

MINISTRY OF EDUCATION



READING

Curriculum Guide

Level 8

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 8 falls within the framework of making Reading accessible to all students at Grade 8 and hence teachers of Grade 8 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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Head, Curriculum Development and Implementation Unit

August, 2003

INTRODUCTION

The Level 8 Secondary School Curriculum Guide is cross-curricular in nature and is written by Reading specialists attached to the Secondary School Reform Project (SSRP).

The main purpose is to guide the way forward to a more informed approach to teaching and learning reading in the secondary school. Secondary school students need to be properly equipped to study on their own and arrive at informed positions. In order to help everyone, there is a small section at the beginning of the curriculum that deals with improving vocabulary, which stretches from pages (i) - (viii). The other sections are based on mastering comprehension skills. Teachers should plan to cover those parts of the curriculum that are most beneficial to their students as this curriculum is not prescriptive. The Level 7 Reading Curriculum Guide contains very many activities to help in the area of vocabulary.

Most of the passages suggested are found in books and booklets that contain fables and other stories, as this Level 8 allows the students to go way back into the idiosyncratic realms of their ancestral peoples. The other books are those texts prescribed across the curriculum, which can be substantiated by newspaper columns, notices, greeting and seasonal cards, and such other texts that can be obtained both daily and seasonally. Students are called upon to do lots of research and report on their findings. The noteworthy aspect here is that students are exposed to the experience of reading both Creolese language and Standard English, and to see each put to good use. The reality is that each language can be mastered through combinations of reading, writing, listening, and speaking skills.

Writing Team

ACKNOWLEDGEMENTS

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LEVEL 8 READING CURRICULUM GUIDE

1. WORD ATTACK SKILLS

(a) Verbal Context Clues

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Review of word definition	Recognising a word through definition	A word has a definite shape, and an outline.	A word is a pronunciation unit.	The willingness to associate word shape, outline, and pronunciation with ease.	<p>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.</p> <p>2. Exercises to find some scientific <i>words that did not exist twenty-five years ago</i>. Eg. CD-Rom, multi-media, fibreoptics, Internet, firewall, bandwidth, virtual reality.</p> <p>3. Exercises to name several <i>recent inventions within the last fifteen years</i>. Eg. Personal data assistants (organizers), MP3 players.</p> <p>4. Exercises to name some <i>products recently discovered</i>. E.g. latex, teflon, microchip.</p>	<p>MATERIALS: Passages from “Read First Find Out After”; information cards; key vocabulary items such as other technical words in recent development</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Can students choose a page or passage which contains words that were previously difficult and make sense of it now? - Can students write or speak using troublesome words now in their working vocabulary in a given area of study? 	<p>MATHEMATICS, SCIENCE, AND LITERATURE:</p> <ul style="list-style-type: none"> - 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.

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2. WORD ATTACK SKILLS								
(a) Verbal Context Clues								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Review of word definition (Continued)					<p>Exercises (Continued)</p> <p>5. What new terms has the field of aviation brought into the language?</p> <p>6. Do you know these words? Tell someone what you know about each of them: <i>simile, stifle, puerile, luster, irony, paucity, bourgeois, acclimate, municipal, macabre, pedicure, sword, athlete, presentation, perspiration, election, disappear, and reactionary</i>. Then use each word in a sentence to illustrate its meaning.</p>	<p>ACTIVITIES (cont'd)</p> <ul style="list-style-type: none"> - Creating a set of words that may have one or more words occurring a number of times: e.g. <i>cat, ketchup, household, guidance, kitchenette, holdings, and kitchen</i>. - Playing various word games that call for immediate responses based on knowledge of words <p>Example:</p> <ul style="list-style-type: none"> - Naming <i>five</i> animals of long ago in one minute. - Working at exercises in which the word is so much expected that the recognition is rapid. <p>Example: When I hear, see or think about the term 'flood' it creates a picture about ____ (water, house, well, death, destruction).</p> <p>_ Word cards that tell of movement.</p>		

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3. WORD ATTACK SKILLS								
(a) Verbal Context Clues								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Review of word definition (Continued)	Recognising a word through definition (Continued)	A word has a meaning which may be definite or indefinite	Some word meanings differ from context to context and from era to era.	Willingly associate word and meaning to improve reading, speaking and understanding	<p>1. A definite meaning of a word is the meaning of the word as it is directed in a context.</p> <p>2. An indefinite meaning of a word is the general meaning of the word.</p> <p>3. Find out which sciences use Latin words. Which of the sciences use many Greek words.</p> <p>4. How does the present meaning of each of the following words differ from its older meaning? <i>Radical, congress, sermon</i></p> <p>5. How many meanings do you know of the word <i>romantic</i>?</p> <p>6. What are the connections between the following words? <i>Infant</i> and <i>infantry</i>.</p> <p>7. What are the connections between the words <i>marathon, walkathon, and telethon</i>; and <i>dictionary, and diction</i>?</p>	<p>MATERIALS: Sentences or other texts with words used in a special sense.</p> <p>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</p>	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.

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1. WORD ATTACK SKILLS

(a) Verbal Context Clues

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	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.	<p>MATERIALS: Vocabulary from various areas outside school locations and from texts.</p> <p>ACTIVITIES:- Planning field occasions, eg: a) Field trips, educational tours; b) Nature walks</p> <ul style="list-style-type: none"> - 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; - Completing story and adding to description. - Adding new words in scrapbook. 	Can students demonstrate proper choice of vocabulary when telling about a particular learning experience?	<p>SOCIAL STUDIES: Write about the environment of a prominent resident in your community. State all the facts that make it different from those around it.</p> <p>Tell orally about a field trip to a quarry, and then write about it. Read it to your best friend in the class.</p>

LEVEL 8 READING CURRICULUM GUIDE

1. WORD ATTACK SKILLS

(a) Verbal Context Clues

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	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 can enable quick comprehension of new words in context.	<p>The willingness to master the challenges of recognising new words through an understanding of those opposite in meaning</p> <p>The willingness to overcome the challenges of look-alike and sound-alike words in reading materials</p>	<p>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.</p> <p>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</p> <p>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.)</p> <p>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.</p>	<p>MATERIALS: Texts such as those for language learning; “Read First, Find Out After”; set passages, library books</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - 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. - Finding homonyms for given words 	<p>Do students:</p> <p>a) Show mastery of using structures in writing and speaking that make use of antonyms, synonyms, and homonyms?</p> <p>b) Choose the correct homonyms for words in brackets to complete the sense in sentences.</p>	<p>SCIENCE and SOCIAL STUDIES: Compare two objects by using suitable antonyms in descriptive writing.</p> <p>Fill in blanks with synonyms to complete the sentence.</p> <p>Read a set text that contains homonyms and record words, which if not understood, can create confusion in the mind.</p>

LEVEL 8 READING CURRICULUM GUIDE

1. WORD ATTACK SKILLS

(b) STRUCTURAL ANALYSIS (Word Structure)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Review of prefixes & suffixes	Recognising and building new words	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	<p>A prefix is a meaningful letter or a group of letters that is placed at the beginning of a word.</p> <p>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.</p> <p>A suffix is a meaningful letter or a group of letters that is placed at the ending of a word.</p> <p>Exercises:</p> <ul style="list-style-type: none"> - Supply a required word list, given the roots: E.g. Roots - <i>mit, miss</i>, to mean <i>send</i>. - 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 = <i>ab, e, ex, ec</i>; Across, through = <i>per-, dia-, trans-, inter-</i>; Suffixes: feminine - <i>ette, -euse</i>; Roots: fact - make – <i>factor, factory, malefactor, benefactor</i>; Ven – come - <i>venture, adventure</i> 	<p>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.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Making words by using prefixes denoting time and age. E.g. <i>neo</i> – new; <i>ante</i> – before; <i>post</i> - after; <i>re</i> – again. - Using roots and meanings of words to find out words: Root – <i>flu, flux</i>, and meaning- <i>flow</i>; <i>lat</i> from <i>latus</i> to carry or bear - <i>collate, dilate, dilatory, elation, relate</i> . - Making nouns using suffixes: <i>-ion, -reduction; -ism, communism; -ment, escarpment</i>. - Making verbs using suffixes: E.g. <i>ate, ameliorate; -esce, effervesce; en - - lighten</i>. 	<p>Is there evidence of students’ mastery of specialised and technical vocabulary?</p> <p>Can students for instance: a) Make adjectives using suffixes <i>-al</i> (cal), <i>inimical; -ish</i> <i>childish; -ine</i> bovine b) Combine forms: + <i>cide-</i> - kill, killer; + Homicide, suicide, regicide?</p>	<p>SCIENCE: Form collections of scientific terms labeled “Words with prefix + root;” “Words with root + suffix;” “Words with prefix + root + suffix.”</p> <p>- Make words by using roots: e.g. <i>flu, flux</i> meaning <i>flow</i>: <i>fluctuate, flux, influence</i>.</p>

LEVEL 8 READING CURRICULUM GUIDE

1. WORD ATTACK SKILLS								
(c) PHONIC ANALYSIS (Letter Sound)								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	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.	<p>Consonant digraph: When two consonants appear together in a word and give one sound. – <i>ch</i> – chair, - <i>th</i> –thick.</p> <p>Blends: When two or more consonants appear in succession in a word and both are pronounced.</p> <p>Positions: Initial position: <i>ch</i> – chirp Final position: <i>ch</i> – match.</p>	<p>MATERIAL: Audiocassette tape recorder, newspapers, magazines; Selections taken from any suitable content area across the curriculum.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - 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?	

LEVEL 8 READING CURRICULUM GUIDE

1. WORD ATTACK SKILLS

(c) PHONIC ANALYSIS (Letter Sound)

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIAL/ STRATEGIES	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	<p>1. A vowel diphthong consists of two letters in one syllable, both of which are sounded. E.g. <i>oi, oy, ou, ow</i>, as in <i>soil, soy, pout</i>, and <i>howl</i>.</p> <p>2. Vowel sounds: Long and short vowel sounds in words.</p> <p>3. Generalised vowel rules: eg 1. When a single vowel in a syllable is followed by <i>r</i> the vowel is affected by it as in <i>chart, dollar, fort, curl</i>. 2. When the letter <i>a</i> is followed by <i>ll</i> or <i>lk</i> in a syllable, the “a” represents the sound of <i>ou</i> or <i>aw</i>. E.g. <i>all, walk</i> 3. When the letter combination <i>gn, gh, ght, ld, nd</i>, follow the single letter <i>l</i> in a syllable the <i>l</i> is a long vowel sound. E.g. <i>light, lend</i>. 4. When the letter combination <i>ld</i> follows the single letter <i>o</i> in a syllable the letter <i>o</i> is a long vowel sound. E.g. <i>gold, told</i>.</p>	<p>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.</p>	Can students read aloud with ease any given passage that contained words that they could not pronounce with ease previously?	SCIENCE: Use the pronunciation rules of diphthongs and vowel digraphs to identify new words.

LEVEL 8 –READING CURRICULUM GUIDE								
UNIT ONE ----Guyanese Fables Are Culturally Historical								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUTATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
<p>Guyanese Fables</p>	<p>Identifying character traits</p>	<p>The character, Anancy, in culture tales, is based on African mythology that attributes supernatural power to animals and inanimate objects.</p>	<p>The oral tradition through its culture-tales gives insight into the history, struggles, achievements and customs of a society.</p>	<p>Showing appreciating for dominant character traits in tales of oral African tradition and other traditions from around the world.</p>	<p>Culture---the ideas, customs and art of a particular society Fantasy—imagination unrestricted by reality Tales ---imaginative stories of the oral tradition Anancy - A fictitious character found in “Anancy stories” of African origins; - Depicted as a spider who displays - Possesses human intelligence - Possesses features of the fables and other stories: - Story form brought to Guyana by African slaves of the Ashanti tribes - Told to groups of listeners on the sugar plantations and in the villagers on “moonlight nights” in the olden days</p>	<p>Materials: A collection of Anancy stories Sheets of cardboard Dictionaries Art material.</p> <p>Texts: KOFI BAADU: Out of Africa by Walter Rodney NEW HORIZONS IN SOCIAL STUDIES Book 2 (Ministry of Education, Guyana)</p> <p>Activities: - Read in large and small-groupings - Read individually - Tabulate information about Anancy, e.g. his attitude, his wisdom, and his endurance - Compile notes on the Anancy character - Search other texts for further information on the Anancy character - Project work on fables.</p>	<p>Can students: 1. Relate Anancy to a real life character? 2. Present an illustrated collection of Anancy and other tales? 3. Graphically illustrate the different characteristics of Anancy?</p>	<p>Social-Studies: Research the leisure activities of the slaves in Guyana</p> <p>Geography: Locate West Africa on a map and then name its bordering states.</p> <p>History: Read about African slavery in Guyana and then show how the Anancy stories helped to make life bearable for the slaves.</p>

LEVEL 8 READING CURRICULUM GUIDE

UNIT TWO – Increasing Vocabulary

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Vocabulary work	Utilising words correctly and effectively which are taken from Anancy tales	Vocabulary in Anancy fables is characterised by all the words in the facilitating language of the time. All the words that a writer knows and can use effectively make up that writer’s working vocabulary. Specialist terms used in a subject characterize that area of learning.	Anyone’s vocabulary increases each and every day through interactions with other people’s thoughts and ideas that are written or spoken. The more language experiences a person has, the more words he/she will be able to add to his/her working vocabulary.	Enjoying an improved vocabulary in Anancy fables and sustaining an interest in reading and telling such stories	Acquisition of a wide and appropriate Anancy oriented vocabulary encourages cognitive development in that field of folk tales. Vocabulary: e.g. Brer Anancy; Mr Duck Folk-Tales And Legends Of Some Guyana Amerindians By: W. F. Edwards H. R. Hubbard D. Naraine A Drink Of Water By: Samuel Selvon Selections of Anancy stories: e.g “ How Brer Tiger Lost His Tail ” “ Kofi Baadu: Out Of Africa ” by Walter Rodney A story-map is a detailed diagram that shows how a story is structured. It gives details about its characters, setting, plot, point of view, and so on.	Materials: Poster-size bond and cardboard sheets; Dictionaries; Anancy stories on reading cards; Other fables and stories on story-sheets. Activities: - Group-reading of stories. - Create story dictionaries - Read stories orally - Re-tell stories - Compose stories - Read to meet new words and to maintain an interest in reading - Tell and re-tell stories to maintain and improve vocabulary	Can students do all of the following? 1. Use selected words and phrases in self-composed Anancy stories. 2. Use selected words and phrases to create word-meaning lists. 3. Give each personally written story two titles.	Literature/ Geography: Develop story-maps about texts read and include legends to explain them.

LEVEL 8 READING CURRICULUM								
UNIT THREE---The Ideas That Fables Teach								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Themes in stories	Identifying themes in texts	The main idea in a story is usually an idea about life.	The ideas and morals in fables and other stories can help to improve the behaviour of characters. Fables usually teach morals.	Appreciate the morals that fables teach through their themes.	Theme is the main idea in a piece of writing, especially a story. Ideas that change behaviour are called “morals.” Selections of Aesop’s fables: THE FOX AND THE CROW THE DOG AND THE BONE “ A Drink of Water ” by Samuel Selvon Extracts from “ King of the Masquerade ” by “ Jason Whyte ” by Terry Parris A theme-map is a diagrammatic presentation of how a theme is developed in a text. This includes the ideas and their connections.	Materials: Story books; Story sheets. Dictionaries List of approved moral behaviours Activities: - Read and re-tell tales in written and oral forms. - Summarise fables in written and graphic forms - Find the central thought in stories by asking questions and getting answers. - Tell a peer how to deduce the theme from a piece of writing	Can students do the following? 1. Use the ideas from Anancy stories and compose their own fables. 2. Identify morals in stories and write anecdotes to portray them.	Literature: Create theme-maps from self-composed stories Guidance: Discuss, document and report on different moral ideas found in stories through the ages.

LEVEL 8 READING CURRICULUM								
UNIT FOUR - Reading To Understand Dialect								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Dialect Text Translation	Translating dialect text into reading own language	Anancy-tales, Bill-stories and other folk-tales are told in dialect. School-texts are not written in dialect but may contain dialect inputs.	Dialect, which is spoken, is written into texts and can be read in stories and poems. Dialect text can be translated into real life information/experiences	Enjoy reading dialect text with the same ease as reading English.	Dialect is a popular mode of communication in Guyana and the Caribbean. Dialect, in school-texts, is used in dialogue events in poems and stories. Some West Indian short stories and poems are written in Jamaican dialect. Some Guyanese short stories and poems are written in Guyanese Creolese.	Materials: Copies of West Indian short stories Extracts from school texts Dialogue –extracts from some West Indian short stories and poems Dictionaries Activities: - Read in groups - Read individually - Question - Translate - Compose - Listen to tapes with dialect dialogues - Participate in skits and plays with dialogues inputs - Converse with dialect speakers - Look at function of words in dialect speech events. - Write dialect stories and read them to the class and other interested persons. - Display personally written tales on classroom walls. - Publish tales in school's newspaper.	Can students do all of the following? 1. Read-aloud dialect and standard English texts with the same degree of fluency. 2. Translate short dialect stories into Standard English.	Social Studies Find out the different types of dialects spoken in Guyana. Write out samples of one type.

LEVEL 8 - READING CURRICULUM GUIDE

UNIT FIVE--Comprehension Through Fables

Topic	OBJECTIVES				Content	Activities/ Materials/Strategies	Evaluation	Integration
	Skill	Knowledge	Understanding	Attitude				
Information in stories	Recognising and selecting stated and implied details	Fables are tales that teach morals. Fables are tales that give information about a particular era of experiences	The separate features of stories (settings, etc) allow for interpretation, composition and graphic illustration. Knowledge of word-functions aids in the understanding of literary text	Value reading about custom and ideas of a people Willingly use reference material to enhance knowledge of stories	Many poems and stories about Anancy have been documented Poem “ Anancy ” from <u>Parang</u> by Cecil Grey Tales Of The Caribbean---Anancy Stories by Evan Jones Amerindian Stories: published by Ministry of Education Extracts of selected fables Specimen of a GLOSSARY A GLOSSARY is a list of special technical words with definitions. The GLOSSARY helps the reader to understand the text	Materials: Texts as stated in Content and others chosen by students and teachers Dictionaries; Thesauruses Activities: - Sustain silent reading of stories - Give oral and written answers to questions based on fables read. - Use glossary to increase vocabulary - Write out and explain morals found in fables - Give interpretations to aspects of stories	Can students: Find both definite and indefinite meanings of some words used in the stories read? Translate prose into poetry and poetry into prose?	Biology: Examine the natural features/characteristics of a spider and record the findings. English Language: Find the dictionary meanings of given difficult words, and see how they fit into the context of stories.

LEVEL 8 - READING CURRICULUM GUIDE

UNIT SIX – Literature Of The Oral Tradition

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Stories of the oral tradition	Comparing and categorising oral-tradition stories.	The first form of story-telling was the oral form, which over the years, might have splintered into many versions of story-telling.	Modern story writers try to create versions of traditional stories so that they relate to modern values, trends, and so on	Enjoy re-telling stories and listening to stories being re-told. Enjoy reading the different versions of a Bill stories.	<p>A selection of “Bill” stories e.g. Stupid Bill Stupid Bill Steals Bakes Sensible Bill Employs Stupid Bill</p> <p>Many persons were professional storytellers hence the many versions of story-telling.</p> <p>Many written collections of oral-tradition stories that have been available for some time now.</p> <p>The “Bill” stories are oral-tradition stories now written for reading in Guyana.</p>	<p>MATERIALS: Taped Bill-stories Story sheets Audio recorder/player</p> <p>Activities: Listen to taped stories</p> <ul style="list-style-type: none"> - Read selections of Bill-stories and sequence the events and actions. - Interpret strange words and phrases found in the stories. - Compose, reading and telling stories based on the character Bill - Put Bill stories in categories - Write personal/original stories resembling Bill stories 	<p>Can students: 1. Create a Thesaurus using the base-words from selections of Bill-stories? 2. Organise an oral Bill story for a class-reading session? 3. Create a word-folder to show descriptive words used?</p>	<p>ENGLISH LANGUAGE: Narrative writing Creating word games</p> <p>ART: Produce a caricature of the character, Bill or any other personally appreciated character from other tales.</p>

LEVEL 8 - READING CURRICULUM GUIDE
UNIT SEVEN - Reading Literature Of The Oral Tradition

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Features of the oral tradition stories	Identifying features that make up an enjoyable traditional story	The features of a short story are plot, setting, characterisation, writer's style and theme among others, which afford reading enjoyment. Structure, meaning and purpose of a story are identified after repeated readings	Every story has a main idea or dominant theme The features of a story can be identified through an examination of its details.	Enjoying reading a variety of tales that give satisfaction and enjoyment. Enjoying identification of story features	A selection of Children's stories; e.g. <i>The Three Little Pigs</i> A selection of Guyanese and Caribbean tales; e.g. <i>The Legend Of Kaieteur</i> Selections of unpublished folk stories; e.g. <i>folk-stories written by CXC students.</i> Selections of stories told by senior villagers. (Documented stories) The details of stories show or explain their features.	Materials: Story sheets Cassette recorder/player Story books Chalkboard Activities: - Group and individual oral reading - Fluent reading - Discuss reading - Re-tell - Comment orally on plot, setting, theme and characterization	Can students: read a selection of short stories and give reasons why they enjoyed them?	History: Reading historical stories about the slaves and indentured labourers of Guyana

LEVEL 8 - READING CURRICULUM GUIDE

UNIT EIGHT - Dialect Poetry

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Features of dialect poetry.	Accentuating features of dialect poetry	Dialect poems have immortalised every-day happenings in life in creative way.	Dialect is a version of a language Dialect has structure Many persons communicate, using dialect. Most speakers of dialect employ a rhythmic pace seen in the way dialect poetry is phrased.	View dialect poetry as creative expressions. Appreciate and enjoy reading, analysing and composing dialect poems.	Selections of dialect poetry taken from: New Ship: An Anthology Of West Indian Poems For Secondary Schools Copies of dialect poetry gleaned from people in the community. Selections of folk songs of Guyana. The two versions of “ Old Higue ” by Wordsworth Mc Andrew “ No Lickle Twang ” by Louise Bennett Dialect verse is quickly memorized through its rhythm and words. Tone and theme in dialect poetry are easily identified Folk-songs of Guyana can be read/recited as poetry.	Materials: Poems written on wall-charts and sheets of paper Writing paper Art material Activities: - Read chorally and individually - Illustrate dialect poems - Translate stories from dialect to Standard English and note the effect. - Supply oral and written answers to questions for better understanding of dialect poems. - Compose dialect poems using known patterns.	Can students do the following negotiations? 1. Read-aloud any poems that they have worked with. 2. Write summaries of selected poems. 3. Write poems that include colourful graphic illustrations.	English Language Re-write poems using prose and which is more effective genre of presentation. Art Match colours chosen for illustrating poems with their individual tone, theme and other features.

LEVEL 8 - READING CURRICULUM GUIDE

UNIT NINE - Reciting Dialect Poetry

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/S TRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Features of dialect poetry (Cont'd)	Treating material in specific ways to enhance memory work	Dialect poems are best remembered if they are read to the accompaniment of relevant music e.g. beating of drums and the shaking of rattles	The pitch, tone and timing used by the reader and recitalist, aid in the enjoyment of dialect poems, and the meaning of its lines	Willingly compile, compose, read and recite dialect poems, which are mostly narrative poems.	<p>Dialect poems by Louise Bennet</p> <p>Dialect poems by other Caribbean and Guyanese poets</p> <p>Incomplete dialect poems</p> <p>Brief statements on the life of Louise Bennett and other poets</p>	<p>Materials: Cassette player/recorder Audio cassettes Percussion instruments Large poem sheets</p> <p>ACTIVITIES: - Read and recite poems. - Listen to taped reading of poems. - Complete incomplete dialect poems. - Compose dialect-poems to tell of teenage issues. - View facial expressions and body-movements during the reading of dialect poems which allow for easy interpretation - Recite poems - Pronounce strange dialect terms repeatedly</p>	<p>Can students do the following?</p> <p>1. Individually recite poems.</p> <p>2. Dramatically present a poem to an audience.</p> <p>3. Compose dialect poems.</p>	<p>Geography</p> <p>Locate, on a map or globe, Guyana, Jamaica and other dialect-speaking Caribbean countries.</p> <p>Observe how they are related graphically.</p> <p>Literature</p> <p>Compile selections of dialect poems written by Guyanese poets</p>

LEVEL 8 - READING CURRICULUM GUIDE								
UNIT TEN - Expressions of Our Cultural Heritage								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Cultural heritage (cont'd)	Mastering the acquisition of information	Language and culturally expressive art-forms, customs, values and the way of life of a people define a people's culture	A population of persons of different origins, will have a rich and diverse cultural and language patterns	<p>The willingness to learn about and respect diverse cultural practices</p> <p>Examine cultural practices for historical links</p>	<p>Extracts from (a) Social Studies Our Children Bk. 5</p> <p>(b).New Horizons In Social Studies.Bk1</p> <p>(c) Caribbean History for CXC</p> <p>No cultural pattern is superior to another.</p> <p>The cultural heritage of Guyana is diverse.</p> <p>History and Social Studies texts give information on cultural heritage: clothes, monuments, buildings, dance, belief, and so on.</p> <p>Selected information</p>	<p>Materials:</p> <p>Information sheets</p> <p>Social Studies texts</p> <p>Sample of tabulation sheet.</p> <p>Stories, fables</p> <p>Activities:</p> <ul style="list-style-type: none"> - Read silently - Read individually and orally in small-group setting - Write stories of cultural heritage - Read sometimes between the lines to get answers to certain questions about culture. - Classify information - Sequence information 	<p>Can students:</p> <ol style="list-style-type: none"> 1. Select relevant information from text? 2. Arrange information according to topic/issue? 3. Summarize information in both graphic and written forms? 	<p>Geography</p> <p>On both globe and map, locate the countries of origin of the Guyanese people</p> <p>Art</p> <p>Illustrate some ethnic clothes of the Guyanese people in both post slavery/in-dentureship periods, and the 20th century.</p>

LEVEL 8 - READING CURRICULUM GUIDE								
UNITS ELEVEN & TWELVE-- Guyanese Folk-Tales and Legends								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Cultural heritage (Cont'd)	Reading for information (Cont'd)	Different types of longer texts may present varying views on a topic	To comprehend what various texts say on a topic, one has to carefully select and compare the stated ideas.	To appreciate the cultural differences of the ethnic groups of Guyana	<p>The ethnic groups in Guyana came from other parts of the world. See Children Stories of Guyana</p> <p>People Who came New Horizon in social Studies Books 1 & 2</p> <p>Samples of recipes and pieces of clothing that signify cultural differences across Guyana.</p> <p>Documentation of things cultural in Guyana</p>	<p>Materials:</p> <p>Art materials Recipe cards Pictures of pieces of clothing</p> <p>Activities:</p> <ul style="list-style-type: none"> - Comparing and contrasting legendary details and historical facts - Finding denotative and connotative meanings. - Read silently 	<p>Can students:</p> <p>After reading Guyanese historical facts from different longer texts, select relevant information to complete an assignment?</p>	<p>Social Studies:</p> <p>Find out about contributions in education, health, sports, etc., the ethnic groups have brought to Guyana.</p>

LEVEL 8 - READING CURRICULUM GUIDE								
UNITS ELEVEN & TWELVE-- Guyanese Folk-Tales and Legends								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Facts in cultural/historical texts	Selecting information	The terms and phrases used in legends and folk-tales are often used in every-day speech.	Literature presents some basic facts of history. Legends focus on heroes, heroic deeds, and physical endurance leading to public victory.	View legends and folk-tales as history-fiction. Folk tales are of the oral tradition. Accessing facts through literature	Selections of folk tales e.g Old Higue Selections of legends e.g. The Legend of Kaieteur <u>Folk Tales and Legends of some Guyanese Amerindians</u> ed,: W. F. Edwards and A. R. Hubbard <u>Caribbean Folk Tales and Legends</u> compiled and edited by Andrew Salkey Legends re more of the written tradition Folk-tales mostly focus on the teaching of morals and reliance on un-natural powers Calypsos record data about topical issues in daily life Some writers of Guyanese folk-tales are - JAN CAREW EDGAR MITTLEHOLZER A. J. SEYMOUR	Materials: Art materials Copies of calypsos Reading Selections a stated in Content. Activities: - Compare and contrast legendary details and historical facts - Find denotative and connotative meanings. - Scan, contrast, and organise data - Compare and contrast contents/sentiments in calypsos.	Can students: After reading Guyanese folk-tales and legends, give information on their origins? Create a tale or legend to tell of a present-day happening in Guyana?	

LEVEL 8 - READING CURRICULUM GUIDE								
UNITS ELEVEN & TWELVE-- Guyanese Folk-Tales and Legends								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Facts in Literature	Scanning, contrasting and organising data	The terms and phrases used in legends and folk-tales are often used in every-day speech	Literature presents some basic facts of history. Legends focus on heroes, heroic deeds and physical endurance leading to public victory.	View legends and folk-tales as history-fiction. Folk-tales are of the oral-tradition Accessing facts through literature	Selections of folk-tales eg Old Higue Selections of legends eg The Legend Of Kaieteur <u>Folk Tales and Legends of some Guyanese Amerindians</u> ed.: W. F. Edwards and A. R. Hubbard <u>Caribbean Folk Tales and Legends</u> compiled and edited by Andrew Salkey Legends are more of the written tradition Folk-tales mostly focus on the teaching of morals and reliance on un-natural powers	Materials: Art materials Reading selections as stated in Content. Activities: - Compare and contrast legendary details and historical facts. - Find denotative and connotative meanings in words found in tales. - Read silently	Can students: After reading Guyanese folk-tales and legends, give information on their origins? Create a tale or legend to tell of a present-day happening in Guyana? Some writers of Guyanese folk-tales and legends are— JAN CAREW EDGAR MITTLEHOLZER A.J SEYMOUR	Social Studies: Find out about Guyanese national events, which can be explained in folklore and calypso.

LEVEL 8 - READING CURRICULUM GUIDE

UNITS THIRTEEN and FOURTEEN - Guyanese Terminology

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Connotative meanings	Recognising suggestions in text	Guyanese cultural terms have their origin in the speech patterns of the six (6) ethnic groups. Guyanese cultural terms are related to all aspects of life, e.g.: kinship, occupation, recreation, and beliefs.	Every society uses a distinct language pattern.	Appreciate the variety of language patterns in any society in Guyana.	Sample of terms used by each ethnic group in Guyana. E.g - <i>coconut grater, crochné</i> Cartoons on charts Samples of proverbs and sayings of the ethnic groups in Guyana. E.g <i>Han' wash han' mek'</i> <i>han' kum kleen</i> Extracts from. A FESTIVAL OF GUYANESE WORDS - by John Rickford (ed) Sample of tabulation layout Sample of an interview schedule.	Materials: Audio-cassette player and audio- cassettes. Writing paper. Activities: - Model reading - Sustained Silent Reading. - Discussions - Researches - Written work	Can students: Trace the origin of words, and find texts that contain words? Create their personal dictionary of Guyanese terms?	Social Studies: Interview elderly citizens to find out about village life in the past.

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UNIT FIFTEEN - Songs of Guyana ---Reading For Pleasure And Enjoyment								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	UNDERSTANDING	ATTITUDE				
Pleasure and expression	Analysing songs	<p>Songs convey messages</p> <p>The folk-songs sung by Guyanese are mostly composed by them</p> <p>Some compositions by ex-slaves of the U.S.A. were adopted by the ex-slaves of Guyana</p>	<p>Music and song are expressions of our feelings, hardships, pleasure and achievements</p>	<p>Enjoy singing folk-songs</p> <p>Develop feelings of patriotism, and national pride and unity.</p>	<p>Selections of folk songs eg. SLY OLD FOX</p> <p>Selections of National songs e.g. .LET US CO-OPERATE</p> <p>Selections of Negro Spirituals eg. SWING LOW</p> <p>Selections of songs composed by ex-slaves of the U.S.A e.g. MI CAFFEE</p> <p>Selections of songs composed by Amerindian, East Indian and Portuguese Guyanese e.g. Wai Wai Boni—an Amerindian welcome song</p>	<p>Materials:</p> <p>Audio-cassette player/recorder</p> <p>Newspaper clippings</p> <p>Song sheets</p> <p>Activities:</p> <ul style="list-style-type: none"> - Read in groups and individually - Sing in groups - Write copies of songs 	<p>Can students:</p> <p>Fluently recite songs for an audience?</p> <p>Write notes on selected national songs?</p>	<p>English Language:</p> <p>Tell the story of a selected song</p> <p>Art:</p> <p>Include creative illustrations in a self-made folder</p>

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Article analysis (fact and opinion)	Comparing one newspaper's stance with another's	Newspaper articles can be discussed analytically	Articles in a newspaper can be examined to reveal their overall structure, content and presentation of the writer's intention/message	Derive a sense of worth when one can discuss and make comparison of newspaper articles	Headlines and articles of similar topics A good newspaper features real news in the order of its importance Doctor's Advice e.g Medical and Health problems posed by the public The Vet Advises e.g Care and treatment of domestic animal pets Controversial reports	MATERIALS: News stories, locally and from all over the world -Encyclopedia -Maps -Atlases ACTIVITIES: Locating areas Collecting facts about places Sharing findings and headline stories Discussing the headlines on the first page Reading between the lines Judging the character of a newspaper by its headlines Learning the arrangement of your newspaper	Can students: Select two articles of similar content from two different newspapers and compare their makeup?	Mathematics/ Science/Social Studies Write an article based on any topic of interest for your Mathematics; Science; or Social Studies club. Publish it in your school newspaper

READING Curriculum Guide Grade 8								
Unit 16 –20 Reading through the Newspaper								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Article analysis (fact and opinion)	Identifying and sorting out facts and opinions in newspaper articles	Facts as well as opinions can be clarified	Newspaper material must be constantly scrutinized and questioned if valid conclusions are to be formed	Use opportunities to express ideas openly and freely	<p>Questions on the writer’s competence and integrity e.g.</p> <ol style="list-style-type: none"> 1. Is the writer an authority? 2. How does the writer know? 3. Does the writer make sense? <p>The writer’s use of source and evidence</p> <p>Guidelines for reading newspapers.</p> <ol style="list-style-type: none"> 1 Try to distinguish between fact and opinion in new accounts 2 Judge newspapers by the kind of news that they feature and the way they present it. 3 Read regularly more parts of the newspaper than you do now. 4 Learn terms to help you to understand a newspaper better. 	<p>Materials: Newspaper articles – Editorials and feature articles</p> <p>Activities: Reading and rereading articles Underlining the facts Researching ideas that are questionable Grouping ideas into fact and opinions columns</p>	<p>Can students read a selected article, then give an opinion about it.?</p> <p>Can students: Discuss one controversial article in subsequent issues in one of your local newspapers?</p>	<p>All other content Areas</p> <p>Take an active part in selecting articles based on content areas for the class library Discuss articles in groups</p>

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Newspaper Editorials	Determining the purposes of the editorials and letters to the editor	Editorials and letters are meant to influence the public on certain matters and issues.	Editorials are the views of publishers and their editors about public concerns. Letters to the editor are personal views of the writer.	Critically analyse and are not easily influenced by editorials and letters to the editor	Editorials and letters to the editor take four areas -to inform -to entertain -to explain -to influence Today’s hidden agenda -to confuse -to disseminate misinformation	MATERIAL: National and foreign newspapers editorials ACTIVITIES Reading and discussing with teacher purpose for reading Questioning the writer’s motives Reading and comparing a news story and an editorial on the same subject. Reading aloud editorials From the newspaper	Can students choose an editorial and rewrite it as it might have been written to hold the opposite position?	Science Write an editorial for your school newspaper Base your discussion on a scientific issue

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Cartoons	Interpreting cartoons found in newspapers	One's knowledge can be enhanced through the interpretation of cartoons	Cartoons are used to relay pieces of information in the form of pictures. Cartoons can hold dissenting views on current issues.	Show that one can interpret simple and complex cartoons Can keep a sense of humour when cartoons are read	Cartoons are drawings that exaggerate some physical feature, action, or quality of the person or thing depicted The central idea of a cartoon may vary that of simply wanting to amuse you to that of influencing your thinking. Some symbols used in cartoons are: Dove- Peace Uncle Sam –U.S.A Palm tree-PNC Party Cup-PPP Party Questions: What is the cartoonist trying to tell us? Which recent news story prompted the cartoon? How does the cartoonist's point of view agree/disagree with my judgment?	Materials: Cartoons selected from the newspapers Activities: Collecting and learning symbols representing different ideologies and /countries Discussing and debating Making a bulletin board. Mounting cartoons Noting the central idea of a cartoon Pointing out the humorous/serious aspects of the idea presented explaining the exaggerated description/action in a cartoon	Can students: Write about their favourite cartoon character? Have students been able to discuss their interpretation of a cartoon? Can students draw a cartoon to encourage a clean environment?	Social Studies Prepare a cartoon to depict an issue or problem discussed in one of your lessons. Display it on your class bulletin board

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Advertisements	Differentiating what is fact, opinion, and propaganda	Advertisements are excellent story starters	Advertisements are designed to catch the eye of the reader Advertisers appeal to the emotions of the reader	Show sense of being analytical Distinguish between valid reasoning and truth	Advertisements Types of advertisements The want ads. – Both buying and selling Syllogism-is an argument whose conclusion is supported by two premises—a major and a minor Some propaganda techniques -bandwagon -labeling -testimonial -emotional word repetition appeal When you read an advertisement think of it in terms of questions e.g Do I need this article? Is it the best buy?	Materials: Advertisements found in any newspaper Activities: - Reading ads. - Circling words which will help sell the merchandise - Categorising words - Rewriting Advertisements as a creative story Examining the common forms of propaganda techniques Writing advertisements, using propaganda Discussing the various methods used to catch the attention of the reader in a newspaper. Collecting samples of misleading advertisements	Have students mastered the skill of writing an advertisement for something they want to buy or sell? Can students: recognize advertising that is deliberately misleading or that appeals to the feeling rather than good judgment?	<u>Social Studies</u> <u>/Science</u> Write an advertisement seeking donations for towards the Acquisition of materials /equipment for your class for a specific purpose

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Unit 16 –20 Reading through the Newspaper								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
The Table of Contents	Using the newspaper table of contents to locate articles of interest Using terms to describe the front page of a local newspaper. Discussing the headline news	Newspapers vary in their arrangement and articles are sometimes difficult to locate articles The most important news appear on the front page of any newspaper.	Materials in a newspaper are organised in a special way Newspapers make a worthwhile contribution to making a person a good reader.	Show great confidence using the newspaper Listen attentively to the treading of the headline and front page article.	Does it appeal to my good judgement? Advertisements mislead readers by appealing to their human desires e.g -to be popular among their friends -to be attractive as the person in the picture -to use an article endorsed by a well known person -to make the opposite sex more interested in you -to get what everybody else is buying The table of contents on the front page of a newspaper guides the reader in locating information quickly.	Materials: Any local or foreign newspaper Activities Locating the different parts of the newspaper Listing the various services offered in the newspaper Collecting and categorising pictures and articles from the paper Reading articles after locating them Learning the arrangement of your newspaper	Can students: recognise advertising that is deliberately misleading or that appeal to the feeling rather than good judgment?	Content Areas Use the newspaper to gather information Get your class to contribute articles

READING Curriculum Guide Grade 8								
Unit 16 –20 Reading through the Newspaper								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Comics	Using a comic to create a story of choice	Comics make for interesting and expressive reading paper	The comic illustrations encourage the reader to develop an interest in reading	Derive great pleasure when reading and interpreting comics	The parts of a newspaper;(order depends on the publisher) -main news story -Editorial -Letters to the editor -Radio/television programme guide Classified advertisements -Cartoons -Comics -Court round-up	MATERIAL: National and international newspapers ACTIVITIES Reading the most important article on the front page Finding the five Ws Outlining the articles Discussing Writing	Can the students: - prepare a plan for a class newspaper - name the parts they plan to use -organise it into various parts/articles	Content Areas: Categorise one week’s headline s into subject areas. Read the articles What areas gave you most excitement?(science, SS, politics, war, music, etc)

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Unit 16 –20 Reading through the Newspaper								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Advice Column	Comparing the various letters found in the Advice columns of the newspaper	The advice column of newspapers encourages readers to be critical	Replies to letters seeking advice, are very often those of the writers	Read letters and advice offered with a critical eye	Literacy Prepare a comic strip story to deal with issues /problems in your country/community	Material: Comics selected from various newspapers Activities: Keeping a daily journal Writing the background description of a selected comic Choral reading of comics Rewriting dialect comics in standard English		Social Studies Science Literacy Prepare a comic strip story to deal with issues /problems in your country/community

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Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Newspaper Vocabulary	Discussing the purpose of vocabulary used as newspaper talk	Some special terms are used in newspaper writing Newspaper vocabulary has specific phrases.	Expressive and vivid words language and verbs develop the power of newspaper writing	Develop an eye for proof reading the articles in the newspapers	<p>Reports on the front page Headline The five W's - Who? What? Where? When? Why and How? are the cornerstones of newspaper writing</p> <p>Some newspaper terms: - banner: the dark heavy headlines at the top of the front page; - cartoon: a drawn picture, usually humorous or exaggerated in nature.</p>	<p>Material: Sunday Chronicle /Stabroek News, Kaieteur News</p> <p>Activities: Reading the situations Analysing the situations Making inferences and drawing conclusions Answering some letters, then comparing them with the one in the column Suggesting courses of action that could be taken in certain situations</p>	<p>Can the students 1.write new headlines for stories? 2.w rite a story of an incident using the “wh’ format as it might be written for a newspaper?</p>	<p><u>English Language</u></p> <p>Select the correct format for writing a special letter. Select any need You may have and write a letter seeking advise</p>

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Sports Page	Selecting materials to be read by choice	Books offer readers enjoyment as well as memorable characters and situations	Readers gain valuable insights into human conditions in their books	Show great interest in and when selecting books and other reading	Comics: -the mood and setting -who is talking –what action is taking place	<p>Material: Articles selected from any newspaper</p> <p>Activities: Underlining Nouns, verb adjectives. Vivid and expressive verbs Circling phrases Noting how figures of Speech are used - metaphors - similies - personification - hyperboles</p> <p>- Working the daily crossword puzzles and weekly Word Search Antonyms and Synonyms games</p>	<p>Can students do the following?</p> <p>- Select their favourite comic and write the story in sequence?</p> <p>Master the skill of arranging a jigsaw puzzle to show a comic story?</p>	<p>Science, Social Studies, Mathematics</p> <p>Look at articles in any newspaper and note the language used to report on your subject areas</p>

READING Curriculum Guide Grade 8
Unit 16 –20 Reading through the Newspaper

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Information Texts	Using the books according to their literary elements	The characteristics of the various genres can be recognised in a book	Good books open the doors of our imagination although they differ from one genre to another	The ability to choose good materials for self	The Advice column in our local newspapers often have certain similarities -Tell Abigail --Helen Haynes Advises -Vet advises -Doctor advises Uncle Roy	Material Sports articles from any local /foreign newspaper Activities: Reading a sports story Discussing a game Rewriting the game as a sports story Comparing the sports story in various newspapers	Can students select a letter from the Advice column and then give a new answer to the selection?	English Language - synonyms - antonyms - figures of speech - parts of speech, - etc.

READING Curriculum Guide Grade 8
Units 21 – 29 - Reading to Identifying Unfamiliar Words in Context

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
The text	Finding the meanings to words in context	The context has cues that tell of the meaning of words.	Word meanings are dictated by built-in mechanisms in texts.	Being able to interpret difficult and new words using contextual cues	Different contexts that have certain words that need to be known	<p>MATERIALS: “Little Women” by Louisa May Alcock Concept boxes Poems; Word bank Dictionaries, encyclopedia</p> <p>ACTIVITIES: By the use of differently structured texts do the following: - Oral reading style - Reading and comprehension - Reading an extract in a given time and be able to answer questions based on it. - Asking questions related to the extract. - Telling about characteristics of the people in the extract. - Playing roles - Giving the main ideas and supporting details in the selection - Making inferences - Giving opinions and predictions - Note-taking - Speech making</p>	<p>Can students complete a teacher made word-search puzzle in a specified time frame?</p> <p>Can students make a list of words new to the class for a word bank by class contributions?</p> <p>Can students use words in text to show that they understand their meanings?</p>	<p>SCIENCE: Work in groups to make reading presentations using experiments.</p>

READING Curriculum Guide Grade 8

Unit 21 - 29 - Reading to identify unfamiliar words in texts

TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
The text (Continued)	Mastering the reading of poetry	A poem can be read for all listening to understand and enjoy its message and rhythm.	When a poem is comprehended the reader takes on a knowing tone.	The willingness to read the poem for vocabulary, comprehension, rhyming, and meaning.	Extracts from classics and recent West Indian novels and poems	<p>MATERIALS:</p> <ul style="list-style-type: none"> - Martin Carter's poems - - Tape recorders - Concept boxes for new phrases <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Reading the poem in varying styles. - Using different voice modulations - Looking at the poet's style of writing - Looking of the poet's mood - Writing poems of personal achievements and experiences - Reading poems to others in the small group situations for others to appreciate 	<p>Can students answer questions based on a teacher-made word-search?</p> <p>Can students answer questions based on poems?</p>	

READING Curriculum Guide Grade 8								
Unit 21 - 29 - The language of the poetry								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
The text (Cont'd)	<p>Reading and writing poems of various styles</p> <p>Applying skills of reading poetry to bring out the use of the words and build images for the listener</p>	<p>The various expressive styles of poems can be compared, and the most suitable ones selected for reading.</p> <p>Figures of speech often make poems likeable as they are read aloud.</p>	<p>Most poets have their own style of expression.</p> <p>Repeating the initial sounds makes poetry and tongue twisters fun to read.</p>	<p>Enjoy reading, and feeling the rhythm of poems.</p> <p>Derive a sense of satisfaction as poems are created.</p>	<p>Poets choose whether to have their poems with end or/and internal rhyming or not.</p> <p>Poets can choose to use blank verses.</p> <p>Poems that students can appreciate quite easily.</p> <p>The length of a line or verse depends upon the poet's choice.</p>	<p>Materials: Poems of students' choice</p> <p>Activities: - Develop a chart with terms used in poetry - Researching information about the poet and his/her poems - Listening to a resource person as he/she speaks about the poet - Listening to the treading of other poems written by the poet.</p>	<p>Can students respond to the excitement and significance of the story and the poet's feeling about him/her subject?</p>	<p>CONTENT AREAS:</p> <p>Select catchy poems on topical issues and read them.</p>

READING Curriculum Guide Grade 8
Unit 21 – 29 - The language of prose

TOPIC	OBJECTIVE			CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION	
	SKILL	KNOWLEDGE	Understanding					ATTITUDE
<p>The text (Continued)</p> <p>Reading for research purposes</p>	<p>Mastering the reading of the novel report</p>	<p>A novel or a report can be read for all listening to understand all of its message and word usage.</p>	<p>When a novel or a report is comprehended, the reading of it takes on a tone that suggests familiarity with style of expression and message.</p>	<p>The willingness to read the novel and report for vocabulary, and comprehension</p>	<p>Extracts from “Mutiny on the Bounty” and other such novels</p> <p>Reports can be done on books read in the library, an event that has been witnessed, or on a bit of research.</p>	<p>MATERIALS: Trade books; novels by Caribbean authors</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Reading silently and loudly - Listening to others as they read - Reading alternately - Read with correct intonation and enunciation - Listening in sequence - Role playing and dramatising - Listening incidents in fiction - Working in groups on a reading project - Reporting to the group after research - Research about the author and books of a similar nature - Listening to a story on a cassette - Viewing a film on a story 	<p>Can students write reports for different audiences and read them to demonstrate good oral reading style?</p>	<p>Science: Write a report about a Science field trip that you have experienced.</p>

READING Curriculum Guide Level 8 Unit 30—32 - Texts across the Curriculum								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Information	Interpreting the fascinating information provided in books during discussions	Information books can stretch the imagination and stimulate thinking during reading	Information books provide information, concepts, and facts on topics in the content area in a different way from that that of text books	Respond to the excitement and significance of the stories found in all types of books	<p>Children’s literature can be god quality trade books covering topics of relevance and interests, through prose, poetry, fiction, and non-fiction,</p> <p>Children’s encyclopaedias are good for gathering information on interesting topics, and supporting bases for topical issues.</p>	<p>Materials: Books of various genres; information books of choice</p> <p>Activities: - Compare specific contents in books - Illustrate parts of a book using pictures or cartoon - Illustrate a sense of derived satisfaction as poems are read or/and created - Illustrate/Show understanding in reading reports</p>	Have students mastered the skill of selecting a book for reading from the library?	<p>Content Areas Find out information on a topical issue from whatever source is available.</p>

READING Curriculum Guide Level 8								
Unit 30—32 - Texts across the Curriculum								
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION
	SKILL	KNOWLEDGE	Understanding	ATTITUDE				
Texts	Using and interpreting the various elements and symbols in a text	Symbols within a text help the reader to interpret the print clearly and easily There are elements which are expected in various genres	Pictures, maps, graphs, tables, and charts explain and assist in the understanding of texts.	Derive a sense of security when faced with text symbols. Derive satisfaction in identifying the various elements in a piece of literature	<p>The sports story is a special kind of news story. What symbols can be used on a sports' page?</p> <p>The sports writer should observe certain guidelines e.g.</p> <ul style="list-style-type: none"> -be impartial -use the language of the sports -support observations and opinions with facts <p>The five basic literary elements</p> <ul style="list-style-type: none"> -characters -plot -setting - point of view -theme <p>Guidelines for analysing a read</p> <ul style="list-style-type: none"> -Is the book a good story -Is there action -Is the plot original Are the characters real and believable -Do the characters grow and change -Is the writing style and language appropriate <p>Various symbols are placed within a text to assist the reader in the better interpretation of the printed matter.</p>	<p>Material:</p> <p>Tape recorder Martin Carter's Poems e.g Ground Doves</p> <p>Activities</p> <ul style="list-style-type: none"> - Read the poem using varying styles to show varying mood interpretations - Research information about the poet and his poems - Read the symbols - State reasons why certain symbols are used - Practice to take note of symbols in a text – Extract information from maps, graphs, tables, and charts 	Can the students give reasons why they have chosen the book they are reading?	<p>Science/ Social Studies , Mathematics</p> <p>Use symbols found in content area texts</p> <p>Examine a content area text for its illustration technique.</p>

READING Curriculum Guide Level 8																									
Unit 30—32 - Texts across the Curriculum																									
TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/MATERIALS /STRATEGIES	EVALUATION	INTEGRATION																	
	SKILL	KNOWLEDGE	Understanding	ATTITUDE																					
Text	Using the information in a text to make decisions	Information found in texts often contribute to decisions to be made	Many texts provide information that is useful to the reader in drawing conclusions	<p>Show enthusiasm and independence when using informational books</p> <p>Frequently used symbols to get clearer picture of the writer's insight into the text</p>	<p>How does the book compare with other books on the same subject or the same genre</p> <p>Books Read Title: Author: What I like about the book: What I do not like : What I would have included had I the opportunity to write on the topic.</p> <p>Reading Interest Checklist</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">very</td> <td></td> <td style="text-align: center;">very</td> </tr> <tr> <td style="text-align: center;">I like to read about</td> <td style="text-align: center;">little</td> <td style="text-align: center;">much</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">1 2 3 4</td> <td style="text-align: center;">5</td> <td></td> </tr> </table> <p>Adventure Animals Art/music Comedy Famous people</p> <p>I like to Read</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table> <p>Comics Encyclopedia Novels Thrillers Magazines</p>		very		very	I like to read about	little	much			1 2 3 4	5		1	2	3	4	5	<p>Material: Information books based on: - Biological science - Social science - The Arts - Biographies - Autobiographies</p> <p>Activities - Select books from the library - Study form and layout of books - Read parts of a book - Skim - Scan Note the themes and topics covered in books Writing poems Discussing Carter's style of writing Writing what they like about the poem and their feelings</p>	<p>Can the students present a profile of Martin Carter</p> <p>Can students prepare a biography of a well-known personality?</p>	<p>Content Area s: Select information books for special content area reading and reporting.</p>
	very		very																						
I like to read about	little	much																							
	1 2 3 4	5																							
1	2	3	4	5																					