of eight words and create a poem using the words. Selected students will be asked to read their poem to the class.

**Points to Note**

- This poem can also be used to reinforce the R-Controlled vowel sound, also showing an exception of the rule in the word “entire”.

- Further reinforcement can be in the form of a card game – “Musical Cards”. Students stand in a circle with a leader in the middle of the circle. Each student will hold a phonetic card with one of the sounds taught thus far - r- controlled vowels along with diphthongs. Music will be played and the cards will be passed around until the music stops. The leader will call a student’s name who has to produce the correct sound and if possible, a word. All students remain in the game and the game continues. The leader can be changed and effort should be made to ensure all students are called to give a sound. If a student is unable to give the correct sound, the person on the right should provide. If that person is unable it continues on the right until someone can provide the correct sound.

### Points to Note

Instruction will be given on the four sounds of /y/ - the consonant sound when “y” is found at the beginning of a word, the short /i/ and long /i/ when the letter is located in the middle and the /ee/ or long /i/ when the letter is at the end.

### Groups 1, 2, 3

Students will work in groups of mixed ability of no more than three persons. Using Microsoft PowerPoint students will be asked to solve the mystery. A simple-worded clue along with dashes for the number of letters in the word will be projected. Each group will be asked to answer. The subsequent slide will confirm if the response was correct with both a word and a picture. All the answers will have in common the letter “y” being a part of the word. The letter “y” will appear in words at the beginning, middle and end.

Y at the Beginning	Y in the middle	Y at the end
yam	symbol	truly
yard	cymbal	sincerely
yellow	gym	delivery
	type	rely
	typhoon	shy

- Engage in auditory discrimination
- Identify sounds
- Construct sentences

- Four sounds of “y” identified through auditory discrimination
- Four sounds of the letter ‘y’ identified accurately using auditory discrimination
- Sentences constructed are meaningful and demonstrate understanding of the words used

**Groups 1**

Students will choose three words from each sound, presented in the table, and make sentences which can be related to Unit Theme. These sentences will become a reading exercise. Students will be asked to read sentences aloud.

**Group 2 and 3**

Students will:

Complete cloze passage by filling in blank spaces. Students will read passage chorally.

- Complete cloze passage
- Construct sentences

- Cloze passage correctly completed
- Sentences properly constructed

**Creative Exercise**

In original groups, students will create a skit which is related to the Unit Theme and contains some of the words with “y”.

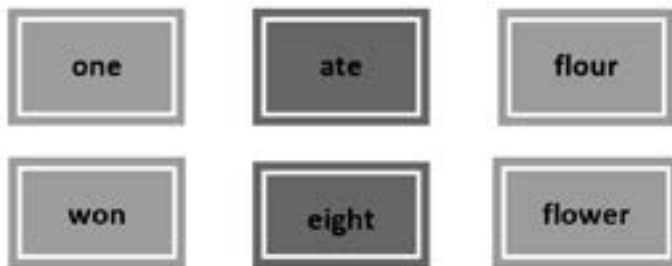
**Points to Note**

Students will be directed to note that due to our Jamaican “accent/pronunciation” we shorten the /ee/ sound of “y” at the end of words and substitute the sound for a short /i/ sound.

**Groups 2 and 3**

Students will use cards of homophones to locate their partner. Students will use their word attack skills to decode the words. Once they have located their partner, they will construct a sentence using both words. The sentence will be shared with the class.

Example:



- Identify Homophones
- Construct sentences

- Homophones correctly identified
- Sentences constructed are meaningful and demonstrate understanding of the words used.

Then play “go-fishing” in small groups. Each group which should comprise of not more than four persons. Each group will receive the same set of 30 cards comprising of 15 sets of homophones. The aim of the game is to be the person with the greatest number of homophones. Each person will be issued four cards and the remainder will be in the deck face down. The rules are the same as the well-known game “go-fishing”.

Each member of the group can choose five sets of homophones and create sentences. Students can read aloud sentences to classmates.

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## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies as well as understand and use word meaning.

### ATTAINMENT TARGETS:

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words
- Build vocabulary through various strategies

#### Attainment Target(s)

- Read fluently and with appreciation
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

#### Objective(s)– Vocabulary Development (Groups 1, 2, 3)

##### Students should be able to:

- Use affixes (prefixes- trans-, sub-; and suffixes- ous, -ness) to aid decoding and extend vocabulary
- Identify words with silent letter – **w, k, b, l, t**, (**w**rite, **k**nife, **c**omb**b**, **c**alm, **l**isten)
- Read high frequency words and other words appropriate to independent and instruction reading level in isolation and in the contexts of sentences
- Use contextual and pictures clues to determine the meaning of the words
- Use a dictionary to determine the meaning and pronunciation of unknown words
- Apply appropriate elements of fluency (accuracy, speed and prosody) to support comprehension of word

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Points to Note

Make flashcards of Key Vocabulary from Term 2 Unit 2. Use class session to teach students the meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication. The students should engage in writing sentences with these words. Words should be placed in the Language Corner using fun activities (individual, paired and corporate) to build vocabulary and spelling skills. Also, Microsoft PowerPoint activity can be created for students to engage in a technological reinforcement activity using the Key Vocabulary words.

**Unit Key Vocabulary words should be combined with previous Unit Key Vocabulary words.**

- Decode words

- Unfamiliar words decoded using appropriate word attack skills

**Groups 1, 2, 3****Students will:**

Once sounds of affixes have been demonstrated and understood, students will seek to match their picture to the word on the board. A sentence is to be constructed and given orally once match has been made. Match words with affixes trans, sub, ous and -ness to pictures.

- Use picture-word clues
- Construct sentences

- Pictures correctly matched with words
- Sentences constructed are meaningful and demonstrate understanding of words used

**Points to Note**

Choose words which are already a familiar part of students listening or speaking vocabulary in order for association via cueing to be more effective. Level of difficulty regarding words chosen will also be based on present performance level of students.

**Group 1****Students will:**

Fill-in-the-blank with the correct word which is to be chosen from a word bank comprising of words with affixes being studied to complete sentences.

- Complete sentences

- Sentences completed using words with the appropriate affixes.

**Points to Note**

Sentences are to be constructed by the teacher.

Example: The bus ..... me to my home.

(Ans.: transports).

(Contextual clue being used to solve missing word)

**Groups 2 and 3****Students will:**

Compose not less than eight sentences using two words from each of the affixes and also including Unit Key Vocabulary words in each sentence.

**Points to Note**

Sentences will be used as a reading passage in subsequent sessions.

**Groups 1, 2, 3****Students will:**

Sing along with a well-known song, example: Kenny Rogers – “Write your name across my heart”. At the end of song, students will give a few well-known lines of the song. Attention will be drawn to the word “write” and through phonetics students will be made aware that the letter “w” is silent. Students will be asked to give examples of other words with a silent letter.

A chart will be placed on the board with each silent letter having its own column. Words will be said for students to identify silent letter, then the word will be shown on a word card and repeated for students to confirm the silent letter. The word card will be placed under the appropriate column heading.

Word cards will then be distributed to students and a letter wheel with a cut-out covering will be used. Once the wheel is spun and it lands on a particular letter a student should indicate their word has that silent letter, sound the word and place it under the correct column heading.

Example: Lands on the letter “b”. Student has the word “limb”, through phonetics; student should decode word; pronounce correctly and place under column heading – Silent Letter “b”.

- Identify words with silent letters
- Construct sentences
- Identify words with silent letters

- Words with silent letters correctly identified
- Sentences constructed are meaningful and demonstrate understanding of the words used.

**Group 1****Students will:**

Practise identifying words to build word recognition and decoding skills. Then turn over cards that are face down and state word correctly, card is returned if unable to do so, spell word and give a sentence. Students choose five words – one from each silent sound to write a sentence which will be used as a reading passage for each student.

- Decode words

- Words accurately identified

**Groups 2 and 3****Students will:**

Complete a simple cloze passage with two options with one of two options at each blank line to complete correctly. Passage to be used for choral reading at end of exercise.

- Complete cloze passage

- Cloze procedures correctly completed

**Groups 1, 2, 3**

Choose not more than ten words from the Unit Key Vocabulary list and engage in a game of "Dictionary in Hand", played similarly to "Sword in Hand". The game will be played in mixed trios with one student finding the word in the dictionary and the next reading the definition and the third making a simple written sentence. This can be played in the form of relay where each participant does their role on the spot then runs to the next member when they have completed their portion. At the end, sentences will be marked and become a reading activity for the trios. Members of Groups 2 and 3 will help members of Group 1 to build word recognition skills and fluency with reading. At the end each student from the team should read at least two sentences.

- Use dictionary
- Work collaboratively

- Dictionary used to locate words efficiently
- Sentences constructed are meaningful and demonstrate understanding of the words used
- Sentences read accurately and with fluency

**Groups 1, 2, 3**

Students will complete an activity sheet with a word bank containing words with multiple meanings with which they are familiar. They will be advised that each word can be used twice.

- Use ICT tools
- Construct sentences

- Search engine used to successfully find words
- Sentences constructed demonstrate an understanding of the words used and conform with SJE
- Sentences created showcase multiple meanings of the targeted words

**Points to Note**

Ensure that the words presented can be read by the students. For example: "bat", "horn", "stamp", "sink", "ring". Have students locate the words in a dictionary or search engine such as "Google" and enter at least 2 meanings in their log book. Using an online dictionary, have students listen to the pronunciation of the word.

**Group 1**

Students will select words they know and new words they have learned and illustrate the meanings. They will then write sentences to depict the meanings they have illustrated. e.g. bowl

- Find word meaning

- Illustrations accurately depicted the meanings of targeted words



**Points to Note**

The meanings used for this group will be suited to the reading level of students. They can choose to illustrate also, but the level of difficulty of the words chosen must be appropriate.

Example: **Reservation**

1. An arrangement in which something such as a seat on an aircraft or a table at a restaurant is kept for you:  
*I'd like to make a table reservation for two people for nine o'clock.*  
*Please confirm your reservation in writing by Friday.*
2. An area of land made available for a particular group of people to live in:  
*The family lives on a Native American reservation.*
3. Doubt or feeling of not being able to agree with or accept something completely:  
*Workers and employees shared deep reservations about the wisdom of the government's plans for the industry.*

**Groups 2 and 3**

Students will be allowed on an individual basis to read definition and answer at the end of the activity with classmates confirming correctness of answer. They can select words to make sentences showing several meanings of the words chosen.

**Groups 1, 2, 3**

Words will be chosen which are unfamiliar to students reading vocabulary but familiar to speaking or listening vocabulary. The words will represent one of groups done in this strand – silent letters, affixes. Example: ambitious, anxious, whistle, (silent t), balm (tiger balm) (silent l), substitute.

Using appropriate technological tools, example – Merriam-Webster, Free Dictionary; students will click on audio icon to hear the pronunciation of the word and practice saying the word.

Words will be projected on the board and students will be asked to spell a word of choice and say the word to determine if the word is pronounced correctly. Definitions will be given to ensure understanding of words.

- Use of ICT Tools

- Spell words

- Technological tools used competently to ascertain the pronunciation of words

- Words correctly spelt using syllabication skills

**Group 1**

Students will read and reinforce pronunciation and identification of target words from a simple one paragraph story given to them. Students will engage in chorale reading. Students will be asked to identify the main idea and one supporting detail of the story using the passage to justify answer.

**Groups 2 and 3**

A two-paragraph story with key words which are jumbled will be given to students for them to unscramble words and insert in blank space. Students will engage in chorale reading. Students will be asked to identify the main idea and one supporting detail of the story using the passage to justify answer.

- Read fluently and with expression

- Story read fluently and with expression

## STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other text on paper and on screen

### Objective(s)– Groups 1 & 2

#### Students should be able to:

- Identify and describe elements of plot, character and setting in a picture or story
- Develop simple characterization sketches
- Listen to and retell stories with a beginning, middle and end
- Sequence events as stated in text
- Compare and contrast ideas from narrative and descriptive texts
- Respond to literal and inferential questions about texts read
- **Use ICT tools to source information for enjoyable reading**

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Place one of a set of definitions under each of three (3) headings - plot, character and setting. Use a dictionary to ascertain if placements are correct.

View a picture and listen to the reading/recording of a related narrative. Identify the plot of the story, the characters and the setting. Use the story to justify their answers.

### Group 1

#### Students will:

Use a picture of a familiar scene to write six (6) sentences which outline a basic story that includes the setting, plot and the characters. Read sentences to the class and also help to determine which of the three (3) areas – plot, setting or character - the sentences composed by their peers are depicting. Cite the relevant sentences based on the answer given in each case.

- Define words
- Use dictionary skills

- Cite text evidence

- Analyse pictures
- Compose sentences/story
- Cite text evidence

- Placement of definition cards Plot, character and setting, justified based on prior knowledge
- Dictionary used to confirm meanings of words
- Plot, character and setting accurately determined from picture/ narrative
- Responses justified with evidence from the story.

- Picture scene satisfactorily analysed and used to develop sentences/paragraphs
- Sentences reflect the setting, plot and characters

**Groups 2 and 3****Students will:**

Using the same picture, write a two (2) paragraph story relating to the picture. Read paragraphs to the class for their peers to determine which of the three (3) areas – plot, setting or character – the sentences are depicting. Their peers will cite the relevant sentences that justify their given responses.

e.g.



- Compose paragraphs/story
- Identify story elements
- Justify responses

- Paragraphs reflect the setting, plot and characters
- Responses justified with relevant sentences or phrases from the story.

**Groups 1, 2, 3****Students will:**

Use characters from the story in previous activity to develop a characterization sketch.

- Make character sketches
- Use graphic organizer

- Character sketch depicts plausibly the behaviour, appearance, feelings and personality traits of the character.
- Character Map/graphic organizer used effectively to assist in the production of character sketch

**Points to Note**

A character map may be used and the process facilitated by the teacher under the headings – Feelings, Behaviour, Appearance and Personality Traits. Headings should be discussed to ensure that students have a clear understanding of the headings. During the discussion on the headings, students should record words that relate to each heading.

e.g. Feelings- angry, afraid, happy

Behaviour – bully, friendly, kind

Appearance – neat, skinny, short

Personality traits – shy, bossy, loving



**CHARACTER MAP #1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Feelings	Description
<div style="border: 2px solid black; border-radius: 50%; width: 50px; height: 50px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">             Character           </div>	
Behavior	Personality Traits

GRADE 8

Create sketches of the characters from previous story as a whole class activity.

Construct character sketches of their classmates using randomly distributed names but not using their own names. Share their sketches and have classmates guess which students they have described.

### Points to Note

As a guideline, have students avoid the use of derogatory descriptions or personal attacks on others as they develop their sketches.

### Mixed Ability Group Activity

#### Students will:

Work in mixed ability groups of up to 4 students. Use the character map graphic organizer to describe a character of their choice from a story they have selected and discussed within the group. Place words in each square and then compose a sketch of 2 – 3 paragraphs. Illustrate scenes with the character depicting different traits.

- Construct paragraphs
- Paragraphs appropriately constructed using the Graphic Organizer as a guide for content
- Scenes

**Groups 1, 2, 3****Students will:**

Listen as a story is read and then give details from the story in sequential order of beginning, middle and end. Populate a chart divided into the three parts with their answers. Confirm if the information in each segment is correct and if it is in the correct section.

In pairs, read/listen to a given story and list the main events in the order in which they occurred in the story, showing beginning, middle and end.

Exchange papers for partners to confirm or correct information and sequence after both parties have read story and completed sequence chart.

Write sentences – **Group 1 (2 sentences), Groups 2 and 3 (four sentences)** on the aspect of the story they liked best, giving reasons for their answer.

- Listen attentively
- Sequence story events
- Use Graphic Organizer

- Attentive listening demonstrated through eye-contact, appropriate posture (sitting upright), nodding, smiling and generally avoiding distractions..
- Details of story sequenced in the order heard in the story
- Main details in story recorded in sequential order using Graphic Organizer as a guide.
- Graphic Organizer effectively used to sequence details of the story

- Write sentences
- Justify responses

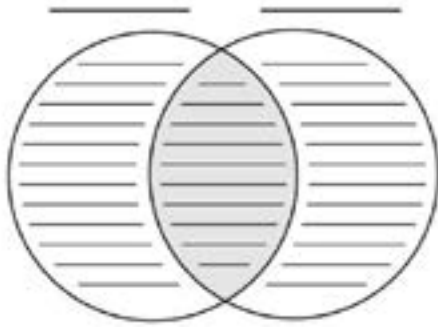
- Sentences composed, stating areas of story that were personally appreciated and giving reasons for answer with evidence the text

**Groups 1, 2, 3****Students will:**

In each of four (4) mixed ability groups, read one (1) short descriptive and one (1) short narrative text. Using a graphic organizer placed in each corner of the classroom, indicate the ways in which the texts are different and similar.

- Compare and contrast narrative and descriptive texts
- Use graphic organizer to compare and contrast texts

- Texts appropriately and accurately compared and contrasted
- Graphic Organizer used (Venn diagram, T-chart or table) used to record comparative features of texts
- Paragraph summarizes key findings recorded on Organizer

**Points to Note**

- Have each group select or have members volunteer to be writer, reader, time keeper.
- Some of the roles may be rotated so that more than one student may have the opportunity to read or write.

**Group 1****Students will:**

Using the completed graphic organizer for the group, construct two sentences based on each area of the organizer – difference – descriptive, different – narrative, similar – descriptive and narrative.

- Construct sentences

**Groups 2 and 3****Students will:**

Write three (3) short paragraphs - two on differences noted in each text and one on the similarities – based on the points stated in Graphic Organizers to assist with the development of the main ideas and details for each paragraph. Share their individual written work with the class.

- Construct paragraphs

- Paragraphs appropriately constructed using the Graphic Organizer as a guide for content
- Scenes

**Groups 1, 2 and 3**

In pairs, read passages at their independent reading levels which are related to the benefits of using **Modern Day Communication Tools**. Answer questions posed at the literal level and inferential levels. Use the clues from the text to determine the answers to questions posed. Talk about the clues used to arrive at answers.

- Answer literal and Inferential level questions
- Use text clues

- Answers to questions are plausible and are arrived at using text clues.
- Clues are appropriately indicated.

**Groups 1, 2, 3****Students will:**

Choose a technological source and read an appropriate article or text on any area of their choice – sports, cars, electronic games, international artiste, etc. Individually write a report and state reasons for the choice of article.

- **Use ICT Tools**

- Write reports

- **Correctly manipulated technological tools effectively used to access information of personal interest**

- Reports written and justifications stated for article chosen.

## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation

### Objective(s) – Group 1

**Students should be able to:**

- Read electronic and other documents for information
- Know and use text structure and features specific to informational narrative texts (illustrations, beginning, middle, ending, character, setting, problem, solution)

### Objective(s) – Groups 2 and 3

**Students should be able to:**

- Scan electronic and other documents for information
- Summarize information received from various sources
- Know and use text features specific to expository text (headings, sub-headings, glossary, index, captions, map, table of contents, photographs)
- Use table of contents, index, bibliography when searching for information

### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT Objective(s)

- Use appropriate research tools to locate information online

**Group 1**

Students will read an electronic version and a hard copy version of a scientific article to complete the table below on the text features in each. They will compare and contrast text features in both sources.

Tick to indicate the text features

Electronic Text	Electronic Text	Hard Copy	Both Electronic and Hard copy
Hyperlink			
Bold print			
headings			
subheadings			
sidebars			
Shout-outs			
Text box			

- Compare and contrast text features in electronic and hard copy sources
- Identify text features
- Identify and note organizational patterns in informational narrative.

- Organizational pattern includes:
  - a title that relates closely to the narrative
  - an engaging lead
  - an event or sequence of events in time order
  - information in paragraphs with main ideas and supporting details
  - a conclusion that includes thoughts and feelings, and wraps up the piece
  - illustrations and/or visuals that support the narrative
- Comparison and contrast include: hyperlink, side bars, shout-outs, etc.

**Group 1**

Explore examples of informational narratives and note their text features and structure. Discuss how the features and structure of this text type help to organize information for easier access.

Examine an informational narrative text and note how the illustration supports the topic. They will note what they learn from the illustrations and the words by completing the table below:

Idea or question from Text:	What the Words Tell	What the pictures show

Prepare a gist statement of the information read in informational narrative text (Example: biography or historical fiction). They will use the Gist Statement Template as guide:

- Explain functions of images/ illustrations

- Elements/Features of informational narratives are accurately identified and their functions adequately explored.
- Discussion includes relevant examples to support claims.
- Response to how does the illustration support the topic will include additional information provided by the pictures that is not included in the words of the text.

- Gather gist of informational narrative read

- Gist includes the key elements of the narrative.

**Gist Statement Template:**

TITLE \_\_\_\_\_ AUTHOR \_\_\_\_\_  
 Gist Statement  
 The story takes place \_\_\_\_\_  
 \_\_\_\_\_ is a character in the story.  
 A problem occurs when \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 The problem is solved when \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 At the end \_\_\_\_\_

- Construct sentences

- Paragraphs appropriately constructed using the Graphic Organizer as a guide for content
- Scenes

**Groups 2 and 3**

Students will survey a nonfiction text before reading (see text survey procedure):

Before Reading -Text Survey

Step1:

Ask Guiding Questions:

1. What does this text appear to be about?
2. What are some of the important topics/ideas covered in the text?
3. How is the text organized?

Step 2:

Read the title and major headings with the questions in mind.

Step3:

Read only introduction and conclusion.

Step 4:

Examine text features.

Step 5:

Answer questions and decide on purpose for reading.

- Gather information
- Summarize information
- Scan for information

- Purpose for reading reflects knowledge of text structure
- Questions gradually and appropriately answered from text survey.

**Groups 2 and 3**

Students will read articles on a topic relating to communication and complete the following organizer to gather information for summary; they will summarize the ideas.

Heading /Subhead _____	Supporting Details: • _____ • _____ • _____	Main Idea Statement: _____
Main Idea _____		Summary: _____
Heading /Subheading 2 _____	Supporting Details: • _____ • _____ • _____	
Main Idea _____		

Summary reflects the following:

- ✓ Big idea of article is described as the 'Big Idea'
- ✓ Lists in article appear as description using a word or phrase in the summary.
- ✓ Big ideas and details of the paragraphs appear in summary.
- ✓ Details in summary appear in the article

**Groups 1, 2 and 3****Students will:**

Watch an online video on text features.

Video entitled – **Nonfiction Text Features** -

<https://www.youtube.com/watch?v=XoudxEM3dRY>

While video is being shown, consult relevant textbook and a fiction to locate relevant features. With each main point viewed, after each pause of the video, demonstrate their understanding of what is said by finding the areas being mentioned in their own books – table of contents, glossary, index, etc.

Recreate these text features in their log book. For example, they will design a table of contents, index or glossary and indicate how this feature assists in the understanding of text.

- Demonstrate understanding of text features

- Text features used to accurately locate information.



## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s) – Group 1, 2, 3

Students should be able to:

#### Sentence Structure

- Use simple and compound sentences appropriately
- Write in complete, coherent sentences

#### Grammar

- Use accurately subject/verb agreement and verb tense rules
- Practise the use of the present, past and future tenses
- Identify and correctly use singular and plural nouns (regular and irregular)
- Use pronouns as noun substitutes

#### Punctuation

- Use commas to separate phrases and clauses within sentences

### ICT Attainment Support

English Grammar online – [www.ego4u.com](http://www.ego4u.com)

Free English Grammar Tests – [www.englishstore.net](http://www.englishstore.net)

Free online Sentence Completion exercises – [www.englishmaven.org](http://www.englishmaven.org)

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1,2,3

Students will:

Be asked to give sentences that they are accustomed to hearing at school, home, community, public transport. Sentences will be recorded on the board. Components of a simple sentence and definition of a fragment will be shared with students with examples of both being written on the board.

- Identify simple sentences
- Identify sentence fragments
- Convert fragments to sentences
- Share personal experiences

- Simple sentences identified, understood and used in everyday experiences.
- Fragments identified and accurately converted to sentences
- Capitalization and ending punctuation marks Identified, understood and used
- Common and proper nouns identified, understood and used

## Points to Note



A **fragment** is a group of words that begins with a capital letter and ends with a period. It looks like a sentence, but it is not complete. A subject or a verb may be missing.

Fragments	Sentences
1. Comes to the country house.	Framton comes to the country house.
2. Talks to Vera.	He talks to Vera.
3. Is Vera's aunt.	Mrs. Sappleton is Vera's aunt.
4. Vera about her uncle.	Vera talks about her uncle.

Look at the sentences they gave to determine if they are sentences or fragments. Then convert fragments to sentences.

Two headings will be placed on the board “**SIMPLE SENTENCE**” and “**FRAGMENT**”. Students will receive sentence strips to be placed under the correct heading. Once exercise is correctly completed sentences can be used to instruct in:

Subject-Verb Agreement – students will identify the subject and verb (predicate) of the sentence, paying close attention to present tense to singular and plural formation.

Attention will also be given to capitalization to use for beginning sentences and proper nouns and well as punctuation mark used at the end of a sentence.

Students will be asked to compose sentences paying close attention to subject/verb agreement, capitalization and ending punctuation mark.

**Groups 1, 2 and 3****Students will:**

Underline the nouns in the sentences. Instruction will be given in replacing nouns with another part of speech – pronouns.

Work in mixed ability groups to develop a pronoun chart like the one below.

They will examine sentences previously written and identify pronouns used and state the type. In addition, they can use their text books to identify pronouns and the type used.

<b>Pronoun Chart</b>					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (male)	he	him	his	his	himself
3 <sup>rd</sup> person (female)	she	her	her	hers	herself
3 <sup>rd</sup> person	it	it	its	(not used)	itself
1 <sup>st</sup> person (plural)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (plural)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (plural)	they	them	their	theirs	themselves

Work In their groups to complete pronoun sentence table. Each student should supply sentences under each heading to complete the table. Subject/Verb agreement should again be reinforced through these activities for all groups.

**Points to Note**

Sentences composed by students in previous activity will be used in a subsequent session for instruction in pronouns.

PRONOUN SENTENCE TABLE			
Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective
He is here.	Do not talk to <b>her</b> .	This umbrella is <b>yours</b> .	The laptop is at <b>my</b> home.

- Identify nouns

- Use pronouns

- Explain types of pronouns

- Nouns correctly identified

- Nouns accurately replaced with pronoun

- Sentences composed with correct use of pronouns

**Groups 1, 2 and 3****Students will:**

Examine end punctuation marks placed on the board – period, exclamation point and question sign. Then identify each mark by name and share their knowledge of the marks. Be given sentence strips to determine which punctuation sign should be placed at the end of the sentence. Place strips accordingly and classmates will confirm if punctuation inserted are correct. Then receive instruction in three kinds of sentences – demonstrative, interrogative and exclamatory and the end punctuation used in each.

Work in mixed ability groups to perform skits. Each skit should use the three kinds of sentences and as each skit is being performed groups watching should listen for the three kinds of sentences and write down at least one example of each.

Students will be asked to compose two of each kind of sentence.

**Points to Note**

Class discussion on use of JC and SJE in skits will be done recognizing in the JC the kinds of sentences still remain. Translation will be done of some of the sentences in order to identify subject/verb agreement, pronoun use – Example – “im seh dat...”, translation – “He said that ...” students’ attention will be drawn to the use of object pronouns as subject pronouns in the JC language structure. Students will offer JC sentences for translation, recognizing the language structure as statements are sometimes fragments and usually differs in structure from SJE. For example: “Mi nah guh dung deh suh!” “I am not going there!”

- Identify end punctuation
- Use end punctuation mark
- Use different kinds of sentences
- Compose different types of sentences

- Punctuation marks identified, understood and used correctly.
- Skit performed demonstrate appropriate use of different sentence types
- Sentences recorded accurately from dramatic presentation and employs the use of the correct end punctuation
- Types of sentences Identified, understood and used whether in written or oral form

**Groups 1,2,3**

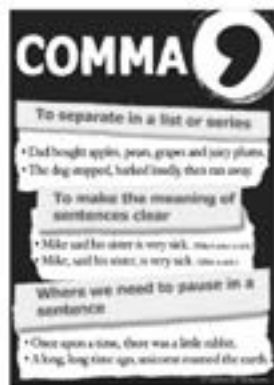
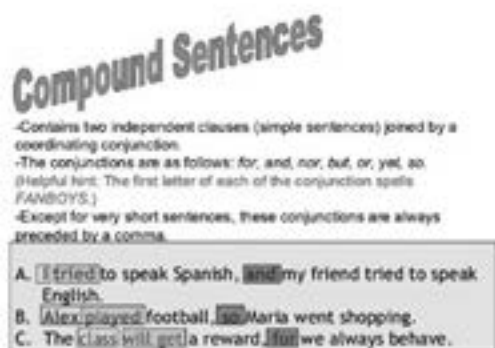
Observe sentence projected (e.g. Power Point). Read and decide if the sentence projected is a fragment. The subsequent slide will give the sentence and the answer – Fragment or Sentence. They will also be asked if the sentence is a simple or compound sentence. Students’ responses will be noted and review of simple or compound sentences done, if necessary.

- Identify fragments
- Identify types of sentences
- Develop simple and Compound

- Fragments and sentence types accurately identified
- Charts accurately captures information and appropriate examples of simple and compound sentences and the comma and its uses

**Points to Note**

In mixed ability groups, have students develop simple and compound sentences and comma chart for display in the classroom.



A well-known music video (Example: Robert Marley's "Every Little Thing is Gonna be Alright" lyrics) will be projected via an online video site with lyrics for students to identify simple sentences and choose two lines of the song to make into a compound sentence. This activity will also be used to identify use of commas.

Students will compose an email, text or a Social Media post to a friend using simple and compound sentence and commas.

- Explain uses of a comma
- Use conjunction
- Use Comma

- Compound sentences composed by joining simple sentences from the song with the appropriate conjunction

- Compose simple and compound sentences

- Sentences constructed represent both simple and compound sentences and makes good use of appropriate punctuation

- Relevant technological tools used to send friendly text

**Groups 1, 2, 3**

View online video on the Past, Present and Future Tense, for example: **Verbs, Past, Present, Future** - <https://www.youtube.com/watch?v=bAWFVOWghEU>. Then engage in discussion using the video as a guide.

Present tense verbs ("s" and "es") will be revised and cards will be distributed to students to find their partner. Student will receive a card with one of the following: "s", "es", "ing", "ed", "will", "present", "past", "future". They will locate their partner – Present cards will partner with – "s", "es", "ing"; past will partner with "ed" and future will partner with "will".



- Engage in discussion

- Discussion focused on explaining the three verb tenses and citing relevant examples

- Review Verb Tenses – Past, Present and Future
- Identify verb tenses

- Three different verb tenses Identified, understood and accurately used
- Irregular past tense verbs Identified, understood and used

- Compose sentences

- Sentences composed using correct verb tense and contain a mixture of regular and irregular verbs

presentpastfuture

Locate their partners then make two to three sentences using the cards as a guide.

**Example:** *Michael walks home from school. ("s" present) The centre forward scored a goal in the match yesterday. ("ed" past).*

Share sentences with the class to build understanding of content. Irregular past tense verbs will be shared with students.

**Example:** *I caught Chick V last month.*

Make three signs – Present, Past, Future adding their own personal flair. Sentences will be projected and students will hold up the relevant sign to signal what kind of tense has been utilised in the sentence. They should give a reason for the choice made.

- Sentences accurately labelled with the present, past or future tense

## STRAND 3A: COMMUNICATION (WRITING)

**STANDARD 5:** Students write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s) – Unit 1

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s): Group 1

#### Students should be able to:

- Use adjectives to make descriptions more vivid
- Organize and develop ideas into paragraphs by attending to main ideas, supporting ideas and concluding statement
- Extend the length and structure of paragraphs through the use of transitional words/phrases

### Objective(s): Group 1

#### Students should be able to:

- Use stages in the writing process
- Write to narrate, persuade, inform, describe and entertain
- Use adjectives to make descriptions more vivid

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1, 2, 3

#### Students will:

Be asked to list their top ten favourite interests. Then write the following sentence and find one word or two words to describe why it is a personal interest. The sentence will be:

***Texting is one of my favourite interests because it is fun.***

Two blank lines will be in each sentence for students to insert their favourite interest and the word or words to describe the interest. Some students will be asked to share one of their sentences.

The parts of speech – noun and verb will be revised and the concept of an adjective will be introduced to students through guided learning. Students will be asked to look again at their sentences and determine if adjectives were used. Students will share sentences which they believe have an adjective. Students should state the adjective as well as explain what noun is being described.

- Construct sentences
- Use Adjectives
- Use nouns and verbs
- Compose descriptive paragraphs

- Sentence accurately completed using adjectives
- Adjectives correctly Identified, understood and used
- Nouns and verbs appropriately Identified and used
- Descriptive paragraphs are correctly and coherently constructed using adjectives to make descriptions vivid.

**Group 1**

Be asked to walk around the school and compose five sentences describing nouns located on the school compound.

Example: *"There is a tall palm tree at the gate."*

*"The dirty walls need to be painted."*

*"The canteen is empty."*

Sentences will be shared with group members to ensure adjectives were used and they were correct.

**Groups 2 and 3**

Be allowed to locate a scene of interest on the school compound to observe a P.E. class or the canteen at lunch time. Students will record their observations and use the information to compose a descriptive paragraph. Some students will read their descriptive piece to class members. Audience will share their views on the written text and identify areas of the piece that they found most interesting giving a reason for their answer.

**Group 1**

Watch audio/visual presentation on constructing a paragraph. Then engage in discussion focused on establishing the structure of a paragraph. Then view and critique sample paragraphs to identify the structure/components discussed.

- Explain structure of a paragraph
- Critique paragraph
- Identify the components of a paragraph

- Discussion focused on establishing that a paragraph must have a topic sentence/main idea sentence, supporting sentences and a concluding/closing sentence
- Critique of sample paragraph focused on the absence/presence of the various components

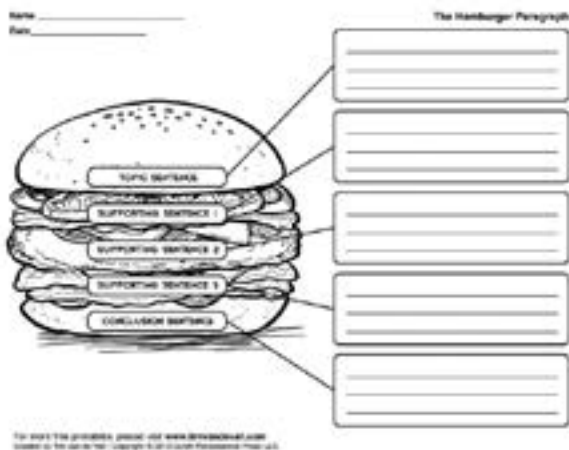
**Group 1**

Be placed in small mixed ability groups. Each group member will be given a sentence strip and students will work together to put the sentences in the correct order and form a paragraph. Each group will place their sentence strips on the board and each set of strips will be used to instruct students about a paragraph and the parts of a paragraph.

- Read sentences
- Sequence ideas
- Construct Paragraphs

- Sentences organized in correct sequence to create whole paragraph
- Discussion highlights students of the difference understanding between between a topic sentence, supporting detail and a concluding sentence as indicated in the layout of their paragraph





Students can be allowed to write points given on the board. A topic will be chosen and different parts of the paragraph will be developed until the whole paragraph will be written on the board using complete sentences.

Each student will choose a topic and write a simple paragraph ensuring all the relevant areas are represented. Some students will be asked to share their paragraph with the group and members of the group will be asked to identify the main idea, supporting details and concluding sentence.

- Explain uses of a comma
- Use conjunction
- Use Comma

- Compound sentences composed by joining simple sentences from the song with the appropriate conjunction

### Activity: Transition Words

#### Group 1

Be invited to explain the steps involved in changing a tyre on a bicycle or some other activity which is of interest to peers. Student will give steps and a few transition words will be said. These will be recorded on the board. Instruction will be shared on transition words and their purpose as well as examples. Paragraphs used in previous activity can be reused for this practice exercise. Students will determine which transition word will be best suited for each sentence and insert accordingly using word cards that will be made available to students.

- Use transition Words

- Transition words Identified, understood and used appropriately in sentences



Compose a simple paragraph using transition words. They will read the paragraph and their peers will identify the transitions words used, and will indicate if they were used appropriately.

- Construct Paragraphs

- Oral presentation done in an organized, clear and logical manner
- Paragraph composed containing the necessary components and depict appropriate use of transitional words

### Group 2 and 3

Select from three topics of interest, placed on the board, the most favoured one. This topic of interest will be used to give instruction in the writing process. Teacher will guide students through the five steps of the writing process using the topic chosen to develop an essay.

Students will choose a topic of their choice from the present current affairs issues of the country which can seriously impact teens. Students will go through the writing process checking with teacher at each step to ensure they are doing the process correctly and developing a good essay.

Students will be allowed to share their “published” paper with the class and respond to questions from their classmates.

- Use writing process
- Oral Reading
- Listen attentively

- Essay composed using the writing process as a guide. Attention must be given to the evidence for each stage of the process

### Points to Note

This may take two to three weeks or even more for some students and should include the teacher providing various types of scaffold for the students (checklists, rubric, graphic organiser etc.)

**Groups 1, 2 and 3**

View five-word cards that have been placed on the board – **PERSUADE, INFORM, DESCRIBE AND ENTERTAIN**. Share their views on the definition of the words and use personal experiences to confirm understanding of the words. Students may use dictionary or online sources to determine/confirm meaning. Words will be appropriately defined and explained, with examples by the teacher.

Five pieces of written text will be shared with the group and students are to determine which piece should be placed under the appropriate heading that describes the content of the text. Students should give reasons using the text to support their answer.

Each student will be given a folded slip of paper which they should open in private and one of the words will be printed on the paper. They will choose a topic of interest and write a paragraph which depicts the word received.

Composition will be shared with group who will propose which writing purpose is being represented and give reasons to support their answer. Students will hold up the paper received to confirm the writing purpose.

- Identify various purposes for writing

- Write for various purposes

- Compose paragraphs

- Purpose for writing accurately aligned/ matched with corresponding paragraph

- Paragraph correctly written to suit the associated purpose, making good use of the various elements attached to each purpose

**Groups 1, 2, 3**

View online video on the Past, Present and Future Tense, for example: **Verbs, Past, Present, Future** - <https://www.youtube.com/watch?v=bAWFVOWghEU>. Then engage in discussion using the video as a guide.

Present tense verbs ("s" and "es") will be revised and cards will be distributed to students to find their partner. Student will receive a card with one of the following: "s", "es", "ing", "ed", "will", "present", "past", "future". They will locate their partner – Present cards will partner with – "s", "es", "ing"; past will partner with "ed" and future will partner with "will".

- Engage in discussion

- Review Verb Tenses – Past, Present and Future

- Identify verb tenses

- Compose sentences

- Discussion focused on explaining the three verb tenses and citing relevant examples

- Three different verb tenses Identified, understood and accurately used

- Irregular past tense verbs Identified, understood and used

- Sentences composed using correct verb tense and contain a mixture of regular and irregular verbs



NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 8: TERM 3





## Key Vocabulary

Action	Rights
Balance	Society
Birth	Standard of living
Certificate	Status
Citizen	System
Class	Upward mobility
Colour	
Consequence	
Constitution	
Corruption	
Court	
Creed	
Crime	
Finance/Money	
Education	
Employment	
Equality	
Governance	
Government	
Inequality	
Justice	
Legal	
Passport	
Personal	
Religion	
Responsibility	
Rights	

**Focus Question: What are the rights and responsibilities of a Jamaican citizen?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### Objective(s) – Groups 1, 2

#### Students should be able to:

- Listen and respond to questions expressed in SJE and JC
- Listen and draw inferences from different forms of oral language: story-telling, speech and interviews
- Discuss national issues based on scenarios viewed/listened to
- Monitor their own listening and that of their peers by applying specific strategies
- Listen attentively to speech delivered and give response
- Take notes from presentations
- Establish and sustain a logical viewpoint

### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT Objective(s)

- USE ICT tools to aid the effective communication of information



**Groups 1, 2 and 3****Students will:**

Listen and observe an interview with Jamaican citizens regarding the effects on the community due to flood rains destroying a bridge.

<https://www.youtube.com/watch?v=7sRyP3-E6Ag>

Listen and discuss the content of the interview to identify the main point of the interview.

For example:

- government needs to fix the bridge
- restoration of bridge to regain normality
- extortion
- sense of community and kindness for fellowmen

Identify area(s) of concern in their school, community or country which will be recorded on the board. In mixed groups of three (3), create a simulation of an interview with one group member being the interviewer and the other two being interviewed. Determine the appropriate questions and possible responses to these questions. Use SJE/JC appropriately based on the roles assumed in the interview. Participate in general discussion after presentations on the content.

- Listen attentively
- Participate in discussion
- Collaborate in group activity.

- Perform role-play
- Simulate interview
- Use SJE/JC to ask and answer questions

- Impact of visual and aural stimuli is satisfactorily described
- Speeches presented appropriately in SJE with appropriate tone, confidence and expression
- Presentations are satisfactorily analysed
- Role-playing is designed to effectively convey point of view on the subject of Personal Rights and Responsibilities
- Group work reflects collaboration.

**Groups 1, 2, and 3****Students will:**

View and listen to a recorded performance of the poem on Paul Bogle - *Alma Norman's Ballad of 65*

<https://thebitterbean.wordpress.com/2012/10/11/ballad-of-sixty-five/> (Lyrics may be found on this site).

Identify the words from the Unit Key Vocabulary list, which are used in the poem; for example, governance, rights, responsibility, employment). Give possible reason(s) for the related vocabulary used by the writer by citing specific lines from the poem to justify their answers. Engage in a general discussion on the significance of the Morant Bay rebellion with regards to Unit Theme.

- Listen attentively
- Recall details from poem heard
- Make inferences
- Comprehend main idea and specific details from poem heard
- Share ideas and acknowledge the ideas of others in discussions

- Oral recall of poem accurately includes details
- Selected vocabulary words reflect an appropriate understanding of the main idea and specific details of poem
- Discussion reflects shared ideas and acknowledgement of the ideas expressed by others.



**Point to Note**

The poem may be displayed after performance for students to use as a reference point. Teacher support may be made available to Group 1 students based on reading and comprehension level.

**Groups 1, 2, and 3****Students will:**

Determine the difference between a Right and a Responsibility through the use of Dictionary.

**RIGHT – A MORAL OR LEGAL ENTITLEMENT TO HAVE OR DO SOMETHING**

**RESPONSIBILITY –THE STATE OR FACT OF BEING ACCOUNTABLE OR TO BLAME**

Apply active listening skills as they listen to the reading of ten (10) Rights and Responsibilities of Jamaican citizens (five of each area). Determine the Rights from the Responsibilities, stating reasons for their choice. Discuss using SJE, how these rights and responsibilities ensure social and national equality for all citizens. Ask probing and clarifying questions of peers.

- Link ideas gleaned from research in discussion
- Share personal views on discussion topic
- Use SJE structures
- Apply active listening skills

- Definition of key words determined by the use of dictionary
- Discussion reflects a fair understanding of the Identified rights and responsibilities of Jamaican citizen
- Discussion includes sharing of personal opinion supported by logical reasoning regarding equality of all citizens.
- SJE structures appropriately used in discussion
- Active listening skills – Nonverbal (eye contact, appropriate posture, avoiding distractions and verbal (asking probing and clarifying questions) - are effectively applied during reading of rights and responsibilities

**Groups 1, 2, and 3**

In mixed pairs, students will listen to a simplified recording of Jamaican Constitution, the portion which speaks to non-discrimination on the basis of creed, gender.... (*Site entitled: The Charter of Rights and Freedoms – Houses of Parliament [pdf format] – Page 4 of document; Item h (i).* Make notes on the information heard and discuss the content as a whole class.

Individually, write either "Agree" or "Disagree" on a slip of paper with regard to each Constitution Item to reflect if they believe this is presently being experienced in the country. Participate as a part of one of two (2) teams in an impromptu debate on the recognition of the rights of citizens in Jamaica. Have appointed scribe record the arguments/points from both sides on the board and at the end of the debate, arrive at a class position regarding the topic under debate using these points.

- Use ICT Tools
- Refute and support ideas in a debate
- Debate ideas
- Build consensus around an issue

- ICT tools effectively used to locate information
- Impromptu debate includes using logical points to support or refute ideas.
- Conclusion reached through consensus building

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### Attainment Target(s)

- Read fluently and with appreciation
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

### Objective(s)– Groups 1, 2, and 3

#### Students should be able to:

- Read aloud fluently with appropriate rhythm, pace and intonation appropriate to independent reading level
- Supply meaning of local cultural-specific vocabulary in SJE
- Identify words in which the final letter is doubled before adding “er” and “est”
- Identify words with regular and irregular plurals
- Identify compound words and be able to separate them into their constituent parts
- Recognize common abbreviations
- Identify and recall details in pictures and printed texts

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Points to Note

Unit Key Vocabulary words should be combined with previous Unit Key Vocabulary words

### Groups 1, 2, and 3

Students will brainstorm well-known Jamaican colloquial words and phrases (e.g., **browning** – a fair-skinned individual; **dawg** – used by males to describe a very good male friend who can be trusted; **roas** – an informal short term paying job; **shot** – a good or enjoyed experience)

The words will be listed on the board and the definitions will be determined and structured. Students will work in groups and given specific tasks as the class will create a Dictionary of Jamaican Colloquial Terms/Words. The Dictionary will have part of speech, JC spelling, SJE spelling, pronunciation and definition.

- Construct sentences
- Read fluently and with expression
- Use ICT Tools

- Well-known Jamaican colloquial words identified
- Dictionary composed including targeted words in SJE and JC, definitions, part of speech and pronunciation
- ICT Tools effectively used to create a publication of the Jamaican colloquial words dictionary

**Group 1****Students will:**

Use five of the words to make written JC sentences which will be translated to SJE.

- Sentences constructed in JC and translated in SJE using colloquial words in dictionary

**Groups 2 and 3****Students will:**

Use ten of the words to make written JC sentences which will then be translated to SJE. Selected students will be asked to read their sentences.

- Sentences read orally with fluency, expression and understanding

**Groups 1, 2, and 3****Students will:**

Students will watch a car commercial.

[https://www.youtube.com/watch?v=V6\\_85cSOlcE](https://www.youtube.com/watch?v=V6_85cSOlcE)

At the end of the commercial, they will record details of the vehicle and identify the detail(s) with which they were most impressed. Selected students will be allowed to share on their favourite brand vehicle, the car they would like to purchase, giving reasons for the selection. (Colour, seating, make and model can be shared, if known)

Details of the advertised vehicle will be recorded on the board. Students will identify the adjectives and the adjectives will be converted to the comparative and superlative forms.

Instruction will be received on “**er**” and “**est**” and the doubling of the final consonant before additions. From the list made on the board, students will select the adjectives which follow the rule. Written sentences will be made of the adjectives which will be shared with classmates.

- Record details
- Justify responses
- Identify adjectives

- Details of the vehicle advertised accurately listed
- Comparative and superlatives adjectives identified and explained

- Construct sentences

- Comparative adjectives correctly formed where the final consonant is doubled before adding “er” or “est”
- Sentences correctly constructed using adjectives

**Groups 1, 2, and 3****Students will:**

Select nouns from the Unit Key Vocabulary list. Instruction will be given on pluralisation of nouns. Students will pluralize the nouns from the Unit Key Vocabulary list.

- Pluralise nouns
- Use spelling rules

- Word attack skills used effectively
- Sentences correctly constructed using pluralized nouns
- Nouns pluralised correctly by applying knowledge of spelling rules

**Group 1****Students will:**

Use five of the words to create written sentences. Students will do a chorale reading of selected stanzas of the poem "The Ballad of 65". Students will identify singular nouns in the passage and pluralize them using the rules learnt.

- Construct sentences

**Groups 2 and 3****Students will:**

Use ten of the words to create written sentences. Students will receive "The Ballad of 65". They will read the passage, identify singular nouns and pluralize them using the rules learnt. Selected students will be asked to read their sentences.

**Groups 1, 2, and 3**

Use a PowerPoint Presentation to identify well-known abbreviations with a picture cue. Responses will be received and the subsequent slide will confirm the abbreviation.

Example:



- Work collaboratively
- Use ICT Tools
- Explain abbreviations
- ICT Tools used to achieve meaning and purpose of organization
- Abbreviations accurately explained
- Class Abbreviation created to reflect selected unit theme

Be placed in mixed groups and be given abbreviations of organizations related to the Unit Theme. Example: OUR – Office of Utilities Regulations, NIA – National Integrity Action, CAC – Consumer Affairs Commission.

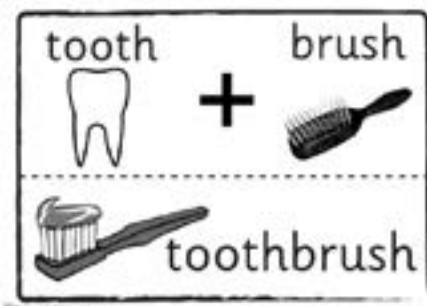
Students will use an online search engine to solve the abbreviation and ascertain the main purpose of the organization. Each group will present their abbreviation for students to solve and if unable to do so, the group will share the meaning and read the main purpose of the organization.

Each group will create an abbreviation regarding their class and related to the Unit Theme and what would be the mandate/mission of the class.

Example: **FFF** – *Form 2E FOR FAIRNESS*. **Mission:** *To ensure equality and harmony is maintained in the classroom and among peers.*

### Groups 1, 2, and 3

Students will receive one part of a compound word and locate their partner among their classmates to form the word. Once they have located their partner three sentences will be created by each pair using the compound word. Each part of the compound word can be illustrated by the pair as seen in the example below:



Students will be given a **Find-A-Word puzzle** (Group 1 students) and **Crossword Puzzle** (Groups 2 and 3 students). Puzzle can be created using [www.Puzzlemaker.com](http://www.Puzzlemaker.com). Each clue will comprise of one constituent part of the compound word and a written clue of the other part which has to be solved to create the compound word. Students will complete puzzle accordingly.

Example: **up + to raise something or someone**  
(Answer: **lift**) – **Compound Word: uplift**

- Use Compound Words
- Construct sentences

- Compound words identified, created, explained and understood
- Sentences constructed with constituent parts and compound words

- Solve Puzzle

- Clues and puzzles accurately solved using appropriate compound word or constituent part

## STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other text on paper and on screen

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Respond to questions about what was read at the literal and inferential levels (remembering, understanding, applying, analyzing, evaluating and creating)
- Summarize stories
- Demonstrate an understanding of a story or poem
- Make deductions based on passages

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, and 3

#### Students will:

Watch a video presentation of the Speech performance – **Ambition** performed by Majah Bless –

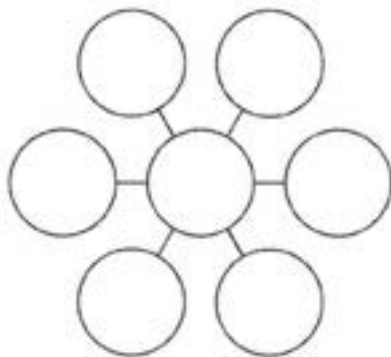
<https://www.youtube.com/watch?v=MRI3wci6E3A>.

Share their definitions of definition of the word 'ambition', indicate the main idea of the presentation and state their views on the content of the video.

Itemize simple specific practical ways teenagers that may indicate when students are ambitious. (For example, studying, paying attention in class, asking questions when you don't understand, participating in class sessions). Use a graphic organizer such as a Bubble Map to assist them in organizing their thoughts and responses. Select from and read four (4) to five (5) short profiles that portray teenagers who achieved academically against personal odds. Share one area of personal inspiration from the profile read.

- Define key term
- Share views orally
- Generate ideas
- Create profiles

- Key term/theme appropriately defined
- Video meaningfully analysed as regards main idea and content
- Ideas appropriately generated using graphic organizer
- Written personal "Ambition Aim" profiles appropriately created



Engage in creating a short individual “Ambition Aim” profiles which outline simple, specific, practical ways in which they intend to demonstrate being ambitious as a student. Share their “Ambition Aim” profiles.

#### Students will:

Watch the video presentation on simple Summary writing as seen in <https://www.youtube.com/watch?v=-E9V1D2OLkw>. Respond to literal and inferential questions based on the simple story at different pauses in the presentation.

In ability groups (1, 2, 3) read and summarize a story at their independent or instructional reading levels. Use a narrative frame to assist students in planning their summary. Present the summarized story to whole class and respond to literal and inferential level questions related to the summarized story

- Answer questions at the literal and inferential level

- Summarize stories

- Responses to literal and inferential questions are accurate and/or plausible

- Story satisfactorily summarized using the strategies learnt

#### The Narrative Frame

1. Who are the main characters and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feeling?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goals?
7. What were the consequences?

**Points to Note**

A graphic organizer may also be used to assist students to organize their thoughts.

[http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr\\_allgo.pdf](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf)

The graphic organizer is a rectangular form with a header section containing two boxes labeled 'Name' and 'Date'. Below the header is a title 'Summarizing'. Under the title are four vertical rectangular boxes, each with a black header labeled 'Important Idea'. Below these four boxes is a large rectangular box with a black header labeled 'Summary'. At the bottom of the form, there is a small footer that reads 'Chapter Organizer Page 8'.



## STRAND 2C: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation

### Objective(s)

**Students should be able to:**

- Use online reference sources
- Retrieve and synthesize information from various sources
- Summarize information received from various sources
- Begin to organize information located from various sources

### ICT Attainment Target(s)



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT Objective(s)

- Use ICT Tools to locate information for research

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Conduct research on the national hero Sam Sharpe using websites such as: <http://www.samsharpeproject.org/sam-sharpe>

OR <http://jis.gov.jm/heroes/samuel-sharpe/>.

Read sources, extract relevant points and prepare a simple summary.

- Use ICT Tools

- Summarize information

- ICT tools used efficiently to locate necessary information

- Summary reflects main highlights about life of national hero.

### Group 1

Complete the simple Profile details

**Groups 2 and 3**

Write a short profile of the hero.

Example: Profile

Name:.....

Date of Birth:.....

Place of Birth:.....

Profession:.....

Well-known quotation:.....

Main Goal:.....

Summary of contribution to national  
development.....

.....

.....

- Profile reflects accurate information about the life of Sam Sharpe

Share personal views on Sam Sharpe's main goal and contribution to national development.

**Groups 1, 2, and 3****Students will:**

Participate in a field trip to a social/civic organization. Prepare questions beforehand in order to acquire information on the organization. Photograph scenes while on the field trip. Upon return to class, prepare a report on their visit and include their personal views on how effective this organization is in ensuring the rights and responsibilities of Jamaican Citizen.

- Organize information

- Write report

- Questions effectively used to guide the collection and organization of necessary information
- Report of civic organization is concise, clear logical well-organized with clarity, logic and organization of ideas

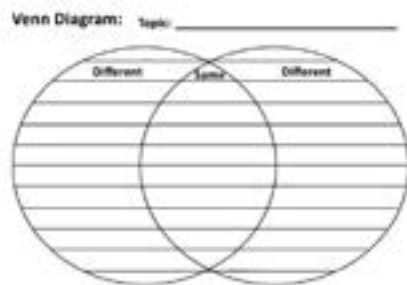
**Group 1**

Prepare a pictorial report with more pictures and short statements.

**Groups 2 and 3**

Prepare a written report with few pictures and paragraphs of information

Use Venn diagram to compare accounts of Sam Sharpe's life from two different sources.



Write a report that captures ideas from both sources.

- Compare information from different sources
- Synthesize information
- Report reflects more than one perspective

### Groups 1, 2, and 3

#### Students will:

In small groups of 2-3 members, read and discuss information from different sources on Accessibility of different social services to Jamaican citizens. List the main points extracted. Simulate a scene with a "Roving Reporter" interviewing persons on the topic:

***"In what ways has our government improved accessibility to all citizens of Jamaica in the areas of: education, employment, health care and the legal system?"***

View a presentation to confirm the improvements made in the four areas above to ensure accessibility and equality to all Jamaican citizens. Discuss the main points of the presentation.

#### Point to Note

Teacher-created presentation should seek to be more picture rich than word rich in order to ensure that Group 1 students understand the improvements, developments, changes in civic goods and services.

- Organize information
- Simulate interview scenes
- Simulations suggest also reflect understanding of knowledge gleaned from reading and discussing information

## STRAND 3B:WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write well-constructed paragraphs which have linking sentences within and between them

#### Attainment Target(s)

- Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

#### ICT Attainment Support

Websites below which can be used for online practice exercises are:

**English Grammar online** – [www.ego4u.com](http://www.ego4u.com)

**Free English Grammar Tests** – [www.englishstore.net](http://www.englishstore.net)

**Free online Sentence Completion exercises** – [www.englishmaven.org](http://www.englishmaven.org)

#### Objective(s) - Groups 1, 2, and 3

##### Students should be able to:

- Recognize and correct sentence fragments
- Write in complete, coherent sentences
- Write well-constructed paragraphs with topic sentence, supporting details and concluding sentence
- Use adjectives and adverbs appropriately and with appeal to the senses

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

#### Students will:

Watch audio/visual material on Sentence Fragments. Engage in discussion to ascertain what makes a sentence fragmented, citing examples. Then engage in sharing fragments and selecting a student to identify the fragment and another student to correct the fragment and formulate a correct sentence.

Work in pairs to peruse each other's written work to identify and correct fragments identified.

- Engage in discussion
- Define sentence fragments
- Convert fragments to sentences
- Identify sentence fragments
- Correct sentence fragments

- Discussion focused on helping students to understand that a fragment is an incomplete idea which is missing a subject or predicate
- Fragments correctly converted to sentences
- Sentence fragments correctly identified and converted to fulsome sentences

**Students will:**

Select from a list, a topic of interest. Then conduct online or offline research to gather information on the topic. Compose a paragraph on the said topic, using different colours/writing styles/font size to identify the topic sentence, supporting details sentences and concluding sentences. Exchange paragraphs for critique and discussion.

- Compose paragraphs

- Paragraphs written are accurately aligned to the topic with topic sentence, supporting sentence and concluding sentence clearly identified

**Groups 1, 2, and 3**

Use information learnt in previous unit to construct a paragraph under the Title: *"I am responsible for my actions"* or *"My actions influence my life"*.

Be placed in mixed ability groups. Group members will compose the topic, supporting details and concluding sentences. Using a scoring rubric, the paragraph will be checked for spelling, sentence structure and grammar. Further analysis of the paragraph will entail the identification of nouns, verbs and adjectives and adverbs. Students will also identify the types of sentences which compose the paragraph and subject/verb agreement.

Then compose an additional paragraph which will be shared with the group. A general discussion will be allowed on the topic.

- Compose paragraph

- Paragraph composed with the required areas – topic sentence, supporting details and concluding sentence

**Groups 1, 2, and 3**

Collaborate with their teacher to explore topics related to the unit theme that appeal to the sense. Have students write a list of nouns and verbs that may be utilised in exploring the topics. Then use a tabular format to match adjectives and adverbs with the nouns. See example below:

Nouns	Adjectives	Verbs	Adverbs
John	Kind, humble etc.	speak	Softly, stern

Use the table as a guide to compose descriptive paragraphs to support the different topics using adjectives and adverbs to make the texts vibrant and engaging.

- Use adjectives and adverbs

- Table completed with nouns and verbs accurately and appropriately aligned to adjectives and adverbs

- Compose descriptive texts

- Descriptive paragraph composed using adjectives and adverbs appropriately and meaningfully

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1, 2, and 3

Select and use pictures / drawings related to the theme to compose descriptive pieces. Share pieces with the class online or offline

- Compose descriptive texts

- Texts composed are properly sequenced, logically organised and effectively utilise adverbs and adjectives to add vibrancy

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s)- Groups 1, 2 and 3

Students should be able to:

- Model the use of proofreading checklists to revise their work and that of their peers
- Begin to use figurative language to impact writing
- Organize paragraphs to reflect text structure, e.g. compare and contrast, problem and solution

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Engage in discussion about the importance of editing and revising written work. Then review proof reading/editing and revising checklists and how they ought to be used to improve one's written work. Instructions will be given in proofreading using a checklist like the one below.

**Editing Checklist for Self- and Peer Editing**

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer-Edit columns while you observe.

	Self-Edit		Peer-Edit		
	Checklist items	After completing each item, place a checkmark	Checklist items	After completing each item, place a checkmark	Comments and suggestions
Punctuation	Read the written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		Read the written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	All sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

- Engage in discussion
- Review writing process
- Use editing and revising checklists
- Revise and edit written work

- Discussion focused on explaining the editing and revising stages of the writing process and how various checklists help in this regard
- Proofreading strategies Identified, understood and explained
- Passage correctly rewritten using the checklists as a guide

**Group 1, 2, and 3**

Revise and edit a short passage at their independent reading level which contains errors. The passage should be related to 'Personal Rights and responsibilities' and students will be asked to use the checklist to proofread, correct and rewrite the text with corrections.

Using the checklist, students will then exchange papers with group members and a second proofreading will be done to ensure all errors were corrected.

**Group 1**

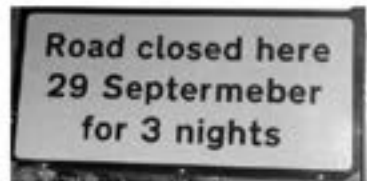
Engage in proofreading for end punctuations, capitalization, subject verb agreement and spelling, including standard notations for proofreading.

**Groups 2 and 3**

Engage in all areas of proofreading and editing, including standard notations for proofreading.

A text will be projected which has errors. Students will determine if the text is free of errors, and if not, to identify the errors seen. Instruction will be given in proofreading.

Signs with errors will be projected and students will identify and make corrections.



Correct the ~~sign~~ error.





**Groups 1, 2, and 3**

Listen to the lyrics of a song with lines using figurative devices, share their views on the content and receive explanation on the figurative device used.

- Identify figurative device
- Analyse figurative devices

- Figurative devices – simile, metaphor, personification and hyperbole -Identified, understood and explained

**Group 1**

Receive poems which contain similes and metaphors. Then identify the figurative devices seen and explain the content, tone and mood of the poem. Then construct one sentence using each figurative device based on the Unit Theme. Selected students will read their sentences for classmates to identify the figurative device used.

- Compose sentences using figurative device
- Analyse poems with figurative devices

- Sentences constructed contain figurative device
- Poem composed using appropriate figurative device

**Points to Note**

Be instructed in similes, metaphors and hyperbole. Poems can be used from My Word Wizard on the two figurative devices – similes and metaphors.

<http://www.mywordwizard.com/simile-poems.html> (Similes)

<http://www.mywordwizard.com/metaphors.html> (Metaphors)

**Groups 2 and 3**

Receive poems which contain the four figurative devices. They will be asked to identify the figurative devices seen and explain the content, tone and mood of the poem. Students will choose two figurative devices and construct a poem using both devices.

<http://www.mywordwizard.com/personification-poems.html>

(Personification)

<http://www.mywordwizard.com/hyperbole-poems.html> (Hyperbole)

Be asked to read their poem for classmates to identify the figurative devices used.

**Groups 1, 2, and 3**

Recite the national pledge. Then engage in discussion on the meaning of the national pledge, identifying a line of personal appreciation. They will also identify a line which speaks to the Unit Theme: Personal Rights and Responsibilities. Students will then write an essay on the topic; *"I am a Proud Jamaican"*. The essay should contain at least two figurative devices learnt.

Selected students will be asked to read portions of their essay.

**Groups 1, 2, and 3**

Examine quotes from four men who contributed to equal rights and justice for all. Marcus Garvey, Martin Luther King Jnr, Mahatma Gandhi and Nelson Mandela. Then engage in a general discussion on the quotes and complete a comparison chart.

**Groups 1, 2, and 3**

Complete a Problem-Solution Chart regarding the four gentlemen which will state what they saw as the problem during their time and how did they seek to solve the problem.

Then share their views on the information learnt and create their own quotes on equal rights and justice. The quotes should be produced and a display board created in the classroom with each student's quote along with the student's picture.

Name	Date of Birth	Country of Birth	Occupation	Age at Death	Mission and Passion
Marcus Garvey					
Martin Luther King Jnr.					
Mahatma Gandhi					
Nelson Mandela					

Name	Problem(s)	Solution(s)
Marcus Garvey		
Martin Luther King Jnr.		
Mahatma Gandhi		
Nelson Mandela		

- Engage in discussion

- Compose essay

- Use figurative device

- Engage in discussion

- Compare & Contrast

- Share personal views

- ICT Tools

- Discussion focused on interpretation of the content outlined in the national pledge
- Essay composed using appropriate figurative device and correct paragraphing, clarity, logic and coherence
- Essay read aloud with fluency, expression and understanding

- Discussion focused on comparing and contrasting the experiences of the persons who contributed to equal rights and justice.

- Discussion effectively uses compare and contrast signal words
- Problem-solution chart completed using information garnered on each person researched
- Discussion regarding the philosophy of "freedom fighters"
- Charts completed correctly showing similarities and differences
- ICT Tools used to present personal philosophy and create class display board

*The weak can never forgive. Forgiveness is an attribute of the strong.*  
**Mahatma Gandhi**

*Injustice anywhere is a threat to justice everywhere.*  
**Martin Luther King Jr.**

*I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.*  
**Nelson Mandela**

*Liberate the minds of men and ultimately you will liberate the bodies of men.*  
**Marcus Garvey**

Work in pairs to explore online and offline sources to identify and record signal words and graphic organisers appropriate to each text structure. Share with the whole class, giving examples for discussion and critique.

- Identify signal words
- Use graphic organisers

- Signal words and graphic organisers accurately aligned to the different text structures and appropriate examples cited

Select and use graphic organisers for each text structure explored to engage in pre-writing/brainstorming activities. Then use completed graphic organisers to compose texts representing different structures. Share with the whole class for discussion and critique.

- Use graphic organisers
- Engage in pre writing
- Compose texts

- Graphic organisers appropriately selected and completed to match the targeted text structure
- Written pieces composed are coherent, vibrant and engaging and accurately represent the targeted text structure

Observe as teacher models, using the Think / Write Aloud strategy to demonstrate writing using a particular text structure (problem/solution, compare/contrast, description, sequence etc.). Then engage in a discussion to discuss critical elements of the particular structure.

Peruse hand-outs with various text structures to identify and explain the key terms utilised for each structure.

- Observe teacher model
- Engage in discussion
- Identify the elements of different text structure

- Discussion focused on explaining the teacher model and highlighting the steps taken by the teacher in composing text using a particular text structure
- Elements of various text structure identified, explained and utilised

Use the RAFTS writing strategy to compose different types of texts with different text structures based on topics related to the unit theme

- Compose texts

- Texts written are reflective of the intended text structure as well as the targeted theme





NSC

# ENGLISH LANGUAGE & LITERATURE

GRADE 9 SECONDARY PATHWAY III

The curriculum is designed to facilitate differentiated instruction. The needs of students in Secondary Pathway III (SPIII) will vary, therefore, the need for differentiation is of utmost importance. The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter at Grade 7, participate in the programme and progress to the next grade where the programme will continue up to Grade 9. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must be assessed at the beginning of the intervention programme to determine the level at which they are functioning so that their needs may be met.

	GRADE 7 – YEAR 1			GRADE 8 – YEAR 2			GRADE 9 – YEAR 3		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Instructional Reading Level at Beginning of Grade	Pre-Primer/ Primer	Grade 1/ Grade 2	Grade 3/ Grade 4	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6
Instructional Reading Level at Beginning of Grade	Grade 1/ Grade 2	Grade 2/ Grade 3	Grade 4/ Grade 5	Grade 2/ Grade 3	Grade 3/ Grade 4	Grade 5/ Grade 6	Grade 3/ Grade 4	Grade 4/ Grade 5	Grade 6/ Grade 7

Based on their functional reading levels, students have been placed in groups for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 3 and 4) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) and the Strands, Standards and Attainment Targets as outlined in the NSC. The objectives are designed to meet the needs of the SPIII learner whose reading levels have been taken into consideration. The suggested activities are to be used as a guide to achieving these objectives. Based on the levels of functioning of students in each SPIII class, the teacher must be flexible in modifying or adapting activities to ensure success. Pacing is also very important, as some students may not be able to achieve ALL that is outlined in the curriculum. The reasons why students are functioning significantly below age and grade expectancy level vary widely. There are 13<sup>1</sup> widely recognized special education disability categories that may be impacting students' performance. In addition, some students may have a poor record of attendance or nutritional issues that have impacted on their learning. The curriculum is therefore, "child centred" and must be delivered based on each child's needs. Once all students are assessed and levels ascertained, groups of learners with similar needs should be identified. If only 2 groups are identified then use that structure for lesson delivery. It is not advisable however, to go beyond 3 groups in each class for differentiation to be effective. Identify common needs across groups of students and design instruction based on common objectives.

<sup>1</sup>autism; • deaf-blindness; • deafness; • emotional disturbance; • hearing impairment; • intellectual disability; • multiple disabilities; • orthopaedic impairment; • other health impairment; • specific learning disability; • speech or language impairment; • traumatic brain injury; or • visual impairment (including blindness).

**TERM 1****UNIT 1**

**Theme: Establishing Healthy Relationships (7 Weeks)**

- Trust
- Respect
- Communication
- Boundaries

**UNIT 2**

**Theme: Refining My Character (7 Weeks)**

- Commitment
- Morals, Values and Attitudes
- Social Competencies
- Defining Me

**TERM 2****UNIT 1**

**Theme: Connecting with the Past, Present and Future (7 Weeks)**

- Appreciating our Heritage
- Making the connections

**UNIT 2**

**Theme: The 21st Century Learner (7 Weeks)**

- Global Awareness
- Creativity and Innovation
- Information Media and Technology
- Communication and Collaboration

**TERM 3****UNIT 1**

**Theme: Shaping My Destiny (9 Weeks)**

- Career Choices and Self-Reliance
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility



A black and white photograph of a library shelf filled with books. The books are arranged in rows, and their spines are visible. The image is slightly angled, showing the depth of the shelves. A semi-transparent white rectangular box is overlaid on the middle of the image, containing the text.

NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 9: TERM 1



### About the Unit

The thematic focus of this unit is “Establishing Healthy Relationships”. The theme is particularly relevant for the stage of physical and emotional development of the Grade nine learner. The unit serves a dual role of providing diverse opportunities for students to apply and build on those Language Arts skills learnt in Grades 7 and 8 (SPIII), while positioning the learner to transition to the next stage designed for the pathway in which the student has been placed.

The unit aims to enhance the learner’s language use through exposure to a range of word attack skills, vocabulary development and more complex sentence structures. Special focus is given to facilitate students’ mastery of grammatical structures through the application of grammatical rules in a context which is both realistic and engaging. Students are immersed into practical writing tasks geared at developing competence in the narrative, descriptive and persuasive modes of writing.

The literature focus of the unit facilitates students’ engagement with the various genres of literature with specific focus on the distinct features of each genre. Students will be exposed to literature which they can read independently, and at which they require instruction, based on their reading level.

In sum, the unit makes use of a broad range of instructional activities and learning materials in order to enhance the learners’ motivation, and develop their reading skills, use of SJE, creativity and critical thinking skills. Instruction will be differentiated, where necessary, to meet the needs of all learners.

### Guidance for the Teacher

- For the Literature strand of the Language Arts programme text to text connections should only be made within the same genre, this means that prose should only be compared with prose, poem with poem and so on.
- Although focus is given to particular elements of each genre in this unit, all relevant elements of each genre should factor into classroom discussions and learning activities.



## Key Vocabulary

awareness  
balance  
boundaries  
choices  
communication  
dependable  
establish  
healthy  
honesty  
listening  
love  
relationships  
reliable  
respect  
responsible  
share  
self-control  
support  
talking  
trust  
values

**Focus Question: What qualities are necessary to establish healthy relationships?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### ATTAINMENT TARGETS:

- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

#### Attainment Targets – Unit 1

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

#### ICT Attainment Targets:



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

#### Objectives – Groups 1, 2 and 3

##### Students should be able to:

- Critique the content and styles of oral presentation
- Listen and respond to materials, oral presentations and to express opinions on what has been said
- Practise strategies for good listening
- Make notes, outlines or graphic representations of information heard.
- Listen to and evaluate the effectiveness of the speaker's message
- Request clarification on ideas, viewpoints and arguments
- Establish and sustain a logical viewpoint
- Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.
- Use ICT tools to research and communicate information

**Activity – Groups 1, 2, 3****Students will:**

Listen to songs such as “Thank You Mama” by Sizzla, “Mama Don’t Cry” by Gyptian or “She’s Royal” by Taurus Riley that address relationships. Based on the lyrics of the songs, in small mixed ability groups, discuss the qualities of a healthy relationship. In each group, select one song that appeals to them most and analyse the content to determine the features of a healthy relationship. Select one student to represent the group to present a three-minute speech on “defining and maintaining a healthy relationship”. At the end of each presentation, ask questions to clarify, probe further or to support specific statements or points.

Record presentations and play back for analysis by the class.

**Whole Group Activity – Groups 1, 2, 3**

Listen to a sports commentary such as one presented by Oral Tracey via the internet (multi-media projection) that addresses Jamaica’s performance in a particular sporting discipline. Discuss the main points of the commentary.

**Ability Groups**

In small mixed ability groups, prepare and present an original sports commentary piece on a sporting activity of their choice.

<https://www.youtube.com/watch?v=-RJUhaK74Co>

Video-tape presentations and upload to class social media pages for selective viewing.

- Listen attentively

- Work cooperatively in groups

- Simulate sports commentaries

- Use SJE and JC in context

- Responses demonstrate good listening skills as students ask appropriate questions based on the details given in the songs and presentations

- Group members work collaboratively to achieve desired objectives

- Original sports commentary reflects evidence of evaluative and critical listening and involvement of all group members.

- SJE/JC appropriately used based on the context of role-play

**Activity – Groups 1, 2, 3**

In small mixed ability groups, view a picture of a typical Jamaican scenario e.g. waiting for the bus; buying credit and buying goods at the supermarket/wholesale. Using assigned dialogue bubbles, construct a conversation based on the picture received which is to be presented to the whole class. Share their views of the group’s interpretation of the scenario giving reasons for their perspective.

- Analyse scenarios

- Construct dialogue

- Work cooperatively in groups

- Communicate ideas

- Details of the picture appropriately identified

- Group work reflects collaboration among team members in order to achieve desired objective

- Ideas communicated effectively and respectfully among group members and class



- Organize ideas
  - Prepare and present dialogue
  - Share personal view
- Ideas organized and reflect sequencing, clarity and correct interpretation of scenario
  - Dialogue bubbles indicate organization, logic and clarity
  - Personal perspective shared and reflect logical reasons to support answer

**Points to Note**

This activity may be used as a continuous assessment tool.

**Focus Question: What qualities are necessary to establish healthy relationships?**

## STRAND 1: LISTENING AND SPEAKING

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- Request clarification on ideas, viewpoints and arguments
- Establish and sustain a logical viewpoint
- Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.
- Use ICT tools to research and communicate information

**Students will:**

In small groups, examine a cartoon by one of Jamaica's cartoonists such as Las May or Clovis depicting a recent scenario in the Jamaican society. Discuss the picture and then share with the whole class what the picture is depicting. Critique presentations giving arguments for or against the interpretation shared using the cartoon to support arguments.



- Analyse visuals
- Discuss ideas
- Make oral presentations
- Critique oral presentations
- Cartoon carefully analysed to accurately determine its message
- Group discussion is meaningful and indicates appreciation and respect for points given by other group members
- Questions asked reflect clear understanding of the presentation and the issues to be clarified or expanded.
- Oral presentation on the main points of the cartoon reflects organization, clarity and logic
- Statements of personal opinions effectively include the cartoon to support the perspectives and demonstrate the ability to respect differences in opinion

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies as well as understand and use word meaning.

### Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Read fluently and with appreciation at independent reading level
- Build vocabulary through various strategies
- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

### Objective(s)– Sight Words (Groups 1, 2, 3)

#### Students should be able to:

- Identify words accurately in isolation and read fluently in context (high frequency words, monosyllabic and multi-syllabic words, key unit vocabulary);
- Use semantic (meaning) cues such as prefixes, suffixes, root words, phrases, sentences and visuals to recognise words in oral and written language;
- Use syntactic (language structure cues such as word order, language patterns and punctuation to identify words and use these as clues to meaning.
- Use dictionary (book and online) to aid in word recognition and meaning

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment

### Groups L1, L2, L3

Pre-assess students' ability to identify sight words at the different grade levels.

Use the Dolch or Fry's assessment for pre and post-test.

<http://bogglesworldesl.com/dolch/assessment.htm>

<http://www.thecurriculumcorner.com/thecurriculum-corner123/2012/07/05/fry-list-check-off-pages/>

### Students will:

Using the sight word list appropriate for each ability group and the key unit vocabulary, work in their groups to enter their sight words and key unit vocabulary in a vocabulary log.

Respond to explicit instruction in vocabulary development as seen on the following page:

- Word Recognition

- Sentence Building with sight words

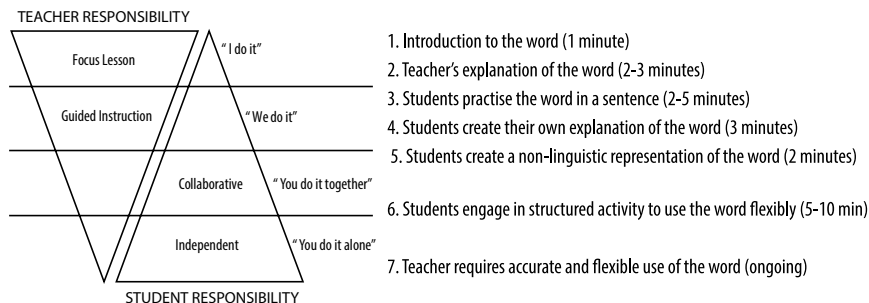
- Apply vocabulary building skills
- Work cooperatively in groups

- Automaticity achieved in identifying sight words in isolation and in the context of sentences

- Sentences clearly demonstrate an understanding of the words

- Journal entries demonstrate appropriate use of vocabulary in sentences and definition is accurate.
- Group activity reflects collaboration, participation, as well as respect and appreciation for all group members' contribution





From: Mazarno's Six Steps vocabulary development (2009)

Introduction to the word –Spelling, Syllabication, Pronunciation (teacher models, students repeat multiple times). See tips on how to teach syllabication below:

<http://www.readskill.com/Resources/LiteracySkills/pdf/Syllabication-Tips.pdf>

### Points to Note

The teacher should ensure that these elements are included in scaffolding students:

**Teacher's explanation of the word** – Brief concise definition that is not dictionary based. Write the brief explanation on the board as you explain it. Students copy the brief explanation in their vocabulary log. Give 2 examples of the word in use. May include a non-example or an example of its opposite.

**Students practise the word in a sentence** - Use a cloze sentence and have students respond with the targeted vocabulary word. Direct students' attention to anticipated errors (singular/plural, verb tense...). Have students practise the target word correctly, written and orally with a partner.

**Students create their own explanation of the word** - Students share with a partner, revise as needed, and copy into their vocabulary log. Ask students to share their responses.

**Students create non-linguistic representation of the word** - Teacher may model how this is done, but it is critical that students come up with their own representation that is meaningful to them. Can be a sketch, picture, or gesture

### • Spell words

### • Apply dictionary skills

### • Syllabicate words

### • Apply vocabulary-building skills

### • Develop concept map

### • Construct sentences

### • Apply dictionary skills

### • Use semantic cues to aid vocabulary development

### • Words accurately spelt, applying syllabication skills

### • Words accurately read, their meanings located in the dictionary, and their meaning determined

### • Dictionary effectively used to build pronunciation and grammar skills

### • Multi-syllabic words accurately read, applying rules of syllabication

### • Strategies effectively used determine word meaning and effectively use learnt vocabulary

### • Meaning clearly conveyed through appropriate use of words in sentence

### • Concept map shows the linkages between the root word and its derivatives

### • Sentences reflect the appropriate use of sight words

### • Words located in dictionary, accurately read and used to demonstrate understanding of their meanings

### • Prefixes, suffixes and root word effectively used to build vocabulary and determine word meaning and foster meaningful word usage.

**Students engage in structured activities to learn to use the word flexibly**– This is done on the first day, then ongoing. Teacher requires students to use the new vocabulary in context. As the students engage in learning activities the teacher listens not only for what they are saying, but how they are saying it. Teacher monitors for accurate use of target vocabulary and provides feedback.

### Activity

Use the 3 x 3 vocabulary strategy to identify the relationships between vocabulary words, ideas, and concepts. Allow students to select nine (9) words from the list of key unit vocabulary. Create sentences which develop a paragraph to show a deep understanding of the interconnectedness of the vocabulary words, ideas and concepts. Once the 3 x 3 sheet is filled out, write six sentences which illustrate the relationships between the words in column 1 down, 2 down, 3 down, and rows 1 across, 2 across, and 3 across.

<http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/CCSS/December%2021%202011/Intervention-%203%20x%203%20Vocabulary.pdf>

love	trust	respect
communication	relationship	talking
honesty	share	responsible

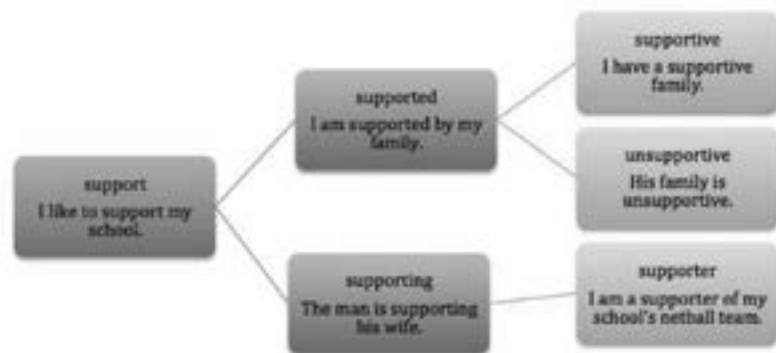
Column 1 down: Love needs good communication and honesty.  
Column 2 down: In a relationship, you must be able to trust each other and to share. Column 1 across: Love, trust and respect are things a good relationship needs.

**Differentiation****Students will:**

Work at their level (groups 1, 2 and 3) to use their sight word list and key unit vocabulary to create and use “new” words formed by adding a prefix or suffix or identifying the root word. To assist in the creation of words, use the dictionary and/or searches on the Internet.

Use their dictionary (hard copy and online version) to develop a concept map to show the relationship among root words and their derivatives. Use each word appropriately in sentences both orally and written to demonstrate appropriate usage.

e.g. (group 1) key unit vocabulary – “support”



e.g. Grade 3 sight word (group 2) – clean  
clean, cleaning, cleaned, unclean, cleaner, cleanest, cleanliness,  
cleanse, cleanable, cleanish, cleanness

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies as well as understand and use word meaning.

### Attainment Target(s) – Unit 1

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

### Objective(s)

#### Groups 1, 2, 3

#### Phonological Awareness and Phonics

##### Students should be able to:

- Identify the three sounds of “ed” – “ed”, “t” and “d”
- Identify three sounds of “ch” – e.g. choices, stomach, chef
- Identify consonant diagraphs at initial, medial and ending for “she and “ch” e.g. share, relationships and establish for “ch” – three sounds choices, chef (sh) and stomach (k)
- Identify word endings – “tion”, “ing”, “ness”, “ship”, Consonant Le e.g. dependable, responsible, reliable
- Identify words with the diphthongs “oi” or “oy” sounds

#### Groups 2 and 3

#### Phonological Awareness and Phonics

##### Students should be able to:

- Apply phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes.
- Decode multi-syllable words.
- Identify and use blends, digraphs, word families (onset and rimes)
- Use elements of structure to identify words including the use of familiar word chunks, compound words, inflectional endings

### ICT Attainment Targets



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

**Activity: Transform – A – Verb****Students will:**

Select 5-10 verbs or root words that can have inflectional endings from the sight word and key unit words such as:

"laugh" (sight word) as in "laughed", "laughing", "laughs" and "start" as in "started", "starting", "starts"

"Share" (unit word) as in "shared", "sharing", "shares"

Review the meaning of "inflectional endings", noting that parts added to the end of verbs that transform their spelling and meaning in a consistent way

- For example: *-ing*, *-ed*, *-s* or *-es*
- Review how each inflectional ending is used; for example, *-ed* can be used to indicate the past tense, and *-s* or *-es* are used in the present tense for the third person singular

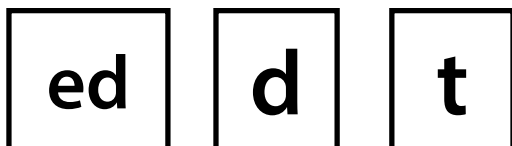
Examine a root word (a verb) on the chart in order to determine which inflectional endings may be applied to the word. Indicate if the ending makes sense when applied to the word. Once an inflectional ending is successfully applied, use the word in a sentence. Write the newly created word in their vocabulary log and underline or circle the inflectional ending with a different coloured highlighter or pen. Repeat the steps for all root words.

- Discriminate between phonemes
- Apply the use of Inflectional endings
- Pronounce words
- Categorize words based on inflectional endings
- Construct sentences

- The three (3) different sounds of "ed" accurately pronounced and used
- New words generated based on the appropriate use of inflectional endings
- Verbs appropriately categorized based on the three (3) sounds of "ed"
- Sentences clearly demonstrate an understanding of the meaning of the words

**Activity**

Work with a variety of Unit and sight word-related sentences on PowerPoint slides in order to learn the three sounds of "ed". Make three (3) cards with each card having one possible sound of "ed". Hold up the card which they believe depicts the correct sound of "ed" based on the underlined verb in a sentence projected in the Power Point. Re-read sentence and change the card if necessary. Give peer feedback on the selected sound by confirming its accuracy. Once confirmation has been received, write the word under one of three 'ed' sound columns as indicated below:



At the end of the exercise, examine and comment on the pattern which determines the sound “- ed” will have at the end of a word.

Choose one word from each sound column to make a sentence. With a peer, read the sentence aloud, stressing the pronunciation of the inflectional ending. Give peer feedback on the accuracy of the pronunciation.

### Activity

#### Students will:

Read projected story (suitable for reading level of students) with /sh/ and /ch/ words included.

#### Online Resources – Activities and Stories

<http://www.ling.upenn.edu/pri/pdfs/rr6.pdf>

[http://www.scholastic.com/ems/Classroom\\_books/061912/images/PHONICS-Diagraph-pages.pdf](http://www.scholastic.com/ems/Classroom_books/061912/images/PHONICS-Diagraph-pages.pdf)

<http://www.literacytools.ie/files/pdfs/CH%20sound.pdf>

Use the relevant technological tools to identify words that include /ch/ and /sh/ and to underline, highlight and make these words bold. Following their mastery of the sounds of /sh/ and /ch/, work in three (3) groups representing the three (3) sounds of “ch” - the regular sound (choices), the “K” sound (stomach) and the “sh” (chef) to find the words from the story which agree with their assigned sounds. Develop sentences in each group, using words that include the assigned sound and practise to pronounce these words in the sentences, emphasizing the targeted sound.

### Points to Note

There should be an adequate number of words in the story to introduce phonological awareness of the sound of /sh/ and the three sounds of /ch/. The sounds should be included in words at the beginning, middle and end. The story may be used as an oral reading exercise.

- Practise oral reading

- Discriminate between sounds in words

- Work cooperatively in groups

- Construct sentences

- Use technological tools

- Short story appropriately read using phonics and syllabication skills to decode unfamiliar words

- Words with the sound of /sh/ and the three sounds of /ch/ accurately decoded

- Group work reflects effective collaboration and achieves desired objectives

- Group members show appreciation and respect for the contributions of all group members

- Sentences clearly demonstrate understanding of the meaning of the words

- Word processing programme effectively used to emphasize beginning consonant digraphs in words

**Activity****Students will:**

In each of four (4) groups use an index card with the name of a Jamaican leader or famous person as the main stimulus. Using technology, find a picture of the assigned Jamaican leader or famous Jamaican whose title or name has suffixes such as “able”... Honourable, “ness” as in Holness, “ship” as in Her/His **Worship** the Mayor, “ing” as in **Bunting**. Compile their list and make a presentation to the class.

**Point to Note**

Information can be used to reinforce Social Studies content as is appropriate.

In groups, identify words from Key Vocabulary word list and use words that include different suffixes to make sentences.

**Point to Note**

Ensure that words are clearly understood so that students are able to construct meaningful sentences.

Complete an online suffix exercise, for e.g.: [www.bigbrownbear.co.uk/suffix.htm](http://www.bigbrownbear.co.uk/suffix.htm) or other related tasks to reinforce the skill of using suffixes by adding the correct word ending to root words to form other words, for e.g. – depend - **dependable**, aware – **awareness**, listen – **listening**, relation – **relationship**, communicate – **communication**.

In groups, select one of the leaders they had researched earlier and construct a short paragraph about him/her. Select a representative who will read their paragraph to the class. Give peer feedback on the effectiveness of the use of topic sentences, supporting details and link words in creating the paragraph.

Discuss how the leaders they selected and researched, contributed to the building of healthy relationships with the Jamaican people through characteristics such as: trust, respect, communication, boundaries, support, values and honesty (unit concepts)

- Work collaboratively in groups

- Apply syllabication skills
- Identify and use suffixes
- Construct sentences

- Use technological tools

- Group work reflects effective collaboration and achieves desired objectives
- Group members show appreciation and respect for the contributions of all group members
- Grapho-phonological cues effectively used to read unfamiliar words
- Syllabication skills effectively used to read unfamiliar words
- Suffixes accurately identified and used appropriately
- Sentences clearly demonstrate an understanding of the meaning of the new words generated by adding suffixes
- Competently used technological tools effectively used to locate and use information

**Activity****Students will:**

In pairs, use a picture clue to determine targeted words with diphthongs /oi/ and /oy/. At the end of the exercise, review the diphthongs and use words with these diphthongs to construct sentences related to the Unit Theme of "Relationships. Select two of these sentences and assign one to each member of the pair to be read aloud to the class. Emphasize the diphthongs as they read the targeted words in the sentences.

Examples: choice, poison, noise, coin, soil, employ, cowboy, enjoy, royal, annoy

Examples of sentences:

- *The soil is not good for farming because it is sandy.*
- *The cowboy has a fast horse.*
- *I gave my friend four \$20 coins so he could buy a bottle of water.*
- *My family and I enjoy going to the beach.*

**Points to Note**

The written sentences may be used as a reinforcement reading activity in subsequent class.

- Collaborate to complete tasks
- Identify and pronounce diphthongs
- Use diphthongs to construct sentences

- Pair work reflects collaboration and achieves desired objectives
- Picture clues effectively used to identify targeted words
- Diphthongs /oi/ and /oy/ accurately identified and pronounced in targeted words
- Sentences appropriately constructed using words with the diphthongs "oi" and "oy"

**Activity****Students will:**

In four (4) different groups, work with assigned prefixes, suffixes or the meanings of either of these. Note also, list of words with the prefixes and suffixes on a whiteboard/chalkboard. Circulate among different groups and locate a partner who fits one of the assigned categories – prefix, suffix or meaning. Examine list of prefixes and suffixes on whiteboard to identify a word which includes the prefix or suffix. Use the meaning of the prefix or suffix as a clue to determine the meaning of the word and use the word in a sentence.

- Work collaboratively in groups
- Use prefixes and suffixes
- Align prefixes and suffixes to root words
- Construct sentences

- Group work reflects effective collaboration and demonstrated the skills necessary to build healthy relationships
- Group members show appreciation and respect for the contributions of all group members
- Prefixes and suffixes accurately identified, understood and appropriately used
- Prefixes and suffixes appropriately matched and used to determine word meaning
- Sentences clearly reflect an understanding of the target words



For example, one student will have a card with the prefix “ex” and another student will have a card with the meaning “out”. Upon locating each other identify their word on the board which could be “exhale”. Share with the class the meaning of “ex” and the meaning of “exhale” – to breathe out. Use the word in a sentence and identify the syllables in the word “ex/hale”.

- Syllabicate words

- Words correctly syllabicated to aid decoding and pronunciation of words

Read and examine short story done in a word processing programme such as Microsoft Word in order to identify blends (e.g. pl, bl, cr, sk), diagraphs (e.g. ph, kn) , rimes such as ‘-all’ ( e.g. “all” – ball, fall, call), compound word(s) and inflectional endings (ing, ed) Use the relevant technological tools, to identify word parts and word types using the following features: -bold, underline, change colour and highlight.

In five (5) mixed ability groups, to create at least three (3) examples of each word analysis strand such as blends, diagraphs, rimes , compound words and inflectional endings For example, blends: *pl – please, bl – black, cr – creep, sk – skip; diagraphs – ph – cell phone, chi – cheap and rimes - amp – camp, -lamp* etc. Share their lists with the whole class and lists and extend lists by adding words not included by the group. Illustrate the words they have identified.

- Use phonics to decode words
- Read story
- Analyse word for specific elements
- Construct sentences

- Specific phonological elements identified in words (blends, diagraphs, word family, inflectional endings) and used to read words
- Content of short story read and understood using phonics and syllabication to assist in decoding unfamiliar words
- Elements of words used to aid in the identification of unknown words with similar patterns
- Sentences constructed clearly demonstrate an understanding of the word meaning

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### ATTAINMENT TARGETS:

- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

#### Attainment Target(s) for Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on and critically respond to literature and other text on paper and on screen

#### Objective(s)– Groups 1, 2, 3

##### Students should be able to:

- Formulate questions to be answered while reading
- Read at a pace suited to the material, pay attention to diction, volume and purpose for reading
- Demonstrate appreciation for the creative efforts of others
- Identify main ideas and supporting details to interpret information
- Identify sensory details in different genres of texts
- Respond to the use of sensory details in different genres of texts

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Point to Note

Be cognizant of the performance levels of students. Read through story prior to lesson and identify all words that might not be a part of the students' vocabulary. Use an earlier session to introduce words in order for students to be comfortable with pronunciation, meaning and parts of speech. Ensure that all reading materials are at the level suitable for each group of learners. This should be done for all comprehension and content reading based activities.

**Groups 1,2,3****Students will:**

In mixed ability groups, choose two scary sounds from appropriate internet sites. Example:

<http://soundbible.com/tags-scary.html%20or%20www.freesfx.co.uk%20%E2%80%BA%20Music%20Tracks%20%E2%80%BA%20Mysterious>

Combine all chosen sounds to create one fluent “scary sound” recording. Use recording as background effects while they read aloud an appropriate story, for example, “**TERROR IN THE DARK WOODS**” found in “A Basic English Course, Primary Level 4 – Revised Edition, Page 1. Express their views of the reading experience with the background effects, giving reasons for their answer.

Identify sensory words used in the passage, as well as sensory details provided through the use of background sound effects. View a video on sensory words on a video -sharing website such as YouTube to extend the lesson and stimulate discussion.

<https://www.youtube.com/watch?v=8fMoBdz1E-o>

- Use technological tools
- Read story aloud
- Give response on the impact of background effects
- Identify sensory words and details

- Created a sound byte
- Story read aloud with fluency, meaning and expression
- Response on the impact of the background effects in the reading experience shared and reasons presented
- Sensory words and details accurately identified and their impact meaningfully discussed

**Points to Note**

Design comprehension questions and activities at the Webb’s 4 levels of Depth of Knowledge (DOK). Provide guidance and model responses for each level.

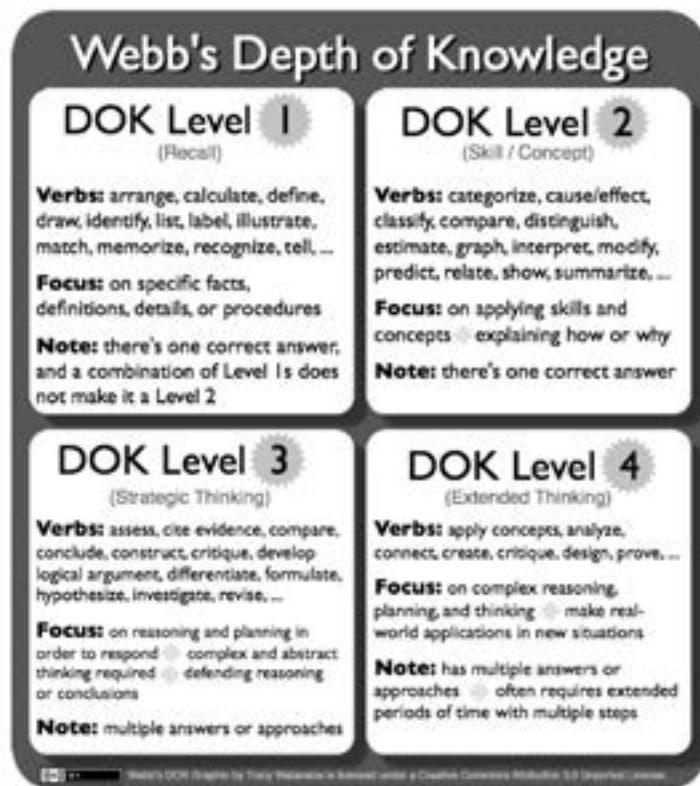
Level 1: Recall and Reproduction

Level 2: Basic Skills and Concept

Level 3: Strategic Thinking and Reasoning

Level 4: Extending Thinking

Use the figure on the following page as a guide to design questions.



e.g. Anansi stories found online

<http://www.everythingjamaican.com/tag/anansi-stories/>

### Anansi and the Fisherman

#### Level 1-Recall:

What did the Anansi make for the fisherman?

#### Level 2-Skill/Concept:

How did the fisherman trick Anansi to do his work for him?

#### Level 3: Strategic Thinking:

What events from the story showed how smart the fisherman was?

#### Level 4: Extended Thinking:

Some people say that Anansi sets a bad example for children and stories about him should not be read by them. Write an argument either agreeing or disagreeing with the statement about Anansi.

**Groups 1, 2, 3 – Mixed ability grouping****Activity****Students will:**

In mixed ability groups, read passage at either their independent or instruction reading levels. For example, read portions of 'Mr. Porter' taken from "A Basic English Course, Primary Level 4 – Revised Edition, Page 16 which has been cut into appropriate number of sentence strips to match number of groups. Examine the first paragraph of the story on the board and determine which strip for the second paragraph should be placed next until the total story is represented on the board.

Share their understanding of the story in their own words and give their opinion of the passage. Connect aspects of the passage to their prior knowledge about Africa (slavery, Jamaican ancestry and heritage, Ebola outbreak); the experience of having senior members in household/community, and how personal boredom is handled. Discuss in each scenario, how one could maintain a healthy relationship within such situations.

In the same groups, create an original piece and write an outline for a skit which they will perform using the passage in the activity above as inspiration.

**Points to Note**

The story may be used as an example to create an outline which groups will use as a guide to construct their outlines for their skits.

Use a graphic organizer as an outline for each group to use to construct their skit:

[https://www.teachervision.com/tv/printables/TCR/1557345902\\_70.pdf](https://www.teachervision.com/tv/printables/TCR/1557345902_70.pdf)

- Read passage
- Sequence paragraphs

- Orally summarize

- Connect experiences to textual content

- Construct skit outlines

- Perform student constructed kits
- Use graphic organizer

- Silent reading is done at an appropriate pace
- Sentence strips correctly sequenced to demonstrate understanding of the story.
- Summary of the story is accurate and opinions on issues/ideas raised, including maintaining a healthy relationship, are meaningfully shared
- Outline for skit constructed and reflects organization, logic and clarity

- Outline for skit constructed and reflects organization, logic and clarity
- Skit is organized, relevant, true to life and entertaining
- Graphic organizer used appropriately to develop skit

## Present a Skit

A very effective way to experience what you read is to present a skit of a scene or event from the book. Work with three or four other students to pick a scene or event that you would like to present as a skit. Use the following organizer to help plan your skit.

<b>SKIT TITLE</b>	
<b>CHARACTERS</b>	<b>SETTING</b>
Briefly describe who is in the scene.	Briefly describe where and when the scene takes place.
<b>PLOT</b>	
Summarize what happens in the scene.	

## STRAND 2b (ii): READING FOR MEANING AND ENJOYMENT (LITERATURE)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### ATTAINMENT TARGETS:

- Use deduction and inference to interpret information and ideas and to predict outcomes

#### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen

#### Objective(s) – Groups 1, 2, 3

##### Students should be able to:

- Read at a pace suited to the material, pay attention to diction, volume and purpose for reading
- Explain the effectiveness of the use of elements such as monologue and soliloquy in drama or film studied
- Compare and contrast two poems and analyse for similarities and differences in each

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Groups 1,2,3

##### Students will:

Read two poems dealing with personal experiences. Share their understanding of what they think is the main theme of the poem. Share how their personal experiences relate to the theme of the poem, paying close attention to the influence of emotions (thinking and feeling) on their personal everyday relationships aroused by the poem and what they believe was the authors' purpose for composing these poems.

See link to a collection of poems by the Jamaica Cultural Development Corporation (JCDC).

[http://www.jcdc.gov.jm/uploads/advisories/SPEECH%20ANTHOL-OGY%20\\_2\\_.pdf](http://www.jcdc.gov.jm/uploads/advisories/SPEECH%20ANTHOL-OGY%20_2_.pdf)

Complete a simple compare and contrast chart, demonstrating the differences and similarities of the poems.

- Read poems
- Identify the main theme of the poem
- Connect the poem to their personal experiences
- Identify the author's purpose
- Compare and contrast poems

- Poems fluently read and with expression
- Content of poem understood and the main idea identified
- Personal views shared on the content of the poem and links made with personal the experiences including how healthy relationships can be influenced
- Sensory details identified in poem
- Poem analysed to determine author's purpose

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Create a rhythm for a dub poem or read it in its poetic form. Pay close attention to diction, volume and what they want to achieve from their audience as they read. Give their personal views on how the reading of the poem made them feel and what they appreciated.

Work in pairs and create a poem based on a theme of their choice. Share their creations with the class.

- Create rhythm for poem

- Poem performed using cultural and creative expression

- Create and perform poems

- Poetic pieces composed and performed

### Groups 1,2,3

#### Students will:

Share two well-known movies in which two characters perform either a monologue or a soliloquy. Share their views on the scene, identifying where these literary forms occur in the movie and how (if any) did it impact the rest of the movie. Share personal reactions to the lines. Share what lines of the monologue or soliloquy stood out for them and why.

Think of areas in society where people might engage in monologues or soliloquys. For example, parents when children misbehave; adults when life is not going the way they expected or when they have overcome a major life obstacle; political address whether in parliament or constituency/conference meeting.

Compose a monologue or soliloquy (not necessarily as long) but a personal reflective piece using the Unit Focus Question as a guide; for example, talking about a difficult relationship, how it affects them and what they will try to do to fix it.

- Identify literary forms in movies

- Listen to respond to impact of literary forms

- Connect literary forms to real-life situations

- Create and perform literary pieces

- Monologue and soliloquy Identified, understood and appreciated
- Scenes of movies examined and appropriately analysed to determine the inclusion and role of monologue and soliloquy

- Connect the monologue and soliloquy to real-life experiences

- Monologue/soliloquy performed with expression



## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### Objective(s)

#### Group 1

##### Students should:

- Locate information from a dictionary, thesaurus, search engines and other reference materials
- Locate information using table of contents, titles, chapter headings, glossaries and indices
- Classify items to a given category

#### Groups 2 and 3

##### Students should:

- Record observations (logs, journals, tables, charts etc.)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group1

(a more appropriate Social Studies topic may be chosen, if desired)

#### Students will:

Watch a short video (not more than 5 minutes) of persons using the river in a recreational form. State the recreational uses of the river which are portrayed in the video. Define key words, for e.g. flow, use, body, physical, feature, using the dictionary, thesaurus, glossary. Give their opinion on which definition was easier to understand in order to understand the importance of all three resource tools.

<https://www.youtube.com/watch?v=aDM5b8z1SPA> - White River Tubing in Jamaica

- View stimulus to extract information
- Define vocabulary

- Recreational uses of the river accurately identified in the video viewed
- Dictionary, thesaurus and glossary correctly used to define key words

Complete different portions of a table related to features of Jamaican rivers. Following from teacher modelling, use three research tools to find information on three rivers – search engine, text book with help from table of content, YouTube video, online PowerPoint presentation.

Name of River	Parish	Use	Picture of Use

Populate their forms, and then discuss the research process and their findings. Explain what references they found easier to manipulate and give reasons for their answers and indicate why others might be avoided. Share their personal “river” experiences. Give information on persons whom they have accompanied to the river and state the reason(s) for going to the river. For e.g., Rio Grande – went rafting when family from overseas visited; as well as which river they would like to experience giving reasons for their choice.

- Use technological reference tools
- Use reference tools
- Research information
- Record information

- Technological reference tools effectively used to locate information on Jamaican rivers
- Text reference tools effectively used to locate information on Jamaican rivers
- Required information on Jamaican rivers located using the relevant reference tools
- Table completed with correct information using headings as a guide

## Groups 2 and 3

### Students will:

In groups of not more than five (5) persons, receive an index card each, that explains one (1) thing they should observe while viewing a picture or video. View a picture or video that features a river being used for a number of different activities. Use the different index cards to compositely respond to various elements of the picture as outlined below:

- State the people seen in the video, for e.g. children, men, father and son, etc.
- State the items used in the river, for e.g., water tube, pots, washing tub, clothes, etc.
- Describe the look and movement of the river, for e.g. calm, flowing hard, dirty, gushing
- Explain how the river is used, for e.g. swimming, washing of cars, trucks, clothes, body, bathing
- Describe the background of the river, for e.g. rocky or maybe lots of trees, plain

- Extract and record information
- Report findings
- Conduct project
- Use technological and print sources
- Conduct Interview
- Record sources of information

- Information accurately extracted from picture or video using guidelines on index card
- Oral report on findings appropriately presented
- Project on rivers accurately reflects the uses of rivers in Jamaica
- Technological and print research tools effectively used to locate required information for project
- Interview conducted and results reported
- Record of list of information sources appropriately presented



Conduct project to research rivers in Jamaica using at least two sources – textbook and one search engine. Additionally, conduct a short interview with one person of their choice who can share information about their experience using a river. Include interviewees, Jamaicans living in urban centres were originally from rural Jamaica and who are able to share their experience about using a river.

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**STRAND 3A: WRITING (COMMUNICATION)**

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

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**ATTAINMENT TARGETS:**

- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- 

**Attainment Target(s)**

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Write well-constructed paragraphs which have linking sentences within and between them

**Objective(s)****Group 1****Students should be able to:**

- Apply the steps of the writing process, generating ideas and organizing them into simple paragraph forms
- Sequence ideas in a logical manner
- Edit drafts for specific purpose such as to ensure standard usage, sentence structure and appropriate choice of words.
- Write vivid descriptions, employing the use of adverbs and adjectives
- Write letters using sentence structure appropriately

**Groups 2 and 3****Students should be able to:**

- Use the stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
  - Plan by identifying the purpose, audience and context for transactional writing tasks
  - Use various writing leads technique in responding to narrative writing prompts: action, snapshot, sound, question, flashback, talking
  - Write paragraphs with emphasis on different components- topic sentence, supporting details and concluding sentence.
-

**Group L1, L2 and L3****Points to Note**

To correctly develop the writing process, a paragraph should have the following components: Beginning or Topic Sentence, not less than three (3) developing or supporting sentences and an ending or concluding sentence.



The following passage could be used as an introduction to the skill of paragraph writing.

*Years ago, illiteracy was not as serious a handicap to employment as it is today. Society needed many unskilled workers. Today, however, it is very difficult for people who cannot read to find jobs. There are very few jobs that do not require at least some reading ability. For this reason alone, reading must be viewed as a valuable practical skill.*

**CHECKLIST:**

- Does the first sentence hint at the topic?
- Does every sentence keep to the topic?
- Does every sentence develop the topic?
- Is there an ending sentence?

**Whole Class Activity****Students will:**

As a whole class, discuss the structure and content of the paragraph. Construct a paragraph on the following topic:

**“THE IMPORTANCE OF READING”** being encouraged to incorporate all the parts of a paragraph.

Read their paragraphs to classmates. Give peer feedback on the points made, as well as seek to identify the topic sentence and one supporting sentence.

- Discuss aspects of paragraphs
- Develop and present paragraphs
- Read paragraphs
- Provide peer feedback
- Discussion appropriately focused on the effects of illiteracy
- Different sentences meaningfully used to construct a paragraph
- Oral reading is fluent and demonstrates understanding of paragraphs
- Feedback on the content and format of the paragraphs is very useful

## Group 1



View a picture or scene of a football match. Using the picture or scene as a stimulus, talk about what is seen in the picture. To support Unit Theme: Establishing Healthy Relationships, share personal experiences on football matches they have watched and persons with whom they have watched matches. Engage in a short discussion on ways matches/sports may impact and influence healthy relationships.

Engage in organizing aspects of the football match scene by identifying possible events communicated through the picture. Indicate the points that should be placed in the first paragraph using the numbering of points as a guide. State how the points of the paragraph are related and identify what is the main idea of the paragraph. Circle and label all the points for the first paragraph – Paragraph 1, Paragraph 2, Paragraph 3 etc.

Work in groups based on the number of paragraphs to write a paragraph which will act as a first draft using the points and labels made as a guide.

Resource: Steps in the Writing Process

[http://www.luc.edu/media/lucedu/firstandsecondyearadvising/pdfs/writing\\_process.pdf](http://www.luc.edu/media/lucedu/firstandsecondyearadvising/pdfs/writing_process.pdf)

- View and analyse picture
- Generate ideas from a picture

- Sequence ideas

- Draft paragraphs

- Picture prompt /stimulus effectively used to generate ideas
- Ideas in the form of possible events appropriately generated from picture prompt

- Events accurately sequenced to indicate paragraphs to be developed

- First drafts of paragraphs satisfactorily developed using points generated and organised
- Paragraphs are appropriately constructed by grouping related points around a main idea

**Group 1**

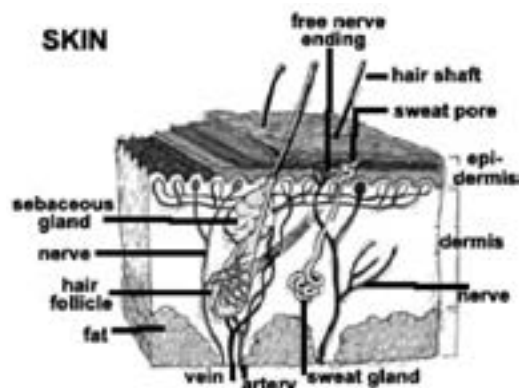
In the same groups from previous activity involving paragraph development, edit the first drafts of their paragraphs. Assess and correct as necessary the following elements - sentence structure, grammar capitalization, punctuation, spelling, grammar - conjunctions and subject/verb agreement. Combine paragraphs to create a complete composition

**Group 1**

Label the skin via a free online website

[http://highered.mheducation.com/sites/0072943696/student\\_view0/chapter2/labeling\\_exercises.html](http://highered.mheducation.com/sites/0072943696/student_view0/chapter2/labeling_exercises.html)

In no less than five (5) words, from labelled diagram, construct sentences about their skin. For example, sweat gland, hair follicle, artery, vein, nerves, dermis, epidermis.



Write a short paragraph on their own skin. For example: colour, texture, how it reacts to temperature and at least one feature they like about their skin. Read aloud their paragraphs which will serve as an introduction to a class discussion: *"Young, Gifted and Black"* - <https://www.youtube.com/watch?v=ubDVUQon5BE>.

At the end of the discussion, read the lyrics and listen to the song which was performed by two Jamaican artistes – Bob Andy and Marcia Griffiths (Hit Single in 1970)

- Edit drafts of work

- Use technological Tools

- Construct sentences

- Develop paragraphs

- Read text aloud

- First drafts of paragraphs accurately edited in regard to grammar and punctuation
- Paragraphs appropriately combined to form a complete composition

- Technological tools effectively used to find and label diagram on skin

- Sentences demonstrate clear understanding of the meanings of the target words

- Paragraph illustrates a main theme and the satisfactory organization of ideas

- Text accurately read aloud with fluency and with expression

**Group 1**

Listen to the poem entitled *"Granny's Complaint"* taken from *Jamaica Island Nation Year 4, page 116, Carlong Primary Studies*. State the main idea and details from the poem to support their answer.

Translate three (3) or more lines from the poem into SJE and compare the grammatical components of these sentences with the original JC sentences. Indicate if and how meaning is impacted by the translation. Connect the poem to their own experiences.

In groups, compose a dub poem using the JC as the main language form.

- Comprehension

- Translate from JC to SJE

- Creative expression

- Demonstrated an understanding of the poem by stating the main idea and providing supporting details

- Lines of poem translated from JC to SJE language structure

- Dub poem created which demonstrated use of JC language structure, as well as organization, logic and clarity

**Group 1**

In groups, view a picture that suggests either a positive or negative relationship. Discuss factors that may have impacted this relationship. Generate a list of adjectives and adverbs that may be used to describe a particular relationship. Individually, write three (3) or more paragraphs describing either a positive or negative relationship. Apply stages of the writing process to draft, refine, edit, self-assess and peer review work.

- Use picture stimulus to discuss ideas
- Generate list of adjectives and adverbs
- Apply writing process

- Picture stimulus effectively used to discuss ideas
- Adjectives and adverbs effectively used to create vivid descriptive paragraphs
- Writing process effectively applied to develop written pieces

Postive Relationship	Negative Relationship
comforting	painful
warm	depressing
supportive	unhappy
caring	abusive
kindly	abruptly
lovingly	rudely
tenderly	selfishly



**Group 1,2, 3**

In mixed ability groups, discuss the importance of use of a variety of forms for functions such as banking, money transfer, travel, club and library membership, etc. Use online and other sources such as actual samples of forms used in various businesses to identify terms commonly used on these documents including block capitals, print, occupation, marital status, etc. Share their interpretation of these terms. Peruse sample completed forms, paying careful attention to the information supplied to match these terms.

Individually complete forms supplying personal information or responding to given scenarios related to themselves or fictitious third parties.

In mixed ability groups, discuss how positive relations with clients are important to a business or an organisation. Examine some of the problems that customers or clients may have with the service of an organization, then discuss how customers may communicate their challenges or dissatisfaction. Use online and other source to view sample letters of complaint and review the format, language and tone of this kind of business letter. Individually, apply stages of the writing process to develop their own letters. Use writing checklist/rubric to do self and peer-assessment of letters.

As a whole group, discuss the slogan or saying that 'The customer is always right' and say why it is important in business. Discuss some of the implications of disregarding the concerns of clients/customers or responding inappropriately to customer complaints. In ability groups, use one of the letters of complaints developed for the last activity to draft a letter of response that an organisation may send to the disgruntled or dissatisfied customer. Use review and editing checklist

- Identify and define terms on forms

- Complete forms

- Discuss situations
- Review aspects of business letter

- Apply stages of the writing process

- Group work reflects collaboration of team members in locating terms and in interpreting these terms

- Form completed with the required details

- Discussion is meaningful and reflects appreciation for each person's contribution

- Stages of the writing process effectively applied to satisfactorily produce letters of complaints and letters of response

**Groups 2 and 3**

As whole group, read and discuss stories that include different kinds of relationships. Examine the problem in each story and how writers use different techniques to begin, develop and end these stories. Discuss how different paragraphs move the story along and how transitional words and phrases link sentences and paragraphs.

- Identify story writing techniques

With support, individually plan and write a story about a misunderstanding in a relationship that caused a problem that was later resolved. Apply stages of the writing process.

Examples of Titles

Home Again, Stop this Pain, Never Again

Or beginnings

*I watched her walk away with a growing pain in my heart.*

*I turned my back on his pleading voice. I had been down that road before.*

Or Endings

*I ran to meet him with open arms. Miracles do happen.*

*We decided to go our separate ways. This was the best solution at this time.*

Read stories aloud and provide peer feedback on different aspects of the story.

### Points to Note

Students should be adequately guided and supported in incrementally developing stories in order to effectively produce different segments – plot including conflict/problem, beginning, development and ending.

Have students use graphic organisers to assist them in generating ideas for their stories.

Review the use of transition words and phrases before this story writing activity.

**Transition words and phrases (or linking words)** are words that help tie the sentence of a paragraph together. They help one sentence to flow into another. Example: furthermore, another, next, finally, however, as a result

- Plan and write stories

- Present stories

- Story is properly planned, has a clear problem and resolution, has well-developed paragraphs linked by transition words and phrases and is interesting

- Story read aloud with fluency, expression and understanding

## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s)- Groups 1, 2 and 3

#### Students should be able to:

- Identify and use conjunctions in sentences
- Use simple and compound sentences appropriately
- Use accurately, subject/verb agreement and verb tense rules
- Use common and proper nouns
- Use pronouns as noun substitutes
- Distinguish between SJE and JC pronouns
- Demonstrate command of the conventions of Standard English capitalization, and punctuation when writing.
- Correctly construct declarative, interrogative and exclamatory sentences in written language
- Identify and correctly use plural and possessive forms of nouns
- Use verbs correctly in written compositions
- Use simple adjectives and adverbs appropriately
- Use link words to join sentences

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group1

Translate at least three (3) sentences from a short dialect poem such as one written by Louise Bennett or Joan Andrea Hutchinson the poem to SJE, paying special attention to pronouns. Identify the differences between the use of the two language forms in regard to 1st, 2nd and 3rd person singular and plural pronouns and the agreement of these with verbs.

Jamaican Creole	Standard Jam. English (SJE)
Mi bright	I am bright.
Yuh tired	You are tired.

Example: Him go a di library wid him every day.

Translation: He goes to the library with him every day.

- Translate JC pronouns to SJE

- JC pronouns accurately translated to SJE pronouns
- Verbs accurately aligned to SJE pronouns

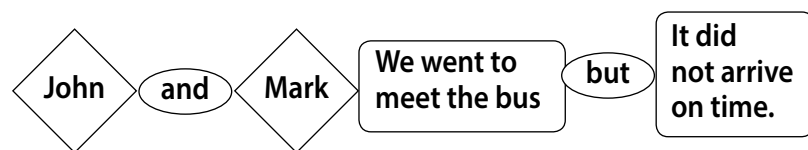
In groups read a short passage; for example, the one below, and translate it to SJE, highlighting the pronouns:

*"De commentator say dis: "Rose run up fi bowl, him bowl and Lara lick de ball back dung de wicket to him. Rose pick up de ball and walk back to im mark."*

### Group 1

#### Students will:

Complete worksheets which require them to identify, practise and reinforce the use of conjunctions, pronouns as noun substitutes as well as capitalization and punctuation. Insert the correct conjunctions and correct capitalization, noun substitutes and punctuation marks in not more than five (5) sentences.



**"and" joins two words**

**"but" joins two sentences**

Other examples of conjunctions: *after, that, since, unless, although*

#### Example of Worksheet Task

*The old man* went with his sister to *Western Union* \_\_\_\_\_ they did not receive the money.

**Answer:** He went with his sister to Western Union but they did not receive the money.

Choose not less than four (4) conjunctions to construct sentences.

#### Point to Note

Sentences will be used in subsequent class to teach simple and compound sentences.

- Use SJE grammatical structures
- Apply rules of Capitalization
- Punctuate sentences
- Construct sentences

- Conjunctions and pronouns accurately identified, understood and used in sentences
- Capitalization rules accurately applied in sentences
- Punctuation marks used correctly
- Sentences demonstrate clear understanding of words
- Components of simple and compound sentences accurately identified and understood.

**Groups 2 and 3**

Internet resources for activities on 4 sentence types and punctuation

[http://classroom.jcschools.net/coleytech/dynamic\\_curriculum/Language/typesofsentences3gradelp.pdf](http://classroom.jcschools.net/coleytech/dynamic_curriculum/Language/typesofsentences3gradelp.pdf)

<http://www.ereadingworksheets.com/free-grammar-worksheets/four-types-of-sentences.pdf>



Using a video sharing website such as YouTube, view an interview of a popular international artiste e.g. Farrell Williams (Happy) or a popular icon that would be interesting to the group. Identify the types of sentences which are heard in the interview. Using an online source, select an interview in which all four (4) types of sentences are represented at least twice.

In each of four (4) groups of students representing part of an audience and four (4) types of sentences, decide on a simple signal to use as an indicator once their type of sentence is heard during an interview. In pairs, representing actors, create their own interview scenario. Prepare for interview by writing questions and reponses, ensuring all four (4) sentences are represented in the interview. Perform interview as classmates give their signal whenever their sentence type is used.

- Listen to provide feedback
- Identify sentence types

- Work cooperatively in groups

- Four (4) types of sentences accurately Identified, understood and competently used
- Four (4) types of sentences identified within the context of an interview
- Group work reflects collaboration and respect for team members in order to achieve desired goal

## Groups 2 and 3



View a picture with people interacting in a day-to-day scenario. Discuss what the picture is depicting and connect these things to personal experiences where possible regarding the specific theme and content of the picture. Construct and share sentences about what is seen in the picture, paying careful attention to the following:

- Subject/verb agreement
- Simple adjectives and adverbs
- Use of plural and possessive forms of nouns

After sharing each sentence, complete a table such as the one below to demonstrate their understanding of different grammatical elements of the sentence:

Subject	Verb (Agreement)	Adjective	Adverb	Plural Noun	Possessive Noun

Write a paragraph using words from the table above. Select some students to read aloud their paragraphs.

- Extract details from picture
- Discuss ideas

- Use grammatical structures

- Develop paragraphs

- Picture analysis effectively used to generate ideas for discussion
- Relevant personal experiences meaningfully connected to the ideas generated from picture
- Personal experience expressed comfortably and confidently
- Sentences accurately analysed in order to indicate specific grammatical components
- Paragraph appropriately developed to include words from sentences and to include a main idea and supporting details

### About the Unit

Many teenagers struggle with their self-esteem and body image as soon as they approach puberty because it's a time when the body goes through many changes. These changes, combined with wanting to feel accepted by their friends, will tempt them to compare themselves with others. As a result, they struggle to understand that not everyone grows or develops at the same time or in the same way. These kinds of experiences and behaviours are typical of the Grade 9 student.

In light of the aforementioned and other challenges faced by students at this level, this seven (7) weeks unit will seek to develop language, literature and literacy skills under the sub-theme, "Refining My Character" focusing specifically on issues with personal image, self-esteem and coping with the changes affiliated with puberty. The unit is expected to afford students the opportunity to speak freely about themselves, using SJE and JC structures appropriately to convey a range of emotions and create specific impact and listen attentively to a speakers' message and identify the appropriate and inappropriate use of various codes then provide constructive feedback.

The unit will also immerse students in reading and writing texts that span a variety of genres while focusing on the use of various literary and structural elements and the effects they create. In addition to using the elements in interpreting and understanding various text forms, students will be exposed to the use of complex sentences, noun clauses, punctuation marks (exclamation, comma, and apostrophe) and narrative techniques.

To develop independence in reading and researching, this unit provides opportunities for students to strengthen their ability to make inference and predict outcomes while exploring materials such as newspapers and magazine and preparing and conducting interviews and observations.

As students experience the skills and content outlined throughout the unit, they will be encouraged to use journals and other word study strategies to learn and reinforce new and unfamiliar vocabulary encountered whether through, listening, reading, writing and or researching.

### Guidance for the Teacher

- In order to effectively teach this unit, it is important that students are equipped with the requisite prior knowledge. Where there are gaps, recap and reinforcement should be done.
- Students should be encouraged to use the skills garnered in Unit 1 to support language and literacy teaching and learning in Unit 2.
- All journals and portfolios established in Unit 1 should be continued in Unit 2. Where these were not established in Unit 1 but are suggested in Unit 2, they should be initiated.
- The Language Arts strands should not be taught discretely; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner. Based on individual and group needs, however, direct instruction in areas of deficit should be undertaken.
- To make teaching and learning fun and exciting, always consider enhancing and rearranging the physical space to provide authentic learning experiences
- The strategies, concept maps and graphic organisers suggested herein are not mandatory. Teacher may choose similar scaffolds that will cater to the specific group of learners they are working with.



Morals, Values &  
Attitudes

Social  
Competence



Commitment

Defining Me

### Key Vocabulary

achievement  
attitude  
character  
commitment  
competence  
confidence  
forgiveness  
independence  
individual  
morals  
patience  
perseverance  
refine  
resilience  
self-image  
social  
value  
values



**Focus Question: What qualities are involved in refining my character?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s) – Unit 1

- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit

### ICT Attainment Targets:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Respond to the speakers' use of specific structures and/or vocabulary of SJE/JC
- Listen to determine purpose for use of particular language forms
- Identify examples of code-switching and comment on their purpose and impact
- Use language to provide humour
- Choose words carefully to convey a range of emotions including shock, outrage and pride
- Listen attentively to, and respond to the ideas of others

**ICT Project**

To achieve ICT Attainment Targets, the project for this unit will be for the students to create a class Social Media account. It will be supervised by the class teacher and updated BY THE STUDENTS each week with new information. Contacts should include ONLY the following: parents/guardians, students of the class, teacher, principal, vice principal, Grade 9 Co-ordinator and Guidance Counsellor.

Different students will be responsible for weekly updates dealing with opinions on national happenings, a thought for the week, class pictures for the week, thoughts on information learnt during the week, birthdays etc. The page will also be used as a reinforcement tool to support instructional activities.

**Groups 2 and 3****Students will:**

As a whole group, listen to a recording or watch a video showing local or international presentations intended to provide humour. Indicate the language form or forms used and discuss how certain words or language techniques (for e.g., use of contrast, exaggeration, understatement, mocking tone) are used to communicate humour. Discuss the impact of destructive humour on others and why this should be avoided.

As mixed ability groups, plan humorous stories, jokes or a description of humorous experiences to share with their peers. Include the effective use of vocabulary and techniques as discussed in the previous activity. Make oral presentations to the class and critique the performances of peers.

Have representatives representing different groups, randomly select words showing different emotions such as shock, outrage and pride from a bag or box. Discuss the meaning of the selected word in each group and plan a brief dramatic piece to communicate the emotion to the audience. Discuss why it is important to guard against how we communicate some kinds of emotion. Taking turns, give peer feedback on the emotion communicated, the language form(s) used and the effectiveness of this form or forms.

Watch a video of one of Jamaica's popular culture artistes - e.g. Oliver Samuels, Charles Hyatt, Louise Bennett, Fae Ellington, Joan Andrea Hutchinson (Dat Bumpy Head Gal) and Dahlia Harris as he/she switches from SJE to JC. Identify the main point(s) of the interview and give their opinions on how the use of code-switching seen throughout the interview influenced the communication process. Were there benefits, disadvantages or both? What specifically were these?

- Identify words/techniques that communicate humour
- Make oral presentations

- Use vocabulary/techniques to communicate humour

- Communicate emotions
- Use dramatic mode
- Comment on effectiveness

- Elements of language that may contribute to humour are appropriately identified
- Impact of destructive humour satisfactorily addressed

- Vocabulary and Language techniques effectively used to communicate humour

- Emotions clearly and convincingly communicated
- Peer feedback is accurate in identifying the language form or forms used and the effectiveness of these forms

- Video carefully analysed to determine how code-switching is used
- Impact of code-switching satisfactorily discussed

<https://www.youtube.com/watch?v=0ZjPeMGiOpk> (Louise Bennett)

<https://www.youtube.com/watch?v=4oi-b6BNZ1w> (Joan Andrea Hutchinson)

<https://www.youtube.com/watch?v=TCyYg44TdyM> (Oliver Samuels)

Identify other persons known to them who practise code-switching and state how it influences communication. State and discuss the benefits of code-switching and identify the best times to use this strategy.

Watch/Listen to an Olympic post-race interview recording of one of Jamaica's great athletes such as Usain Bolt or Shelly-Ann Fraser-Price. Critique the interview, noting instances of code-switching and giving their opinions on how the language use affected the quality of responses given by the athlete.

In pairs, create an interview scenario. Collaborate to design questions based on the Unit Theme and simulate interview session as a whole class activity, using code-switching for targeted impact. Post interview on the class social media page.

#### Points to Note

- This activity will be used to introduce and reinforce the Unit Title – Refining my Character, Defining Me using the picture of Usain Bolt at the commencement of the Unit. Students may choose a talent, career aspiration or extra-ordinary experience.
- Class discussion can be used to expand on how talents, success, achievements, goals help to refine character and define self. Appropriate key vocabulary words should be used.

- Listen to provide feedback
- Identify instances of code-switching
- Discuss the benefits of code-switching
- Critique interviews
- Develop interview schedule

- Simulate interview session
- Use ICT tools

- Interviews satisfactorily simulated to reflect the benefits of code-switching
- ICT tools effectively used to access and share ideas/information

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies as well as understand and use word meaning.

### Attainment Target(s)

- Read fluently and with appreciation
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words
- Build vocabulary through various strategies

### Objective(s) – Groups 1, 2 and 3

#### Students should be able to:

- Decode and correctly use words in sentences
- Identify synonyms and antonyms and use them appropriately
- Apply context clues to determine appropriate words and to aid spelling
- Use syllabication skills aid spelling
- Decode and identify words with the two sounds of vowel diagraph “oo”
- Select the most suitable words to complete sentences or cloze passages

### Point to Note

THE DICTIONARY SHOULD BECOME THE STUDENT’S BEST LEARNING COMPANION.

Dictionary used should suit the reading and comprehension level of students.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

Circle the number of syllables in the word. Check for the answer on the subsequent slide where this the answer is highlighted. With a peer, practise the syllabication of words for which their answers were wrong.



Initial Slide



Subsequent Slide

- PowerPoint IT Tools
- Words accurately syllabicated
- Spell multi-syllabic words
- Use dictionary
- Construct sentences
- Use parts of speech
- Technology tools effectively used to complete syllabication activity
- Picture cues effectively used to aid in word recognition
- Syllabication skills used to accurately decode words
- Syllabication skills applied to correctly spell words
- Dictionary used to identify the meaning of words
- Sentences constructed demonstrate understanding of word meaning
- Sentences demonstrate good grasp of parts of speech and their appropriate use

**Points to Note**

Below each picture, place the numbers 1 – 5

At least ten (10) words should be chosen for this assignment. The activity will be done via a slide show presentation programme such as PowerPoint. Both the word and a picture will be used as a cueing device

Use words as a spelling exercise, word meaning, sentence construction and parts of speech in subsequent class sessions

**Groups 1, 2, 3**

In pairs or teams, participate in a “Spelling Challenge Quiz” with different sections comprising the quiz. Write the word depicted by the picture in Section 2. In Section 2, provide synonyms and antonyms for given words. In Section 3 use context clues (as in the Find-A-Word puzzle from previous unit) to find the answer and write the word. In section 4, use clues to unscramble jumbled words. In Section 5, respond to a multiple-choice item with one word spelt in three different ways – one of which would be the correct spelling.

- Spell words
- Use picture/context clues
- Identify synonyms and antonyms
- Unscramble jumbled words

- Picture/Context clues effectively used to accurately spell or identify words
- Synonyms and antonyms accurately supplied and are aligned to target words

**Point to Note**

State which words would be answered by students of Group 1 and the same procedure for Groups 2 and 3.

**Group 1****Students will:**

Circle the synonyms in a Find-A-Word puzzle which are related to a numbered list of given words. Write each synonym they find beside the correct synonym.

For example, the numbered words could be the following - *big, small, hurt, leap, and angry*. The synonyms in the puzzle could be the following *large, little, harm, jump, happy and mad*. The correct combinations would be: *large – big, small – little, hurt – harm, leap – jump, angry – mad*,

Read aloud, passage containing words from the puzzle and then identify the main points in the passage

- Identify synonyms
- Align synonyms to given words
- Follow instructions
- Read passage aloud
- Identify main ideas

- Synonyms accurately identified and aligned to given words
- Instructions understood and puzzle completed correctly
- Passage accurately read aloud with expression, understanding and fluency
- Main points of passage accurately identified

**Group 1****Students will:**

Read the first few sentences of a short profile which includes all sports personalities seen in Unit 2 Theme Chart. Discuss this information and share their favourite sporting disciplines and favourite sports personalities, giving reasons for their preferences. Engage in an Oral Reading Cloze Sequence activity to complete the profile.

**Points to Note**

A copy of the short profile should be given to each student. For each gap or space (no more than five), students should be given two options to choose one.

Engage in a whole group oral reading activity.

**Points to Note**

This passage can be used in subsequent sessions as an individual reading passage.

Create and present their personal profiles to the whole class. Indicate the athletes that inspired them and their dreams and goals for their future.

- Share personal views
- Read passage aloud
- Compose and present personal profiles

- Personal views clearly expressed regarding favourite sporting discipline and sports personalities
- Engaged in choral reading, showing respect for other readers and demonstrated fluency and good expression
- Personal profiles appropriately composed to reflect relevant and adequate content proper organization and clarity
- Profiles are effectively delivered

**Groups 1, 2 and 3****Students will:**

Syllabicate twenty (20) words chosen from various subject vocabulary and the key unit words to syllabicate. For each word, indicate the relevant numbers under the following headings - "Vowels you see", Vowel Sounds You Hear, and Number of Syllables. For example,

Word	Vowels You See	Vowel Sounds You Hear	Number of Syllables
Noun	2	1	1
Multiplication	6	5	5
Love	2	1	1
Country	2	2	2

- Use Word Processing IT Tools
- Follow instructions
- Auditorily discriminate between sound

- Word Processing tools effectively used to achieve desired objective
- Activity completed based on instructions given
- Auditory discrimination skills effectively used to correctly syllabicate and decode words

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Work in mixed ability group and select ten (10) of the words on the table to compose sentences, a paragraph, dub poem or song which may be shared with the whole group.

### Points to Note

This activity will help students to recognize the two sounds of the vowel digraph /ou/ as in – noun and country. It will also help them to recognize /y/ as a vowel.

- Compose sentences
- Develop paragraph
- Create dub poem or song

- Sentences, paragraph, dub poem or song satisfactorily composed and appropriately/ effectively presented to class

### Groups 1, 2, 3

#### Point to Note

*If students need to develop skills in the use of a dictionary, this should be done prior to this activity or pair students with one as the finder of the word and the other as the reader of the definition.*

#### Students will:

Engage in a whole class activity of “Dictionary in Hand”, which would be played similarly to “Sword in Hand”. Locate in the dictionary a given Unit Key Vocabulary word. Upon finding the word, pronounce it clearly, using syllabication skills to assist them where possible and give the meaning of the word. Identify a word on the board that is the same or almost the same in meaning. For example, **Unit Key Vocabulary word – “confidence” with the root word “confident,” is given for students to locate. After reading the meaning of the word identify “certain” or “sure” as similar in meaning.** Upon completing the activity, choose no less than eight (8) of the words with their synonym to make sentences (total sentences – sixteen in all).

### Points to Note

Sentences formed can be used as a reading exercise in subsequent classes. Key vocabulary words and synonyms can be syllabicated and used as spelling words in subsequent sessions.

Class discussion can be used as a tool to help students understand how these qualities as expressed in the key vocabulary help to *refine character (morals, values, attitudes etc.)*

- Apply dictionary skills
- Identify synonyms
- Construct sentences
- Apply syllabication rules

- Dictionary competently used to locate words
- Dictionary used to assist with spelling and pronunciation
- Synonyms correctly selected based on understanding of word meaning
- Sentences demonstrate a clear understanding of word meaning and part of speech
- Syllabication rules applied to accurately decode, pronounce and spell key vocabulary and synonyms

**Group 1, 2 and 3****Students will:**

Explore the cloze procedure strategy through the following website: <https://www.gallaudet.edu/.../Reading%20Cloze%20Procedure.pdf> titled: *Reading Cloze Procedure*.

Complete Oral Reading Cloze Sequence found on Page 3 of website document.

Example of Oral Reading Cloze Sequence:

Teacher Action	Student Action
Teacher introduces texts.	Students view/orally read text and make prediction about text.
Teacher reads to first deletion and ask students to make predictions	Students consider predictions using text and reading to suggest a word
Teacher queries reason(s) for predictions. Teacher either confirms or discuss alternatives	Students justify prediction made
Teacher reads to next deletion	Students continue as above.

**Points to Note**

- The above is a summary of the Oral Reading Cloze Sequence. See website for full process.
- Use an appropriate passage to suit Group levels for the sequence.
- The above sequence is done until the passage is completed. Upon completion of exercise, students may engage in the whole class reading the passage.
- Questions may be posed to students from the various levels of comprehension. Use either revised Bloom's or Webb's Depth of Knowledge levels to ensure coverage at the different levels.
- Discuss the content in relation to Unit Theme and sub-themes.

- Complete Oral Reading Cloze Sequence

- Apply context clues
- Make predictions
- Justify responses

- Cloze passage completed by inserting appropriate word
- Oral reading demonstrates understanding using necessary word attack skills to decode unfamiliar words
- Context clues effectively used to make appropriate text predictions
- Text material identified to justify predictions and responses are relevant and appropriate
- Understanding of text and critical thinking demonstrated by correctly answering comprehension questions

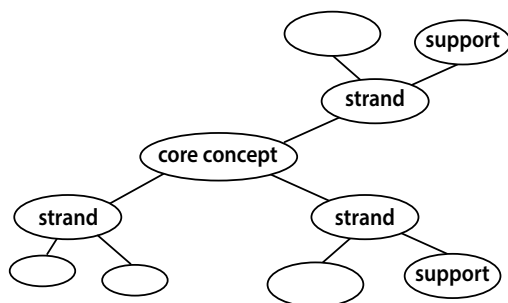


**Groups 2 and 3****Students will:**

Read short profiles on outstanding Jamaicans, for example, that of Courtney Walsh – outstanding cricketer now ambassador, Alphonso Cunningham (gold medal special Olympian in javelin and discus), Usain Bolt (athlete extraordinaire vested with National Honour and Doctorate) and Marcus Mosiah Garvey. Note that each person came from a humble background but through *refining character which include sub-themes and overcoming difficulties*, these individuals from humble backgrounds have shone on the world stage.

In each of four (4) groups, read profiles and then complete a Cloze passage **based** on the profile. Correctly complete the passage and at the end of the time allotted, assign members from the group to read for the class the short profile, as well as the correctly completed Cloze passages. All the members of the group should participate in reading aloud individually.

Organise ideas on what they hope to be written about them in 10-15 years' time using a graphic organiser. Construct a one to two paragraph personal profile using a graphic organizer – semantic mapping. Include on the organizer, what they hope can be written of them in 10 to 15 years' time. Include in their profile, how the profile of the outstanding Jamaican can influence them to achieve their goals. Demonstrate the development and use of the semantic map in a whole class activity.

**Points to Note**

Both Profiles with pictures can be posted to the Class Social Media page.

- Read aloud passages
- Complete cloze passages
- Use graphic organizer
- Construct personal profiles
- Use Social Media techniques to post profiles and pictures

- Word attack and syllabication skills effectively used to decode unfamiliar words
- Words correctly selected to complete Cloze passage
- Profiles read aloud with fluency, expression, diction and projection.
- Graphic organizer – semantic mapping- effectively used to guide in constructing personal profile
- Personal profile demonstrates organization, logic and clarity of points written.
- Class Social Media tools effectively used to post profile and pictures

**Group 1, 2 and 3****Students will:**

View pictures on the board of a “book” and the “moon” and the sounds of the “oo” in both words discussed. In mixed ability pairs, read given words with the “oo” sounds. Use decoding skills to sound out words and place them under appropriate pictures.

Examples of words: *shampoo, cookbook, balloon, foot, hook, smooth, broom, cookie, childhood, noodle, school, cartoon, booth, crook, hoof, loop, zoom, brook, wool, bamboo, rooster.*

Having correctly placed words under the pictures, engage in sentence writing using no less than half the words from each sound. Use Key Vocabulary words from other subject areas to assist with sentence construction as much as is possible. Mixed pairs Read at least two (2) sentences per person to the class.

**Points to Note**

- Choose words based on phonetic level of students
- Words from other subject areas with the phonetic sound being practised may also be included.
- Pictures may be used to accompany words in order to assist with decoding due to level of difficulty.

- Apply decoding Skills
- Compose sentences
- Read sentences aloud

- Words with the two different sounds of vowel diagraph /oo/ accurately read
- Sentences demonstrate clear understanding of word meanings and parts of speech
- Sentences read aloud with fluency, understanding and expression.

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Connect experiences and ideas in text to their own lives
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other text on paper and on screen

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Formulate questions to be answered while reading
- Make comparison based on text material
- Draw conclusions based on text material
- Recognize the difference between a fact and an opinion
- Identify adjectives and understand their purpose
- Identify sensory details in poetry
- Respond to the use of sensory details in poetry
- Demonstrate appreciation for the creative efforts of others

## Suggested Teaching and Learning Activities

## Key Skills

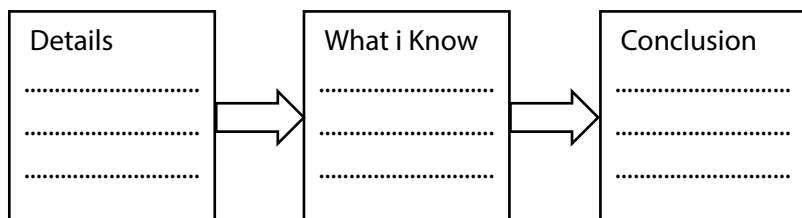
## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

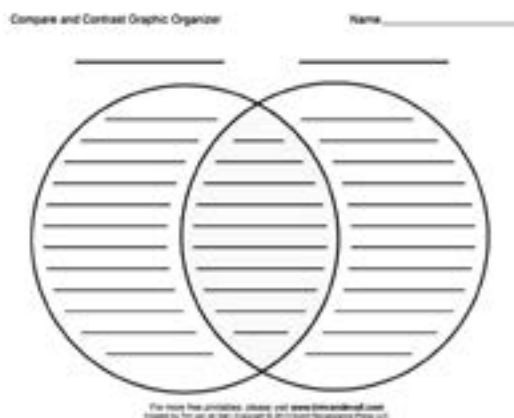
As a whole class activity, read a passage based on a picture containing as many words as possible from the Key Vocabulary word list. Key vocabulary words which are in boldface.

Ask and answer questions about the passage. Practise sub-skills of comprehension including the following – comparison, conclusion and the difference between fact and opinion. Answer questions using the passage to locate information.



- Ask and answer questions
- Use graphic organizers
- Compare and Contrast ideas
- Drawing conclusions
- Distinguish facts from opinions
- Respond in complete sentences
- Use Social Media techniques

- Graphic organizers effectively used to aid comprehension of passage, development of comprehension sub-skills and organization of content
- Conclusions drawn are based on details of passage are logical
- Response to questions demonstrate the ability to distinguish between facts and opinions
- Responses are in complete sentences and reflected organization, logic and clarity of thought
- Social Media techniques effectively used to post reading passage and pictures



**Comprehension Tip:** Remember to compare and contrast as you read. Think about how the characters, content and events are the same and different.

### Point to Note

ICT Tip to Teacher: Reading Passage with relevant picture(s) can be posted to the class Social Media page.

### Groups 1, 2 and 3

Read a poem, for example 'Lizard', found on Page 29 Basic English Course Primary Level 4. Engage in choral reading of the passage and be asked to identify the adjectives and sensory details. Connect ideas with personal experiences.

Answer questions on the passage, which are based on different comprehension skills to be reinforced.

Write a simple six-line poem based on the passage or create an illustration an animal of their choice and write three sentences about the animal that include sensory details.

Examples of adjectives that can be used are: *big, loud, angry, scary*

Sensory details: *His roar brings fear  
Seeing the narrowing of the eyes  
and big jaws gives the impression  
he is ready to attack*



- Read poem
- Identify adjectives and sensory details
- Identify adjectives and sensory details
- Demonstrate appreciation for poetry
- Poem read with understanding, fluency and, using word attack skills to decode unfamiliar words
- Adjectives and sensory details accurately identified in poem
- Adjectives and sensory details effectively used to create a mood in six-line poem poetry

**Points to Note**

- Before commencing this activity, review adjectives and sensory words.
  - Students who choose to illustrate will speak to class about their illustration using adjectives and explaining sensory details.
  - Poems and Illustrations can be posted to the class Social Media page.
  - Poems and Illustration may be placed in Language Corner or displayed on Class Notice Board as a reward.
-

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Connect experiences and ideas in text to their own lives
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other text on paper and on screen

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Read fluently and with application
- Make inferences and derive humour from texts
- Share their personal views on the writer's intent
- Read and interpret a dramatic play
- Perform a dramatic piece to convey the main idea
- Demonstrate an understanding of the main theme from a dramatic piece

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

View images of T-Shirts with messages on them which communicate humour. Read T-Shirt slogans and infer the author's intent when the wording was created. Share inferences and indicate whether messages are humorous, giving reasons for their answers.



- View/Read slogans
- Make inferences
- Identify humour
- Justify responses

- Reading is fluent - word attack to accurately used to decode unfamiliar words
- Inferences of author's intent based on T-Shirt messages are plausible
- Statements regarding the presence or absence of humour in T-Shirt messages are adequately justified.

Create their own slogans that they believe will be appreciated by their peers as humorous. Make these slogans appropriate for public viewing.

### Point to Note

With the assistance of the Art Teacher a few slogans could be chosen and interested students could have selected slogans designed on their personal T Shirts.

- Create slogans

- Slogans are appealing and communicate humour

### Groups 1, 2, 3

#### Students will:

View a one picture cartoon which has a humorous message. Share their understanding of the cartoon. Indicate what they believe is the composer's intent.



- View/Read cartoon
- Explain message of cartoon
- Determine author's intent

- Cartoon message accurately determined
- Personal opinion about composer's intent shared, giving plausible reasons

In groups of no more than five (5) members, read a two-page dramatic piece which is comedic in content and prepare a performance of the piece. Perform the piece before other classmates who will serve as the audience and share their views on the performance. Determine the main theme of the dramatic piece. Give two (2) reasons why the areas of the performance which they found most outstanding were so assessed.

- Work cooperatively in groups
- Read and interpret script
- Perform dramatic piece

- Group work reflects collaboration, respect for the contributions of others and the participation of all to achieve the desired goal
- Dramatic piece appropriately interpreted and performance planned accordingly
- Dramatic performance demonstrates organization and allows the audience to understand the message of the script and the writer's intent
- Main theme of dramatic presentation accurately identified.
- Areas of performance deemed to be outstanding are highlighted and the reasons for this assessment are clearly explained.

- Critique creative performance

## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen.

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies (**interviews, observations**)
- Identify and use text features to support navigation of texts, retrieve and synthesize information

### Objective(s) – Groups 1, 2 and 3

#### Students should be able to:

- Construct a class newsletter and magazine to include editorials, interviews, advertisements, cartoons, jokes and other elements
- Prepare and use a variety of data collection instruments (interviews and observations) to collect information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

View/Read online sources such as YouTube or a PowerPoint Presentation for an introduction to text features in both narrative and informational texts as seen in the video below:

<https://www.youtube.com/watch?v=zVU8xoXRHys>

In mixed ability pairs, use online and other resources to find different text features in magazines, newspapers, textbooks, books, etc.

- Identify text features
- Interpret the use of text features
- Work cooperatively with others

- Text features accurately identified in a variety of texts
- Functions of specific text features accurately determined
- Cooperative learning allows students to collaborate effectively in order to complete task

### Group 1

#### Students will:

Using text features, create a two- page (one sheet of paper) class newsletter with no less than five (5) components. Determine the areas and topics to be included group members. Use Unit 2 Theme, Theme Chart and Key Vocabulary words for inspiration and guidance. Include as many text features as possible in the final product.

#### Points to Note

Class newsletter should be copied and made available to class members and Social Media contacts – Principal, Guidance Counsellor, parents, etc.

- Use text features
- Design and create Class Newsletter
- Use ICT Tools

- Text features effectively used to locate information required for newsletter
- Newsletter includes relevant components and features
- Newsletter is organized, peer relevant and visually appealing
- ICT tools effectively used to construct two-page newsletter



**Groups 1, 2, 3****Students will:**

Using text features, create a four- page (one sheet of paper) class newsletter with no less than eight (8) components. Determine the areas and topics to be included group members. Use Unit 2 Theme, Theme Chart and Key Vocabulary words for inspiration and guidance. Include as many text features as possible in the final product.

**Points to Note**

- Class newsletter should be copied and made available to class members and Social Media contacts – Principal, Guidance Counsellor, parents, etc.
- Management of copying should be noted due to size of magazine.
- Text Features should now be incorporated in the management of Social Media Page

- Work cooperatively in groups
- Create class newsletter
- Use ICT Tools

- Text features effectively used to locate information required for newsletter
- Newsletter includes relevant components and features
- Newsletter is organized, peer relevant and visually appealing
- ICT tools effectively used to construct two-page newsletter

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s)

**Students should be able to:**

#### Group 1

- Compose descriptive texts, giving attention to the uses of sensory details and figurative devices.
- Compose simple sentences to construct a paragraph with linking sentences
- Apply appropriate sequence to their writing
- Use figurative devices – simile and metaphor to add appeal to texts.

#### Groups 2 and 3

- Compose descriptive texts, giving attention to the use of sensory details and figurative devices
- Compose complex sentences to construct several paragraphs on a topic
- Apply appropriate sequence to their writing
- Use figurative devices – simile and metaphor to add appeal to texts.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

#### Students will:

Engage in a whole class activity of using a recipe to prepare a simple meal such as ribbon sandwiches with a fruit drink. Add colour to the sandwiches such as yellow and green depicting Jamaica. Use background music to set the atmosphere. Describe the experience using the 5 senses (sight, smell, taste, feel and hear). Write a paragraph (**Group 1**) or three paragraphs (**Groups 2 and 3**) which describes the process of the development of the meal.

- Follow instructions
- Construct paragraphs
- Apply accurate sequence in writing

- Instructions accurately followed to successfully prepare meal
- Sentences effectively used and properly sequenced to build a paragraph.
- Sentences grammatically correct and adequately describe the process of meal development

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

In mixed ability groups, decide on a traditional Jamaican meal of their choice. Develop a recipe outlining the necessary steps or process in the meal preparation and ensure that the recipe is customized in some way to reflect their creativity. Indicate clearly where they have modified the recipe. Develop a PowerPoint presentation on the meal preparation process with pictures of different students being shown on each slide at each step.

### Points to Note

Presentations may be uploaded to Social Media page.

- Work in groups
- Customize recipes
- Use ICT Tools

- Group work harmoniously achieves desired objectives
- Appreciation shown for each group member's contribution
- Recipe reflects clear steps or appropriate sequence in preparing a traditional Jamaican meal but includes elements of students' creativity
- Competently used "Word" IT tools competently used to create recipe cards
- PowerPoint presentation effectively outlines meal preparation process

### Groups 2 and 3

#### Students will:

Engage in writing a memorandum to the Principal advising of their intention to sell refreshments made by the class in order to raise funds to carry out a class improvement project. Include all the necessary details including the nature of the improvement project) in the memorandum, as well as request permission for the activity, and to display posters relating to the pending sale. Include in the memorandum that this activity is a graded work assignment.

As part of the activity, apply and develop mathematical skills via fund-raising tasks (small monetary contribution by each student), preparing a budget, purchasing of items (keep copies of receipts), deciding on sale price of items and preparing a simple income and expenditure account.

### Points to Note

Teacher support may be garnered from the Art Teacher (posters), Hospitality Teacher (preparation of food items), Accounts Teacher (Book-keeping) and other teachers as facilitators of the activity.

- Solve real-life problems
- Compose memorandum
- Organize ideas
- Use appropriate spelling and grammar
- Develop simple budgets
- Keep accurate records

- Project appropriately conceptualized in order to address class need
- Memorandum appropriately formulated to include purpose, nature and tasks related to activity for which permission is being sought
- Correct spelling and language structure demonstrated in content of memorandum and poster
- Budget prepared with necessary costs for activity
- Records of income and expenditure appropriately outlined and maintained

**Group 1****Students will:**

Work in groups to create posters which will be placed in public areas of the school advising of sale of refreshments (ribbon sandwiches and fruit drink). Include necessary information on posters and make them visually appealing using pictures and artistic text writing to appeal to prospective customers (entire school community).

- Create posters
- Supply necessary details

- Posters are visually appealing for the target group and include the relevant details

**Groups 1, 2, 3****Students will:**

Revise “metaphors” and “similes”, giving examples to demonstrate their understanding of these devices. Orally supply sentences which include the use of metaphors and similes. Read sentences to determine if the sentence include the use of a metaphor or a simile, or both.

Select three (3) athletes and write a Simile and Metaphor for each. Example: *Usain Bolt is as fast as lightning. (Simile). Usain is a streak of light. (Metaphor)*. Use one figurative device to compose a sentence about their own character or journey (based on Unit Theme) For example: *I was like a rough diamond before I met my role model – Mrs. Beverley Morgan. (Simile)*. Share sentences with class members.

- Identify and use metaphors
- Identify and use similes

- Devices - metaphor and simile - are meaningfully reviewed
- Examples of metaphors and similes are accurately supplied both orally and in writing

- Compose sentences
- Read sentences aloud

- Sentences are appropriately constructed
- Sentences are read with accuracy, meaning and expression.

**Group 1****Students will:**

Work as a group to construct a Simile/Metaphor chart. Outline students’ sentence examples under the relevant device headings.

- Construct device chart
- Use similes and metaphors

- Sentences demonstrate sound understanding of devices

**Groups 2 and 3****Students will:**

Examine the works of Jamaican poets who have produced JC poems such as Louise Bennett or Joan Andrea Hutchinson. Identify the use of similes and metaphors. Read through a selection of poems, circle the figurative devices and translate them into SJE without changing the original meanings.

- Translate devices into SJE

- Devices accurately identified and translated

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

In pairs, compose a four to six-line poem in SJE or JC using each literary device at least once. Perform poems for class members.

*Upload poems on Class Social Media Page*

- Compose poems
- Perform poems

- Performance of poems demonstrates creativity, clear enunciation and appropriate expression of meaning

## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Objective(s) - Groups 1, 2, 3

Students should be able to:

#### Sentence Structure

- Correctly construct and use a variety of simple and compound sentences in written Language.

#### Grammar

- Develop sentences which are grammatically correct
- Identify and correctly use plural and possessive forms of nouns
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

#### Punctuation

- Construct sentences with ending punctuation – declarative, interrogative, exclamatory and imperative.

#### Spelling

- Correctly spell sight words appropriate to functional reading level and key unit vocabulary
- Use phonics and word structure to spell phonetically regular words

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

Spelling and dictation should be done at least twice per week utilizing words from passages used in instructional activities. Spelling should not be done as an isolated activity but incorporated and infused in different writing activities.

**Group 1****Students will:**

Work in pairs to use words to construct sentences. Take turns to read words from given cards, orally spell the word and then write a sentence using the word. Continue the alternation until the pack is complete. Submit sentences to teacher for marking, paying specific attention to spelling, correct use and sentence structure.

- Spell words
- Construct sentences
- Work cooperatively

- Words correctly spelt orally using syllabication skills
- Sentences convey accurate understanding of word meanings

**Points to Note**

Students should be encouraged to be honest in doing this activity by not looking on cards for words spelt. This test of character forms a part of the Unit Theme: Refining my Character.

**Activity****Students will:**

With the support of three (3) online websites listed below, accurately differentiate between the use of to, two, and too.

The proposed order is as follows

<https://www.wisc-online.com/learn/humanities/linguistics/abc1202/homophones--to--too--two>

**Name of Document: Homophones: To, Too, Two – WISC-Online OER**

[www.studygs.net/vocab/too.htm](http://www.studygs.net/vocab/too.htm)

**Name of Document: American Spelling Exercise: two, to, too**

[http://www.englisch-hilfen.de/en/exercises/confusing\\_words/to\\_too\\_two-](http://www.englisch-hilfen.de/en/exercises/confusing_words/to_too_two-)

**Name of Document: to, too, two – Online English Exercise – Englisch-Hilfen**

- Determine word meaning and use
- Use dictionary
- Use IT Tools

- Spelling and meanings of 'to', 'too' and 'two' accurately differentiated
- Dictionary appropriate used to aid in correct use of 'to', 'too' and 'two'
- IT tools effectively used to aid in determining word meanings and use.

**Points to Note**

Teacher may be a facilitator for this activity. Sites should be visited prior to class in order to determine words that may prove difficult for students. These words can be handled in a class session to clear pronunciation and definition.

**Group 1****Students will:**

Engage in activity of picture story-writing aimed at addressing four (4) key question words- **Who, Where, When and What. Why and/or How can be added for further details to the story.** For example:

Topic – Flying a Kite.

**INTRODUCTORY SENTENCE:** The first sentence is the most important sentence of the story. It needs to capture reader's interest and sets the tone for the remainder of the story.

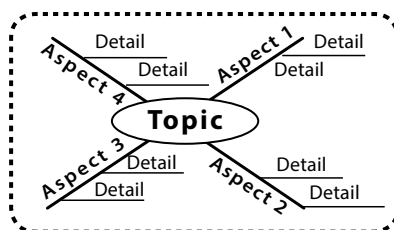


**Aspect 1: Who**

**Aspect 2: When**

**Aspect 3: Where**

**Aspect 4: What happened**  
(sequence order of events)



As whole group, discuss picture sequence and use graphic organizer to generate key words relating to each scene viewed. Participate in creating a title for the picture using the key words. Formulate sentences based on the key words generated and use these sentences to construct an introductory paragraph. Expand and organise remaining ideas, using the four (4) aspects and the sequence of the events described based on the scenes portrayed

**Points to Note**

- Write or project words from picture discussion on the board
- For each new idea generated from each picture scene, guide students in developing a new paragraph.

- Discuss picture scenes
- Story Writing/Webbing

- Use graphic organizers

- Construct paragraphs

- “Wh” and How” questions or ‘Aspects’ effectively used to generate key words and sentences
- Picture cues used effectively to brainstorm ideas
- Graphic organizer used effectively to organize ideas logically and sequentially based on picture cues
- Paragraphs constructed demonstrate clear sequence of events and organization of ideas based on picture cues



**Group 1****Students will:**

View video entitled: **Types of Sentences – Slide Share** at [www.slideshare.net/melissagkh/types-of-sentences](http://www.slideshare.net/melissagkh/types-of-sentences) to review Types of Sentences. After viewing, respond to an individually assigned sentence type on a slip of folded paper by constructing two (2) written sentences, which they will share with the group. Without advising the group of the assigned sentence type, use the sentences given to determine the sentence type each student is depicting.

**Points to Note**

After this lesson is taught, in subsequent picture story writing activities, a link should be made with types of sentences used in story-writing.

Practice and reinforcement of this skill can also be used as a scaffold to teach plural and possessive forms of nouns.

Examples: The boys are in the room. (declarative sentence with plural noun – boys)

Why are you in the girls' bathroom? (interrogative sentence with possessive noun – girls' bathroom)

- Identify and use different sentence types
- Use punctuation marks
- Pluralize nouns
- Use possessive nouns

- Four (4) types of sentences appropriately reviewed, produced and identified
- End punctuation marks accurately used with relevant sentence types
- Plural and possessive nouns accurately produced in the context of properly constructed sentence types.

**Groups 2 and 3**

Complete a cloze passage using scrambled sentence cues. Correctly unscramble and write the targeted word on the line or blank space.

For example: His ..... (onfdciecne) was strong. He knew he could win the race.

Answer: confidence

- Use context clues
- Spell words

- Words correctly spelt using syllabication skills
- Context clues effectively used to unscramble words

**Groups 2 and 3**

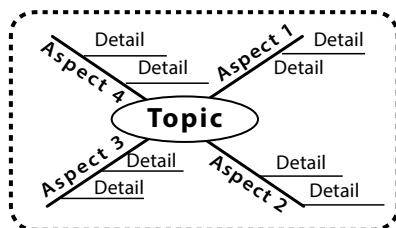
Apply question words questions - **Who, Where, When, What, Why** and **How** to picture story in order to generate ideas for writing.

Example: Topic – The Lost Map.

- Discuss picture
- Generate ideas

- Picture discussion generates meaningful ideas

**INTRODUCTORY SENTENCE:** The first sentence is the most important sentence of the story. It needs to capture reader's interest and sets the tone for the remainder of the story.



**Aspect 1: Who**

**Aspect 2: When**

**Aspect 3: Where**

**Aspect 4: What happened (sequence order of events)**

**Aspect 5: Why (if applicable)**

**Aspect 6: How (if applicable)**

Examine the main elements of a story which are:

**Plot** – *The events that happen in the story and the order in which they occur*

**Main Characters** – *The people, animals or things in the story*

**Conflict/Problem** – *The situation that the main character is faced with and tries to solve*

**Setting** – *This is the time and place where the events in story take place*

**Resolution/conclusion** – *This is the end of the story which shows how the problem is solved*

(Information taken from Carlong Revision Guide to Junior English (Noel et al, pp. 264)

• Create Story Writing Web

• Develop paragraphs

- Story writing web effectively used to organize ideas logically and sequentially based on picture cues
- Story writing web effectively used to expand on story ideas and detail
- Paragraphs constructed in a sequential order based on picture cues and each reflects a clear focus.

Discuss the picture and identify the key words. Participate in creating a title and in using key phrases and sentences to construct the introductory paragraph. Assist in extending responses and in organizing ideas using the four (4) aspects as a guide and adding the other two areas to increase interest and depth to the story. Determine the sequence of events based on the picture in order to determine the focus of each paragraph. **Introduce and use the Story Writing Graphic Organizer below.**



### Points to Note

After a number of sessions, as the skill for composition writing develops, a statement which should be included in the story can be added to the picture. Example: "I would never forget this experience." When the skill of inclusion is mastered, using a picture to write a story can be removed.

### Groups 2 and 3

Listen to a recording of a song that contains relative pronouns and adverbs. Participate in a discussion on the content of the song by sharing personal views and related experiences. Share examples of relative pronouns and adverbs used in the song based on specific questions asked. Explore an online video or PowerPoint presentation on the definition and use of relative pronouns and adverbs and then complete cloze passage using relative pronouns and adverbs.

- Listen for information
- Share relevant personal experiences
- Demonstrate understanding of relative pronouns and adverbs
- Explore and respond to digital sources
- Complete cloze passage
- Personal views/experiences reflect a clear understanding of the lyrics of the song.
- Examples of relative pronouns and adverbs accurately extrapolated from song and understanding of the use of these appropriately demonstrated

In pairs, write a song/DJ/rap using relative pronouns and adverbs.  
Perform pieces

Relative Pronoun	Use	Example
<b>Who</b>	Subject or object pronoun used for people.	Have you seen the man who is the new marketing director?
<b>Which</b>	Subject and object pronoun used for animals and things.	The horse which Sue was riding is very friendly.
<b>Which</b>	Referring to the whole sentence.	He can't type at all which didn't surprise me.
<b>Whose</b>	Possession for people, animals and things.	Have you seen the boy whose mother was on TV?
<b>Whom</b>	Object pronoun for people in non-defining relative clauses (in defining relative clauses we prefer to use who)	I was invited by the councillor whom I met at the Christmas party.
<b>That</b>	Subject or object pronoun for people, animals and things in defining relative clauses	I liked the dress that you wore to the function last week.

relative adverb	meaning	use	example
when	in/on which	refers to a time expression	the day when we met him
where	in/at which	refers to a place	the place where we met him
why	for which	refers to a reason	the reason why we met him

- Create musical pieces
- Perform musical pieces

- Musical compositions demonstrate understanding of relative pronouns and adverbs
- Performance of musical pieces reflects understanding of content being presented and creativity



A black and white photograph of a library shelf filled with books. The books are arranged in rows, and their spines are visible. The image is slightly angled, showing the depth of the shelves. A semi-transparent white rectangular box is overlaid on the center of the image, containing the text.

NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 9: TERM 2



### About the Unit

In this seven-week Unit, students explore the theme “Connecting with the Past, Present and Future” and the sub-theme “Appreciating Our Heritage”. The main thrust of the Unit is to be sensitive to the value of language as a communicative tool (thinking and expression) as students build proficiency. The Unit also reinforces the development of students’ active listening as well as appropriate listening skills learnt in earlier years so that they can share ideas through participation in discussion with peers and facilitators. They will also use a variety of sentence types, vary sentence lengths, and explore different forms of punctuation in order to negotiate meaning and add impact to their writing. The application of these combined skills will enable them to achieve coherence, clarity, and good expression in their writing.

Students will be exposed to the different genres of literature and also exposed to the literature of Jamaican Culture. This should help them understand the important connections with our music, folktale, literary heritage, home language (JC) and SJE which are components of our Jamaican Heritage. The theme “Connecting with The Past, Present and Future” incorporates themes from History, Social Studies and Literature to support potential interdisciplinary connections to this compelling content. These connections will allow students to acquire appropriate language skills through research, inquiry, evaluation and creative thinking in an effort to develop as autonomous learners.

### Guidance for the Teacher

It is important for teachers to remember that the writing process should be used to guide students when they engage in written tasks.

- Students are to be engaged in cooperative learning groups where indicated with mixed ability levels. At times, however, they work at their instructional reading level for direct instruction in areas where there is a proven need for intervention. Differentiation is therefore promoted throughout the Unit, and this may be according to the content, process or product.
- Vocabulary logs are used to record new words learned from the Key Unit Vocabulary and all phonics and word recognition activities. Students are not required to provide lengthy elaborations as they are expected to note quickly and briefly.
- Multi-genre projects are used to facilitate the study of a particular topic, concept or idea using various genres (advertisements, podcasts, poems, games, scrapbooks, songs life lines, posters, blogs, web quests, Glogs etc.). They allow students to explore several genres through combining reading and writing in meaningful ways. It is the teacher’s role to assist students in identifying a repeated or unifying feature for the project. This will help students to move beyond just remembering facts but to think deeper and more analytical. The genres used are dependent on that unifying feature that has been identified with the support of the teacher.
- Social media network is promoted to allow students and teachers to create interactive posters that may be shared within and among grades, schools etc. They provide an opportunity for students to present their research findings and analysis in an online environment that allows them to design interactive posters that may contain text, images, photos, audio, videos and special effects in a private virtual classroom space.

### *Appreciating Our Heritage*



### **Key Vocabulary**

appreciate  
colonialism  
community  
connect  
culture  
dance  
education  
future  
government  
heritage  
history  
independence  
marijuana  
music  
past  
present  
reggae  
religion  
slavery  
tourism  
tradition  
unity



**Focus Question: How does my past and present influence my future?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### ICT Attainment Target(s)



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Respond to speakers' use of specific structures and/or vocabulary of SJE/JC
- Listen effectively in a variety of situations for a variety of purposes
- Analyse and comment on the effectiveness of the language devices/techniques used by the speaker
- Use language to provide humour or to convey irony
- Choose words carefully to convey a range of emotions including shock, outrage and pride
- Listen attentively to the ideas of others

### Unit Project:

To achieve ICT Attainment Target, the project for this unit will be for students to create a class PowerPoint presentation. The presentation should include at least one video clip of the entire class e.g. – making introduction to presentation, etc. It should also include student voice recordings inserted within the presentation for relevant slides and background Jamaican music (appropriate for a school presentation).

The presentation should be in three parts – Jamaica's past: national heroes with subsequent slides giving information on the contribution of our seven national heroes to Jamaica's independence; Jamaica's present –showcasing seven Jamaican nationals whom the students have chosen (through a voting process) to be their present-day national heroes. Example: Neville Bell, Usain Bolt, Portia Simpson-Miller, and Andrew Holness (Note: once a fair voting process is used to determine the students' heroes, they should be allowed to use them for the presentation). The subsequent slides should justify why these seven persons are the class' present day Jamaica National Heroes. The third and final part of the presentation should be Jamaica's future –featuring the students of the class whether in small groups or individually giving personal commitment of their contribution to Jamaica's future. This presentation should be made available on social media.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Students will:

Watch a short clip of Jamaica's 1962 independence celebration at the National Stadium with the changing of flags and snippets of speeches made. After watching the clip, participate in a class discussion on Jamaica's past, how it has impacted Jamaica's present and in what ways it will influence the future. Share personal reactions to aspects of the clip viewed.

In mixed ability groups, discuss topics related to Jamaica's past, its present and future and then present findings to the class. Gather information on each topic via the newspaper, textbooks, the Internet or by questioning parents, grandparents or older members of their community. Topics may include:

1. Jamaica was not ready for independence in 1962
2. Our independence has brought many benefits to the Jamaican people
3. "Our of Many One People" is an excellent motto that has helped to unite Jamaicans

Listen to a recording of one of Bob Marley's songs, for e.g. "Redemption Song" or any other appropriate selection from other artistes such as Eric Donaldson, for e.g. "Land of My Birth." Discuss the relevance of the lyrics to today's Jamaica, using SJE appropriately. Give valid reasons for their responses.

- Watch/Listen for information
- Listen to respond to ideas

- Listen for information
- Listen to respond to ideas

- Class discussion on Jamaica's past, present and future reflects clear understanding of the video viewed.
- Respect for each individual's point of views demonstrated in discussions

- Discussion of the relevance of the lyrics of the song and the justification provided reflect active listening and clear understanding of the content received.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Comment on the writer's use of language to effectively convey ideas, for e.g. figures of speech – '*mental slavery*' (metaphor))  
*"I say this is the land of my birth. I say this is the land of my birth"*  
(Repetition)

Listen to a presentation by a member of the community who participated in the 1962 Jamaica Independence celebrations and who lives within close proximity of the school (or from the school community). Prior to presentation, be allowed to compose questions which they will pose to the speaker during a Question and Answer section.

### Points to Note

A student from the class should act as facilitator for the Question and Answer segment. A student from the class will give the Introduction of the speaker and another will present the Vote of Thanks. Students should be allowed to compose Introduction and Vote of Thanks with teacher as facilitator.

- Comment on the use of language

- Compose questions
- Compose introduction
- Introduce guest speaker
- Listen for information

- Facilitate Question and Answer section
- Ask relevant questions
- Compose and present Vote of Thanks

- SJE is appropriately used in discussion
- Language use is appropriately determined, citing suitable examples
- Respect demonstrated for each individual's point of view

- Questions satisfactorily composed, using SJE language structures and are relevant to the presentation
- Introduction is competently read and its presentation reflects the confidence of the speaker.
- Active listening is demonstrated throughout the presentation – e.g. no side conversations, nodding, good eye-contact
- Session competently facilitated, showing competence in using SJE
- Vote of Thanks demonstrates good understanding of the content, as well as identification of the main points of the presentation, confidence and competence in the use of SJE.

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**STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION**

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

**Attainment Target(s)**

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words
- Build vocabulary through various strategies

**Points to Note**

- Make flashcards of Key Vocabulary from Term 2 Unit 1. Use class session to teach students the meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication. The students should engage in sentence writing with these words. Words should be placed in the Language Corner using fun activities (individual, paired and corporate) to build vocabulary and spelling skills. Also, hyperlink can be made with class Facebook page and Microsoft PowerPoint for students to engage in a technological reinforcement activity using the Key Vocabulary.
- Unit Key Vocabulary words should be combined with previous Unit Key Vocabulary words
- The dictionary should become the students' best learning companion. Dictionary used should suit the reading and comprehension level of students

**Objective(s)– Groups 1, 2, 3****Students should be able to:**

- Decode and correctly use words in sentences
- Identify words that opposite in meaning (antonyms)
- Use syllabication skills to aid spelling
- Decode and identify words with "R- Controlled vowel sounds, and two sounds of "c" and "g" – hard and soft
- Select the most suitable words to complete sentences or Cloze passages (Groups 2 and 3)

**Groups 1, 2, 3****Students will:**

Be introduced to the sounds of R-controlled vowels and the two sounds of “c” and “g”. Watch YouTube video of “Redemption Song” and pay particular attention to the targeted sounds in select words– *ar* – *Marley*, *er* – *energy*, *ever*, *c* – *can*, *g* – *generation*, *or* – *forward*. Practise the pronunciation of these sounds using Unit Key Vocabulary. For example, independence (soft c), culture (ur sound), government (hard g), community (hard c), slavery (er sound). Use words from the song to reinforce syllabication. **Refer to Term 1 Unit 2 pp. 46 and 48.**

**Points to Note**

- Vowels are controlled by “r” when “r” follows immediately after the vowel. Sounds of “ur”, “ir”, and sometimes “or” are the same as “er”. For example, *burn*, *first*, *doctor*, *ever*. The R-controlled vowel – “or” has another sound as in *fork*, *horse*. Words such as ‘*march*, *part* and *army* contain the “ar” sound
- “C” and “G” has two sounds – soft and hard. The letters e, i, and y usually determine the soft sound of “c” and the hard sound of “g”. Example below:

**Note:** There are exceptions to EVERY PHONIC RULE: ‘*give*’ and ‘*get*’ are some examples

**Guide to the two sounds of C and G**

	Soft “C” (“s” sound)	Soft “G” (“j” sound)		Hard “C” (“k” sound)	Hard “G” (Regular G sound)
E	Cent	Gentleman	A	Can	Game
I	City	Giraffe	O	Come	Government
Y	cymbal	Gym	U	Cut	Gum

A suitable worksheet can be composed to reinforce concept.

- Identify and pronounce ‘r-controlled’ vowels
- Identify and pronounce words with ‘c’ and ‘g’
- Syllabicate words

- R-Controlled vowels and the two sounds of “c” and “g” words accurately identified and pronounced
- Automaticity developed in decoding words with R-Controlled vowels and the two sounds of “c” and “g” words
- Applied syllabication skills effectively reinforced and applied to decode unfamiliar words

**Group 1****Students will:**

Read a simple comic strip with no more than five (5) boxes/frames. Select particular words in the strip and indicate a word that is opposite in meaning (antonym) to each of these words. Identify the antonyms of a Unit Key Vocabulary words, syllabicate these words and use them to make sentences.



Examples of words used in cartoon:

**Out – In (Antonym)**

**Hate – love (antonym)**

**Great – bad (antonym)**

In no more than three (3) sub-groups, construct a simple paragraph using Unit Key Vocabulary words and words with the phonetic sounds targeted in this unit. Read the paragraph to the whole group.

**Points to Note**

- Constructed paragraphs can be used as a reading passage in subsequent sessions.
- Syllabication and phoneme sound identification can be done as a whole group activity.

- Identify antonyms
- Syllabicate words
- Construct sentences

- Construct paragraph

- Word attack skills effectively used to decode unfamiliar words
- Antonyms for select words appropriately identified
- Syllabication skills appropriately used to decode unfamiliar words
- Sentences demonstrate a clear understanding of word meaning

- Paragraph has a main idea and supporting details

**Groups 2 and 3****Students will:**

Choose a simple comic strip with no more than twelve (12) boxes/frames. Read the cartoon and give a word that is opposite in meaning (antonym) to targeted words. Choose a number of Unit Key Vocabulary words and words with phonetic sounds addressed in the Unit for students to identify the antonyms for these words, syllabicate them and make sentences.

- Identify antonyms
- Syllabicate words

- Antonyms for targeted words accurately identified
- Syllabication skills effectively used to decode multi-syllabic words

Complete a worksheet which is comprised of five (5) sections in order to build vocabulary, phonics, language and comprehension skills. Using the word bank at the top, populate the remainder of the worksheet which is divided under the following headings and related instructions -

**Phonics** - Place words under the correct phonetic sounds,

**Parts of Speech** – Complete table with three (3) main parts of speech – noun, verb, adjective

**Vocabulary** - Fill in the blank sentences or complete the Cloze Passage with the correct word from the word bank

**Reading Passage:** Construct a short passage with words from word bank, which will be used to complete the final section of worksheet

**Comprehension:** (With no more than six (6) questions – two from each of the comprehension levels – Literal, Inferential, Critical.

- Compose sentences
- Categorize words into parts of speech
- Select vocabulary
- Use context clues
- Construct passages
- Answer questions

- Sentences demonstrate a clear understanding of word meaning
- Words accurately categorized according to sound
- Words accurately categorized according to parts of speech
- Context clues effectively used to determine word meaning and selection
- Passage accurately and meaningfully read and comprehension questions at each level answered appropriately

**Points to Note**

Passage may be used as a read aloud activity in subsequent class sessions.

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Formulate questions after reading (Group 1)
- Make comparisons
- Recognize author's purpose
- Identify cause and effect
- Identify rhyme style and stanzas in poetry and the sensory detail it evokes
- Demonstrate appreciation for the creative efforts of others
- Formulate questions to be answered while reading (Groups 2 and 3)

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

Read the first two paragraphs, for example, *A Basic English Course Primary Level 4 (Revised Edition) Narinesingh pp. 73 Unit 12* entitled ***"Fitting Learning into Lifestyles"*** and discuss what has been read. Use key words from the discussion to formulate questions using question words ***Who, What, Where, and Why***. Respond to questions formulated by peers and work in pairs to demonstrate their understanding of the passage through drama.

- Read passage
- Compose and answer questions
- Discuss ideas
- Dramatize scenes

- Questions appropriately formulated using 'Wh' words
- SJE structures accurately used to construct questions and answers
- Accurate responses given to 'Wh' questions
- Discussion is meaningful, demonstrating the use of logical and clear ideas
- Dramatization accurately depicts an understanding of the passage read

Using the passage from previous Teaching and Learning Activity – ***Fitting Learning into Lifestyles***, students will engage in a brainstorming session to assist in gathering information to aid in composing a paragraph on the topic: ***My Future***.

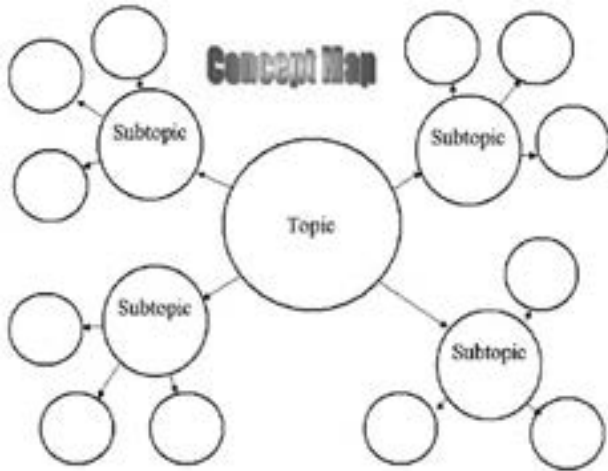
- Engage in brainstorming
- Compose paragraphs

- Ideas effectively generated and organized using a concept map
- Paragraph includes main idea and supporting ideas relating the topic 'My Topic'



**Point to Note**

A concept map like the one below can be used to assist in the organisation of ideas during brainstorming.



Key words introduced during brainstorming which are unfamiliar to students' reading vocabulary will be written on the board and in students' vocabulary log of new words with the definition outlined and pictures depicting the meaning of the word posted.

Students should read their composition to the class and the paragraph can be used as a reading passage in subsequent sessions.

- Apply dictionary Skills
- Oral Reading

- Dictionary effectively used to locate and define unfamiliar words
- Paragraphs read aloud with expression, understanding and fluency

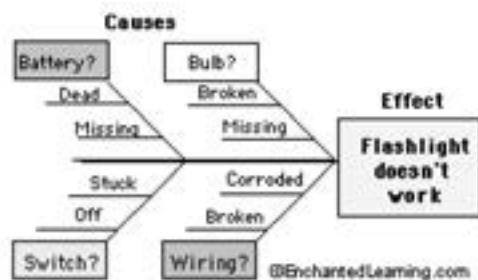
**Groups 1, 2, and 3**

A **CAUSE** is a reason why something happens. An **EFFECT** is what happens. Recognizing causes and effects will help you understand how the events in a story or details in an article fit together and remember what you read. Clue words such as "so", "because", and "since" help point out causes and effects.

Discuss cause and effect scenarios with which they are familiar in their everyday life such as weather conditions, fruits in season, sports, school and home rules. Use a cause and effect graphic organiser to illustrate such as the one in the following page.

- Discuss relevant scenarios
- Draw conclusions from observations
- Establish cause and effect relationships
- Formulate reports
- Make oral presentations

- Experiment carefully observed and logical conclusions drawn
- Cause and effect relationships accurately established based on observation
- Weather report is appropriately written and draws on given scenario
- Oral presentation reflects relevance to content, clarity and creativity



Further, using an experiment – Making a Model Tornado in a Jar”, cause and effect will be introduced. Reference can be made to *Page 25 of Modern Curriculum Press Comprehension Plus Level C (Lapp et al)*

Students will work in mixed pairs to carry out the experiment. The teacher will write two sentences on the board which will guide students to recognize how the cause of one act influences the effect.

#### Point to Note

Safety must be observed for this experiment due to the materials and actions involved.

Example of sentences:

*What happens when you shake and twist the jar?*

*What causes this to happen?*

A class discussion will follow to help students develop understanding of this comprehension skill.

Students will then be given an activity to be done with their partner. They are to construct a weather report on a weather event. “It has just rained for 10 hours. Two feet of water is on the ground. What would the effect be to your home, school and community?” The reports will be presented in a creative manner to the whole class. Weather setting can be formed with introductory background music.

Reinforcement activity(ies) will be done in subsequent session(s) and differentiation in instruction should be observed for Group 1.

**Point to Note**

Keep the reports written by students as they will be used in a subsequent session – Compare and Contrast comprehension skill.

**Groups 1, 2, and 3****Students will:**

In each of three (3) groups, use weather reports composed from the previous **“Cause and Effect”** lesson, to identify the similarities and differences regarding the effects of the rain on home, school and community. Use the working definition below to guide the activity:

When you look at two things to see how they are alike or different, you are **comparing** and **contrasting** them.

Use the following table to organize their ideas:

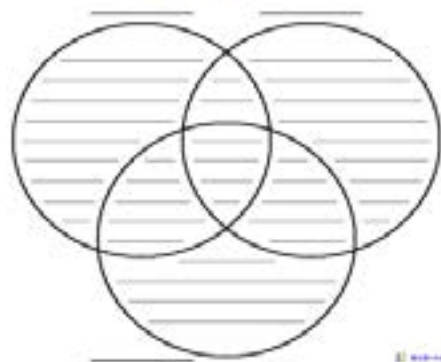
HOME		SCHOOL		COMMUNITY	
Same	Different	Same	Different	Same	Different

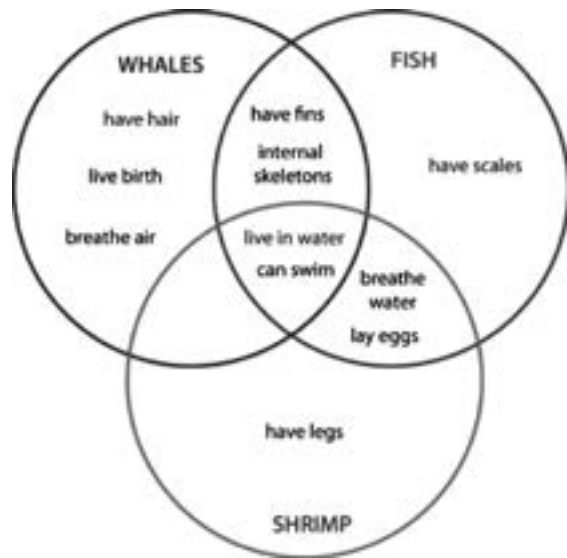
In pairs of different abilities, write a paragraph on the similarities and differences seen. Engage in both paired and whole class discussions on the findings.

- Compare and contrast ideas
- Construct graphic organizers
- Construct paragraphs
- Engage in discussion

- Ideas accurately compared and contrasted
- Tables and Venn Diagram are used to effectively compare and contrast ideas
- Paragraphs appropriately constructed with main ideas and supporting details based on main topic
- Discussion is meaningful, organized, logical and clear

Name: \_\_\_\_\_ Venn Diagram





### Points to Note

- Information from the chart should be represented in the Graphic Organizer for students to further understand compare and contrast.
- Reinforcement activity(ies) should be done in subsequent sessions(s) and differentiation in instruction should be observed for Group 1.

### Groups 1, 2, 3

#### Students will:

View different pieces of writing as they are projected and will determine/decide on the reason for the writing. Each group will raise one of a set of cards with words/phrases as indicated below to indicate the selected purpose that matches the writing and then give a reason or reasons to justify their response.

- ENTERTAIN
- INFORM
- PERSUADE
- EXPRESS FEELING
- DESCRIBE SOMETHING/SOMEONE

- Read with fluency and expression
- Decode unfamiliar words

- Reading reflects fluency and expression and word attack skills used effectively to decode unfamiliar words.

After completing the above activity on the previous page, read a number of Marcus Garvey's sayings as seen below to determine the possible intent/purpose of the writer in each of these:

- *If you haven't confidence in self you are twice defeated in the race of life. With confidence you won even before you have started.*
- *A people without the knowledge of their past history, origin or culture is like a tree without roots.*
- *Liberate the minds of men and ultimately you will liberate the bodies of men.*

Individually, choose a saying and state the author's purpose. Write how this saying may help him/her to refine their character. Include the use of Unit Key Vocabulary and read aloud their pieces to the class.

#### Points to Note

To introduce the comprehension sub-skill – **Author's Purpose**, teacher should prepare, locate, or adapt four short writings from different authors. Ensure that content is appropriate to age, interest and reading comprehension level of students. Unfamiliar words should be discussed and defined prior to projection for students to understand.

The reason an author writes is called the **author's purpose**. Authors write for one or more of these purposes.

- To entertain by telling an interesting or funny story
- To inform readers by telling information or teaching something new
- To persuade readers to think a certain way
- To express feelings by describing a person, place or experience

*Taken for Modern Curriculum Press, Level C, page 45*

- Identify Author's Purpose
- Respond to literature through writing
- Collect information
- Report research findings

- Author's purpose correctly identified
- Author's purpose effectively applied to their personal life using brief statement(s)
- Written pieces read with fluency and expression
- Impact of personal experience from field trip shared

**Points to Note**

- To further support this session, a field trip aimed at garnering information on Marcus Garvey may be planned in order to offer students a more in depth and intimate connection with the National Hero.
  - The philosophy of Marcus Garvey **may** be used to introduce this activity. A follow-up to this activity for another class session can be the playing and projection of lyrics for Buju Banton's song – Untold Stories. The song may be used as reinforcement for all three comprehension sub-skills taught in this Unit. Compare and Contrast Buju's composition with Marcus Garvey sayings (Present versus Past), Additionally, give attention to Cause and Effect relationships and to Author's Purpose as part of the analyses.
-

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen.

### Objective(s)

**Students should be able to:**

#### Group 1

- Select texts and read independently for individual needs and interest, sharing and comparing reasons for reading preference.
- Read to understand main ideas of sections of text and supporting details

#### Groups 2 and 3

- Develop and demonstrate the ability to read for particular purposes e.g. for pleasure, information, comment, direction and evaluation with reference to text
- Focus on the meaning of the text as a whole
- Make connections between different parts of the text and other texts they have read

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

**Students will:**

Select a short text from the newspaper which is of interest to them and one they are able to read independently. They will share their selection with the whole class giving reasons for their preference.

Identify the main idea and no less than two supporting details of the article



- Read written pieces
- Share personal view
- Identify main idea and supporting details

- Written pieces are read with appropriate volume, fluency and expression
- Personal view on content of passage and impact on self are clearly expressed
- Main idea and at least two supporting details accurately identified from newspaper article

**Group 1**

Choose headlines from local printed news media which appeal to positive character traits. For example, *“Ten-year-old boy saves pregnant mother”*. Students will choose no less than five headlines and create a collage giving the creation a suitable title – Example: *“Kindness”*.

Compose a paragraph of no more than three (3) sentences, expressing how this collage motivates them to be a better person.

- Read and select headlines
- Create collage
- Write paragraph

- Word attack and comprehension skills effectively used to decode unfamiliar words/headlines
- Theme and title adequately summarize the main message communicated by collage
- Paragraph illustrates a main idea and title as well as content from the collage.

**Group 1, 2, 3****Students will:**

Read two (2) short relevant poems chosen from language textbook to introduce the concept of rhyme and stanza. Using guideline and samples, identify different types of rhyme schemes and the number of lines in each stanza of the two poems.

Engage in a discussion which will help them to recognize how the Rhyme Scheme adds to sensory detail whether through the sound of rhythm or style of writing (words used). Students will share which senses are heightened by the words or rhythm used in the poem.

In small groups create a short dub poem on the topic: “Mek wi build wi community. Determine the number of stanzas, the rhyme scheme that will be used and the rhythm of the poem. Perform poems and share how the poem impacted them, paying close attention to the effect of the use of sensory details.

Translate poem from JC to SJE in a subsequent and note the difference in rhythm and style due to a change in language form. Share how the language change affects their appreciation of the poetry.

- Read poems
- Identify rhyme and stanzas in poems
- Engage in meaningful discussion
- Create dub poem
- Translate from JC to SJE
- Share personal opinion

- Poem meaningfully read to demonstrate understanding of its context.
- Word attack skills effectively used to decode unfamiliar words in poems.
- Poetry rhyme schemes accurately identified.
- Two stanzas or more satisfactorily created
- Respect for different perspectives is demonstrated in discussions
- Dub poem created demonstrates organization in structure, clarity and logic of content and has a suitable title
- Lines of poem accurately translated from JC to SJE
- Impact of language use on poetry shared with peers

**Points to Note**

**STANZA:** A group of two or more lines which forms a verse in a poem



**RHYME:** A rhyme may appear in a poem in one of two forms: *couplet* or *Alternate*. *Couplet* – two successive lines in a poem which rhyme. *Alternate* – rhyme occurs in alternating lines of the poem.

#### Couplet Rhyme:

"I often sit and wish that **I** (a)  
 Could be a kite up in the **sky** (a)  
 And ride upon the breeze and **go** (b).  
 Whichever way I chance to **blow**" (b)

#### Alternate Rhyme Scheme:

"April skies are **weeping** (a)  
 Tears of silver **rain** (b)  
 On the buds still **sleeping** (a)  
 In the verdant **lane**" (b)

- Poems should be performed and videos posted on Class Social Media page.
- If school has Congo drums these should be used for the official video that will be uploaded.

### Groups 2 and 3

#### Students will:

In small groups, read their school's Mission and Vision statements. Identify the main idea in each statement. Participate in a whole group discussion on their beliefs about why these statements were written for the school, using the main ideas and School Motto to support their responses.

Compose a Motto, Mission and Vision statements for their class. share compositions and give reasons to support their statements.

Participate in a whole class voting session on which Motto, Mission and Vision Statements should be used for the class. Create a design for the selected statements, laminate these and mount them in the class for public display.

Decide on a specific time slot in which to recite their Motto and Statements at least once per week. For example, after Monday morning devotion.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Engage in meaningful discussion</li> <li>• Create – Motto, Mission and Vision Statements</li> <li>• Use ICT Tools</li> </ul> | <ul style="list-style-type: none"> <li>• Main idea accurately identified in statements</li> <li>• Discussion is supported by reasons and show respect for the contribution of others</li> <li>• Class motto, mission and vision statement reflect the consensus and beliefs of group</li> <li>• Class motto, mission and vision statement are created using appropriate ICT Tools.</li> </ul> |
|---|---|

**Points to Note**

- The right to vote should be explained to students as an inheritance from our forefathers who fought for the right of democracy – Universal Adult Suffrage. The democratic process is a right which we should be proud of.
- Motto, Mission and Vision statements should be placed on class social media page.

**Groups 2 and 3****Students will:**

Read the following scenario and then complete the activity that follows:

In 2014, a law was passed regarding marijuana being used for medicinal reasons and a **small amount – two ounces** may be consumed for recreational purposes. A newspaper clipping which gives details of the ways marijuana use is acceptable in the Jamaican society and the benefits to the economy may be used. (*Example: Dr. Henry Lowe – Medicanja Limited*)

Using selected article(s) on the use of marijuana in Jamaica, read the article and write points for or against the use of marijuana in Jamaica. In two groups – those pro marijuana and those against – engage in a simple debate/discussion on the acceptable use of marijuana in Jamaica and on the Jamaican economy.

**Points to Note**

Allow students of Groups 2 and 3 to choose clippings from Youth-link which are of interest to them to read aloud to the class and share reasons for selection.

- Read newspaper articles
- Identify main points
- Analyse points
- Make plans and create drafts.
- Engage in Discussion/Debate

- Unfamiliar words decoded using appropriate word attack skills.
- Articles read fluently and with understanding
- Key points accurately identified in articles
- Points in discussion analysed to determine relevance
- Debate/discussion effectively executed using relevant/logical argument
- Debate/discussion is meaningful and is supported by relevant/logical arguments expressed SJE/JC

STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen.

<b>Attainment Target(s)</b> <ul style="list-style-type: none"><li>• Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</li><li>• Identify and use text feature to support navigation of texts, retrieve and synthesize information gained from a range of sources.</li></ul>	<b>Objective(s)</b> <p><b>Students should be able to:</b></p> <p><b>Group 1</b></p> <ul style="list-style-type: none"><li>• Construct questions to find specific information from texts and other sources.</li><li>• Use appropriate reading strategies to locate information: charting information located</li></ul> <p><b>Groups 2 and 3</b></p> <ul style="list-style-type: none"><li>• Summarize and combine information from different sources mindful of purpose and audience</li><li>• Short list questions to guide research from various sources</li><li>• Evaluate a text to decide on its value and usefulness for research topic.</li><li>• Prepare and use a variety of data collection instruments to collect information</li></ul>
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Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>Groups 1, 2, 3</b></p> <p><b>Students will:</b></p> <p>Choose a topic of interest– Example: Cell phones now Smart-phones and view an appropriate video related to the topic.</p> <p><b>Before Viewing</b></p> <p>Before watching the video, complete a simple True or False sheet (no more than six items) on the topic which will be featured in the video to ascertain how much they know about the topic. True/ False items can be answered by watching the video.</p>	<ul style="list-style-type: none"><li>• Compose questions</li><li>• Make observation</li></ul>	<ul style="list-style-type: none"><li>• Language structures accurately used to compose personal questions.</li></ul>

After completing the True/False assignment and before watching the video, engage in a discussion on their knowledge of the topic. Compose questions on what they would like to learn about the topic. For example, *I would like to know if cell phones are harmful. Question composed would be: Are cell phones harmful?* Once this task has been completed, use the video to confirm their True/False answers and possibly give information on personal questions formed.

Populate the first three columns of a KWL chart using the information from the True/False Sheet, personal questions created and the video to get answers. Justify reasons for their answers before teacher confirms correct answers to each True/False statement.

KWL CHART		
K	W	L
What I Know	What I Want to Know	What I Learned

- Complete KWL/KWLHA charts
- Conduct research

- Information from video accurately extracted.
- Research process meaningfully guided by use of KWL/KWLHA strategies.

### Viewing & After Viewing

View video and following the presentation, write in the final column of the Table – *What I learnt*.

### Points to Note

The point will be made that some questions have still not been answered as the video does not contain that information. Students will be guided to understand that more than one source can be used to gain information required. Three more areas that can be added to researching information are:

**What questions do I still have?**

**How can I find out the information?** (Use search engine, textbooks, conduct interviews)

**What actions will I need to take?** (Visit the library to use the computer, use my table of contents, index and glossary in my textbook to help me, schedule interview with relevant persons)

Have students complete an extended KWL chart; that is, a KWLHA to reflect their responses to the three additional areas/questions will be done as a Homework assignment.

### Group1

#### Students will:

Use information from past school magazine with pictures to complete a KWL chart on the school's history. After completing chart, students will write a paragraph on what they have learnt about their school and how it has influenced their school pride.

- Conduct research
- Complete KWL chart
- Construct paragraph

- Text features are effectively used to locate required information
- Three column KWL chart correctly completed with relevant information
- Paragraph includes adequate content on main topic – school history

### Groups 2 and 3

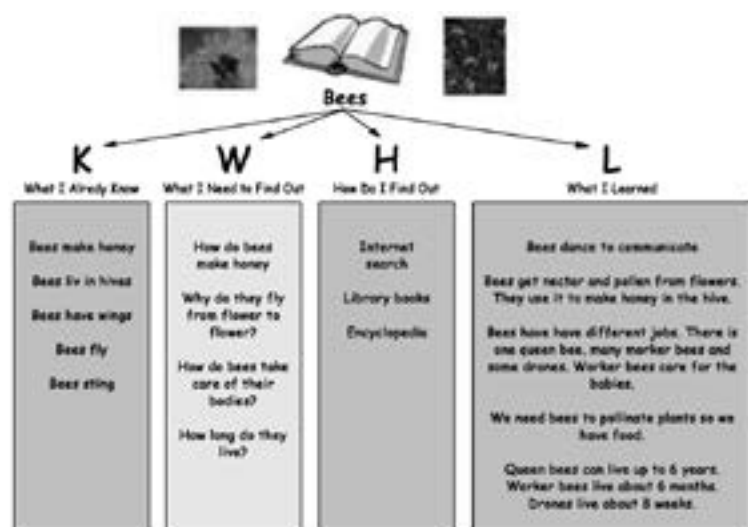
#### Students will:

Research the school's history using a KWHL chart as the one below which indicates how they will find out the information. Discuss the chart which is similar to the modified one they used before. They will conduct at least one interview with a past student or a long service teacher/worker at their institution.

Write two paragraphs on what they have learnt about the school and how it has influenced their school pride.

- Conduct research
- Conduct interview
- Conduct research

- Required information located using relevant text features
- Interview questions appropriately developed
- Relevant information extracted from interview.
- KWHL chart correctly completed with relevant information
- Paragraphs accurately capture main topic – school history



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**STRAND 3A: WRITING (COMMUNICATION)**

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

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**Attainment Target(s)**

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

**Objective(s)– Vocabulary Development**

**Students should be able to:**

**Group 1**

- Generate and organize ideas for writing for a particular purpose and audience
- Revise drafts using checklists
- Formulate simple reports giving special attention to critical details, organization and format

**Groups 2 and 3**

- Draft and revise works using checklists and commenting on the work of peers
  - Generate and organize ideas for writing to engage the reader from different audiences
  - Compose friendly letters/emails displaying more sophistication in language style and selecting range of acceptable formats
  - Use figurative devices – simile and metaphor appropriately to add appeal to texts
-

**Groups 2 and 3**

Students will:

View and discuss the writing process using guided activities.



- Use the writing process
- Compose paragraphs
- Use semantic Webbing (Graphic Organizer)
- Utilize writing checklist

- Writing activities accurately demonstrate an understanding of each step of the writing process.
- Paragraphs are organized and accurately reflect ideas from semantic web.
- Paragraphs reflect main ideas and supporting details captured from semantic web.
- Quality, organization and written content effectively checked using writing checklist.

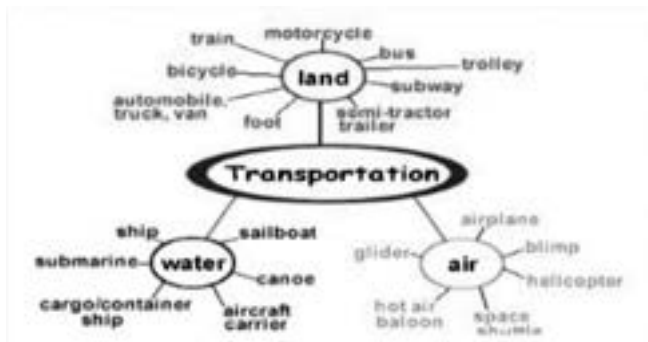
Based on the topic: "Transportation" students will practise how to generate and organize ideas. They will follow the following steps:

- Think about all the ideas associated with transportation
- List ideas
- Organize them (teacher will assist students to determine how the ideas presented can be organized using a Web Graphic Organizer)

**Points to Note**

In the middle of the web is the Title of the Composition. The three main branches of the web each represent a paragraph each on the Topic. The offshoots of the branches represent the ideas that will be used to make the paragraph.

Example: Topic: Transportation. One paragraph would be on Water and the content of the paragraph would outline information on modes of transportation such as canoe, ship, submarine, sailboat, etc.



Students will engage in writing the first draft. The first draft will contain all paragraphs. Once the first draft is composed the students will then engage in editing and revision

### Sample Checklists

Writing Check-list	
<input checked="" type="checkbox"/>	I wrote my name on my paper.
<input checked="" type="checkbox"/>	I wrote today's date on my paper.
<input checked="" type="checkbox"/>	I started each sentence with a capital letter.
<input checked="" type="checkbox"/>	I used . ? ! correctly.
<input checked="" type="checkbox"/>	I checked my spelling.
<input checked="" type="checkbox"/>	I read my work and it makes sense.
<input checked="" type="checkbox"/>	I did my best!

scholastic.com

Group 1 Checklist

Young Author's Revising Questions	
Name	Date
Answering these revision questions will help you improve your rough draft.	
<input type="checkbox"/>	1. Does the beginning grab or hook the reader's attention?
<input type="checkbox"/>	2. Are there any unanswered questions? (Did I answer WHO? WHAT? WHEN? WHERE? WHY? AND HOW?)
<input type="checkbox"/>	3. Can I substitute a more interesting word for a boring one?
<input type="checkbox"/>	4. Can I add more information to amplify a thought or idea?
<input type="checkbox"/>	5. Is there a statement that needs more emphasis with reasons, details, or examples?
<input type="checkbox"/>	6. Do my readers need more description to be able to picture what I'm writing about?
<input type="checkbox"/>	7. Do most of my sentences start with different beginnings?
<input type="checkbox"/>	8. Is there a fresher, more interesting way to say something?
<input type="checkbox"/>	9. Did I use similes, metaphors, strong verbs, specific adjectives, sensory words, onomatopoeia, or dialogue to make my writing colorful and enjoyable for my readers?
<input type="checkbox"/>	10. Does every sentence focus on the topic?
<input type="checkbox"/>	11. Did I use transitional phrases and words between thoughts and ideas?
<input type="checkbox"/>	12. Does the ending bring this piece to a smooth finish?



Groups 2 and 3 Checklist



**Group1****Students will:**

Practise the writing process by composing a speech for a particular audience, which will include past heroes and present-day government leaders. Individually, decide on the topic of their speech and write accordingly using the different stages of the writing process. Exchange drafts among group members and use a rubric/checklist to provide feedback. Use feedback to revise and edit work. Present speeches to the whole class.

- Compose speech
- Apply the writing process
- Compose and present speech

- Speech suitably composed based on topic and audience
- Content of speech satisfactorily organized to reflect the writing process.
- Oral presentation displays organization of content, expression and fluency
- Feedback on presentations is meaningful

**Groups 2 and 3 - Audience**

Identify relevant costumes/clothing and dress the part of the past heroes and present-day government leaders. Use a basic rating scale to score each speech. Provide feedback at the end.

**Points to Note**

Speech should represent a concern a young Jamaican has for the future of the country. Unit Key Vocabulary and Unit Theme can be used as a guide.

**Group1****Students will:**

Write a simple report on an imaginary sports match held between past and present students. The sports discipline will be chosen by the students. Example: football, basketball, netball. **Note:** The writing process should be used as a guide for this assignment.

- Demonstrate creativity
- Write report

- Sports event is true to life.
- Stages of the writing process effectively applied to satisfactorily produce a sports report.

**Point to Note**

Sports reports can be presented in a creative manner as seen on various sports programmes such as, Sports Max.

**Groups 2 and 3****Students will:**

Compose a friendly letter to an overseas friend inviting him/her to visit the country. Included in this letter should be the use of figurative devices, e.g. similes and metaphors – *water is as cold as ice*. **Note:** The writing process should be used as a guide for this assignment.

- Compose friendly Letter
- Use figurative device

- Letter reflects the effective use of the writing process.
- Letter is made real, true and interesting through the effective use of metaphor and similes.

**Groups 2 and 3****Students will:**

Write a descriptive report on a place of interest in Jamaica they would like to visit. Example – *Kool Runnings Adventure Park in Negril* They should use technological tools (e.g. YouTube, Jamaica Tourist Board website, Ministry of Tourism website or the website of the place they would like to visit for pictures and information). Special attention should be given to critical details, organization and format.

- Apply the writing process
- Compose descriptive report
- Use ICT Tools

- Descriptive report reflects the effective use of the writing process.
- Descriptive report satisfactorily gives specific details and exhibits organization of ideas.
- Relevant information accurately located using relevant technological tools.

**Points to Note**

The writing process should be used as a guide for this assignment.

**Groups 2 and 3****Students will:**

Write an email which could be sent to a local radio or television station requesting more programmes of interest for young people.

- Write Email
- Use formal Language Structures
- Construct Paragraphs
- Use ICT Tools

- Email appropriately composed based on theme
- Written pieces reflect the use of formal language structures.
- Paragraphs appropriately constructed to reflect topic/theme
- Email sent to the intended recipient

**Points to Note**

- Reasons for the report should be given to the students. This email should be sent to the teacher's email address for viewing. Language Structure should be noted for more sophisticated expression of thoughts.
- Teacher will make decision if emails should be sent to relevant stations.

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**STRAND 3B: WRITING (LANGUAGE STRUCTURE)**

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

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**Attainment Target(s)**

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

**Objective(s)**

**Students should be able to:**

**Group 1**

- Correctly spell basic sight words when writing.
- Use phonics and word structure to spell phonetically regular words to complete written tasks.
- Spell grade appropriate words correctly, consulting references as needed.
- Use commas appropriately in writing
- Analyse language errors and make corrections
- Identify and use adverbs

**Groups 2 and 3**

- Use correct spelling to complete written tasks
- Identify and use dependent, independent clause and subordinate conjunctions
- Construct complex sentence
- Analyse language errors and make corrections
- Use punctuation marks – comma, colon, and semi-colon
- Identify and use comparative adjectives

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**Tip to Teacher:** *In seeking to achieve objectives stated, use Reading and Writing activities in previous strands to practise and reinforce the concepts. Students will only receive a full understanding and appreciation of Language Structure when it is infused in their writing activities and recognized in the reading tasks.*

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**Group 1****Students will:**

Use an age-appropriate short passage at their comprehension and reading level and in pairs interchange roles as reader and writer. Have one member who is designated the reader, dictate the passage and the other write down the dictated passage. At the end of dictation, check passage for spelling of basic sight words. Ascertain if the writer employed phonics, syllabication and word structures taught, to phonetically spell unfamiliar words. Reverse the roles, using another level- appropriate passage.

- Take dictation
- Use phonetic and syllabication skills to decode words

- Targeted sight words in dictated/written passage are accurately spelt,
- Unfamiliar words dictated are accurately spelt using phonetic and syllabication skills.

**Group 1, 2, 3****Students will:**

Insert commas and punctuation marks in an unpunctuated report of a sports match held between past and present students (or some other relevant report).

**Points to Note**

- Have students design adverbs and comma charts and make group presentation. The charts can be used for display in the classroom.
- A worksheet should be used for further practice and reinforcement of concept. Additionally, this concept should be reinforced in subsequent sessions, activities and subjects.

- Use punctuation marks
- Use adverbs
- Make chart

- Commas and ending punctuation marks correctly identified and inserted in sentences.
- Adverbs are accurately identified and used.
- Adverbs and punctuation marks charts accurately display information on concepts.

**Group 2 and 3****Students will:**

Read a short passage on Slavery to Emancipation in Jamaica and underline the misspelt words. Write the correct spelling of the words underlined.

**Points to Note**

- The passage should be at the age, comprehension and reading levels of the students. It will contain a number of misspelt words. (No less than 10 and no more than 15).
- After spelling assignment has been completed and corrected, a discussion should follow on the contents of the passage to allow students to share their personal views and opinions on the topic.

- Use phonetic and syllabication skills to spelling words

- Misspelt words are accurately corrected using phonetic and syllabication skills.

**Groups 2 and 3****Students will:**

View a PowerPoint presentation on sentence structure and types in order to review and/or build their understanding of complex sentences. Identify the Independent clause, dependent clause and subordinate conjunction in each sentence projected with the subsequent slide confirming if they were correct. After building the understanding of complex sentences, review further slides in order to reinforce the skill of Simple and Compound sentences. Identify the type of sentence that is being projected and defend their answers, using the structure of the sentence as the clue.

**Points to Note**

**CLAUSE:** A clause is a group of words which is a part of a sentence. It contains a Subject (Noun) and a Predicate (Verb). There are two types of clauses – **Independent and Dependent (or subordinate)**

**INDEPENDENT CLAUSE:** Makes sense on its own. It is a simple sentence.

**DEPENDENT CLAUSE:** Cannot stand alone; it needs an independent clause to make it meaningful

**COMPLEX SENTENCE:** This is a sentence which contains an Independent clause and one or more dependent clauses.

**SUBORDINATE CONJUNCTION:** The essential ingredient in a complex sentence is a subordinate conjunction. It provides the necessary transition between the two ideas in a sentence. Example below:

Independent Clause	Subordinate Conjunction	Dependent Clause	Complex Sentence
The cat dashed across the road +	when +	the dog chased it. =	The cat dashed across across the road when the dog chased it.

*Information on Clauses and Complex Sentence taken from Carlong Revision Guide for Junior English (Noel et al) pp. 135, 136 and 154*

- Identify and use dependent and independent clauses
- Identify and use subordinate conjunctions
- Identify and use simple, compound and complex sentences
- Dependent and independent clauses are accurately identified and used.
- Subordinate conjunctions correctly identified and used.
- Simple, compound and complex sentence structures correctly Identified and used.

Additional practice is necessary in subsequent sessions to reinforce the concept.

**Groups 2 and 3****Students will:**

Explore definitions and examples of comparative adjectives using online, off-line and other sources. Develop a personal definition of these adjectives.

**COMPARATIVE ADJECTIVES** compare two nouns. The adjectives end either with "er" or for those with two or more syllables, the word - "more" is placed before. Example: *More beautiful, more expensive, more handsome.*

In pairs, teach the concept of Comparative Adjectives to their classmates. In complete sentences, describe each other and make comparisons using comparative adjectives. For example, ***Tony is taller than I but I am fatter than Tony.*** Using items in the classroom, make other comparisons such as pencils (longer), books (bigger, wider, thicker), surface of the wall with the chair (smoother, rougher). Invite classmates to ask and answer questions such as ***How are these items similar?*** and ***How are they different?***

- Compose sentences
- Translate from JC to SJE
- Identify and use comparative adjectives

- Sentences completed accurately used to supply responses
- JC response to SJE accurately translated
- Comparative adjectives correctly Identified and used

**Groups 1, 2, 3****Students will:**

Students will view a YouTube video entitled – THERE THEIR THEY'RE – A fun grammar lesson + a quiz :-.

<https://www.youtube.com/watch?v=GEgtjrAcRlo>

After watching the video and completing the quiz, share their understanding of what they watched and write two sentences for each word to demonstrate their understanding of correct use.

**Points to Note**

For further practice and reinforcement, select an appropriate online site for students to use to build the understanding of the language. Example of a site which can be used:

[www.better-english.com/easier/theyre.htm](http://www.better-english.com/easier/theyre.htm)

- Listen attentively
- Use target words in sentences
- Compose Sentence
- Use ICT Tools

- Discussion of video reflects comprehension of content viewed
- Target words in sentences correctly identified and used.
- A clear understanding of SJE language structure and words demonstrated through constructed sentences
- Online activity satisfactorily completed using relevant online tools.

**About the Unit**

This Unit is developed around the theme “The 21st Century Learner”. It presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, expertise and literacies) with innovative support systems to help the learner master the multidimensional abilities required of them in the 21st century.

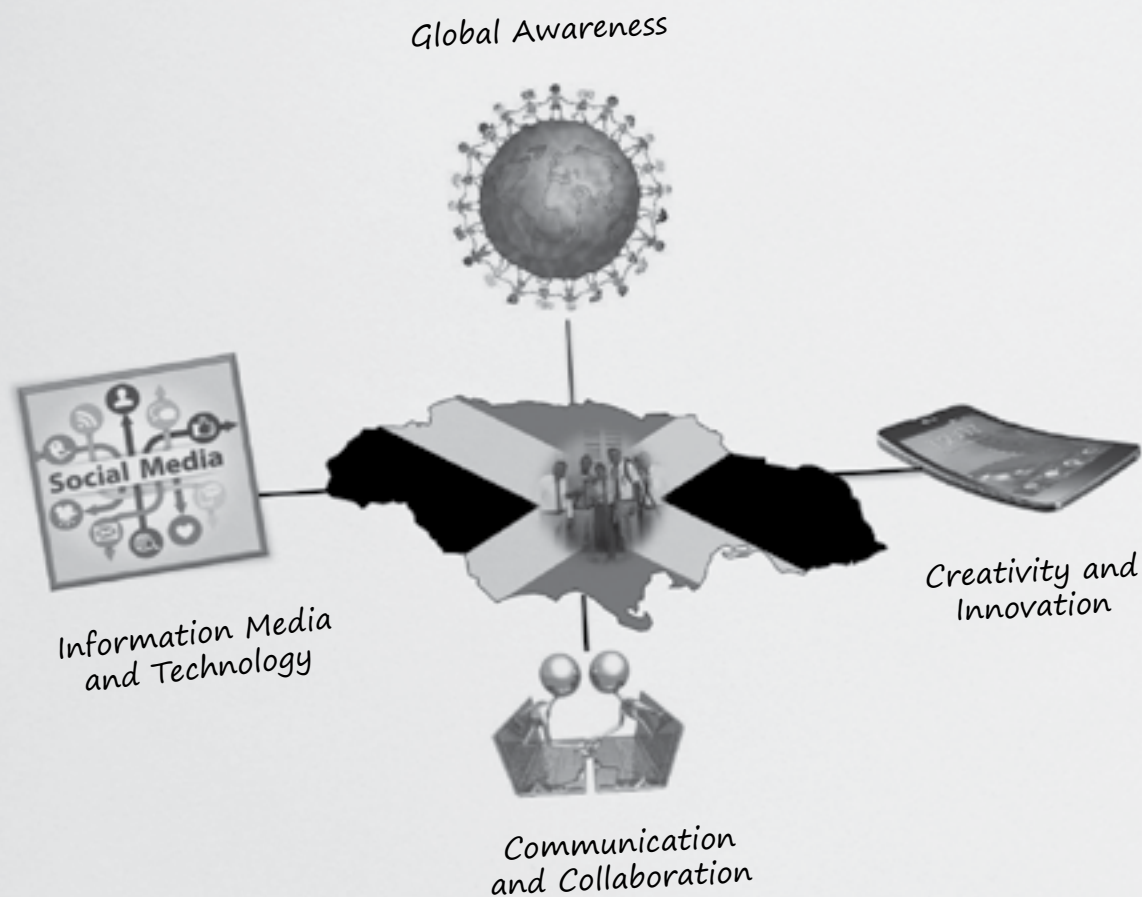
This unit provides an opportunity for students to incorporate listening and speaking skills, expository and narrative writing, graphing skills, and surveys to learn about a variety of content area topics such as internet use, multi-tasking and study skills. Students will be given the opportunity to understand and use rhetorical questions and persuasive techniques. The opportunity to compose speeches and other texts for authentic purposes allows students to view writing as a process of creating something great as opposed to just another piece of assignment. The deliberate act of choosing the right words, along with appropriate and concrete support for their arguments makes writing a more personal and pleasurable activity.

Students will become aware of the many purposes for which language is used and the diverse forms it can take to appropriately serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in informal and formal situations. In sum, they come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment.

**Guidance for the Teacher**

- Emphasis should be placed on the effects of punctuation and not on the types.
- Students should be supervised as they use the internet.





## Key Vocabulary

audience  
 collaboration  
 communication  
 creativity  
 defend  
 details  
 direction  
 events  
 Facebook  
 features  
 global  
 information  
 innovation  
 Instagram  
 media  
 persuasive  
 repetition  
 skype  
 social  
 techniques  
 technology  
 twitter  
 variety



**Focus Question: What is the image of the 21st Century Learner?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### ICT Attainment Target(s)



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Students should be able to:
- Identify and effectively use the elements of group discussion
- Listen with a focus to respond to what is said using SJC and JC
- Identify the main ideas communicated in a speech, presentation or broadcast
- Respond to the creative use of JC
- Use role-play to demonstrate the use of JC/SJE
- Distinguish between the use of specific SJE/JC structures
- Translate JC to SJC

### Unit Project:

To achieve ICT Attainment Target, the project for this unit will be for students to create and maintain a virtual classroom for the duration of the Unit.

The virtual learning environment should be held at least once per week linking via an appropriate web-based video conferencing software for example – Skype. The links should be made with other schools in Jamaica, preferably one school from each county – Cornwall, Middlesex and Surrey. (If this is possible)

For each virtual lesson the instruction will be alternated between the two classes with the teacher acting as facilitator. The students should lead the interactive instructional process as much as possible. The virtual sessions can be for maximum 30 to 45 minutes.

NB: Class Social Media page should still be maintained with class input and activities

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, and 3

#### Students will:

Engage in a discussion on “*What elements are important to effective group discussion?*” and record Responses on the board. Address aspects such as one person speaks at a time, everybody gets a chance to share, make point quickly, listen to each other demonstrate active listening skills for e.g. look at the speaker directly, watch body language, defer judgement and give feedback.

#### GROUP DISCUSSION/CONVERSATION ETIQUETTE

- Speak in a clear and moderate voice
- Make points quickly and clearly
- Take turns when making points
- Listen to other members
- Respect opinions of other members

View two videos, each featuring a group having a discussion, with one reflecting the correct qualities. Students will watch both videos and observe the practices of the group members. Discuss and list the behaviours they observe in the video and in small mixed ability groups, record these behaviours under the headings - Acceptable Qualities & Unacceptable Qualities. At the end of the activity, appoint one member from each group to present findings

- Discuss ideas

- Work in groups

- Make oral presentations
- Use SJE structures

- Discussion on the ‘elements of effective group discussions’ adequately and meaningfully addresses the important elements
- Group discussion etiquette effectively used
- Group work demonstrates collaboration, respect for each member’s contribution and achieves the targeted objectives
- Points of discussion are presented in a concise and organized manner

- Oral presentations are clear, well organized, reflect a satisfactory grasp of SJE structures and appropriately address the task of categorizing the qualities reflected in the two videos

**Points to Note**

- Observe groups to rate each group on the five (5) areas of the group discussion etiquette using an appropriate rubric
- When all the groups have presented, the teacher will share her rating of group behaviour and declare one group a winner for displaying the best group discussion qualities. A simple prize can be given to the group members.

**Groups 1, 2, and 3****Students will:**

View a video blog of no more than five (5) minutes. Participate in whole class discussion focussing on the content and style of the blogger, and the impact of the use of JC.

In small groups of no more than four (4) students, translate the video blog from JC to SJE and present their translation to the class. Comment on the accuracy of the translation.

**Points to Note**

- Teacher will find an appropriate Jamaican video blogger (Example – **Dutty Berry**) – *Why Tessanne Chin won The Voice*.
- Please view and vet the blog before projecting to ensure language and content is appropriate for students.

- Listen for information
- Evaluate on-line content
- Make oral presentation
- Share personal opinion
- Ask clarifying questions
- Translate from SJE to JC

- Active listening skills are appropriately demonstrated
- Oral evaluation of video blog adequately addresses the content, language choice and style of the blogger
- Discussions include the identification of main ideas, as well as asking and responding clarifying questions
- Video blog accurately translated from JC to SJE
- Evaluation of the accuracy of translation is meaningful and useful

**Groups 1, 2, and 3****Students will:**

Determine an appropriate topic of interest to their age group/peers and create a one entry video blog of not more than five (5) minutes on this topic.

**Points to Note**

- Retain the same groups from previous activities for the development of the blog.
- One entry video blog should only be made available to class on-line social media contacts. It can also be made available to virtual classmates.

- Discuss ideas
- Make decisions
- Compose a video blog

- Group discussion demonstrates the effective use of conversational etiquette.
- Selected topic is based on the interest of students in the group
- Five-minute video blog created using the required ICT tools

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

### Attainment Target(s)

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words
- Build vocabulary through various strategies

### Points to Note

- Ensure that students keep a log of Key Vocabulary from Term 2 Unit 2. Use class session to reinforce the identification and meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication. The students should engage in composing sentences with these words and entering them in their vocabulary log book. Pictures may also be used to enhance word recognition. Also, hyperlink can be made with class social media page and for students to engage in a technological reinforcement activity using the Key Vocabulary.
- Unit Key Vocabulary words should be combined with previous Unit Key Vocabulary words
- The dictionary should become the students' best learning companion. Dictionary used should suit the reading and comprehension level of students

### Objective(s)– Vocabulary Development

#### Students should be able to:

- Decode and correctly use words in sentences
- Identify words that have the same sound but different spelling (homophones)
- Use syllabication skills to aid spelling
- Decode and identify words with consonant diagraphs – “wr”, “kn”, “ph”, as well as “igh” and “eigh” words
- Identify the sounds of prefixes – “un”, “dis”, “pre” and “ex”, and read words containing them
- Read fluently text containing words with the sounds of – “wr”, “kn”, “ph”, “igh”, “eigh”, “un”, “dis”, “pre” and “ex”.

**Groups 1, 2, and 3****Students will:**

Read master cards *with cue words and pictures* (e.g. “*eight*” – *weight*, *picture of a scale weighing goods*; “*wr*” – *wrist*, *picture of a wrist*) from a display word Produce their own words which include the sounds displayed on the board.

Randomly pull two different letter team cards from a container being passed around the classroom and place these on their desks. Select and hold up a card that matches a word being called by a peer or the teacher that includes one of the nine sounds displayed on the board



At the end of this activity, use the words to make sentences which will become a reading activity for subsequent lessons.

**Points to Note**

- Cards with the letter combination to produce sounds being taught should be made.
- Sufficient cards should be made for the teacher to have a master set which will comprise of nine (9) cards to be used for instruction. Each student should be able to receive at least two different sound cards.
- Students' familiarity with sounds should be ascertained. Instruction will be given to familiarize all students, using words already known to them for reinforcement. This is a time to clear many misconceptions regarding sounds and correct spelling of words.
- For consonant digraphs and silent letters (wr, ph, kn, eigh, igh) use one syllable words and for prefixes, 2-syllable words would be preferable. Once it is evident that students are more comfortable using auditory discrimination, words with more syllables may be introduced
- Unit Key Vocabulary words should be used as much as is possible for reinforcement of this activity or to help with sentences.

- Generate words
- Match targeted sounds to words
- Construct sentences

- Words generated by students include the targeted sounds
- The sounds selected appropriately match the targeted words.

**Groups 1, 2, and 3****Students will:**

Listen to a recorded description of a scenario about a small remote rural community whose main income is baked good and then complete the spelling activity related to the accurate use of homophones.

**SCENARIO**

The supplier of flour is no longer supplying them with the well-needed product. The local television network is on the scene as the community members are staging a roadblock and the camera man has zeroed in on a placard with the words below (the proposed sign can be projected for the students to view)

Read the following sign related to the scenario above and apply the use of context clues and knowledge of homophones to determine the accuracy of the use of some of the words.

**No -one aloud on this rode until we  
get flower. Try come and you will  
have to FLEA!!!!**

Make corrections and write these above the words which have been inappropriately used. Rewrite the relevant segments of the message to reflect the appropriate use of SJE. Generate a list of other homophones for the word wall.

In pairs, read a sign such as an advertisement sign, business sign, invitation or placard that includes the use of misused homophones. Identify the misused homophones and change to the correct words. Display the corrected sign and read it fluently to the whole class at the end of the activity. Use the homophones to make own sentences and share these with peers for feedback.

- Listen for information

- Apply context clues

- Read and respond to use of homophones

- Use homophones appropriately

- Use SJE structures

- Construct sentences

- Work attack skills effectively to decode unfamiliar words in stimulus

- Context clues effectively used to determine the appropriateness of homophones used in stimulus

- Homophones correctly substituted for misused homophones

- SJE structures used appropriately to rewrite relevant segments of stimulus

- Sentences satisfactorily constructed to reflect appropriate use of homophones

**Points to Note**

- Review the concept of homophones as necessary to ensure that students have a clear grasp of the concept

**HOMOPHONES** are words which sound the same but are spelt differently and usually are different in meaning.

- Remind students of the language errors with homophones which were addressed in the previous unit– for e.g. their, there and they're.

**Groups 1, 2, and 3****Students will:**

Rotate among their peers in order to find those who have the matching homophones. Display homophone pairs on display board once found. In their 'homophone pairs' construct sentences using the word set. For example, "One and Won". Sentence – No one won the wrestling match. He won the cell phone because he was the only one who was punctual. Share sentences with the whole group.

bear

bare

scent

cent

- Create homophone pairs
- Distinguish between homophones
- Construct sentences
- Read sentences aloud

- Homophones accurately paired
- Sentences indicate the ability to clearly distinguish between homophones
- Sentences read aloud with fluency and expression

**Points to Note**

- Develop Homophone Cards ahead of lessons.
- Focus students' attention on any word used which contains the phonetic sounds for the unit.
- For students who might find it challenging to understand homophones, it is recommended that pictures be used with homophone words, as cues, for them to be able to see the difference in the object and understand the difference in meaning. Example:

**Flower****Flour**

- Sentences constructed with homophones will become a reading activity for students which they are expected to read fluently in subsequent sessions

**Groups 1, 2, and 3****Students will:**

Use Find-A-Word Puzzle ([www.puzzlemaker.com](http://www.puzzlemaker.com)) to create puzzles with homophones or to locate words which include homophones and Unit Key Vocabulary words (No more than ten words) .

Accurately complete a cloze passage on the theme “The 21st Century Learner” using words from the puzzle. and read the passage aloud to their peers.

Write a personal reflection on being “*A 21st Century Learner*” using the main idea of the passage and incorporating key vocabulary and homophones learnt.

- Create puzzles
- Use main idea
- Compose reflective piece

- Puzzles created by students present meaningful challenge to students in differentiating between homophones
- Homophones and Unit Key Vocabulary accurately located in Find-a Word-Puzzle
- Cloze passage accurately completed using the appropriate homophones and Unit Key Vocabulary
- Passage read aloud with fluency and expression
- Personal reflection is linked to the Unit theme and reflects main idea of passage developed

**Groups 1, 2, and 3****Students will:**

Engage in online games and activities at free websites such as <http://www.funenglishgames.com/grammargames/prefixsuffix.html> and <https://www.eslgamesplus.com/prefixes-suffixes/> to explore the meanings basic prefixes such as “*un*”, “*dis*”, “*pre*” and “*ex*,” and insert/select these to change words and sentences based on different contexts .

- Use prefixes in different contexts

- Prefixes are appropriately used, selected, inserted or their meanings determined as they engage in a variety of online/offline activities



## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Formulate questions after reading (Group 1)
- Predict outcomes using personal experiences
- Form judgements based on evidence

**SPECIAL PROJECT FOR THIS STRAND:** *If cell phones are allowed in school and WIFI is available, the “21st Century” student should be allowed to use their phones and with teacher facilitating, choose an online dictionary site that will allow them to hear the pronunciation of the word, see spelling, part of speech, synonyms, and meanings of word. If free apps are available that can be downloaded on phones, this should be encouraged. The downloading of appropriate apps should be a class activity in order to develop in students the practice of looking up unfamiliar words for meaning, pronunciation and parts of speech even when not at school. An appropriate search engine should also be chosen which can be used to view images that might be unfamiliar to students during instruction or found within content.*

**MAIN AIM:** TO DEVELOP AN INDEPENDENT LEARNER

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1,2,3

#### Students will:

Examine and analyse two (2) different headlines, for example, ‘Children are not Old-Age Pension’ and ‘Dengue ... Time To Change Behaviour’ (Gleaner, 2019) and say what they think these would be about. Identify the key words and phrases that allowed them to make these predictions. Review the points in the content chart represented below about using title and key statements within a passage or written text to predict what happens next:

- Identify key words/phrases
- Make predictions
- Confirm/refute predictions using information
- Construct paragraphs

- Predictions are plausible based on titles and content read
- Paragraph reflects understanding of title and preceding paragraph.

When reading a story or article, there are often clues, such as the title or content, which will help the reader decide what is going to happen next. This means that a PREDICTION is being made of what is to come.

### Groups 1

#### Students will:

View and analyse a title of a story such as “A Boy who did not like school” and two pictures and use these to complete the **“Before Reading”** column of a Reading Guide table. After completing the first column of the table, read the story and then complete the **“After Reading”** column in order to confirm or refute their predictions. Indicate the paragraphs from which the evidence or information comes that allows them to evaluate their predictions.

### Groups 2 and 3

#### Students will:

View and analyse the title – “A Boy Who Did Not Like School” and the first paragraph to the story. Use the information given to complete the **“Before Reading”** column of the Reading Guide. After completing this segment of the activity, read the second paragraph provided to confirm at least some of their predictions and then complete the **“After Reading”** column. Indicate the paragraphs from which the evidence or information comes that allows them to evaluate their predictions. Write an appropriate final paragraph to the story.

#### Making Predictions

What I Predict Will Happen ..... ..... .....	What I Know Happened ..... ..... .....
What I Think That Will Happen ..... ..... .....	What Might Happen Next ..... ..... .....

From MCP Comprehension Level D (Lapp et al) pp. 21-23

### READING GUIDE

BEFORE READING	AFTER READING		Evidence from Text
Predictions	Predictions (✓)		Paragraphs
	Confirmed	Refuted	

### Groups 1, 2, and 3

#### Students will:

View relevant online and other sources to explore the concept of making judgements. Discuss the need to use evidence as a basis for making sound judgements.

**MAKING JUDGEMENTS:** This occurs when a reader forms an opinion about characters and events. It means thinking about and deciding whether you agree or disagree with the text and how you feel towards people, events and ideas in stories and articles. In order to make good judgements, evidence should be considered.

Simulate a jury session. Read scenarios based on reading levels and using information given to determine if the defendant should be found guilty or not. Give reasons for the verdict using information in each scenario to support the verdict given.

### Points to Note

- Identify websites and other sources ahead of lesson that are accessible to different reading levels
- Have students note that they have engaged in a comprehension sub-skill called Making Judgements. This skill is to build reasoning and comprehension skills. Emphasize the point that the ability to make "good judgement calls" is important or even critical in determining the fate of others.

- Define concept of 'making judgements'
- Simulate situations
- Apply the use of evidence
- Make judgements

- Concept of 'Making judgements adequately explored and adequately defined.
- Simulations demonstrate the meaningful application of evidence in making sound judgements

## STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

**STANDARD 3:** Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other texts, on paper and on screen.

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Identify and describe an acrostic poem
- Create an acrostic poem related to aspects of themselves or to areas of interest
- Demonstrate appreciation for the creative efforts of others
- Recognize and describe how writers and poets select words (Groups 2 and 3)
- Describe characters based on their role in literary texts
- Identify and demonstrate understanding and appreciation for the use of sensory skills in listening, speaking, writing and the reading experience
- Identify and demonstrate understanding and appreciation for the use of alliteration in literary texts

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### Students will:

Stand at the front of the classroom in random order with a letter in the word “WELCOME” holding the word up for the class to view. Re-order themselves in order to accurately spell the word. After the word has been correctly solved, the letters will be placed on the board vertically commencing with “W” as is viewed in the example on the following page. Match sentences/ lines that begin with each letter of the word that is vertically displayed on the board. Once the lines have been correctly placed, participate in a brief discussion on the layout of the lines and what is achieved by this presentation. Read the lines aloud.

View a simple Power Point presentation on the elements of the Acrostic Poem. Participate in a discussion of the elements of this poem and compare it to the activity above where students formed a word and lines from the letters of the word ‘WELCOME’.

- Order and spell words

- Word ordered and spelt appropriately applying knowledge of word structure, phonics and/or sight words
- Elements of Acrostic Poem accurately indicated after viewing Power Point



An Acrostic Poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.

**An acrostic poem**  
**Creates a challenge**  
**Random words on a theme**  
**Or whole sentences that rhyme**  
**Select your words carefully**  
**To form a word from top to bottom**  
**Is the aim of this poetry style**  
**Choose a word then go!**

With teacher guidance, create an acrostic poem on the word 'LEARNER', then in pairs draft a poem of their own using the letters of their name or the letters of any word of interest. Share with other peers and teacher for feedback and then revise. Edit poems based on a checklist on grammar and spelling. Create a design for the poem, using a publishing or word processing tool and then laminate and display in classroom. Do a Gallery Walk to view and read poems displayed and share final feedback using sentence stems, for e.g. *This poem talks about/describes..., I like its design because..., I would change .... because....*

- Compose acrostic poems
- Use ICT tools
- Give peer feedback
- Acrostic Poems based on names/area of personal interest and satisfactorily composed
- ICT tools effectively used to creatively add design features to the poem
- Peer feedback on Acrostic Poems composed is insightful.

**Points to Note**

- **Group 1** students should be assisted in word choice and simplicity of line composition. (Example: Christian name only)
- **Groups 2 and 3** can be allowed to use longer words and compose more extensive lines. (Example: Christian name, Middle Initial and Surname)

*A Gallery Walk resembles the literal Gallery Walk in an art gallery in that people walk around, view displays and in some cases share their views on these pieces with others.*

**Groups 1, 2, and 3****Students will:**

Read portions of their literature or other texts and begin to identify the main characters, including an obvious protagonist (hero) and antagonist (enemy). Describe the characters and their roles and cite evidence from the texts to support their descriptions and the roles they have assigned to these characters. In groups, dramatize a scene for the text to depict their understanding of at least two (2) of the main characters. Give feedback to their peers on the portrayal of the characters in the dramatization.

- Identify main characters
- Identify protagonist and antagonist
- Dramatize character roles
- Give peer feedback

- Main characters, including protagonist and antagonist, accurately identified in texts
- Dramatization of character roles appropriately match those reflected in texts
- Peer feedback on dramatization of characters is meaningful

**Points to Note**

Students should be assisted in this activity based on their reading levels. Where possible, simplified versions of the same texts may be used. If this is not possible, different texts should be used to teach the same skill.

**Group 1****Students will:**

Read sentences depicting different senses and identify which sense is being stimulated by the language/descriptions used in each sentence. Say what they are seeing, hearing, smelling or feeling. Compare these with sentences not containing sensory details and state the difference. Participate in a discussion of the use of sensory details in writing and help to generate lists of words that target different senses as in the table on the following page:

- Generate lists of sensory words
- Make comparisons

- Sensory/ descriptive details used in sentences are accurately identified and their impact satisfactorily indicated
- Sensory words appropriately generated

SMELL	TASTE	TOUCH	SOUND	SIGHT
clean	bitter	cuddly	loud	peaceful
fresh	sour	brittle	deafening	colourful
musty	sweet	sharp	silently	shimmering
stench	spicy	smooth	murmur	relaxing
foul-smell- ing	mouth watering	silky	whispering	gloomy
rancid	delicious	slippery	howling	shadowy
mouldy	tangy	slimy	roar	faint

Read and/or listen to recordings of poems such as 'Silver' (by Walter Dela Mare) and extract descriptions that appeal to a particular sense or senses. Discuss the meanings of specific lines and descriptions in the poem.

Compose two descriptive sentences about themselves or about a place or situation they have experienced. Include words that appeal to at least two (2) of the senses. Read sentences aloud to their classmates.

### Groups 2 and 3

Read short paragraphs which are highly descriptive; that is, they include the use of sensory words, adjectives, adverbs and descriptive verbs. Use the descriptions in the paragraphs to complete the table as shown below. Indicate how the description(s) in the paragraph help the reader to see, hear, feel, smell and/or taste what is being described.

Sight	Sound	Taste	Smell	Taste
Shining	piercing	Succulent	aroma	Sleek
floating fog	deafening silence	Mouth- watering delights		Smooth to the touch

- Read poetry
- Interpret poetry
- Identify sensory words

- Write descriptive sentences/ paragraphs

- Sensory words appropriately extracted from poems

- Descriptive sentences/paragraphs composed by students include the effective use of sensory words

- Sensory/Descriptive words and phrases appropriately extracted from paragraphs and used to complete table.

Compose a short descriptive paragraph about a place or situation they have experienced. Include words and phrases that appeal to at least three (3) of the senses. Read paragraph aloud to their classmates.

### Points to Note

- This activity is to build awareness of sensory and descriptive words. Grammar rules should not be stressed for this activity. Reinforce the concept in subsequent sessions in order for students of both Groups to become comfortable and appreciative of this writing style.
- Emphasize the importance of reading aloud their own poems with clarity and expression in order to meaningfully impact the listeners.
- The following website has very interesting ideas for teaching sensory details:

[http://aliglenn.weebly.com/uploads/3/0/1/0/30103013/u4\\_txtwk-shp\\_sensory\\_se.pdf](http://aliglenn.weebly.com/uploads/3/0/1/0/30103013/u4_txtwk-shp_sensory_se.pdf)

### Groups 1, 2, and 3

#### Students will:

Read and/or listen to poems or extracts from other literary texts which employ the use of alliteration. Comment on the sound pattern of specific lines and say what is used to achieve this pattern. Participate in a discussion on what the use of alliteration may achieve in specific examples; for example, to highlight a phrase or to communicate a sound of an animal or thing.

Read poems assigned to groups based on reading levels and identify the use of alliteration. Comment on what is achieved by the use of this poetic device or technique.

- Read/listen to describe techniques
- Describe sound patterns in poetry
- State impact of alliteration
- Sound pattern of alliteration accurately identified in lines of poetry and/or prose extracts and described and its impact satisfactorily indicated



**Points to Note**

The following information may be used to assist students in understanding the use of alliteration.

**ALLITERATION** is a term that describes a literary stylistic device. Alliteration occurs when a series of words in a row (or close to a row) have the same first consonant sound. For example, “She sells sea-shells down by the sea-shore” or “Peter Piper Picked a Peck of Pickled Peppers” are both alliterative phrases. In the former, all the words start with the “s” sound, while in the latter, the letter “p” takes precedence. Aside from tongue twisters, alliteration is also used in poems, song lyrics, and even store or brand names.

Information taken from website:

[examples.yourdictionary.com/alliteration-examples.html](http://examples.yourdictionary.com/alliteration-examples.html)

Poems should be selected based on students’ reading levels. For example, the following match the reading levels as outline below:

**For example::**

The following poem may be used for Group 1:

***RAIN***

Rain races onto the porch  
Hitting hard like  
Rockets rushing in a race to the glass.  
Rattling rain, rattling the window panes.  
The droplets dance daintily  
Until they cleverly connect in  
A pool of promise for a rainbow.

*Taken from*

The following poem may be used with Groups 2 and 3:

**LEAPING LIONS**

Leaping Lions leapt after lengthy naps  
They sleepily stretch strong appendages  
To prepare properly for the precious hunt.  
Young, youthful lions  
Gallop gallantly on the grassland plains.  
Then they too sleep after strenuous stretching.

*Taken from Website:  
My Wizard Word*

- It is useful to provide each student with a copy of the poem that they may read it carefully at their own pace, even if at the beginning.
- Although the use of alliteration is the focus, it is useful to begin with getting students to determine the main idea of the poem being read.

## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

### Objective(s) Groups 1, 2 and 3

Students should be able to:

#### Group 1

- Use graphic organizer to show the relationship between ideas and information collected from various sources.
- Work in groups to research information on the topic (internet use).

#### Groups 2 and 3

- Complete an observation checklist
- Create a list of documents they will consult to gather data
- Create a list of questions that will be used to guide their data collection

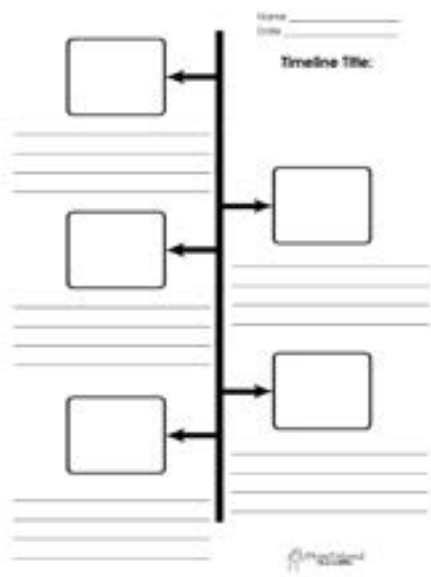
## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

Students will:



- Use a Graphic Organizer
- Extract information from text

- Graphic organiser completed with accurate representation of the timelines and corresponding activities
- Main ideas and supporting details accurately extracted and presented on graphic organiser

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Work in groups of three to examine and complete a time order graphic organiser using information presented in a short paragraph focused on “e-Learning Jamaica”. Read their paragraph and then place the time and date (in the box) along with the main idea of the accomplishment (on the lines) stated in correct date order. Each group will present their graphic organizer with their findings to the class.

### Point to Note

*No two groups should receive the same dates. Activity can be used for continuous assessment. Content should be at the reading and comprehension level of students.*

Be asked to share their views on how the developments in “e-learning Jamaica” have assisted their learning experience and environment.

- Share personal view

- Views on the personal influence of e-learning Jamaica shared and are aligned with the information shared/discussed

### Group 1

#### Students will:

Be guided in conducting a simple research focused on a selected technological device (cell phone, smartphone, laptop, tablet, iPad, iPod) which can assist them with their learning. Consult three given sources (website, magazine or newspaper advertisement, video with simple text) to extract information on the technological device assigned/chosen.

Use the information extracted from the various sources to complete a chart with the following headings - Why is this “smartphone/tablet” good for learning? What features can help me with school? How would I use this “smartphone/tablet” to help me with school?

- Extract information from texts
- Synthesize information from different sources

- Information extracted from the various sources are accurately aligned to the assigned/selected technological device
- Chart completed using accurate information extracted from the various sources consulted and appropriately synthesized

### Group 2 and 3

Work collaboratively with their teacher to examine and discuss a sample observation checklist to identify its structure and purpose. Use sticky note pads to write at least 3 considerations for constructing and or using an observation checklist.

- Engage in collaborative discussion
- Identify structure of an observation checklist

- Discussion focused on guiding students to develop understanding of the structure and purpose of an observation checklist.
- Points on sticky note pads accurately capture at least 3 considerations for constructing and using an observation checklist

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Choose three technological learning devices of their choice and research information in order to answer a list of no more than five questions related to using these devices for learning. State references (at least two to three) they will consult for information and the reasons they have chosen these references. Work in groups of three to construct a simple observation checklist outlining various ways in which students use the targeted technological devices to help aid their learning.

Use the data captured on their observation checklist to ascertain which technological device is most favoured as well as the most common use of the various technological device to aid learning and report same to the class using a creative form.

- Construct observation checklist
- Use an observation checklist
- Prepare research report

- Observation checklist appropriately constructed to reflect targeted research area (use of technological devices to aid learning)
- Research report captures information on the devices most commonly used to aid learning and is presented in a creative form

### Groups 2 and 3

#### Students will:

Work in groups of three or four to examine and share understanding about the topic *"e-Learning Jamaica effects education transformation through technology"*.

Then use the 5Ws strategy as a guide to compose five to eight questions for research purpose and compose a list of documents/sources that they will consult to find answers to their questions.

#### Points to Note

- One of the questions should be of a personal reflective nature, example "How has technology helped me to be a better learner?"
- Activity can be used for continuous assessment purposes.

- Engage in discussion
- Compose guiding research questions
- Identify information gathering sources

- Discussion focused on exploring various interpretation interpretations and understandings of the research topic
- Research questions accurately aligned to the 5Ws and the research area of interest
- List of sources / documents are appropriate and accurately aligned to the research area of interest

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

### Objective(s)– Vocabulary Development

Students should be able to:

#### Group 1

- Write a variety of texts for different purposes reflective of personal experiences
- Select and use simple descriptive vocabulary in writing

#### Groups 2 and 3

- Use figurative devices to convey mood and tone
- Compose a descriptive piece of writing which appeals to the senses

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

Students will:

Actively engage in whole class discussion focused on understanding the 21st century learner (what they like, activities they engage in, social media etc.) use a variety of graphic organisers to explore topics and ideas they are interested in exploring based on the discussion engaged in. Collaborate with their teacher to determine the form/types of written work that would be most suitable to communicate the ideas in their graphic organiser

- Engage in discussion
- Draft ideas for writing

- Discussion focused on exploring students' experiences as 21st century learner
- Graphic organisers accurately capture ideas for writing

### Group 1

Work in groups to select sentence strips from a mystery bag (each strip will have a topic related to the 21st Century Learner – e.g. My Favourite Social Media,). Then collaborate within their groups to discuss the topic chosen, make brief notes to summarise their discussions and select from a list provided by the teacher, the kind/type of writing (letter, story, poem, advertisement etc.) they will use to communicate their ideas chosen.

- Engage in discussion
- Summarise ideas

- Discussion focused on exploring students' idea and understandings about the 21st century learner
- Summary notes accurately captures students group discussions

**Group 1**

Work in pairs to select and compose a variety of texts from given RAFTS provided by the teacher. Example:

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

Use selected revising and editing checklists to revise and edit their work in pairs. Use feedback to prepare final drafts for publishing

- Compose texts
- Revise and edit written work
- Use RAFTS strategy

- Written pieces composed using the writing process to satisfy the requirements/structure for a variety of texts utilising personal experiences

**Group 1****Students will:**

Watch video /PowerPoint presentation on descriptive writing. Engage in discussion focused on exploring what is descriptive writing and the vocabulary used to create vivid and engaging descriptions. Then note same in their text.

Select a picture then write a simple descriptive story, essay or letter to communicate their interpretation of the picture selected.

- Engage in discussion
- Identify descriptive vocabulary
- Compose descriptive pieces

- Discussion focused on exploring various interpretations and understandings of the research topic
- Written pieces reflect the use of vibrant and engaging descriptions to capture the ideas expressed in the picture using simple descriptive vocabulary.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

Write a descriptive essay on the topic *“My Favourite Social Media”*. The essay should not have less than three (3) paragraphs. Include in the essay, elements such as descriptive verbs, adjectives, adverbs and possibly three senses – seeing (text messages), hearing (incoming calls alert) and touching (texting, message alert/vibrating). Read their essays to the class.

### Point to Note

Should students use each descriptive /element only once. Also, no less than three (3) out of the six (6) areas should be represented in the essay. This activity is meant to develop descriptive writing skills.

- Compose descriptive essay
- Use descriptive devices/elements

- Descriptive essay includes at least three (3) paragraphs
- Main idea and supporting details are evident in each paragraph
- Descriptive parts of speech used competently
- Correct sentence and language structures used

### Group 2 and 3

#### Students will:

Use the theme ‘Communication,’ to compose a poem which includes the literary device – Alliteration. Read their poems to the class.

- Compose poems
- Use alliteration

- Poems satisfactorily composed and include the effective use of alliteration

### Groups 2 and 3

Listen to the recitation of a poem on audio tape or read by the teacher. Engage in discussion focused on establishing the tone of the author and mood of the poem. Explore the following as indicators of mood and tone: vocabulary, figurative devices and punctuation.

Discuss with their elbow partner the words the author uses to help the readers understand the mood he/she is in at the time as well as whether or not that tone or mood changes.

- Engage in discussion
- Identify tone and mood
- Critique texts

- Discussion focused on exploring the authors use of figurative language to communicate particular mood and tone
- Examples of figurative devices are accurate and aligned to the identified mood and tone

### Groups 2 and 3

Engage in the playing of a Figurative Language Bingo where they will be required to listen to expressions, sentences, phrases read aloud by a classmate and mark the matching figurative device on their bingo card. For example; if this statement is read, “I asked you a million times to clean your room,” students would mark the “hyperbole” space. Alternatively, the information could be projected as well as.

- Identify figurative language

- Completed Bingo cards reflect accurate alignment between the statements/phrases read and the figurative devices identified



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

Compose a variety of texts using at least three (3) figurative devices to communicate selected tone and mood. Share their completed pieces with classmates and have them identify the intended mood and tone as well as the devices used to achieve same

- Use figurative devices
- Compose texts

- Completed texts reflect good use of at least three figurative devices to communicate mood and tone

## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

### Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

### Tip to Teacher:

In seeking to achieve objectives stated, use reading and writing activities in previous strands to practice and reinforce the concepts. Students will only receive a full understanding and appreciation of Language Structure when it is infused in their writing activities and recognized in the reading tasks.

### Objective(s)

Students should be able to:

#### Group 1, 2 and 3

##### Grammar

- Identify and use future tense

##### Sentence Structure

- Recognize and correct sentence fragments

#### Groups 2 and 3

##### Grammar

- Identify and use prepositions

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1, 2 and 3

#### Students will:

Revise the components of a simple sentence. Review sentence strips to determine if the words on each strip represent a full sentence or a fragment.

A SENTENCE FRAGMENT is an incomplete sentence. It does not express a complete idea. The subject (noun) or predicate (verb) might be absent from the "sentence".

Identify the three parts (subject, verb, complete idea [sense of the sentence]), if it is a sentence and state which of the three parts is absent if it is a fragment.

- Review components of simple sentence
- Distinguish between a sentence and sentence fragment

- Components of a simple sentence satisfactorily reviewed
- Sentences accurately distinguished from sentence fragments
- Missing parts of sentences with fragments accurately identified

Example:

*The little girl slept peacefully.* (Answer: Sentence)

Subject: *[the little] girl* Verb: *slept*

Complete Idea: Sentence is telling the way the little girl slept - *peacefully*

*The day after the exam.* (Answer: Fragment)

Subject: *[the] day* Verb: *absent*

Complete idea: not complete because we do not know what happened the day after the exam.

This activity can also be used to practise adjectives, adverbs and verb tense.

### Group 1, 2 and 3

**Students will:**

Review a mixed set of sentences and sentence fragments and identify which is which. Rewrite sentence fragments as complete sentences

- Determine sentence structure
- Compose sentences

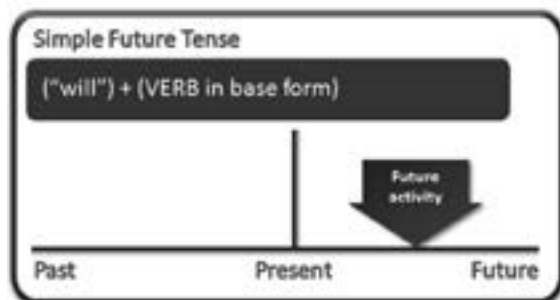
- Sentences and sentence fragments accurately identified
- Fragments satisfactorily converted to sentences

### Group 1, 2 and 3

Give a definition of the words – present, past and future. Read three (3) simple and short paragraphs not comprising more than four (4) sentences.

- Review tenses
- Categorize paragraphs

- Tenses appropriately reviewed/ defined
- Paragraphs accurately categorized according to the tense used in each



Read each paragraph in choral form and determine which paragraph should be placed under one of three headings outlined on the board- *Present Tense*, *Past Tense*, *Future Tense* Using the passage, give reasons to justify their answers.

**Groups 1, 2 and 3**

Review the future tense by watching a video or reading brief extracts from online, offline sources. Identify the modal verbs frequently used to indicate the future tense such as will, would shall, should, and may and how these are used to help formulate sentences and paragraphs.

- Identify modal verbs used to indicate future tense

- Modal verbs used to indicate future tense are accurately identified
- Comments on how modal verbs are used to indicate future tense are accurate and satisfactorily explained

Search and extract sample present and past tense paragraphs from grade level texts. Convert the present and past tense paragraphs to the future tense.

- Identify present and past tense
- Convert to the future tense

- Future tense adequately reviewed and present and past tense paragraphs accurately converted into the future tense

**Point to Note**

Students should be guided in selecting paragraphs that are age and comprehension level appropriate for the students.

**Groups 2 and 3**

Do a Quick Write to record their ideas and understandings of prepositions, giving examples where possible. Randomly selected to share the information from the quick write and engage in discussion to confirm accurate understanding.

**PREPOSITION:** This is a word placed before a noun or pronoun. A **PREPOSITION** shows the relation of the noun or pronoun to some other word in the sentence.

- Express understanding of prepositions
- Give examples of prepositions
- Identify prepositions
- Use prepositions

- Discussion focused on highlighting and ensuring correct understanding of prepositions and how they ought to be used in speaking and writing
- Prepositions accurately identified
- Rewritten paragraphs reflect good and accurate use of prepositions

Work in groups of 3 or 4 to read and analyse sample paragraphs to determine the extent to which the prepositions are accurately utilised. Then rewrite the paragraph to correct same.



A black and white photograph of a library shelf filled with books. The books are arranged in rows, and their spines are visible. The image is slightly angled, showing the depth of the shelves. A semi-transparent white rectangular box is overlaid on the middle of the image, containing the text.

NSC

# **ENGLISH LANGUAGE & LITERATURE**

GRADE 9: TERM 3

### About the Unit

Much of the career preparatory work that teenagers engage in actually commences at the Grade nine (9) level. This is so as at this stage; they are expected to make conscious decisions about the fields they wish to pursue so as to properly select the subjects they intend to focus on for CSEC. This unit aims to strengthen and build on the skills that students have been developing since September of entering in Grade 9 as well as those developed in earlier years. Additionally, students will be provided with multiple opportunities to put these skills in practice in authentic contexts as well as prepare to use them in a more critical and analytical fashion as they pursue to access and master the Caribbean Secondary Examination Council (CSEC) syllabus.

Students will be exposed to the content under the theme “Shaping My Destiny” They will be given numerous opportunities to develop understanding and demonstrate their knowledge through authentic experiences and activities that they will encounter while shaping their future as teenagers who need to make conscious decisions. The unit will facilitate the development of students listening and speaking skills through the preparation of speeches that will cater to a variety of audiences and the immersion in listening to critique and comment on the techniques employed by speakers when attempting to communicate various ideas, concepts and or understandings. These will be done while paying attention to the use of language to provide humour and convey irony. As students’ progress through the years, they are expected to develop and have a wider store of words in their vocabulary. As such, this unit will focus their attention on patterns of word change and their usage as well as strategies, games and activities that will facilitate independent word study and practice of unfamiliar technical and specific vocabulary that they will encounter while exploring increasingly difficult content area material. As students explore a variety of texts at his/her instructional and independent reading level, they will be guided in paying special attention to the connections that exists within texts and how they are evident in the modern society then find creative and innovative ways of presenting or demonstrating same in the context of the classroom. This will provide opportunities for students to be immersed in understanding and exploring the elements of literature. Students will be required to incorporate knowledge of all previously learnt elements as well as add to their understanding while conceptually identifying and using the Iambic Pentameter rhythm structure to compose vibrant poems.

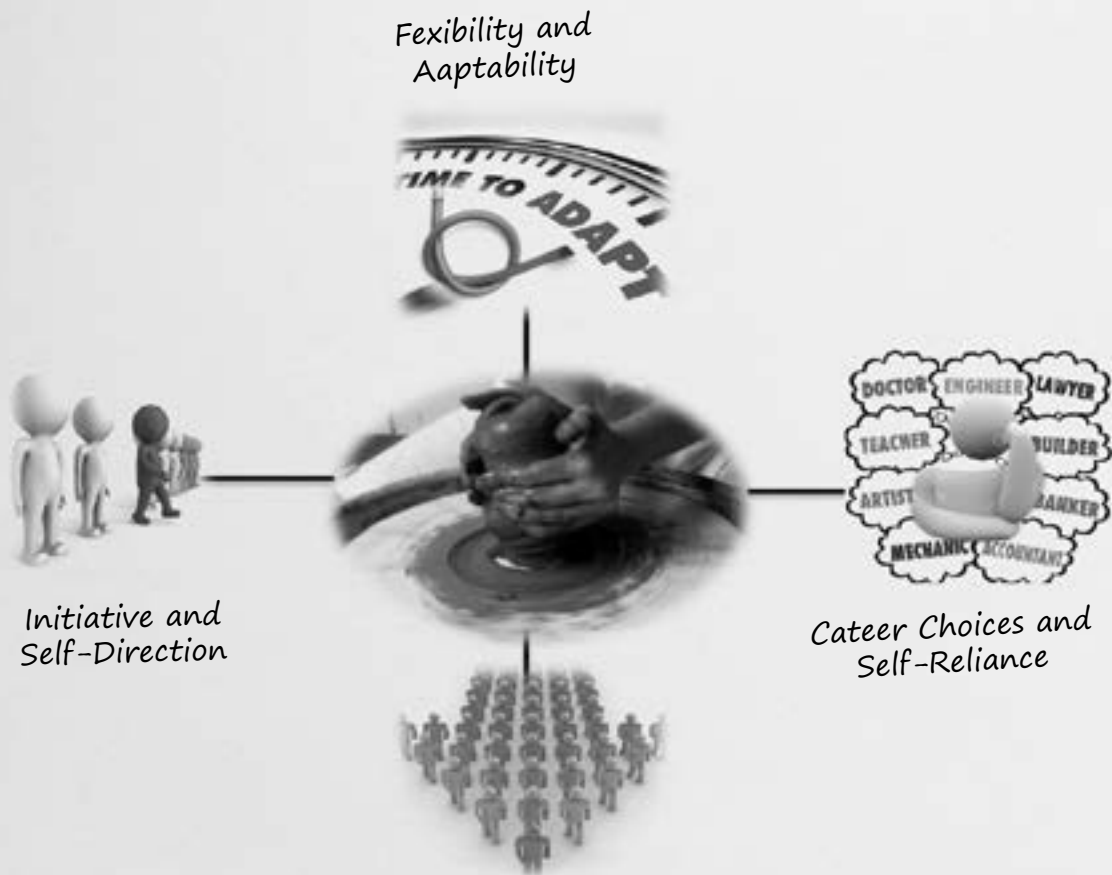
As students explore reading and writing as processes that develop simultaneously, they will be guided in focusing on completing writing assignments that are categorised as formal writing (business and editorial letters). Students will explore and write editorial and application letters for authentic purposes within authentic contexts. Subsumed in this, is the extension of knowledge on the effects created by use of the ellipsis, bracket and hyphen in all written work. These will be explored through their personal writing experiences as well as how other author’s use them to create desired effects and impact meaning and clarity.

In sum, the unit will engage students as constructive learners who are constantly conducting research and experiments in order to construct their own meanings and understandings of particular concepts and ideas. As they explore the world of research and seek to gather data from various sources, the unit will immerse them in using triangulation to cross-check data collected from various sources, through various media and at various times while cautioning them on the implications for plagiarism and the importance of citing sources and giving credit through the use of the APA documentation style.

## Guidance for the Teacher

- Quick Write Sheets are small sheets of paper that students use to record their ideas and understandings in note forms. Students are not required to provide lengthy elaborations as they are expected to note quickly and briefly.
- As students progress through the units, the words in their word journals should appear more complex and with sophistication. These should also include a variety of technical and specific vocabulary.
- Data charts are grids that students make to organise the information they're gathering about a topic from various sources. These charts are used on an on-going basis as students work through collecting/gathering data about a particular topic, theme or unit of work.
- Multi-genre projects are used to facilitate the study of a particular topic, concept or idea using various genres (advertisements, podcasts, poems, games, scrapbooks, songs life lines, posters, blogs, web quests, Glogs etc.). They allow students to explore several genres through combining reading and writing in meaningful ways. It is the teacher's role to assist students in identifying a repeated or unifying feature for the project. This will help students to move beyond just remembering facts but to think deeper and more analytical. The genres used are dependent on that unifying feature that has been identified with the support of the teacher.
- Glogs are a form of social media network that allows students and teachers to create interactive posters that may be shared within and among grades, schools etc. They provide an opportunity for students to present their research findings and analysis in an online environment that allows them to design interactive posters that may contain text, images, photos, audio, videos and special effects in a private virtual classroom space.





### Key Vocabulary

adapt  
 adaptable  
 career  
 choice  
 confidentiality  
 courteous  
 demeanour  
 destiny  
 direction  
 discipline  
 effective  
 efficient  
 flexible  
 honesty  
 initiate  
 initiative  
 leader  
 leadership  
 mold  
 productive  
 punctual  
 reliance  
 responsibility  
 shape

**Focus Question: How do I influence the shaping of my destiny?**

## STRAND 1: LISTENING AND SPEAKING

**STANDARD 1:** Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

### Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

### ICT Attainment Target(s)



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



**DESIGNING AND PRODUCING** - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### Objective(s) – Groups 1, 2, 3,

#### Students should be able to:

- Reflect on their own and others' speech and investigate what makes it effective
- Plan what they wish to say, telling stories effectively and conveying detailed information coherently
- Use drama to explore themes such as hope, fear and desires using SJE and JC appropriately

**Unit Project:** Students will create a Notice for their Job Fair, listing expertise and experience of students in the class as well as stating characteristics which employers will appreciate. This notice can be placed on their Social Media page as parents might be able to assist in inviting business owners. The Notice can be sent as an Evite to persons who have consented to come as well as hard copy flyers which can be distributed to companies in the community.

**Groups 1, 2, and 3****Students will:**

View short clips of motivational speeches made by two to three well-known orators for example, Nelson Mandela, Martin Luther King Jnr., Kofi Annan, Marcus Garvey, and Barak Obama. Listen to the speeches and make notes of personal points of interest. At end of clips, share what they found interesting, giving reasons for their interests, as well as how they felt listening to the clips. Using the clips as a guide, brainstorm and create a list of what they believe are important guidelines for making an effective speech; for example, communicate message clearly, effectively use language and other techniques to keep your listeners focused,

Select a topic which they believe is important to their future. Using the speeches they listened to and using the list of guidelines they created as a guide, prepare a one -minute speech to present to their classmates. Give peer feedback on the speeches presented in regard to the message and the techniques used.

- Listen to extract information
- Share personal views

- Personal points of interest extracted from speeches and extractions meaningfully justified

- Develop speeches

- Guidelines for making effective speeches are satisfactorily formulated based on the speeches listened to
- One-minute speeches effectively use techniques to clearly communicate messages
- Peer feedback is meaningful and useful

**Groups 1, 2, and 3****Students will:**

Listen to an audio-tape of a Jamaican folk-tale (e.g. Anansi). During the story reading use a bubble map to record descriptive words that express emotions evoked by the story. At the end of the story, give an oral summary of what the story was about. Refer to their bubble maps to state what emotions they felt during the telling of the story; for example, excitement, fear and humour. Share alternate endings to the story in either SJE or JC to reflect the kinds of emotions they would want their listeners to experience.

Work in mixed ability groups of not more than four (4) persons, Prepare an oral story of not less than four (4) characters. Present the story to the class in an audio form. Listen to the recordings of peers and give feedback on the emotions they experienced from these stories. Use SJE effectively to say what aspects of the stories they would change in order to communicate other emotions. Justify the suggested changes based on interests, values, etc.

- Listen to describe emotions
- Identify specific emotions
- Orally summarize stories
- Use different language forms
- Work cooperatively in groups
- Give peer feedback on stories
- Make oral presentation

- Emotions associated with folktale effectively described
- Story accurately summarised
- Language forms effectively and appropriately used to communicate information
- Group work reflects adequate participation of team members in order to meaningfully develop stories
- Peer feedback on stories is useful in responding to emotions communicated and in indicating aspects they would change given their interests and values.
- Justification for each suggested change is acceptable.

**Points to Note**

In subsequent class sessions, JC aspects of the story may be orally translated to SJE.

**Groups 1, 2, and 3****Students will:**

In mixed ability groups, use a given an emotion to create a short dramatic piece. Use SJE, JC or both to perform pieces. At the end of the piece, guess which emotion was being depicted by the peers and give points from the piece to support their answer. Share their views on what they enjoyed and discuss how these emotions may influence one's destiny in positive and negative ways.

- Plan and perform dramatic presentations
- Use different language forms

- Dramatic pieces satisfactorily created and performed based on assigned emotion
- Dramatic presentations showcase good use of SJE and JC appropriately

## STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

**STANDARD 2:** Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

### Attainment Target(s)

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words
- Build vocabulary through various strategies

### Objective(s) - Groups 1, 2, and 3

#### Students should be able to:

- Decode and correctly use words in sentences
- Use syllabication skills to aid spelling
- Use mnemonics for word recognition, decoding and spelling
- Identify the root of the word to understand meaning and related words
- Apply knowledge of word-within-word strategy to decipher unknown words
- Identify the sounds of prefixes: “com”, “con”, “fore”, “super”, “over”
- Identify the sounds of suffixes: “ment”, “less”, “ful”, “ly”

### Points to Note

Have students log Key Vocabulary from Term 3 Unit 1 in a vocabulary log book. Use class session to facilitate the students’ learning the meaning of unknown Unit Key Vocabulary words, parts of speech, spelling and syllabication.

The students should engage in sentence writing and paragraph building with these words. Words should be placed in the Language Corner using fun activities (individual, paired and corporate) to build vocabulary and spelling skills. Also, hyperlink can be made with class Facebook page and Microsoft PowerPoint for students to engage in a technological reinforcement activity using the Key Vocabulary. Note: Unit Key Vocabulary words should be combined with previous Unit Key Vocabulary words

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1,2,3

#### Students will:

Recite the “30 days hath September...” mnemonic used to remember days in a calendar month. Also repeat “I before e except after c” and also BODMAS (if known). Share other mnemonics known to them and say how they find them helpful.

Examine a set of mnemonics used to assist the spelling of targeted words. Examine how each letter in the word is used to create a word and how the words are used to create a sentence which may be easily memorised.

- Share mnemonics

- Create and use mnemonics
- Spell words

- Different mnemonics meaningfully explored Range of mnemonics shared are effective in assisting students to memorise information
- Mnemonics created by students to assist the spelling of difficult words are effective
- Mnemonics created by peers are meaningfully explored by students

**BECAUSE**

Big Elephants Can Always Understand Small Elephants

**ARITHMETIC**

A Rat in the House May Eat the Ice Cream

**OCEAN**

Only Cats' Eyes Are Narrow

Choose five (5) words that they find difficult to spell and create a written mnemonic for each one. Share mnemonics with the whole class. Have peers try to apply these mnemonics to spell the same words or to other difficult words as applicable.

**Groups 1, 2, and 3****Students will:**

Read words that have been chosen from the Unit Key Vocabulary segment along with their roots, their meanings and simple related words.

Root	Meaning	Related Words
Confide	To keep secret a private matter	Confidence, confidentiality
Initiate	To cause to begin	Initiation, initial, initiative
Lead	To go in a certain direction	Leadership, leader

**Group 1:** Working with two assigned root words and two related words (derivatives) of each root word. Look up the definitions of the root words and create sentences with each related word. Read sentences to the class.

**Group 2:** Look up the definitions of four (4) root words and find two (2) or three (3) related words for each root word. Use the related word to make sentences, as well as state the parts of speech for the root and related words. Read some of the sentences to the class.

- Read words and their derivatives
- Locate meanings of roots

- Root words and their derivatives accurately read
- Meanings of roots and their derivatives accurately determined

- Construct sentences
- Read sentences

- Sentences reflect appropriate understanding of the meanings of the root words and the appropriate use of the derivatives based on their related parts of speech
- Sentences read with fluency, expression and understanding

**Groups 1, 2, and 3****Students will:**

In mixed ability groups of not more than three (3), read five (5) to ten (10) words from the Unit Key Vocabulary words and find smaller words within these words. Determine whether the sounds in the smaller words remain the same or are different from those in the larger word. Use this strategy to assist them in spelling given words.

Example: career – car, care, are

demeanour – mean, me, an, nor, or

Compose a creative piece such as a poem, dub poem, DJ or song using a word from the Unit Vocabulary and smaller words which can be found in the word. Present pieces to the class.

- Use Word-Within-Word Strategy
- Spell words

- Word-Within- Word Strategy effectively used to spell words

- Use Word-Within- Word Strategy
- Compose creative pieces

- Word-Within- Word Strategy effectively used to generate words and these used with original word to compose creative pieces

**Groups 1, 2, and 3****Students will:**

Read root words, prefixes and suffixes (affixes) and their meanings in order to get an understanding of these. Share meanings with group members.

**COM** means *with or together*

**CON** means *with or together*

**FORE** means *front or before*

**OVER** means *too much*

**SUPER** means *over, above, extra*

- Interpret meanings of roots and affixes

- Root words and affixes accurately read and appropriately shared with peers
- Roots and affixes appropriately combined to form words and their meanings are accurately determined
- Sentences appropriately constructed using newly formed words
- Words related to specific affixes are accurately identified
- Read aloud sentences or paragraph fluently to classmates.

**Group 1**

Use work cards which require them to combine roots and affixes. Combine these word parts to form words, define the words and make sentences.

**Fore + sight = \_\_\_\_\_**

**con + tent + ment = \_\_\_\_\_**

con + tent + ment = \_\_\_\_\_

**Groups 1, 2, and 3**

Identify five (5) words each for one prefix and one suffix.

For example: con -: – converse, conclude, connect, contest,

conduct

- less – spotless, hopeless, fearless, timeless,

needless,

Using at least six (6) of the words they have generated, construct a paragraph or sentences on a topic related to the Unit theme. Read paragraph aloud to classmates.



## STRAND 2b (i): READING FOR MEANING AND ENJOYMENT (COMPREHENSION)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s) – Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Use deduction and inference to interpret information and ideas and to predict outcomes
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen

### Objective(s) – (Groups 1, 2, 3)

#### Students should be able to:

- Identify the difference between fantasy and reality
- Use context clues to aid vocabulary development
- Use pictograms to understand information
- Appreciate the poetry form of limericks

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

A **FANTASY** is a story that could not happen in real life. Stories of characters who talk and act like real people are called **REALISTIC** stories.

To decide if a story is **REALISTIC** or a **FANTASY**, ask yourself if the things that happen in the story could happen in real life.

*MCP Comprehension Plus Level C, Lapp et al, pp 29*

Listen to two (2) different stories - one a fantasy and one realistic narrative. Use a Venn Diagram to organize information from both stories. (Refer to Venn Diagram for comparison purposes). Give the main idea of the stories and explain how they are different. (Make reference to strategies for finding main ideas). Determine which story could be categorized as fantasy or realism and give reasons using aspects of the story as evidence.

**Group 1:** Work in pairs to compose a paragraph based on an element of fantasy or realism. Read the paragraph to the class in order for peers to decide which it is.

- Differentiate fantasy from reality

- Listen to determine story types

- Construct paragraphs

- Listen to categorize paragraphs

- Stories accurately categorized based on their contents and evidence from these stories effectively used to justify categorization

- Paragraphs appropriately constructed to reflect fantasy or realism

- Main ideas and supporting details are reflected in the paragraphs

- Paragraphs accurately categorized based on their contents

**Groups 2 and 3:** Compose two different paragraphs, one based on an element of fantasy and the other on an element of realism. Read the paragraphs to the class in order for peers to decide what each represents.

### Groups 1, 2, and 3

#### Point to Note

To continue development of comprehension sub-skills, attention will be given to Context Clues.

#### Students will:

In their groups, review the definition of context clues and ways in which they may be applied to determine meaning. Read a short passage on a topic of interest related to the **Unit Theme: Shaping My Destiny**, which includes two (2) or three (3) unfamiliar words but with a number of context clues to solve the meaning of the unfamiliar words. Apply context clues and indicate the meanings of the words.

Using known words around an unfamiliar word within a sentence or passage can give clues to the meaning of the word. These familiar words will help in solving the definition of the word. These words and sentences are called **CONTEXT CLUES**.

*MCP Comprehension Plus Level C, Lapp et al, pp 29*

- Apply context clues to determine meaning
- Use dictionary to confirm meanings

- Word meanings accurately inferred using the context clues outlined in the texts
- Main idea and supporting details accurately identified

Read the passage and identify the main ideas of the passage and at least one (1) supporting detail in each case. Apply context clues to determine the meanings of targeted words. Confirm assumed meanings using the dictionary. Re-read the passage and share if and how the meaning of the passage has become clearer based on the understanding of these words.

**Points to Note**

Students should never pass or ignore words they do not understand. Learning is arrested when there is no understanding and will not be restored until understanding is restored. While Context Clues is an invaluable comprehension tool, definition understood using passage should be confirmed with the dictionary as well as part of speech and pronunciation.

Students will be asked to state parts of speech and make sentences with unfamiliar words to reinforce meaning and develop vocabulary.

Another passage related to the Unit Theme: Shaping My Destiny will be given to students with a worksheet component comprised of unfamiliar words found in the passage. Each word will have at least three options for definition and the student will choose one, using the clues from the passage to assist. Students will do chorale reading of passage after completing worksheet and constructing sentences.

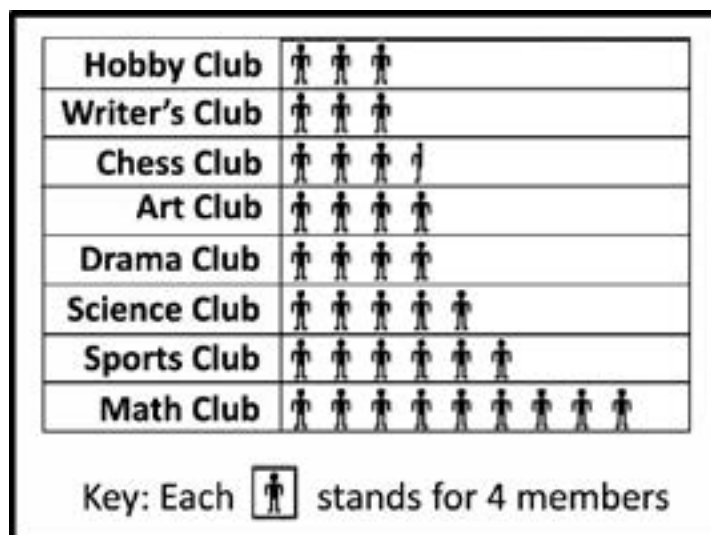
**Groups 1, 2, and 3**

Collaborate with their teacher to view and discuss PowerPoint presentation outlining what is a pictograph and the key elements in interpreting same. Then write down and share with their elbow partner 3 important concepts garnered from the presentation and discussion.

View a pictograph of ten most common careers chosen by high school students of Jamaica. Then use the picture/number key to solve the number for each career. Then share what information can be gained using the pictograph. Responses will be written on the board and students' attention will be drawn to the difference in writing information on a topic or depicting it in a graph form. (Use a thinking map/graphic organizer depicting comparison and contrast.

- Define pictographs
- Interpret pictographs
- Examine and explain pictographs

- Discussion focused on guiding students in developing understanding of a pictograph and how it ought to be interpreted.
- Notes reflect 3 critical points relating to the organisation, interpretation of pictograph and alignment of pictures and numbers
- Responses reflect accurate interpretation of the information outlined in the pictograph



Example of a pictograph

**Group 1**

Will be asked to write five sentences on conclusions that can be drawn using the pictograph.

- Five sentences reflect accurate conclusions depicted by the pictograph

**Groups 2 and 3**

Write two paragraphs as a report of the information depicted in the pictograph. Some students from both groups will be allowed to present their information to the class.

- Report summarises information presented in the pictograph and constitutes at least 2 paragraphs

**Groups 1, 2, and 3**

To continue development of comprehension sub-skills, attention will be given to Context Clues.

- Engage in discussion
- Identify a limerick
- Interpret limericks

- Discussion focused on developing understanding of and appreciation for limericks

A LIMERICK is an amusing verse of five lines. Lines 1, 2, and 5 rhyme, and line 3 and 4 rhyme. Lines 3 and 4 are usually shorter than the other lines. Limericks follow a specific pattern.

How to write a limerick:

1. Choose the name of a person, place or thing your limerick is about.
2. Think about the first line
3. Make list of words that rhyme with last word of first line.
4. Then follow pattern, remembering to make lines 3 and 4 shorter

Example:

**There once was a musical king  
He suddenly started to sing  
The birds in the sky  
All started to fly  
Right over the talented king**

Share their views on a limerick presented in the form of a comic strip. State what they appreciate about the poem and give examples using the projected limericks.



**Group 1**

Organise given sentence strips to compose a limerick poem then read same to class explaining their understanding of same stating the subject of the limerick and giving one main point about the subject. Then give personal views on content showing appreciation for creative style and rhythm.

Complete the composition of a given limerick using words given. Then answer simple comprehension questions which are related to the limerick.

**Groups 2, and 3**

Compose a limerick on one of the Theme words from the Unit Key Vocabulary. Example: career, honesty, leadership, discipline. Share their composition with the class and give personal views on theme word chosen.

Compose a limerick comic strip on a topic of choice. Share reasons on why this topic was chosen. Students will share composition with class.

*Either group can present limerick as comic strip. Limerick activities can be used as a continuous assessment tool.*

- Organise sentence strips
- Interpret limericks
- State subject and main point of a limerick
- Share personal views on given content
- Answer questions
- Compose limericks

- Sentence strips accurately organised to suit the pattern of a limerick
- Personal views shared captures students' appreciation for style and rhythm as presented in the limerick
- Limericks accurately composed using knowledge of limerick patterns and organisation

## STRAND 2b (ii): READING FOR MEANING AND ENJOYMENT (LITERATURE)

**STANDARD 3:** Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

### Attainment Target(s) – Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Read fluently and with appreciation
- Connect experiences and ideas in text to their own lives
- Reflect on and critically respond to literature and other texts, on paper and on screen

### Objective(s) – Groups 1, 2, 3

#### Students should be able to:

- Read and respond to information in non-fiction texts
- Identify, understand and appreciate the use of the figurative device – Personification

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

Locate articles of interest from a variety of sources – newspaper, online sites, magazines, etc. relating to *Unit Theme Focus Question* “*What areas of my life can influence the shaping of my destiny*”. Read articles in class and explain if, why and how these articles may have inspired them.

Work in pairs to compose a paragraph based on an element of fantasy or realism. Read the paragraph to the class in order for peers to decide which it is.

Work in small groups to select and read non-fiction texts, related to unit theme, selected from online, classroom library, parish library etc. Then complete graphic organiser to depict main ideas and main supporting details. Share their personal view on the ideas presented in selected texts.

- Read articles
- Assess motivational impact of articles
- Construct paragraphs
- Engage in personal reflection
- Select and read targeted texts
- Use graphic organiser to summarise information
- Share personal views

- Located appropriate articles using relevant tools and skills
- Article read aloud with fluency, expression and understanding
- Personal reflections indicate how the article has provided inspiration
- Texts selected are related to the unit theme
- Graphic organiser completed with accurate information from the text selected
- Personal views shared are aligned to the information presented in texts

### Groups 1, 2 & 3

View PowerPoint presentation/video explaining the figurative device – personification. Then engage in discussion and sharing of examples.

- Explain personification
- Give examples of personification
- Discussion focused on explaining and highlighting examples of personification

Read selected pieces of texts to identify and explain examples of personification utilised by the authors. Then complete the following table:

Example of Personification	Item/Object/Thing Being Personified	Human Qualities/ Attributes Given	My Interpretation/ Understanding

Then Share completed table with the class for discussion.

### Groups 1, 2, and 3

Listen to poem/story/passage etc read by a peer and indicate by standing whenever a personification is heard. Be randomly chosen to explain the personification portrayed.

Students should be directed to recognize the noun which is given human characteristics and the verb used to create the figurative device.

### Groups 2 and 3

Create poems containing the figurative device – Personification. Then read poems aloud and allow classmates to identify the figurative device used.

- Identify examples of personification
- Explain personifications

- Examples of personification correctly identified and explained
- Completed table correctly outlines the following - the item being personified, the human qualities linked to the item and an accurate interpretation of the personification

- Listen to identify use of personification
- Explain identified use of personification

- Use of personification accurately identified and explained highlighting the noun given the human characteristic as well as the verb used to create the device

- Compose poems

- Poems demonstrate good use of the figurative device – personification to effectively communicate ideas and ensure understanding



## STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen

### Attainment Target(s) – Unit 1

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

**NOTE: THIS STRAND IS DONE IN COLLABORATION WITH STRAND 3A: WRITING [COMMUNICATION]**

### Objective(s) – Groups 1, 2, 3

**Students should be able to:**

#### Group 1

- Use one text structure to extract information
- Use the telephone directory and print media, including on-line format
- Use maps to locate information

#### Groups 2 and 3

- Use text structures to locate, summarize and combine specific information
- Use telephone directories, print media, including online format and other online sources to locate specific information
- Use maps to locate information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

**Students will:**

Peruse support information on two online sites; for e.g.,

**Text Structure|Reading Worksheets**

[www.ereadingworksheets.com/text-structure/](http://www.ereadingworksheets.com/text-structure/)

and **Teaching Text Structure – Slide Share**

[www.slideshare.net/elkissn/teaching-text-structures](http://www.slideshare.net/elkissn/teaching-text-structures),

Read and discuss these text structures below:

**PROBLEM /SOLUTION** – This is a text structure in which a problem is described and response or solution is proposed or explained.

**SEQUENCE/PROCESS WRITING** – Information is organized in steps or a process is explained in the order in which it occurs

- Research text structure
- Compose paragraphs
- Extract information
- Use technological tools

- Information from the paragraph located as instructed using relevant text structures
- Title of paragraph indicates accurate comprehension and summary of its content
- Paragraph reflects appropriate organization of ideas, logical reasoning and clarity
- Technological tools competently used to aid practice and reinforcement

In pairs, read a short paragraph extract based on the text structure chosen. For example, if problem/solution is the text structure being used, extract the problem, as well as the solution, from the short paragraph given. Create a suitable title for the paragraph and share their information with the group.

### Points to Note

Students will be exposed to one specific text structure which will be used to extract information. Examples of two text structures from which one could be chosen is below.

Information will be appropriate for age and comprehension level of students.

Introduce to students the 'after reading summarization technique' "Somebody-Wanted-But-So", which helps understanding of elements such as conflicts & resolution/problem & solution which should help them to apply the problem/solution technique."

Somebody": Who wanted something

"Wanted": what they wanted

"But": what conflict arose

"So": solution

Using online site **Text Structure |Reading Worksheets**, students will receive further practice in using the text structure to extract desired information.

### Group 1

#### Students will:

Share the careers they would like to pursue and with teacher support, locate in the telephone directory (both hard copy and online source) three business organizations which could be prospective employers.

Use the print media - newspapers (both hard and soft copy) to locate prospective jobs connected with their desired careers. Pay close attention to qualifications required using a simple glossary created for this activity in order to gain further understanding of the qualifications stated. Share information on the research conducted.

- Research information

- Use ICT tools

- Use glossary

- Share information

- Information accurately located in telephone directory and print media

- Competently manipulated online format of directory and news media and desired information

- Glossary effectively used to aid in locating and understanding qualifications mentioned

- Class discussion meaningfully demonstrates organization of idea, logical reasoning and clarity

**Group 1****Students will:**

View a three-minute video via online source entitled – **7 Continents of the World | Mocomi Kids** to garner introductory material about the continents.

<https://www.youtube.com/watch?v=urr53arh--E>

**Point to Note**

Video may be paused at each continent for students to read information and give feedback to show they understand the information presented on each continent. Class map can be used for each student to locate at least one continent.

**Students will:**

Indicate in which continent Jamaica is located. Peruse information students via online support features on three major events in world history e.g. Ebola outbreak, Haiti's 2011 earthquake and unrest in the Middle East, which occurred in different continents. In pairs, use information on one major world history event involving a country in a particular continent to answer five simple questions on a Record Sheet. Share their findings with group at the end the exercise.

- Listen for information
- Interpret images
- Locate continent on map

- Details from video accurately recalled and discussed
- One (1) continent accurately located using map or globe

- Research world events
- Record information
- Make oral presentation

- Questions accurately answered on Report Sheet
- Oral presentation which demonstrate organization, logic and clarity

**Groups 2 and 3**

Using two online sites for support information e.g.

**Text Structure | Reading Worksheets**

[www.ereadingworksheets.com/text-structure/](http://www.ereadingworksheets.com/text-structure/)

**and Teaching Text Structure – Slide Share**

[www.slideshare.net/elkissn/teaching-text-structure](http://www.slideshare.net/elkissn/teaching-text-structure),

explore three (3) specific text structures which will be used to extract information.

Examples of two text structures are below:

**PROBLEM /SOLUTION** – This is a text structure in which a problem is described and response or solution is proposed or explained.

**SEQUENCE/PROCESS WRITING** – Information is organized in steps or a process is explained in the order in which it occurs

- Explore text structure samples
- Identify & use text structures
- Identify main Idea and supporting details
- Use ICT tools

- Online information read with understanding using different decoding and comprehension strategies
- Text structure used in paragraph accurately identified
- Understanding of paragraph demonstrated via accurate identification of the main idea and one supporting detail
- Technological tools competently used to aid practice and reinforcement

In pairs, read a short paragraph to determine the text structure it reflects, as well as determine an appropriate title for the paragraph and state the main idea and give at least one supporting detail.

Use online site **Text Structure |Reading Worksheets**, to practise identifying and using the structure to extract desired information.

### Groups 2 and 3

#### Students will:

Share desired careers they would like to pursue and the tertiary institutions they would like to attend after completing their secondary education. Use the telephone directory (both hard copy and online source) to locate at least two (2) tertiary institutions at which they could pursue their post-secondary education and three (3) business organizations which could be prospective employers. Visit the websites of the tertiary institutions chosen to locate requirements of registration.

Use the print media - newspapers (both hard and soft copy), as well as an online job site e.g. **Caribbean Jobs Online** – [www.caribbeanjobsonline.com](http://www.caribbeanjobsonline.com) to locate prospective jobs connected with their desired career. Pay close attention to qualifications required, using a simple glossary created for this activity to gain further understanding of the qualifications stated.

Discuss all information researched with their respective groups.

- Share personal information
- Use ICT Tools
- Research institutions and organizations
- Discuss information researched

- Career goals and tertiary institutions of choice clearly articulated
- Information accurately located in the telephone directory and print media
- Online directory, news media and employment site competently manipulated in order to locate desired information
- College/University websites effectively explored to locate registration requirements
- Research findings meaningfully discussed with peers

### Groups 2 and 3

#### Students will:

View a three- minute video entitled – **7 Continents of the World | Mocomi Kids** which will introduce students to the continents.

<https://www.youtube.com/watch?v=urr53arh--E>

#### Points to Note

Video may be paused for students to read information and give feedback to show they understand the information presented on each continent. Class map can be used for students to locate the continents.

- Listen for information
- Interpret images
- Locate continents on map or globe
- Research world events
- Record information
- Make oral presentation

- Details from video accurately recalled and discussed
- Continents accurately located using map or globe
- Continent on which Jamaica is located accurately indicated
- A variety of sources effectively used to collect information and complete form
- Oral presentation demonstrates organization, logic and clarity

**Students will:**

Indicate the continent on which Jamaica is located. In groups of four (4), complete a form of a world history event (as indicated below) which occurred in a country in each of the continents. Share their findings with the class at the end of the exercise and compare information presented.

	Africa	Antarctica	Asia	Australia	Europe	North America	South America
Country							
Event							
Date							
Important Points							
Effect on life in the country							

## STRAND 3A: WRITING (COMMUNICATION)

**STANDARD 5:** Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

### Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

**NOTE: THIS STRAND IS DONE IN COLLABORATION WITH STRAND 2C: READING FOR INFORMATION**

### Objective(s) – Groups 1, 2, 3

**Students should be able to:**

#### Group 1

- Write a variety of texts for reflective or personal experiences
- Select and use personification in writing
- Use paragraphs to organize ideas, using appropriate connectives to link ideas
- Compose a simple application letter

#### Groups 2 and 3

- Use personification to convey mood and tone.
- Use paragraphs to organize ideas, using appropriate connectives to link ideas
- Compose a simple resume and application letter
- Demonstrate understanding of the purpose of writing and be able to write in different forms producing cohesive texts

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Group 1

**Students will:**

Use knowledge of the writing process learnt - brainstorming, pre-writing, editing, etc. as well as main idea with supporting details to compose a two-paragraph composition on the topic:

***“What areas of my life can influence the shaping of my destiny”?***  
(This was introduced in **Strand 2b (i)– Reading for Meaning and Enjoyment (Literature)**). Share their essays with the group.

- Apply writing process
- Compose written pieces
- Reflect on future steps
- Make oral presentations

- Stages of the writing process effectively applied to composed two -paragraph essay with main idea and supporting details
- Personal thoughts on self-development meaningfully used to shape content of essay
- Essays read aloud with fluency, expression and understanding

**Group 1****Students will:**

View and listen to an appropriate music video of interest. Compose not less than five (5) sentences about the video which include the use of personification in each sentence. Share at least one (1) sentence each with the whole group.

- Respond to stimulus
- Compose paragraphs
- Use personification

- Sentences adequately demonstrate understanding of the music video viewed/ listened to and effectively includes the use of personification to communicate ideas.

**Groups 1****Point to Note**

Two activities from Strand 2C: Reading for Information will be used for this activity.

**Students will:**

Use the text structure learnt to write a two-paragraph essay on a major world history event reported. Focus one paragraph on the event and the other on a personal reflection on the event. Include four (4) sentences in each paragraph and use relevant transitional words.

- Apply text Structure
- Compose essays
- Use transitional words

- Text structure effectively applied to develop paragraphs
- Essay on world history event adequately outlines accurate details, demonstrates proper organization of ideas and appropriately reflects logic and clarity
- Transitional words effectively demonstrate smooth transition and connection of ideas

**Groups 1, 2, 3****Students will:**

Use the samples of a simple application letter and resume structures to guide them in composing their own application letters to one of the prospective employers they located under **“Reading for Information”**.

List three (3) points to the question: “Why should I employ you?” or “How can you help my business to be successful”

Participate in a simple job fair with willing community business owners who will interview, students, give feedback on the interviews and possibly employ students for the summer holidays.

Make a list of the steps in the process required to apply and register at the college of their choice using information gained from website visited under the **Reading for Information** Strand.

- Compose simple application letters
- Compose simple resumes
- Make judgements
- Participate in interviews
- List steps in college application process

- Simple application letter demonstrates appropriate format and style, accurate use of grammar and acceptable sentence structure
- Simple resumé appropriately composed
- Reasons stated for obtaining employment from prospective employers are logical
- Participation in job fair/interviews demonstrates confidence and professionalism

**Groups 2 and 3****Students will:**

Use knowledge of the writing process learnt - brainstorming, pre-writing, editing, etc. as well as main idea with supporting details to compose a three-paragraph composition on the topic:

***“What areas of my life can influence the shaping of my destiny”?***

(This was introduced in **Strand 2b (i)– Reading for Meaning and Enjoyment (Literature)**). Share their essays with the group.

- Apply writing process
- Compose written pieces
- Reflect on future steps
- Make oral presentations

- Stages of the writing process effectively applied to composed two -paragraph essay with main idea and supporting details
- Personal thoughts on self-development meaningfully used to shape content of essay
- Essays read aloud with fluency, expression and understanding

**Groups 2 and 3****Students will:**

View and listen to an appropriate music video of interest. Compose not less than ten (10) sentences about the video which include the use of personification in each sentence. Share at least two (2) sentence each with the whole group.

- Respond to stimulus
- Compose sentences
- Use personification

- Sentences adequately demonstrate understanding of the music video viewed/listened to and effectively includes the use of personification to communicate ideas.

**Groups 2 and 3****Point to Note**

Two activities from **Strand 2c: Reading for Information** will be used for this activity.

**Students will:**

Choose one (1) of the text structures learnt to write an essay on the country of their choice choosing from the table completed. Include a personal reflection on how the information learnt has influenced their outlook on life. Use transitional words should to connect the points in the essay.

- Apply text Structure
- Compose essays
- Use transitional words

- Text structure effectively applied to develop paragraphs
- Text structure effectively applied to develop paragraphs
- Transitional words effectively demonstrate smooth transition and connection of ideas



## STRAND 3B: WRITING (LANGUAGE STRUCTURE)

**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

### Attainment Target(s) – Unit 1

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

*Tip to Teacher: In seeking to achieve objectives stated, use Reading and Writing activities in previous strands to practice and reinforce the concepts. Students will only receive a full understanding and appreciation of Language Structure when it is infused in their writing activities and recognized in the reading tasks.*

### Objective(s)

Students should be able to:

#### Group 1

##### Sentence Structure

- Apply tense sequencing appropriately
- Use negative markers appropriately based on SJE conventions

##### Grammar

- Understand and use contractions

#### Groups 2 and 3

##### Spelling

- Use of correct spelling to complete written tasks

##### Sentence Structure

- Apply tense sequencing appropriately
- Use negative markers appropriately based on SJE conventions

##### Grammar

- Use modal auxiliaries – *will, would, can, could, shall, should*

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### Groups 1, 2, 3

**VERB SEQUENCE** – The tense of verbs used in a sentence or paragraph must be regular and consistent. An action which occurred in the past means the past tense should be used throughout. The same is expected for the present tense.

A paragraph will be projected on the board including three different tenses – Present, Past and Future Tenses. A chart will be placed on the board and students will be asked to populate the chart accordingly by placing verbs under the correct heading.

- Use verb tense
- Apply knowledge of verb tense

- Chart completed with the various verbs accurately placed
- Story edited with the consistent use of the correct verb tense

Students will note that tone of the paragraph does not flow due to the use of more than one tense. Through guided learning, students will determine which tense would suit the story best and make the necessary changes. Students will receive a worksheet to reinforce concept.

- Passage read aloud with fluency, understanding and expression

### Group 1

Read a passage with the correct verb tense omitted. Use the root word provided to form the correct verb tense. Read the passage and decide if the correct choice was made.

e.g.

The boys were playing football in the park. They \_\_\_\_\_ (play) six-a-side and \_\_\_\_\_ (use) small goal posts. One side \_\_\_\_\_ (wear) blue shirts and the other, red. The blue side \_\_\_\_\_ (score) first and \_\_\_\_\_ (start) to do a dance. Then a boy \_\_\_\_\_ (shout), "off side!" The goal was not counted. Suddenly, they \_\_\_\_\_ (begin) to fight on the field. Their parents \_\_\_\_\_ (run) onto the field and \_\_\_\_\_ (part) them. The game was \_\_\_\_\_ (blow) off. Everyone \_\_\_\_\_ (go) home.

- Use correct verb tense

- Passage completed with the correct verb tense

### Point to Note

A similar activity can be prepared for groups 2 and 3 with some modification to increase the level of difficulty.

A passage from one of their texts can be copied and the verbs deleted.

### Groups 2 and 3

#### Students will:

Determine which verb tense should be used to complete each sentence in a cloze passage. Once completed, exchange papers and decide if the correct verb tense was used. If not, make suggestions by writing above the word used, sign the paper and submit to be graded.

- Cloze passage completed with the correct verb tense

**Groups 1, 2, 3**

Engage in discussion on the following presented on slide, hand-out or chart.

**NEGATIVES** are words which say “**NO**”. **Nothing, nowhere not, none, nobody** and **never** are negatives.

Contractions such as **don't, doesn't, can't, wouldn't, won't, isn't** and **aren't** are also negatives.

Two “**no**” words used in the same sentence make what is called a “**double negative**” which is unacceptable in language structure.

Read and discuss a poem or passage containing double negatives to share their opinion on the tone of the poem. They will be guided in the use of double negative words and the language structure rule will be discussed.

Then rewrite the poem to correct the instances of double negation.

**Group 1**

Be exposed to other contractions and receive practice using a free online language practice site. For example:

**Free Online Contractions Lessons and Exercises -**

<http://www.englishmaven.org/Pages/Contractions.htm>

- Engage in discussion
- Identify double negation
- Rewrite poem
- Use ICT Tool

- Discussion focused on developing understanding of negatives and how they are utilised in the SJE structure
- Rewritten poems are free of double negation errors
- Use online site to develop contraction skill

**Groups 1, 2 and 3**

In small mixed ability groups, discuss the information presented on a chart as seen below with the modal auxiliary verb, examples and function. Compose a similar chart with their own examples. Add other modal verbs such as: **can, could, must, may and might**, provide sentence examples with these words and explain their functions in these sentences. Share their created chart with their peers.

- Generate set of modal auxiliary verbs
- Use auxiliary verbs to compose sentences
- Explain functions of auxiliary verbs
- Design and present charts

- Set of modal auxiliary verbs accurately generated and included on chart
- Sentence examples on chart appropriately include the use of auxiliary verbs
- Chart effectively presented to class and functions of auxiliary verbs in sentences accurately explained

Modal	Example	Function
WILL	I'll give you a call on Monday. I'll take these books with me. We'll book your tickets if you like. We will see an increase in salaries next year.	Promise. Instant decision. Offer. Certain prediction.
WOULD	Would you mind if I opened the window? Would you make me a coffee? Would you be available at 6pm tonight? Would you like to go out some time? Would you prefer the window seat or the aisle?	Asking for permission. Request. Making arrangements. Invitation. Preferences.
SHALL	Shall I get the phone? Or will you? Shall I call a cab? Shall we say 9pm at Amy's then?	Asking what to do. Offer. Suggestion.
SHOULD	You should see a doctor, you don't look well. We should get a specialist. Salaries should go up next year.	Advice. Recommending action. Uncertain prediction.
OUGHT TO	You ought to go to the dentist before you leave.	Advice.
MUST	I must leave now to catch my train. You mustn't ask too many questions.	Obligation/Necessity. Prohibition.

The background of the entire page is a grayscale, close-up photograph of a book. It shows the texture of the pages, the binding of the spine, and the edges of several pages fanned out. The lighting creates soft shadows and highlights, emphasizing the physical nature of the book.

LANGUAGE & LITERATURE

# **APPENDICES**

GRADE 7-9

<b>TERM</b>	<b>MEANING/DEFINITION</b>
Affix	An affix is a morpheme that is attached to a word stem to form a new word
Analysing	Examine (something) methodically and in detail in order to explain and interpret it.
Checklist	A tool that state specific criteria and allow teachers and students to gather information to make judgements about what students know and can do in relation to the outcomes.
Chunking	A method of presenting information which splits concepts (words, sentences etc.) into small pieces or “chunks” of information to make reading and understanding faster and easier.
Comment	Examine how the writer uses different elements (for example, literary device, stage props) to create effect and meaning. The overall effect on the piece of work must also be provided. The effect must take into account the writers purpose, and other elements of the piece of work, for example, theme, structure, diction and tone. <i>For example:</i> Comment on the shifts of mood in the scene in which Lady Macduff appears.
Compare	Examine the similarities as well as differences to reach a general conclusion. <i>For example:</i> Compare the ways in which the two parents in the poems “Ana” and “Little Boy Crying” demonstrate their love for the children
Compare and Contrast	Examine the similarities, as well as differences to reach a general conclusion. <i>For example:</i> Compare the ways in which the two parents in “Ana” and “Little Boy Crying” demonstrate their love for the children. It must be noted that the word “compare” used by itself takes into consideration both similarities and differences. However, the word contrast used by itself indicates that only the differences must be provided. <i>For example:</i> Discuss TWO ways in which Lady Macduff is contrasted with Lady Macbeth.
Compound predicate	Two or more verbs or verb phrases that share the same subject and are joined by a conjunction.

TERM	MEANING/DEFINITION
Compound sentences	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.
Compound subjects	Made up of two or more simple subjects that are joined by a coordinating conjunction (such as and or or) and have the same predicate.
Convert	Change or translate to something else as into a different language or language form. <i>For example:</i> convert JC false homophones heard in speech to appropriate SJE vocabulary
Culture Capsule A teaching	A teaching methodology that affords students the opportunity to research a particular culture and compare and contrast the information garnered with their own culture.
Decoding	Translating written words into the sounds and meanings of spoken words
Deduction	The process of reaching a decision or answer by thinking about the stated or implied facts based on information read or heard.
Describe	Provide a detailed account, including significant characteristics or traits of the issue in question. <i>For example:</i> Describe Macbeth's conflicting thoughts and feelings as he contemplates the murder.
Discuss	Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion. <i>For example:</i> Discuss the importance of Katherina's final speech in <i>The Taming of the Shrew</i>
	provide reasons or an acceptable explanation of a phenomenon
Distinguish between	Clearly determine and explain/describe main differences between ideas, concepts, persons or things <i>For example:</i> Distinguish between abstract and concrete nouns



TERM	MEANING/DEFINITION
Encoding	Translating spoken words into a sequence of characters (letters) to spell written words
Enunciation	The act of pronouncing words.
Explain	Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. <i>For example:</i> Explain the dramatic significance of this scene.
Explicit	
Expository texts	Texts that presents factual information to the reader
Extend	Make more detailed by adding certain structural elements or parts of speech <i>For Example:</i> Extend ideas using subordinate and main clauses
Fiction, non-fiction	
Identify	Extract the relevant information from the stimulus without explanation. <i>For example:</i> Identify TWO phrases in the last four lines that create the atmosphere of abandonment.
Illustrate	Provide examples to demonstrate or prove the subject of the question. <i>For example:</i> Identify the character traits that can be seen in Amanda from the beginning of the play to this point. Illustrate EACH of the character traits you have identified.
Implicit ideas	Implied rather than expressly stated.
Inference	The act or process of reaching a conclusion about something from known facts or evidence.
Inflectional endings	An inflectional ending is a group of letters added to the end of a word to change its meaning (es, ing etc).
List Itemise	Itemise the requested information. Details are not required. <i>For example:</i> List the main points of the opening speech.



TERM	MEANING/DEFINITION
Mnemonic devices	Mnemonic devices are techniques a person can use to help them improve their ability to remember something. In other words, it's a memory technique to help your brain better encode and recall important information.
Narrative texts	Texts that tell a story with the aim to
Onsets	An onset is the part of the syllable that comes before the vowel of the syllable (e.g. c in cat).
Outline	Show or trace the development of something from the point of origin to that specified in the question. <i>For example:</i> Briefly outline what happens in the poems “Richard Cory” and “God’s Work”.
Phonetic rules	The rules that help children make connections between written letters, letter combinations and word sounds.
Predict outcome	Thinking ahead while reading and anticipating information and events in the text.
Prefix	A letter or group of letters added to the beginning of a word to make a new word
Pronunciation	An accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.
Reader’s Theatre	A strategy that combines reading practice and performing to enhance students’ reading skills and confidence by having them practice reading with a purpose
Reflexive Pronouns	
Rhymes	A repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs.
Rimes	A rime is the part of a syllable which consists of its vowel and any final consonant sounds that come after it.

TERM	MEANING/DEFINITION
Semantic Feature Analysis	A strategy that uses a grid to help children explore how sets of things are related to one another. By completing and analysing the grid, students are able to see connections, make predictions and master important concepts.
Simple sentences	A sentence consisting of only one clause, with a single subject and predicate. E.g. Susan runs to school.
State	Provide short concise answer without explanation. <i>For example:</i> State TWO factors which the fitness proponents recommend that society should emphasise more.
Story grammar	A technique which classifies the components of a story and specifies relationships among its parts.
Structural analysis	Structural analysis is dividing words into parts to aid pronunciation and discover what an unknown word means.
Structural clues	Word structure describes how words can be broken into parts (roots, prefixes and suffixes, compound words etc.) to help students decode and decipher meaning of an unfamiliar word.
Suffix	A letter or a group of letters added to the end of a word to change its meaning (ter, ly, ness)
Summarise	Present the main points, ideas or concepts in your own words as far as possible.
Syllabication	The act, process, or method of forming or dividing words
Text features	Text features include all the components of a story or article that are not the main body of text ( table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labelled diagrams)
Text structure	Text structure refers to the ways that authors organize information in text.
Transitional words	Words or phrases link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas

TERM	MEANING/DEFINITION
Visualize	Form a mental image of; imagine, make (something) visible to the eye.
Writing Process	This is an approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing.

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Definitions and some examples used with the permission of CXC - Western Zone Office- February 2015

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The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

### Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

### Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

**SPI** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

**SP II** is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

**SP III** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

## **PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)**

### **INTRODUCTION & BACKGROUND**

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

## **PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC**

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

## **IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC**

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
  - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
  - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
  - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
  - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
  - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.



- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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## The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

### 5E Instructional Model

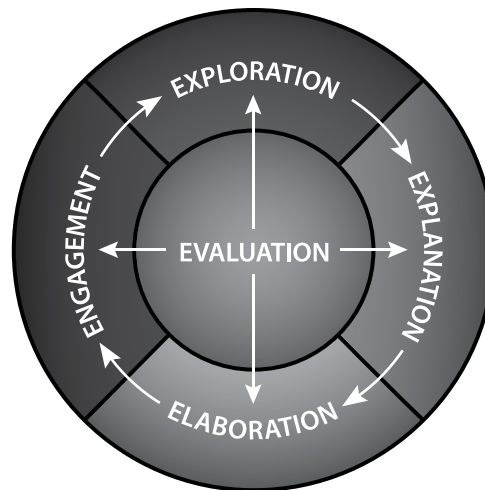


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

## EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

**ENGAGE:** The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

**EXPLORE:** The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/ data, reflect with others, test their own predictions and draw conclusions.

**EXPLAIN:** The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

**EXTEND:** The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

**EVALUATE:** The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

### **Who developed the 5E model?**

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

### **The Link between the 5E model and Types of Learning Activities**

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

### **REFERENCES**

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**GRADE:** 9  
**SUBJECT:** English Language  
**TERM/UNIT:** Term 1, Unit 1  
**UNIT TITLE:** Establishing Healthy Relationships  
**FOCUS STRAND:** Listening and Speaking  
**TOPIC:** Strategies for Good Listening  
**SUB-TOPIC:** Letter of Request  
**DATE:** September 4, 2019  
**TIME:** 1 hr. and 20 minutes

### Objectives

By the end of the lesson students should be able to:

- Listen and respond to materials and oral presentations, expressing opinion on what has been said
- Practise strategies for good listening
- Make notes, outlines or graphic representations of information heard.
- Listen to and evaluate the effectiveness of the speaker's message
- Request clarification on ideas, viewpoints and arguments
- Demonstrate respect for others as they practise listening skills

Skills: demonstrate active listening skills, discuss ideas, work cooperatively in groups, make oral presentations

## **TEACHING PROCEDURE**

### **ENGAGE**

**Watch the following video to review some effective listening skills.**

<https://www.youtube.com/watch?v=rzsVh8YwZEq>

Discuss these skills as a whole group and list them on the board/in notebooks for reinforcement.

### **EXPLORE**

#### **Group 1**

As a whole group, listen to the following songs that address relationships - “Thank You Mama” by Sizzla, and “She’s Royal” by Taurus.

In small mixed ability groups, read and discuss the qualities of a healthy relationship. In each group, do the following:

- Select the song that appeals to them more and analyse its content to determine the features of a healthy relationship that are communicated
- Determine if the song effectively delivers its message and give evidence to support their position. Where relevant, say how the message could be improved/enhanced
- Apply the skills/strategies of active listening as they discuss with their groups what helps the song writer to bring across the message effectively.
  - ✓ Positive nonverbal communication – good eye contact, nodding, appearing focussed
  - ✓ Taking relevant notes
  - ✓ Asking clarifying questions, where necessary

At the end of the discussion, compare notes and make a brief outline for an oral presentation on “Defining and Maintaining a Healthy Relationship” to be made to the whole class. Appoint one student to carry out this task.

## Sample Speech Outline Template

### Defining and Maintaining a Healthy Relationship

#### Idea 1

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#### Examples

1 -----

2 -----

#### Idea 2

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#### Examples

1 -----

2 -----

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## EXPLAIN

Using information garnered from the previous listening activity, have appointed group presenters make three-minute speeches on “Defining and Maintaining a Healthy Relationship”.

Take very brief notes during the presentation and demonstrate positive nonverbal communication.

At the end of each presentation, the whole class should ask questions to clarify, probe further or to support specific statements or points.

### Elaboration/Additional Explanation

In pairs, talk about their experience of having actively listened to their peers, as well as having had others listen to them as they spoke about healthy relationships. Include both the positive and negative aspects of the experience and indicate how they could have made it better, where necessary. Continue to practise active listening strategies as they go through this reflective exercise.



## **EVALUATE**

Assess students' ability to

- ✓ Demonstrate active listening strategies
- ✓ Effectively analyse oral presentations listened to
- ✓ Demonstrate respect for their peers during listening activities

## **TEACHER REFLECTION**

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## SONG LYRICS

### Thank You Mama

#### Sizzla

Hey mama, hi mama

Oh my, oh my

Oh, mama don't cry

Thank you so I

Reachin' out to all di mothers in di world

Sometimes just the way things are to be

(Yeah)

Thank you mama for the nine months you carried me through

All the pain an' sufferin'

No one knows the pressure you bare a just only you

Give you all my love, oh yeah

Thank you mama for the nine months you carried me through

All the pain an' sufferin'

No one knows the pressure you bare a just only you

It's my words and my utterin'

Mama I would never let you down

I'll never go away, I'll always be around

You know why you do it such love that you found

I'm always gonna let you wear that crown

Through the roughest of times you maintain your count

I was your only

(Yeah)

While shelterin' me from the storm

And when...

Source: LyricFind

## **She's Royal**

### **Tarrus Riley**

No I never been someone shy  
Until I seen your eyes  
Still I had to try, yeah  
Oh yes, let me get my words right and then approach you  
Woman I'll treat you like a man is suppose to  
You'll never have to cry, no  
I know everyone can relate to when they find that special someone  
And she's royal, yeah so royal  
And, I want her in my life  
I never knew anyone so one-of-a-kind, no  
The way she move to her own beat  
She has the qualities of a queen, She's a queen  
Ooh Ooh what a natural beauty  
No need no make-up to be a cutie  
She's a queen, she's a queen  
And when they ask what a good woman's made of  
She's not afraid and ashamed of  
Who she is  
She's royal yeah, so royal  
And I need her in my life  
I never knew anyone, so one of a kind  
Until the night that I see in your eyes  
NUBIAN...

Source: LyricFind



