

OECS  
EDUCATION DEVELOPMENT PROJECT (OEDP)  
**CURRICULUM GUIDE**  
FOR  
**SECONDARY SCHOOLS**  
**GRADES 7-9 (FORMS 1-3)**

# ENGLISH

*Critical thinking skills.*

*Listening.*

*Reading.*

*Speaking.*

*Writing.*

*Visualizing.*



Funded by the Government of  
St. Vincent & the Grenadines and World Bank

## CONTENTS

---

1. Acknowledgements	3
2. Message from the Chief Education Officer	4
3. Foreword	5
4. Background	7
5. Programmes of Learning	11

## ACKNOWLEDGEMENTS

The Government of St. Vincent and the Grenadines  
and  
The Ministry of Education  
wish to express gratitude  
to the following persons  
for their invaluable assistance  
in the creation of  
The National Curriculum for English.

*Mrs. Lindsay Howard: OECS Education Development Project (OEDP) Consultant*

*Mrs. Sylvia Jack: Local Consultant*

*Mrs. Deborah Bacchus: Senior Education Officer/Curriculum*

*Mrs. Cassy-Ann Abbott: Lecturer: Division of Teacher Education*

*Mrs. Kay Martin Jack: Education Officer: Curriculum Development Unit*

*Miss Karen S.C.Thomas: Education Officer: Curriculum Development Unit*

*Mrs. Hannah Browne: New Grounds Primary*

*Miss Jacqueline Charles: Calliaqua Anglican*

*Mrs. Pearl Isaacs: North Union Secondary*

*Mrs. Monica Malcolm: Barrouallie Secondary*

*Mr. Tauran Ollivierre: Bequia Community High*

*Mrs. Rose-Marie Williams: St. Vincent Grammar School*

*All other teachers who in one form or another assisted in the completion of this project.*

## Message from the Chief Education Officer

Globalization and the knowledge economy pose numerous challenges to small island developing states. St. Vincent and the Grenadines is no exception.

With the transformation of entire economies and cultures, schools are expected to keep pace, and educators have to rethink and reform the education system to grapple with these challenges by increasing access and providing opportunities for the student population to acquire skills and gain knowledge for living and production.

The curriculum is a powerful instrument through which education reform is pursued. The curriculum has to provide opportunities for personalizing learning by introducing flexibility in what is taught. It has to be relevant and engaging for all pupils. The curriculum should create learning opportunities for each child by considering the range of abilities, aptitudes and diverse backgrounds of all students. The foundation skills - literacy, numeracy and ICT are also of utmost importance but initiative, creativity and problem solving must transform the way of thinking and doing.

The new curriculum and assessment framework makes provision for new approaches and the use of innovative modalities to encourage teachers to change from traditional to interactive approaches; to foster critical thinking and problem-solving while engaging teachers in proper assessment practices which will enable them to provide evidence-based-intervention strategies for all learners.

The framework also allows practitioners to hone the latent energies and abilities of students through the Design and Technology, Physical Education and Creative Arts curricula. This, it is hoped, will provide future citizens with skills and knowledge to be employable, competitive, self-sufficient and to increase civic and democratic responsibility.

Through the use of this curriculum, from Kindergarten to Grade 9, the education received will determine the citizens' capacity to prosper and to help the economy to bloom.

The new thrust to introduce teachers' guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to implement all programmes of learning. I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms.

*Susan Dougan*

Susan Dougan  
Chief Education Officer

## FOREWORD

The phased introduction of Universal Secondary Education (USE), completed in 2005, highlighted the need for appropriate curricula to meet the varying needs and interests of the increased, more diverse student population entering secondary schools.

USE led to a further fragmentation of the current curricula as different secondary schools adopt different coping strategies to meet their diverse students' needs.

Hence for USE to be deemed effective there was an urgent need for the Government of St. Vincent and the Grenadines and in particular the Ministry of Education to provide a uniform curriculum framework for all secondary schools, thus providing more equitable access for all.

The Education Act of 1992 and the ESDP (2002-2007), sought to address these issues by providing for the development of a National Curriculum and Assessment Framework (NCAF), which provides flexibility for schools to customize the curriculum, subject to policy requirements, to best meet the needs of their students.

This National Framework, developed through a wide-ranging consultative process and participatory methodologies, led to the development of National Curriculum Programmes of Learning (POLs) and Teachers Guides in nine (9) subject areas: *Creative Arts (Dance, Art, Drama and Music), Design and Technology, Foreign Languages (French and Spanish), Health and Family Life Education, Language Arts, Mathematics, Physical Education and Sports, Science and Social Sciences.*

These Programmes of Learning seek to raise the performance and standards of teachers and students by providing Attainment Targets and basic Learning Outcomes and Achievement Indicators that ALL students are expected to achieve.

The *Attainment Targets* describe what each student should know, be able to do and the desirable attitudes they should display. The *Learning Outcomes* are derived directly from the Attainment Targets. They indicate the basic depth and breadth of what students should know, be able to do, and the desirable attitudes they should demonstrate.

The *Achievement Indicators* state what the students should know, be able to do and the values and attitudes they must display in order that the teachers and students can know that a Learning Outcome has been achieved.

The Teachers' Guides are designed to enable ALL students to achieve the national goals for secondary education. They aim to illustrate the integration of teaching, learning and assessment.

Each Guide has been designed to suit the particular needs of each subject area. Furthermore, the Guides include sample lesson plans, assessment strategies, activities and the major resources/materials needed to effectively deliver the programmes. These

documents should therefore serve as a guide for the development of instructional programmes to be implemented at the classroom level.

These Guides should therefore provide opportunities for the enhancement of teaching and learning at the classroom level and so contribute to the cognitive, affective and psychomotor development of the child.

The teacher, the main user of these Guides is envisaged as someone who:-

- Plans for teaching according to different learning styles and needs of his/her students
- Is flexible and creative
- Is knowledgeable of the subject he/she teaches.

The teacher of the NCAF is therefore someone who is confident in the delivery of the subject matter.

At the Ministry of Education, we are confident that these Guides will significantly enhance teaching and learning in secondary schools and eventually contribute towards the achievement of school graduates who are:-

- Literate and numerate in all domains
- Capable of sound moral and ethical judgments
- Confident and emotionally secure
- Capable of working independently and cooperatively
- Lifelong learners
- Hardworking with positive work ethics
- Knowledgeable and appreciative of their creative and artistic expressions

It is our hope that principals and teachers continue to play their roles in ensuring that these Guides are used for the enhanced development of the Nation's children as we work together to produce better citizens in St. Vincent and the Grenadines.

*D. Bacchus*

**Deborah Bacchus (Mrs.)  
Senior Education Officer - Curriculum**

## BACKGROUND

### **MISSION AND VISION OF UNIVERSAL SECONDARY EDUCATION**

#### **Purpose of Education**

“To provide all persons of the State, especially the youth with opportunities appropriate to their development needs, through the provision of quality education- academic, technical-vocational, moral, physical and Sports- which will equip them with the values, attitudes, knowledge and skills for life-long learning; necessary for creating and maintaining a productive, innovative and harmonious society.”

#### **National Curriculum and Assessment: Principles and values**

The under mentioned Principles and values are based on current research and are guided by the demands of the National Goals of education for St. Vincent and the Grenadines:

- Learner/Learning Focused
- Achievement through Learning Outcomes
- Shared values
- Access to universal education for all
- Equity & Equal opportunities
- Quality
- High Expectations
- Harmonization
- Integration
- Progression
- Relevance
- Communication, Cooperation & Partnership
- Flexibility & Adaptation
- Citizenship

#### **National Educational Goals of St. Vincent and the Grenadines**

The National Curriculum and Assessment Framework (NCAF) of St. Vincent and the Grenadines is based on the under mentioned National Goals:

- Collect, analyze, organize and critically evaluate information to make informed decisions based on evidence

- Have good interpersonal skills
- Identify and solve problems as critical and creative thinkers
- Be hardworking with positive work ethics
- Be self confident and emotionally secure
- Be capable of working independently as well as cooperatively with others
- Be flexible and adaptable to change
- Respect and value themselves, their families, other people, the environment and their cultural heritage
- Value diversity as a source of strength and social richness
- Be life-long learners and responsible members of the community, capable of contributing to and benefiting from the growth and development of their community, country and the world.

### **Vision of the Learner**

The graduate of the National Curriculum is envisaged as someone who has learned to:

- communicate effectively through words, numbers, visual images, symbols and sounds;
- be self reliant, act positively and respond appropriately to changing situations
- be computer competent, skilled in science and technology and able to apply research and evidence based skills appropriately in his/her living.
- be aesthetically and artistically aware, creative, confident, emotionally secure with well developed interpersonal and problem solving skills; capable of sound moral and ethical judgments
- engage in learning as a lifelong activity and thus be productive, adaptable citizens prepared to take up different employment opportunities to meet personal and national needs
- evaluate data to make and implement decisions and accept responsibility for those decisions in the home, workplace and wider society.

### **Vision of the Teacher of the NCAF**

The teacher of the National Curriculum and Assessment Framework is envisaged as someone who:

- Demonstrates love and care for all the students, respects their ideas and opinions and plans the teaching according to the students' different learning styles and needs



- Demonstrates good reasoning and problem-solving skills in the job; is knowledgeable of the subject s/he teaches, keeps abreast of current developments in the field and is confident in appropriate delivery of the subject matter
- Is flexible and creative; a good role model with high moral values, professionalism and who can use interpersonal skills to communicate competently and effectively with students, their families and other stakeholders
- Respects and values him/herself, all their students, other people, the man-made and natural environment and their interdependence

## **STRUCTURE OF THE NATIONAL CURRICULUM**

### **Synopsis of the four (4) Education Stages**

The twelve years of universal schooling, as prescribed in the NCAF, is organized on the basis of four education stages which are outlined below:

<b>EDUCATION STAGES</b>	<b>GRADE/FORM</b>	<b>INDICATIVE AGES</b>
<b>Stage 1</b>	<b>K – Grade 2</b>	<b>5 yrs – 7/8 yrs</b>
<b>Stage 2</b>	<b>Grades 3 – 6</b>	<b>8 yrs – 11/12 yrs</b>
<b>Stage 3</b>	<b>Grades 7 - 9/Forms 1 – 3</b>	<b>12yrs – 14/15 yrs</b>
<b>Stage 4</b>	<b>Grades 10 &amp; 11/ Forms 4 &amp; 5</b>	<b>15yrs – 16/17 yrs</b>

### **Education Stages 1 and 2**

**Stages 1&2** represent the primary school sector and are thus the first stages of formal education undertaken by all children in St. Vincent and the Grenadines. It is during these key stages that a child's character, values and attitudes towards life are developed and shaped. Schools should therefore create safe, conducive, learning environments that maintain strong links with the home, the community and nation to motivate teachers to teach, managers to manage and children to learn and achieve.

### **Education Stages 3 and 4**

**Stages 3 & 4** represent the secondary school sector and span the students' period of adolescence. Schools need to provide stable learning environments that are attractive and relevant to students of this age group during, what can be, a stressful period so that students are supported not only to develop the knowledge, skills and understanding to engage purposefully in a rapidly changing world, but also to develop cooperative attitudes and values that will enable them to have respect for themselves, other people and the environment so that they can live and work harmoniously together.

### **Developmental Goals of Graduates of ES 3**

At the end of Education Stage 3; students can:

- Apply knowledge, skills and reasoning to their daily lives.
- Exhibit positive work attitudes.
- Understand and demonstrate a commitment to physical and mental fitness, good healthcare and a productive life style.
- Demonstrate a high level of self-worth.
- Make sound moral and ethical judgments.
- Appreciate and conserve the national environment and cultural heritage.
- Respect and value their rights and responsibilities and those of other people as equal citizens in a democratic society.
- Demonstrate different life-learning skills for different purposes in their daily lives.
- Respect and value their rights and responsibilities and those of other people as equal citizens in a democratic society.
- Demonstrate different life-learning skills for different purposes in their daily lives.
- Promote a Caribbean identity through regional co-operation, harmonization and integration.

### **Expectations of a Learning Outcomes Curriculum**

A Learning Outcomes Curriculum is a structured hierarchy of integrated learning. It ensures that students experience the Attainment Targets and Learning Outcomes for each subject as inter-related, and linked, both within and across subjects at each grade. It seeks to expand and support the students' opportunities to acquire the desired knowledge, skills, values and attitudes across the whole curriculum. The Learning Outcomes for each subject set out progressively more complex, deeper and broader expectations of learning that shall be made clear and explicit to all stakeholders, including the students and parents, before teaching and learning begins.

A Learning Outcomes Curriculum expects students to make sense of new knowledge in the context of their existing knowledge and so develop new understandings as learning takes place. It recognizes that learning at school is only truly beneficial when learners draw on learning from their daily lives both in and outside school to learn and then transfer or apply that new learning back into their daily lives in and outside school. The process of learning is therefore considered as important as the final products and it is designed to encourage students to engage in learning as a life-long activity, as an essential pre-requisite to understand and manage their lives in an ever-changing world.

# The National Curriculum

SUBJECT: LANGUAGE, LITERACY & COMMUNICATION		STRAND 1: LISTENING & SPEAKING		EDUCATION STAGE: 3	
<b>ATTAINMENT TARGET:</b> Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.					
<b>We will know that the learner has achieved this attainment target when she/he can</b>	GRADE 7 /FORM: 1			GRADE 8/FORM: 2	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS		LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
	<b>LO 1: PERSONAL RESPONSE TO LITERARY TEXT AND MEDIA</b>				
	<b>Listen critically, speak fluently and respond appropriately to literary texts and the media.</b>	<ol style="list-style-type: none"> <li>1. Listen attentively and make appropriate oral responses to literature and discussions</li> <li>2. Listen to identify and summarize elements of a story</li> <li>3. Listen to generate and contribute ideas to various topics</li> <li>4. Listen to literary selections and the media and identify rhyming words and figures of speech (alliteration, simile, onomatopoeia etc.)</li> <li>5. Use figures of speech in conversations</li> <li>6. Listen to express likes and dislikes about literary pieces</li> <li>7. Listen to recall/retell information</li> <li>8. Listen to formulate opinions supported by evidence from the texts</li> <li>9. Listen to agree/disagree respectfully with others' opinions</li> <li>10. Interact appropriately in group settings</li> <li>11. Listen to and create poetry with different rhythmic patterns (limericks, quatrains)</li> <li>12. Listen to appreciate the aesthetic value of language</li> <li>13. Compose and share impromptu lyrics orally</li> <li>14. Participate in oral presentations of different types of texts, including literary pieces</li> <li>15. Listen and discuss issues related to literary texts</li> <li>16. Speak using appropriate intonation</li> <li>17. Speak confidently and fluently</li> <li>18. Make oral presentations of original work</li> </ol>	<b>Listen critically, speak fluently and respond appropriately to literary texts and the media.</b>	<ol style="list-style-type: none"> <li>1. Listen attentively and respond appropriately in conversation about literary texts</li> <li>2. Listen to summarize elements of a story</li> <li>3. Listen to generate and contribute ideas to various topics</li> <li>4. Listen to literary selections and the media and identify figures of speech (alliteration, simile, onomatopoeia etc.)</li> <li>5. Use figures of speech in conversations</li> <li>6. Listen to share likes and dislikes about literary pieces</li> <li>7. Listen to recall/retell information</li> <li>8. Listen to formulate opinions supported by evidence from the texts and the media</li> <li>9. Listen to agree/disagree respectfully with others' opinions</li> <li>10. Interact appropriately in group settings and interpret personal experiences</li> <li>11. Listen to and create poetry with different rhythmic patterns (limericks, quatrain, cinquain)</li> <li>12. Listen to appreciate the aesthetic value of language</li> <li>13. Compose and share impromptu lyrics orally</li> <li>14. Participate in oral presentations of different types of texts including literary selections</li> <li>15. Listen and discuss issues related to literary texts</li> <li>16. Speak confidently using appropriate intonation</li> <li>17. Make oral presentations of original work</li> </ol>	

SUBJECT: LANGUAGE, LITERACY & COMMUNICATION		STRAND 1: LISTENING & SPEAKING		EDUCATION STAGE: 3		
<b>ATTAINMENT TARGET:</b> Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.						
GRADE 7/FORM: 1			GRADE 8/FORM: 2			
LEARNING OUTCOMES		ACHIEVEMENT INDICATORS		ACHIEVEMENT INDICATORS		
<b>LO 2: COMMUNICATE TO SEND AND RECEIVE INFORMATION</b>						
We will know that the learner has achieved this attainment target when she/he can	<b>Listen to receive, give and carry out instructions/directions appropriate to their developmental level.</b>	<ol style="list-style-type: none"> <li>1. Give clear directions (including how to get from one place to another)</li> <li>2. Follow step by step directions</li> <li>3. Orally express information in a logical sequence</li> <li>4. Ask and express what is learnt by answering who, what, when, where, why and how questions while making use of Standard English</li> <li>5. Ask questions for clarification purposes</li> <li>6. Communicate instructions, ideas, experiences and preferences using Standard English</li> <li>7. Ask and answer questions at different levels of comprehension (synthesis, analysis etc)</li> <li>8. Convey messages without altering the meaning</li> <li>9. Identify supporting details in text</li> <li>10. Conduct short interviews and present findings</li> <li>11. Communicate meaning using paralinguistic cues</li> <li>12. Use a variety of sentence types</li> <li>13. Use proper subject-verb agreement</li> </ol>		<b>Listen to receive, give and carry out instructions/directions appropriate to their developmental level.</b>	<ol style="list-style-type: none"> <li>1. Give clear directions/instructions</li> <li>2. Follow step by step directions</li> <li>3. Sequence and express information accurately</li> <li>4. Ask and express what is learnt by answering who, what, when, where, why and how questions while making use of Standard English</li> <li>5. Ask questions for clarification purposes</li> <li>6. Communicate instructions, ideas, experiences and preferences using Standard English</li> <li>7. Identify main ideas and supporting details of the text</li> <li>8. Ask and answer questions at different levels of comprehension (synthesis, analysis etc)</li> <li>9. Convey messages without altering the meaning</li> <li>10. Conduct short interviews and present findings</li> <li>11. Present oral reports</li> <li>12. Communicate meaning using paralinguistic cues</li> <li>13. Use a variety of sentence types</li> <li>14. Use proper subject-verb agreement</li> </ol>	

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 1: LISTENING &amp; SPEAKING EDUCATION STAGE: 3</b>				
<b>ATTAINMENT TARGET: Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.</b>				
	<b>GRADE 7/FORM: 1</b>		<b>GRADE 8/FORM: 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>LO3: UNDERSTANDING TEXT</b>			
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Listen to make inferences, draw appropriate conclusions, find and explain main ideas in literary texts and the media.</b>	<ol style="list-style-type: none"> <li>1. Retell story plots and interesting aspects of favourite or familiar topics using Standard English</li> <li>2. Listen to trace progression in different texts</li> <li>3. Listen to make predictions about literary texts and media</li> <li>4. Listen identify the main ideas/themes in fictional and nonfictional texts</li> <li>5. Listen to identify supporting details from texts</li> <li>6. Listen to generate meaning by using context clues</li> <li>7. Listen to explain linkages between context clues and inferred meaning</li> <li>8. Listen to make inferences about literary texts and the media</li> <li>9. Listen to make oral summaries of excerpts from literary texts and the media</li> <li>10. Listen to make conclusions orally about literary texts and the media</li> <li>11. Listen and speak to increase fluency and comprehension</li> <li>12. Develop and apply criteria to determine quality of communication</li> </ol>	<b>Listen to make inferences, draw appropriate conclusions, find and explain main ideas appropriate to their grade level.</b>	<ol style="list-style-type: none"> <li>1. Listen to trace progression in a story etc.</li> <li>2. Listen to make predictions about literary texts and media</li> <li>3. Listen to identify main ideas in different texts</li> <li>4. Identify and explain the theme of a text</li> <li>5. Listen to explain supporting details from texts</li> <li>6. Listen to generate meaning by using context clues</li> <li>7. Listen to explain linkages between context clues and inferred meaning</li> <li>8. Listen to make inferences about literary text and the media</li> <li>9. Listen to make oral summaries of excerpts from literary texts and the media</li> <li>10. Listen to make conclusions orally about literary texts and the media</li> <li>11. Listen and speak to influence fluency and comprehension</li> <li>12. Develop and apply criteria to determine quality of communication</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 1: LISTENING &amp; SPEAKING EDUCATION STAGE: 3</b>					
<b>ATTAINMENT TARGET: Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.</b>					
	<b>GRADE 7/FORM: 1</b>			<b>GRADE 8/FORM: 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>		<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO4: PERSONAL RESPONSE ABOUT SELF</b>			
<b>Listen attentively and respond appropriately in conversation about self.</b>		<ol style="list-style-type: none"> <li>1. State preferences and dislikes and provide explanations for choice</li> <li>2. Share personal experiences and interpretations</li> <li>3. Listen carefully to receive advice</li> <li>4. Describe favourite foods, games etc.</li> <li>5. Describe different types of celebrations, festivities and ceremonies</li> <li>6. Speak about religion, hobbies, values</li> <li>7. Identify social responsibilities and conduct in different settings</li> <li>8. Describe dreams and aspirations</li> <li>9. Discuss personal and physical development</li> <li>10. Speak about issues affecting persons in this age group</li> <li>11. Describe important persons in personal life and the different roles these individuals play</li> <li>12. Describe activities associated with special events in personal/individual life</li> <li>13. Experiment with new/different forms of self- expression (drama, dance, mime etc)</li> </ol>	<b>Listen attentively and respond appropriately in conversation about self.</b>	<ol style="list-style-type: none"> <li>1. State preferences and dislikes and provide reasons for choice</li> <li>2. Share personal experiences and interpretations</li> <li>3. Describe favourite food, games etc.</li> <li>4. Describe different types of celebrations, festivities and ceremonies</li> <li>5. Speak about religion, hobbies, values</li> <li>6. Describe dreams and aspirations</li> <li>7. Identify and interpret social responsibilities and conduct in different settings</li> <li>8. Discuss personal and physical development</li> <li>9. Speak about issues affecting persons in this age group</li> <li>10. Describe important persons in personal life and the different roles these persons play</li> <li>11. Describe activities associated with special events in personal/ individual life</li> <li>12. Experiment with new/different forms of self- expression(drama, dance, mime etc)</li> </ol>	

SUBJECT: LANGUAGE, LITERACY & COMMUNICATION		STRAND 2: READING		EDUCATION STAGE: 3	
<b>ATTAINMENT TARGET:</b> Students can decode and comprehend (i.e. decode, interpret and construct meaning from) a range of fictional and non-fictional texts, both print and visual; for pleasure, learning across the curriculum, social interaction and responding critically to the aesthetic, cultural and social values in the texts.					
	GRADE 7 /FORM: 1			GRADE 8/FORM: 2	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS		LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
	<b>LO 1: WORD RECOGNITION AND DECODING</b>				
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Use decoding and word recognition strategies to read a variety of materials with increasing fluency, increased speed and accuracy in order to interpret increasingly complex sentences.</b>	<ol style="list-style-type: none"> <li>1. Read environmental print</li> <li>2. Read unfamiliar words using decoding strategies (grapho-phonics –looks right, semantic-makes sense, structural-sounds right)</li> <li>3. Apply word recognition and decoding skills in isolation and in context</li> <li>4. Use syllabication, root words, dictionaries, affixes/word structure, prior knowledge, context clues to acquire word meaning</li> <li>5. Use context and other resources e.g. dictionary, to understand word relationships (synonyms, antonyms, homonyms/homophones) and confirm pronunciation.</li> <li>6. Use knowledge of grammar to determine words and word meanings</li> <li>7. Read simple texts using picture clues</li> <li>8. Demonstrate accuracy while reading text</li> <li>9. Read widely, aloud, silently and independently for pleasure</li> <li>10. Read more challenging texts independently</li> <li>11. Read grade level texts confidently and fluently</li> <li>12. Use strategies such as paired reading, repeated reading or guided oral reading to increase fluency i.e. accuracy, speed and expression</li> </ol>		<b>Use decoding and word recognition strategies to read a variety of materials with increasing fluency, increased speed and accuracy to interpret increasingly complex sentences.</b>	<ol style="list-style-type: none"> <li>1. Read environmental print</li> <li>2. Read unfamiliar words using decoding strategies (grapho-phonics –looks right, semantic-makes sense, structural-sounds right)</li> <li>3. Apply word recognition and decoding skills in isolation and in context</li> <li>4. Use syllabication, root words, dictionaries, affixes/word structure, prior knowledge, context clues to acquire word meaning</li> <li>5. Use context and other resources, e.g. dictionary, to understand word relationships (synonyms, antonyms, homonyms/ homophones) and confirm pronunciation.</li> <li>6. Demonstrate accuracy while reading texts</li> <li>7. Read widely, aloud, silently and independently for pleasure</li> <li>8. Use knowledge of grammar to determine words and word meanings</li> <li>9. Read more challenging texts independently</li> <li>10. Read grade level texts confidently and fluently</li> <li>11. Use strategies such as paired reading, repeated reading or guided oral reading to increase fluency i. e. accuracy, speed and expression)</li> <li>12. Determine the author's purpose</li> </ol>



<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION    STRAND 2: READING    EDUCATION STAGE: 3</b>				
<b>ATTAINMENT TARGET: Students can decode and comprehend (i.e. decode, interpret and construct meaning from) a range of fictional and non-fictional texts, both print and visual; for pleasure, learning across the curriculum, social interaction and responding critically to the aesthetic, cultural and social values in the texts.</b>				
	<b>GRADE 7 /FORM: 1</b>		<b>GRADE 8/FORM: 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO 2: EXPRESS THEIR RESPONSE TO TEXT</b>		
<b>Understand themes in texts and develop them according to their grade level.</b>		<ol style="list-style-type: none"> <li>1. Use the language of literature to express responses to texts</li> <li>2. Use reading logs to create responses to texts</li> <li>3. Identify author's purpose</li> <li>4. Identify themes and literary devices in texts</li> <li>5. Show increasing ability to compare and contrast story elements (plot, setting, characters etc)</li> <li>6. Use appropriate strategies to make systematic comparisons</li> <li>7. Draw simple conclusions about texts</li> <li>8. Infer traits and motives of characters in literary selections</li> <li>9. Identify and describe character, setting, problem/ solution, and plot; identify any significant changes in character over time</li> <li>10. Express personal responses to the actions of one or more characters and speculate about personal likely behaviour in similar situations</li> <li>11. Identify the main events of the plot and discuss the ways in which the actions of the characters determine story outcomes</li> <li>12. Make connections and generate responses by comparing and synthesizing prior knowledge and experiences to texts (text to self, text to text, and text to world)</li> <li>13. Use comprehension strategies and graphic organizers to aid/monitor understanding during reading</li> </ol>	<b>Understand themes in texts and develop them according to their grade level.</b>	<ol style="list-style-type: none"> <li>1. Orally respond to texts using the language of literature</li> <li>2. Use reading logs to create responses to texts</li> <li>3. Identify and expand on the author's purpose</li> <li>4. Identify and explain themes and literary devices in texts</li> <li>5. Show increasing ability to compare and contrast stories (plot, setting, characters etc)</li> <li>6. Draw simple conclusions about texts</li> <li>7. Use knowledge and experience to formulate questions about texts read</li> <li>8. Infer traits and motives of characters in literary selections</li> <li>9. Identify and describe character, setting, problem/ solution, and plot; identify any significant changes in character over time</li> <li>10. Express a personal response about the actions of one or more characters and speculate about personal likely behaviour in similar situations</li> <li>11. Identify the main events of the plot and discuss how characters' actions determine story outcomes</li> <li>12. Use the language and imagery created by writers to acquire meaning</li> <li>13. Show understanding of word relationships ( synonyms, antonyms, homonyms/ homophones, affixes, transition words, figures of speech)</li> <li>14. Use comprehension strategies and graphic organizers to aid/monitor understanding</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 2: READING EDUCATION STAGE: 3</b>				
<b>ATTAINMENT TARGET: Students can decode and comprehend (i.e. decode, interpret and construct meaning from) a range of fictional and non-fictional texts, both print and visual; for pleasure, learning across the curriculum, social interaction and responding critically to the aesthetic, cultural and social values in the texts.</b>				
	<b>GRADE 7 /FORM: 1</b>		<b>GRADE 8/FORM: 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO 3: UNDERSTANDING TEXT</b>		
<b>Read and analyze texts (including patterns of organization) and determine their effectiveness based on the evidence given.</b>		<ol style="list-style-type: none"> <li>1. Read with fluency and accuracy to convey message to the listener</li> <li>2. Identify and use words that appeal to the senses</li> <li>3. Identify the features of different types of texts (e.g. books, magazines, poems plays, newspapers, text messages, emails)</li> <li>4. Locate and use text features (e.g. transition words, subheadings, bold/italicized print, parts of the book, cause/effect, compare/contrast etc) to aid comprehension</li> <li>5. Make connections between specific typeface and purpose in text</li> <li>6. Distinguish genres (poetry, drama, fiction, non-fiction)</li> <li>7. Show how themes influence literal and hidden meaning in texts</li> <li>8. Ask questions of texts to aid comprehension</li> <li>9. Discuss issues and topics that emerge while reading texts</li> <li>10. Read and explain simple factual pictorial communication such as posters, cartoons, maps and charts, conventional signs and symbols</li> <li>11. Develop views and opinions on texts and support arguments by textual references</li> <li>12. Use information presented in texts to create simple points-of-view</li> <li>13. Predict, summarize and make inferences</li> </ol>	<b>Read and analyze texts (including patterns of organization) and determine their effectiveness based on the evidence given.</b>	<ol style="list-style-type: none"> <li>1. Read with fluency and accuracy</li> <li>2. Identify and use words that appeal to the senses or that involve direct or indirect comparisons</li> <li>3. Identify the features of different types of texts (e.g. books, magazines, emails, poems, plays, newspapers)</li> <li>4. Locate and use text features (e.g. transition words, subheadings, bold/italicized print, parts of the book, cause/effect, compare/contrast etc) to aid comprehension</li> <li>5. Distinguish genres (poetry, drama, fiction, non-fiction)</li> <li>6. Show how themes influence literal and hidden meaning in texts</li> <li>7. Ask questions of texts to aid comprehension</li> <li>8. Discuss issues and topics that emerge while reading texts</li> <li>9. Read and explain simple factual pictorial communication such as posters, cartoons, maps and charts, conventional signs and symbols</li> <li>10. Develop views and opinions on texts and support arguments by textual references</li> <li>11. Review shades and multiple word meanings and how they influence understanding</li> <li>12. Use similes, transition words, figurative language to aid understanding</li> <li>13. Specify author's point of view and style(e.g., limited, 1<sup>st</sup> person, 3<sup>rd</sup> person limited, and omniscient)</li> </ol>

**SUBJECT: LANGUAGE, LITERACY & COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3**  
**ATTAINMENT TARGET: Communicate effectively using Standard English and the conventions of language for various purposes and different audiences.**

	GRADE: 7/FORM 1		GRADE: 8/FORM 2	
	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS	LEARNING OUTCOMES	ACHIEVEMENT INDICATORS
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO 1: PRODUCING TEXT FOR DIFFERENT PURPOSES AND AUDIENCES</b>			
	<b>Demonstrate an awareness of language structures and features in context when producing narratives, descriptions and recounting background experiences.</b>	<ol style="list-style-type: none"> <li>1. Generate writing ideas through discussion with others and from printed material</li> <li>2. Develop a clear main idea for writing</li> <li>3. Use thesis statements, topic sentences and transitional words and phrases effectively</li> <li>4. Develop a purpose and audience for writing</li> <li>5. Group related ideas into paragraphs and maintain a consistent form</li> <li>6. Use organizational strategies (e.g. brain storming, lists, webs and Venn diagrams) to plan writing</li> <li>7. Organize writing effectively i.e. a simple introduction, body and clear sense of closure</li> <li>8. Use the writing process</li> <li>9. Write legibly, spacing letters, words and sentences appropriately</li> <li>10. Use punctuation marks appropriately</li> <li>11. Follow common spelling generalizations (e.g. consonant doubling)</li> <li>12. Use verb forms appropriately</li> <li>13. Use parts of speech appropriately in writing</li> <li>14. Use language for writing that is different from oral language</li> <li>15. Write formal and informal letters</li> <li>16. Use more compound and complex structures</li> <li>17. Use available technology to compose text</li> <li>18. Write using different genres: fiction and non -fiction-poetry, narratives( folktales, fables, realistic fiction) and expository (process, informational) and maintain a clear focus and point of view</li> </ol>	<b>Demonstrate an awareness of language structures and features in context when producing narratives , descriptions and recounting background experiences.</b>	<ol style="list-style-type: none"> <li>1. Generate writing ideas through discussion with others and from printed material</li> <li>2. Develop a clear main idea for writing</li> <li>3. Use thesis statements, topic sentences and transitional words and phrases effectively</li> <li>4. Develop a purpose and audience for writing</li> <li>5. Use organizational strategies (e.g. brain storming, lists, webs and Venn diagrams) to plan writing</li> <li>6. Organize writing effectively i.e. a simple introduction, body and clear sense of closure</li> <li>7. Use the writing process</li> <li>8. Write legibly, spacing letters, words and sentences appropriately</li> <li>9. Use punctuation marks appropriately</li> <li>10. Follow common spelling generalizations</li> <li>11. Use verb forms appropriately</li> <li>12. Use other parts of speech appropriately</li> <li>13. Use language for writing that is different from oral language</li> <li>14. Write letters: formal, informal, thank you, complaint</li> <li>15. Use more compound and complex structures</li> <li>16. Use available technology to compose text</li> <li>17. Write using different genres: fiction and non – fiction-poetry, narratives( folktales, fantasy, fables, realistic fiction) and expository (process, informational) and maintain a clear focus and point of view</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3</b>				
<b>ATTAINMENT TARGET: Communicate effectively using Standard English and the conventions of language for various purposes and different audiences.</b>				
	<b>GRADE: 7/FORM 1</b>		<b>GRADE: 8/FORM 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>LO 2: PRODUCING TEXT FOR FUN</b>			
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Producing text for self and others for enjoyment.</b>	<ol style="list-style-type: none"> <li>1. Make postcards, posters, blurbs, comics, news headlines, letters and different types of texts for different audiences, bumper stickers</li> <li>2. Keep a journal/diary</li> <li>3. Write different types of poems (limericks, acrostic poems) and thank you notes</li> <li>4. Write picture- word stories (story boards)</li> <li>5. Compose simple jingles and songs</li> <li>6. Prepare scripts for readers' theatre</li> <li>7. Write simple creative stories: fantasies, fables</li> <li>8. Produce simple dialogues to formulate skits</li> <li>9. Rewrite stories producing alternative endings</li> <li>10. Rewrite story changing the character traits of a specific character</li> <li>11. Write riddles</li> <li>12. Design book markers</li> <li>13. Publish articles for the newspaper</li> <li>14. Design scripts for cartoons</li> <li>15. Write autobiographies</li> <li>16. Create expository texts: processes and information</li> <li>17. Create descriptive pieces</li> <li>18. Use the writing process</li> <li>19. Self and peer edit drafts</li> </ol>	<b>Producing text for self and others for enjoyment.</b>	<ol style="list-style-type: none"> <li>1. Make postcards, posters, blurbs, advertisements and different types of texts for different audiences</li> <li>2. Keep a journal/diary</li> <li>3. Write different types of poems (cinquain, quatrain etc) and thank you notes</li> <li>4. Compose simple jingles</li> <li>5. Prepare scripts for readers' theatre.</li> <li>6. Write simple creative stories (folktales, fables, fantasy, realistic fiction)</li> <li>7. Produce simple dialogues to formulate skits</li> <li>8. Rewrite story producing alternative ending</li> <li>9. Rewrite stories changing the character traits of a specific character</li> <li>10. Write riddles</li> <li>11. Design book markers</li> <li>12. Write book reviews</li> <li>13. Prepare newspaper stories</li> <li>14. Design cartoons and appropriate dialogue</li> <li>15. Complete portfolios with multi-genre responses to texts</li> <li>16. Write autobiographies and fictionalized biographies</li> <li>17. Create expository texts: explanations and observation reports</li> <li>18. Use the writing process</li> <li>19. Self and peer edit drafts</li> <li>20. Create descriptive pieces</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3</b>				
<b>ATTAINMENT TARGET: Communicate effectively using Standard English and the conventions of language for various purposes and different audiences.</b>				
	<b>GRADE: 7/FORM 1</b>		<b>GRADE: 8/FORM 2</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO 3: Writing Across the Curriculum</b>		
<b>Create text using the basic conventions of language to communicate effectively in all subject areas using reference materials and multi media where appropriate.</b>		<ol style="list-style-type: none"> <li>1. Use varied sentence structures</li> <li>2. Organize written text coherently and logically across the different subject areas</li> <li>3. Use graphic organizers before writing in the relevant subject areas</li> <li>4. Write simple reports</li> <li>5. Use the process approach to writing</li> <li>6. Identify a topic and questions for research and develop a plan for gathering information</li> <li>7. Locate sources and collect relevant information from multiple sources (e.g. school library, catalogs, internet based resources and electronic resources, interviews)</li> <li>8. Identify important information found in the sources and summarize the important findings</li> <li>9. Create categories to sort and organize relevant information (charts, tables or graphic organizers)</li> <li>10. Compare and contrast important findings and select sources to support central ideas, concepts and themes</li> <li>11. Use an appropriate form of documentation with teacher assistance to acknowledge sources (e.g. references)</li> </ol>	<b>Create text using the basic conventions of language to communicate effectively in all subject areas using reference materials and multi media where appropriate.</b>	<ol style="list-style-type: none"> <li>1. Use increasingly complex and varied sentence structures</li> <li>2. Organize written text coherently and logically across the different subject areas</li> <li>3. Use graphic organizers before writing in the relevant subject areas</li> <li>4. Write simple reports</li> <li>5. Use the process approach to writing</li> <li>6. Identify a topic and questions for research and develop a plan for gathering information</li> <li>7. Locate sources and collect relevant information from multiple sources (e.g. school library, catalogs, internet based resources and electronic resources)</li> <li>8. Identify important information found in the sources and summarize the important findings</li> <li>9. Create categories to sort and organize relevant information (charts, tables or graphic organizers)</li> <li>10. Compare and contrast important findings and select sources to support central ideas, concepts and themes</li> <li>11. Use an appropriate form of documentation with teacher assistance to acknowledge sources (e.g. references)</li> <li>12. Use correct grammar</li> </ol> <p><i>Continue work done in previous grade upgrading to grade level.</i></p>

# GRADE 9

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 1: LISTENING &amp; SPEAKING</b>		
<b>EDUCATION STAGE: 3</b>		
<b><u>ATTAINMENT TARGET:</u> Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.</b>		
<b>GRADE 9/FORM: 3</b>		
<b>LEARNING OUTCOMES</b>		<b>ACHIEVEMENT INDICATORS</b>
<b>LO1: PERSONAL RESPONSE TO LITERARY TEXT AND MEDIA</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Listen critically, speak fluently and respond appropriately to literary texts and the media.</b>	<ol style="list-style-type: none"> <li>1. Listen attentively and respond appropriately in conversation about literary texts and the media</li> <li>2. Listen to summarize content of texts</li> <li>3. Identify the elements of a story</li> <li>4. Listen to generate and contribute ideas to various topics</li> <li>5. Listen to literary selections and the media and identify figures of speech (alliteration, onomatopoeia etc.)</li> <li>6. Use figures of speech in conversations</li> <li>7. Listen to comment on the effectiveness of figurative devices</li> <li>8. Listen to express likes and dislikes about literary pieces</li> <li>9. Listen to recall/retell information</li> <li>10. Listen to formulate opinions supported by evidence from the texts and the media</li> <li>11. Listen to agree/disagree respectfully with others' opinions</li> <li>12. Listen to and create different types of poems (cinquain, haiki, quatrain etc)</li> <li>13. Compose and share impromptu lyrics orally</li> <li>14. Participate in oral presentations of literary selections</li> <li>15. Listen and orally discuss writers' techniques used in literary texts</li> <li>16. Listen to suggest how word choice, intonation, supporting details and such like affect purpose, audience and effectiveness</li> <li>17. Comment on similar ideas presented in different texts</li> <li>18. Orally use language effectively to represent characters (from texts and media) in dramatic presentations</li> <li>19. Orally use language in formal and informal settings for different audiences</li> <li>20. Speak using appropriate intonation</li> <li>21. Speak using transitional words and phrases correctly</li> <li>22. Speak using the conventions of oral discourse</li> <li>23. Speak to express ideas logically and effectively</li> <li>24. Speak confidently and fluently</li> <li>25. Make oral presentations of original work</li> <li>26. Develop and apply criteria to determine quality of communication</li> <li>27. Discuss the characteristics of literary genres (fiction, non-fiction, drama, poetry)</li> </ol>

**SUBJECT: LANGUAGE, LITERACY & COMMUNICATION STRAND 1: LISTENING & SPEAKING****EDUCATION STAGE: 3**

**ATTAINMENT TARGET:** Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.

**GRADE 9/FORM: 3****LEARNING OUTCOMES****ACHIEVEMENT INDICATORS****LO2: COMMUNICATE TO SEND AND RECEIVE INFORMATION**

**We will know that the learner has achieved this attainment target when she/he can**

**Listen to discuss aspects of literary selections and other media.**

1. Give clear directions
2. Follow step by step directions
3. Sequence ideas, concepts and information accurately
4. Orally express information in a logical sequence
5. Express ideas clearly and fluently
6. Ask questions for clarification purposes
7. Communicate ideas experiences, preferences and familiar topics using Standard English
8. Ask and answer questions at different levels of comprehension (e.g. synthesis, analysis etc)
9. Convey message without altering the meaning
10. Identify supporting details
11. Conduct short interviews and present findings
12. Communicate meanings using paralinguistic cues
13. Listen to analyze characters, setting, plot
14. Use a variety of sentence types
15. Use appropriate subject –verb agreement



<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 1: LISTENING &amp; SPEAKING</b>		<b>EDUCATION STAGE: 3</b>
<b>ATTAINMENT TARGET: Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>GRADE 9/FORM: 3</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>LO3: UNDERSTANDING TEXT</b>	
	<b>Listen to make inferences, draw appropriate conclusions, find and explain main ideas appropriate to their grade level.</b>	<ol style="list-style-type: none"> <li>1. Summarize texts, retell stories and discuss topics using Standard English</li> <li>2. Listen to make predictions about literary texts and media using appropriate strategies</li> <li>3. Listen to texts and identify the main ideas and supporting details</li> <li>4. Listen to make inferences</li> <li>5. Listen to generate meaning based on context clues</li> <li>6. Listen to make conclusions orally about literary texts and the media</li> <li>7. Identify and explain the theme of a text</li> <li>8. Listen to make judgments based on articulate interpretations, inferences and conclusions</li> <li>9. Respond to public documents such as editorials and establish a position</li> <li>10. Analyze and evaluate informational materials</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 1: LISTENING &amp; SPEAKING</b>		
<b>EDUCATION STAGE: 3</b>		
<b>ATTAINMENT TARGET: Students can listen attentively and critically to a variety of texts from different media; speak competently and effectively use Standard English to demonstrate the mastery of advanced language skills for different purposes and audiences.</b>		
<b>GRADE 9/FORM: 3</b>		
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>LO4: PERSONAL RESPONSE ABOUT SELF</b>	
	<b>Listen attentively and respond appropriately in conversation about self.</b>	<ol style="list-style-type: none"> <li>1. Explain reasons for preferences and dislikes</li> <li>2. Describe personal/individual role in Nation building</li> <li>3. Share personal experiences, values and beliefs</li> <li>4. Describe places, persons, events and things of interest including different types of celebrations, festivities and ceremonies</li> <li>5. Discuss activities associated with special events in personal/individual life</li> <li>6. Speak about religion and ethnicity</li> <li>7. Discuss controversial issues while respecting the opinions of</li> <li>8. Ask questions to clarify and obtain specific information</li> <li>9. Discuss goals, dreams and aspirations</li> <li>10. Express opinions on issues of a personal nature such as health, education, relationships (friendships, parents, peers etc)</li> <li>11. Talk about important persons who have influenced his/her life</li> <li>12. Experiment with different forms of self-expression (mime, drama)</li> </ol>

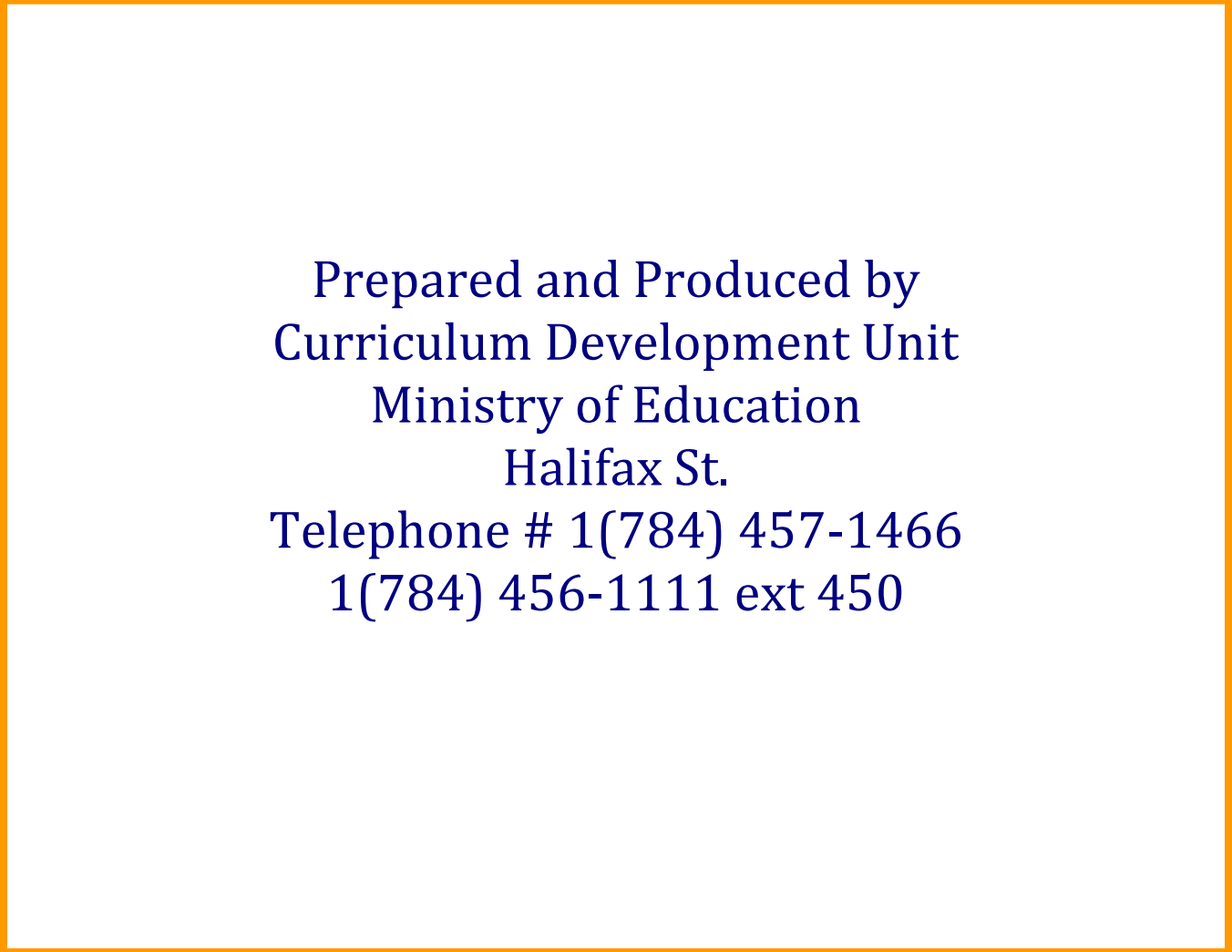
<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION</b>		<b>STRAND 2: READING</b>	<b>EDUCATION STAGE: 3</b>
<b>ATTAINMENT TARGET:</b> Students can decode and comprehend (i.e. decode, interpret and construct meaning from) a range of fictional and non-fictional texts, both print and visual; for pleasure, learning across the curriculum, social interaction and responding critically to the aesthetic, cultural and social values in the texts.			
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>GRADE 9/FORM: 3</b>		
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	
	<b>LO 1: WORD RECOGNITION AND DECODING</b>		
	<b>Use decoding and word recognition strategies to read a variety of increasingly complex materials with increasing fluency and speed, appropriate to their grade level.</b>	<ol style="list-style-type: none"> <li>1. Use dictionary to clarify pronunciation</li> <li>2. Demonstrate accuracy while reading text</li> <li>3. Participate in read aloud activities</li> <li>4. Engage in silent reading</li> <li>5. Participate in activities that develop fluency (choral reading, readers theatre etc)</li> <li>6. Read texts from different genres fluently</li> </ol>	
	<b>LO2: EXPRESS THEIR RESPONSE TO TEXT</b>		
<b>Understand themes in texts and develop them.</b>	<ol style="list-style-type: none"> <li>1. Orally respond to texts</li> <li>2. Distinguish between fact and fantasy</li> <li>3. Elaborate on responses to text</li> <li>4. Express ideas clearly</li> <li>5. Interpret information from different types of texts</li> <li>6. Use graphic organizers to synthesize information</li> <li>7. Use pre, during and after reading strategies to aid comprehension</li> <li>8. Use supporting details to draw conclusions from texts</li> <li>9. Use reading logs and response journals to respond to texts</li> <li>10. Summarize texts accurately</li> <li>11. Identify and comment on the theme/main idea(s) in text</li> <li>12. Create questions to obtain information and clarify concepts and ideas while reading</li> <li>13. Identify the main events of plots and discuss ways in which the actions of characters determine story outcomes</li> <li>14. Express a personal response about the actions of one or more characters and speculate about personal response/ likely behaviour in similar situations</li> <li>15. Identify and explain literary devices in texts</li> <li>16. Use prior knowledge and experience to formulate questions and feedback about texts</li> <li>17. Infer the traits and the motives of characters in literary selections</li> <li>18. Respond to different ideas presented in texts</li> <li>19. Use appropriate vocabulary to respond to texts</li> <li>20. Review shades of meaning (e.g.: brisk, cold, frigid, glacial) and multiple meanings and how they influence meaning</li> <li>21. Respond to informational material that has been read, heard and/or viewed</li> </ol>		

SUBJECT: LANGUAGE, LITERACY & COMMUNICATION    STRAND 2: READING    EDUCATION STAGE: 3		
<b>ATTAINMENT TARGET:</b> Students can decode and comprehend (i.e. decode, interpret and construct meaning from) a range of fictional and non-fictional texts, both print and visual; for pleasure, learning across the curriculum, social interaction and responding critically to the aesthetic, cultural and social values in the texts.		
<b>GRADE 9/FORM: 3</b>		
<b>LEARNING OUTCOMES</b>		<b>ACHIEVEMENT INDICATORS</b>
<b>LO 3: UNDERSTANDING TEXT</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Read and analyze texts (including patterns of organization) and determine their effectiveness based on the evidence given.</b>	<ol style="list-style-type: none"> <li>1. Read with fluency and accuracy to convey message to the listener</li> <li>2. Identify and use vocabulary that appeals to the senses</li> <li>3. Identify and use vocabulary that involves direct or indirect comparisons</li> <li>4. Distinguish between fact and opinion</li> <li>5. Distinguish forms of literature (poetry, drama, fiction, non-fiction)</li> <li>6. Use strategies to monitor understanding of texts read</li> <li>7. Identify ways in which themes influence literal and hidden meaning in texts</li> <li>8. Ask questions of texts and self to monitor or facilitate comprehension</li> <li>9. Discuss issues and topics that emerge while reading texts</li> <li>10. Identify and discuss features of different texts (e.g. books, magazines, poems, plays, newspapers, articles)</li> <li>11. Use text features and structure clues (headings, graphics, cause/effect, compare/contrast etc) to determine meaning both stated and implied</li> <li>12. Explain meaning and purpose of all parts of text (e.g., table of contents, glossary, and index).</li> <li>13. Read and explain increasingly complex factual/pictorial communication such as posters, cartoons, maps and charts, conventional signs and symbols</li> <li>14. Use appropriate strategies to make systematic comparisons between different texts (e.g. novels i.e. plot, setting, characters, themes, arguments etc)</li> <li>15. Identify and comment on author's purpose</li> <li>16. Comment on the effectiveness of literary devices used in texts</li> <li>17. Summarize texts</li> <li>18. Determine meaning of words using context clues</li> <li>19. Use dictionary to clarify word meaning and pronunciation</li> <li>20. Compare and contrast themes and techniques in texts</li> <li>21. Interpret and analyze information from different types of texts</li> <li>22. Use graphic organizers to synthesize and analyze information</li> <li>23. Use supporting details to draw conclusions</li> <li>24. Discuss literary texts read to develop views and opinions and support them by textual references</li> <li>25. Express aesthetic appreciation of texts</li> <li>26. Recognize and comment on the author's use of precise diction and/or technical vocabulary, including content specific vocabulary</li> <li>27. Discuss shades of meaning (e.g.: brisk, cold, frigid, glacial), multiple meanings, similes in varied contexts, transition words, figurative language, and how they influence meaning</li> <li>28. Use more complex analogies, and idioms</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3</b>		
<b>ATTAINMENT TARGET: Communicate effectively using Standard English and the conventions of language for various purposes and different audiences.</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>GRADE 9/FORM: 3</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>LO 1: PRODUCING TEXT FOR DIFFERENT PURPOSE AND AUDIENCE</b>	
	<b>Demonstrate an awareness of language structures and features in context when producing narratives, descriptions and recounting background experiences.</b>	<ol style="list-style-type: none"> <li>1. Generate writing ideas through discussion with others and from printed material</li> <li>2. Develop a clear main idea for writing</li> <li>3. Write ideas clearly</li> <li>4. Develop a purpose and audience for writing</li> <li>5. Use organizational strategies (e.g. brain storming, lists, webs and Venn diagrams) to plan writing</li> <li>6. Organize writing providing an introduction, body and clear sense of closure</li> <li>7. Use more compound and complex sentence structures</li> <li>8. Use punctuation marks appropriately</li> <li>9. Follow common spelling rules and spell words accurately</li> <li>10. Use verb forms and all other parts of speech appropriately</li> <li>11. Use suitable vocabulary based on content and context</li> <li>12. Use language for writing that is different from oral language</li> <li>13. Use thesis statements, topic sentences and connectives/transitional words and phrases effectively</li> <li>14. Group related ideas into paragraphs</li> <li>15. Maintain a consistent form across paragraphs</li> <li>16. Use available technology to compose text</li> <li>17. Write for different audiences and purposes</li> <li>18. Write narratives, expository and argumentative selections that maintain a clear focus and point of view</li> <li>19. Use correct grammar/subject-verb agreement</li> <li>20. Create texts using the writing process</li> <li>21. Use figures of speech effectively</li> <li>22. Engage in creative writing in different genres (e.g. Write instructions, stories, dialogues, speeches, arguments, biographies, autobiographies, memoirs, historical fiction, science-fiction, brochures, poems, cartoons, recipes, expository pieces, journals, simple reports, formal letters, applications, advertisements etc)</li> <li>23. Sequence ideas, concepts and information logically and accurately</li> <li>24. Use writing conventions appropriately</li> <li>25. Convey different moods and tones in writing</li> <li>26. Create a research product(i.e. written and oral presentation based on researching, organizing, using notes, using graphics and citing sources)</li> <li>27. Use the writing process</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3</b>		
<b>ATTAINMENT TARGET: Communicate effectively using Standard English and the conventions of language for various purposes and different audiences.</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>GRADE 9/FORM: 3</b>	
	<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>
	<b>LO 2: PRODUCING TEXT FOR FUN</b>	
	<b>Producing text for self and others for enjoyment.</b>	<ol style="list-style-type: none"> <li>1. Keep a journal/diary</li> <li>2. Create different types of texts (historical fiction, science-fiction, poems, cartoons, songs, plays, jingles, fictionalized biographies, autobiographies, memoirs) with or without writing prompts</li> <li>3. Construct different types of poems (limericks , haiku, cinquain, sonnets, rhymes etc)</li> <li>4. Prepare scripts for readers theatre</li> <li>5. Produce simple dialogues to formulate skits</li> <li>6. Produce blurbs for different types of books</li> <li>7. Rewrite stories changing the character traits of a specific character</li> <li>8. Create web pages</li> <li>9. Create blogs</li> <li>10. Publish articles for the newspapers and magazines</li> <li>11. Use appropriate language conventions for each type of text</li> </ol>

<b>SUBJECT: LANGUAGE, LITERACY &amp; COMMUNICATION STRAND 3: WRITING EDUCATION STAGE: 3</b>		
<b><u>ATTAINMENT TARGET:</u> Communicate effectively using Standard English and one foreign language using the conventions of language for various purposes and different audiences.</b>		
<b>GRADE 9/FORM: 3</b>		
<b>LEARNING OUTCOMES</b>	<b>ACHIEVEMENT INDICATORS</b>	
<b>LO 3: WRITING ACROSS THE CURRICULUM</b>		
<b>We will know that the learner has achieved this attainment target when she/he can</b>	<b>Create texts using the basic conventions of language to communicate effectively in all subject areas.</b>	<ol style="list-style-type: none"> <li>1. Use increasingly complex sentence structures and content specific vocabulary</li> <li>2. Organize written text coherently and logically across the different subject areas</li> <li>3. Use graphic organizers to arrange ideas before and during writing in the relevant subject areas</li> <li>4. Write detailed reports</li> <li>5. Use the process approach to writing</li> <li>6. Identify a topic and questions for research and develop a plan for gathering information</li> <li>7. Locate sources and collect relevant information from multiple sources (e.g. school library, catalogs, internet based resources and electronic resources)</li> <li>8. Use available technology to research and prepare documents</li> <li>9. Identify important information found in the sources and summarize relevant findings</li> <li>10. Create categories to sort and organize relevant information (charts, tables or graphic organizers)</li> <li>11. Compare and contrast important findings and select sources to support central ideas, concepts and themes</li> <li>12. Use an appropriate form of documentation with teacher assistance to acknowledge sources (e.g. references)</li> <li>13. Use information from different subject areas to create different texts</li> <li>14. Use appropriate language conventions relevant to the genre being used</li> <li>15. Recognize and comment on the author's use of precise diction and/or technical_vocabulary, including content specific vocabulary</li> </ol> <p><i>Continue work done in previous grades upgrading to grade level.</i></p>



Prepared and Produced by  
Curriculum Development Unit  
Ministry of Education  
Halifax St.  
Telephone # 1(784) 457-1466  
1(784) 456-1111 ext 450