MINISTRY OF EDUCATION



READING

Curriculum Guide
Level 7

ACKNOWLEDGEMENTS

The following persons reviewed the Grade 7 Reading Curriculum Guide:

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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 teacher's 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 7 falls within the framework of making Reading accessible to all students at Grade 7 and hence teachers of Grade 7 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.

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Mohandat Goolsaran

Head, Curriculum Development and Implementation Unit
August, 2003

INTRODUCTION

The Grade 7 Secondary School Reading Curriculum Guide is cross-curricular in nature and is written by Reading specialists attached to the Secondary School Reform Project (SSRP).

The main purpose of the guide is to point the way forward for teachers to take a more informed approach to the way Reading is taught and learned in the first year of secondary schooling. Even though the importance of reading cannot be over emphasised here and now, it must be stressed that students need to be equipped and made confident to read and study on their own and arrive at informed positions. The section that deals with improving vocabulary stretches from pages 1 – 17, and the second section that is based on mastering comprehension skills is found on pages 18 –32.

Teachers should plan to cover those parts of the curriculum that are most beneficial to their students as this curriculum is not prescriptive. It can be supplemented with ideas from other sources. The activities chosen are broad-based and should provide adequate opportunities for improvement in reading skills. The passages suggested are not confined to prescribed texts across the curriculum only, for they include what is found in newspaper columns, notices, greeting and seasonal cards, and such other texts, and can be obtained both daily and seasonally. Students are called upon to recognise the texts by both form and function. The noteworthy aspect here is that students are exposed to language in good use, and to the reality that each kind of text can be mastered through combinations of reading, writing, listening, and speaking skills.

Writing Team

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TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
UNIT ONE Multi-sensory techniques	Mastering word recognition	Unknown words can be treated through multi-sensory techniques	Some readers need to trace the new word in sand or on paper, write it, and then call the whole word.	Find it rewarding that any new word can be learnt through multi-sensory techniques.	Multi-sensory techniques require that each word in a whole readable paragraph or extended passage (selected for its topical interest) must be treated individually for reading success. Looking at the word on a card, feeling and handling it, then writing and saying it can aid the reader. Multi-sensory techniques can also be used with new and strange single words. Building up a personal wordbook of new words is good for vocabulary building for some readers.	**MATERIALS**: Materials of student's own choice; Teacher's choice of texts; Basal readers; Sentences for tracing and saying; Materials for building a dictionary of newly learnt words. **ACTIVITIES:** Treating the passage word-by-word: - Tracing unknown individual words on cards from specific texts of interest; - Pronouncing each whole word without breaking it up; - Turning the card down then writing the whole word without looking back at the tracing; - Progressing in the above manner throughout a whole story, or account; - Reading the passage in parts or the whole of it at one sitting; - Writing up a personal wordbook of challenging words from such exercises	Are the students able to copy-read stories and other texts of self-interest then later read them to themselves and specific audiences? Can students identify all the words in their newly copied sentence, paragraph, or other passage?	**SCIENCE/SOCIAL STUDIES:** Record words and later recognise each of them in recently updated personal dictionary. **OTHER CURRICULUM ARERAS** Stretch ones-self to read slightly higher material in any area across the curriculum.

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UNIT TWO Automatic sight vocabulary	Mastering automatic word recognition skills	There are divers skills that help build up a large sight vocabulary.	Automatic word-recognition skills release attention for comprehension calculations, fluency, and enjoyment, among other benefits.	Finding a real purpose to improve sight vocabulary Finding the surest tools to improve reading to interact with the rest of the world.	Words that are recognised on sight and associated with known topics and interests across the curriculum. E.g. Height, weight, time, hour, matter, and age. Persons' names: Anne, Ian; Signs and notices in the environment: cul-de-sac, restaurant, actuary, mortuary, public convenience, traffic, travel-direction, safety belt, and information. Sight-vocabulary games: a) Hear a word pronounced, and its meaning given, then pick out the word from among similar-looking others. b) Letter scramble or word search games based on known vocabularies.	**MATERIALS:** Folder of cards or foolscap; Charts:- weather, nutrition, colour, woodwork, science. Cards with word choices; Sentences to be completed; Flash cards; Pictures, objects with word cards and instructions (to be read by teacher and peers and individuals); Short pieces of reading material; Exercises containing sentences or paragraphs with or without given word choices. **ACTIVITIES:** Making patterns with whole names, and those of other objects; Reading off names; Displaying efforts; Making classroom and school signs; Writing up wordbook, recipes, shop lists, and notices for mechanic classes; Solving sight vocabulary games in pair work; Identifying words through sight matched to sound and meaning; Immediately recalling words flashed before individuals or groups; Writing up word-cards; Matching pictures or objects and words for rhyming or meaning; Reading whole words; Listening to whole words read; Reading short units of texts; Listening to teacher and peers read; Reading individually; Reading longer passages and filling in words from among a given sets; Listening to others read	Can students: 1. Choose the correct word card for a given picture or object, then read it? 2. Read a passage from a self-chosen storybook or class reader and get the expected applause; 3. Complete sentences by filling in blanks.	**Visual Art:** Write own name and specific words as a border design. Design a book cover or a school sign of interest using recently met words.

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Aural and visual presenta-tions	Recog-nising words through aural and visual presen-tations	Unknown words can be re-cognised through hearing and seeing them.	A word is shape, sound, and meaning specific.	Finding reading a reward-ing self-lifting exercise.	1. A public form can be filled with or without given word choices, if someone reads it and another supplies the required information. 2. Recognising word forms, sounds, and their meaning, and constantly applying them in given contexts in basal readers and subject-based texts. 3. Cards containing phonetically irregular words are useful, e.g. does, any, once. 4. Instructions to be obeyed on sentence cards and the same recorded on audiotape. E.g. Write the word 'does.' 5. Passages with new words to be study read, which are chosen by teacher/students. 6. Instructions to play shopping and party games to build upon words in special vocabulary.	**MATERIALS:** Games: letter scramble, word search; Personal data forms and others; Separate lists of new and whole words from different word groups, roots, and texts across the curriculum; Exercises with phonetically irregular words underlined; Exercises with simple instructions on cards and audiotapes and recorder; Specifically chosen passages with new words by teacher and student; Students' free range of self-chosen texts; Audiotapes and recorder; Cards to record window words for speaking, reading and story writing and telling; Audio-cassettes and recorder; Cards to record a modest collection of technical terms; Computer programmes that teach technical terms in suitable contexts and level. **ACTIVITIES:** Filling in personal data form and other form by supplying correct information; Meeting whole words that are aurally and visually clear; Instantly producing the correct sounds of phonically irregular words in given contexts; Instantly producing the correct response to simple instructions either heard or read; Reading orally, silently and extensively; Getting familiar with word meaning; Getting familiar with word shape, configuration, sound, and usage; Improving reading speed;	Can students complete the following? 1. Personal data forms. 2. Missing words in simple and meaningful sentences, paragraphs, and poems. 3. Word search puzzles on shopping, party, and other vocabularies Can students read a passage from a self-chosen storybook, class reader, or other text?	**ANY CHOSEN CURRICULUM AREAS** Bingo: Circle or otherwise identify a regular or irregular word when it is heard. Read or listen and do something to show word recognition. Write a number of simple instructions on cards and read them. Produce a list of new words taken from given passages and additional reading. Cite their contexts.

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	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Aural and visual presenta-tions (Cont'd)	Recognis-ing words through aural and visual presenta-tions (Cont'd)	Unknown words can be re-cognised through hearing and seeing them. (Cont'd)	A word is shape, sound, and meaning specific. (Cont'd)	Finding reading a reward-ing self-lifting exercise. (Cont'd)	**CONTENT** (Continued): Rhyme words on lists to be read aloud and become familiar with before their actual use in contexts such as those found in limericks. E.g. Pleasure, leisure; seize, leave; sieve, deceive. Extension exercises: Create word groups as windows or mind frames. Use them in a story. Tell the story. Write it for tape recording. Read it while class is listening to the recording. Draw a toolbox or any other special box. Insert technical terms on cards and fit these into the box. E.g. Alloy, corrosion. Tell of each term. Draw or use pictures and label these as far as possible.	**ACTIVITIES** (Continued): Strengthening personal working vocabulary and word recognition and memory ability by: Completing sentences from given lists of homophones for each subject area; Looking for differences in word structure; Pronouncing words aloud; Solving exercises on internal structures of words; Looking at differences and similarities in words; Immediately producing a number of small words from letters in long words; Using mind frames for specific exercises; e.g. Sentence and paragraph written and recorded on personalities in areas across the curriculum; Filling technical word group cards, e.g. Protons, nucleus, neutron; Reading exercises included through game instructions;	Can students do the following? 1. Complete sentences from a list of words with similar sounds from different roots. E.g. The homophones – tied; tide; rout, root; baring, barring. 2. Successfully use lists of rhyme words offered by subject teachers across the curriculum for limericks and other short poems;	**ANY AREA ACROSS THE CURRICULUM** Scramble known long words from across the curriculum to make many small ones that readily come to mind List well-known long words from across the curriculum and tell a friend how you met each of them. E.g. Environment, recreation, neighbour-hood, biography.

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UNIT THREE Aural and visual presenta-tions (Cont'd)	Recognis-ing words through aural and visual presenta-tions (Cont'd)	Unknown words can be re-cognised through hearing and seeing them. (Cont'd)	A word is shape, sound, and meaning specific. (Cont'd)	Finding reading a rewarding self-lifting exercise. (Cont'd)	Extension exercises (Continued): List or circle words with a specific pattern, especially from limericks. eg. *Here, mere; foreign, sovereign; clean, lean; internal, external, festival; know, known, knowing, knowingly, unknown; divide, division, divisor; equilateral, quadrilateral; oxide, dioxide, monoxide.* Give the other words in this word family. The first one is done for you. Word: THINK: Think - verb Thought – noun Thoughtful – adjective Thoughtfully– adverb. Questions: Is the word a thing? Is the word describing a thing? What word does it have something to do with? Is the word doing something?	Computer games for reinforcement: Compiling a number of meaningful technical terms on cards (words or phrases) to improve memory Improving quickness of vocabulary through working on word group games. Getting closer to limericks, haiku, and other humorous forms of poetry that young students are willing to work with. Using word-building skills to improve reading, writing, and understanding; Listing family words; Identifying word family members. E.g. Patient, patience, patiently; suspicious, suspicion, suspiciously; signify, significant, significantly. Improving vocabulary through a conscious effort to recognise and use family members in as many word families as possible.	Can students work with sentences to complete word context kits based on word patterns on word pattern cards? Example: Her – hermit. Qu – quick.	Please see page 4.

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UNIT FOUR Word building	Building words through prefix – root – suffix.	Words can be built by linking root, prefix and suffix.	Prefixes, suffixes, and roots can unlock the meaning of unfamiliar words growing out of subject needs.	Gaining confidence in expanding vocabulary of abstract thought and technical explana-tion. The willingness to see prefix, root, suffix as memory prompters to unlock the meanings of a good many words across the curriculum	Exercises based on groups of specific prefixes from passages across the curriculum. Exercises to help students supply a required word list, given the roots. E.g. Roots: mit; miss, to mean SEND, e.g. Words: remit, remiss, mission. Exercises to help students use the correct suffixes to complete given sentences. Exercises to help students complete given meanings using descriptive guides. E.g. Make nouns verbs, or adjectives using given suffixes and a word meaning. A prefix is a letter or a group of letters that is placed at the beginning of a word. A suffix is a letter or a group of letters that is placed at the ending of a root word. A root is a word form (It can be a word in its own right) to which a prefix or a suffix can be added	**MATERIALS:** Dictionaries, grammar books, and books about language and usage. General lists of roots, prefixes, and suffixes in their original contexts contributed to by all subject areas for Level Seven. E.g. Prefixes for direction, such as Above, Over, Beyond, Outside Extra-; Ultra-; Trans- Diminutive that make smaller. E.g. Suffixes: -cle, -cule, -le Good -ette ;-kin; -less Feminine -ette -euse **ACTIVITIES**: 1. Making words using prefixes denoting time and age. E.g., neo – new; ante- before; post- after; re- again. 2. Using word roots and their meanings to find words: Root – flu, flux meaning - flow	Can students make verbs, nouns, adjectives and adverbs given certain prefixes, suffixes, and/or roots?	**SCIENCE:** Analyse words for their roots, prefixes and suffixes.

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UNIT FOUR Word building (Cont'd)	Building words through prefix – root – suffix. (Cont'd)	Words can be built by linking root, prefix and suffix. (Cont'd)	Prefixes, suffixes, and roots can unlock the meaning of unfamiliar words growing out of subject needs. (Cont'd)	Gaining confidence in expanding vocabulary of abstract thought and technical explana-tion. The willingness to see prefix, root, suffix as memory prompters to unlock the meanings of a good many words across the curriculum	Please see page 6.	3. Making verbs using suffixes: E.g. -ate ameliorate; - esce effervesce; en 4. Making nouns: e.g. -ion reduction; -ism communism; -ment escarpment 5. Making adjectives: eg. -al (-cal) inimical -ish childish -ine bovine 6. Combining forms: -cide kill, killer: Homicide, suicide, regicide 7. Looking up words in a dictionary. 8. Guessing word meaning, 9. Examining word parts. 10. Confirming word meaning.	Please see page 6.	Please see page 6.

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UNIT FOUR Word building (Cont'd)	Creating new compounds through words that come together with other words or special parts of words.	Two or more distinct words or elements can be fused or joined by a hyphen, or let remain as distinct words but read as one	New words with specific meanings result from bringing together separate words and word parts.	The confidence that comes with knowing about compound words, using, and making them up to express exact meaning.	Exercises: 1. Can you recognise the two words or elements that have been fused together to make these compound words? E.g. Protoplasm, impulse; sometimes, upstairs, bluebird, housetop. 2. Make up compound according to directions. Erg. Make a compound word with the first part and adjective and the other part a noun. 3. List compound words that are two separate words. 4. Complete and construct sentences and paragraphs with relevance across the curriculum. 5. Create original and humorous compounds arising from texts read.	**MATERIALS**: Compound-word card games made up from whole school effort; Sentences to be completed with compound words; Paragraphs selected for the purpose; **ACTIVITIES**: Building compound words according to given descriptions: Building compound words to express exact meaning. E.g. Having fun with compound words Joining word parts to form new words that fit into specific contexts.	Can students do the following? 1. Coin a word for enjoyment especially in poetry. 2. Show one way that a word can be to analysed for its elements.	**SOCIAL STUDIES**: Make compound words using a pack with given word forms. List personally coined compound words made up of any form of compounding after a week of home assignments on the use of compounds.

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UNIT FIVE Word analysis	Mastering a word through its shape and configura-tion	A word has a definite visual pattern. There are words of the same shape but of different configura-tion. There are real words and there are non-words.	A word shape and configura-tion is a symbol for a specific meaning. Letters regularly occur in certain combina-tions and positions in words. Even though in contexts some words look like others in shape and configura-tion at first glance, they can be non-words.	The willingness to associate word shape, configuration, pronunciation and meaning in context. Finding the joy in word analysis for word attack, and spelling. Willingness to distinguish real words from non-words	Word shape and configuration: Read the sentence below and answer the question after it. Eg The **fizh** gasped for breath as it landed on the shore. Question: What can the second word be? The differences in word shape: Pronounce word pairs: both – moth; pint – mint; steak – meek; though – thought; dairy, diary; angel, angle. Non-words in context Read the given passage and identify the non-words. Do the non-words alter meaning? Word shape alone is just occasionally sufficient to identify a word.	**MATERIALS:** Teacher-made word games; suitable exercises constructed for improving quick word recognition; Texts with typographical errors; Texts defaced by age, bad handling; Lists of word pairs e.g. Pen, pin; Misspelled words **ACTIVITIE**S: Playing simple word games; Deciphering words with typographical errors; Reading defaced texts; Examining word pairs and describing the differences and similarities in shape, configuration, pronunciation, and meaning through speech and writing; Examining difficult combinations in words, and noting them; Noting that word shape and configuration taken in context help direct word pronunciation and understanding	Can students do the following? 1. Immediately recognise words in passages with specific combinations Produce lists of real words and non-words that they have come into contact. E.g. cird – bird bosket – basket Produce a list of word combinations that includes **qu**.	**SOCIAL STUDIES**: Decipher a hand written note caught in the rain. Write out a sentence or paragraph that contains letter combinations just learnt. Improve the recognition of real words through games and passages containing non-words. Record the real word equivalents in a notebook.

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UNIT SIX Phonics	Recognis-ing the word through its phonic patterns.	The majority of words in English are phonetically regular. The dictionary helps with new and strange phonic patterns	The phonic system reduces the number of words that has to be learnt. Certain letter combinations within a word give a clue to the pronunciation of the word.	Willingness to enjoy immediate recognition of sound patterns in new words	In the absence of a human guide, the dictionary and other resources can be used to identify word pronunciation, with long and short vowel sounds, consonant blends and digraphs Words must be correctly pronounced specifically upon the first count when reading a passage. A given passage for scanning and then circling the words with new phonic inputs. Patterns to be examined and then pronounced.	**MATERIALS**: Teacher-made reading cards with new words, phonic exercises including games that stress medial, and/or final sounds especially. . E.g. The soft 'c': centemetre, concentrated; Phonic cards and special word sheets; Dictionaries and other such information texts. **ACTIVITIES**: Solving phonic games. Sounding out new words with new phonic patterns within context. Listening to word pairs pronounced to decide whether they are the same or different. Pronouncing words as directed in the dictionary; Writing words with diacritics with dictionary guidance; Recognising that the 'g' at the end of a word has a hard sound; Recognising the 'rh' words: rheumatism and the 'sh' sound in ratio in mathematics.	Can students apply phonics to aid reading new and challenging passages from across the curriculum?	**SOCIAL STUDIES**: Demonstrate the application of phonic analysis to decode new given words. Place the appropriate diacritical mark on a list of words from a lesson just completed. Read a given passage and pick out words with similar initial sounds, then medial sounds, and then final sounds. Describe the sounds identified.

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UNIT SEVEN Small words within big words	Detecting small words within big words.	Some big words contain whole small words intact with their original sounds.	One way to enable correct pronunciation of some big words is to heed the shape and sound of some of their intact smaller and embedded words.	Gaining confidence in dealing with many categories of new words.	Complete this riddle: I know her. Her name is HERminstein. Can you see be? Look at BEatrice. Some short words retain their shape and sound embedded within larger words.	**MATERIALS**: Riddles; games made up primarily by teachers and students **ACTIVITIES**: - Completing riddles with small words that fit into larger words - Circling small words within bigger words. E.g. Cat-o-nine- tail; Catchup	Can students complete riddles and games by supplying smaller words intact with their original sounds that fit within larger ones?	**LITERATURE**: Recall a set number of words containing intact smaller words as responses to games.

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UNIT EIGHT Technical terms in subject areas	Mastering the recognition of technical terms in subject areas	Each area of learning more or less has specific technical terms particular to it.	Technical terms are word tools that carry special meaning within given subject areas.	The willingness to come to terms with the fact that there are usages in technical terms in most subject areas that must be mastered	<u>Something to do</u> Explain the usage of some words within a named subject area. Write them out so that a very new student could understand. Use them in a paragraph.	**MATERIALS**: Cards with lists of words. E.g. Taper, shank, enfranchise. **ACTIVITIES**: - Reading passages where technical words are met; - Practicing to use specific terms by way of extensive reading and continuous meeting of them in print and oral sessions; - Observing word usage in various contexts. - Comparing word usage across subject areas	Can students prepare a glossary of technical terms in a given subject area and then use them to show distinctions in meanings?	**SCIENCE**: Show that the meaning and usage, of a word are understood in the context of the new subject area. Show and compare its other meaning in one other subject area.

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UNIT NINE Synonyms, antonyms, and homonyms	Recognising new words through synonyms, antonyms, and homonyms.	A choice list of antonyms, synonyms, and homonyms in the working vocabulary enables quick compre-hension.	A synonym is a word that exercises the same ideas and usage as another word but differs from it in some shade of meaning. An antonym is a word that expresses dissimilar ideas to another word. Some words are of the same sound but carry a difference in meaning and configuration	Willingly overcoming the challenge of look-alike and sound-alike words in reading.	Pairs of words related in ideas but dissimilar in shades of meaning. Pairs of words related in shades of meaning Questions: - From the alternatives given, choose the antonyms in (brackets) to the underlined word. - When the boy grew up he severed his connections with his foster parents. (enjoyed, retained, broke, abandoned) Exercises with words to be underlined. Witty sayings and short passages from literature.	**MATERIALS**: Sentences with choices of words that differ in shades of meaning (The correct one is to be circled); Lists of common synonyms, antonyms, and homonyms supplied by subject teachers across the areas; Sentences and phrases to illustrate usage supplied by subject teachers; **ACTIVITIES**: - Looking up pairs of words and deciding whether they are similar or different in a shade of meaning; - Reading passages aloud; - Underlining antonym pairs; - Looking up meanings in a dictionary; - Reading finished pieces; - Reading pieces by distinguished authors; - Distinguishing between words of similar sounds. E.g. Bore bear; rein, reign; fair, fare; role, roll; site, sight.	Can students differentiate between pairs of antonyms, synonyms, and/or homonyms?	**HOME ECONOMICS**: Writing sentences or passages from a curriculum area to demonstrate recognition of contextual usage of synonyms, antonyms, and/or homonyms.

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UNIT TEN The use of the dictionary	Using the dictionary for its various purposes in reading.	The dictionary is a necessity for vocabu-lary building and improve-ment.	Diction-aries are reference books that strengthen reading and study in areas across the curriculu m.	The willingness to use dictionary skills to improve vocabulary building.	A dictionary can be checked to find word meaning, pronunciation, and syllabication of given words. A dictionary can also be checked to verify a word to fit a given context. Find out things such as: abbreviations, accent marks, words in alphabetical order, definitions, and spelling. Word Game: How many small words can you formulate from the word information? Define given terms by use of a dictionary or encyclopedia. Use the dictionary to classify given words according to their long or short vowel sounds. E.g. Loom, lot. Find prefix, suffix, and root meaning, and suitable words per specification.	**MATERIAL**: A good dictionary; Crossword puzzles and other teacher-made games; **ACTIVITIES**: Completing crossword puzzles and other word puzzles; Following dictionary guidance in areas such as word pronunciation. E.g. Word stress in word families; Looking up a dictionary for its guidance in diacritic keys at the bottom of each page; Inserting or underlining syllables in words within context, and in word lists (word frames); Finding out strength of personal working vocabulary and improving same; Looking up a dictionary for its guidance in word usage; Looking up a dictionary for its guidance in phonics; Looking up a dictionary for its guidance in prefixes, suffixes, and root words; Looking up a dictionary for its guidance in antonyms, synonyms, and homonyms.	Can students complete teacher-made games and puzzles on a selection of polysyllabic words? Can students complete a quick game in a round to assess pronunciation of words in word families?	**SCIENCE**: Explain how to solve a letter scramble game based on Science. Complete sentences with facts about Science by adding an appropriate prefix- or -suffix, or prefix and suffix to indicated words.

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UNIT ELEVEN Picture cues and word contexts	Recognis-ing words through picture cues and word contexts.	The meaning of a word can be guessed from its context. A word in context very often is actually defined for the reader directly or indirectly. Some words cannot be pronounced with accuracy at all until their meanings have been recognized in context.	A cue is any bit of informa-tion that helps to give meaning to a word uncertain to the reader. Generally, context clues aid weak word recognition skills.	The willingness to search deep into the context of a word to find word meaning and function	Match words and their picture to tell a story by using a self-made album. Use picture cues to find words. Look at the word by studying its context to guess the meaning of new words. E.g. 'divert' in the given sentence, then tell the meaning. The farmers dug ditches to divert the water flow from the village to the streams of the dry rice fields. He … the topic discussion which he liked. (hogged, hugged) Try to read a passage aloud before discussing its content. E.g. There were neat and silent arrangements of column upon column of eager columns. Rows in the beer tents were quickly suppressed by militia. The loud arguments were about short measures.	**MATERIAL**: Passages; Stories; Poems; Reading sheets; Intrinsically interesting texts to enable contextual assessment, chosen by teacher; Teacher and student made sentences; Sentences taken from texts across the curriculum; Pictures of interest; Picture labels; Dictionary; Sentences with semantic cues **ACTIVITIES**: Solving games; Matching or filling in words in contexts; Using picture and sentence cues for word meaning and function; Guessing the meaning of a word. Studying words in contexts; Consulting the dictionary; Fitting words into specific contexts; Reading aloud; Double-checking with context before pronouncing word; Guessing the pronunciation of words; Guessing word meaning then confirming word pronunciation; Context clues can be syntactic (word function); Context clues can be semantic. (Word meaning)	Can students suggest words matched to pictures for rhyming or meaning?	**SOCIAL STUDIES**: Circle the correct words to complete given puzzles, and sentences. Show mastery in reading a passage where context determines word pronunciation

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VOCABULARY - An Across The Curriculum Reading Approach

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
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UNIT TWELVE Study Skills	Mastering study skills	Reading and learning across the curriculum always has space for improve-men.	The application of appropriate reading styles underlies progress in all areas of the curriculum.	Being willing to meet the reading and study demands of each subject area.	Reading projects, and assignments for mastery of study skills. Types of reading that help study are: Some skills that help study are: Word-by-word reading, skimming, scanning, light reading, study reading, appropriate reading pace, questioning, and discussing.	**MATERIALS**: Materials from across the curriculum agreed upon by teachers of subject areas; An agreed upon resource list; Computers and reference books **ACTIVITIES**: Scanning; Skimming; Study Reading; Word-by-word Reading; Reading for Pleasure; Improving reading rate and purpose; Reading to an audience; Interpreting pictures, maps, tables, charts, and diagrams; Note making; Accessing information from libraries and computer; Re-organising ideas; Looking up a range of different kinds of resources available in community library; Getting to know the kinds of available books per subject area in school and public libraries	Can students read a sign in a place such as a shop window from a passing bus or car? Can students read a poem with appropriate meaning and interpretation?	**ALLIED ARTS** Read a story for children of your own age group to enjoy. Read an announcement of a meeting to members of meeting
UNIT THIR-TEEN Phone-tically irregular words	Recognis-ing phonetic-ally irregular words that cannot be sounded out or decoded without aid.	Some words are phonetically irregular.	Updating knowledge of non-phonetically based words aids faster reading.	The habit of being inquisitive about irregular words as the normal support to reading.	Exercises on phonetically irregular words in context. Eg. Any, does, once, notice.	**MATERIAL**: Specific passages containing phonetically irregular words across the curriculum. Lists of passages with agreed-upon phonetically irregular word in context **ACTIVITIES:** Story reading and telling; Writing notices and warnings where **once** and **notice** are used often.	Can students pronounce irregular words correctly?	**ALLIED ARTS:** Design a costume with irregular words as its theme.

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UNIT FOUR-TEEN Unusual words used in a topic area	Mastering slightly unusual words necessary to a topic and not commonly in students' usual vocabulary	Unusual words in a topic area form part of vocabulary in the tool kit used across the curriculum.	Some words are not part of ordinary vocabulary of domestic and personal talk, but are needed for debate and exchange of ideas.	Willingness to use unusual vocabulary in a subject area correctly at the appropriate times.	Exercises where glossaries play an integral part. Eg. Development, growth, examine, establish, relations. Debates Exchange of ideas.	**MATERIALS**: Word cards, glossaries agreed upon by schoolteachers; Dictionary; specific texts recommended by whole school. **ACTIVITIES**: Reading extensively in subject areas. Reading specific texts recommended by whole school. Speaking in public forums Speaking formally.	Can students debate topics of interest to lower secondary students? Can students talk about specific terms necessary to building vocabulary for public speaking in general?	**SOCIAL STUDIES**: Debates, panel discussions, formal talks.
UNIT FIFTEEN Use of some common words	Mastering the use of some common words	Some common words are used in specialised senses.	It takes some common words to make a difference in a certain circumstance.	The willingness to explore the special senses in which common words are used	A common word is one that is well known but it may have many special ways to be used for the exchange of ideas Exercises to show that the sense of a common word can change from subject to subject	**MATERIALS**: Words in areas across the curriculum. Eg. Energy - Science; balance - Nutrition. **ACTIVITIES**: Continuous reading of passages where common words are used in special senses. E.g. Speeches, proposals.	Can students use certain common words in specific situations with a degree of comfort?	**SOCIAL STUDIES**: Use the special word 'balance' in many situations with a degree of comfort.

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UNIT ONE Main idea and support-ing details	Recognis-ing the technique used by the writer in different text types Understand-ing relations between parts of a text when looking at main ideas and supporting details.	The opening paragraphs of most articles and stories are composed in a number of ways. Likewise, the opening sentences in paragraphs are of different types. There is structure and coherence in a passage or a paragraph.	The organisation of a whole text or paragraph is directed by the technique used in its opening paragraph or sentence. All sentences in a text are related to a topic and should follow each other naturally and logically.	Becoming aware that informa-tion in a paragraph or article is heralded and organised in different ways. Find satisfaction in identifying relations between parts of a text.	Read the opening paragraphs of suggested texts, and opening sentences of paragraphs, and decide which category each falls in. Example: Summary of the main points; Question to hold the reader's attention; Starting with an anecdote, Read the following paragraph and in each of them underline the sentence that does not belong. State whether the sentences follow each other naturally and logically. Pick out the topic sentence of a paragraph or state the topic of a passage. What words are used to introduce, e.g. An example or illustration? - How is each detail related to the topic? - How is each supporting detail related to the topic? - What is the structure of a named paragraph? - 1st. Sentence = - Rest of the para. =	**MATERIALS**: Suitable and simple passages and single paragraphs selected by subject teachers; Single sentences on specific topic areas; Selected stories. Students' own wrote efforts. Teacher-made and student-made questionnaires. Students' efforts. **ACTIVITIES**: Finding out whether all sentences relate to the topic of the passage or paragraph. Finding out whether all sentences follow each other logically and naturally. Answering questions on how ideas are introduced. Preparing for a folder presentation: selecting supporting pictures; Tapping additional sources of information.	Can students examine a paragraph or passage to find out: a) Which sentence is out of order; b) Which sentence does not belong; c) What is the implied topic; and/or d) Which is the topic sentence? e) What is the structure of the passage?	**SCIENCE**: Examine a paragraph or passage to find out the technique used by the writer. Explain it to someone.

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UNIT ONE (Cont'd) Main idea and support-ing details (contd.)	Recognis-ing indicators in a piece of writing while looking at main ideas and supporting details. Recognis-ing supporting details in text types.	Details or expansions of topics are introduced by specific announcer words or phrases. Writing is made up of details that support main ideas.	Expansions of topic sentences are recognised by indicators that announce their functions.	Being able to manage comprehen-sion easier through the ready recognition of indicators, which label and announce functions of sentences Find satisfaction in identifying supporting details at different points of a text are related or organized.	Indicators are words or phrases that signal the work or function of a sentence. Read a passage then answer the questions. Example:. Below you will find the topic of each paragraph of a text. Write these answers. - What expansions appear in the rest of the paragraph? - How are the expansions related to the topic sentence? - Match the paragraphs and the topic ideas or headlines. Reading a selection whose paragraphs contain a clearly stated topic sentence and easily discernable supporting details. Questions: a) What is the paragraph about? b) How many points are used to develop the topic? c) What does each point say?	**MATERIALS**: Suitable, and simple passages/paragraphs selected by subject teachers; Passages from class basal readers; Other texts, and extracts from a variety of commonly used Level 7 books. **ACTIVITIES:** Recognising the indicators that announce the function of expressions that expand the topic sentence; Relating supporting details to topic sentence; Matching paragraphs to headlines. Listening to reading for understanding passage; Retelling story or information gathered, detail by detail; Asking self-coined questions and responding to peer questions based on particular passages	Can students match listed paragraphs against listed ideas?	**SCIENCE**: Examine a passage for indicators, which label and announce functions of sentences. Match a given paragraph to a given topic. After reading a paragraph or passage independent-ly, give its expansions, detail by detail.

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UNIT ONE Main idea and support-ing details (contd.)	Finding main ideas in text types. Distinguish-ing main ideas from supporting details.	All text types are written around a main idea. The main informa-tion in text types, which is sometimes not actually stated, is supported by details.	Most paragraphs have the main idea expressed in a topic sentence others have it not actually stated. Details are the finer points or stages of writing.	Finding satisfaction getting to the root or main idea of a matter. See reason to ask questions to verify details main matters of interest.	The main idea is what a piece of writing is all about? Different points of a text are related or organised. Read a given passage without a stated topic sentence, and then answer a question about the main idea. Example: The main idea of this passage is that accompanied by three to five alternative choices. Read given statements and answer specific questions. Example: Look at the following statements and classify them according to their degree of generality. Most General 1. 2. 3. Most specific 4. Example: Look at the following statements. Decide first which are generalisations and second which ones are specific statements. Then match the generalisations and the examples.	**MATERIALS**: Teacher-made question boxes to elicit general statements; Teacher-and-class-prepared pictures with legends; Extracts from a variety of commonly used books at level 7; Class-based readers; Other relevant materials and commonly used books; Questions to elicit topic sentence and pinpoint indicators **STRATEGIES**: Reading orally and silently; Study reading; Listening purposefully to others as they read to get to the main idea; Discussing the text and recording notes; Questioning and answering sessions; Putting together notes; writing legends for pictures; Reading a passage and finding the main idea through choices given; Distinguishing between generalisations and specific statements to help find the main idea of a passage more quickly. Sorting out general from specific statements. Matching general with their specific statements.	Can students write a paragraph about a person they like? Can students include a picture that gives a general impression, and a series of others to support or expand of the specific impression?	**SOCIAL STUDIES**: Choose an appropriate statement that is the main idea of a passage that does not carry a topic sentence.

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UNIT TWO Chrono-logical sequence.	Selective extraction of relevant points from the text Finding out relations between parts of a text.	Chronolo-gical sequence is identifiable in a text. Its time adverbs, terms of reference, and chronolo-gical presentation of events that make coherence in a text.	Referring back to the text to check in what order events took place is one way of drawing attention to the chronologic al organisation of a passage. Reordering different parts of a passage is another way of paying attention to text chronolo-gical organisation .	Becoming aware that any chronological point or detail in a document can be identified and extracted. Becoming aware that no part of a text stands alone; each part is in relation to others.	Chronological sequence is ordered in the sequence of time. Read the given passage then complete the sentences with one of the given words: before, after, when, since, while, during, as soon as, etc. Example: Michael left school … getting his A levels. … his year in Canada, Michael thought that getting a job was no problem. Study a set of frames (strips of comic) then put them in the right order.	**MATERIALS**: Passages that demonstrate order, indicators of time, and order indicators; Frames or comic strips suitable to Level 7; Recipes marked for Level 7. **STRATEGIES**: Referring to texts to check in what order events took place; Choosing the correct prepositional words and phrases to denote time and order; Reading over the text with better understanding of chronological order. Rebuilding a set of frames whose different parts are given out of order. Reading it to the class. Pointing out to the class the time adverbs, the references and order of events which make the frames coherent Rebuilding a set of frames whose speech balloons have been cut out and both text and picture are presented out of order.	Can students study a given recipe whose instructions are not in the right order, even though the list of ingredients is untampered, and then Re-order the instructions?	**SOCIAL STUDIES**: Read a text then provide points asked for.

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UNIT TWO Chrono-logical sequence (cont'd.)	Understand-ing relations between parts of a text (Cont'd.)	A text is made coherent by its time adverbs, terms of reference, and chronolo-gical presentation of events. There is sequence in a well-written text	Reordering different parts of a passage is another way of paying attention to chronolo-gical organisation of a passage. A suitable sequence is a preferred order in a written work. E.g. Stories, recipes, frames, descriptions	Becoming aware that no part of a text stands alone; each part is in relation to others. Becoming aware that an understand-able order of presentation makes reading easier.	Order is the preference in which an author relates his tale. An exercise: Here are two very short stories, but the sentences of each story are out of order and the two stories are mixed. Can you separate the sentences of story one from the sentences of story two, and then reorder the sentences so as to have two meaningful stories? Set out your answer like this: The sentences in Story 1 are….. Story 1 is ….. The sentences in Story 2 are….. Story 2 is……	**MATERIALS**: Novels and pairs of very short stories unknown to students; Stories written by students themselves; Other authentic material (especially class efforts, and carefully chosen passages); Sentence cards to efficiently explore many possible sequences; Comics, dictionaries, recipes, cartoons **STRATEGIES**: Reordering more than one paragraph. Pointing out reasons for the groupings; Writing out the opening sentences; Reading them to the class. Reordering sentences in stories; Writing the stories out. Reading them to the class; Pointing out the points that are related; Examining story order by study reading; Discussing other possible sequences in stories.	Can students reorder paragraphs on the opening page of a novel or short story by a named and known author? Can students reorder paragraphs on the opening page of a novel or short story in which each paragraph has had its various sentences jumbled?	**SCIENCE**: Reorder disorderly statements in a passage on an experiment. Put together two separate stories that were mixed for purpose of an exercise of separating.

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UNIT THREE Descrip-tion	Extracting selective and relevant points from a descriptive text.	A descriptive text can be presented in many ways. In a descriptive text (like other language types) the parts or points are in some order or relation to one another.	Some texts are organised so that the reader can visualise the scene character, or object foremost. The way in which descriptive texts are presented can be categorized	The awareness that information is presented in an organised way especially for description The awareness that parts of a descriptive text are related in some way.	A description is an account for a hearer or reader to form an idea of an object, or sensation, or incident, or the like. Study read a passage or a set of single paragraphs, and then decide which type(s) of organisation they each represent. Can you think of other ways the details could be organised? Read the two given portraits and compare them. Tell about the way their description is presented. Eample: The description can go from top to bottom, from general appearances to details, from the most striking features to the less striking ones, and so on.	**MATERIALS:** Simple descriptive passages or series of paragraphs supplied by subject teachers; Vivid portraits for comparison exercises for Level 7. **STRATEGIES**: Getting the picture that is painted by the text; Deciding upon the main idea and recognising the details; Fitting the paragraphs under a suitable heading as directed by a table of teacher's choice. Reading several portraits then comparing them; Writing the points of comparison down; Discussing the points of comparison in class groups.	Can students read each of two portraits and tell how each description is presented, and then compare the portraits for their descriptive presentation?	**SCIENCE:** Read a paragraph then tell of the way the description is organised.

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UNIT FOUR Analogy and contrast	Understanding relations between parts of a text	The relations between parts of a text on analogy and contrast can be pointed out.	To fill in a comparison table is a good way to clarify the analogy or contrast developed in a passage.	To be able to derive satisfaction in understand-ing comparison and analogy made in a text	Analogy is an account on parallel cases. Contrast is an account that places things against each other. An exercise: Read a passage, e.g. Classification of two species of mammals, or an account of two pictures (scenes) with one scene converted by nature into the other. Fill in a comparison table constructed the teacher.	**MATERIALS**: Simple analogy and contrast passages and paragraphs supplied by teachers; Pairs of sceneries where nature has changed one into the other over time **STRATEGIES**: Study reading a text on analogy and contrast; Completing a teacher-made table; Example: Draw a diagram to represent the different types of vehicles.	Can students classify two careers in their neighbour-hood?	**SCIENCE**: Read a passage then fill in a teacher-made table of comparison.
UNIT FIVE Classifi-cation.	Finding out relations between parts of a text based on classification	Texts are converted into graphics for visual illustration	Drawing a tree diagram is one way to help students see at once the main points of a given text and the relations between them.	The realisation that graphics such as diagrams help in the visualisa-tion of information contained in a text	To classify is to group objects or information under a heading. Read a passage and complete the given tree diagram with the words given underneath, e.g. Mammals, descriptions of a number of actions, in text and pictures, descriptions of houses and their photographs with one picture without a description.	**MATERIALS**: Simple passages and paragraphs containing classification supplied by class teachers **STATEGIES**: Reading a given classification text; Discussing its points or support statements; Completing a tree diagram started by teacher, and filling in given terms or key words that are supplied; Putting together pictures and their corresponding descriptions.	Can students read a given passage and complete the given tree diagram?	**SCIENCE**: Read a passage and complete the given tree diagram for which words are supplied below it.

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UNIT SIX Argu-mentative and logical organi-sation.	Mastering what a sentence is stating explicitly in a text constructed 'for' and 'against 'a topic. Mastering what a sentence is saying; implicitly based on 'for' and 'against' a topic.	There is organisation in a text on an argument	Arguments in a text can be examined for statements on their pros and cons for not all points are necessarily found together. There are logical relations between parts of an argumentative text.	Being prepared at times to study an argumenta-tive text for points and logical organization Acknowledging that some texts on argument need close study.	An argument is a discourse that states for and against a topic. Sometimes one is asked to choose to argue either for or against a topic. In the text supplied, several arguments are provided for or against a topic, e.g. Canned food. Decide whether the arguments contained in some underlined sentences are for or against food canning. Read a text, and then underline the link words, e.g. General truth, example, consequently, conclusion for each side of the argument. Read a text, and then fill in partly completed frames, after numbering the paragraphs.	**MATERIALS**: Simple passages of argumentative writing (with or/and without key sentences underlined) supplied by subject teachers; Simple passages of argumentative material; Tree diagrams on passages; Completed diagrams based on previous work; A partially completed tree diagram; Frames on text partially filled; **STRATEGIES**: Reading an argument, then completing a partially completed tree diagram on its points 'for' or/and against.. Reading a given text; Checking for and deleting unimportant points; Checking all the boxes of a given diagram for their importance, if not so, which ones could be taken out. Looking at the completed diagram, then writing the arguments in two paragraphs, one 'for' and the other 'against	Can students 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?	**SOCIAL STUDIES**: Reading a given argumenta-tive passage, studying the underlined sentences, and stating whether each is for the argument, or against the argument. Example: The arguments 'for' are … The arguments 'against' are

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UNIT SEVEN Fact and opinion	Finding out fact and opinion	A piece of information from a variety of text types can be true or just someone's thought or feeling.	Any bit of information can be critically examined to disassociate fact from opinion.	Getting accustomed to recognising facts and seeing the necessity for orderly presentation	A fact is specific information that cannot be refuted. Look at a given family tree and issue factual information about each family member. Example: Roots - Parents - Ancestral origin: - Occupation Read selections, probe their information and use cues to verify whether aspects are factual or/and of an opinion.	**MATERIALS**: Material, eg. Family trees: poems, authentic certificates, albums **STRATEGIES**: Experiencing relationships of members of a family tree; Extracting information from authentic documents and persons who are knowledgeable Examining evidence by study reading to determine difference; Pinpointing parts for discussion especially upon character that 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 was written? Who is it written for? Has its aim been fulfilled? Enquiring from additional sources to understand evidence; Drawing a conclusion about an examined matter.	Can students examine evidence by study reading to determine difference and to pinpoint parts for discussion especially those that distract reasoning or evidence?	**SOCIAL STUDIES**: Write a true story involving family members of a given family tree.

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UNIT EIGHT Inference	Making inference or drawing conclusion	Some pieces of knowledge are inferential	An inference can be had by coming to a conclusion	See benefits of coming to conclusions on specific matters.	Making an inference is coming to an opinion by reasoning. Example of an exercise: A class project to illustrate what many hands can do and express conclusions about it.	**MATERIALS**: Tape recordings on conclusions drawn about events such as art and craft exhibitions; Selected readings: reading sheets, poems, newspaper clippings, magazines **ACTIVITIES**: Reading with good voice modulation; Questioning and answering sessions; Silent reading for better comprehension; Recording inferences; Listening to tapes on inferential material.	Can students Read and discuss passages, poems, and such material on the working of clocks (for instance), and then come to conclusions on what individuals can do with clocks?	**SOCIAL STUDIES**: Read some passages to seek out inferences. Write out the implications.

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UNIT NINE Key terms	Mastering key terms in texts	Questions and other texts contain key terms	Key terms direct language response to questions.	Being aware of the usefulness of key terms in texts	Key terms dictate the interpretation issues in texts. Exercises: Read given single paragraphs then answer the given questions: a) In a given paragraph find two nouns meaning more or less the same as a given word. b) In a named paragraph, find the equivalents of given words. …ing: … phrase: … verb: … c) In another paragraph, find an adjective which means the opposite of a given adverb phrase. Find a noun which means the opposite of a a) noun phrase. b) In paragraph -- , find the words which mean the opposite of …ing, verb:… c) Match two lists of words (words and their synonyms or antonyms.	**MATERIALS**: Poster, cartoons, songs, poetry. **STRATEGIES**: Identifying the main ideas in a piece of writing. Listing the point in a chosen topic. Showing recognition of points in a certain topic. Defining who or what is specified. Demonstrating the abilities of a person or thing in a given topic	Can students read a text where recurring ideas are present, and then find all the words related to the idea and fill in a given table?	**SCIENCE**: An exercise on the recognition of unfamiliar words

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UNIT TEN Word formation	Deducing the meanings and use of unfamiliar words through contextual clues.	Much help is provided by the context to find out word meaning. Many texts make use of synonyms and antonyms to convey their message more clearly	Lexical relations help to infer the meaning of unfamiliar words.	The awareness that the context provides clues directly or indirectly to the meaning of difficult or unfamiliar words.	Relations between lexical items in texts occur directly or indirectly Read a text where devices of equivalence and hyponymy are present. Find at least one instance of synonyms. Find at least two markers of equivalence. Which words introduce, - example, A rephrasing of what has been said before? An equivalent expression? Using general words to cover more specific ones.	**MATERIALS**: Suitable materials for finding antonyms and synonyms made available by subject teachers **STRATEGIES**: Study reading a given passage. Responding to questions based on equivalence, synonyms, and antonyms. Study read a passage. Guessing the meaning of new or unfamiliar words used in different parts of the paragraph as a noun, verb, and adjective, guided by the context. Study read a paragraph where one word is used in many positions. Guess the meaning of underlined new and unfamiliar root . What is the meaning of the new word? … means … …	Can students read a text and then find out which words introduce, for example, a rephrasing of what has been said before; an equivalent expression; using general words to cover more specific ones?	**SCIENCE**: Complete a passage by the provision of missing words all derived from the same root.

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UNIT ELEVEN Text relations	Under-standing relations between parts of a text through lexical devices (words) of synonym and antonym, word set, and the relative situation	In a text about a given subject there are usually a number of related words that are not quite related but help create an atmosphere or idea.	Locating words in a relationship is one way in developing a strategy of inference.	Being aware that there are words related across subject areas. Being aware that there are devices such as equivalence and hyponymy.	Read a given text where a few words are taken out. The missing words are numbered. Choose the best word of the lettered possibilities. Read a text. a) Find a number of words with the suffix named e.g. –ible in the text. What is the suffix saying about the meaning of the words Can you think of other words formed the same way? b) Underline the suffixes in given words:–beautiful,–observation. c) Find a number of words with a prefix in the text. Which one is used to make a negative?	**MATERIALS:** Materials with recurring ideas chosen by subject teachers. Eg slavery, matter, four sided figures; .Material with equivalence and homophones **STRATEGIES**: Study reading a passage with several words taken out. Supplying the missing words guided by the context. Study reading a text where lettered words are missing. Filling these in appropriately.	Can students read a given text where several words have been taken out (these are all derived from the same root eg. kind, kindly, kindness, unkind, etc.) and try to supply the missing words?.	**SCIENCE:** Underline parts of a text to show their relationships.

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TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
UNIT TWELVE Charts and graphs	Interpret-ing charts and graphs	Charts and graphs make interesting reading.	The willingness to add charts and graphs to written material.	The willingness to add charts and graphs to written material.	Charts and graphs are other ways of representing ideas. Stories and descriptions are told through charts and graphs.	Read a set of poems and stories about a given topic. Plot a bar graph or pictograph on a specified aspect of the text. Chart a specified movement. Read a set of poems and stories about a given topic. Plot a bargraph or pictograph on a specified aspect of the text. Chart a specified movement. A simple text with prefixes and suffixes suitable for Level 7. Listing different ways in which time is spent. Grouping specific activities. Plotting a chart. Discussing types of activities. Displaying completed work.	Stories and poems. Other charts and graphs as visual aid.	**SOCIAL STUDIES**: Complete a given assignment and include a chart.

CURRICULUM GUIDE - GRADE 7 READING
COMPREHENSION An Across The Curriculum Reading Approach.

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UNIT THIR-TEEN Summary	Making a summary	To give the gist of a text, or to give a report, is to give a summary.	The summary and the report are two strategies to demonstrate text understanding of a text.	Acceptance that pictorial graphs are not ignored or dismissed when attending to a summary or report.	Summaries and reports demonstrate comprehension skills. Exercise: Read a given passage then summarise its content in whole or part as directed. Read it to the class.	**MATERIALS**: Passages suitable for summaries and reading reports. **STRATEGIES**: Picking out main points. Working on vocabulary. Ordering ideas. Putting together the whole or part as directed. Reading outcomes to the class.	Can students read a passage and give a summary of a stipulated part of it?	**SOCIAL STUDIES**: Tell about the slavery uprising in Berbice in 1763 in about 30 words.
UNIT FOURTEEN The picture	Study a picture	Pictures conjure up new thoughts or past experiences.	A picture or frame sets its reader to operate within a particular mind frame.	The willingness to use language within a framework.	Study suitable pictures, or set of pictures or frames and tell or write its message to you. Use a term to define the picture. Read it to a person of your choice. Find another picture that reminds you of the one studied, or one that is a development upon the one studied. Compose a poem or song to accompany the picture. Find news or magazine clippings on the picture.	**MATERIALS:** Large pictures or a series of smaller ones. Eg. The environment, inside a supermarket or drug store, or pet shop, or medical laboratory; Outdoor environment eg. School compound, science exhibition, ground, horse racing track. **STRATEGIES**: Discussing the picture. Finding a name. Finding other pictures as directed by the task.	Can students use a picture about a story to tell about the author's mood?	**SOCIAL STUDIES**: Compose a poem or a song on a given picture and read it to the class.