

## LITERATURE

To develop a unit on Literature for Grade 10, textbook authors need to explore stories, plays and poetry written in different parts of the world. Through careful text selection, they can expose students to the culture and life of people living in different countries.

Classic stories and plays must be explored. Short stories from African, Chinese, Middle Eastern, Japanese and Korean cultures along with classic tales from around the world etc. can be used to help understand the genre effectively. Abridged versions of famous plays e.g., Shakespeare and other famous authors/playwrights can be used.

Below is a breakdown of SLOs that can be used with this genre. This is just a suggestive list to help textbook authors design the unit using an integrated approach.

**GENRE: Literature from around the world**

**COMPETENCY: Oral Communication Skills**

**Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.**

**Student Learning Outcomes:**

[SLO: E-10-A1-01]

Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.

[SLO: E-10-A2-04]

Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.

[SLO: E-10-A3-02]

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:

- a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
- b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

<p><b>Knowledge:</b> Students will: Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently.</p>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details.</li> <li>● Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection.</li> <li>● Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience</li> <li>● Incorporate and maintain in speech:</li> <li>● Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)</li> </ul>
<p><b>Formative Assessment:</b></p> <p><b>Summative Assessment:</b></p> <p><b>Learning Activities:</b> Prompt cards/organising talk -Introduce 'prompt cards' – reminder cards (often postcard size) used by speakers to help them order and remember points. These should not have too much written on them because the speaker would not have time to read it, so only words, phrases and perhaps the odd sentences should be used; devices such as boxes, bullet points, underlining and highlighting will help the speaker see at a quick glance what is they have to remember/emphasize; Importance of linking phrases for the listener such as : '<i>Firstly, after you have completed this</i>' and connectives such as <i>if, although</i>; straightforward vocabulary; Imperatives e.g. <i>Turn your foot...Kick the ball</i>; explanation of key vocabulary e.g. through analogy/real life comparison; focusing on how something needs to be done e.g. <i>gently, quickly</i>; use of personal pronouns e.g. '<i>You, I</i>' to personalise the talk where appropriate e.g. '<i>I know you might be thinking this is difficult, but...</i>'; diagrams/visual aids used when appropriate – Teacher to model some presentational features of an effective talk: straight body posture; eye contact directed at centre back or panning audience; prompt notes not held too close; words enunciated, with consonants clearly sounded; gestures used to emphasise key points of explanation; minimal use of fillers, vague language, incomplete sentences .</p>	

- Students can plan for a 5 minute presentation using prompt cards. This could be an explanation, instructions on how to do something – or persuasive e.g. Why the student should be chosen as head boy/head girl etc

- Success criteria grid used so that students can evaluate presentations\*

Community scenario

Teachers can present students with the following scenario: the government is considering demolishing the school to make way for a new road. A representative has come to the local community to hear local people's views. Students take a personal card – that is, one of the people who the government representative is going to speak to e.g. developer; parent; teacher; family who lives nearby; school student; local politician etc. Students fill in details on role cards e.g. name, age, address, reason for wanting the school to be retained. Students sit next to each other, asking each other to justify their views. *Why do you...Would you feel the same if...Have you considered...?* etc.

-Teacher to present themselves in the role as the government representative, and inform groups that they will each only have 5/ 7 minutes to present their case. Groups to agree on what order they are to speak, and what they each are going to say; each group to formally introduce themselves to the teacher/government representative and to present their case, keeping in role; teacher to present her decision.

## Formal debate

### Rules for a formal debate

1. Class divided into two teams.
2. Divide each group into teams of three - the number of teams depending on the time available.
3. Allocate each team member a speaking role(see below).
4. In teams, brainstorm arguments that support your position.
5. Divide these arguments between the first and second speakers.
6. Decide on a time limit for each speaker, e.g. two minutes.
7. Commence the debate with the first speaker for the affirmative.
8. Alternate between the negative and affirmative teams.
9. Decide on the winning team.

#### Affirmative Team Negative Team

Speaker 1 defines what the topic is, presents the affirmative team's main idea, outlines what the team will argue, presents the first half of the case for the affirmative

Speaker 1 accepts or rejects the affirmative team's definition of the topic; presents the negative team's main line; outlines what the rest of the negative team will argue; rebuts what the first affirmative speaker has said; presents the first half of the case for the negative

Speaker 2 rebuts what the first negative speaker has said; Presents the second half of the case for the affirmative.

Speaker 2 rebuts what the affirmative speakers have said; Presents the second half of the case for the negative.

Speaker 3 rebuts all the remaining points of the case for the negative; presents a summary of the case for the affirmative; concludes the debate for the affirmative

Speaker 3 rebuts all the remaining points of the case for the affirmative; presents a summary of the case for the negative; concludes the debate for the

negative

- Students to select an argument for debate from a choice given e.g. shorter school day/week; no school uniform; no homework OR nuclear disarmament; compulsory carbon footprints

- If an out of school argument, students should undertake some research. Prompt cards used/and notes planned in alignment to the structure of the debate

- Students are reminded of features of persuasion/argument: statistics, experts, rhetorical questions, tricolon, pronouns, repetition, short sentences etc. Ways of linking points also emphasized e.g. a *further reason*; *another point that could be made*; *however*; *here is an example of*; *firstly*; *my first point...*; *not only...but also*; *this proves...*; *this shows...*; *however...It follows from that...*; *I am sure you will agree that...*; *Certainly...*; *Considering all of this..*; *It must be right, therefore...*; *If you think about this...*; *There can only be one conclusion.*

- Clips of famous speeches available on the Internet ( *Martin Luther King, Barrack Obama, Nelson Mandela*)

- Students reminded of features of effective delivery: stance, pace, emphasis, volume etc

## ***Competency 2: Reading***

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

### **Student Learning Outcomes:**

[SLO: E-10-B1-02]

Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)

[SLO: E-10-B2-01]

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss their own and others' reading critically, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

[SLO: E-10-B2-02]

Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.

[SLO: E-10-B3-02]

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.

Link new facts, terms, and concepts with prior knowledge.

Choose words and phrases for effect.

Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.

[SLO: E-10-B3-05]

Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

[SLO: E-10-B3-06]

Examine how an author develops and contrasts the points of view of different characters or narrators in a text.

[SLO: E-10-B3-07]

Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).

Identify rhyme schemes and figurative language in poems.

Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)

**Knowledge:**

Students will:

Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences.

Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension

Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning

**Skills:**

Students will be able to...

- Comprehend and read with fluency and decode multisyllabic words in a wide range of texts accurately with correct pronunciation
- Ask and answer simple and higher-order questions to comprehension passages
- Recognise and rectify faulty punctuation in given passages and own work and correct others' work
- Critique the plot development with respect to different aspects of the story/play/drama
- Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.

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|  | <ul style="list-style-type: none"><li>● Evaluate the literary techniques (e.g., music/sound, imagery/visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.</li></ul> |
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**Formative Assessment:**

Class tests, quiz

**Summative Assessment:**

Mid-year and end of year exams

**Learning Activities:**

**Activity No. 1:**

**The construction of setting/atmosphere**

- Students to research/present or write a summary of 'Bleak House' by Charles Dickens
- Teacher to read through beginning paragraph of text

*Fog everywhere. Fog up the river, where it flows among green meadows; fog down the river, where it rolls defiled among the tiers of shipping, and the waterside pollution of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier brigs, fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck. Chance people on the bridges peeping over the parapets into a nether sky of fog, with fog all round them, as if they were up in a balloon, and hanging in the misty clouds.*

-Teacher to explore with students: opening sentence contains no verb; build up a list of places through adverbials of place, e.g. *on the Essex marshes*; adverbials of mood, manner e.g. *cruelly*, many of the verbs are present participles e.g. *lying, hovering, pinching, peeping* – fog ongoing, pervasive; repetition of 'fog' heightens pervasiveness; no cohesion – random/ pervasive nature of fog; other features can be investigated in relation to effect e.g. verbs, noun phrases, connectives, conjunctions, pronouns, sentence length. adverbials

Teacher to give second paragraph from Bleak House:

*The raw afternoon is rawest, and the dense fog is densest, and the muddy streets are muddiest, near the leaden headed old obstruction, appropriate ornament for the threshold of a leaden headed old corporation: Temple Bar. And hard by Temple Bar, in Lincoln's Inn Hall at the very heart of the fog, sits the Lord High Chancellor in his High Court of Chancery.*

- Discussion/exploration on what impression of setting/atmosphere/how law/courts symbolised etc.
- Highlighting/cloze exercises/modelling of how to use textual evidence and amplification in answer to questions - different colours.\*

### **Construction of character**

Teacher to tell students that the extract comes from the beginning of 'Of Mice and Men' by John Steinbeck when the two main characters are introduced – George and Lennie. Teacher to provide some basic information about the relationship between George and Lennie.

*They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined; small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but swung loosely.*

- Read through extract; point out how Steinbeck creates two very different characters. Focus on: adverb 'even'; repetition of 'both'; adjectives/noun phrases; contrasting noun phrases; similes; pronounced negation of, 'his arms did not swing at his sides', and the effect of 'but' and the final adverb, 'loosely'. Emphasize how words are being used to create a visual picture/impression of the two men. Which one do the students think is Lennie? George? What do they think might happen next? How are they able to predict?
- Highlighting/cloze exercises/modeling of how to use textual evidence and amplification in answer to questions - different parts in different colours \*



### **Narrative tension in fiction**

- Teacher to give students an overview of story, or they could research/present a summary, then read through extracts

*Humbug!* said Scrooge; and walked across the room.

*After several turns, he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell, a disused bell, that hung in the room, and communicated for some purpose now forgotten with a chamber in the highest storey of the building. It was with great astonishment, and with a strange, inexplicable dread, that as he looked, he saw this bell begin to swing. It swung so softly in the outset that it scarcely made a sound; but soon it rang out loudly, and so did every bell in the house.*

*This might have lasted half a minute, or a minute, but it seemed an hour. The bells ceased as they had begun, together. They were succeeded by a clanking noise, deep down below; as if some person were dragging a heavy chain over the casks in the wine-merchant's cellar. Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains.*

*The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door. 'It's humbug still!' said Scrooge. 'I won't believe it.'*

*His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming, the dying flame leaped up, as though it cried,*

*'I know him! Marley's Ghost!' and fell again.*

- Teacher to work through with students the linguistic/literary features which contribute to the tension: prepositional phrases which create effect of passage of time (e.g. *without a pause*); place (*across the room*); feeling of tension/unease (e.g. *with a strange. Inexplicable dread*); adjectives/unease (e.g. *disused, clanking*); complex nouns/unease (e.g. *the dying flame, a heavy chain*); adverbs/unease (e.g. *so softly*); use of connectives /unease (*but, and, then*); piling up of clauses and phrases/unease (e.g. *then coming up the stairs; then coming straight towards his door.*)

- Highlighting/cloze exercises/modelling of how to use textual evidence and amplification in answer to questions - different colours\*

### Construction of narrative tension in drama

-Teacher to ask students to research/present the story of 'Macbeth' by William Shakespeare.

- Teacher to explain that in drama, narrative tension can be created by the length of the sentences, the tone and volume in which

the lines are said, and how quickly. Punctuation marks provide an emotive/prosodic effect. Explain that the short extract provided comes directly after Macbeth has killed the king, and come back in to see his wife. He still has the dagger in his hands which are covered in blood. Students to act in pairs, saying the lines quickly, slowly, loudly, quietly, with emotion, no emotion, up close to one another, far away, with gestures, without gestures. Which acting features seem to suit? Discussion – what creates narrative tension in drama?

Lady Macbeth: My husband!

Macbeth: I have done the deed. Didst thou not hear a noise?

Lady Macbeth: I heard the owl scream and the crickets cry. Did you not speak?

Macbeth: When?

Lady Macbeth: How?

Macbeth: As I descended

Lady Macbeth: Hark!

Macbeth: Who lies in the second chamber?

Lady Macbeth: Donalbain

Macbeth: This is a sorry sight

Lady Macbeth: A foolish thought to say a foolish sight!

### **Activity No. 2:**

Teacher to focus on 2 of the country's well known creation myths with students. Teacher could: retell the stories; ask individual students (or pairs of students) to tell stories to the class; give students beginnings of stories - can they 'remember' the rest?; give students summaries of stories with some words/names/sections missing for students to complete.

On a grid provided by the teacher, students to detail similarities and differences between myths e.g.

Plot summary	Characters/ names/ roles	Setting	Main differences
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*Myth 1*

*Myth 2*

*Myth 3*

*Myth 4*

- Students to suggest reasons for similarities? e.g. 'universal' nature of narrative structure, character; rationale of creation myths to provide order, explanation, religious symbolism etc? Teacher to stress the oral nature of these myths, and how this might impact on the content, structure and literary features. Students can find 2/3 examples of other Creation Myths. The teacher could perhaps direct students to particular countries.

Teacher to detail common features of all creation myths, across different cultures: developed from oral traditions; held in high regard, even although not historically true; move from a state of chaos to order; move from lone/god-like individuals to family/population; have characters who are either gods or animals/figures that can transform easily; cosmic parents/family; involve formation of the cosmos/ universe; focus on establishment of cosmic elements e.g. sun, wind, land, sea, day, night, light, dark, sky etc.

Students to find two creation myths from two other cultures. Could be directed to particular web sites, sources, or particular myths: Adam and Eve (Western); Omaha Big Bang ( Native American); Pan Gu ( China ) ;Odi and Yimir ( Norse); The Origin of Japan and its People (Japan. Students to fill in the comparison grid.)

*Chaos to order?      Formation of cosmic elements?      Cosmic parents/ god like characters?      Characters undergo transformation Families and population created?*

*Myth 1*

*Myth 2*

*Myth 3*

- Students to find out the difference between a myth and a legend. With students, teacher to unpick the difference between a myth and a legend. Explain that a legend is generally based on some historical event, although myths/legends are often conflated. Students to find 2 myths/legends from 2 different cultures e.g.

Pandora's Box( Greek);

Narcissus (Greek); How the Kangaroo Got his Tail (Australian);

Robin Hood and his Merry Men (English);

How the Moon Lost its Light (Indian).

Working in pairs, students to use the Internet to each find a myth/legend from different cultures, and write bullet point notes on. Each student to write bullet point notes on one side of a A3 sheet, using the headings provided e.g.

Title of Myth/ Legend

Plot / narrative structure

Characters/ type/ role

Setting

Theme

- Completed A3 sheet on wall. All students are given time to read them and evaluate them. Which ones are the most effective? \*
- Students to work in a group of 4; group to then complete a 12 frame 'drama frame' which retells the story through successive freeze-frames, with a narrator commentary for each frame. effective freeze framing: large, exaggerated gestures/shapes; facial expression; different levels, types of poses; different 'shots', e.g. close up, aerial shot; absolute stillness. Narrator is there to link and explain freeze-frames e.g. 'Welcome to our story of Pandora's Box'. First, we can see a bored Pandora. She has nothing to do. As we go into the second frame we see Pandora moving ...I would like you all to move closer for a close up of Pandora's face at this point.'

### **Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

#### **Student Learning Outcomes:**

SLO: E-10-C1-04]

Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

SLO: E-10-C1-05]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

SLO: E-10-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.

SLO: E-10-C5-03]

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

**Knowledge:**

Students will:

- Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)
- Demonstrate knowledge of different figures of speech in their

**Skills:**

Students will be able to...

- Locate entry word and for the etymology of the word.
- Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.
- Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Locate entry word and for the etymology of the word.
- Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.
- Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.

<p>writing.</p> <ul style="list-style-type: none"> <li>● Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)</li> <li>● Demonstrate knowledge of different figures of speech in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul>
<p><b>Formative Assessment:</b> Class Tests, quizzes</p> <p><b>Summative Assessment:</b> Mid-year and end-of year exams.</p> <p><b>Learning Activities:</b></p> <p>Remind Students of the ways in which complex sentences can be constructed and of the list of possible subordinators that they can use to create subordinate clauses.</p> <p>Students join together 10 simple sentences to construct a half-page summary. Students can use any of the subordinators, but not conjunctions.</p>	

***Competency D: Writing Skills:***

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

**Student Learning Outcomes:**

SLO: E-10-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

SLO: E-10-D2-03]

Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

SLO: E-10-D3-02]

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SLO: E-10-D3-08]

Examine the mechanics of developing a book review report

Write a book review report

**Knowledge:**

Students will:

- Look for meanings of words and their synonyms in thesaurus and dictionary to use words in contexts
- Have the knowledge of different figures of speech in their writing.
- Write different types of short stories/play etc by describing the atmosphere, characters, settings etc
- Write various types of writings e.g., paragraphs/essays/stories/summaries etc following correct subject-verb agreement, sentence

**Skills:**

Students will be able to... ( they are the same for vocabulary and grammar. Is that ok?)

- Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.
- Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Use chronological/sequential order of arranging detail and present comparison and contrast by giving their opinions with reasons to support perspective and give appropriate conclusions.

Add adequate supporting detail to the topic and proofread and edit texts for errors of:

- sentence structure.
- Subject/verb agreement.
- Noun/pronoun agreement.
- Reference words, connectives/transitional devices.



structure using  
correct tenses.

**Formative Assessment:**

Class Tests, quiz

**Summative Assessment:**

Mid-year and end-of year exams

**Learning Activities:**

Demonstrate the plant analogy of response, e.g. stems (main points explicit in text), flowers (details to illustrate ideas in text) and roots (inferred points implicit in text). A good written response consists of a range of secure and blooming plants.

In groups, Students identify from fiction or descriptive writing texts, the explicit points (the stems), the implicit points (the roots) and the supporting details (the flowers).

**Extension activity:** In groups of four, students read dialogues from drama texts where characters are not saying what they are thinking. Their shadow pair offers a subtext of the characters' thoughts to follow the actual text after each speech. Alternatives include:

- Dialogue from a section of narrative that contains dramatic irony (when the audience/reader knows something about the events of the narrative that the character on stage / in an extract does not). Pairs offer reader/audience reaction to episode
- Fictional text is presented in cartoon format and 'actual thought' bubbles added alongside spoken dialogue.  
Students interrogate an extract from a play by using evidence to answer key questions, for example:
  - When did they arrive there?
  - What might each of the characters involved be thinking at that point?
  - Why might characters have decided to be there?
  - How might they have got there?
  - Where might they be going next?

Students read between the lines and infer meaning in a text, noting how implicit meaning is conveyed through language features, e.g. tone, description of characters, setting, symbolism.

Give groups of Students a series of euphemisms and ask them to state what they actually mean in the context used, e.g. mature,

vertically challenged and note how these often give an opposite impression.

- Students work in pairs to try and identify and list as many implicit meanings from the text as possible. List strategies that Students can use to uncover implicit meanings.

**Useful resources include:**

- poetry that contains a lot of imagery and allegory, e.g. sonnets
- extracts from allegorical novels, such as *Animal Farm*
- dialogues from drama texts that contain dramatic irony

**GENRE: Persuasive and informative texts *Class 10***

**COMPETENCY: Oral Communication Skills**

**Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.**

**Student Learning Outcomes:**

[SLO: E-10-A1-02]

Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning

[SLO: E-10-A2-01]

Demonstrate attentive listening' skills towards others and be sensitive to the rules of turn-taking in discourse.

[SLO: E-10-A4-01]

Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

**Knowledge:**

*Students will:*

Listen to details in a speech and make notes including keywords, main idea, repetitions, emphasis, etc.

**Skills:**

*Students will be able to...*

- Discuss key issues relevant to their immediate and extended environment
- Express their viewpoint to others and support it with reasoning
- Use appropriate stress and intonation (e.g. pace, tone, volume, style, stress, and enunciation)
- Use appropriate presentation tools (e.g., posters, PowerPoint, oral reports) to convey facts, ideas and points of view for different purposes and audiences
- Demonstrate turn-taking and respectfully listening to and refuting opposing point of views by using logic/reason, etc.

**Formative Assessment:**

Class Tests, quizzes, daily work in notebooks

**Summative Assessment:**

Mid-Year and End of Year exams.

**Learning Activities:**

Teachers should ensure that students are clear on how speaking and listening can be managed through different purposes/ forms. Speaking frames vocabulary banks and question stems will be helpful.

**Explanation** ( e.g. Why speech marks are used in dialogue) General introduction to indicate what is to be explained; a series of logical points which explains the process/ application; point out pitfalls/misconceptions; connectives to explain points e.g. so, because, therefore; simple present tense; connectives of sequence/time such as *next, once you have done this*; visual illustrations, diagrams; technical terms contextualised/explained

**Descriptions** (e.g. Description of bedroom) General introduction/context to description; description divided into sections/chunks – e.g. room by room; speaker to take on voice/connectives of a commentator e.g. *Let us go next to...*; noun phrases

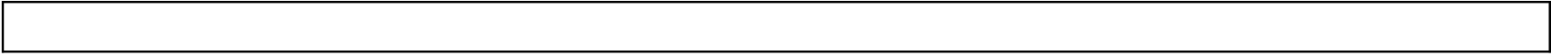
Narrate e.g. *A first hand account of an event/ incident*: first person; narrative structure – orientation, problem, complication, resolution, reflection; different speaking voices; chronological connectives such as *then, next, meanwhile*.

**Explore/Discuss:** With both types of talk, learners need to be sure what their intended outcome is, and how it is to be achieved. If a group activity, this organisation should allow speakers to contribute, others to listen and question, and agreement ultimately sought. As well as a clear purpose, clear roles need to be given, e.g. chairperson/manager (runs the discussion, ensures everyone sticks to the point and sums up at the end; scribe (keeps clear notes of all key points and decisions); timekeeper (monitors the time, and moves the discussion on if necessary). There should be ground rules: everyone has a chance to speak/show you are listening/use question stems which help clarify and move points on such as: *can you explain a bit more?/I agree with what you have just said because/I disagree with you because/That's an interesting point of view, I had not thought of that/could you give me another example of x, so that I am convinced* etc. The chairperson/timekeeper could use stems such as: *We need to stay on task, so can we move on/You haven't spoken yet, would you like to give us your opinions on this/So what is going to be our agreed point*. Completion of a self assessment sheet will help learners reflect on their participation.

**Analyse:** This requires more systematic investigation. Many of the processes involved in exploration could be adopted. Imagine: e.g. character. Drama type techniques will obviously be applicable, such as hot seating, thought tapping, role play.

Argue: If a group task, many of the specifications for discussion apply. If an individual speaking task, learners need to; introduce and state argument; make 2/3 points in favour of their argument and exemplify these through example, research, expert opinion, personal anecdote. Some linguistic/rhetorical features should be used such as: sets of 3, repetition, rhetorical questions, personal pronouns; repetition

Persuade: Persuasion crosses over into argument. A simple persuasive focus could be taken – such as ways to persuade young people to eat healthy food, and some of the features of argument adopted. Effective persuasive speeches – such as those of Martin Luther King and Mandela - could be used to show the use and impact of the argumentative, rhetorical and linguistic features just specified.



## **Learning Activities:**

### **Activity No. 1: Speaking Activities on Non-Fiction:**

#### **The weather forecast**

Learners discuss the recent weather. Elicit any related vocabulary and help if necessary. Learners are then given a copy of a map of their country and listen to/watch the weather forecast for their country in English. While they are listening, they write down the relevant vocabulary from the weather forecast for the right part of the country, e.g. the capital – slight breeze, in the north – sharp temperature drop, etc. Learners check in pairs and feedback to the whole class.

Weather forecasts for different parts of world, in English, can be found, for example, at: [www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)

Learners can work in groups and discuss what weather changes they have noticed in recent years, if any.

**Extension activity:** More advanced learners may have less support and perhaps listen to the recording only twice.

**Extension activity (skills/language):** Learners work in pairs and prepare a weather forecast for another country. This forecast can be fictional, or learners can access the internet to check. Learners use a printout of a map of that country and draw symbols of their weather forecast. The groups then act out the forecast to the class pointing at the correct part of the country on their map as they speak.

#### **Globalization:**

Students explore what they understand by the term globalization. They work in small groups and prepare a poster about what globalization means to them. Groups introduce their posters to the other groups and compare their ideas. Elicit what negative consequences globalization can have.

Students watch a short cartoon clip which explains what globalization is and what the negative consequences can be. For the clip, go to:  
[www.youtube.com/watch?v=dD\\_vyptah-g](http://www.youtube.com/watch?v=dD_vyptah-g)

Students compare their own ideas with the ideas from the clip.

Play the clip again. Students write down any topic related vocabulary (e.g. global network, transport and trade, buy relatively cheaply, etc.). Check the

meaning of unknown vocabulary with the whole class. Vocabulary can be used in example sentences and written on the board.

Students work in groups and discuss globalization and related issues. For questions, go to:

<https://esldiscussions.com/g/globalization.html>

The questions help focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life.

**Extension activity:** Students could speculate on the future of globalization and write an article/essay.

**Extension activity:** In the discussion, the use of stress and intonation patterns and suitable phrases to express views, disagree and interrupt politely can be highlighted, tactfully corrected if necessary, and practised by the whole class. More new vocabulary can be elicited, repeated, practised (in example sentences) and written on the board/whiteboard.

Reading: Globalization

For text and interactive questions, go to: <https://teachingutopians.com/2021/01/29/online-interactive-reading-comprehension-texts-globalization/>

To make students build reading speed, divide the class into groups and give each group a time limit to complete their reading. Students read the text and answer the questions as a group. When they finish, they record the time it takes them to complete the reading comprehension. Go through the answers with the whole class. Encourage Students to come to the board and indicate where each answer is in the text. The group with the shortest time and most correct answers wins.

## ***Competency 2: Reading***

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

**Student Learning Outcomes:**

[SLO: E-10-B1-02]

Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)

Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.

[SLO: E-10-B2-02]

Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.

[SLO: E-10-B3-08]

Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Use summary skills to

1. extract salient points and develop a mind map to summarize a variety of informational texts.
2. transfer the written text to a table, diagram, flowchart or work plan..

[SLO: E-10-B3-02]

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.



Link new facts, terms, and concepts with prior knowledge.  
Choose words and phrases for effect.  
Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.  
[SLO: E-10-B3-04]

Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.

**Knowledge:**

Students will:

Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.

Recall previous knowledge to support their own views and collect new information to support or change their views

**Skills:**

Students will be able to...

- Comprehend and respond to the viewpoint conveyed in a persuasive text
- Comprehend the persuasion strategies used by the authors
- Ask and answer simple and higher-order questions to challenge the viewpoints of others and critically evaluate their own views
- Retell with accuracy and add relevant details to agree or disagree with each other
  
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.
- Evaluate informative texts to synthesise relevant details
- Use different sources of information, such as, newspapers, texts, internet, blogs and views of others to gather and consolidate information
- Demonstrate respect for each other's opinions and express disagreement politely
- Use story-telling techniques for persuasion
- Write persuasive essays using reasons, logic, examples
- Write informative essays using topic sentences, relevant details, examples, etc.

**Formative Assessment:**

**Summative Asssment:**

**Learning Activities:**

**Activity No. 1:**

Reading activity: Global environmental issues

The worksheet and the text can be downloaded from:

[www.teachingenglish.org.uk/article/environmental-problems](http://www.teachingenglish.org.uk/article/environmental-problems)

Learners brainstorm which environmental issues the world is facing nowadays and how serious they think these problems are. This is a good opportunity to review any related vocabulary.

**Extension activity:** Dictate a few topic-related words to the learners (e.g. pollution, environmental, energy, erosion, renewable, sustainability, etc). They write down the words and check the spelling in pairs. They then mark the syllables in each word and put a dot above the stressed syllable. Learners group these words into categories based on the stress pattern of each word. Learners should be encouraged to use monolingual dictionaries to check the spelling and syllable stress. They check their answers with the whole class and drill the stress patterns orally.

Learners work in groups. Each group is given one paragraph to read. In each paragraph, the environmental issue should be deleted from the subheading and from the text itself. Learners read the paragraph and try to guess which environmental issue is dealt with in that particular paragraph. Learners should use their knowledge of topic-related vocabulary to guess the environmental issue. Each group is given the remaining paragraphs and they check their answers with the whole class.

Learners read the complete text and answer a set of questions.

Learners discuss which of the issues mentioned in the text affect their country and how. Writing activity:

‘Writing a report about environmental issues.’

Learners imagine they work for an environmental agency and their supervisor has asked them to write a report about an issue that is affecting the local area and what’s being done to tackle it. Learners work in groups, choose one issue that affects their country/local area the most and write a report about it. In their report they should:

- describe the current situation
- mention what is being done to improve the situation
- evaluate how effective this has been and suggest improvements.

Learners may need to do some research for homework first.

Learners brainstorm ideas in groups and plan their report (e.g. how many paragraphs, what information, in what order, what tone and register would be appropriate, etc.). Useful language for reports can be found at: <https://engxam.com/handbook/how-to-write-a-report-c1-advanced-cae/>

Learners draft their report and edit it as a group. They read out their final drafts to the whole class. The most common grammatical/lexical errors can be copied on the board and learners suggest corrections. Learners then copy the corrected sentences.

### **Reading and predicting: ‘High Winds Hit Oman’**

[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606\\_oman\\_cyclone.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml)

The prepositions in the text could be blanked out and learners could work in pairs to replace them. The exercise can be followed by checking and then the whole article can be read and discussed. The use of adverbs as intensifiers, e.g. widely predicted, sparsely populated can be highlighted and further examples elicited. Spelling issues around the suffix ‘-ly’ can be discussed.

Learners can consider the more demanding vocabulary, e.g. ‘*disrupts*’, ‘*batter*’ and discuss their negative connotations. Learners can then write

other example sentences individually, in pairs or as a class on the board / whiteboard. As always, learners should be encouraged to keep a note of new words they encounter in their Word book (or other system). They can go on to use new words in example sentences, using dictionaries to help.

### **Activity No. 2:**

Inference/deduction is an important reading skill for students to acquire. Teachers' work on this will vary according to the text being studied. However, the importance of visualisation, narrative hooks, connotation, knowledge of narrative/genre are taught. Teachers should also model how to read back, as well as forwards in a text to find links between events and themes. Giving students a picture/photograph to 'read' will often make clear the skills of inference.

#### **To consolidate and extend knowledge/understanding, students could:**

- Underline literal information and then predict what is going to happen next
- Highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, senses
- In a short fiction extract, underline words which show how a character speaks, moves, looks. What clues do these give about the character?
- Use some of the following approaches to help with inference: thought-maps; guided tours; Venn diagrams; tension graphs; hot seating
- Create a 'character line' of how a character changes throughout a text
- Create spider diagrams exploring the connotation of particular words e.g. *white, green, peace*. Compare these with a partner. Are they the same?
- Underline words in a poem understood, and compare with a partner.
- From the title of a poem/story predict what is going to happen next.
- Read first chapters from different genres and predict what is going to happen next.
- Match beginnings and ends of texts/poems

### **Activity No. 3:**

Teachers should ensure that students recognise the importance of using appropriate textual evidence to support reading points. They should model how to use quotations effectively, and the difference between explicit and embedded quotes, e.g. *We can tell that Mary feels happy when she goes to school because it says, 'QUOTE'; Mary's happiness when she goes to school, QUOTE, is very obvious to the reader.*

To consolidate and extend knowledge/understanding students could:

- Work in 3's. One to put forward a point about a character, the other to explain what this point means, the other to find evidence. This could be done on different coloured slips of paper
- Keep an ongoing character profile backed up by quotations
- Be given a point about a character, theme, plot etc, and asked to find the quotation which proves this
- Complete a character wheel – that is, six quotations which reveal different aspects of the character
- Match up a card in one colour which has a point or piece of information with a card in another colour which has the corresponding quotation
- Choose a statement about a character in a book from a list offered and then find a quote which backs it up
- Collect/highlight quotations in a text extract which convey a theme e.g. trust, friendship

### **Competency C: Vocabulary & Grammar**

**Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.**

**Student Learning Outcomes:**

SLO: E-10-C1-01]

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SLO: E-10-C1-06]

Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Knowledge:**

Students will:

- Explain how use of words can be used for stress and emphasis of argument
- Demonstrate knowledge of the difference between an informative and persuasive text
- Demonstrate knowledge of strategies of

**Skills:**

Students will be able to...

- Locate entry word and for the etymology of the word.
- Use precise vocabulary with moderate accuracy for constructing an argument or for supporting a viewpoint
- Explain context and relevance of details chosen to write information-based and persuasive texts

persuasion

- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.

**Formative Assessment:**

Ongoing classwork, class tests, quiz

**Summative Assessment:**

End-of year and Mid-year exams

**Learning Activities:**

Teachers should ensure that students are familiar with the following categories of connectives and how they can be used within and between sentences, and to link paragraphs:

Sequence: *Firstly, Secondly, Finally, Next*

Time: *Later, The following morning, Years later, After a while, When I finished, To begin with*

Position: *Besides, Nearby, Over there, On the other side*

Logic: *Therefore, So, Subsequently*

Change: *However, Although, On the other hand, Yet*

To add: *Also, Another, Moreover*

Example: *For example, For instance*

Comparing: *Similarly, Likewise*

To consolidate and extend knowledge/understanding, students could:

- Investigate a range of texts on how connectives are variously used, then categorise these in a grid according to type e.g. sequence, time. Students might well discover other categories of connectives!
- Incorporate different connectives to a sentence, so that its meaning changes every time
- Connect some very simple sentences together with suitable connectives, and see the transformation! e.g. *A young boy walked towards the river. He was bored. He picked up a stone. He threw the stone. A man was on the other side of the river. The stone hit the man on the head. He was angry. The boy ran away.*
- Insert the correct connectives missing from a text extract – cloze exercise
- Change the connectives on a piece of writing which has over-used *then so/also*.
- Talk for a minute retelling the story of their favourite book/film without using ‘and/then’

- Take a comic strip with the dialogue removed. One-line commentary written under each box, connectives to drive narrative along e.g. *Next; Later; Subsequently; After this*. Act out in freeze-frames, managed by a narrator.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

**Student Learning Outcomes:**

SLO: E-09-C2-02]

SLO: E-10-C2-02]

Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

SLO: E-09-C2-04]

SLO: E-10-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.

Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.

"Recognize and use correlative

conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also."



<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of purpose and correct usage of articles, adjectives and verbs in a written text</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Use articles in their speech and writing with moderate accuracy.</li> <li>● Use adjectives to enhance descriptions, arguments and viewpoint</li> <li>● Demonstrate and apply knowledge of varying position of adjectives in written texts;</li> <li>● Use transitive verbs (an action verb, expressing a doable activity like kick, want, paint, write, eat, clean, etc.) in their speech and writing</li> <li>● Use intransitive verbs (a verb that does not require an object to act upon, i.e., they jumped.) in their speech and writing</li> <li>● Use tenses with accuracy in their speech and writing while constructing persuasive or informative texts</li> </ul>
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***Competency D: Writing Skills:***

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Student Learning Outcomes:**

SLO: E-09-D1-01]

SLO: E-10-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-09-D1-02]

SLO: E-10-D1-02]

Use hyphens (hyphenated nouns and adjectives) in words, letter string –ough words.

SLO: E-09-D2-04]

SLO: E-10-D2-04]

Write and critique the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

**Knowledge:**

Students will:

- Demonstrate different strategies of planning (brainstorming, mind-mapping, taking notes, etc. to plan their writing)
- Demonstrate knowledge of different figures of speech in their writing.

**Skills:**

Students will be able to...

- Organise their ideas, knowledge, to plan their writing
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Edit and correct their own errors of grammar/syntax, spelling, etc.
- Provide feedback on the content produced by others in a respectful and constructive manner

**Formative Assessment:**

Ongoing classwork, class tests, quiz

**Summative Assessment:**

End-of year and Mid-year exams

**Learning Activities:**

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

**Student Learning Outcomes:**

[SLO: E-09-D3-03]

[SLO: E-10-D3-03]

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SLO: E-09-D3-04]

SLO: E-10-D3-04]

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

**Knowledge:**

Students will:

Write various types of essays e.g., persuasive and argumentative

Demonstrate knowledge of topic sentences, viewpoints, supporting devices for an argument/persuasive and/or informative texts;

**Skills:**

Students will be able to...

- Express their viewpoints and support them by reasons
- Acknowledge opposing views and their merits and demerits
- Use any organizational pattern / sequential order of arranging detail and present cause and effect / comparison and contrast devices to strengthen their viewpoint;
- Provide background and contextual details to support perspective and

give appropriate conclusions.

- Use story-telling devices (use of relevant stories from real-life situations) to demonstrate their perspectives/stories

**Formative Assessment:**

Ongoing classwork, class tests, quiz

**Summative Assessment:**

End-of year and Mid-year exams

## **Learning Activities:**

### **Activity No. 1:** Letter to a newspaper

Students imagine there is a proposal to make a part of the local beach private for tourists only. Students could write an email to the local authorities giving their opinions of this idea and highlighting the consequences of this proposal on the local area. In small groups, Students can brainstorm ideas for their emails, plan and draft an outline, review suitable expressions for expressing views and give reasons.

Less able students could be offered more help such as more time for the activity and more checking with regard to the word lists they will work from.

More able students can write at greater length and revise suitable language for a formal tone and register.

### **Activity No. 2:** Advertising leaflet

Students could write a leaflet for a tourist agency promoting the attractions of their town for visitors. At the planning and drafting stage, suitable vocabulary for places and expressions of enthusiasm can be explored.

**Extension activity:** Students work in small groups and prepare a short presentation on why their local area would/wouldn't benefit from more tourism

### **Activity No. 3:**

Students write an email to their friend about the country they've researched, say what they found interesting about the country and explain why it's a good place for tourists to visit.

Students write a short paragraph about what they like to do on their holidays, the destinations and type of transport they prefer, etc. The information can be fictional. Students are also asked to bring in a range of leaflets for tourists visiting the local area, e.g. to visit a Zoo, a castle, a museum, a nature reserve, an advertisement for a hotel, etc. In the following lesson, Students work in groups, read somebody else's description and plan a holiday for them based on the preferences expressed in the piece of writing. Students then present their plans to the class and justify their choices.

More activities on non-fiction:

### Summaries

Across a range of texts, students to try out/use summarising strategies: one sentence summary of main point/argument/story of text; underline/highlight topic sentences in one colour, amplification in another; highlight key words/terms; number the sequence/steps/development; write up in own words, then score through words not necessary; check that own words used, but if not use as quotations; definitive introduction, development, conclusion that mirrors the original. Students to create a guide for another class on how to write an effective summary.

### Reviews

- Students to read/investigate a range of published reviews – book, film, game, theatre. What is their purpose? Arrange in order of effectiveness, and agreement reached on features of effective reviews: outlines the main features of the product/ performance/showing – but does not give too much away; helpful details e.g. book title and author/film title, director, actors, where it is on/length; mentions other relevant films, books, games etc so that there is an overall context; provides enough information so that the reader knows what the product is about, but not too much; personal opinion given of good and bad points, but justifies and explains these ; often oral, personal, humorous style; headline gives indication of opinion
- Students to write their own review for the school magazine of a theatre company who came to the school and gave a catastrophic performance.
- Students to swap with a partner and assess for the features above –success criteria grid? \*

### Reports

- Look at Estate Agents' blurb, holiday leaflet, sports report – and underline facts and opinions in two different colours. Opinions evident through adverbs (*generally, usually*), modals (*could, should*); emotive vocabulary (e.g. *starvation*); assertion (e. 'Living here is very pleasant'). Students to work in groups of 4, and write an entirely factual description of the village/town where they live. Purpose is to convey the essential facts. Audience are people who have not been to the village/town before so have no idea what it is like. The following features could be incorporated: population; shopping; types of houses; size; public services (school, police, courts etc) ;arts and leisure; mosque s/chapels/churches/synagogue; businesses/industry; eating/drinking out; shopping; houses; natural features e.g. parks, river, mountains, beach. How difficult did they find sticking to facts? \*
- Teacher to explain that a report aims to give absolute facts. Have a group of students act out a scenario in front of the class – robbery, argument etc. Students to take notes. Afterwards, compare and discuss notes – did they notice the same thing? In pairs, students to write an entirely factual report, sequencing it in the order that happened. Short sentences should be used so that points are clear, and if connectives are used they should be causal/explanatory, e.g. because, that, when. Sub-headings can be used.

### Leaflets

- Students to collect or be presented with 5/6 persuasive leaflets. Based on their work in year 7, they should highlight/annotate these for persuasive features, and then sequence in order of effectiveness. Teacher/students to agree on what makes for an effective leaflet in relation to audience and purpose, and a 'success criteria' grid collectively could be devised.
- Students to work in pairs on a leaflet for prospective students coming to the school. Headings given: introduction/welcome; school day; learning; teachers; lunch time; extracurricular activities; problems/help and support; some final advice. Visual images provided by the teacher; students can then make choices



as to cropping, positioning etc. Leaflets displayed on the wall. Which ones are the most effective and why?\*

**Writing a non-fiction text**

-Teacher to present a choice of non-fiction texts, from which students (working in pairs) have to choose 2, making sure these are different e.g. a letter to a celebrity to persuade them to support a school charity; an email to a friend who has money problems on how to save money; a report for the Principal of the school on the dining/eating arrangements at the school; explanation for older person on how to use the Internet. Teachers to ensure that students are clear about audience and purpose. Write an outline plan for each writing text chosen, and explain to another pair. Is it suitable for the requisite audience purpose? Student from each pair to explain their non-fiction plan to the rest of the class.

- Students to use ICT to create their own choice of non-fiction text for a particular audience/purpose using suitable presentation and organisational devices\*

## **COMPETENCY 1: Oral Communication Skills**

**GENRE: Factual Writing** (Advertisements, timetables, encyclopedias, flowcharts, tables and maps, newspaper and magazine articles)

**Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.**

### **Student Learning Outcomes:**

[SLO: E-09-A2-02]

[SLO: E-10-A2-02]

Ask and answer questions of personal relevance, information and a variety of communicative purposes

[SLO: E-09-A4-01]

[SLO: E-10-A4-01]

Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

[SLO: E-09-A2-03]

[SLO: E-10-A2-03]

Demonstrate the use of rhetorical questions for a range of audiences.

**Knowledge:**

Students will:

- Listen to a factual piece of information e.g. Advertisements, timetables, encyclopedias, newspaper and magazine articles to know the audience and structure of presenting information.
- Differentiate between types of audiences for each audio text and purpose of presenting the information

**Skills:**

Students will be able to...

- Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details.
- Use appropriate oral forms to convey facts, ideas and points of view for different purposes and audience
- Speak using non-verbal gestures, and variation in voice to convey shades of meaning
- Incorporate and maintain appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes
- Ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship
- Ask questions to extend ideas and alternative options
- Present own work confidently, answer questions carefully and handle criticism with poise and open-mindedness
- Follow the rules of turn-taking during discussions.
- Engage in extended discussions taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Ask and practice rhetorical questions as food for thought.

**Formative Assessment:**

Class Tests, daily classwork

**Summative Assessment:**

Mid year and end of year examination

**Learning Activities:**

**Prepare a presentation on facts. Some suggestions can be:**

- Difference between Earth and Mars Temperature
- Poster presentation on any given product
- Research and provide facts on the education system of Pakistan.
- Present a weather report

**Competency 2: Reading**

**Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.**

**Student Learning Outcomes:**

[SLO: E-09-B1-01]

[SLO: E-10-B1-01]

Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.

Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.

**Knowledge:**

Students will:

- Read a wide range of facts and information based texts accurately while learning to decode multisyllabic words in sentences.
- Read text aloud for fluency
- Use rules of mechanics and pronunciation to read correctly and fluently
- Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension

**Skills:**

Students will be able to...

- Comprehend and read with fluency and decode multisyllabic words in a wide range of factual and information based texts accurately by unpicking difficult and new words for correct pronunciation
- Read new words with silent letters correctly.
- Apply rules of punctuation correctly.
- Ask and answer simple and higher-order questions in comprehension passages
- Recognise and rectify faulty punctuation in given passages and own work and correct others' work
- Consult a dictionary for literal and contextual meaning.
- Differentiate features of text based on genre.

**Formative Assessment:**

**Summative Assessment:**

## Learning Activities:

### Factual Description:

A factual description is the detailed description of the physical attributes of the object as it appears to the onlooker with the special features included.

There are three main types of factual description. They are:

Description of an object

Description of a person

Description of an event.

### Format:

**Topic sentence:** It is the sentence which introduces the main idea of the paragraph.

**Supporting details:** They come after the topic sentence, making up the body of the description. They give details to develop and support the main idea.

**Closing sentence:** This is the last sentence. It restates the main idea and sums up the thoughts using different words.

### Content:

- A simple description of features or characteristics of the topic.
- Avoid giving your opinion. Stick to the facts, not your interpretation of the sentences. Be specific. State only known facts, not speculation. For example, if you see smoke, but not a fire you can state there was smoke. You cannot state there was fire.
- Use relating verbs to define, describe and classify.

### Activity No 1:

#### Magazine article

Remind students of features of newspaper reports and then compare with a comment type magazine article.

Newspaper report

Magazine article

Headline ( often emotive/dramatic) to hook the reader in

First paragraph sums up what the report is about

Do not always know who wrote it

Second paragraph gives overview of story with some more details dropped in

Next paragraph interview/quotes

Newspaper report alternates between reporting/comment/quotes

Reporter just reports – does not tell the story.

*No personal opinion obvious, but there is bias/ viewpoint/exaggeration for dramatic effect*  
*Conclusion sums up how things are now, and what might happen in the immediate future*  
*Language largely formal*

- Class discussion on what makes a magazine article different from a newspaper report. Students to compile a step-by-step 'recipe', with exemplification. These could be provided by the teacher, so that students have to work out how they should be used.

Magazine project

- Students to agree on magazine title, audience, range of non-fiction texts to be included. For example, comment, review, diary/blog extracts, letters, emails, advertisement, review, explanation/instruction etc. Reminder cards could be given of the linguistic/presentational/structural features of these texts, or revisited as appropriate. Success criteria provided.

- Students to work in groups of 4, selecting one different non-fiction text each to write. Plans/outlines/first drafts to be shared, discussed, evaluated. Texts written up/produced using ICT. Texts to be of a particular length, size so that they fit into a prescribed space on magazine A3 sheet.\*

[www.everybodywrites.org.uk](http://www.everybodywrites.org.uk); [en.wikipedia.org/wiki/News](http://en.wikipedia.org/wiki/News);

[www.rewardinglearning.org.uk/microsites/journalism/links/index.asp](http://www.rewardinglearning.org.uk/microsites/journalism/links/index.asp)

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

## **Student Learning Outcomes:**

[SLO: E-09-B2-03]

[SLO: E-10-B2-03]

Discuss their own and others' reading critically, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

Recognise features of an effective topic sentence using specific words and vivid verbs.

Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through

- evidence
- cause and effect, and/or
- comparison and contrast.

Analyse organizational patterns in a text:

- a. list/ sequence of ideas/ events comparison-contrast
- b. cause-effect
- c. problem-solution
- d. reasons/ assumptions-conclusion

Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.

Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.



Skim and scan relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Use summary skills to:

1. extract salient points and develop a mind map to summarize a variety of informational texts.
2. transfer the written text to a table, diagram, flowchart or work plan.

Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

Make inferences to draw conclusions from, e.g.,

- a. contextual information
- b. writer's viewpoint
- c. implied information

Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)

<p><b>Knowledge:</b> Students will:</p> <p>Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning, identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text distinct from personal opinions or judgments. Differentiate fact from opinion</p>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.</li> <li>● Recognise features of an effective topic sentence using specific words and vivid verbs.</li> <li>● Use a variety of details to support the main idea in the variety of texts studied.</li> <li>● State reasons for selection of choice of text and support with evidence.</li> <li>● Consult a dictionary to find denotative and connotative meanings.</li> <li>● Categorise supporting details to see variety in selected text.</li> <li>● Learn to support point of view</li> <li>● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>● Discuss the author's use of language craft, including figurative metaphorical language to show shades of meaning especially in advertisements and magazines to understand the jargon, considering the impact on the reader.</li> <li>● Summarise the text for key ideas.</li> </ul>
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**Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Student Learning Outcomes:**

SLO: E-09-C1-04]

SLO: E-10-C1-04]

Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

SLO: E-09-C1-06]

SLO: E-10-C1-06]

Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Knowledge:**

Students will:

- Find out the meanings of words
- Understand that words have different shades of meanings
- Know the rules of grammar and vocabulary of the identified concepts.
- Explain how meanings of words change when used in different contexts (both

**Skills:**

Students will be able to...

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Locate the entry word and the etymology of the word.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Differentiate between abbreviations and acronyms and use them correctly
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Practice grammatical functions and concepts to use correctly in speech and writing.
- Practice words with prefixes and suffixes

in familiar and unfamiliar settings)	
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**Formative Assessment:**

**Summative Assessment:**

**Learning Activities:**

in order to improve students' use of vocabulary, teachers could introduce new vocabulary each week, and students rewarded/praised when they use these new words in their writing or speaking. Weak vocabulary (e.g. *went, got* etc.), could be 'banned'/attract penalty points.

**To consolidate and extend knowledge/understanding, students could :**

- Have a vocabulary notebook, where they add new words on a regular basis. Words could be organised under particular categories e.g. prefix, root, synonym, topic, technical etc.
- Be rewarded when they use new/adventurous vocabulary
- Highlight a range of texts for particular types of vocabulary e.g. negative/positive/emotive/ technical/persuasive, and these discussed in relation to audience and purpose
- Participate in dictionary/word finder contests
- Complete cloze exercises (across a range of texts, including poetry) where a choice of synonyms are provided. Correct choice discussed in relation to meaning and nuance.
- Create their own cloze/synonym exercise for other students to complete
- Spot archaic vocabulary in text extracts from the 19<sup>th</sup> and 20<sup>th</sup> century, and find out their meaning. Why do words change/fall out of fashion?
- From text extracts, collect examples of effective vocabulary use and these listed on a class vocabulary board. Students to add a justification for their choice.
- Transform an example of a student's work (this could be made up by the teacher) by changing some of the vocabulary. Students could be supplied with a list of possible words that could be used as alternatives
- Play games focused on vocabulary e.g. Call My Bluff where students have to guess the correct definition; using a

dictionary, devise their own definition quiz for other students – 4 definitions given, and only one correct; devise their own word searches/crosswords; find words within a longer word; word ladders; class competition to see how many words can be listed/found with a particular prefix/root. There are many vocabulary sites on the Internet which provide a range of suitable games.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

**Student Learning Outcomes:**

SLO: E-09-C2-02]

SLO: E-10-C2-02]

Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

SLO: E-09-C2-04]

SLO: E-10-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  
Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.

SLO: E-09-C3-01]

SLO: E-10-C3-01]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

SLO: E-09-C5-03]

SLO: E-10-C5-03]

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

SLO: E-09-C5-04]

SLO: E-10-C5-04]

Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Follow punctuation rules, articles and use of verbs</li> <li>● Know that each instruction begins with a verb in the present tense.</li> <li>● Know the rules of grammar (use and usage) of the given concepts.</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Practice punctuation rules and grammatical functions and concepts to use correctly in speech and writing</li> <li>● Use imperative sentences correctly.</li> <li>● Use modals correctly to create impact.</li> <li>● Use degrees of adverbs to create effect in speech, reading and writing.</li> <li>● Use transitional devices to convey correct meaning.</li> <li>● Use tenses correctly in shorter and longer pieces of speech, reading texts and writing.</li> </ul>
<p><b>Formative Assessment:</b></p> <p><b>Summative Assessment:</b></p> <p><b>Learning Activities:</b></p> <p>Punctuation range – commas in parenthetical clauses; colon; semicolon; brackets; dash. The teacher may want to revisit appropriate strategies used in the previous classes.</p> <p>Sentence construction, including fronted clauses/adverbials; embedded phrases/clause; prepositional phrases; complex nouns; positioning of detail/clauses within the sentence, and the difference made to meaning; impact of different sentence lengths and types</p> <p>Vocabulary – vocabulary notebook, ways of adding to and enhancing vocabulary</p> <p><b>Application of sentence and punctuation skills</b></p> <ul style="list-style-type: none"> <li>● Students to create punctuation worksheets for another class. These to have the punctuation rule at the top, with 2/3 illustrative examples - than a set of exercises for students to complete. These could be sentences with the punctuation missing – or particular punctuation used incorrectly.</li> </ul>	

- Students to select 5/6 sentence construction and punctuation features they feel secure about, then use these in a 3 paragraph account of what they did over the weekend. How many times were the punctuation marks used? Partner to assess for effectiveness\*
- Students could write a simple text of what they did over the weekend and then transform on 3 rewrites – first, by bringing in a wide range of punctuation; second, adding detail at different points in each sentences; third, by adding 4/5 choice cohesive devices from a list\*
- Teacher to 'test/quiz' students on their knowledge of the conventions for a **formal** letter re: what addresses are put in and where they go; position of the date; how the letter should start (salutation) and finish (signing off). Conventions should then be taught as/ modelled as deemed appropriate:

***Competency D: Writing Skills:***

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.



**Student Learning Outcomes:**

SLO: E-09-D1-01]

SLO: E-10-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-09-D2-01]

SLO: E-10-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

SLO: E-09-D2-04]

SLO: E-10-D2-04]

Write and critique the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

**Knowledge:**

*Students will:*

- Identify the structure of writing a factual piece of text
- Pick strategies of brainstorming using mind maps, graphic organisers or note-taking

**Skills:**

*Students will be able to...*

- Research and gather ideas to write according to the text requirement.
- Create an outline to organize information in a logical manner to create analogies
- Practice note-taking for different purposes in a legible and consistent handwriting
- Write using mind maps and graphic organisers

**Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.**

**Student Learning Outcomes:**

SLO: E-09-D3-03]

SLO: E-10-D3-03]

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

SLO: E-09-D3-07]

SLO: E-10-D3-07]

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SLO: E-09-D3-11]

SLO: E-10-D3-11]

Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.

Proofread and edit texts for errors of:

- sentence structure.
- subject/verb agreement.
- noun/pronoun agreement.
- reference words, connectives/transitional devices
- punctuation and spelling.

**Knowledge:**

Students will:

- Write various types of factual writings following correct subject-verb agreement, sentence structure and tenses.
- Focus on clarity of ideas that show cohesion, cause and effect

**Skills:**

Students will be able to...

Use chronological/sequential order of arranging detail

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.

Write informative/explanatory texts to examine a topic and convey ideas and information using structure of writing

Add adequate supporting detail to the topic and proofread and edit texts for errors of:

- sentence structure.
- Subject/verb agreement.
- Noun/pronoun agreement.
- Reference words, connectives/transitional devices.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Proofread and edit work for final presentation.</li></ul> |
|--|---|