Guidelines for Textbook Authors
Descriptive Writing
GRADE 9

- To create a chapter on description/descriptive writing for class 9, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify 'descriptive writing'.

- Authors can organise these skills in any order which is organic and logical. A similar structure should be followed in one textbook series.

- Literary passages can be used along with poetry and non-fiction text types as suited. Proper acknowledgements should be mentioned.

- Similar genres can overlap in a unit; there can be a unit where a story is given followed by a poem and/or an information-based text. This structure is subject to the author's and/or book's style.

- For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused on.

- Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.

- The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs, or reading and writing SLOs, integrated to foster in-depth learning. These competencies can be addressed separately as well–it depends on the pedagogy adapted by the author.

COMPETENCIES:
A. Oral Communication Skills
B. Reading and Critical Thinking
C. Vocabulary and Grammar
D. Writing

These competencies are the areas of language learning. While creating learning contents for textbook/workbooks/SRMS, all competencies can be used. Selected competencies, such as, Grammar can also be used for SRMs like Grammar workbooks.

GENRE: Descriptions (Descriptive Writing) Class 9

Text Types: Science Fiction, story writing, 1st person and 3rd person narrative, characterisation, folk and fairy tales; narrative features of short stories

COMPETENCY A: 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-09-A2-01] Demonstrate attentive listening' skills towards others and be sensitive to the rules of turn-taking in discourse. [SLO: E-09-A1-02] Speak confidently and fluently in a wide range of contexts to fulfil different purposes (including arguments and discussions). [SLO: E-09-A4-02] Demonstrate complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.	
Knowledge: Students will: • Listen attentively while waiting for their turn. • Speak with confidence and fluency required to fulfil the specific purpose.	**Skills:** Students will be able to… • Enact a drama/play script showcasing a number of roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements. • Research more complex and interesting issues in their surroundings which can be portrayed in dramas via a myriad of roles and dramatic approaches.

Formative Assessment:

Role play, enacting a specific character of a play/drama

Summative Assessment:

Class Presentation

Learning Activities:

Activity No. 1:

a) Divide the class into two groups. Different information is given to each half of the class about the characters concerned, e.g. for a scene which depicts someone in an office looking through a desk. Give half of the class details to suggest the person searching is a villain and up to no good. The other half are told that this is the hero in the villain's office. Compare the descriptions in terms of vocabulary choices, register and sequence of ideas.

b) Provide students with different descriptive texts. Ask them to replace underlined words in a descriptive text with more precise/evocative ones. In pairs, students describe various scenes, landscapes and maps using precise vocabulary associated with each one of them.

c) Perform a dramatic action with strong feelings, e.g. walks into the room angrily, or slamming the door. Students can write a paragraph describing what happened being careful to choose the exact words.

Extension activity: Give students lists of synonyms for words in a short text. They rank or order them for closeness to the original word and then again for the strength of meaning according to their connotations, e.g. anger = fury, rage, wrath, annoyance, irritation.

d) Students watch a short film clip/read a short story and write a half-page report on the event observed, taking care to report the incident accurately. They form small groups and comment on how accurate the report is by considering the vocabulary, register and use of language devices.

Useful resources include

• narrative text with underlined words and lists of synonyms

• pictures of different scenes, landscapes, maps, figures and graphs

• online film clip or scene from a movie, TV series or sporting event (can be downloaded and provide a link or QR code here for easy reference)

• examples of coursework writing

Competency B: 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).

[SLO: E-09-B1-01]

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

[SLO: E-09-B1-02]

Ask and answer 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-09-B2-01]

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

[SLO: E-09-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.

[SLO: E-09-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.

[SLO: E-09-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-09-B3-06]

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

Critique the plot development with respect to different aspects of the story.

[SLO: E-09-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)

Examine how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Knowledge:	Skills:
Students will:	Students will be able to…
• Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences. • Read a wide range of texts accurately with appropriate rate, variation in a voice appropriate for characters, and expression in successive readings, both orally and independently. • Infer and deduce to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. • Give an informed personal response to a text and provide some textual reference in support.	● demonstrate an understanding of complex sentence patterns while using the knowledge of syllables. ● mark the multisyllabic words in sentences to decode and pronounce correctly. ● read unfamiliar sentence patterns fluently with proper stress, expression, and joy. ● 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 the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ● 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. ● 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) ● Examine how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● 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.
	● Reading to structure and analyse descriptive/argumentative/persuasive essays.

Formative Assessment:
Class presentations, reading aloud, reading to infer meanings

Summative Assessment:
End of unit test, Mid-term and final exams.

Learning Activities:
Activity No. 1: (Science Fiction Story)

- Divide students into small groups and distribute two science fiction stories. Instruct groups to look through the samples and create a list of common features.
- List and discuss features as a whole group, then tell students they will be learning all about the genre of science fiction.
  - Why is science fiction difficult to define?
  - What is science fiction?
  - Where else do we see the science fiction genre?
- Have students brainstorm examples of science fiction found in mainstream media, discuss briefly, then have students divide their notebooks into four sections. Each section will be dedicated to one of the characteristics of science fiction.
- Ask students to read excerpts from science fiction stories/books. Once students have read the stories/excerpts, generate a class discussion by asking:
- Which characteristics do these stories have?
- What was the author's purpose in writing these stories?
- Why are these texts considered science-fiction?

Share details of the features of science fiction stories:

Features of Science Fiction:
• **Time Travel:** Travelling through time into the future or past.

• **Teleports:** Disappearing in one place and reappearing instantly in another.

• **Multiple Universes:** More than one similar but slightly different universe.

• **Mind Control:** Using magic, science, or something else to control the minds of others.

• **Aliens, extraterrestrial life, and space travel:** Many science fictions are set in outer space

• **Mutants:** Super-human beings with genetic differences.
• **Fictional Worlds:** Worlds that are made up and have their own set of rules and ways of living that are different from ours.

• **Alternate Histories:** Sometimes science fiction is set in the past and explores something that might have happened if a historical event had gone differently.

• **Made-up Technology:** The sky is the limit. You can create technology to do whatever you want it to in a science fiction world.

Provide a list of sentence openers for science fiction stories:

Sentence Openers:

After a harrowing journey,
After endless months of searching,
Among the stars,
As the rocky ground trembled,
Walking on the surface of the planet,

Provide a list of words that can describe the setting of science-fiction stories.

Explain that the use of adverbs makes writing interesting. For students' help, provide a list of words that can be used in science-fiction stories.

abruptly, anxiously, bravely, briskly, courageously, curiously, fearfully, instantly, mysteriously, rapidly, strangely, suddenly, swiftly, unexpectedly

Suggested Science Fiction Books:

- Twenty Thousand Leagues Under the Seas by Jules Verne
- A Space Odyssey by Arthur C. Clark
- The Robots of Dawn by Isaac Asimov
- The Three Bodied Problem by Liu Cixin

Activity No. 2:
Give Students a text containing some unknown, complex words (not more than 10) to underline as they read. Students work out the probable meanings by thinking about:
• similarity to known words
• similarity to words in other known languages

• contextual clues

• breaking down words into syllables (including prefixes and suffixes).

In groups, Students record new words in their notebooks. They then establish the correct meaning of the words and write their own synonyms or paraphrases to convey the meanings of these new words or present the meaning of a word they considered. Students must justify their explanations of meaning too.

Extension activity: Students use the new words in a sentence to illustrate and reinforce the understanding of the meaning.

Extension activity: Students scan the front page of a newspaper article for up to 10 words that they do not know/think others might not know. Using a dictionary, Students look up and record the definition, then join another pair. Students from each pair challenge each other to guess the meaning of their chosen words by using the words in sentences that they have created.

Students are offered/create possible alternative definitions from which the correct one has to be selected. In pairs, Students complete cloze (gap-fill) exercises with unknown words removed. (New words could be given at the bottom of the exercise and Students must decide which gap they fill.) Provide an answer sheet. Students mark each other's answers.

Useful resources include

• short non-fiction and/or fiction texts with advanced vocabulary choices

• gap-fill and matching exercises

Activity No. 3:

Students study short extracts, e.g. a diary entry, science article, or news report, to collect evidence of the writer's presence, e.g. how subjective (some bias – the writer puts forward their own personal opinion about the topic) or objective (non-bias – the writer is not influenced by their own personal opinions), how reflective or factual the text is.

Extension activity: Students discuss what they can tell about the narrator or persona of a narrative text from its voice and give a score of 0 to 5 for the strength of voice and how this relates to the purpose of the text and what it is trying to achieve.

In pairs, Students identify the ratio of the active and passive voice in different genres of text and draw conclusions as to how this affects the reader's feelings and emotions.

Students identify the different 'voices' in an extract. They then identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrases, and suggestions of general/public opinion).

Students identify which voices the writer might agree with / be seen as sympathetic towards.

Extension activity: In pairs Students repeat the analysis for one or more other text(s), e.g. a magazine article, a blog, or an autobiography/biography and report back findings to the class in the same way.

Students consider different ways a narrative voice can manipulate the readers' feelings (based on the texts explored).

Useful resources include:

• suitable texts can be found online, news media, reference books

• opening extracts from first-person short stories or novels

• local and international newspaper reports

Activity No. 4:

Students study two texts, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher which are of the same style, have similar content but different registers (a type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context). They make notes and give feedback on differences in vocabulary, grammar and sentence structure (an annotated example could be modelled).

Students are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as a literary fiction, guidebook extract, holiday brochure or a letter to a relative. By thinking about what was explored in the previous activity, Students then match each extract to one of the contexts listed and report back findings, e.g. Which text might be from a guidebook? How can you tell?

Extension activities: Students work in groups to analyse one of the different styles of writing. They annotate the effects of the key features used in the text, and the register. Then present feedback on one of the texts, with examples, to the rest of the class.

Students prepare, then read aloud, suitable texts and discuss how tone relates to style, e.g. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. Explore how a writer conveys tone through writing rather than spoken word. Discuss which genres typically use imagery and which do not, and the reasons for this.

Useful resources include:

● extracts from relevant literary texts and newspaper articles

Narrative Texts:

Activity No. 5:

Students read a narrative text, listing three or more things that they noticed about the character(s), narrator, imagery, setting and events. On the second reading, Students list things that they had overlooked on the first.

Extension activity: Students listen to a short text and write at least five things that they remember about the argument, character(s), narrator, language, imagery, setting and/or events (depending on the style of text used).

In pairs, Students underline the supporting details (extra, detailed information given in a text about characters/people, events, setting or an argument) in a text, which could be removed without altering the story or argument.

Activity No. 5:

Read a short text about an area of interest to the class. Give students a general summary style focus on activities people can do in that particular area. Model how students can skim and scan the text for keywords. Model an oral explanation based on ideas from the text that have been found by skimming and scanning.

Give students a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, magazines and newspaper articles. Students identify relevant activities for a given person in a given situation. For example, information might concern local clubs for boys and girls of different age groups and/or local attractions and places to visit. Students might identify which activities are open to a particular child and draw up a timetable outlining what they can do and when they can do it.

Students present explanations (based on ideas selected from the text) to the class of what one of the chosen activities involves – possibly an activity they might be interested in doing themselves.

Extension activity: Students discuss which activities from a text(s) would be available for different combinations of family members, e.g. varying ages, and gender.

Students read a short extract from a novel, or watch a short clip from a television episode, involving more than one storyline. Students explain only what happened in relation to a specified character or plot line (share the focus with them before they read the extract or view the clip).

Students compare explanations and discuss coverage / redundant material/overlap and produce an extensive list together on the board.

After reading a balanced discursive text, students categorise arguments for and against in relation to a particular stance/focus. Students then write up their ideas for either for or against in a selective summary style response.

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-09-C1-02]

Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.

SLO: E-09-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks

SLO: E-09-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-09-C4-01]

Use all types of tenses correctly in speech and writing.
Use gerunds and participles.

SLO: E-09-C5-01]

Differentiate between a variety of phrases and clauses.

SLO: E-09-C5-02]

Construct sentences using the sentence patterns and structures learnt in earlier classes.

SLO: E-09-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.

Knowledge:	Skills:
Students will:	Students will be able to…
- Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. - Comprehend contemporary idioms and proverbs in the different texts and in their speech. - Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. - recognise the use of all types of tenses correctly in speech and writing. - Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.	- Use contemporary idioms and proverbs in the different texts and in their speech. - Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. - Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. - Apply the use of all types of tenses correctly in speech and writing. - Construct sentences using the sentence patterns and structures learnt in earlier classes.

Formative Assessment:

Summative Assessment:

Learning Activities:

Using Figurative Language: (Refer to Sunrise excerpt from the reading section).

Explain what is figurative language and why it is important to use it in your writing. Figurative language is a key part of descriptive writing. Techniques such as metaphor, simile and personification are useful devices to engage your reader and help them to understand what you are describing.

Metaphors and similes work by drawing comparisons, but they also extend the meanings of what is being described. Consider this use of simile:

• The lake, like glass, mirrored the purple and gold of the sky.

The simile 'like glass' conveys a lot of information to the reader. It suggests that the lake is still, clear and smooth. It helps to reinforce the sense of calm in the description. It also helps the reader to imagine a scene where the lake and sky are connected as if nature is a powerful force whose elements work together.

The metaphor works in a similar way, using a comparison to help the reader imagine a scene, but also suggesting the qualities of the thing being described. Consider this metaphor:

• The sky was a masterpiece.

This suggests to the reader that the sky looks like a painting, implying both beauty and stillness. This figurative language contributes to a feeling of peacefulness. It also suggests something valuable – as if nature is a priceless thing to be admired.

Personification:

Personification is also a useful way to bring objects to life. This technique is often used to create tension or energy, but it can be used for a wide variety of effects. For example:

• The dark forest keeps its secrets for now.

Notice how the forest seems to be a mysterious thing as if it has the human ability to conceal secrets. Personification makes it appear alive.

Here are two examples of figurative language from the student's description of 'Sunrise' in Activity 2. For each example, write a sentence identifying the type of figurative language being used and the effect it creates.

  a *Like guards, the mountains on the horizon stood immobile.*
  b *The world was waking from its sleep.*

6 Look again at Figure 8.4 Activity 4. How could you use figurative language to describe the scene? Think about the overall effect you are trying to create, then write two sentences that use figurative language.

Using your plan from Activity 4 and your sentences from Activity 6, write a paragraph describing the picture. Write around 100 words.

8 Share your writing with a partner and give each other feedback on:

the structure – has your partner used repetition or a sense of movement?

the use of figurative language – does it help you understand the scene? **(please reword and make context specific, exclude figues and activity numbers)**

Using Punctuation, Spelling and Grammar:

Students complete sentence joining exercises using subordinating connectives to form complex sentences from three simple sentences.

Revise the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Students put the missing punctuation in a text which has had the punctuation removed.

Extension activity: Revise spelling rules, e.g. for 'i.e.' words, double consonants, adverb endings – using examples on board and Students provide their own.

In pairs, Students study spelling lists of useful words often misspelt. They underline each other's 'hot spots', are tested on them, and do corrections using the 'Look, Cover, Write, Check' method.

Remaining in pairs Students make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, and separate. They check the spelling of the words in their list and devise mnemonics to help them remember them.
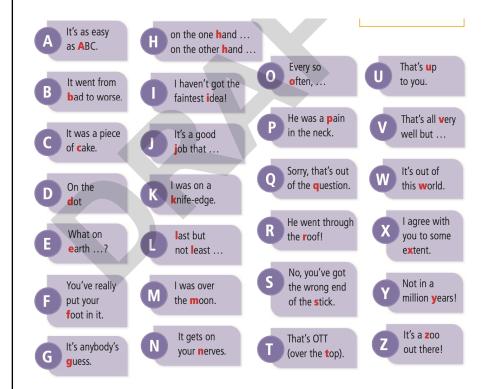
Useful resources include

• worksheet of simple sentences for joining

• short unpunctuated texts. (Note: These can be found online.)

• material on spelling rules, e.g. short vowel followed by a double consonant – common patterns and suffixes, e.g. dis, ough, ight, qu, ely, and confused homonyms, e.g. their, they're, there

Idioms and Proverbs:

Activity No. 1:

Idioms A to Z:

Give a list of A to Z idioms. Ask the students what some of these mean?

A It's as easy as **A**BC.	**H** on the one **h**and … on the other **h**and …		
B It went from **b**ad to worse.	**I** I haven't got the faintest **i**dea!	**O** Every so **o**ften, …	**U** That's **u**p to you.
C It was a piece of **c**ake.	**J** It's a good **j**ob that …	**P** He was a **p**ain in the neck.	**V** That's all **v**ery well but …
D On the **d**ot	**K** I was on a **k**nife-edge.	**Q** Sorry, that's out of the **q**uestion.	**W** It's out of this **w**orld.
E What on **e**arth …?	**L** **l**ast but not **l**east …	**R** He went through the **r**oof!	**X** I agree with you to some e**x**tent.
F You've really put your **f**oot in it.	**M** I was over the **m**oon.	**S** No, you've got the wrong end of the **s**tick.	**Y** Not in a million **y**ears!
G It's anybody's **g**uess.	**N** It gets on your **n**erves.	**T** That's OTT (over the **t**op).	**Z** It's a **z**oo out there!

Students can match the idioms to their explanations. Idioms can then be used in their writings.

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-09-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts
SLO: E-09-D2-01]

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

SLO: E-09-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.

Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

SLO: E-09-D3-02]

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

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.

SLO: E-09-D3-05]

Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Knowledge: Students will:	**Skills:** Students will be able to…
• Follow the steps of the process approach to plan for writing a paragraph. • Follow the techniques of writing the first draft, proofreading, and editing. • Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. • Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. • Write a poem narrating an event or a story.	• 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. • Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. • Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. • Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

	• Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events. • Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Formative Assessment:
Ongoing writing work on descriptions

Summative Assessment:
End of unit tests, quiz, mid-year and end of year examinations.

Learning Activities:

1) Read and display a detailed descriptive text. Ask students to draw a picture of the place being described and compare their drawn pictures with each other.

   Discuss why pictures vary and how vocabulary choice affects the reader. Students pick out the powerful words from the text and give their associations.

   Extension activity: This can be done as a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer.

2) Call out adjectives and ask the students to give a score between +5 to -5 for the positive and negative connotations of the words. (They are unlikely to give 0 and this is a basis for discussion about words rarely being neutral.)

Encourage them to fill in gaps in a descriptive text using vocabulary in keeping with the atmosphere of the whole. Students rank order synonyms for their strength of meaning and compare their orders with others.

Extension activity: Students identify figurative language, sense impressions and onomatopoeia, in a text and explain meanings; suggesting something about the effect of the technique used in context.

Useful resources include:

• novel extracts describing buildings/landscapes, travel writing and familiar literature texts

Activity No. 2:

In pairs, Students arrange jumbled paragraphs of a story or stanzas from a narrative poem into the correct sequence. Discuss clues from the start of the texts that help prepare the reader for the ending of the narrative.

In the same pairs, Students draw a labelled diagram to represent the event sequence of a short story, e.g. concentric circles, triangles, parallel lines, and converging lines and explain it to the class.

Read a story to students stopping at points to ask for predictions for the next stage. Students write an appropriate continuation or an alternative ending to a story.

Extension activity: Students write/improvise an episode we do not see fully in the text itself, using clues from the original to predict appropriate events and details.

Useful resources include

- complete short stories
- first part of a short story
- jumbled paragraphs of prose or verse narratives.

Writing a Narrative in first or third person:

Initiate discussion of the usage, benefits and limitations of first- and third-person perspective, including 'one', in both singular and plural, in different types of continuous writing/composition providing short examples.

Students study a news crime report, turning it into two informative statements, one made by the victim and one by the perpetrator of the crime to understand how a change of persona changes perspective.

They then revisit a narrative extract from a novel or short story they have studied in the first or third person. They discuss and feedback on their views to the class, if/how a change of person would also change the content, register and reader positioning.

Extension activity: Students rewrite an incident from a novel or short story, giving the narrative voice to a different character and adopting a different perspective.

Students find/read extracts from narratives where a third person narrator is:

- a specific character within the story
- not involved in the narrative and 'all knowing'
- limited to what a single person observer would know.

Students consider the likely effect of perspective and plan or write their own narratives for at least two of the options.
Explain/introduce the approach of 'Show don't tell' (i.e. letting a reader make their own judgements encouraged by clues and details in the text, rather than by the writer telling them what to think – offering images, not facts).
Students read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves, e.g. old/cheerful/bossy/posh. In pairs Students underline verbs used in relation to the character, e.g. she walked into the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled into the room.
Repeat / have other pairs underlining nouns linked to the character and offer more precise alternatives, e.g. clothes worn-thin coat/jacket / faded hoodie and resetting cottage, apartment, mansion, lounge, sitting room, conservatory or props/items used, e.g. drinks from a mug, tea cup, bottle.

Students consider narrative response(s) written in the third person created/selected by the teacher. They identify a fact offered by a character, e.g. 'Mrs Brown was fat and didn't care about other people.'

POETRY

- To create a chapter on poetry writing for classes 9 and 10, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify 'Poetry Writing'.
- Authors can organise these skills in any order which is organic and logical. In one textbook series, similar structure should be followed.
- Literary poems can be used along with patriotic and various types of poems. Proper acknowledgements should be mentioned.
- It is recommended to use various types of poems in a unit to provide students with a variety of poems. It is also important to note that poems should not be limited only to one unit. They can and must be used in various other units. Some authentic literary poems by the following famous poets can be considered.
- Robert Frost
- Robert Browning
- William Wordsworth
- William Blake
- Maya Angelo
- Ted Hues
- Mary Oliver
- Robert Hass
- Umer Khayam
- Khalil Gibran

Few other poems that can be read are:

Poems suggested for Grade 9 may still prove appropriate, e.g. Prince Kano – Edward Lowbury I Like That Stuff – Michael Rosen; Mid Term Break – Seamus Heaney; Macavity – TS Eliot; A Case of Murder – Vernon Scannell; In Just Spring – e e cummings; Father's Hands – Paul Cookson; Child on Top of a Greenhouse - Theodore Roethke; Jaguar – Ted Hughes; The Thought Fox - Ted Hughes; Ten Things Found in a Shipwrecked Soldier's Pocket - Ian Macmillan; Daffodils – William Wordsworth; Listen Mr Oxford Don – John Agard; Jabberwocky – Lewis Carroll

- For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused.
- Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
- The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can be addressed separately as well–it depends on the pedagogy adapted by the author.

It is also suggested to use modern and contemporary poems from local poets that are within our context and have more relevance.

GENRE: POETRY

COMPETENCY 1: Oral Communication Skills

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-A2-01] Demonstrate attentive listening' skills towards others and be sensitive to the rules of turn-taking in discourse. [SLO: E-09-A2-03] Demonstrate the use of rhetorical questions for a range of audiences. [SLO: E-09-A3-01] Speak confidently and fluently in a wide range of contexts to fulfil different purposes.

Knowledge:	Skills:
Students will:	Students will be able to…
- Listen attentively to a range of poems - Differentiate between types of audiences for each audio text and purpose of presenting the information	- 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 information, especially presenting it in a poetical manner by incorporating and maintaining appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking. - Speak using non-verbal gestures, and variation in voice to convey shades of meaning - 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 - Follow the rules of turn-taking during discussions. - Ask and practice rhetorical questions as food for thought.

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-09-B1-01]
Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.

[SLO: E-09-B3-01]
 Provide an objective summary of the text.
[SLO: E-09-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-09-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.
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.

Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
[SLO: E-09-B3-12]
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

Knowledge:	Skills:
Students will:	Students will be able to…
- Read poems aloud for fluency, and recitation. - Use rules of mechanics and pronunciation to read correctly and fluently - Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover the meaning, and main idea of a 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. - Differentiate between stanzas and paragraphs - Determine a poet's point of view or purpose in the poem and explain how it is conveyed. - Understand the implicit	- Comprehend and read with fluency and decode multisyllabic words when reading poems 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 - Participate in poetry recital competitions following the nuances of recitals. - Recognise and rectify faulty punctuation in given passages and own work and correct others' work - Consult the dictionary for the literal and contextual meaning. - Differentiate features of text based on genre. - Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of poems with open-ended questions that require interpretation, inference and personal response. - Identify the central idea of the poem - Use a variety of details to support the main idea in the variety of texts studied. - State reasons for selection or choice of text and support with evidence. - Consult a dictionary to find denotative and connotative meanings. - Categorise supporting details to see variety in selected text. - Learn to support point of view - Discuss the poet's use of language craft, including figures of speech and sounds of speech to show shades of meaning, and literary devices considering the impact on the reader. - Analyse the poet's perspective and the message he wishes to convey. - Summarise the poem for key ideas.

and explicit meaning, writer's craft and nuances of language used in poetry	

Formative Assessment:

Class tests, quiz

Summative Assessment:

Mid-Year and End of Year examination

Learning Activities:

Activity No. 1:

Using Inference and Deduction to recognise implicit and inferred meanings:

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, and 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, and 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 the first chapters from different genres and predict what is going to happen next.
- Match beginnings and ends of texts/poems

Activity No. 2:

All about Poems:

Predict what the poem is about from the title; suggest a different title; tell the 'story' of the poem in 100 words; write favourite line from a poem on 'Lines I like Best' poster; fill in missing words ; fill the gap with the right word from a group of synonyms; put poem back in the right order; work out where a line is missing; choose the right missing line from a cluster provided; highlight the words understood/not understood and clarify with a partner; highlight different lexical fields e.g. positive/ negative; choose favourite images from the poem and draw these; research the social, cultural and historical contexts of the poem; write up a biographical entry for the poet; sort out poems into groups/determine the odd one out; each student in the class to learn one line of the poem by heart, so that the whole class is able to recite the poem; choral presentation of the poems; draw the poem – key images; find a image/painting which could accompany the poem; find music which would suit the poem; tell the poem as a story; write a poetry review; write a letter to the poet asking some key questions; act out the story of the poem in a number of specified freeze frames, led by a narrator; write a magazine article on the poem/poet for the school magazine; students to create questions of another student to answer; answer questions using textual evidence followed by explanation, respective parts done in different colours; use a writing fame to give an informed response to a poem*; write their own poem using particular techniques/strategies; compare at least two poems using a comparative grid.

Students highlight poems as appropriate: simile, personification, metaphor, rhyme (couplets, end rhyme, half-rhyme, sight-rhyme), alliteration, assonance, consonance, repetition, positive and negative vocabulary; particular vocabulary fields. There should be a focus on how the respective structure of the poem impacts meaning. Why is it divided like this? Arranged on the page like this?

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-09-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.

SLO: E-09-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-09-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-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.

Knowledge:	Skills:
Students will:	Students will be able to…
Know the rules of grammar and vocabulary of the identified concepts.	● 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.
● Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)	● 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.
	● Practice grammatical functions and concepts to use correctly in speech and writing.
● Follow punctuation rules, articles and use of verbs	● Practice punctuation rules and grammatical functions and concepts to use correctly in poetical speech and poetry writing
● Know the rules of grammar (use and usage) of the given concepts when writing poetry with rhyme scheme, metre and free verse and other types of poetry.	● Use grammatical concepts correctly in writing poetry, identifying features when reading poetry.

Formative Assessment:

Daily class work, various writing skills with appropriate grammar and vocabulary.

Summative Assessment:

Mid-Term and End of Year Exams.

Learning Activities:

Fronted adverbials

Teacher to ensure that students are clear on the meaning and purpose of adverbials, and how they can clarify or emphasise meaning.

- Adverbs modify or add information to a verb, adjective, preposition, another adverb or a whole sentence. They are often formed by adding the morpheme –ly to an adjective e.g. *quick/quickly*, but can be irregular, e.g. g*ood/well*.
- An adverb can modify: a verb - *I really liked the book;* an adjective – *He is really kind;* preposition - *We were walking just down the road*; conjunction - *We arrived just as he was leaving;* adverb - *He walks really slowly.*

- The main kinds of adverbs are: manner*, I walked slowly;* place, *Put the dish there;* time, *I'll go out soon;*
 frequency; I *go to the gym often;* degree, I *enjoy cycling more.*
- There are also interrogative adverbs: *why, when, where, how.*

Adverbial phrases

Adverbial phrases are very important in a sentence as they give explicit information e.g. *He wrote extremely quickly.* Fronted adverbials foreground particular information e.g. *Cheering loudly, he made a huge noise; Eating too quickly, the boy was sick.*

Prepositional phrases

-Prepositions are words which can tell the reader where something is, or where and when something is happening e.g. *about, across, after, at, before, behind, by, down, during, from, for, in, into, of, off, out, over, round, since, through, to, under, up, with*

- Prepositional phrases are a group of words with a preposition at the front, e.g. *on the roof; under the bed; at midnight, across the river; down the long road.* Prepositional phrases are important in writing because they allow information about time and place, or the way things are done or what they are like, e.g. *The film at the cinema this week is very interesting; The boy walked home along the river path; Before you go there, you must check it out.*

Complex nouns

- Complex noun is a phrase which functions syntactically as a noun. Detail can be added before the noun, *A cold damp bedroom*, and

after the noun, *The damp, cold bedroom at the top of the stairs*

To consolidate and extend knowledge/understanding, students could:

- Investigate short extracts from a range of texts and highlight adverbials, prepositional phrases, complex nouns.
- Extend sentences by adding/placing adverbials, and prepositional phrases at different points in the sentence

Take one sentence and extend/ vary it through the use of adverbials/prepositional phrases

Punctuation Activities:

Commas
Teachers should ensure that students know how to use parenthetical commas:
-A noun phrase in apposition e.g. *Mr Smith, 45 years old, was injured in an accident*
-A parenthetic clause e.g. using relative clauses *Jane, who is a nice girl, came to see me; The dog, which was called Rover, was barking;* Finally*, the dog that barked in the night, fell* asleep.
Semicolon
- To separate phrases in a list e.g. *I would like six kilograms of fresh beef; two and a half kilograms of white fish; three kilograms of green grapes*.
- Instead of 'and, but, or' to join two related sentences/clauses happening at the same time, e.g. *The man strode through the door; he looked at me; He likes cheese; she doesn't.* The only capital letter will be at the beginning of the sentence.
Colon
- To show that something (often a list) is coming e.g. *I nominate three authors for the prize: Brown, Smith, and Todd.*
  - Instead of 'because', when the writer wants to seem very definite e.g. *My wife loves shoes: she has 45 pairs*.
  - – With two or more main clauses where each subsequent clause is a result of the previous one (as in therefore'): e.g. *I ate a plate of defrosted prawns: I was really sick!*
Dash
- To separate a word or phrase from the rest of the sentence for deliberate effect, e.g. *Crouched in front of me was a – mouse* (suspense/ drama); *I have said – more than once – that I would like you to be quiet*. (emphasis); *I hope that –* (interruption, sudden breaking-off of speech)
Brackets
-Brackets are used to include additional information which does not interfere with the meaning the sentence e.g. *Please consult*

the relevant map (p56); *He was wearing a very unusual suit (he always shopped at the most exclusive shops) which did not impress the interview panel.*

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

- Create embedded clauses with parenthetic commas by dropping a second sentence into a first; moving a clause around to different positions in the sentence, e.g. *The man turned and smiled after taking a seat beside me/After taking a seat beside me, the man turned and smiled /The man, taking a seat beside me, turned and smiled.*
- Highlight a range of texts for the different use of punctuation marks, commenting on the effect in relation to audience and purpose
- In texts, use different coloured highlighters to identify main and parenthetical clauses
- Read a text where the teacher has replaced the punctuation marks by symbols. Try to guess what punctuation marks are being represented.
- Read aloud a speech or extract from a play, working through the best way of reading/performing it. Add suitable punctuation which matches the reading/delivery.
- Highlight spoken punctuation marks in a drama extract and incorporate these in delivery.
- Examine extracts from the work of 2 writers with different styles/who have written at different times e.g. Charles Dickens; JK Rowling. How different is their use of punctuation? This could be made into a small research task, as could an investigation of 2/3 contemporary writers
- Write their own batch of sentences using each of the punctuation marks correctly. These are then marked by another student.
- Create posters which explain to students in another class each of the punctuation marks (with examples)

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-09-D1-01]

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

SLO: E-09-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.
SLO: E-19-D3-09]

Use paraphrasing skills to paraphrase a poem.

SLO: E-09-D3-10]

Use summary skills to write an objective summary of the given text and poems.

Knowledge:	Skills:
Students will:	*Students will be able to…*
- Identify the structure of writing poetry - Pick strategies of brainstorming using mind maps, graphic organisers or note-taking - Write poems. - Focus on clarity of ideas that show cohesion, cause and effect	- 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 legible and consistent handwriting - Create stories using poetry and poetical form of writing. - Write multi-stanza poems showing grade-level skills in writing as per the SLOs - 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. ➢ Proofread and edited work for the final presentation.

Formative Assessment:

Analysing a poem, and poetry writing in notebooks.

Summative Assessment:

End of unit, mid-term and final exams.

Learning Activities:

DARTS activities

Students introduced to DARTS techniques – Direct Activities Related to Texts, and then use these in their own 'reading/study' of poems: e.g.

- Grouping – group/sort segments of a poem in a grid according to categories
- Text marking – find and underline parts of the poem that have a particular meaning or contain particular information
- Question framing – asking questions about the text on first reading, then go through for a second reading to see if they can be solved
- Text segmentation and labelling- break the poem into meaningful chunks and label each chunk.
- Diagram construction – construct a diagram that explains the meaning of the poem.
- Summarising –poem summed up in one/two sentences

Different poetical forms

- Ballad (short narrative, 4 line stanzas, distinctive and memorable metre); sonnet (14 lines, 8 lines presentation/6 lines reflection, rhyme scheme –; haiku (17 syllables, 3 phrases of 5, 7 and 5 syllables); ode (address which elevates object/person); elegy (mournful poem, a lament for the dead); free verse
- Students asked to find examples of these and collect in a mini-anthology - and even asked to work out the characteristics of others e.g. cinquain, haiku, limerick
- Some of the easier forms could be annotated for evidence of the characteristics
- In-depth analysis

Students to analyse a particular poem e.g. Nettles by Vernon Scannell

Genre: Persuasive and Informative Writing

Text Types: Article Writing, Formal Letter Writing:

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-09-A1-02]
Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).
[SLO: E-09-A2-02]
Ask and answer questions of personal relevance, information and a variety of communicative purposes
 	
[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.
[SLO: E-09-A4-01]
Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

Knowledge:	Skills:
Students will: Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently.	Students will be able to… ● Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details. ● 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. ● 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 ● Incorporate and maintain in speech: ● Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)

Formative Assessment:

Presentations, Class discussions

Summative Assessment:
Presentations, class discussions.

Learning Activities:

Reliance on technology

Students discuss how often and what technology they use and whether they think they should use less/more technology. This activity could be done in pairs or small groups. Learners feedback their opinions to the class.

Learners do a quiz on how reliant on technology they are, share results with other learners and say whether they agree with the results and explain why or why not. (www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-28/session-1)

Extension activity (language): Learners go over vocabulary from the quiz and create a wall poster with related vocabulary. Learners can be asked to create a word cloud with more technology related vocabulary for homework. www.wordclouds.com (this is a website where learners

can input words and create wall posters for free)

Learners can test each other by playing a 'Guessing game'. One learner gives a definition/synonym of the vocabulary tested, other learners guess the word. This can be done in groups or as a whole class activity.

Spelling of the target vocabulary can be tested by playing 'Spelling Bees'. Learners are divided into two groups and then challenge somebody from the other group to spell one of the words from the target vocabulary.

Extension activity (skills): Learners read related articles online about reliance on technology, summarise the author's findings/views and express their own opinion in a class/group discussion. They select the most common opinions on the topic and use these as a basis to write an article on the same subject of reliance on technology.

Developing a Debate:

Watch a short, formal debate. Learners create criteria for talking successfully in a debate.

Give learners advice on what makes a convincing debate speech (i.e. sufficient relevant and cogent content and fluent delivery). Set a topic to be debated, e.g. 'This House believes that young people should be allowed the vote at 16' and divides the class into four groups.

Groups volunteer (or are told) which side they are on. Two groups for and two against. They discuss and plan a five-minute debate speech. They should include facts, examples and references to support their view, and agree on the order.

Groups choose the speaker to represent their group – who prepares a card with key notes on – and the debate takes place. Learners take notes on points they wish to dispute and at the end of the debate challenge the relevant speakers, who must respond to the questions and counter arguments.

Class votes on the debate winners according to the quality and delivery of the speeches, and the speakers' handling of the challenges.

Group Discussions:

Discuss aspects of group discussion, e.g. listening, acknowledging, linking, balance of input, tone and register.
In groups, learners discuss a topic of relevance and interest to them, e.g. an impending election for head of school / choices for a school-leaving event.
Extension activity: observers shadow members of a group discussion making notes on their contribution according to criteria agreed

beforehand. Observers discuss findings as a group with a view to suggesting guidelines/tips for discussing in groups observed by the learners formerly shadowed.

In groups, learners read an unfamiliar poem silently making notes on the ideas and views they are going to contribute to the discussion along with any questions/uncertainties they might have relating to it. They should include and highlight in the text any quotations they wish to refer to, as well as identify areas of the text which may be less clear / open to alternative interpretations. Learners discuss and explore their interpretations of the text as a group.

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-09-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-09-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-09-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-09-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-09-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-09-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.

[SLO: E-09-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-09-B3-13]
 Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)

Knowledge:	Skills:
Students will:	Students will be able to…
Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.	• 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
Recall previous knowledge to support their own views and collect new information to support or change their views	• 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:

Class tests, quiz

Summative Assessment:

Mid-year and end of year exams

Learning Activities:

Strategies for Informative/Persuasive Texts:

Ensure that students know the difference between skimming and scanning and when it is appropriate to use each of these reading strategies.

- Scanning: a fast reading technique to look for specific information in a text – such as a phone number, TV schedules, timetables, lists, catalogues or web pages for information - the concentration is on finding a particular answer/piece of information. Students should be shown how to move the eye quickly across and down the page, using a pen to help 'steer' it. Teachers should model thinking aloud as they scan down a text for information.
- Skimming: used to quickly identify the main ideas of a text, carried out at a speed three to four times faster than normal reading. Again, teachers should model the process. A pen can be used to help 'push' the eye across 7/9 words at a time, only pausing on punctuation marks. Learners need to have a specific purpose/questions for both skimming and scanning.

To consolidate and extend knowledge/understanding, students could:

- Scan a text for specific information/answers to questions, using highlighting
- Scan a text, highlighting particular types of words – e.g. positive, negative
- Take a question such as ' Why does it rain?', and skim through 2/3 texts using only the index, contents, chapter headings, boxed information, bullet points, and make an immediate assessment of which book would be most useful

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Reading an article:

Present various articles from media texts containing a range of provocative opinions on a relevant topic, e.g. one which young people are interested in and feel strongly about.

Collect ideas from learners identifying and evaluating the extent to which they might agree / disagree with the arguments, ideas and opinions and then write a discussion forum response(s) to one of the text snippets they can disagree with, challenging views.

Extension activity: Learners exchange texts and then write the response to their response, defending the original point in the light of the forum post. Learners select further ideas/opinion(s) from the text(s) with which they agree in part and write responses to these, suggesting how each point might be modified to be more valid as an argument.

Discuss the success criteria for an effective piece of critical, argumentative writing. Learners use these as a check list during the coursework process. Voice, viewpoint, persuasive devices, emotive language, selection of material, structure and use of support should be considered. Learners read other articles on the same topic to gather counter arguments.

Learners work on separating facts from opinions in an opinion text and determining the level of bias by discussing the extent of omission of an

alternative viewpoint, the use of misleading statistics, inconsistent argument or the use of emotive language.

Give out a model of a critical response and the text to which it is responding. Learners identify points in the response and trace them to details in the original text. Learners annotate key features used to position the reader by underlining them. These features, e.g. pathos, ethos, logos, use of inclusive first- person plural, can be employed in their own response, to elicit sympathy towards their viewpoint.

Offer a suitable coursework text and establish the final Directed Writing task for learners, e.g. a letter in response to an article. Learners identify and evaluate for themselves the argument, ideas and opinions with which they will engage by annotating the text ahead of planning and writing.

Useful resources include:

• media texts from a newspaper, magazine or internet website

• successful coursework (anonymous) from previous learners' portfolios / department examples.

Give pairs a magazine article cut into paragraphs.

Learners sort the sections of the article into correct order by considering connectives and topic sentences.

Learners then identify the key features used in the article and state its purpose and audience.

Learners plan as a class a school magazine article based on an informative text, e.g. about a new educational method, IT resource, or scientific discovery.

Learners are allocated a section of the article to write and class / group draft the final article from contributions.

Learners choose a topic of personal interest, e.g. a sport or hobby and write a brief article explaining the subject and its appeal.

Learners use the mark scheme to give annotated suggested improvements for one or more of the Writing objectives and feedback on their peer's writing.

Extension activity: learners research the biographical data of a chosen famous person (local/national/global) and turn it into an article for a local/national/ school magazine discussing their influence.

Group discussion of which out of a choice of up to five famous people should be commemorated by the town/area/school, e.g. by statue / piece

of artwork / road named after them.

Useful resources include:

- informative text on a topical educational issue
- internet access for biographical research, e.g. Bibliomania website provides data on famous historical figures: www.bibliomania.com/

Activity No. 3:

Students study short extracts, e.g. a diary entry, science article, news report, to collect evidence of the writer's presence, e.g. how subjective (some bias – the writer puts forward their own personal opinion about the topic) or objective (non-bias – the writer is not influenced by their own personal opinions), how reflective or factual the text is.

Extension activity: Students discuss what they can tell about the narrator or persona of a narrative text from its voice and give a score of 0 to 5 for the strength of voice and how this relates to the purpose of the text and what it is trying to achieve.

In pairs, Students identify the ratio of the active and passive voice in different genres of text and draw conclusions as to how this affects the reader's feelings and emotions.

Students identify the different 'voices' in an extract. They then identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrases, and suggestions of general/public opinion).

Students identify which voices the writer might agree with / be seen as sympathetic towards.

Extension activity: In pairs Students repeat the analysis for one or more other text(s), e.g. a magazine article, a blog, or an autobiography/biography and report back findings to the class in the same way.

Students consider different ways a narrative voice can manipulate the readers' feelings (based on the texts explored).

Useful resources include:

• suitable texts can be found online, news media, reference books

• opening extracts from first-person short stories or novels

• local and international newspaper reports

Activity No. 4:

Students study two texts, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher which are of the same style, have similar content but different registers (a type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context). They make notes and give feedback on differences in vocabulary, grammar and sentence structure (an annotated example could be modelled).

Students are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as a literary fiction, guidebook extract, holiday brochure or a letter to a relative. By thinking about what was explored in the previous activity, Students then match each extract to one of the contexts listed and report back findings, e.g. Which text might be from a guidebook? How can you tell?

Extension activities: Students work in groups to analyse one of the different styles of writing. They annotate the effects of the key features used in the text, and the register. Then present feedback on one of the texts, with examples, to the rest of the class.

Students prepare, then read aloud, suitable texts and discuss how tone relates to style, e.g. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. Explore how a writer conveys tone through writing rather than spoken word. Discuss which genres typically use imagery and which do not, and the reasons for this.

Useful resources include:

- extracts from relevant literary texts and newspaper articles

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-09-C1-02]

Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.

SLO: E-09-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks

SLO: E-09-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-09-C4-01]

- Use all types of tenses correctly in speech and writing.
- Use gerunds and participles.

SLO: E-09-C5-01]
Differentiate between a variety of phrases and clauses.

SLO: E-09-C5-02]

Construct sentences using the sentence patterns and structures learnt in earlier classes.

SLO: E-09-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.

Knowledge:	Skills:
Students will:	Students will be able to…
 • Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. • Comprehend contemporary idioms and proverbs in the different texts and in their speech. • Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. • recognise the use of all types of tenses correctly in speech and writing. • Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.	 • Use contemporary idioms and proverbs in the different texts and in their speech. • Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. • Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. • Apply the use of all types of tenses correctly in speech and writing. • Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes.

Formative Assessment:
Class Tests, Quizzes

Summative Assessment:
Mid-Year and End of Year Exams

Learning Activities:

Using Figurative Language: (Refer to Sunrise excerpt from the reading section).

Explain what is figurative language and why it is important to use it in your writing. Figurative language is a key part of descriptive writing. Techniques such as metaphor, simile and personification are useful devices to engage your reader and help them to understand what you are describing.

Metaphors and similes work by drawing comparisons, but they also extend the meanings of what is being described. Consider this use of simile:

• The lake, like glass, mirrored the purple and gold of the sky.

The simile 'like glass' conveys a lot of information to the reader. It suggests that the lake is still, clear and smooth. It helps to reinforce the sense of calm in the description. It also helps the reader to imagine a scene where the lake and sky are connected as if nature is a powerful force whose elements work together.

The metaphor works in a similar way, using a comparison to help the reader imagine a scene, but also suggesting the qualities of the thing being described. Consider this metaphor:

• The sky was a masterpiece.

This suggests to the reader that the sky looks like a painting, implying both beauty and stillness. This figurative language contributes to a feeling of peacefulness. It also suggests something valuable – as if nature is a priceless thing to be admired.

Personification:

Personification is also a useful way to bring objects to life. This technique is often used to create tension or energy, but it can be used for a wide variety of effects. For example:

• The dark forest keeps its secrets for now.

Notice how the forest seems to be a mysterious thing as if it has the human ability to conceal secrets. Personification makes it appear alive.

> Here are two examples of figurative language from the student's description of 'Sunrise' in Activity 2. For each example, write a sentence identifying the type of figurative language being used and the effect it creates.
> > **a** *Like guards, the mountains on the horizon stood immobile.*
> > **b** *The world was waking from its sleep.*

6 Look again at Figure 8.4 Activity 4. How could you use figurative language to describe the scene? Think about the overall effect you are trying to create, then write two sentences that use figurative language.

Using your plan from Activity 4 and your sentences from Activity 6, write a paragraph describing the picture. Write around 100 words.

8 Share your writing with a partner and give each other feedback on:

the structure – has your partner used repetition or a sense of movement?

the use of figurative language – does it help you understand the scene? (please reword)

Using Punctuation, Spelling and Grammar:

Students complete sentence joining exercises using subordinating connectives to form complex sentences from three simple sentences.

Revise the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Students put the missing punctuation in a text which has had the punctuation removed.

Extension activity: Revise spelling rules, e.g. for 'i.e.' words, double consonants, adverb endings – using examples on board and Students provide their own.

In pairs, Students study spelling lists of useful words often misspelt. They underline each other's 'hot spots', are tested on them, and do corrections using the 'Look, Cover, Write, Check' method.

Remaining in pairs Students make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, and separate. They check the spelling of the words in their list and devise mnemonics to help them remember them.

Useful resources include

• worksheet of simple sentences for joining

• short unpunctuated texts. (Note: These can be found online.)

• material on spelling rules, e.g. short vowel followed by a double consonant – common patterns and suffixes, e.g. dis, ough, ight, qu, ely, and confused homonyms, e.g. their, they're, there

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-09-D1-01]

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

SLO: E-09-D2-01]

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

SLO: E-09-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.

Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

SLO: E-09-D3-02]

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

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.

SLO: E-09-D3-05]

Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Knowledge:	Skills:
Students will:	Students will be able to…
- Follow the steps of the process approach to plan for writing a paragraph. - Follow the techniques of writing the first draft, proofreading, and editing. - Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. - Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. - Write a poem narrating an event or a story.	- 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. - Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. - Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. - Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. - Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

| | a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.
• Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. |
|---|---|

Formative Assessment:
Class Tests, Quiz, routine work in notebooks.

Summative Assessment:
Mid Year and End of Year Exams

Learning Activities:
Letter Writing:
Explain that some tasks require learners to adopt a persona and role so that a different range of vocabulary is used than normal, e.g. so a sense of character and perspective in a text is conveyed.
Learners offer ideas on how different characters would use language and punctuation / sentence structures to convey a distinct voice, e.g. Head Teacher, angry resident, enthusiastic tourist.

Learners improvise/prepare an initial dialogue, e.g. a customer complaining to an assistant in a shop.

In pairs, learners develop the situation further, e.g. role play from the perspective of the assistant reporting the incident to the shop manager (and/or explaining to an older relative), the assistant/customer discussing with a friend later. Once sufficient details of the incident have been established, learners (in groups) are designated roles and tasks, e.g.

• write a letter of complaint from the customer to head office
• write the manager's report to head office
• write the assistant's interview with the regional manager following the incident.

Learners identify/consider sections from texts written by different groups about the incident:

• Who is writing?
• How can they tell how convincing the voice is?
• What key features are being used?

Learners select one of the snippets they feel could be modified to sound more like the voice of the character and indicate changes they would make, e.g. to vocabulary, sentence structure / range. Suggested modifications are returned to the original group to inform redrafting/discussion of ideas.

Learners create a voice for a character in a literature text they are studying and write a short monologue (a hot seating activity could be a good way into this piece of writing).