

to

Recommendations for Teaching of Reading Comprehension and Writing to remediate learning loss

SECONDARY

CURRICULUM PLANNING AND DEVELOPMENT DIVISION 2021

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RECOMMENDATIONS FOR ENGLISH LANGUAGE ARTS BASED ON SECONDARY SCHOOLS RESULTS OF NATIONAL ASSESSMENTS - SEPTEMBER TO OCTOBER 2021

INTRODUCTION

The recommended strategies for the teaching of Reading Comprehension and English Language Arts (ELA) Writing document in secondary schools has been produced to provide support for teachers and parents to build concepts and skills in students, to mitigate learning loss due to the COVID 19 Pandemic.

Secondary school assessments were conducted with students of Forms One to Three. The following is a brief description of the assessments.

Forms One to Three: The assessments included the compulsory Reading Comprehension and ELA Writing and the optional Fry's Oral Reading Test. Based on students' performance on the Fry's Oral Reading Test, teachers were encouraged to conduct additional assessments to determine students' areas of weakness. The additional tests were the Informal Phonics Inventory and Sight Word Recognition Test.

The recommendations provided in this document are presented according to class (Forms 1 to Forms 3). Students have been placed in performance levels based on the analysis of scores in the Reading Comprehension and ELA Writing assessments. The table below describes each performance criteria level.

| Performance Criteria | Weighted Score (%) |
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| Level I (Makes an Attempt - very little or no understanding of the respective content and skills) | 0-25 |
| Level II (Emerging- minimum to average understanding of the respective content and skills. | 26-50 |
| Level III (Satisfactory - an average understanding of the respective content and skills) | 51-75 |
| Level IV (Competent - above average understanding of content in the respective strands) | 76-100 |

The recommendations are structured to inform the review and teaching of content to develop students' understanding of concepts and skills in Reading Comprehension and ELA Writing. Teachers are encouraged to use the recommendations to support students who score within different levels. For example, if a student scores within Level 1, use the Level 1 recommendations for remediation. Recommendations for students scoring within Level 4 can be used to sustain and further develop their skills.

Strategies for parents are grouped according to class levels in the document. Teachers are kindly asked to share and discuss with parents and guardians, the strategies they can use at home to complement and reinforce their children's development of concepts and skills at home.

RECOMMENDATIONS FOR SECONDARY SCHOOLS

FORM ONE - RECOMMENDATIONS FOR SCHOOLS

| COMPREHENSION (Answering literal, inferential and evaluation type questions) | | WRITING (Writing in a coherent unit using content, organisation, language use, grammar and mechanics as criteria) | |
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| LEVELS | RECOMMENDATIONS | LEVELS | RECOMMENDATIONS |
| I (Makes an Attempt) 0-25% | Teachers: <ul style="list-style-type: none"> Share visuals. Have students discuss what it was about and answer questions on the visual piece. Read a passage aloud and have them share what the passage was about. Help students identify the main idea and supporting details in a Read Aloud. Show video clips and have students answer questions using the 5 Ws and 1H | I (Makes an Attempt) 0-25% | Teachers: <ul style="list-style-type: none"> Start with basic words, sentences, then paragraphs before actual essays. Spend time brainstorming orally to get them started. Share lists with alternative adjectives and transition words. These can be made into bookmarks - Use sentence starters to help those who are really struggling. Use graphic organisers such as 'Hamburger Paragraph' to help students understand and create topic sentence and supporting details |

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| | <ul style="list-style-type: none"> • (Who? What? When? Where? Why? How?). Include literal and inferential questions • Use graphic organisers to help students record information about a story such as characters, setting, plot. The information will be used to answer questions based on the comprehension piece • Share vocabulary students will need to know before giving the print comprehension piece <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Watch age-appropriate movies/ television shows with your child. Ask them what it was about, which character they liked/disliked and why. Have them explain what happened in the show • Read with your child. Ask them questions using the 5Ws and 1H (Who? What? When? Where? Why? How?) • Use online comprehension activities | | <ul style="list-style-type: none"> • Help students create a five (5) sentence story. A simple format for this story which is made up of five sentences with sentence starter prompts. Example: 1. Start with a feeling 'It was the happiest day of my life. 2. 'On Tuesday morning ...' 3. 'When...' 4. 'Then...' 5. 'It was ...' • Read stories/watch video clips and discuss the plot/setting/characters <p>Advice parents to do the following:</p> <ul style="list-style-type: none"> • Read to and with your child. Expose them to a variety of material. This will help expand their vocabulary • Write with your child and give them writing activities e.g., 'to do lists. • Display their writing |
| II (Emerging) 26-50% | <p>Teachers:</p> <ul style="list-style-type: none"> • Show video clips and have students answer questions using the 5 Ws and 1H (Who? What? When? Where? Why? How?). Include literal and inferential type questions • Have students create their own questions about the passage which was read • Use graphic organisers to help students record information about a story such as characters, setting, plot. The information | II (Emerging) 26-50% | <p>Teachers:</p> <ul style="list-style-type: none"> • Use the Language Experience Approach (LEA) to engage students in the pre-writing process. This strategy uses the student's personal experience to help them brainstorm and eventually write. The following steps can be used: 1. Begin with discussion about an experience of an activity related to the writing topic. 2. Start |

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| | <p>will be used to answer questions based on the comprehension piece</p> <ul style="list-style-type: none"> Teach students context clues to help them figure out meanings of words and phrases - Help students identify the main idea and supporting details in a Read Aloud. After reading the passage ask students what it was about and what information gave them that answer <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> Watch age-appropriate movies/ television shows with your child. Discuss with them what it was about, which character they liked/disliked and why. Have them explain what happened in the show Read with your child. Ask them questions using the 5Ws and 1H (Who? What? When? Where? Why? How?) Encourage them to use their dictionary when they meet a word they do not know | | <p>writing thoughts/ideas. 3. Read and revise. 4. Write final piece</p> <ul style="list-style-type: none"> Use cloze sentences and cloze paragraphs. Have students expand sentences by filling in the blank spaces with adjectives, adverbs etc. Share short video clips for discussion on story elements. Review grammar and mechanics regularly <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> Read to and with your child. Expose them to a variety of material, this will help expand their vocabulary Write with your child and give them opportunities to write e.g., invitation to a party Display their writing |
| <p>III (Satisfactory) 51-75%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> Share a variety of texts and have students determine the main idea and supporting details. This can also be a main idea supporting details match game activity Help students connect to text by linking it to personal experience and world context Review literary devices and discuss their use in text, song lyrics etc - Expose students to Evaluation/Appreciation type questions. Have them create their own questions after reading/listening to a story. Movie clips can be used as well | <p>III (Satisfactory) 51-75%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> Teach author's purpose. Use a variety of writing to demonstrate and discuss author's purpose. Review literary devices and use in a writing exercise. Have students select different pieces/genres of writing and share what they like or dislike Use visualisation to get students to make a graphic representation of a piece of writing |

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| | <ul style="list-style-type: none"> Divide the class into teams to agree or disagree with the actions of characters. They must give reasons for supporting or not supporting the character's actions <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> Have your child talk about the characters they read about or see in a movie. Ask questions such as, 'Why did he do that?', 'Do you think that was a good idea?' etc. This will help them to think critically and develop evaluative skills Encourage your child to read a variety of texts | | <ul style="list-style-type: none"> Practise writing. Use the writing process (Prewriting, Drafting, Revising, Editing and Publishing) <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> Encourage your child to keep a journal and have them make entries regularly on anything they want to record Start a vocabulary notebook. Have them record new words and encourage them to use in speaking and writing Encourage them to share what they have written |
| IV (Competent) 76-100% | <p>Teachers:</p> <ul style="list-style-type: none"> Use graphic organisers such as Concept maps to get students to understand vocabulary and concepts taught. Encourage students to ask various types of questions about texts read. Inferential and Evaluation/Appreciation type questions should be promoted Give a list of supporting details sentences and let students determine an appropriate main idea for the supporting details Discuss the use of literary devices in selected texts. Have students explain what they mean Allow students to predict the outcome of a story, Video clips can be used as well as texts | IV (Competent) 76-100% | <p>Teachers:</p> <ul style="list-style-type: none"> Have students create writing journals with teacher given prompts or their own daily writing to enhance writing Have online shared writing activity for students to continue a piece of writing. Allow students to critique their peers' work Teach students how to edit their work. Promote the 5 stages of the writing process and give opportunities for students to publish their work <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> Encourage your child to keep a journal and make entries regularly Start a vocabulary notebook. Have them record new words and phrases. Encourage them to use in their writing and speaking |

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| | Advise parents to do the following: <ul style="list-style-type: none"> • Encourage your child to read all types of material this will help increase their vocabulary • Have conversations about what they are reading/shows they are watching. Compare books and movies | | <ul style="list-style-type: none"> • Encourage them to edit their writing pieces and discuss ways to improve |
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FORM TWO - RECOMMENDATIONS FOR SCHOOLS

| COMPREHENSION (Answering literal, inferential and evaluation type questions) | | WRITING (Writing in a coherent unit using content, organisation, language use, grammar and mechanics as criteria) | |
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| LEVELS | RECOMMENDATIONS | LEVELS | RECOMMENDATIONS |
| I (Makes an Attempt) 0-25% | Teachers: <ul style="list-style-type: none"> • Read passages aloud. Have students summarise, orally. what it was about • Teach text features such as, title, heading, table of contents etc. • Share vocabulary words before reading the passage. Encourage students to use their dictionary • Review main idea. Share various pieces of writing and discuss what the main idea is. • Read questions with students. Have them explain what the question is asking. Show them how to identify key words in the questions | I (Makes an Attempt) 0-25% | Teachers: <ul style="list-style-type: none"> • Start with words, basic sentences, then paragraphs before actual essays. Spend time brainstorming orally to get them started. • Share lists with alternative adjectives and transition words. These can be made into bookmarks • Use sentence starters to help those who are really struggling. • Help students create a five (5) sentence story. A simple format for this story which is made up of five sentences with sentence starter prompts. Example: 1. Start with a feeling 'It was the happiest day of my life. 2. 'On Tuesday morning ...' 3. 'When...' 4. 'Then...' 5. 'It was ...' |

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| | <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Share various types of reading materials with your child- books, magazines, recipes etc. Talk about what the information is saying. • Allow your child to help you find information in a book/recipe this will help them to focus on what they are reading | | <ul style="list-style-type: none"> • Read stories/watch video clips and discuss the plot/setting/characters <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Read with your child and have them read to you. Expose them to a variety of pieces • Discuss stories read or shows seen. Have them share what they liked or disliked. Ask where the story took place? Who are the people in the story? etc • Have them share what they have written, even if it is just a sentence |
| <p>II (Emerging) 26-50%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Start with words, basic sentences, then paragraphs before actual essays. Spend time brainstorming orally to get them started. • Share lists with alternative adjectives and transition words. These can be made into bookmarks • Use sentence starters to help those who are really struggling. • Help students create a five (5) sentence story. A simple format for this story which is made up of five sentences with sentence starter prompts. Example: 1. Start with a feeling 'It was the happiest day of my life. 2. 'On Tuesday morning ...' 3. 'When...' 4. 'Then...' 5. 'It was ...' • Read stories/watch video clips and discuss the plot/setting/characters | <p>II (Emerging) 26-50%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Use the Language Experience Approach (LEA) to engage students in the pre-writing process. This strategy uses the student's personal experience to help them brainstorm and eventually write. The following steps can be used: 1. Begin with discussion about an experience of an activity related to the writing topic. 2. Start writing thoughts/ideas. 3. Read and revise. 4. Write final piece • Use cloze sentences and cloze paragraphs • Have students expand sentences by filling in the blank spaces with adjectives, adverbs etc. • Share short video clips for discussion on story elements. • Review grammar and mechanics regularly |

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| | <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Read with your child and have them read to you. Expose them to a variety of pieces • Discuss stories read or shows seen. Have them share what they liked or disliked. Ask where the story took place? Who are the people in the story? etc • Have them share what they have written, even if it is just a sentence | | <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Read with them. Discuss what was read. Ask what is it about? Who is involved? etc • Give them opportunities to write e.g., Thank you notes/ birthday card greetings etc • Allow them to share what they have written. Post pieces on the refrigerator etc. |
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| <p>III (Satisfactory) 51-75%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students create their own questions on a given passage. Give them stems to guide them e.g., 'What is the reason for...?' • Give activities for sequencing of action/information. Share transition words - first, next, last etc • Discuss concepts such as cause and effect/ problem and solution. Use graphic organisers for students to write their points • Introduce text structures and key words to recognise them. Text structure cause and effect, key words- because, due to, as a result • Teach Question Answer Relationship (QAR). This strategy shows students that there are types of questions which requires certain types of answers. It lets them know how to get the answers for the type of question <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage your child to read all sorts of materials including non - fiction. • Discuss what they learnt and if they enjoyed the passage. | <p>III (Satisfactory) 51- 75%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Teach author's purpose. Use a variety of writing to demonstrate and discuss author's purpose. • Review literary devices and use in a writing exercise. • Have students select different pieces/genres of writing and share what they like or dislike • Use visualisation to get students to make a graphic representation of a piece of writing • Practise writing. Use the writing process (Pre-writing, Drafting, Revising, Editing and Publishing) <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage your child to keep a journal. Let them make entries regularly on any topic of their choice • Start a vocabulary notebook. Encourage them to record new words. Encourage them to use these words in their writing • Encourage them to share their writings |
| <p>IV (Competent) 76-100%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students create their own questions on a given passage. Give them stems to guide them e.g., 'What is the reason for...?' - | <p>IV (Competent) 76-100%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students create writing journals with teacher given prompts or their own daily writing to enhance writing |

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| | <p>Discuss concepts such as cause and effect/ problem and solution/process/order</p> <ul style="list-style-type: none"> • Use graphic organisers for students to write their points • Introduce text structures and key words to recognise them. Example: text structure cause and effect, key words- because, due to, as a result • Teach Question Answer Relationship (QAR). This strategy shows students that there are types of questions which requires certain types of answers. It lets them know how to get the answers for the type of question • Have students create questions using QAR strategy <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage your child to read all sorts of materials including non - fiction. Discuss what they learnt and if they enjoyed the passage. • Let your child summarise what was read | | <ul style="list-style-type: none"> • Have online shared writing activity for students to continue a piece of writing. • Teach students how to edit their work. • -Have students critique different stories of varying complexities. • Use the scene from a movie as stimulus. Have students discuss setting, character etc and then produce their own story <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage your child to keep a journal and make entries regularly. Have them record new words and phrases as well. • Encourage them to edit their writing. discuss ways to improve pieces • Challenge your child to start practicing proper grammar and punctuation when they text their friends or post on Facebook, Twitter, WhatsApp and Instagram |
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FORM THREE - RECOMMENDATIONS FOR SCHOOLS

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| COMPREHENSION (Answering literal, inferential and evaluation type questions) | | WRITING (Writing in a coherent unit using content, organisation, language use, grammar and mechanics as criteria) | |
| LEVELS | RECOMMENDATIONS | LEVELS | RECOMMENDATIONS |

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| <p>I (Makes an Attempt) 0-25%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students read portions of text and put in their own words. This helps with information retention. • Begin with oral questioning prompts. • Ask students to indicate if questions are literal or inferential. Ask students to locate information in text. Observe how students go about this task. This will dictate what teachers need to reinforce and the strategy needed to be taught for use by students. • Guide students to translate oral responses into writing. <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Have the child read aloud to you daily – a variety of materials. • Have the child explain what the text/movie/game is about • Ask the child questions about the text • Ask the child to summarise what was read | <p>I (Makes an Attempt) 0-25%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Engage students in writing activities daily. Use a variety of stimuli to fuel imagination and activate prior knowledge. • Start with picture prompts to activate imagination. Encourage students to orally tell a story from the picture. Then translate to writing. • Use sentence starters and Cloze paragraphs as needed. • Support good paragraph structure by enforcing topic sentence and supporting details: e.g., Show short 3-4min. videos on topic sentences and supporting details pause videos at strategic points to allow students to come up with the answer before it is given. e.g., Assign short video clips for students to view and report on: Identify: the topic of the video, create a topic sentence, the details that follow; students create one other detail; students create another paragraph aligned with the topic of the story. • Write a paragraph each day on a given topic. 5. Use Graphic organisers to help students organise thoughts <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Talk about a movie they may have seen. Ask what they liked and didn't like about it or what may have made a particular scene better. Discuss the role of characters, setting |
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| | | | <ul style="list-style-type: none"> • Encourage child to engage in any type of writing in which he may be interested and keep a journal of new words. Listen to his stories give positive feedback. • Challenge your child to start practicing proper grammar and punctuation when they text their friends or post on social media e.g Facebook, Twitter, WhatsApp and Instagram. |
| <p>II (Emerging) 26-50%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students paraphrase text i.e., "in your own words". This will help students to remember the essential information they have read. Do this activity section by section of text. • Have students create their own questions for each section - at least 3 questions that reflect the different Comprehension Processes i.e., Literal, Inferential, Evaluation. Encourage critiquing of sentences by class. • Students answer questions on the text prepared by classmates. This can be done in groups or individually. • Ask students to indicate if questions are literal or inferential. Ask students to locate information in text. Observe how students go about this task. This will dictate what teachers need to reinforce and the strategy needed to be taught for use by students. | <p>II (Emerging) 26-50%</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students critique different stories - stories must range in complexities. Have them share what they liked and did not like. Which story was better for them? Why? What influenced their choice - words? how words were used? setting (and how so)? • Dissect the story: introduction, body, conclusion; setting, plot, resolution (group work) • Identify where these are observed in the story. Discuss the relevance of the content to the topic. State the effectiveness of the elements to the story. Group work recommended for the activities • Using the same or similar topic write a short 3-4 paragraph story on the topic (tailor story length to suit the needs of different learners) • Use cloze paragraph templates to help students structure paragraphs |

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| | Advise parents to do the following: <ul style="list-style-type: none"> • Have the child read aloud to you daily – a variety of material. • Have the child explain what the text/movie/game is about • Ask the child questions about the text • Ask the child to summarise what was read • Ask child to give opinion about the text and why | | Advise parents to do the following <ul style="list-style-type: none"> • Encourage your child to keep a journal to write about personal thoughts, interests, record new words. Make daily entries • Encourage child to engage in any type of writing in which they may be interested • Challenge your child to start practicing proper grammar and punctuation when they text their friends or post on social media e.g. Facebook, Twitter, WhatsApp and Instagram. |
| III (Satisfactory) 51-75% | Teachers: Focus on main idea and supporting details: <ul style="list-style-type: none"> • As students read have them indicate the main idea in each successive paragraph. Have them discuss their choice and identify the details that support the identified main idea. Then have it in them express what the paragraph is about in their own words. • As they approach answering questions have them identify to which of the main ideas the question may pertain. This will encourage further exploration/engagement with of the text. • Have students both paraphrase and summarise text. As they approach answering questions have them paraphrase - say in their own words what the question is asking of them. This helps to keep students focussed on question requirements. Ask: what is/are the key focus/words in the question? • Have students create their own questions about the text - at least 3 questions that | III (Satisfactory) 51-75% | Teachers: <ul style="list-style-type: none"> • Have students critique different stories - stories must range in complexities. Have them share what they liked and did not like. Which story was better for them? Why? What influenced their choice - words? how words were used? setting (and how so)? • Dissect the story: introduction, body, conclusion; setting, plot, problem, resolution (peer work) Identify where these are observed in the story. Discuss the relevance of the content to the topic. State the effectiveness of the elements to the story (peer work) • Using picture stimulus have students describe what they see (setting) in complete paragraphs. Use Cloze paragraph templates as a guide first, then release so students write on their own. • Daily writing can include adding other pieces to the story - developing characters, |

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| | <p>reflect the different Comprehension Processes i.e., Literal, Inferential, Evaluation. Encourage critiquing of sentences by class.</p> <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Have the child read aloud to you daily – a variety of material. • Have the child explain what the text/movie/game is about • Ask the child questions about the text • Ask the child to summarise what was read • Ask child to give opinion about the text and why | | <p>plot, problem, resolution Class activity: share pieces and critique using a rubric</p> <p>Possible group activity: create a short video using PowerPoint, PowToon, Bitmoji</p> <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage their child to engage in any type of writing in which they may be interested. Listen to his stories and give positive feedback. Encourage him to keep a daily writing journal, include new words and phrases • Challenge your child to start practicing proper grammar and punctuation when they text their friends or post on social media e.g. Facebook, Twitter, WhatsApp and Instagram. • You write your own story on one of his assignments, then you both share your stories. |
| <p>IV (Competent) 76-100%</p> | <p>Teachers: Focus on main idea</p> <ul style="list-style-type: none"> • As students read have them indicate the main idea in each successive paragraph. Have them discuss their choice and identify the details that support the identified main idea. Then they express what the paragraph is about in their own words. • As they approach answering questions have them identify which of the main ideas the question may pertain to. This will encourage | <p>IV (Competent) 76-100</p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Have students critique different stories - stories must range in complexities. Have them share what they liked and did not like. Which story was better for them? Why? What influenced their choice - words? how words were used? setting (and how so)? • Dissect the story: introduction, body, conclusion; setting, plot, resolution. • Identify where these are observed in the story. Discuss the relevance of the content |

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| | <p>further exploration/engagement with of the text.</p> <ul style="list-style-type: none"> • Have students both paraphrase and summarise text. As they approach answering questions have them paraphrase - say in their own words what the question is asking of them. This helps to keep students focussed on question requirements. Ask: what is/are the key focus/words in the question? • Have students create their own questions about the text - at least 3 questions that reflect the different Comprehension Processes i.e., Literal, Inferential, Evaluation. Encourage critiquing of sentences by class. <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Have the child read aloud to you daily – a variety of material. • Have the child explain what the text/movie/game is about • Ask the child questions about the text/ movie/game • Ask the child to summarise what was read • Ask child to give opinion about the text and why | | <p>to the topic. State the effectiveness of the elements to the story.</p> <ul style="list-style-type: none"> • Using the same or similar topic write a short 5-6 paragraph story on the topic • Use the scene from a movie as stimulus: observe, setting, characters. Critique. Translate that scene into a story: the visuals must now become words on a page as students describe the setting, characters, and build out the story. Class activity: share pieces and critique using a rubric. • Possible group activity - create a short video using PowerPoint, video editor, create a digital story, e-book, google slides, <p>Advise parents to do the following:</p> <ul style="list-style-type: none"> • Encourage their child to engage in any type of writing in which they may be interested and keep a daily writing journal, include new words and phrases • Have them write a story about a picture either digital one captured on their phone, tablet or one from a calendar etc • Challenge your child to start practicing proper grammar and punctuation when they text their friends or post on social media e.g Facebook, Twitter, WhatsApp and Instagram. |
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