MINISTRY OF EDUCATION



READING

CURRICULUM GUIDE

GRADE 9

FOREWORD

It is acknowledged that thorough planning is essential for effective teaching and learning. Such planning is even more critical today when one considers the limited resources, both human and material, which are available.

The Ministry of Education, through the Secondary School Reform Project (SSRP), has developed curriculum materials that have been designed to improve the quality, equity, and efficiency of secondary education. The curriculum materials include Grades 7-9 curriculum guides and teachers' guides for English Language, Mathematics, Science, Social Studies, Reading, and Practical Activities Guide for Science. These materials have been tested in all secondary-age schools nationwide, and are considered useful in providing teachers with a common curriculum framework for planning, monitoring and evaluating the quality of teaching and learning. The curriculum materials also provide a basis for continuous student assessment leading to the National Third Form Examination (NTFE).

The initial draft curriculum materials have been subjected to evaluation, by respective Heads of Departments, from all ten Administrative Regions and Georgetown and they have been subsequently revised to reflect the views expressed by teachers.

The revised curriculum materials are now published as National Curriculum documents to provide consistency and support for teachers in the process of planning for effective delivery of the curriculum. All secondary teachers must ensure that they make good use of these curriculum materials so that the quality of teaching and learning can be improved in all schools.

Ed Caesar
Chief Education Officer

PREFACE

This Curriculum Guide for Grade 9 falls within the framework of making Reading accessible to all students at Grade 9 and hence teachers of Grade 9 students should make a conscious effort to see how best they could utilise the ideas to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where activities and strategies for both teaching and assessing are deliberated on. Both students and teachers should deliver lessons in an environment in which there is opportunity for active and creative participation. This guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher. It is anticipated that school managers, teachers, students will be very critical in their evaluation of this document as it relates to the teaching and assessment strategies suggested, and indirectly to other issues contingent upon the goals of education.

Mohandat Goolsarran

Head, Curriculum Development and Implementation Unit
March, 2002

INTRODUCTION

The Grade 9 Secondary School Reading Curriculum Guide is a cross-curricular guide that was written by Reading specialist staff from the Secondary School Reform Project (SSRP), the National Centre for Educational Resource Development (NCERD), and a secondary school.

The main purpose of the guide is to point the way forward for teachers to take on a more informed approach to the teaching of Reading in the secondary schools. The importance of reading cannot be over emphasised. Students need to be able to read and study on their own and arrive at an informed position.

Teachers should plan to cover those parts of the curriculum that are most beneficial to their students. This curriculum is not prescriptive. It can be supplemented with ideas from other sources. There is a section at the very beginning of the text that can be identified by its Roman numerals. This section of eight pages is included at this level just in case there are some students who still have not been able to master word attack skills. The activities chosen should provide adequate opportunities for improvement in reading. The Grade 7 Reading Curriculum Guide contains very many more activities to help in this area.

Teachers should use the Grade 9 Curriculum Guide in conjunction with the Grade 9 Teachers' Guide in their planning and execution of daily teaching sessions. The reading passages suggested are not confined to prescribed texts across the curriculum only. The lists include advertisements, notices, greeting and seasonal cards, and such other texts. Students are called upon to recognise the text by both its form and function. The differently used language in each kind of text can only be mastered through combinations of reading, writing, listening, and speaking skills.

Writing Team

ACKNOWLEDGEMENTS

The following were involved in writing and reviewing the Grade 9 Reading Curriculum Guide:

Evadne Williams	Senior Subject Specialist English Language and Reading (SSRP)
Purity Li	Subject Specialist English Language (SSRP)
Ingrid Barker	Senior Subject Specialist English Language (NCERD)
Barbara Morgan	Subject Specialist English Language (SSRP)
Barbara Richards	Subject Specialist Reading (NCERD)
Jacqueline Baird-Benn	H.O.D. (Language) Vryman's Erven Secondary School

GRADE 9 READING CURRICULUM GUIDE

WORD ATTACK SKILLS
(a) Verbal Context Clues

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	ATTITUDE				
Review of word definition	Recognis--ing a word through definition	A word has a definite shape, and an outline.	A word is a pronuncia-tion unit.	The willingness to associate word shape, outline, and pronunciation with ease.	1. Exercises to commit word-shape, outline and pronunciation to memory, given specific contexts. E.g. Call-words on flash cards such as: ***caterpillar, robust, intelligent, sanction, beaker, totem, secretary, phlegm, declarative, indicative, and once.*** 2. Exercises to find some scientific *words that did not exist twenty- five years ago*. Eg. ***CD-Rom, multi-media, fibreoptics, Internet, firewall, bandwidth, virtual reality.*** 3. Exercises to name several *recent inventions within the last fifteen years*. Eg**.** ***Personal data assistants (organizers), MP3 players.*** 4. Exercises to name some *products recently discovered*. E.g. ***latex, teflon, microchip***.	**MATERIALS:** Passages from "Read First Find Out After"; information cards; key vocabulary items such as other technical words in recent development **ACTIVITIES:** - Using discussion and background information to increase word recognition - Creating lists of known words in various topic areas. - Creating categories of words such as words containing smaller words - Finding the correct words on blackboard as teacher gives clue(s). - Scanning a list of words or a passage to see how fast a ring can be drawn to mark specific categories of words, or to mark the number of times a word is found in the text. - Creating special word categories such as: water, flood, river, bridge, well, drowned, tap. - Creating carefully arranged situations, with suitable learning material, and setting, among other features to know the new word	- Can students choose a page or passage in any printed material which contains words that were previously difficult to make sense of and then read it successfully? - Can students write or speak using single words now in working vocabulary that were giving problems previously in a given area of study?	**MATHEMATICS, SCIENCE, AND LITERATURE:** - Read a self-chosen text to show improvement in word attack skills in areas across the curriculum. - Read an experiment or a computer manual to show familiarity with specific technical words. Hence, read with, fluency and meaning.

GRADE 9 READING CURRICULUM GUIDE

WORD ATTACK SKILLS
(a) Verbal Context Clues (Continued)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRTATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Review of word definition (Continued)					Exercises (Continued) 5. What new terms has the field of aviation brought into the language? 6. Do you know these words? Tell someone what you know about each of them: *simile, stifle, puerile, luster, irony, paucity, bourgeois, acclimate, municipal, macabre, pedicure, sword, athlete, presentation, perspiration, election, disappear, and reactionary*. Then use each word in a sentence to illustrate its meaning.	**ACTIVITIES (cont'd)** **-** Creating a set of words that may have one or more words occurring a number of times: e.g. *cat, ketchup, household, guidance, kitchenette, holdings, and kitchen*. - Playing various word games that call for immediate responses based on knowledge of words Example: - Naming *five* animals of long ago in one minute. - Working at exercises in which the word is so much expected that the recognition is rapid. Example: When I hear, see or think about the term 'flood' it creates a picture about ___ (water, house, well, death, destruction). _ Word cards that tell of movement.		

WORD ATTACK SKILLS
(a) Verbal Context Clues (Continued)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRTATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Review of word definition (Continued)	Recognis-ing a word through definition (Continued)	A word has a meaning which may be definite or indefi-nite	Some word meanings differ from context to context and from era to era.	Willingly associate word and meaning to improve reading, speaking and understanding	1. A definite meaning of a word is the meaning of the word as it is directed in a context. 2. An indefinite meaning of a word is the general meaning of the word. 3. Find out which sciences use Latin words. Which of the sciences use many Greek words. 4. How does the present meaning of each of the following words differ from its older meaning? *Radical, congress, sermon* 5. How many meanings do you know of the word *romantic*? 6. What are the connections between the following words? I*nfant* and *infantry.* 7. What are the connections between the words *marathon, walkathon,* and *telethon;* and *dictionary, and diction*?	**MATERIALS:** Sentences or other texts with words used in a special sense. **ACTIVITIES: -** - Using the dictionary and encyclopedia to find out: + History of words + Time of origin of words + Origin of words + Meanings of words + Cause of invention of new words + Word connections Words brought about through technology - Using words in speech and writing**.** - Using words in a word game	Can students immediately supply a number of words, and then use them correctly in sentences to demonstrate their meanings?	**SCIENCE:** Supply a number of words that are likely to be found in a simple experiment on plants as living things.

WORD ATTACK SKILLS **(a) Verbal Context Clues**								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRTATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Review of familiar language experience	Mastering all words in speaking/working vocabularies	The spoken word can be translated into writing and be read.	That anybody's language is a base from which to read.	The willingness to write about experiences and read them.	Vocabulary found useful on field trips and such. E.g. A visit to a newspaper printer's establishment.	**MATERIALS:** Vocabulary from various areas outside school locations and from texts. **ACTIVITIES:-** Planning field occasions, eg: a) Field trips, educational tours; b) Nature walks - Writing as much as can be written while on trips. - Telling or orally recalling and building up a story about the trip - Recording in whatever order an event is given. - Improving on sentences if the need arises, then writing them on the board. - Reading back sentences to note meaning and message. - Paying attention to story sequence and paragraphing. - Speaking about an event and seeing that speech can become print if it is written down: spoken words can be represented by written letter combinations - Copying complete sentences on sentence strips. - Reading printed writing from left to right. - Illustrating story highlights; adding to story and description. - Adding new words in scrapbook.	Can students demonstrate proper choice of vocabulary when telling about a particular learning experience?	**SOCIAL STUDIES:** Write about the environment of a prominent residence in your community. State all the facts that make it different from those around it. Tell orally about a field trip to a quarry, and then write about it. Read it to your best friend in the class.

GRADE 9 READING CURRICULUM GUIDE

WORD ATTACK SKILLS
(a) Verbal Context Clues

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRTATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Review of synonyms, antonyms, and homonyms	Identifying new words in context through synonyms, antonyms, or homonyms	For many words there are others with an opposite or similar meaning, and yet others that look like them.	Antonyms, synonyms, and homonyms enable quick comprehen-sion of new words in context.	The willingness to master the challenges of recognising new words through an understandin g of those opposite in meaning The willingness to overcome the challenges of look-alike and sound-alike words in reading materials	A word that is the opposite of another word in meaning is an **antonym** of that word. E.g. in, out; similar, opposite; regular, irregular. **Synonyms** are words or expressions that have nearly the same meaning. A word that is identical with another word in spelling and pronunciation, but different in origin and meaning is a **homonym**. Butter - the food; butter - one who butts A **homophone** is a word identical with another in pronunciation but differing from it in origin, spelling and meaning as fare, fair; there, their; read, reed. (This is also called a homonym.) A **homograph** is a word identical with another in spelling, but different from it in origin and meaning and sometimes in pronunciation, as wind, an air current and wind, to coil.	**MATERIALS:** Texts such as those for language learning; "Read First, Find Out After"; set passages, library books **ACTIVITIES:** - Using texts to find antonyms. - Using antonyms as a cue to word meaning; - Identifying pairs of antonyms; - Using synonyms as cues to word meaning; - Identifying pairs of synonyms from word lists from across the curriculum; - Choosing synonyms from a given list to complete sentences in written work; - Substituting words for other words and phrases while reading to explain to someone what is being read; - Writing words in wordbooks to share with the class when synonyms are encountered in library books. - Using synonyms as cues to word meaning; - Finding homonyms for given words; - Choosing the correct homonyms for those words in brackets to complete the sense in sentences.	Do students show mastery of using structures in writing and speaking that make use of antonyms, synonyms, and homonyms?	**SCIENCE and SOCIAL STUDIES:** Compare two objects by using suitable antonyms in description. Fill in blanks with synonyms to complete sentence sense. Read a set text that contains homonyms and record words, which if not understood, can create confusion in the mind.

GRADE 9 READING CURRICULUM GUIDE

WORD ATTACK SKILLS **(b) STRUCTURAL ANALYSIS (Word Structure)**								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRTATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Review of prefixes & suffixes	Recognising and building new words using word parts	Prefixes, suffixes, and roots are word parts.	A known word part can unlock the meaning of unfamiliar words of abstract and technical thought.	The willingness to gain confidence in expanding abstract and technical vocabulary	A **prefix** is a meaningful letter or a group of letters that is placed at the beginning of a word. A **root** is a meaningful word form (It can be a word in its own right.) to which a prefix or a suffix can be added. A **suffix** is a meaningful letter or a group of letters that is placed at the ending of a word. **Exercises**: - Supply a required word list, given the roots: E.g. Roots - *mit, miss*, to mean *send*. - Use the correct suffixes to complete given words in sentences using guides. E.g. - Make nouns, verbs, or adjectives using given suffixes and a word meaning. - Supply a required word list, given the roots: Prefixes: away, from, out, of = *ab, e, ex, ec;* Across, through = *per-, dia-, trans-, inter-;* Suffixes: feminine - *ette, -euse***;** Roots: fact - make – *fact*or, *fact*ory, male*fact*or, bene*fact*or; Ven – come - *ven*ture, ad*ven*ture	**MATERIALS:** Good dictionaries, grammar books, and books about language usage. A general list of roots, prefixes, and suffixes contributed by all subject areas for Level 9 that takes into account the vocabulary and the school's subject needs. **ACTIVITIES:** - Making words by using prefixes denoting time and age. E.g. *neo* – new; *ante* – before; *post* - after; *re* – again. - Using roots and meanings of words to find out words: Root – *flu, flux*, and meaning- *flow; lat from latus to carry or bear* - *collate, dilate, dilatory, elation, relate* . - Making words by using roots: *flu*, *flux* meaning *flow*: *fluctuate, flux, influence*. - Making nouns using suffixes: –*ion*, - reduct*ion*; -*ism*, commun*ism*; -*ment,* escarp*ment.* - Making verbs using suffixes: E.g. *ate*, ameliorate; -*esce,* effervesce; *en* - - lighten. - Making adjectives using suffixes –*al* (cal), inimic*al*; -*ish* child*ish*; - *ine* bov*ine* - Combining forms: + cide- - kill, killer; + Homicide, suicide, regicide	Is there evidence of students' mastery of specialised and technical vocabulary that reflects the presence of prefixes-roots-suffixes?	**SCIENCE:** Form collections of scientific terms labeled "Words with prefix + root; Words with root + suffix; Words with prefix + root + suffix."

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WORD ATTACK SKILLS **(c) PHONIC ANALYSIS (Letter Sound)**								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRTATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Review of consonant sounds: single, double and silent, digraphs and blends	Giving the correct sounds of blends and digraphs	Known blends and digraphs aid the analysis of certain words.	Several consonant letters have only one sound in English, while others have a variety of sounds.	Gain self-confidence in reading passages with unknown words.	**Consonant digraph**: When two consonants appear together in a word and give one sound. – *ch* – chair, - *th* –thick. **Blends:** When two or more consonants appear in succession in a word and both are pronounced. **Positions:** Initial position: *ch* – chirp Final position: *ch* – match.	**MATERIAL:** Audiocassette tape recorder, newspapers, magazines. **ACTIVITIES:** - Identifying words with consonant digraphs; - Recording on tapes a story that is replayed for careful listening and for the recording of words that contain blends or digraphs; - Pronouncing word from list of random words with same digraph sounds; - Grouping words to show blends and digraphs in different positions. - Using proper phrasing and sentencing aids fluent and meaningful reading	Can students read a selection and underline words that have their consonant digraphs and blends in the initial position? (Selections can be taken from any suitable content area on the curriculum.)	

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WORD ATTACK SKILLS
(c) PHONIC ANALYSIS (Letter Sound)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRTATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Review of diphthongs & vowel digraphs	Pronouncing unknown words that contain vowel diphthongs and digraphs.	There are rules that govern the pronunciation of vowel diphthongs and digraphs	Generalised vowel rules, if followed, assist in better pronunciation of new and difficult words.	Show willingness to apply the principles of vowel sounds	**1.** A **vowel diphthong** consists of two letters in one syllable, both of which are sounded. E.g. *oi*, *oy, ou, ow*, as in s*oi*l, s*oy*, p*ou*t, and h*ow*l. **2. Vowel sounds**: Long and short vowel sounds in words. **3. Generalised vowel rules:** eg 1. When a single vowel in a syllable is followed by *r* the vowel is affected by it as in cha*r*t, dolla*r*, fo*r*t, cu*r*l. 2. When the letter *a* is followed by *ll* or lk in a syllable, the "a" represents the sound of *ou* or *aw*. E,g. *all, walk* 3. When the letter combination *gn*, *gh,. ght, ld, nd,* follow the single letter *l* in a syllable the *l* is a long vowel sound. E.g. *light, lend.* 4. When the letter combination *ld* follows the single letter *o* in a syllable the letter *o* is a long vowel sound. E.g. *gold, told*.	**MATERIALS: Texts on** Audio tape recorder, other suitable texts, such as magazines, newspapers, text book passages, **ACTIVITIES:** **-** Reading selections and extracting word families. - Using new or difficult words in oral games. - Recording words pronounced and listening to the replay for verification. - Developing rules for vowel pronunciation. - Applying rules during the reading of new passages. - Practising oral pronunciation of new and difficult words. **-** Classifying words with vowel sounds into **long sounds** or **short sounds.**	Can students read aloud with ease any given passage that previously contained words that they could not pronounce with ease?	**SCIENCE:** Use the pronunciation rules of diphthongs and vowel digraphs to identify new words.

GRADE 9 READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Organisation of the text

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Text function	Recognising the communi-cative function of the text	Each text has a communica-tive function that raises expectations in the reader's mind.	The origin of a document, its presentation, and layout determine its communicative function.	The willingness to become increasingly aware of text functions The willingness to become increasingly accurate in predicting text value from text formats	**Text Presentation Value** Each presentation of a material has a format or conventional appearance .eg. **1. Call Card** Krystal Beaton Ophthalmologist Vitreoretinal Surgeon Tel: 2258674 Fax: 2278624 e-mail: 315 Birch Lane Savannah Land, Green tree. **2. Poetry** **PERSEVERANCE** Strike the nail aright, boys; Hit it on the head. Strike with all your might, boys, While the iron's red. Though you stumble oft', boys, Never be downcast. Try and try again, boys, And you'll succeed at last. **3. Motto** Aim High	**MATERIALS:** **Clippings**: newspapers, magazines; etc. **Cards**: invitation, call, identification, advertisement, instruction, menu; etc. **Letters**: Formal and informal social; formal and informal business; etc. **Compositions**: poem, short story, sketch, description, narrative; play, experiment, documentary; etc. **Notices and warnings**: street, house, school, poisonous substance; etc. **Instructions**: Experiment, construction, cooking; etc. **ACTIVITIES** - Matching texts to their functions; - Reading texts to see whether each of their appearances matches the kind of message that was actually suggested or expected.	Can students examine a set of given texts, and then match each text to a function?	**SOCIAL STUDIES:** Tell how to recognize that a text is a map.

GRADE 9 READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - The value of the sentence within a text**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Language function	Recognising the communicative value of utterances in the text	Each sentence, especially a dialogue utterance, has a language function.	Although a text has one general or main function only, each of its sentences and utterances has its own language function.	The willingness to cultivate sharpness in recognising that each separate sentence, especially the dialogue utterance, has its own language function.	**Several language functions usually appear within a text.** **An utterance** can be a sentence or a non-sentence within a text. Examples (a) "This is good," said John. (b) "Hu?" (c) The girl sang lustily before all. **An utterance** that has a ***statement form*** can really have a ***question function***. **Sample questions** 1. Here are texts with or without dialogues. You are required to indicate the function of each text. 2. Read given passages with sentences and utterances underlined, and then answer the following questions: a) What is the general purpose of the text you have just read? b) Identify the nature of the underlined sentences and dialogue lines from the list given below: (i) Demand information (ii) Asking for information (iii) Staging argument, (iv) Staging agreement, (v) Honoring agreement (vi) Saying farewell, (vii) Giving explanation, (viii) Giving evidence,	**MATERIALS**: a) Texts such as newspaper clippings, stories with dialogue, invitations, interviews, argument, comparison/contrast, information sheets, giving thanks, and experiments. b) Sentences and dialogue lines on separate sentence cards. c) List of sentence values or sentence functions. **ACTIVITIES**: - Looking at the appearance of each text for a clue to its general contents. - Reading each text carefully; - Working out the value of each bit of communication. - Matching the underlined sentence/utterance with a language function from a given list.	Can students work with an excerpt from a novel to tell about the value of each line in its dialogue if suggested responses are provided for the exercise?	**SCIENCE**: Look at a given page, and then tell by its appearance whether it contains an experiment, expository writing, or whatever other form of text.

GRADE 9 READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - The value of the sentence within a text (Continued)**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Language function (Continued)					(ix) Giving information, (x) Saying Greetings (xi) Giving directions (xii) Issuing an invitation (xiii) Persuading (xiv) Offering an apology, and so on. 3. Read the following dialogue and then match each utterance to a function listed at the bottom. 4. Read the given passage and then respond to the following questions: (i) Which utterances in the dialogue are questions? (ii) How can you tell that those utterances are interrogative? (iii) List the utterances that suggest questions even though they do not carry question indicators. (iv) Which utterances are statements or commands even though they carry question indicators?			

GRADE 9 READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Main points and Supporting Details

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Text layout	Recognising text layout	Texts have different structures that writers give to them.	The organisation of an extended text is directed by the technique used by the writer in its opening paragraph especially in scientific, mathematical, artistic or socio-topical writing. The organisation of a paragraph is directed by the technique used by the writer in its opening sentence especially in scientific, mathematical, artistic or socio-topical writing.	Being aware that information in a paragraph or article is introduced and organized in different ways.	**Categories of expression** The opening paragraph of an extended text and the opening sentence of a single paragraph can fall into any of the following categories: - **Summary** of the main points, - A **question** to hold the reader's attention, - An **anecdote**, - An **example**, and - A **comparison/contrast** **The expression** The writer can choose to go directly to the main point, or start on a specific point. **The main point** Not to express the main point in a sentence form, but have a main idea suggested in the writing.	**MATERIALS:** Suitable passages and single paragraphs across the curriculum selected by teacher and/or class. Texts suggested by subject teachers. **ACTIVITIES:** - Examining topic sentences to determine their structures, then predicting what is the likely nature of the sentences that could follow; - Looking at the different possibilities of patterns that could follow an opening sentence or a paragraph; - Reading the opening paragraphs of texts, then deciding which category(s) the paragraphs fall into.	Can students examine a paragraph on a socio-topical issue to find out about its structure, to comment upon, and then to give support of their findings?	**SCIENCE**: Tell what to expect within a given passage, page or paragraph, to determine whether the information being looked for could be found therein. **SOCIAL STUDIES**: Find a passage on weather information. Give the following information taken from it: a) The type of specific opening sentences and opening paragraph. b) Paragraph types used by the writer to be chosen from a list of teacher-given suggestions.

GRADE 9 READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Main points and Supporting Details (Continued)**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Text coherence	Recognising the relations between parts of a text	Supporting sentences are related to each other and to the topic sentence.	All sentences in a text are in a structural relationship with a topic whether it is implied or explicitly stated.	The willingness to find satisfaction in knowing about the relations between parts of a text.	Questions help us find out about the relations between the parts of a text: a) State whether each sentence in each paragraph follows the other naturally and logically. b) Pick out each topic sentence or state the topic idea(s). c) State the words used to introduce, for instance, an example or an illustration in a paragraph Other Questions can be: i) What is the structure of each named paragraph? ii) How is each supporting detail related to its topic? iii) Tell about the first sentence and its relations with the other sentences in the paragraph.	**MATERIALS**: Single sentences on a specific topic area; Suitable paragraphs with some sentences underlined; Reading sheets with selected stories and other texts; Students' own corrected and approved efforts; Questionnaires; and written reports in folder presentation. **ACTIVITIES**: - Finding out whether all sentences relate to the expressed topic of the paragraph or passage; - Finding out whether all sentences logically and naturally follow the other; - Answering questions on how ideas are sometimes introduced; - Preparing a folder of compositions on well-known topics; - Selecting additional sources of information to construct other paragraphs on the same theme or topic and to demonstrate sequence in contents of folder.	1. Can students examine a paragraph or passage to find out the following truths? a) Which sentence is out or order? b) Which sentence does not belong at all? c) What is the topic idea, or which is the topic sentence in each paragraph? d) What is the structure of the paragraph or passage? 2. Can students present a well-organised composition, showing some words circled and others underlined, and indicate important relationships between them?	**SCIENCE**: Find a science experiment and show relations between important parts of that text. i) How does this help with the understanding of the total experiment? ii) Compose questions about aspects of the experiment and answer them.

GRADE 9 – READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Main points and Supporting Details (Continued**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Supporting details	Recognising words and phrases that act as indicators of detail or expansions of topics	In any text there are sentences that expand or support topics ideas or topic sentences.	Sentences that support or expand a topic sentence or topic idea have indicators or specific words or phrases that tell about their function. The indicator of a detail or an expansion of a topic is announced in the sentence in which the detail or expansion is found or in some other sentence close at hand.	The willingness to aid the comprehension process through the ready recognition of indicators that label and announce sentence function.	**The functions of expanding or supporting sentences** are to establish the following parameters about ideas or topics: - Time, - Place, - Nature of setting, - Happenings, - Comments, - Deductions, - Conclusions, etc **Some questions can be asked on a passage or paragraph with a given title to establish sentence indicators. Some are:** a) What expansions appear in the rest of the paragraph or passage? b) How are the expansions related to their topic sentence or topic idea in each case? c) Match each paragraph or passage to its topic idea or title when given a list of paragraphs or passages and titles.	**MATERIALS:** Suitable passages and paragraphs with topic ideas and topic sentences that are selected by teachers across subject areas; listed paragraphs/passages to be matched with listed topic ideas and titles. **ACTIVITIES:** - Examining passages for words and phrases, which label and announce functions of sentences; - Matching a given paragraph to a given topic; - Identifying words or phrases that tell about the kind of supporting details used	Can students examine an extended paragraph for words and phrases, which label and announce functions of sentences, and then give the topic idea or topic sentence of each specially identified paragraph?	**LITERATURE:** Look at a page of story writing, and then say what words and phrases tell more about a chosen character.

GRADE 9 – READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Main points and Supporting Details (Continued)

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Supporting details (Continued)	Recognising supporting details in different text types	The text is made up of many kinds of related details.	Each paragraph in a text has different points that are all related and organised to form a logical whole.	Finding satisfaction in identifying specific details at different points of a piece in continuous writing	**About the Text**: Some selections have a clearly stated topic sentence and easily discernable supporting details: **Questions help us discern what the supporting sentences say**: a) What is the second paragraph about? b) How many points support the topic sentence? c) What do the first and last points say in the paragraph?	**MATERIALS**: Passages with or without a visible topic sentence from texts across the curriculum. E.g. class texts, newspapers, and journals. **ACTIVITIES:** - Reading the passage silently, - Listening to others reading passage, - Retelling story or information detail by detail, - Asking self-made questions and answering them with the help of others to identify main idea and supporting ideas, - Discussing story or information with others to get an overall sense of the text.	Can students read an extended passage with paragraphs that do not have visible topic sentences and be able to identify the topic idea of each of its paragraphs and then tell about the whole text in detail?	**SOCIAL STUDIES:** Find out the details that support the topic in a passage.

GRADE 9 – READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Main Points and Supporting Details

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Main ideas in different text types	Recognising main ideas in different text types	All text types are written around main ideas.	Each type of writing contains main ideas, which are either stated or implied in their paragraphs.	The willingness to find satisfaction in getting the main ideas of a matter	**Some selections** have a clearly stated topic sentence and others have an implied main topic idea; but each category of selections contains discernable supporting ideas: **Example**: An extended text is given: Answer the questions: a) How many points are there to support the topic sentence in the second paragraph? b) What do the first and last points in the third paragraph say? How are they related? c) How many paragraphs does the passage contain? What is each topic sentence about? d) How does the third sentence in the second paragraph support its topic sentence? e) Retell what is being said in the first half of the story. What are the main points?	**MATERIALS:** Selections based on topics of students' interest and other relevant materials. Teacher-made and student-made questions about main points in boxes; pictures illustrating parts of selections. **ACTIVITIES:** - Reading the passage silently to gain main points; - Listening to others reading passage to gain main points; - Retelling story or information detail by detail to grasp how main points were fleshed out; - Asking self-constructed questions and answering them with the help of others to work out the identification of main idea first, and then supporting ideas afterward, - Discussing story or information with others to get an overall sense of the passage.	Can students on being given an extended passage do the following? a) Read the passage, and then discuss it contents until it is finally understood, and then give it a suitable title. b) Tell why the title above has been chosen for the passage. c) Write a follow-up story about the passage accompanied by suitable pictures?	**SOCIAL STUDIES:** Tell what topic a particularly chosen paragraph is about.

GRADE 9 –READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Main points and Supporting Details

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Supporting details and their main ideas	Distinguishing the main ideas from their supporting details in texts	The topic or main idea of a text is sometimes not actually stated as it is in the case of their supporting details.	Even though the main information in a text is sometimes not actually stated, there is always the presence of supporting details	Finding it pleasurable to verify main ideas as against their supporting ideas	**The sentence with the main idea/topic** can be distinguished from the supporting sentences in a text: e.g. - **In a paragraph that contains details** of description, a main idea can be found expressed or implied. - **A list of sentences giving details can be classified in a descending order** of the general ones to the most specific ones. - **General and specific sentences can be matched**: eg In a paragraph that contains examples of supporting ideas, the general statements can be separated from the specific ones. Separated generalizations can then be re-matched with examples.	**MATERIALS:** Commonly used classroom texts; texts with topic sentence and supporting ideas; Questions to elicit topic sentences and indicators in supporting sentences. **ACTIVITIES:** - Sorting out general from specific statements, matching general statements with their specific statements. - Reading a passage and finding its implied topic or idea - Writing a paragraph about a dish that is liked; Showing a picture that tells the main sentence, and a series of others that form your support or expanding ideas. - Giving the main ideas for each paragraph of a given passage, and writing their supporting ideas alongside them in an adjoining column. - Explaining to the class why the first sentences are considered topic sentences.	Can students on being given an extended passage do the following things? a) State in writing what distinguishes its groups of supporting sentences from each of their topic sentences. b) Then write a paragraph to demonstrate knowledge of the substance of the discourse?	**SCIENCE:** Distinguish the main idea(s) from the illustration points in an experiment, and then say what the actual main idea is and how it is supported by the other sentences.

GRADE 9 – READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Chronological Sequence

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Chronological sequence in texts	Recognising relations between parts of a text	A text is a set of properly ordered parts.	A text is a coherent whole made by its time adverbs, terms of reference, and chronological presentation of events.	Becoming aware that no part of a text randomly stands alone; each part depends upon its relations with the others.	**Chronological sequence** tells of time origin. **There are instructions and questions** that seek out matters relating to chronological sequence in a text: 1. Here are **s**trips of comic, which tell a story that is illustrated in a chosen order. Show recognition of the order. 2. A recipe whose instructions are not in the right order can be reordered. Give a hint on how the answer should be given. Viz. *The right order is ….* Compare the suggested order with the original order for the recipe.	**MATERIALS:** Frames or comic strips, recipes, Cookery books, magazines, poems, etc that contain matter that can be disarranged and be put back into the right order. **ACTIVITIES:** - Reading a jumbled set of sentences, or instructions for making something or doing an experiment; - Deciding what it is all about; - Putting the bits together to make the whole that is conceived - Reading the outcome for possible flaws, then making corrections until the whole is as perfect as the original; - Comparing effort with a fellow student's; - Comparing effort with that of the original passage. - Doing the same kind of comparison work with a long sentence that has been cut up into its component parts.	Can students study-read a jumbled strip of comic frames then put the strip into its right order? Can students study-read pieces of jumbled description on a piece of equipment, and then fit the paragraphs in an order that can be defended?	**SCIENCE:** Use previous experience from an experiment of a kind, similar to one that has been taught, to reorder a jumbled experiment to show order in text. **HOME SCIENCE**: State, for example, what the action of beating an egg until it is fluffy has on the appearance and weight (lightness/fluffiness) of sponge cakes.

GRADE 9 – READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Chronological Sequence (Continued)**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Chronological sequence in descriptive writing	Selecting and extracting relevant points from the descriptive text	Chronological sequence is an identifiable factor in a descriptive text.	The chronological organisation of a descriptive passage can be worked out.	To cultivate the ability to identify the place at which a point begins in a sequential organisation	**Sentences can be completed** from information taken from a passage. Sample question on A PASSAGE: - Read the passage. Then use one word from the list below to complete the following sentences. WORDS*: before, since, therefore, while, in the meantime, as soon as, by that time*. SENTENCES: Sandra cooked the meal ---she was studying last evening. No, Sandra learned to cook --- she was twelve years old.	**MATERIALS** Referring to given texts to check order of time. Poetry, Literature, experiments in Science books, Mathematical problems for solving, historical events, recipes, technical writing and other texts. **ACTIVITIES**: - Looking at a picture painted to illustrate an event in history; - Telling about the contents of the picture; - Deciding upon the main idea and recognizing the details; - Writing paragraphs on what is painted to get the complete story; - Also fitting each paragraph in a table under suitable headings as directed by a teacher-made table.	Can students provide information on a descriptive text according to specific questions asked, and then set out the answers as a whole statement?	**SCIENCE:** Say why it is important that there be chronological sequence in a piece of description. Discuss the importance of maintaining logical sequence when working a recipe.

GRADE 9 READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Chronological Sequence

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
The relationship between parts of a text	Recognising the relations between parts of a text on chronological sequence	A text is made coherent by its chronological events.	The relationship between parts of a text enables its reorganisation.	Becoming increasingly aware that no part of a text stands alone.	**Text order** can sometimes be jumbled or confusing. **Questions** can be coined to take care of text order. E.g. **The opening page** of a novel or short story by a named author in which several sentences or paragraphs are jumbled can have its contents questioned. **Here are some possible questions/instructions:** *- Reorder paragraphs or sentences, which are related to an overall historical plan. *- Here are three very short stories, but three sentences of each story are out of order, and the three stories are also mixed up. Can you separate the sentences taken from Story 1 in Story 2 and the sentences from Story 3 in Story 2, and then reorder the sentences so as to have three meaningful short stories?	**MATERIALS:** Easy novels or pairs of very short stories known or unknown to students, or those they have written. **ACTIVITIES:** ***-**Reading a set of more than two jumbled paragraphs, then suggesting a way to reorder them - Pointing out reasons for the kind of regrouping; - Writing out the reordered passage in its correct format; - Comparing the result with the original text, then reading the effort to the class. *- Separating sentences under more than two headings in a story plan; - Reordering the sentences in the paragraphs under each stage of the story; - Writing out each stage; and then reading them to the class for comments; - Pointing out relations between sentences.	Can students describe a paragraph format after restoring its sentences to its original order? Can students restore to order a set of sentences that belongs to two fused stories so that the sentences can be properly ordered and each story be recorded? Can they also give proof that all sentences belong to the story in which they are put?	**SOCIAL STUDIES:** Sort out two short paragraphs made up of jumbled sentences about two recently known road accidents. Tell the class why each set of sentences has been put together to form its separate paragraph, and then give a title to each short paragraph.

GRADE 9 – READING CURRICULUM GUIDE COMPREHENSION The Writer's Technique - Chronological Sequence								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Chronological order as evidence of planning	Relating chronological sequence to planning Extracting relevant points from a descriptive text by selection	A well-written text has a pre-conceived plan that takes care of its recognisable sequence. A descriptive text can be presented to its readers in many ways.	A suitable and understandable sequence in any writing is necessary and preferred order of text. Some texts are organized so that the reader can visualize the scene, character, or object.	Getting into the habit of presenting texts in an orderly fashion through pre-planning	Some exercises lend themselves to practice work on sequence. Eg Re-organising recipe instructions, descriptions, stories, etc. **Example:** Study a given passage or a set of single paragraphs, and then decide which type(s) of organization they represent. Can you think of other ways the details can be presented?	**MATERIALS:** Exercises in sequential happenings; authentic material especially class efforts; and carefully chosen passages; stories, cartoons, comics, recipes, frames; sentence cards to explore efficiently other possible sequences; dictionaries. **ACTIVITIES:** Writing material; **examining** order by study reading; discussing other possible sequences. **MATERIALS:** Simple descriptive passages or series of paragraphs supplied by subject teachers. **ACTIVITIES**: - Showing understanding of the picture that is described by the text; - Deciding upon the main idea and recognizing the details; - Fitting the paragraphs under a suitable heading as directed by a table of the teacher or students' choice.	Can students give response to questions on the time factor in stories and other texts by underlining the time indicators? Can students read a descriptive paragraph, and then tell of the way the material is organized.	**SOCIAL STUDIES:** Tell about the experiences reading an unplanned human story as against reading a nicely planned one. Tell of the different ways to write a human story with a given beginning.

GRADE 9 – READING CURRICULUM GUIDE COMPREHENSION The Writer's Technique - Chronological Sequence								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Chronological sequence and relations between parts of a descriptive text	Recognising the relations between parts of a text	In a descriptive text, like other text types, the points are in some order in relation to one another.	The awareness that parts of a descriptive text are related in some way.	The ways descriptive texts are presented are categorized.	**Sentences in descriptive texts,** like all other texts, stand in some order of relation to each other**.** **Examples of exercises** on relationship between parts of a descriptive text: (a) Read the two given portraits or accounts and compare them. (b) Tell about the way each of their descriptions is presented. Eg, The description can be from top to bottom, from general appearances to details, from the most striking features to the less striking ones, etc.	**MATERIALS**: Vivid portraits for structural comparison exercises for Level 9. **ACTIVITIES** - Reading several portraits by different authors; - Comparing structure or format of portraits; - Writing down the observations; - Explaining this to the class in student's own words.	Can students study two written portraits, explain the make-up of each, and then show how their contextual organization was achieved?	**MATHEMATICS**: Read a mathematical problem, and then tell how it is set out. Proceed to solve it and then show the relation between the stating of the problem and the steps in its solution.

GRADE 9 – READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Analogy and Contrast

<table>
<tr><th rowspan="2">TOPIC</th><th colspan="4">OBJECTIVES</th><th rowspan="2">CONTENT</th><th rowspan="2">ACTIVITIES/
MATERIALS/STRATEGIES</th><th rowspan="2">EVALUATION</th><th rowspan="2">INTEGRATION</th></tr>
<tr><th>SKILL</th><th>Knowledge</th><th>Understanding</th><th>ATTITUDE</th></tr>
<tr><td>Text relations in analogy and contrast</td><td>Relating between parts of a text in analogy and contrast</td><td>Analogy and contrast can be tabularized</td><td>Filling in a comparison table is a good way to clarify analogy or contrast and to get to know the subject intimately</td><td>To be able to give and accept fair comparisons and contrasts.</td><td>One way to show understanding of comparison and contrast between sets is to use tables.
Samples of work on comparison/contrast:

Read a passage, eg, the classification of some species, or an account of two pictures or scenes with one scene or picture converted by nature by the other. Then fill in a comparison table.

<table><tr><td>Body-Part</td><td>Before</td><td>Now</td><td>Then</td></tr><tr><td>Head</td><td></td><td></td><td></td></tr><tr><td>Feet</td><td></td><td></td><td></td></tr><tr><td>Breast</td><td></td><td></td><td></td></tr></table></td><td>MATERIALS: Simple passages and paragraphs with analogy and contrast supplied by subject teachers; Pairs of sceneries where nature has changed one into the other over time.

ACTIVITIES:
- Study read a text with analogous and contrasting contents;
- Completing a table;
- Drawing a diagram to represent the different types of (let us say) vehicles that use a certain highway during a certain hour.</td><td>Can students read a passage with the purpose of extracting points to fill information in a teacher-made table of comparison?

Can students use the same passage mentioned above with the purpose of extracting points to fill in a teacher-made table for contrasting information?</td><td>SCIENCE:
Present in a tabular form an analogy and contrast between two animals, e.g. cat/human being; sheep /tiger.</td></tr>
</table>

GRADE 9 – READING CURRICULUM GUIDE

COMPREHENSION

The Writer's Technique - Classification

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
Relations of parts of a text based on classification	Relating points between parts of a text based on classification	Texts are converted into graphics to aid understanding.	The realization that graphics such as diagrams help in the visualisation of information contained in a text.	Drawing a tree diagram for example is one way to understand what is contained in a text.	The paying of attention to **graphic texts** helps in the understanding of matter being read. Read a passage then complete a diagram with the words given underneath the diagram. Deal with the classes of animals, descriptions of a number of body actions in a text or picture.	**MATERIALS**: Single paragraphs and longer passages containing classification supplied by class teacher or other subject teacher. **ACTIVITIES**: - Reading a given classification text; -Discussing its points or supporting its statements; - Completing a tree diagram started by teacher or student, and filling in given terms or key words supplied; - Completing remaining boxes in a tree or other diagram; putting together pictures and their corresponding descriptions.	Can students read a passage and extract points to complete a given tree or other diagram, which may or may not have labels, supplied?	**SCIENCE:** Classify products under a heading such as porcelain. **SOCIAL STUDIES:** Draw up a table to show the classification of families.

GRADE 9 – READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Argumentative and Logical Organisation**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Information stated explicitly in argumentative and logically arranged texts	Recognising explicitly stated information in a text based on 'for' and 'against' a topic	Texts on 'for' and 'against' have argumentative value There is logical organization in a text on an argument.	Arguments in a text have to be carefully examined for statements on their 'pros' and 'cons,' for not all points are found together in all texts. There are logical relations between parts of a text on argument	Cultivating the realisation that there is no need to shy away from an opinion 'for' and 'against' arguments in a text Being prepared at times to study an argumentative text for the logical organisation of its points.	**Other types of text are the ones called argument, or debate, or summary.** Either of them gives points for or/and against a contention. **Exercises:** **1.** In the texts supplied, several arguments are provided 'for' and 'against' a topic, eg. In the packaging of dog food, decide whether the arguments contained in the underlined sentences are 'for' or 'against' the packaging. 2. Read a text, and then underline the link words, eg. General truth, example, consequently, conclusion, and other for each side of the argument. 3. Read a text, then fill in partly completed frames, after numbering the paragraphs.	**MATERIALS**: Passages of argumentative writing (with key sentences underlined) supplied by subject teachers; frames on some texts partially filled; material for drawing personal diagrams; tree diagrams on some passages. **ACTIVITIES**: *- Reading a given argumentative passage, studying the underlined sentences to understand what they are saying, and stating whether each is for the argument, or against the argument. State answer like this: (a) The arguments 'for' (let us say) packaging dog food are: …, and (b) The arguments against packaging dog food are … *- Reading an argumentative text, and underlining the link words for each side of the argument; *- Filling in the link words in partly filled frames; Filling empty frames; *Drawing a diagram to illustrate points	Can students read a document that sets down the arguments 'for' and other arguments 'against' a subject in an argumentative piece after the study of a passage with key sentences underlined?	**SOCIAL STUDIES:** Write an essay that tells of both sides of the argument on slavery or indenture-ship.

GRADE 9 – READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Argumentative and Logical Organisation (Continued)**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Information stated explicitly in argumentative and logically arranged texts (Continued)	Recognising explicitly stated information in a text based on 'for' and 'against' a topic (Continued) Linking relations between parts of an argumentative text	There is logical organization in a text on an argument.	The logical relations between parts of a text on argument can be set out in a diagram.	Be prepared at times to study an argumentative text for its points and their logical organization.	**If a text is set out in a way that it conveys correct reasoning** then it has logical organization**.** Some instructions, when they are well-worded help reveal logical sequence: 1. Read a text, and then check each box in a tree diagram to see if there are unimportant points that can be taken out without changing the main ides of the message. 2. Read a text, and then look at the numbered diagram boxes after their completion. Write one paragraph 'for' the argument. Write another paragraph 'against' the argument.	**MATERIALS**: Passages of argumentative writing (with key sentences underlined) supplied by subject teachers; frames on some texts partially filled; material for drawing personal diagrams; tree diagrams on some passages; completed diagrams based n previous work. **ACTIVITIES**: *Reading a given text; checking for and deleting unimportant points; Checking to discern whether a change of main idea in the argument will result. *Using diagrams, numbering the paragraphs in the text, and writing down the number(s) of the corresponding paragraph(s) under each of the boxes in the diagram; *Checking all the boxes of a given diagram for their importance, if not so, which ones should be taken out, and then tell why; *Looking at the completed diagram, then writing the arguments in two paragraphs, one 'for' and the other 'against.'	Can students use a passage made up of two paragraphs that has been fully underlined to show points 'for' and 'against' a topic to write two or their own paragraphs to explain both sides of the argument?.	**SCIENCE:** Write a pamphlet advocating the legalisation of marijuana for medical purposes. **SOCIAL STUDIES:** State how far you would support the legislation for the abolition of corporal punishment in school.

GRADE 9 – READING CURRICULUM GUIDE								
COMPREHENSION **The Writer's Technique - Argumentative and Logical Organisation (Continued)**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/ MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Logical organisation in argument	Recognising fact and opinion	Written information can be critically examined to disassociate fact from opinion.	A piece of information from a variety of text types can be a thing can be a thing that is true or a thing that the person thinks or feels about.	Be able to se the necessity for orderly presentation	**A fact** can be found out or proven. **An opinion** is a personal view on grounds short of proof. **Some instructions** do help with the recognition of facts and opinion: **Example**: Read selections, probe their information and use cues to verify whether aspects are factual or an opinion.	**MATERIALS**: Teacher-compiled stories; students' personal interests; Material containing new information such as family trees, poems, authentic certificates, albums, environmental information. **ACTIVITIES**: - Examining evidence in a passage by study reading it to determine differences in evidence; - Pinpointing parts of texts for discussion, especially of character, which distract reasoning or evidence; - Addressing the writer's intention: Who wrote the text? Who is it written for? What is the circumstance under which it is written? Has its aim been fulfilled? - Enquiring from additional sources to understand evidence such as background information to text, the writer, and the topic in question; - Drawing an informed conclusion about a matter that has been examined; - Looking at the complete text then writing the statements of fact as against statements of opinion.	Can students decipher information or text content and put points into the categories of FACT and OPINION? Can students write a true story involving members of the family? Can students write an account of their opinion of a local occurrence?	**SOCIAL STUDIES:** Separate fact from opinion found in an editorial column of a daily newspaper. State whether the writer's intention has been fulfilled.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - The regular pleasing movement of words and sentences

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The flow of words and sentences in poetry	Mastering fluency in poetry	Poetry is highly meaningful, and melodious	Fluency gives expression to lines in poetry.	The willingness to behave sensitively toward poetic language.	* **Poetry** contains these features: - Run-on lines - End-stop lines. - End rhymes - Internal rhymes - Imagery - Melody - Meaning * **Imagery** concerns the words used by the writer. It paints the intended picture with accuracy. It uses words of emotion, atmosphere, events, persons and things in a scene, through the medium of figures of speech and concrete details. * **End-Stop lines** recognise a couplet where each sentence has a logical close. * **Run-On lines** tell of couplets which show that the sense of the first line has "run" over to the succeeding line.	**MATERIALS**: Copies of poems that are narrative, descriptive, historic; and lengthy epic. **ACTIVITIES**: - Modeled reading of poems; - Silent and oral reading of poems; - Examining of vocabulary to get acquainted with the meaning of words and to gain thorough meaning of words; - Reading with ease to emphasis correctness and clarity of pronunciation and to ensure right pacing. - Emphasising phrasing; and measurable expression along with body expression. - Participating in whole class and small group discussions after silent reading for greater understanding; - Doing other silent reading for practice; - Participating in oral group reading of selected poems that have been discussed and mastered;	Can students do oral effective reading of poems of chosen Caribbean poets?	**SOCIAL STUDIES GEOGRAPHY:** Select and read poems that tell about the Caribbean.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - The regular pleasing movement of words and sentences (Continued)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Words and sentences in poetry (Continued)	Mastering fluency in poetry	Poetry is highly meaningful, and melodious	Fluency gives expression to lines in poetry.	The willingness to behave sensitively toward poetic language.	**Free verse** poetry is usually unrhymed. It is expressive and has structure. * Poetry form matches the purpose of the poem; * Epics or stories about heroes are usually told in verses of great length, making it difficult to maintain a rhyme scheme. Intonation is the rise and fall of the voice to ask questions, and so on, or expressing feelings.	**ACTIVITIES: (Continued)** - Fluent reading in small groups, or individually. - Study -reading of selected parts of poems - Reading poems in varying styles; - Using letters of the alphabet to label the rhyme pattern; - Writing jingles and short poems - Reading poems in a variety of ways; - Graphically illustrating poems; - Identifying similes and metaphors in poems; - Identifying the relationship between the concrete details and the senses. - Oral reading of poems `with emphasis on punctuation markers at the end of lines; - Oral reading of with emphasis on pacing; - Looking at each line of poems to recognize supportive information about subject/theme; - Writing and then reading couplets to show separate thoughts on one issue/topic. - Reading a poem and discussing it, then answering questions on its content; using intonation pattern or contour while reading; - Defining and recognising free verse poetry;	Can students read or recite poetry accompanied by some kind of musical instrument(s)? Can students categorise poems according to their specific rhythmic patterns?	**MUSIC:** Use fingers to tap the rhythm of poems.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - The regular pleasing movement of words and sentences (Continued)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Words and sentences in poetry	Chanting the lines of poetry	Poems of repetitive rhythm can be chanted.	The chant is dictated by the syllables and the polysyllabic words in the poem.	Show appreciation for the dictates of poetic interpretations	**The chant** used on a poem matches its music, theme, and purpose. * **Repetition and level of pitch** enhance the meaning of a chanted poem. * **The oral tradition in poetry** comprises: - Chanting or single-voice pitch reciting - Drumming-in a background - Creativity on the part of the person who recites, and the drummer * **Folklore** that is naturally enjoyed through poetry. Poems for stylistic reading comprises: - Poems where repetition and levels of voice pitch are used; - Poems where voices of characters are better differentiated through the sense of hearing.	**MATERIALS**: Selections taken from "Read First Find Out After," "Bite-In" Stages 1-3; Poems of students' choice. **ACTIVITIES**: - Recognising the repetition of the same or similar sounds occurring at determined intervals at the end of lines in conventional poetry. - Brainstorming a chant-rhythm; - Discussion of poem to fully look at its repetition and pitch; Practising a chosen rhythm in small groups; - Emphasizing repetition and pitch; - Creating stylistic renditions of poems to present variety of music to the ear. - Acting out poems while doing a responsive reading of it. - Capturing the emotional content of poems that can be expressed through movement. - Selecting of couplets to show how to deal with a singular issue; - Writing and then reading of couplets to show that the sense of one line is completed in the following line in a couplet.	Can individual students chant selected and practiced poems? Can student groups chant and then assess their performance on a chosen poem? Can students do choral reading of longer poems?	**HUMANITIES:** Read a passage of vividly told historical event. **African History:** War victory songs; tribal warriors in Africa; **LITERATURE:** Compose poems to tell of popular folklore of Guyana.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - Appealing to the reader

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The sound of words in poetry	Enunciating words in poetry	The correctness in sounding out words builds fluency.	Good reading in poetry begins with vocal differentiation in the pronunciation of lines.	To be appreciative of poetry reading that appeals to the senses and sustains interests.	Word enunciation is the clear and distinct sounding-out of words. To read or recite a poem clearly and distinctly is to read to assure the capturing of the attention and interest of the audience.	**MATERIALS:** - Poems that give scope to the readers to build vocabulary. - Poems in which the writers achieve aim(s) by the use of a variety of words and phrases, example. **ACTIVITIES:** - Discussing of freely chosen poems and other short compositions; - Individual oral reading of poems. - Inviting listeners to give their thoughts on what was recited	Can students do a selective reading of three or more poems coupled with a self-rating, while subjecting themselves to a rating by study partners on the use of pitch and correctness of pronunciation?	**LITERATURE:** Copy poems that have been mastered then read and display them for class and Level section.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - Appealing to the reader

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Storyline in poetry (Continued)	Recognising and retelling the storyline of a story poem	The plot is the central part of any type of narrative poem	* Retelling the story line of a narrative poem is saying in your own words what the writer says in his poem.	The willingness to recall with some degree of accuracy events as they are told in verse.	We internalise the language and structure of the poem when we retell it. The plan of a story is its plot.	**MATERIALS:** "The Legend of Kaieteur " "Read First and Find Out After." **ACTIVITIES:** - Discussing poems after shared, paired reading; and individual reading: - Recognizing that poems also contain incidents, actions or other thoughts; - - Writing in own words what is the individual's recognition of story line after a stipulated number of readings; change prose into verse form.	Can students retell the story line of a poem that is clearly understood?	**LITERATURE:** Find out more about how epics are composed. **HUMANITIES**: a) Compile a set of ideas that could be put together in an epic poem. b) Write out the action sequence of an epic poem based on a 20th. Century battle in prose form.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - Appealing to the reader

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Word emphasis	Emphasising on words or phrases	Intonation occurs during any form or style of discourse.	The acceptance that translating thoughts and experiences into verse is a pleasant and rewarding exercise.	Poetic language and style is personal to the individual poet.	**Intonation** is the rise and fall of the voice during the reading of any text. **Poetry** can be composed in different forms and intonation varies. **Alliteration** is chiefly the repetition of consonant sounds at the beginning of words. **Onomatopoeia** of a word imitates or suggests its meaning.	**MATERIALS:** Flat pictures; newspapers; television and other newscasts. **ACTIVITIES:** - Reading silently, then orally; - Composing and publishing poems in the classroom; - Creating verse from graphics; - Creating verse that is topical. - Letting the voice rise and fall whilst reading or reciting poetry so that the listeners get the feeling that things, persons, or others in the poem are actually alive and performing.	Can students do poetry reading or reciting accompanied by some musical instruments?	**SOCIALSTUDIES:** Arrange and present poetry readings to illustrate historical events.

GRADE 9 READING CURRICULUM GUIDE

SOUND OF POETRY - Appealing to the reader

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Elements of poetry	Identifying various elements of poetry in written texts	Spontaneous and accidental poetry is called "found poetry."	Language quite unconnected with poetry contains some of the elements of poetry	Find the pleasure in discovering in language quite unconnected with poetry some of the elements that poetry contains.	**Basic elements of poetry** are contained in books on non-literary subjects, in texts such as catalogues, personal letters, labels, and public notices. **Musical notes:** • Value of notes in music • Time signature of music • Language that creates musical effects. **The elements of poetry which are found in non-literary texts** • Alliteration is chiefly the repetition of consonant sounds, usually at the beginning of words. • Onomatopoeia occurs when the sound of a word imitates or suggests its meaning. • Rhythm, rhyme; metaphor; striking imagery and patterns of statements • Images are chiefly visual but some images utilize other senses.	**MATERIALS:** Selected consumer labels and catalogues. Catalogues and written advertisements Selections of poems that use alliteration and onomatopoeia **ACTIVITIES**: - Comparing notes written from one semi breve to thirty-two-demi-semi-quavers; - Learning the time signatures of music written from simple duple to compound quadruple; - Reading a catalogue - Comparing adjectives; - Listing chronological events in history.	Can students do a reading of a catalogue to identify elements of poetry such as rhythm, and rhyme, which create musical effects?	**Business Education:** Tape or otherwise collect copies of advertisements, which use rhythm, rhyme, and musical accompaniment.

GRADE 9 READING CURRICULUM GUIDE
Recreational or Literature Reading - Text Type

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
The text	Selecting a text for its worth	Varying genres introduce readers to the wonders of the world.	Contact with varying text types encourages reading exploration.	Naturally showing an increased interest in the self-selection of reading materials.	**Three Main Text Types:** - **Real life experience,** which relates interesting events, conditions and situations as they actually happen. E.g. Non-fiction, biographies, information. - **Fiction,** which includes prose, poetry and drama. While fiction does not depict the actual events, they are true to life as at least all human beings have experienced it. E.g. Science, Historical, contemporary. - **Fancy,** which includes folklore, fables, myths, and legends, and nonsense passages, humorous stories are neither true nor true to life. E.g. Anancy stories. Ol'Higue, legend of Kaieteur. **Sample <u>Questions:</u>** 1. For whom are the texts written? (Audience) 2.What is the purpose? (Intention) 3. How is the text arranged? (Form)	**MATERIALS:** A variety of reading materials including adult readings, and school library selections: "Read First Find Out Later," "How To …" books; Newspapers, Autobiographies; Magazines, Information books, Fiction, Mysteries. **ACTIVITIES:** - Identifying the three types of writing and what each offers - Visiting the library on a guided tour and looking at section headings and selections on the shelves - Getting acquainted with the Dewey Decimal numbering system in the library - Grouping given books into their various categories	Can students choose three West Indian Literature books under the headings: 1. Fiction 2. Play, and 3. One novel? Can students make a character diagram for *Twelfth Night* or any other Shakespeare play? Can students demonstrate the preparation of a map for a given story or a story they have enjoyed?	**SCIENCE:** Prepare a number of science material grouped under the headings of **Fiction** and **Play** **GEOGRAPHY/ HISTORY:** Write a humorous story based on one of our cultures: - Masquerade - Tajah - Chinese Dragon

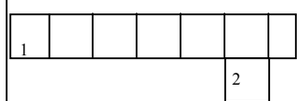
Recreational or Literature Reading - Text Type (Continued)								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The novel	Examining the make-up of a character	A character's actions and reactions are an integral ingredient of the plot.	Characters contribute to the way a story is unfolded.	The willingness to discuss and reflect upon characters in a variety of texts.	1. **Four components of a character:** -Appearance -Action -Dialogue -Thoughts 2) Characters in a text range from naïve and simple to sophisticated and complex. 3) A short story should have at least three characters, the main one of which must be interesting and possess at least one weakness.	**MATERIALS:** A variety of reading novels prescribed texts and those included in the school library. Other reading materials that tell of character. **ACTIVITIES:** - Making inferences about characters based on their actions. - Interpreting and evaluating information in text. - Making judgments about actions of character. - Pointing out the relationship between cause and effect in plot. - Working in groups to discuss facts and opinions about specific characters**.**	Can students read a story, and then choose one character for a written account of a day in the life of that character?	**Social Studies**: Do an assessment of a character from *Men and Women in History* Write a character sketch of two famous personalities in your community and country. Compare/contrast their personalities. **Science:** Write a character study created on any great inventor(s) whose work(s) are appealing.

Recreational or Literature Reading - Text Type (Continued)								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The novel	Examining attitudes in character	Recognise that a variety of character structures is used by an author to organise stories	An examination of the structure of a story helps reveal the overall organisation that an author uses in the composition of a story.	The willingness to derive a full sense of satisfaction when rating a character, then justifying the ratings to someone	**i) Character motives and traits:** -Revenge - Honour **ii) Some character attitudes**: -Caring -Selfish -Tolerant -Passivity	**MATERIAL**: Stories of interest across the world and especially of West Indian origin. **ACTIVITIES:** - Making inferences about characters - Interpreting events - Listing information based on character attitudes as found in the story or other texts - Describing relationships between characters - Stating what attitudes went into building or breaking a relationship	Can students construct a *Character Attitude* diagram for an enjoyable story or other interesting text?	**SOCIAL STUDIES**: State character attitudes of people recorded from: "The Family Workers" "TV Personalities"; "Men and Women in Our Country that Made History" Give an account of the attitudes of a personality from a well-known text.

Recreational or Literature Reading - Text Type (Continued)								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The novel	Examining setting in the story	Setting indicates where story events occur.	A thorough examination of the importance of setting enhances the understanding of a story.	The willingness to read a story to determine its setting	**The visualisation of story events put against setting**: **Location** is important as it makes the story more effective. **Weather** makes the reader take notice if it affects the outcome of the story. **Time period** tells whether the story is set in the past, present or the future. Time includes time of day and the passage of time. Literary maps are drawings of the settings or portions of the settings of stories with pictures including where events occurred.	**MATERIAL**: - Maps that show the important parts of setting. - Maps that trace the movements of the main character. **ACTIVITIES:** - Studying a story in its entirety. - Discussing the setting in the story in small groups. - Giving reasons why the characters change their setting - Retelling the story from their map. - Examining setting by preparing literary maps to show the movement of characters.	Can students prepare a literary map for a given story?	**SCIENCE:** From the book "Great Inventors," give the setting under which some inventions were made. **SOCIAL STUDIES**: ***GREAT MEN*** From the book "Great Men in History," tell about the setting that made some people great. ***BIOGRAPHIES***: From someone's biography, give a general background from which the person operated.

Recreational or Literature Reading - Text Type (Continued)								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITY/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The novel	Examining the structure of the novel	Story events have basic structures and other accompanying structures.	The structure of a story helps reveal its overall organisation of events from which events and their consequences can be predicted.	The willingness to be eager to read a story to determine the structure of events and its consequences.	**Authors:** Authors use different organizational patterns in a text. **A Simple Text Organisation:** **Main heading:** The words that tell exactly what the text is about. **Sub-heading:** <u>Visuals</u> such as pictures, diagrams, maps, plans and others <u>Signal words such as</u> *lead to, then, although, like, as well, because, so*.	**MATERIAL**: Any suitably organized texts within a range of interests. **ACTIVITIES:** - Discussing what signal words which can be looked for in a text. - Making a diagram of information in the text. - Substantiating information from within a text. - Predicting the plot, then verifying it. - Identifying and extracting other important information	Can students prepare a graphic outline of a selected story or other text to show how the text is organised? Can students construct a diagram of information in a text?	**Social Studies:** Examine and then give some advice on the structure of a Social Studies text. **Science**: Note the difference in the form used in parts of an Integrated Science text.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Text Type - The Novel (Continued)								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The novel	Managing a "free time" reading activity	The development of a personal taste for reading satisfies important and intellectual needs.	Selected materials require an arsenal of appropriate reading strategies to be a productive exercise.	The willingness to become more independent and selective when doing "free time" reading	1) **Things of interest in books**. E.g. pictures, diagrams, maps, drawings, games, advertisements, are advantageous to story or message. etc. 2) **Use of the WH questions** – Who? Why? Where? When? What? and How? To solicit responses to text read. 3) **Word Games** exercise quick thinking	**MATERIALS**: Books that are fiction/non-fiction Information taken from class/School/community libraries; Local/International newspapers and magazines; Graded puzzles: e.g. Crossword, Word Search, Word Scramble Word, Completion on Sports, Religion, etc. based on content areas and language. Example: **Science:** Safety Crossword  **ACTIVITIES:** - Reading aspects of texts - Discussing aspects of texts - Identifying the literary style of writers - Silently reading texts for deeper understanding of content, style, etc - Discussing how the texts that they do read were "tackled' by their writers	Can students prepare a brief summary of a class text that has just been completed? Can students prepare a brief summary of a novel that was read during "free time" reading activity?	**SCIENCE:** Complete a word search activity based on an interesting aspect of Science. **HISTORY**: Complete a word game for the class based on a chapter in a book, which the class liked particularly.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Text Type (Continued)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
The novel (Cont'd)						**Clues**: 1. Across: This process using liquid requires great care. (7) 2. Down: The lab is a – go area unless the teacher is present. (2) **Mathematics**: Word Hunt (example) P E R C E N T A G E A A I R T I E D A D R D I A A N A D I E T O D D R E M O N E - Discussing selections - Searching for known words in grid - Sharing experiences on word hunting - Selecting information for use in grid such as: Book Title | Character | Setting | Events | Language		

GRADE9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Sensitivity to Language								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
The discussion	Using discussion as a support mechanism	Vocabulary is expanded by and through discussion.	A specific vocabulary promotes effective support for explanation, poetry, fact and opinion.	The willingness to acknowledge that the use of specific vocabulary aids and builds discussion.	1**) Figures of speech- (Continued)** i) Alliteration ii) Onomatopoeia iii) Similes 2) **Cartoons***: Drugs and the Teenager*. 3) **Poetry**: Choice of words for poetry. 4**) Metre in poetry (Prosody):** i) Definite metre, ii) Clear rhythm, iii) Regular or irregular rhyme scheme. 5) **Other poetry forms:** The sonnet that has established rules, which the poet is obliged to follow.	**MATERIALS:** Books from school and/or National/local library; local and international newspapers. **ACTIVITIES:** - Reading independently and in small groups - Discussing the use of figures of speech and how they are actually used in the text in hand. - Stating the specific use of the figures of speech and their specific use on the poems being studied. - Drawing cartoons to support images in poems - Choral reading of poems. - Finding supporting details and ideas - Proving a statement to be fact or opinion	Can students read text, and then discuss an outcome of any interesting but puzzling point in a text?	**SOCIAL STUDIES**: Have a discussion on any point of interest in a history text

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Sensitivity to Language								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Language structures	Developing appreciation for a variety of language structures	The writer uses language variety for special effects on their work.	A text can be examined to reveal the many ways in which choice of words affects the impression given by the material.	The willingness to become sensitive to the use of a variety of language structures including uses of figures of speech.	1. Figures of speech e.g. Similes, metaphors, personification, pun. 2. The different types of vocabulary e.g. Figurative colloquial, scientific, literary. 3. Grammatical features 4. Structural composition of speeches, jokes, advertisements, literary prose, poems, cartoons, comics, etc. 5. Significant sentence patterns and phrases 6. Twists of phrases 7. Wit in soliloquy in Shakespeare 8. Choice of words –imagery in poetry 9. Similar themes illustrated by different types of vocabulary, and grammatical features/structures	**MATERIALS:** "Tales from Shakespeare," Novels by West Indian writers e.g. V.S. Naipaul, E.R. Braithwaite; "Read First Find out After" page 30-53; 124 &125 (SSRP document) **ACTIVITIES:** - Participating in all reading activities - Critically analyzing materials with peers and teachers in looking at the various ways the writer uses language in soliloquies; - Identifying the figures of speech and their functions in the text. - Noting the different grammatical structures in speeches and other materials; - Noting the language used in games, puzzles, advertisements, flyers, etc. and applying them in a play, poem or story	Can students draw up lists of figures of speech found in a given selection, then say how effectively they were used? Can students have meaningful discussions on the use of language in a novel, for example, "Green Days by the River"? Can students have meaningful discussions on the use of language in an advertisement of a known and tried product?	**SOCIAL STUDIES:** Draw cartoons on a topical happening. Write a report written on a current human-interest happening. **SCIENCE:** Create an advertisement for a Science fair.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Analysing Materials								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Issues in Literature	Developing individual interpretations and responses to issues in Literature	Literary elements work together to create a work of literature.	The attitudes and behaviours of a character or narrator are not necessarily the attitudes or beliefs of the author.	The willingness to show creativity and imagination in discussion and writing.	1. Differences of opinion and their validity. 2. The mood, speech and action of a character 3. WH questions – Who? Why? Where? When? What? And How? 4. Poetic language: - Imagery - Choice of words	**MATERIALS:** From the school/community/home library; plays, novels; Current materials on topical issues, recent findings, etc; Daily newspapers; Children and adults magazines; school magazines. Classical novels. **ACTIVITIES:** - Discussing the various elements of a story; - Mapping out a story; - Distinguishing between fact and opinion; - Identifying multiple causes for a type of characterisation used by author. - Reading and asking questions directed to self. - Answering the WH questions. - Selecting texts for discussion. - Dramatising parts of stories. - Imitating various characters. - Quoting evidence in support view - Critically analysing the soliloquy of Hamlet for example	Can students provide evidence in a text to support a specific interpretation and judgment? Can students provide support for the unhealthy/excellent traits in a main character in a known text?	**SOCIAL STUDIES:** Write a personal opinion composition to support a religious persuasion Defend a character action in a chosen community worker.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Analysing Materials								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Author's organisation patterns	Deciphering the author's organisational pattern	An author's organizational technique can be observed by the experienced reader	Serious and purposeful reading activities aid the understanding of content and its organisation.	The willingness to develop keen interest in reading to glean particular information concerning organizational patterns.	1. The summary procedure 2. Rhyme and rhythm 3. The summary procedure: i) Make an outline and name it ABCD etc, leave a space between letters. ii) Read and write the main idea for the subsection(s) iii) Review the summaries and retell. 4. Rhythm and Rhyme: The rhythm in any poem depends upon the order in which the light and heavy syllables follow one another. By varying the order of syllables the poet can create a rhythm, which matches the mood or events of the poem. **Rhythm and rhyme**:- The rhythm of any poem depends upon the order in which the light and heavy syllables follow one another. by varying the order of syllables the poet can create a rhythm, which matches the mood or events in the writing.	**MATERIALS:** Information books and magazines; ***Mother and Son*** by Langston Hughes; ***New Scholar*** by Louise Bennett **ACTIVITIES:** Through independent reading, doing a summary this way: - Making an outline, naming and numbering subtopics. - Reading and writing the main idea for the sub topics/subsections; - Review and telling about sub-sections **Review summary and retell.** - Previewing a short article from the text. - Dividing article into subsections - Discussing the titles for each subsection; - Noting the main ideas and supporting details; - Sharing summary writing with partners; - Reading poems - Clapping out the rhythm	Can students do selected reading of an article from the newspaper; divided it into subsections, underline words/phrases to show the main idea and supporting details? Can students show their understanding of lines of poetry of any length and rhythm using rhyme words?	**LITERATURE:** Select a poem to be analysed, then discussed and the findings aired among peers.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Analysing Materials								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Drama	Using drama to aid analysis of materials	Stage produced pieces of dramatic presentations can bring clarity to aspects of a story.	A good dramatisation can help listeners to get from the performance some experiences depicted in the story that were overlooked or could be overlooked in reading the selection to them.	The willingness to develop a strong motivation to concentrate on meaning of the lines to be read or spoken aloud	**The Text** 1) Verbal and non–verbal communication of the text. 2) A dramatisation Plan: --Select a story --Choose students for character parts. --- Prepare for stage setting. 3) Purpose of dramatisation i) A simple classroom use. ii) Unpolished production of pieces with some help from an art teacher.	**MATERIALS:** Guyanese and West Indian novels and selections; one-act plays. **ACTIVITIES:** - Dramatising parts of a story that appealed to the class. - Practising creative drama using texts they have read. - Researching significant terms: *miming, dressing up, backdrop, role-play, and choral reading*	Can students using group work prepare a dramatic piece for presentation to peers?	**SOCIAL STUDIES:** Dramatise current events in our society. E.g. Aspects of Youth Parliament; Student government; Heads of States meeting

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Reading to Others								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/TERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Information and knowledge	Gaining a wider range of information and knowledge through reading	Reading a variety of literature and other writings can help in the communication process.	The reading of a variety of materials and writing about the content can develop the reading-writing relationship along with communication.	The willingness to develop permanent habits of reading every day to attain a sense of personal enrichment	Reading has a great input in the gaining of knowledge. Its application builds understanding.	**MATERIALS:** Literature from various cultures and ethnic backgrounds –West Indian and Guyanese in nature. Sports and other magazines; Audiovisuals; local and international newspapers. Poems selected by students .eg, Louise Bennett's *Mother to Son, Noh Likle Twang,* Rudyard Kipling's *If* **ACTIVITIES**: - Reading of texts for personal pleasure. - Reading: newspaper and magazine articles on topical issues; - Writing short stories and keeping a record of readings. - Discussing issues in texts read. - Role playing scenes - Choral reading suitable passages - Participating in panel discussions on: the novel, biography, article with current happening, or whatever was read well. - Group discussion and writing: cartoon.	Can students do a report on a novel that has just been read to encourage anyone who just does not like reading novels? Can students do a presentation of and a discussion on the message embodied in a newspaper cartoon? Can students prepare well-written material for use in the prefect or student government system, in school, such as: notices, memorandums, and invitations	**SOCIAL STUDIES**: Prepare the following text types, and then display them: - Advertisements - Cartoons;

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Book Introduction								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Introduction of a book	Revealing to others just enough of a book – its character, author, setting - so that others would want to read it	How a book is introduced indicates whether or not the recipient will be motivated to want to read it, because of your recommendation.	The introduction of a book to others can develop a strong sense of knowledge ownership.	The ability to derive pleasure and feeling of importance when introducing a book to a group.	A simple standard for giving book introductions: 1. Give the title of the book and the name of the author. 2. Show/display the book and a few pictures if any. 3. Name the main character, give the setting of the story and say briefly what the book/story is about. 4. Tell or read aloud one short and interesting part, but not so much that you spoil a surprise for others. 5. Tell whether you liked the book. 6. Tell where others can get the book. 7. Explain about index cards and their information.	**MATERIALS**: A variety of reading materials including adult readings. Literature from various cultures and ethnic backgrounds –West Indian and Guyanese in nature. Sports and other magazines; Information books; fiction; mystery; index cards. **ACTIVITIES:** - Identifying the different types of writing, and using them; - Visiting the library and looking at selections on the shelves to have first hand acquaintance with them; - Looking at texts/groups in various categories; - Making index cards for the school library	Can students submit a selection of three West Indian works under the headings: 1. Fiction 2. Play 3. My Choice? Can students draw up an introduction of a book to use on their peers? Can students do a preparation of index cards for a class or school library?	**SCIENCE**: Write an introduction to a book like that of "Great Explorers." **GEOGRAPHY** Write an introduction to a book like that of "People of Other Lands." **HISTORY:** Write an introduction to the book, "Story of the Ice Age."

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Readers' Theatre

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	Knowledge	Understanding	ATTITUDE				
The theatre	Demonstrating theatrical ability	Theatrical ability can be an enhancing factor in a critical study of literature and language.	Dramatising the words and seeing performances help one to acquire a thorough command of Literature under study. The scenery, action, and characters in the writing word take on life-like proportions when dramatised.	The willingness to bring vitality and relevance to Literature. The willingness to explore and show appreciation for Literature and what it means	Dialogues from novels, plays, etc.eg	**MATERIALS:** *Read First Find Out After* (SSRP material) Drugs and the Teenager. Poem eg "No Likle Twang" by Louise Bennet Students' selections Taken from their favourite texts. Eg Shakespeare's "Twelfth Night" -"Merchant of Venice" New Ships –An anthology of poems West Indian Writers -V.S Naipaul –Miguel Street SSRP-*The Generation Gap* **ACTIVITIES:** - Interpreting the text orally - Becoming an active member of the audience, - Visualising the spoken word. - Preparing scripts for reading; - Reading for and audience. - Using the voice to build the imagination of the listeners.	Can students prepare a presentation for an afternoon of entertainment for a class using "The Readers Theatre"? Can students prepare a play that includes their own personalities and creativities to be performed to an audience of their choice?	**SOCIAL STUDIES** Dramatise an event in the life of a personality from "Men and Women who make History"

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Drama								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Characterisa-tion	Selecting and becoming a character in a text read	Characterisa-tion can keep alive the imagination and control it for a specific use	Miming requires physical and mental interpretation, coordination, and concentration.	Exhibit a sense of achievement when one can express oneself and communicate with others. Show that the characters in a study could be interpreted	**Miming is acting without using words** – **Occupational mime** -actions by different people - **Character mime** –becoming characters in story e.g. age, personality actions - **Emotional mime** –feeling an emotion e.g. anger - **Conventional mime**, e.g. writing, Going away sign	**ACTIVITIES (Continued)**: - Using simple props such as chairs and tables - Closing the eyes and imagine the action before trying it out. - Becoming various characters - Feeling the emotions and exhibiting them. - Using the body –head, arms etc - Making appropriate gestures and facial expressions. - Using body language effectively.	Can students create a mime of some selected characters in a text?	**Social Studie**s Miming the duties of members in a special work force.

GRADE 9 READING CURRICULUM GUIDE

Recreational or Literature Reading - Book Introduction								
TOPIC	**OBJECTIVE**				**CONTENT**	**ACTIVITIES/MATERIALS/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**Knowledge**	**Understanding**	**ATTITUDE**				
Choosing a book	Stimulating peers to read on their own, books supplied by the class or school library	One can be enticed into reading books on a topic in which they have as yet little or no interest after listening to an introduction	Giving a book introduction is to tell just enough so that others can decide whether or not they wish to read the book	Show interest in reading books, materials and topics, which they have done no reading on.	**Introduce a new interest** - Make an intriguing statement - Show objects or pictures - Allow students to develop questions based on the topic - Give some literature available on the topic	**MATERIALS**: Pictures, objects, Content area texts, Magazines, comics, Puzzles, Movies News stories. **ACTIVITIES**: - Listening as the text is introduced, - Displaying salient parts of the text. - Scanning the text. - Sharing interesting information about a topic with the class - Giving an opinion about the book - Going on planned class visits/excursions	Can students do an introduction of a new topic to their class? Can students give a brief demonstration of the use of a chosen information text?	**SOCAIL STUDIES:** Give an introduction to the topic of moral and spiritual values, or pioneer life **SCIENCE:** Give an introduction to the topic of rockets, or wild life

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Information Text

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES /MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The text arrangement	Locating words and names in texts	Some words and names are arranged alphabetically in some texts.	Words and names in some texts, whose information is alphabetically ordered, can be located by considering initial letters.	The willingness to develop and master a way to access information from alphabetically arranged texts.	**Identifying words** in alphabetical order in information texts: ***First letter***: e.g. **b**ook, **p**aper, **w**indow – Here the words are arranged according to the first letter only. ***Second letter****:* e.g. **bi**cycle, **bl**ue, **br**own. - If the first letter is the same in all words the second letter has to be taken into account alphabetically. ***Third letter***: e.g. **bra**y, **bri**ng, **bro**th. - If the first two letters are the same in all words the third letters are arranged according to the **ABC** sequence.	**MATERIAL:** Thesauruses, telephone directories, dictionaries, encyclopedias, and texts of such nature **ACTIVITIES:** - Identifying given words; - Arranging words in alphabetical order according to first letter; - Arranging words in order according to second and third letters; - Using resource materials to locate given information; - Finding words in a dictionary to get their meaning, punctuation, and other characteristics; - Using the dictionary with the understanding that there is not only one such book, but there are many for there are dictionaries on different levels and in different depths of detail. - Using the dictionary rather than encyclopedias or biological references; identify, locating or briefly explaining the following terms: such as *allergy;* - Locating in nearby libraries dictionaries of synonyms and quotations as well as other compilations for language study.	Can students complete an alphabetical rearrangement of items that were jumbled originally? Can students locate specific names from an attendance register? Can students locate and record particular information from a telephone directory?	**HISTORY:** Locate pertinent information efficiently from the encyclopedia or telephone directory. **OTHER SUBJECT AREAS:** Locate specific terms in the glossary.

GRADE 9 READING CURRICULUM GUIDE								
FUNCTIONAL READING **Locating Information -The Text Book**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES /MATERIAL/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**KNOWLEDGE**	**UNDERSTANDING**	**ATTITIDE**				
The parts of a book	Locating information by way of table of contents, index, or glossary pages of books	Book contents are arranged in specific compartments of information.	Parts of a book such as its table of contents, glossary, and index pages, provide ready and pertinent information about the body of the book.	The willingness to use a book efficiently by paying attention to what is found in specific sections in books.	**Library Books** To make the fullest use of a book a reader should know the following**:** Each book has the potential to yield information. The sections of each good book fall into three categories: the preliminaries, the text or body, and the subsidiaries. ***The Preliminaries*:** **The title page –** It gives the title, author(s), or person(s) responsible for the work; illustrator(s) translator(s); place of publication; publisher(s); and imprint date. **Preface**, It states the author's reason for writing his/her work among other information. **Table of Contents***:* It lists the chapters in the order in which they appear in the work along with the page numbers at which each begins. ***The Text or Body*:** It consists of all the printed matter, both text and auxiliary ***The Subsidiaries****:* These are found after the body of work. **Glossary***:* It is a list of terms and their meanings, which are unfamiliar to the general reader. **Index***:* It is an alphabetical arrangement including topics; people and places mentioned in the work. The number of the page or pages on which the subject is numbered follows each item.	**MATERIAL:** Good books that are developed along the three categories of sections; texts books across the curriculum such as: Literature, Science, Social Studies, Mathematics, Home Science, Visual Arts **ACTIVITIES**. - Examining a book and naming its different parts; - Discussing the role of the preliminaries; -Upgrading books by furnishing preliminaries for certain ones that do not have some, all, or any of the items; - Ordering preliminaries using Roman numerals as a preference; - Noting the substantive differences between the preliminaries of fiction as against non-fiction books; - Talking about the role of each preliminary section; - - Talking about the body or text of a book; - Discussing the subsidiaries and what help they give; - Illustrating a dummy book.	Can students locate specific information using the contents pages and/or the index pages of a book? Can students upgraded library books that were without their table of contents page and index page(s)?	**SCIENCE:** Make a booklet on an interesting topic. Include all the various parts as noted under **CONTENT**. **SOCIAL STUDIES**: Locate specific parts of an atlas.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -The Dictionary

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Dictionary information	Extracting specific information from the dictionary.	The dictionary is an information book.	The dictionary is a book of words used for many purposes. • Spelling • Meanings • Pronunciation by key phonetic scheme • Accent • Parts-of-speech • Base words • Homo-graphs • Etymology • Affixes • Inflection	The willingness to improve the aptitude to use the dictionary to find specific information	**Guidewords:** Words are listed in alphabetical order in the dictionary. To find them quickly, turn to the part of the dictionary that has words with the same first letter. Use the guidewords at the top of each page. Guidewords name the first and last entries on the page of the dictionary. The left hand guideword gives the first word on the page, and the right hand guideword gives the last word on the page. **Base Words**: To find a word ending in *-ed* or *-ing* you usually must look up its base word; To find *cooked* or *cooking*, for example, look up its base word *cook* first. **Homographs** Homographs have separate numbered entries. For example: *minute* meaning sixty seconds is listed minute; *minute* meaning "very, very small" is listed minute. ***Reading a homograph entry*** • The pronunciation shows you how to say the entry word. • The part of speech (verb) is identified by an abbreviation.	**Material**: Dictionaries of all sorts **Activities**: - Finding words quickly in the dictionary using alphabetical order and guidewords at the top of the page. - Identifying base words to find the derivative - Finding the base word of given words. - Reading the meanings of words according to the specific homograph. - Selecting meanings of words according to the context in which they appear. - Identifying the parts-of-speech of selected words - Finding words in the dictionary and naming them according to the pronunciation guide.	Can students locate specific words from the dictionary within a given time frame?	**AREAS ACROSS The CURRICULUM:** Use the dictionary to produce clear and coherent writing that is free from spelling mistakes and has correct meaning in all subject areas.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -The Dictionary (Continued)

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Dictionary information (Continued)	Extracting specific information from the dictionary (Continued)				• The entry word is shown separated into syllables. **Perform** per/form (pər fôrm), v.t.; performed; performing; *to* carry out; do: *We will perform an experiment in class.* A sample sentence helps to make the meaning clear. • The *–ed* and *–ing* forms of a verb are often shown. • The definition tells what the word means.			

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -The Encyclopedia

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Encyclopedia information	Accessing information from the encyclopedia	All information that is known to man is recorded in a summary form in the encyclopedia.	An encyclopedia is arranged in alphabetical order by main subject entry. It provides concise information about people, places, things, and events.	The willingness to view and use the encyclopedia as a manageable book of many uses.	**An encyclopedia** is often found in the reference section of a library. It offers a comprehensive source of facts. **People**: Tells of people's background, history, works such as inventions and other numerous accomplishments **Places**: Tells of name, and name changes, location, background, what places are famous for and other such important facts. **Things**: Tells of things such as animals, rivers, plants, what they are, their names and other such important information. **Events**: Tells of the events around the world and their historical update. **Key word**: Same as entry word. **Cross-reference**: A peep into other text-inputs to see what they have on the item in question. It directs persons to see another entry for additional information, also when an important semantic distinction might otherwise be missed. The entry to be sought is generally indicated in small capital letters.	**MATERIAL:** ***Encyclopedias***: - Britannica Junior; - Encyclopedia Britannica - World Book; -Encyclopedia Americana **ACTIVITIES:** - Discussing and demonstrating in class the uses of the encyclopedia - Browsing in the encyclopedia to discover the organization of the text. - Using guide words to locate an entries - Using sub-topics and index when locating information - Identifying the key words and cross-references. - Sketching eg. The life of (a) the famous Caribbean singer, Bob Marley; (b) the 1953 winner of the Nobel Prize in Literature	Can students gather a specific piece of information from an encyclopedia? Can students complete a library project using an encyclopedia?	**SOCIAL STUDIES/ SCIENCE:** Access information from the encyclopedia.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -Thesaurus

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Thesaurus information	Locating specific words and extracting specific information	The thesaurus is used to find the parts-of-speech of specific words, synonyms of words also the antonyms of words. Use of these word categories help to make our writing more exact and interesting.	Show willingness to use the thesaurus to improve vocabulary in writing that is vivid.	There is a prescribed way to use the Thesaurus Index and the Thesaurus Entry	**The thesaurus** is a book that treats words in groups of synonyms and related concepts. **The thesaurus index** lists all the words in the thesaurus in alphabetical order. It also lists antonyms, or opposites of words **The Thesaurus Entry** The main entry words are listed in alphabetical order. Part-of-speech definition **Main entry word**—bad *adj*. Not good; poor. Sample sentence—*I hope our day will not be ruined by bad weather.* **Sub-entries**: Awful: very bad, horrible - *The awful rain destroyed many houses.* Foul: unpleasant – *The skunk gives off a foul odour.*	**MATERIAL**: Thesauruses Dictionaries **ACTIVITIES** - Using dictionaries to describe the meaning of *thesaurus;* - Reading and comparing definitions of the word, thesaurus; - Using the thesaurus index; - Looking up words in the thesaurus index under the letter each begins with; - Looking up the main entry-word in the thesaurus; - Repeating the antonym of the main entry word; - Identifying the four sub entries or synonyms for the main entry word; - Reading the meaning for each sub-entry and sample sentence.	Can students use the thesaurus to select the most exact and interesting words for an occasion? Can students do creative and effective writing with the aid of an encyclopedia? .	**SOCIAL STUDIES**: Use the thesaurus to find the most appropriate words when writing compositions summaries, or reports.

GRADE 9 READING CURRICULUM GUIDE								
FUNCTIONAL READING **Locating Information - Advertisements**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/MATERIAL/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**KNOWLEDGE**	**UNDERSTANDING**	**ATTITIDE**				
Advertisement information	Locating information from the advertisement	The advertisement is a persuasive text prepared for public scrutiny and information.	A persuasive document can be analysed by subjecting it to a series of small but necessary questions.	The willingness to extract the truth from advertised formation.	**Advertisements:** Advertisements can be truthful, factual. They perform a public service. They can be compared for their merits with other kinds of advertising. **Uses:** They name new products and give their uses. Sometimes competing products are alluded to. **Small questions that could be asked**: - Is the product accurately pictured? - Are its qualities fully and honestly described? - Is the cost completely stated, or are some charges hidden? - How is the advertisement encouraging me to buy? - Does it appeal to my good judgment?	**MATERIAL:** Advertisements cut from locally and foreign produced texts about products, jobs, meetings, etc. **ACTIVITIES:** - Recognising the deliberately misleading ones dwell on the emotions rather than on good judgment. - Recognising that a false desire is created in the minds of unsuspecting buyers - Noting the appeal to human basic desires - Reading the newspaper or any other advertising medium to find out the following: • Advertisements that suggest the size or appearance of an article • Advertisements that show an article in glamorous surroundings • Advertisements in which the price of an article is not given, or in which extra costs are not mentioned. • Advertisements that make extravagant claims about the qualities of a product	Can students prepare an advertisement to inform the public about the presence of a newly updated computer in their school library (for example)? Can students analyse an advertisement of a known and tried product for both high and poor qualities of advertising?	**SOCIAL STUDIES**: Prepare an advertisement about an up-coming Social Studies fair (for example).

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Skills of study

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITIDE				
The general skills of study	Getting relevant information from text through scanning, skimming, and intensive reading	Skills of study help support and improve reading and learning generally.	Skimming, scanning, and intensive reading are specific reading techniques necessary for quick and efficient reading.	The willingness to use relevant reading skills to extract specific information from text independently and competently.	**Scanning, skimming, and intensive reading:** These help purpose of reading, develop a more flexible reading rate, and foster meta-cognitive processes. **Scanning** It is a technique used to examine the structure and layout of a text, not necessarily following the author's sequence. Can be part of a search-read where the reader is attempting to find information on a subject when he or she is not sure in what form the information may appear. Specific information from the text e.g. a name, a date, or other piece of information. Here students do not have to read every word to get information they want. **Skimming** To read through reading material quickly in order to get the gist of it-to know how it is organised, or to get an idea of the tone or the intention of the writer. Students get the gist of a story or article rather than find a specific answer to a specific question	**MATERIAL:** Recommended texts; novels; students' personal choices. **ACTIVITIES**: - Looking at a page of a text and extracting information, e.g. a name, a date, or a place - Observing as teacher demonstrates how to skip information that is irrelevant. - Finding given information within a specific time. - Observing as the teacher models how to find **three types of information** 1 Scanning for a bit of information that stands out in the text. 2 Scanning for an answer worded like a question. 3 Scanning for an answer that is worded differently from the question.	Can students give specific facts identified through scanning given passages? Can students have a story retold after skimming a given book or article?	**MATHEMATICS, SOCIAL STUDIES and SCIENCE** Scanning, skimming, and intensive reading for specific information in texts.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Skills of Study

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITIDE				
The general skills of study (Continued)	Getting relevant information from text through scanning, skimming, and intensive reading (Continued)	Study skills are useful to improve and maintain retention	Appropriate study skills are compatible with immediate memory improvement.	The willingness to use study skills in the line of study.	(Continued) It helps to give an overall impression of a text, probably following the author's sequence. **Intensive reading** is reading through the text slowly and reflectively. It can be done by reading the first paragraph, the subheadings, and the last paragraph, and glancing through the index and table of contents, subheadings, and the last paragraph. Intensive reading is similar to the line-by-line reading. The reader stops and starts, back-tracks, and so on to consider the text critically. **Questions:** 1. What is this book going to be about? 2. What kind of information do you think there will be in this article that you'll need or that will be useful or interesting to you? 3. Is this book, fiction or non–fiction? 4 Will this book give you information that you'll need for your report?	(Continued) - Skimming to preview a selection before actually reading it. - Answering questions such as those stated in the content. - Reading intensively for a discussion. - Reading a book intensively for a test or a discussion	Can students demonstrate both tried and proven advantages of study skills in a particular area of study?	**AREAS ACROSS the CURICULUM:** Use appropriate study skills in study areas**.**

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

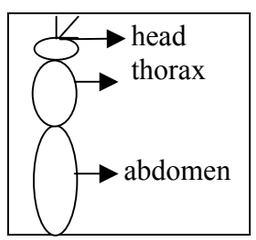
Locating Information - Research Skills

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The use of inquiry method	Using inquiry method to access information	Information is continually being processed and stored in print, audio-visual and electronic media.	The inquiry process is important for accessing information.	The willingness to make oral and written presentations that are backed by inquiry.	**The inquiry process framework** provides a guide for developing enquiry skills. **<u>Six-Step Inquiry process:</u>** 1. Identify and define the topic. 2. Locate Resources 3. Select and record information 4. Process and organise information 5. Create and share information 6. Evaluate Look in an encyclopedia or some other reference book for information on a topic in which you are especially interested. Report to the class on what you find. School libraries also offer a wealth of resources to students to assist them in their research.	**MATERIAL:** Periodicals; information books and research findings. **ACTIVITIES**: Defining the term *research* Identifying and defining the topic through * Brainstorming * Concept- mapping * Formulating/analyzing questions * Identifying key words in questions * Using strategies to locate resources * Using subject index/ catalogue cards and Dewey System * Using encyclopedia and reference sources and periodical indexes * Selecting and recording information * Skimming, scanning, and intensive reading to find information * Selecting relevant information * Making notes * Summarising information * Writing up report.	Can students present a well-written report on a given topic resulting from appropriately used locating strategies?	**SOCIAL STUDIES:** Use skills of inquiry to produce project or topic work in this area of study as well as in other areas across the curriculum.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Interpretation of Visual Elements

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Diagram interpretation	Interpreting information from visual elements such as diagrams, graphs, and maps.	Visual elements such as diagrams, graphs and maps can be read for information such as sizes, distances and positions.	That information can be presented diagrammatically and anticipated through prior knowledge..	Use appropriate technical language.	**Simple Diagrams** • A diagram is a labeled picture or graphic text. • The picture or illustration and accompanying words that make the meaning. Two or more simple diagrams accompanying a text are called picture glossaries. **1. Picture Glossaries** Define parts of a whole; have pictures with labels; have graphic information; help reader to identify, differentiate or define items within a group or parts of a whole.  2. Scale Diagram is a picture of a subject with a scale beside it, which indicates its size, mass, or distance among other features.	**MATERIALS:** Diagrams from across the curriculum **ACTIVITIES:** - Identifying graphic information from given diagrams - Answering questions about diagrams. - Writing down all the information seen on diagrams. - Defining terms by placing them correctly on diagrams. - Summarising given information on diagrams - Listening to given notes and producing a pictorial representation - Reading books e.g. Machines, and summarizing graphically (pictorial glossary) - Estimating length/ area of photographs.	Can students present a graphic display that summarises a situation, and accompany it with a written paragraph on how the production was done? Can students display how the use of the title, the picture, and prior knowledge can be used to anticipate content of text?	**Science:** Name parts and show an understanding of the order of animal groups; body parts; plant parts & machine parts (foe example). **Social Studies:** Name food groups. Name varieties of Housing Food Transport **Mathematics** Estimating and measuring to find out specific measurement, animals, groups, ■

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Interpretation of Visual Elements (Continued)

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The graph	Summarising or highlighting information in the graph	Graphs are used to compare or show relationships between two or more factors or quantities	There are differences between the value of rows and columns on a graph.	The willingness to appreciate the value of presenting information on graphs for an assignment	**Bar or column graphs**: Arrange variations of information so that they can be - Counted - Compared - Ranked A bar or column graph measures information in units across the page from left to right while a column graph measures information from top to bottom. They are not interested in showing change, as they do not deal with inputs over time.	**MATERIAL:** Information that could be presented in graphical form from across the curriculum. **ACTIVITIES:** - Classifying simple collections into different groups**,** according to categories eg colour, size, material, kind. - Arranging items in columns. - Writing labels for columns. - Writing numbers to be placed along one side of the columns. - Interpreting bar or column graphs by answering questions - Conducting surveys and reporting findings - Combining information on a bar or column graph - Drawing a graph to show preferences in the class such as: i) Favourite foods, ii) T.V. shows – Looking at climatic data, then showing the amount of rainfall over a period of time. - Compiling Book Charts	Can students interpret a graph that records the results of a survey?	**SCIENCE**: Weather observations **SOCIAL STUDIES:** Street surveys; Opinion polls; Voting; Decision-making, favourite T.V.shows

GRADE 9 READING CURRICULUM GUIDE FUNCTIONAL READING Locating Information - Interpretation of Visual Elements (Continued)								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/MATERIAL/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**KNOWLEDGE**	**UNDERSTANDING**	**ATTITUDE**				
Chart and pictograph interpretation	Interpreting information from visual elements such as charts	The chart shows facts graphically or in tabular form.	The pie chart is a specific sheet that shows information graphically in a circular format.	The willingness to make sense of charts and advertisements in wider texts	**The pie chart and pictograph:** Exercises that encourage the interpretations of charts and pictographs. Exercise: Make a pie chart or circle graph to show how you spent your Christmas savings.	**MATERIALS:** Charts and pictographs from texts across the curriculum. **ACTIVITIES:** - Looking at pie charts pictograph to observe their makeup - Using strategies to interpret such visuals including summaries or texts written about their specific information - Creating pie charts and pictograph	Can students interpret information represented in a tabular form about a point of interest?	**SOCIAL STUDIES:** Draw a chart to illustrate a fact about a recent social development.
Map interpretation	Interpreting information from visual elements such as maps	A map is a representation of a plane surface of any region on earth.	A map is a chart that needs special and careful attention to its legend, colour markings and other forms of writing.	The willingness to use appropriate strategies to interpret information in map form.	**The road map**: The road map is a chart that does not as a rule show physical features of the territory except to name certain points of interest. Symbols and markings used on a road map are explained in a table or legend. eg kinds of roads, distances, directions, and sizes of towns and cities. Usually, a map and a legend are found together.	**MATERIALS:** Maps for towns, roadways and highways; river ways, bus and other transportation routes. **ACTIVITIES:** - Looking at the various presentations of maps; - Tracing the routes with a slight pencil to see them clearly and to get an idea where they pass by e.g. landmarks; bus routes; - Looking at which routes operate all the time and which do not; - Noting through roads by use of letters and numbers and what each means to different road users; - Writing a friend to tell about a new route taken by a named means of transportation.	Can students use a map for information on how to use a bus or a taxi service operation on a 24-hour-a-day shift (for example)?	**SOCIAL STUDIES** Give travel information on the various bus routes about the capital city.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Interpretation of Visual Elements (Continued)

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
The picture and symbol	Interpreting pictures and symbols	There are some pictures and symbols that use no words or only a few words	Pictures and symbols that do not carry much, if any, words require a research or some inquiry into their background.	The willingness to judge and use extenuating conditions to interpret pictures and symbols that do not carry words if only a few	Sketches, portraits, cartoons, traffic signs are a few of the symbols that do not carry words if any Cartoons are drawings that exaggerate some physical feature, action, or quality of the person or thing depicted. The central idea of a cartoon can be simply to amuse readers, influence your thinking on public matters.	**MATERIAL:** Texts with cartoons, sketches, signs and other such forms across the curriculum; newspapers, magazines, flyers containing these. **ACTIVITIES:** - Identifying cartoons, sketches, portraits, etc and noting their specific features - Pointing out the physical feature, action, or quality of the person or thing that is depicted in a portrait or drawing - Stating the central ideas of a cartoon - Learning to judge cartoons for yourself - Adding a word or two to caption the cartoon	Can students submit information in a paragraph that interprets features discerned in a portrait?	**SCIENCE:** A collection of symbols (that carry few or no words) in a scrapbook.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information - Library Use

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Card catalogue	Using the card catalogue to locate specific books	The card catalogue was designed to assist library users to locate specific texts or information.	Libraries are special resources equipped with materials to give special information.	The willingness to accept the use of the card catalogue where they are applicable.	A library is a room or building where collections of books, periodicals, manuscripts and other materials are kept, and where the card catalogues are used. A public library that lends books to members for a certain time is called a lending, circulating or free library. The library has two main kinds of books; fiction and non-fiction. The Dewey System is used with both categories. Kinds of information usually found on catalogue cards: Author; Call number; Copyright date; Date of author's birth; Description of content; Illustrated; Number of pages; Publisher; Title Fiction is a made up story or story that is not a fact. It is imaginary. Fiction is arranged in the library alphabetically using the author's surname	**MATERIAL** -Fiction; - Non-fiction; -Biographies; -Reference books. **ACTIVITIES:** - Visiting a school or community library. - Identifying different kinds of books - Talking about care of these books; - Differentiating different cards used to locate books -Title; -Author; -Subject - Locating specific books. - Using knowledge of the card catalogue to assist one to locate specific books. - Using the library for research and for recreational reading. - Discussing in small groups how persons, titles, events, and places differ in the way that they are listed.	Can students read and use card catalogues made for given books? Can students produce representation of card catalogues of school and national libraries?	**SOCIAL STUDIES**: Use the library competently for research or recreational reading.

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -Library Use (Continued)

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
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Card catalogue (Continued)	Using the card catalogue to locate specific books (Continued)				**Non-fiction** Non-fiction is writing that is not fiction. Non-fiction deals with real people and events rather than imaginary ones. Non-fiction is arranged according to subject. Every non-fiction book in the card catalogue has three cards -author card, title card, subject card	- Looking at card and answering questions e.g -is the card a title, author, or subject card? 920 Functional Reading Barker, Juanita Functional Reading Georgetown, Material Production Unit 2001 69p:ill **TITLE C** Looking at library card and identifying it. Eg. - Is the card a title card? - Is the card an author card? - Is the Card a subject card? - How do you know?	Can students utilize card catalogues designed for given books?	**LIBRARY TIME** Use the library competently for research or recreational reading in the other core areas.

GRADE 9 READING CURRICULUM GUIDE								
FUNCTIONAL READING **Locating Information - Library Use**								
TOPIC	**OBJECTIVES**				**CONTENT**	**ACTIVITIES/MATERIAL/ STRATEGIES**	**EVALUATION**	**INTEGRATION**
	SKILL	**KNOWLEDGE**	**UNDERSTANDING**	**ATTITUDE**				
The numbering system	Locating books using the library classification system	There is more than one system used in the classification of books in a library.	Books in a library are at times organized under book titles and placed near each other alphabetically on the bookshelf.	The willingness to show quick skill in using the library classification system.	Three alternative classification systems: Information books in a library are divided or classified into subjects. Fiction books are classified in alphabetical order. Classification methods: 1.Timetable classification 2. Dewey Decimal System Classification 3.Classification by Junior colour code The Dewey Decimal System is a classification for books according to subject matter specific three-digit numbers and decimals represent the various fields and their subdivisions. There are ten classes in the system. Examples: 500-599 Pure Science: mathematics, electricity, physics, botany, zoology 800-899 Literature: plays, poetry, essays, speeches	**MATERIAL:** Library book numbered under the Dewey Decimal System; Library books shelved under the Title System. **ACTIVITIES:** -Using the classification systems to classify available class/school library books - Shelving books - Locating books in school library using the Title System - Making posters to help others to use the library - Making the larger subject index poster to guide students to the right subject area and bookshelves	Can students give a practical demonstration of how to use the Title System of classifying books?	**SOCIAL STUDIES, MATHEMATICS:** Use the Dewey Decimal System of classification to prepare books for filing on the shelves of the school library

GRADE 9 READING CURRICULUM GUIDE

FUNCTIONAL READING

Locating Information -Proof Reader's Marks

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Proof reader's marks	Developing a critical eye for mistakes in texts	Through proofreading writing skills can be improved.	There are proofreading marks used to note where changes for improvement have been made in a text.	The willingness to derive a sense of satisfaction when correcting mistakes in a selection	To proof read is to check writing prior to publication in order to find and correct errors. Proof reader's marks: - ≡ Make a capital letter O Add a period ℓ Take out. ,ʌ Put in a comma. ʌ Put in a few more words. *t.* Wrong tense of verbs gr. Faulty grammar voc. poor or fault word choice ill. - illegible handwriting .. - new paragraph needed sp. Spelling mistake RO run-on-sentence In proofreading the reader needs to ask questions. E.g. Are the sentences too long? Did the writer leave out any words? Did the writer use capitals and periods correctly?	**MATERIAL:** Paragraphs to be proofread **ACTIVITIES:** - Getting acquainted with proof reader's marks - Careful reading of a paragraph to be proofread - Carefully using proof reader's marks in personal writing and whenever any print needs proof reading - Applying marks according to the need for the improvement of the text - Using group approach to finalise proofreading of class work.	Can students submit for assessment the evidence of a perfectly proofread essay or short story to which they have attached their own score?	**SOCIAL STUDIES:** Proofread assignments in pairs.