



**COMMONWEALTH OF THE BAHAMAS
MINISTRY OF EDUCATION
AND TECHNICAL AND VOCATIONAL TRAINING**

**LANGUAGE ARTS
CURRICULUM GUIDELINES**

GRADE 4

2022-2027

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PREFACE

Several strategies were employed to assist with the framing of the new Primary Language Arts Curriculum. The process began with a review of curriculum documents that were produced in various jurisdictions. These countries included Jamaica, the United Kingdom, the United States (Florida, Arizona, Illinois), Canada, and The Bahamas (1982 and 1999 guides). The documents from these countries were examined to determine the composition of the curriculum teams, their rationale and philosophy, the level of integration of sub-goals, the design or format used for the Scope and Sequence as well as the Scope of Work. During the actual writing of the curriculum, additional documents from Scotland, South Africa and several other countries were referenced, in addition to the standards for the National Council for the Teachers of English and the Ministry of Education's Draft Standards and Benchmarks produced in 2001 by Dr. Linda Davis.

Opportunities were also provided for local stakeholders to provide input. Surveys were conducted with teachers throughout The Bahamas to ascertain what they wanted to be included in the new guides. A total of one hundred and sixteen (116) teachers throughout The Bahamas responded. Discussions were also held with three classes of students to get their feedback on what they wanted to learn about and the types of learning activities they enjoyed. Additionally, a focus group was conducted with members of the community that included business owners, parents, and those who interact with students in after-school clubs and sports.

This document was completed with the assistance of two sets of teams that operated several years apart. The core team consisted of seven primary teachers, one preschool teacher, and a high school teacher. Also, providing feedback were representatives from the University of The Bahamas and the Ministry of Education's Examinations and Assessment Section. Opportunities were also provided for several Family Island teachers to submit content and activities through the Education Officers on their islands.

It is expected that, because of the comprehensive nature of the document, teachers will be able to spend less time engaged in research and lesson planning and more time focused on differentiating instruction to meet the needs of their students.

ACKNOWLEDGEMENTS

The revision of the 2022-2027 Curriculum Guidelines would not have been possible without the hard work and dedication of a number of committed teachers, officers, administrators, and community stakeholders. The Language Arts Unit is especially grateful to the Curriculum Team members who worked long hours to ensure that this document was completed. Special acknowledgement is given to the late Verona Seymour, who served as an Assistant Director of Education for the Primary Curriculum Section before she retired. She was an excellent Language Arts teacher, an outstanding Language Arts Officer, and a wise and supportive supervisor.

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MINISTRY OF EDUCATION

VISION

Our vision is for a Bahamian education system that will foster academic excellence and equip students with multiple literacies, enabling them to make meaningful contributions as nation builders who are globally competitive.

MISSION STATEMENT

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes, and skills required for life, both in a democratic society guided by Christian values and in an interdependent and changing world.

BELIEF STATEMENTS

We believe that:

1. The learning environment should be student-centered;
2. At each grade level, students should acquire specific skills to prepare them for the succeeding grade level;
3. All students should have equal opportunity to learn based on their needs, interests and abilities;
4. Students should have opportunities to question, analyze, reason, and make decisions as well as develop self-confidence and greater freedom of expression;
5. All students should acquire essential survival skills enabling them to function well in society;
6. Technology should be integrated into content and instruction;
7. Content should be culturally relevant while still allowing a global perspective;
8. The methods used for assessing achievement should reflect the teaching and learning strategies employed in the curriculum;
9. Student success is integrally linked to parental involvement and community support;
10. Thinking, Speaking, Listening, Reading and Writing are equally important aspects of the Language Arts Programme and should be reinforced in all subjects.
11. The Language Arts Curriculum should expose students to a variety of literary forms, which would equip them with the necessary skills to enjoy, appreciate, and analyze these forms.

PROFILE OF THE IDEAL GRADUATE

The **principal objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process.** Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal graduate. Among other qualities, the ideal graduate should:

- ✓ possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- ✓ think critically, be an innovative problem solver and show initiative;
- ✓ demonstrate creativity and innovation;
- ✓ communicate effectively and collaborate willingly;
- ✓ demonstrate flexibility and adaptability;
- ✓ utilize social skills effectively;
- ✓ appreciate Bahamian culture and utilize the appropriate cultural skills;
- ✓ work productively and diligently with high-level competency;
- ✓ guide and inspire others to do their best;
- ✓ have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- ✓ exhibit civic responsibility and display behaviours that benefit the wider community;
- ✓ appreciate his/her role in and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations, and the world;
- ✓ demonstrate integrity and ethical behaviour at all times;
- ✓ possess digital literacy, appreciate the role of technology and innovation in national development;
- ✓ display skills and competencies that reflect career and college readiness;
- ✓ possess the ability to work effectively in teams; and
- ✓ embrace his/her role as an environmental steward.

Adapted from: the Ministry of Education's *Shared Vision for Education 2030*

RATIONALE

The Bahamas is said to enjoy a literacy rate of about 95%. This statistic is based on the number of students completing sixth grade. Although this does not speak directly to their levels of performance, it is paramount that the education our students receive at the primary level lays a solid foundation on which successive grades can build. This will ensure that students can take advantage of opportunities to carve out a decent life for themselves and their families.

Language Arts focuses on communication skills. During this period in our history, knowledge of basic communication skills is essential to our survival as we experience the depersonalization of everyday services. More and more people are being pushed to use online services for the completion and submission of applications, to conduct banking transactions, to pay bills, to make travel arrangements, to access government services, and so much more. Additionally, changes in technology demand that we move away from the traditional ways of communicating. Landlines, that only required listening and speaking skills to use, have been replaced with smartphones and computers that allow us to communicate via WhatsApp, update our statuses, send emails, post digital resumes, read the information on the internet, buy tickets, post to social media create blogs, conduct and participate in meetings from anywhere in the world, and so much more. All of this poses the question of what new ways of communicating will be developed next.

Although the answer to this question is unknown, there needs to be confidence that our education system will prepare students to communicate effectively despite the changes that occur. Recognizing that Language Arts skills are the foundation of all learning, the Department of Education's new Primary Language Arts Curriculum focuses on producing students who are not only independent learners and critical thinkers, but also students who possess the ability to communicate effectively in a rapidly advancing technological world. Students are encouraged to express themselves creatively, collaborate, and problem solve as we work to achieve the United Nation's Sustainable goal 4, which speaks to ensuring "inclusive and equitable quality education for all..." By focusing effectively on the three core areas of **Oracy**, **Reading**, and **Writing**, teachers will have the tools in their hands to equip students with the fundamental skills that they will need to become lifelong learners and to navigate successfully in an ever-changing world.

DEFINITION OF TERMS

This document comprises several components. Below is a brief description of each.

Overarching Goal:	defines the ultimate outcome of learning and outlines the intended purpose of the curriculum document.
Sub-Goals:	form the major contextual framework for instruction.
Standards:	show what students should be able to do at the end of schooling at a particular grade level.
Benchmarks:	show the level of progression for students at each grade level upon the completion of the year of instruction.
Scope and Sequence:	shows the content to be covered for each grade level along with an indication of the level of proficiency at which students should be performing for each grade level.
Pacing Guide:	shows the sequence of topics and estimated length of time that should be spent on each topic.
Scope of Work:	provides the basic content that should be included in lessons along with suggested activities, assessments, and resources.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process spoken, viewed, and written information while skillfully conveying their thoughts and beliefs in various forms.

SUB-GOALS

1. Engage effectively in listening and speaking situations for different purposes and audiences and communicate using a variety of media.
2. Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.
3. Demonstrate competence in speaking and writing while skillfully applying grammatical and mechanical conventions.

ORACY STANDARDS AND BENCHMARKS

Sub-Goal 1: Oracy (Listening and Speaking)

Standard: Engage effectively in listening and speaking situations for different purposes and audiences and communicate using a variety of media.

Benchmarks for Grade 4

- O.4.1. Demonstrate the behaviours of a good listener.
- O.4.2. Listen to various forms of literature and media for enjoyment.
- O.4.3. Recount the main idea and important details of the information orally presented in various forms of literature.
- O.4.4. Provide sequenced narratives and explanations with some descriptive details for different tasks.
- O.4.5. Use figurative language to enhance oral communication.
- O.4.6. Use acceptable vocabulary and culturally sensitive language to express ideas, experiences, opinions, emotions, and needs during oral communication (*interviews, impromptu speeches, etc.*).
- O.4.7. Ask questions to gather information and clarify meaning during collaboration and after presentations.
- O.4.8. Interpret and respond appropriately to the questions of others.
- O.4.9. Use the accepted rules of communication when participating in a dialogue with some accuracy.
- O.4.10. Engage in communicative tasks requiring collaboration (*conversations, discussions, etc.*) by staying on topic, responding to the contributions of others, and asking questions.
- O.4.11. Show empathy and respect when presenting a different viewpoint during collaborative tasks.
- O.4.12. Use speech that may have some articulation errors, but volume and pace suit the communicative task and audience.

- O.4.13. Use formal and informal language to suit the audience and speaking purpose.
- O.4.14. Apply the conventions of Standard English when speaking.
- O.4.15. Select suitable nonverbal cues (gestures, body language, tone of voice, etc.) to enhance communication for different audiences and communicative tasks.
- O.4.16. Communicate clear, well-sequenced, detailed directions and instructions using nonverbal and verbal cues.
- O.4.17. Follow multi-step directions and instructions with some precision
- O.4.18. Prepare and deliver a simple, organized oral presentation designed for different purposes and audiences.
- O.4.19. Incorporate simple illustrations to enhance the delivery of the main points of a topic
- O.4.20. Provide supporting details to explain a topic or information being presented.
- O.4.21. Identify the details a speaker gives to support the main points of the presented topic.
- O.4.22. Interact with others using proper digital etiquette via various technological platforms with little or no support.

READING STANDARDS AND BENCHMARKS

Sub-Goal 2: Reading

Standard: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and skills.

Benchmarks for Grade 4

Phonics/Spelling/Word Building

- R.4.1 Identify and spell with automaticity high-frequency, irregularly spelt, and academic words at grade level.
- R.4.2 Use knowledge of letter combinations and their sounds to decode and spell words with increasing precision.
- R.4.3 Apply knowledge of base words and affixes to decode unfamiliar words and deduce their meanings in context with increasing skill.
- R.4.4 Add inflectional endings to words (with or without spelling changes) to show tense, amount, quality, or possession in context with increasing accuracy.
- R.4.5 Use a variety of syllabication strategies (patterns and types) to aid their decoding, pronouncing, and spelling of multisyllabic words at grade level.
- R.4.6 Spell and use the different ways of shortening words in context with correct punctuation and capitalization (*contractions, abbreviations, acronyms, and initials*).
- R.4.7 Apply alphabetizing skills to the fourth letter with increasing fluency to use reference sources (*dictionary and thesaurus*) to correct spelling, confirm pronunciations, improve word choice, and acquire meanings.
- R.4.8 Differentiate between the pronunciations and spellings of British and American words in context with support.

R.4.9 Use word origins to determine the spelling and meaning of words (Spanish, Asian, and Dutch) with guidance.

Fluency

R.4.10 Use visual clues (*punctuation marks, italics etc.*) to read a text with proper emphasis, expression, and phrasing to some degree of precision.

R.4.11 Read aloud from a variety of grade-level texts with suitable pacing and increased accuracy.

R.4.12 Read at a fluency rate of 95-120 words per minute.

R.4.13 Recognize and correct errors during oral reading (*such as rereading, etc.*) with some prompting.

Comprehension/Literature

R.4.14 Read various forms of grade-appropriate text for different purposes (*enjoyment, check facts, etc.*).

R.4.15 Gain a greater appreciation of self, literature, and cultures (local and international) from reading various genres.

R.4.16 Interpret and respond appropriately to questions about information read.

R.4.17 Identify the structure of nonfiction texts with guidance.

R.4.18 Identify and explain with some assistance the functions of the different text features.

R.4.19 Use knowledge of different genres, text features, and text structures to assist in understanding grade-appropriate texts with guidance (*fiction, informational texts, plays, poems, etc.*).

R.4.20 Differentiate between factual statements and opinions in literature and media with some guidance.

R.4.21 Recognize with guidance the use of propaganda techniques in context.

R.4.22 Develop an ability to judge the trustworthiness of a source of information (*point of view, purpose, etc.*).

R.4.23 Explain the differences between the main literary genres with increasing accuracy.

- R.4.24 Recognize and self-correct errors during reading to achieve comprehension (*reread, adjust reading speed, ask questions, etc.*) with some assistance.
- R.4.25 Select and apply with some guidance various strategies to understand a text (*skimming, predictions, etc.*).
- R.4.26 Recount a story, process, or an event in the correct sequence with increasing accuracy.
- R.4.27 Make reasonable predictions based on textual evidence and background knowledge with some support.
- R.4.28 Deduce an author's purpose in text and media with guidance.
- R.4.29 Distinguish between figurative and literal language with increasing accuracy.
- R.4.30 Identify and interpret different types of figurative language in context with assistance.
- R.4.31 Determine the main idea and its supporting details in a variety of texts and media.
- R.4.32 Explain how the supporting details relate to the main idea with some assistance.
- R.4.33 Identify and predict simple cause and effect relationships in context with some assistance.
- R.4.34 Compare and contrast pictures, ideas, characters, events, and information from texts with support.
- R.4.35 Make inferences, conclusions, and judgements based on textual evidence and background knowledge with increasing accuracy.
- R.4.36 Develop an ability to critically evaluate the soundness of inferences, conclusions, and judgements made by self and others with some accuracy.
- R.4.37 Use classification and categorization to access and analyze information with some precision (ideas, etc.).
- R.4.38 Use context clues to deduce and confirm the meanings of unfamiliar words (*restatements, etc.*) with support.
- R.4.39 Apply context clues skills to read and understand a text with increasing fluency.
- R.4.40 Detect when generalizations are being made in literature and media with some guidance.
- R.4.41 Summarize the important details of information in literature and media with some assistance.
- R.4.42 Paraphrase information read with some precision.

- R.4.43 Use context and background knowledge to interpret the meaning of common colloquial expressions and proverbs with assistance.
- R.4.44 Identify and critically analyze the elements of a story (character, plot, theme, point of view, and setting).
- R.4.45 Recognize an author's viewpoint and possible bias in literature and media with some assistance.

WRITING STANDARDS AND BENCHMARKS

Sub-Goal 3: Writing (Handwriting, Grammar & Usage, and Written Composition)

Standard: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Benchmarks for Grade 4

Handwriting

- W.4.1. Position their paper, writing instrument, and body correctly when writing with little or no guidance.
- W.4.2. Write uppercase and lowercase D'Nealian-styled cursive letters within 2 lines within an assigned time (*except for descenders/fall lower case letters*).
- W.4.3. Gain a greater awareness of the benefits of good handwriting and the drawbacks of illegible handwriting.
- W.4.4. Adjust handwriting size to suit the writing space and task.
- W.4.5. Able to check their handwriting and correct errors with some guidance.
- W.4.6. Produce legible cursive writing with proper letter formation, sizes, proportion, and slant with little assistance.
- W.4.7. Produce cursive writing with adequate spacing between letters, words, sentences, and paragraphs with some consistency.
- W.4.8. Join cursive letters to lower-case letters at their appropriate points with some guidance.
- W.4.9. Apply cursive handwriting skills to copy and write for different audiences, formats (*invitations, lists, messages, etc.*) and for different purposes (*to express ideas, opinions, personal needs, etc.*).
- W.4.10. Copy and write ordinal numbers, time, and abbreviations for measurements using the D'Nealian style.

- W.4.11. Write D'Nealian numbers with 4 digits correctly.
- W.4.12. Write Roman Numerals 1 to 1000 using the D'Nealian style correctly.
- W.4.13. Use an appropriate computer font (style and size) to match the writing task and audience (*invitations, etc.*).
- W.4.14. Form and write various punctuation marks and symbols in context with some assistance.

Grammar & Usage

- W.4.15. Apply the conventions of Standard English to convey ideas clearly and produce grammatically correct writing with some accuracy.
- W.4.16. Recognize and correct with some assistance fragmented and run-on sentences in context to produce complete sentences.
- W.4.17. Construct different types of sentences with correct punctuation and capitalization.
- W.4.18. Produce and expand simple sentences to form compound sentences.
- W.4.19. Apply knowledge of different types of nouns to use more precise nouns in a written context (common and proper).
- W.4.20. Form plural nouns (*regular and irregular*) and use them in a written context with increasing accuracy.
- W.4.21. Form and use simple compound words (plural).
- W.4.22. Use gender-specific nouns for items or objects.
- W.4.23. Use collective nouns for different types of plants.
- W.4.24. Show ownership using possessive nouns, pronouns, and adjectives (singular and plural) with assistance.
- W.4.25. Substitute nouns with different types of pronouns.
- W.4.26. Differentiate and use various types of verbs (regular and irregular) in context with increasing accuracy.
- W.4.27. Form and use a consistent verb tense when writing (past, present, irregular, etc.) with some assistance.
- W.4.28. Use shifts in verb tenses appropriately when writing with some guidance.

- W.4.29. Ascertain the subject and predicate in a sentence (simple, complete, and compound) with some assistance.
- W.4.30. Use knowledge of subjects and predicates to write and edit complete sentences with some guidance.
- W.4.31. Use different kinds of conjunctions to join phrases, words, and correct run-on sentences (*coordinating and subordinating*).
- W.4.32. Use interjections in sentences with increasing accuracy.
- W.4.33. Apply knowledge of synonyms and antonyms to improve word choice in context with some guidance.
- W.4.34. Differentiate and use commonly confused words in context with guidance (homonyms, homographs, etc.).
- W.4.35. Apply the conventions of capitalization rules in various written contexts.
- W.4.36. Recognize prepositions in context and link them to their objects with some support.
- W.4.37. Use modifiers in context, with some guidance, to provide clear descriptions of subjects, predicates, and other modifiers.
- W.4.38. Use positive, comparative, and superlative modifiers with increasing precision.
- W.4.39. Use acronyms appropriately in a written context to suit the audience and purpose with minimal support.
- W.4.40. Identify and write sentences with pronoun-antecedent and subject-verb agreement in context with guidance.
- W.4.41. Use uninterrupted dialogue and quotes in context with correct punctuation and capitalization.
- W.4.42. Punctuate sentences, dialogue, and separate elements in context using commas and quotation marks with guidance.
- W.4.43. Apply the grade-appropriate conventions of punctuation in various written contexts.
- W.4.44. Use independent and subordinate clauses to create complex sentences with assistance.

Written Composition

- W.4.45. Gain a greater appreciation for written work produced by themselves and peers.
- W.4.46. Develop an ability to examine and judge the quality of a piece of writing.
- W.4.47. Apply understanding of the writing process and traits with support to produce creative, coherent, and legible written pieces.
- W.4.48. Use a variety of strategies to select and narrow ideas for writing (mapping, categorizing, brainstorming etc.).
- W.4.49. Organize the key ideas and supporting details of a topic according to the writing purpose and task with increasing skillfulness.
- W.4.50. Arrange similar ideas and information in a paragraph with a topic sentence and supporting details.
- W.4.51. Use a variety of relevant details to elaborate on a topic in a written context with guidance.
- W.4.52. Utilize transitional words and phrases in a written context with some assistance to signal the order of ideas, a process, or an event.
- W.4.53. Connect ideas, information, and paragraphs using transitional words with increasing fluency.
- W.4.54. Use various methods to add creative and appropriate introductions and conclusions to their writing with some guidance.
- W.4.55. Use specific and creative vocabulary that promotes specific mental imagery with some degree of precision.
- W.4.56. Incorporate academic and content-specific vocabulary into writings across the curriculum with prompting.
- W.4.57. Exhibit a stronger sense of personal voice and awareness of an audience in their writing pieces.
- W.4.58. Include different types and structures of sentences to maintain an appropriate flow in a written context with some skillfulness.
- W.4.59. Write fictional and factual narratives that use well-sequenced events, detailed descriptions, figurative language, and dialogue to develop the various story elements.

- W.4.60. Write a four-paragraphed descriptive essay with a single focus, figurative language, and well-structured paragraphs elaborated with clear and detailed descriptions.
- W.4.61. Write a four-paragraphed expository essay with a single focus and well-structured paragraphs elaborated with relevant, varied, and specific details.
- W.4.62. Produce a variety of informational writings across the curriculum using different formats and for different audiences (invitations, reports, messages, etc.).
- W.4.63. Write a four-paragraphed persuasive essay with a clear position statement, strong supporting details, a logical sequence of ideas, well-structured paragraphs, and the use of persuasive techniques.
- W.4.64. Produce a variety of persuasive writings across the curriculum using different formats and for different audiences (advertisement flyers, letters to the editor, etc.).
- W.4.65. Conduct research to answer a question or understand a topic and produce a two-page report.
- W.4.66. Use a rubric to conduct peer assessments and self-evaluations of written work with some precision.
- W.4.67. Compose different types of poetry (haiku, shape, 5W, etc.).
- W.4.68. Write a friendly letter and address an envelope with some support.
- W.4.69. Select and maintain a consistent point of view in a written context with increasing accuracy.
- W.4.70. Use formal and informal language in a written context to suit the audience, format, and purpose.

TEACHING FROM THE LANGUAGE ARTS CURRICULUM

1. It is expected that the Language Arts Curriculum will guide classroom instruction. To ensure standardization, teachers should familiarize themselves with its contents and should refer to it often as they plan their lessons.
2. Teachers should look for opportunities to integrate skills across the Language Arts strands and the content area subjects and have students authentically apply these skills in both the physical and virtual contexts.
3. The Language Arts Curriculum should also be supported by a learning environment where students' curiosity and senses are continually piqued through stimulating discussions, challenging questions, physical and virtual field trips, exposure to a wide variety of reading materials, interactive and attractive instructional charts, challenging games, interactive learning centres, etc.
4. Standards and Benchmarks are supplied for each grade level to provide teachers and parents with a guide for what students are expected to be able to do after a year of instruction at a particular grade level. This information should be used to monitor students' progress throughout the year.
5. The **Scope and Sequence** identifies the content and skills to be covered for each grade level. It also indicates the level of proficiency at which students should be performing. Once students have become proficient in a particular area, teachers should find ways to continually reinforce their learning.
6. As teachers plan their lessons, some of the objectives in the Scope and Sequence may need to be adjusted to make them developmentally appropriate. The objectives state what students should be able to do at the end of the course of study. Teachers should be guided by the content, which indicates what students should know or be able to do.
7. The Language Arts Curriculum is divided into three sub-goals: **Oracy** (Listening and Speaking), **Reading** (Phonemic Awareness, Phonics/Spelling, Fluency and Comprehension) and **Writing** (Handwriting, Grammar, and Written Composition).
8. Many of the topics in the Language Arts Curriculum are repeated from year to year. Each successive year builds on the previous one with more depth to the content and rigour in the activities. The suggested activities are divided into three categories: **basic**, **intermediate**, and **advanced**. Depending on the level of their students, teachers can access content and activities at their grade levels or other grade levels if they find it necessary to meet the needs of their students.

9. Currently, there are no periods allocated on the timetable for **Listening and Speaking** and **Reading Fluency**. Teachers are asked to incorporate the objectives from these areas as part of their morning routines as well as to integrate them into the other Language Arts sub-goals and across the content area subjects. A range of opportunities should be provided for students to practice what they have learned in a variety of settings and with various audiences. They should engage in collaborative conversations with partners as well as in small and large group settings. ZOOM, TEAMS, and other virtual platforms make it possible for conversations and collaborative projects to be organized with students in other schools, districts, islands, and other countries once the necessary safety protocols have been put in place.
10. Efforts should be made to improve reading fluency rates through guided reading and one-on-one sessions with students. Records of students' oral reading progress should be kept and maintained.
11. There are some Language Arts skills that are connected to more than one of the sub-goals. To avoid duplication in the curriculum document, skills generally appear only once in the areas where they can be best applied. It is expected that once skills are taught, students will be encouraged to incorporate them across the strands and that they can be assessed across the Language Arts curriculum.
12. Students should be taught Language Arts skills in the context of relevant/appropriate literature. This particularly refers to reading and written composition where the focused skills and techniques should be highlighted. Students are to be exposed to different types of literature as the various Language Arts skills are taught through teacher read-alouds and independent readings. Below is a list of suggested reading for each grade level.

Grades 1 and 2 – Nursery Rhymes, Fairy Tales, and Bahamian Fables

Grades 3 and 4 – Bahamian and Caribbean Stories and Poems, Mysteries, Classics, and Biographies

Grades 5 and 6 – Classics, Myths, Historical Novels, and Science Fiction

13. Reading strategies should be utilized to assist students in navigating texts. They should be utilized before reading, during reading, and after reading.
14. Comprehension skills should be taught moving from the concrete to the abstract.

Visual → Listening → Speaking → Reading → Writing

Introducing the skills in this manner means that students who may be challenged in reading still have opportunities to

understand the skill by seeing it demonstrated visually (using pictures, video clips, etc.), aurally (through songs, audio clips, short reading passages) and orally (through classroom discussions as students connect skills to their everyday experiences). Once this is done, students should be ready to tackle the skill in a reading exercise. A way of testing if students have mastered the skill is to have them incorporate it into a writing exercise. This will allow them to apply what they have learned. Students who can apply reading skills would be operating at the higher levels of Bloom's taxonomy. Following this method of teaching comprehension skills will ensure that listening comprehension is always incorporated into the teaching of the reading skill. This would avoid teachers having to provide listening drills in preparation for the sitting of the GLAT exams.

15. **Grammar, Spelling, and Handwriting** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' composition writing and in the case of Grammar, where applicable, in their speech as well. When scoring students' writing, exercises should only be scored for what has been taught. Teachers should develop a running checklist. Each week, the number of items on the checklist should increase as new skills that have been taught are added. The taught items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their writing before it is even submitted for marking. Students' writing should be marked for **content, mechanics, and handwriting/presentation**. Handwriting: grade one students should begin writing utilizing three lines until their fine motor skills are more developed and their letter formations are correct. During the third term of grade two, cursive handwriting can be introduced if students are ready. It is expected that cursive handwriting will be formally taught in grade three.
16. Weekly Spelling lists should include **words that demonstrate the focus skill, words from other subject areas,** and words from the grade-level **word list** included in the appendices of this document.

Scope and Sequence



Oracy (Listening and Speaking)



Reading



Writing

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 1: Engage effectively in listening and speaking situations for different purposes and audiences and communicate using a variety of media.

Objectives 1.1 – 1.8 should be integrated into the teaching of all lessons when appropriate to do so.

Listening and Speaking Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1.1	Display the characteristics of a good listener.	B	D	D	P	R	R
1.2	Articulate personal information, needs, experiences, understandings and opinions.	B	D	D	D	P	R
1.3	Perform multi-step oral instructions.	B	D	D	P	R	R
1.4	Use appropriate protocols, speech and body language when speaking to others.	B	D	D	D	D	D
1.5	Display proper etiquette while communicating across various digital platforms (voice or video calls).	B	D	D	D	P	R
1.6	Use Standard English and dialect expressions appropriately.	B	D	D	D	D	D
1.7	Employ key vocabulary/phrases that good communicators use.	B	B	D	D	D	D
1.8	Speak clearly, audibly and with appropriate volume, pacing and expression.	B	D	D	P	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Phonemic Awareness Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.01	Identify their given names in print.	B/D	P	R	R	R	R
2.02	Identify common words in the environment.	B	D	D	P	R	R
2.03	Understand that spoken words are composed of sounds that are represented by alphabetic letters.	B/D	D	P	R	R	R
2.04	Distinguish between upper case and lower case letters	B/D	P	R	R	R	R
2.05	Identify letter/sound relationships.	B/D	D	P	R	R	R
2.06	Segment words into initial, medial and final sounds.	B/D	D	P	R	R	R
2.07	Blend sounds (phonemes) to make words or syllables.	B/D	D	P	R	R	R
2.08	Substitute initial, medial and final sounds (phonemes) to make new words.	B/D	D	P	R	R	R
2.09	Delete and add initial, medial and final sounds (phonemes) to make new words.	B/D	D	P	R	R	R
2.10	Produce rhyming words (onsets and rimes).	B/D	D	P	R	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Phonics/Structural Analysis/Spelling Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.11	Apply the alphabetic principle (letter-sound correspondence).	B/D	P	R	R	R	R
2.12	Associate initial, middle and final consonant sounds with the letters they represent.	B/D	D	P	R	R	R
2.13	Identify short vowel sounds in words (cvc, vc and ccvc patterns).	B/D	D	P	R	R	R
2.14	Identify long vowel sounds in words (cvce, cvvc, cv patterns and y as a vowel).	B	D	D	P	R	R
2.15	Identify sight words and high-frequency words.	B	D	P	R	R	R
2.16	Use knowledge of syllabication to decode words.	B	D	D	P	R	R
2.17	Decode words with hard and soft 'c' and 'g'.		B	D	P	R	R
2.18	Decode initial, medial and final blends and the sounds associated with them.	B	D	D	P	R	R
2.19	Decode consonant digraphs in initial, medial and final positions and the sounds associated with them.	B	D	D	D	D	P
2.20	Decode words with r-controlled vowel sounds.		B/D	P	R	R	R
2.21	Decode words with final // spelt 'al', 'el' and 'le'.		B	D	D	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

	Phonics/Structural Analysis/Spelling Objectives	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.22	Decode words with 'dge' and 'ge' spelling.			B	D	D	D
2.23	Decode diphthongs and vowel digraphs in initial, medial and final positions.		B	D	D	D	D
2.24	Use words with silent consonants.		B	D	D	D	D
2.25	Alphabetize a list of words.	B	B	D	D	P	R
2.26	Use the dictionary and thesaurus effectively.		B	B	D	P	R
2.27	Spell contractions.	B	B	D	P	R	R
2.28	Use common abbreviations.			B	D	D	D
2.29	Identify the base word, prefix or suffix in words and the meanings associated with them.		B	D	D	D	D
2.30	Add inflectional endings (with or without) spelling changes.	B	B	D	D	D	P
2.31	Spell words containing the 'ough', 'ought' and 'aught' combination of letters.				B	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

	Phonics/Structural Analysis/Spelling Objectives	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.32	Distinguish between the British and American spellings of common words.				B	D	D
2.33	Use word origins to determine the spelling and meaning of words.				B	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objectives 2.34 - 2.35 should be practised daily in isolation as well as integrated across the curriculum.

Fluency Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.34	Use visual clues (punctuation marks) to aid reading.	B	B	D	D	P	R
2.35	Read aloud a variety of texts with appropriate volume, pacing, pitch, intonation and expression.	B	B	D	D	P	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Comprehension/Literature Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.36	Use different texts and graphic features to assist in understanding printed texts.	B	B	D	D	P	R
2.37	Explain the different non-fiction text structures.				B	D	D
2.38	Identify elements of a story (character, setting, theme, point of view and plot).	B	B	D	D	D	D
2.39	Use context clues to determine the meanings of unfamiliar words.	B	D	D	D	D	D
2.40	Apply knowledge of classification to locate information or items.	B	B	D	D	D	D
2.41	Make predictions.	B	D	D	P	R	R
2.42	Derive from the text the main idea and supporting details.	B	B	D	D	D	D
2.43	Recall events using the correct sequence.	B	B	D	D	P	R
2.44	Distinguish between realism and fantasy/fiction and non-fiction.	B	B	D	P	R	R
2.45	Differentiate between fact and opinion.	B	B	D	P	R	R
2.46	Summarize and paraphrase texts.		B	D	D	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Comprehension/Literature Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.47	Compare and contrast pictures, people, events, opinions and ideas.	B	B	D	D	D	D
2.48	Make inferences.	B	B	D	D	D	D
2.49	Identify cause and effect.	B	B	D	D	D	D
2.50	Detect when generalizations are being made.				B/D	D	D
2.51	Interpret the author's purpose.		B	B	D	D	D
2.52	Draw conclusions.	B	B	D	D	D	D
2.53	Make judgments.	B	B	D	D	D	D
2.54	Explain commonly used proverbs.	B	B	D	D	D	D
2.55	Explain popular colloquial expressions.		B	D	D	D	D
2.56	Interpret figures of speech in context (similes, metaphors, alliteration, onomatopoeia, hyperbole and personification).			B	B	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Objectives 3.01 – 3.04 should be practised regularly and integrated with other objectives.

Handwriting/Presentation Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.01	Discriminate between pictures, letters and numbers to identify similarities and differences.	B/D	P	R	R	R	R
3.02	Distinguish among various positions on a page, line or a letter.	B/D	P	R	R	R	R
3.03	Determine appropriate positioning of body and paper when writing.	B/D	P	R	R	R	R
3.04	Assume the correct posture for holding and writing with a pencil or crayon.	B/D	P	R	R	R	R
3.05	Write directional strokes: vertical, horizontal, diagonal, ascending, descending (using non-standard means: painting, sand, clay, string, macaroni, etc.)	B/D	P	R	R	R	R
3.06	Write upper and lower case D'Nealian manuscript letters in three (3) lines.	B/D/P					
3.07	Write personal information.	B	D	D	D	D	P
3.08	Write 0-9 using the D'Nealian style of writing.	B/D/P	R	R	R	R	R
3.09	Write upper and lower case manuscript letters in two (2) lines, using the D'Nealian style of writing.		B/D	P	R	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Handwriting/Presentation Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.10	Write upper and lower case cursive letters using the D'Nealian style of writing.			B	D	D	P
3.11	Join letters at appropriate points (cursive writing).			B	D	D	P
3.12	Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure.	B	B	D	D	D	P
3.13	Use the appropriate computer fonts/styles for writing reports, letters, invitations etc.			B	B	D	D
3.14	Write Roman numerals correctly.			B	D	D	P
3.15	Form and write various punctuation marks and symbols.	B	B	D	D	D	D
3.16	Copy and write dates using abbreviated and full formats.	B	B	D	P	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

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P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.17	Distinguish between sentences and fragments.	B	B	D	P	R	R
3.18	Construct declarative, interrogative, exclamatory and imperative sentences.	B	B	D	P	R	R
3.19	Identify run-on sentences.		B	B	D	P	R
3.20	Identify different types of nouns.	B	B	D	P	R	R
3.21	Form plural nouns (with and without spelling changes).	B	B	D	P	R	R
3.22	Form irregular plurals.		B	B	D	D	P
3.23	Identify compound words.	B	D	D	D	P	R
3.24	Use the correct gender for a noun.	B	D	D	D	D	D
3.25	Use the exact word to name the part of or an entire collection of people, animals or things.	B	D	D	D	D	D
3.26	Form singular and plural possessive nouns.	B	B	D	D	D	P

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.27	Produce the correct pronouns for the nouns they replace.	B	B	D	P	R	R
3.28	Produce the correct possessive pronouns for the nouns they replace.		B	D	D	P	R
3.29	Use verbs (action, helping and linking) in sentences.	B	B	D	P	R	R
3.30	Apply the correct tenses to verbs.	B	B	D	D	P	R
3.31	Ascertain the complete subject and predicate of a sentence.	B	B	D	D	P	R
3.32	Identify the simple subject and the simple predicate of a sentence.			B	D	P	R
3.33	Apply the rules of subject-verb agreement.	B	B	D	D	P	R
3.34	Identify compound subjects and predicates.				B	D	P
3.35	Use adjectives to describe nouns and pronouns.	B	B	D	D	P	R
3.36	Use adverbs to modify verbs, adjectives and other adverbs.		B	D	D	D	P
3.37	Use prepositions to link words in sentences.	B	B	D	D	P	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.38	Use conjunctions to join words or phrases.	B	B	D	D	P	R
3.39	Use independent and subordinate clauses.				B	D	D
3.40	Join simple sentences and expand simple sentences into compound and complex sentences.	B	B	D	D	D	D
3.41	Use interjections in sentences.		B	D	D	P	R
3.42	Provide synonyms for given words.	B	B	D	D	D	D
3.43	Provide antonyms for given words.	B	B	D	D	D	D
3.44	Differentiate among homonyms, homophones and homographs.		B	B	D	D	D
3.45	Apply capitalization rules appropriately.	B	B	D	D	P	R
3.46	Punctuate sentences using commas, semi-colons, colons, and quotation marks.			B	B	D	D
3.47	Use acronyms.		B	B	D	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Written Composition Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.48	Explain the steps in the Writing Process.	B	B	D	D	P	R
3.49	Discuss the qualities of good writing.	B	B	D	D	D	D
3.50	Explain the four types of writing.	B	D	D	D	P	R
3.51	Narrow ideas and elaborate on them.	B	B	D	D	D	D
3.52	Sequence ideas appropriately using transitional words.	B	B	D	D	D	D
3.53	Organize ideas into a paragraph using a topic sentence and supporting details.	B	D	D	D	D	D
3.54	Compose varied and interesting introductions to their writing pieces.	B	B	D	D	D	D
3.55	Utilize various methods of concluding pieces in their writing.	B	B	D	D	D	D
3.56	Demonstrate voice in their writing by exploring tone and mood.	B	B	D	D	D	D
3.57	Write from different points of view.	B	B	D	D	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skillfully applying grammatical and mechanical conventions.

Written Composition Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.58	Compose different types of poetry such as limericks, cinquains, free verse etc.	B	D	D	D	D	D
3.59	Use quotation marks effectively in their writing.			B	D	D	D
3.60	Develop narrative pieces that include characters, setting and plot.	B	D	D	D	D	D
3.61	Write descriptive essays that utilize interesting words and literary devices (similes, metaphors, and personification).	B	B	D	D	D	D
3.62	Write expository essays (biographies, how-to paragraphs, newspaper articles, reports, reviews, etc.)	B	B	D	D	D	D
3.63	Compose an invitation to an event.	B	B	D	D	D	D
3.64	Write friendly letters.		B	B	D	D	D
3.65	Write essays utilizing persuasive techniques.	B	B	D	D	D	D

Summary of Language Arts Topics Grade 4

The Pacing Guide shows the order in which the topics appear in the curriculum, the approximate number of weeks that should be spent on the topic, and the page number on which it can be found in the curriculum. It is expected that once topics are taught, they will be constantly reinforced and integrated into other areas of the curriculum.

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 2 Weeks (ongoing) p. 51-52	Syllabication 2 Weeks p. 67-69	Using Visual Cues to Aid Reading Continuous p. 104-105	Text and Graphic Features 2 Weeks (ongoing) p. 107-110	Writing Personal Information 2 Weeks (ongoing) p. 153-154	Sentences and Fragments 1 Week p. 165-166	The Writing Process 1 Week (ongoing) p. 218-219
Articulating Personal Information, Needs, Experiences and Opinions 6 Weeks (ongoing) p. 53-55	Soft C and G 1 Week p. 70-71	Pacing, Intonation, and Expression Continuous p. 106	Non-Fiction Text Structures 1 Week (ongoing) p. 111-112	Writing Upper and Lower Case Cursive Using 2 Lines 3 Weeks (ongoing) p. 155-157	Types of Sentences 1 Week p. 167-168	Qualities of Good Writing 1 Week (ongoing) p. 220
Performing Multi-Step oral Instructions 3 Weeks p. 56	Initial, Medial, and Final Blends 2 Weeks p. 72-73		Story Elements 2 Weeks p. 113-116	Joining Letters 3 Weeks (ongoing) p. 158	Run-On Sentences 2 Weeks (on-going) p. 169	The Four Types of Writing 1 Week (ongoing) p. 221

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols and Body Language 4 Weeks (ongoing) p. 57-58	Digraphs 2 Weeks p. 74		Context Clues 1 Week (ongoing) p. 117-118	Copying Sentences, Paragraphs, Messages, Letters, and Invitations (ongoing) p. 159	Common and Proper Nouns 1 Week p. 170	Narrowing and Elaborating on Ideas 2 Weeks (Ongoing) p. 222
Displaying Proper Etiquette When Communicating Across Various Platforms 3 Weeks p. 59-61	R-Controlled Vowel Sounds 1 Week p. 75		Classification 1 Week p. 119	Using Appropriate Computer Fonts (ongoing) p. 160	Forming Plurals by Adding “s” and “es” 1 Week p. 171-172	Sequencing Ideas 2 Weeks (Ongoing) p. 223-234
Using Standard English and Dialect Expressions Appropriately 4 Weeks (ongoing) p. 62	Words with ‘al’, ‘le’ and ‘el’. 2 Weeks p. 76-77		Making Predictions 1 Week (ongoing) p. 120	Writing Roman Numerals 1 Week p. 161	Forming Irregular Plurals 2 Weeks p. 173-174	Organizing Ideas Using Topic Sentences and Supporting Details 2 Weeks (Ongoing) p. 225-226
Using Key Vocabulary that Good Communicators Use 6 Weeks (ongoing) p. 63	Decode Words with ‘dge’ and ‘ge’ spelling 1 Week p. 78-79		Main Idea and Supporting Details 2 Weeks p. 121-123	Forming and Writing Punctuation Marks (ongoing) p. 162-163	Compound Words 1 Week p. 175	Composing Varied and Interesting Introductions 2 Weeks (Ongoing) p. 227-228

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking clearly, audibly, and with appropriate volume and pacing 6 Weeks (ongoing) p. 64-66	Diphthongs/ Vowel Digraphs 3 Weeks p. 80-81		Sequence of Events 2 Weeks p. 124	Copying and Writing Dates (ongoing) p. 164	Using the Correct Gender of a Noun 1 Week p. 176-177	Concluding Writing Pieces 2 Weeks (Ongoing) p. 229-230
	Silent Consonants 2 Weeks p. 82-83		Realism/ Fantasy /Fiction and Non-Fiction 2 Weeks p. 125-127		Collective Nouns – Trees, Plants, and Flowers 1 Week p. 178	Demonstrating Voice 2 Weeks (Ongoing) p. 231
	Alphabetizing 1 Week p. 84		Fact and Opinion 2 Weeks p. 128-130		Singular and Plural Possessive Nouns 1 Week p. 179-180	Different Points of View. 2 Weeks (Ongoing) p. 232
	Using a Dictionary and Thesaurus 2 Weeks (ongoing) p. 85-86		Summarize and Paraphrase 1 Week (ongoing) p. 131		Pronouns 1 Week p. 181	Poetry (Haiku and Shape) 3 Weeks p. 233
	Contractions 1 Week p. 87-88		Compare and Contrast 2 Weeks p. 132-133		Possessive Pronouns 1 Week p. 182-183	Quotation Marks 1 Week (ongoing) p. 234

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Abbreviations 1 Week (ongoing) p. 89-90		Make Inferences 2 Weeks p. 134-136		Action, Helping, and Linking 2 Weeks p. 184-185	Narrative Writing 3 Weeks p. 235-237
	Base Words, Prefixes, and Suffixes 3 Weeks (ongoing) p. 91-94		Cause and Effect 2 Weeks p. 137		Verb Tenses 1 Week p. 186	Descriptive Writing 4 Weeks p. 238-240
	Inflectional Endings with and without Spelling Changes 3 Weeks (ongoing) p. 95-97		Generalizations 1 Week (ongoing) p. 138		Complete Subject and Predicate 1 Week p. 187	Expository Writing 4 Weeks p. 241-242
	Spelling words with 'ough'. 2 Weeks p. 98		Author's Purpose 2 Weeks p. 139-143		Simple Subject and Simple Predicate 1 Week p. 188-189	Composing Invitations 1 Week p. 243-244
	British and American Spelling of Words 1 Week (ongoing) p. 99-100		Drawing Conclusions 2 Weeks p. 144-145		Making Subjects and Verbs Agree 2 Weeks (ongoing) p. 190-191	Friendly Letters 2 Weeks p. 245-247

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Word Origins 3 Weeks (ongoing) p. 101-103		Making Judgements 2 Weeks p. 146-147		Compound Subjects and Predicates 1 Week p. 192-193	Persuasive Writing 4 Weeks p. 248-251
			Common Proverbs 1 Week (ongoing) p. 148		Adjectives 2 Weeks p. 194-196	
			Colloquial Expressions 1 Week p. 149		Adverbs 2 Weeks p. 197-198	
			Figures of Speech 2 Weeks p. 150-152		Prepositions 2 Weeks p. 199-201	
					Conjunctions 2 Weeks p. 202-203	
					Use Independent and Subordinate Clauses 2 Weeks p. 204-205	

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Simple Sentences Compound Sentences 2 Weeks (ongoing) p. 206-207	
					Interjections 1 Week p. 20-209	
					Synonyms 1 Week p. 210	
					Antonyms 1 Week p. 211	
					Homophones, Homonyms, and Homographs 2 Weeks p. 212	
					Capitalization Rules 1 Week (ongoing) p. 213	

Listening and Speaking	Phonics/Spelling /WordBuilding	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Punctuate sentences using commas, semi-colons, colons and quotes 2 Weeks (ongoing) p. 214-215	
					Acronyms 1 Week (ongoing) p. 216-217	

SCOPE OF WORK

SCOPE OF WORK

LISTENING AND SPEAKING

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences and communicate using a variety of media.

Objective 1.1: Display the characteristics of a good listener.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A good listener is someone who engages in active listening. Good listeners strive to understand the total meaning of a communicated message. During informal settings, a good listener: • maintains an eye contact • shows empathy • repeats key information when appropriate to do so. • uses non-verbal communication (nod of head etc.) to show that they are listening. • asks questions at the appropriate times. During formal settings a good listener: • maintains appropriate posture (sits or stands straight.)	Basic: Divide students into groups. Have them identify one characteristic of a good listener. Ask them to place a member of their group in a pose that reflects that particular characteristic. Have the other students use the clues to determine which characteristic is being portrayed. Intermediate: Have students view a recording of a church service or a similar gathering. Freeze various frames. Have students identify those individuals who are exhibiting characteristics of good listeners. Advanced: Provide materials and oral instructions for the	Have students assess themselves on how well they listened.	• Photographs • Video clips

Content	Suggested Activities	Suggested Assessment(s)	Resources
- looks at the person who is speaking. - listens/observes for clues (both verbal and non-verbal) that would assist in making the message clearer. - provides non-verbal cues to let the speaker know that they are listening. Example: make notes - asks questions or comments on what is being said at the appropriate times	class on how to make a particular item. Have students listen to and follow the instructions. Display what the item should have looked like. Discuss reasons for students' results as it relates to listening.		

Objective 1.2: Articulate personal information, needs, experiences, understandings and opinions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information - full name; address (island, settlement/sub-division); gender; date of birth; parents' names, places of work, email addresses, and phone contacts; names of siblings etc. Clearly communicate personal information when in danger, in need of help, when lost, or when asked by a trusted adult like a teacher, principal, police officer, or nurse. When Expressing Needs • Speak clearly. • Speak audibly. • Speak confidently. • Look at the person to whom you are speaking. Sharing Stories • Make eye contact with the people with whom you are speaking. • Think about the important details of the experience about which to tell. • Tell the events in the order in which they happened. Use sequence words to help: first, second, third, later, after etc. • Use hand gestures to provide more	Basic: Have students complete an oral book report. Have them make recommendations to their friends on whether they should or should not read the book. Have them give supporting reasons for their opinion. Intermediate: Have students orally describe a favourite dessert. Have them present a picture of it at the end. Have the class discuss whether or not the description did it justice and whether or not they were interested in trying the dessert based on the description. Advanced: Have students work in groups to provide their opinion on a current topic. Have them present reasons to support their views.	Have an oral quiz where students will readily supply the personal information requested.	• Books for students to review • Upper Primary Oral Presentation Rubric (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
meaning to stories. • Vary the volume of your voice when appropriate to do so. (Talk softly or loudly). • Vary the pitch/tone of your voice when appropriate to do so. (Talk in a high squeaky voice or a low booming voice etc.). • Incorporate facial expressions. Open the eyes wide to express fear, have a smile on the face when talking about a happy experience, or give a frown when expressing feelings of anger. • Give details about the characters. How did they look? sound? move? Sharing Descriptions When providing descriptions, include sensory words along with similes, metaphors, and onomatopoeias. Sharing Knowledge/Information: • Plan what needs to be said for the allotted time provided. • Begin with a sentence that will capture the attention of your audience. Ask a question, share a quote, provide action etc. • Explain about what you will be speaking.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Provide the steps, facts or details. • Conclude by sharing the main idea another way, providing final thoughts, or giving advice. Sharing Opinions An opinion tells how a person thinks or feels about a particular thing. Opinions are expressed informally all the time. Example: “That was the best movie in the whole world!” When formally expressing an opinion on a more serious topic, do the following: 1. Begin by introducing startling facts, making generalizations, using percentages etc. that will support your view. 2. Use words or phrases that indicate an opinion is being made: <i>In my opinion</i>, <i>My view is that</i>, <i>It is my belief...</i> 3. Provide at least three reasons that support the opinion. Begin with the most important reason. 4. Use props such as pictures, tables, or charts to show the audience. 5. End by stating again how you feel.			

Objective 1.3: Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Following instructions or directions precisely is an important life skill. The following are suggestions to help you become better at following multi-step directions. 1. Focus on the speaker. 2. Tune out distractions. 3. Listen for sequence clues such as cue words: “step one”, “step two”, “first,” “next” or “finally”. Listen for speaking cues, such as a pause. 4. Visualize yourself completing each step as they are said. 5. Repeat the instructions to yourself. 6. Ask questions if you are uncertain. 7. Follow each step in the order stated. 8. Review the instructions to ensure that you have followed each step.	Basic: Identify an appropriate multi-step traditional Bahamian dance. Have students follow oral instructions to perform the dance. Intermediate: Give each student a piece of paper. Have students follow oral instructions to draw an animal, building, or scene. Compare student drawings with the original drawing. Discuss differences. Advanced: Give each group of students a map (tourist map) of your island. Google Earth or Good Maps may also be used. Using the map, give students multi-step directions to get to a particular location. After the directions have been given, allow students an opportunity to share their location on the map based on the instructions that they followed. Discuss why they may or may not have arrived at the correct location.	Have students perform a set of multi-step oral instructions. Assess their ability to complete the task as instructed.	• Tourist map • Google Earth or Good Maps • Access to the internet

Objective 1.4: Use appropriate protocols, speech and body language when speaking to others.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to display good manners when speaking. Greeting Adults: • Greet adults and others with salutations such as “good morning”, “good afternoon”, and “good night”. • When someone asks how you are doing, after you answer, thank the person for asking. Then, inquire as to how the person is doing. • Look the person in the eyes. If a question is asked, answer the question politely. • Say “yes ma’am” or “no ma’am” to females and “yes sir” or “no sir” to males. You can also use the person’s name instead of saying “sir” or “ma’am”. Do not shake your head to indicate “yes” or “no”. • Say “please”, “thank you” or “no thank you”.	Basic: Play clips of movies where certain protocols were breached. Discuss the appropriate oral responses with students. Intermediate: Have students listen to clips from talk shows. Have them discuss the protocols observed and those that were not observed. Advanced: Have students work in small groups to videotape themselves roleplaying some of the protocols. Have them share their work with the class. Have the class critique their work.	Set up various scenarios to which students have to react. Provide feedback on their responses.	• Movie clips • Sound clips from talk shows • Upper Primary Oral Presentation Rubric (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
When introducing yourself to others: • Say your name clearly and loudly. • If the adult extends his/her hand, you may extend your right hand and shake it firmly. • Look the person in the eye. • Listen and respond to questions. When Making Requests: • Do not interrupt adults when they are speaking, unless there is an emergency. If it is an emergency, begin by saying, "Excuse me..." • In a class setting, whether virtually or in person, raise your hand or use the hand icon (if virtual) to get permission before speaking. • "May I" should be used when asking permission to do something.			

Objective 1.5: Display proper etiquette while communicating across various digital platforms (voice or video calls)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Always display proper etiquette when making/receiving voice or video calls Receiving Phone Calls 1. Pick the phone up by the second ring. 2. Answer the phone with a polite greeting like <i>hello</i> or something similar. 3. Politely ask, "May I ask who's calling?" if the caller does not identify himself/herself. 4. Respond with "Just a moment please," if you need to give the phone to somebody else. 5. Do not shout the person's name and say "telephone". Go to the person and inform them of the call. 6. If the person that the caller is asking for is not at home or busy, inform the caller by saying, "I'm sorry, he/she isn't available right now. May I take a message?" Write the caller's message including name, phone number, date and time of the call so that the call can be returned. 7. Limit the amount of information	Basic: Have pairs of students role-play conversations prepared by the teacher using phone props. Discuss the protocols that were followed with students. Intermediate: Have students use puppets to pretend to have telephone conversations between an adult and a child etc. Advanced: Have students listen to one part of a pre-recorded phone conversation where adequate time has been allocated for students to respond as if it was a live telephone conversation. Have students role-play reporting an emergency by telephone	Set up various scenarios to which students have to react. Provide feedback on their responses.	• Cell phones to use as props • Pre-recorded conversations • Puppets

Content	Suggested Activities	Suggested Assessment(s)	Resources
that you give to callers. Avoid saying when the person who left the home will return. 8. End calls with a “goodbye”. Do not just hang up the phone. Making Phone Calls 1. Speak clearly. If a parent answers the phone, identify yourself and ask to speak with the person for whom you are calling. Example: “Hello, Mrs. Rolle. This is Tavia. May I please speak with Renee.” If a sibling answers the phone, just say, “Hello, may I speak with Renee please.” 2. If you dial a wrong number, say “Sorry, wrong number”. Never just hang up the phone. Leaving Voice Messages 1. Provide your name and number. 2. State the name of the person for whom you are leaving the message. 3. State your message clearly and briefly.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Video Calls/Virtual Classes 1. Accept or make voice or video calls only from people who have been approved by your parents. 2. Sign into video calls using your full name and not the name of the device. 3. Sign into class at least ten to fifteen minutes early to give time to work through any challenges that might be experienced. 4. Dress appropriately. 5. When in class, have cameras on. 6. Stay in one location for the duration of the call. 7. Be aware of what is in your background. The space should be neat, clean, and free from anything too personal. Have your back against a wall whenever possible. 8. Get other people's permission before making them a part of the video call. 9. Utilize headphones, when possible, to drown out distracting noises. 10. Focus on the caller/teacher. Do not text or watch television while you are speaking.			

Objective 1.6: Use Standard English and dialect expressions appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Standard English is a term applied to a language that is grammatically correct with no dialect. It encompasses grammar, vocabulary, pronunciation, and spelling. There are times when using dialect or slang can interfere with good communication. Use Standard English when in class or with a more formal audience. Other occasions could be when conducting a class assembly, participating in a Christmas play etc. The Bahamian dialect can be used when speaking in more informal settings, like with family or friends. It has its special vocabulary as well as a specific way of pronouncing words. It includes words like: callin'= calling tink = think bey = boy dis = this In addition to being used in informal conversations, Bahamian dialect is often featured in plays, Bahamian novels as well as radio and television commercials.	Basic: Call the names of various people. Have students discuss whether it would be appropriate to use dialect or Standard English if they had to speak to them. Examples: The Prime Minister, first cousin, a cashier, a tourist, packing boy, the Duke and Duchess of Cambridge etc. Intermediate: Students will pretend that their favourite television star will be visiting their school. Have them develop appropriate questions in Standard English that will be asked. Advanced: Have students listen to a Bahamian commercial in dialect. Have students translate parts of it into Standard English for a non-Bahamian audience.	Provide students with a list of several places or occasions. Have them indicate whether Standard English or dialect would be appropriate.	Clips of Bahamian commercials in dialect.

Objective 1.7: Employ key vocabulary/phrases that good communicators use.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are specific phrases that can be useful in communicating effectively. To give information • In addition to... • First, we need to do is... • Additionally... To get clarification • Can you explain...? • Please show an example of... • I don't understand when you say... To share an opinion • I believe... • I think... • In my opinion... • I concur with... • I agree... • I disagree... To challenge/argue • I would argue the point that... • If that is the case, then why...? • But what about...? • One reason... • Furthermore... • This confirms that...	Basic: Conduct a taste test of a particular product. Have students use opinion stems to express how they feel about the product. Intermediate: Invite a guest speaker to class to provide information on a current content topic. Have students ask clarifying questions. Advanced: Have students research a particular content area topic. Have them include some of the stems for giving information in their presentations.	Have students give a one-minute talk on a current topic from the content area subjects that they have researched. Have them use some of the stems to provide additional information.	Google Slides Editable Templates (Casa-Todd, 2021) • Conversation Starters • Constructive Criticism Discussion Starters <i>Teaching Communication Skills</i> PDF Downloads (Stott, 2018) • Communication Skills Framework • Discussion Roles <i>Teaching Students How to Have an Academic Discussion</i> PDF Downloads (Blumberg, 2022) • The Progression of Talk Teacherspayteachers.com • Talk Prompts • Discussion Sentence Starters • Accountable Talk Stems & Posters

Objective 1.8: Speak clearly, audibly and with appropriate volume, pacing and expression.

Content	Suggested Activities	Suggested Assessment(s)	Resources
When speaking, consideration must be given to the audience, occasion, and location. Sometimes, adjustments have to be made to our regular speech. Volume refers to the loudness or softness of the speaker's voice. Be aware of the environment and adjust the volume of speech accordingly. Examples: Danger – very loud Social/party – loud In Class – medium loud/soft/silent (depending on the activity) Rate means how fast or how slowly the person is speaking. The rate can vary depending on the occasion. When speaking ordinarily, speak at a pace where people can comfortably understand what is being said. If the person speaks too quickly, key information may be missed. If the person speaks too slowly, the listeners might lose interest. When speaking for dramatic purposes, the pace of speaking can sometimes fluctuate with the mood of the piece.	Basic: Read sentences void of intonations. Have students determine whether the sentences are statements or questions. Discuss the importance of intonations. Intermediate: Have selected students read short paragraphs that would involve the use of expressions. Encourage the class to watch students to determine how the paragraph that was read, made them feel. Discuss what the readers did to portray those emotions. Advanced: Have students take turns giving a tour of the campus to parents. Have students incorporate what they have learned to make the tour interesting. Discuss.	Have students take turns reading stories. Use a rubric to assess their reading.	• Short passages for students to read • Upper Primary Oral Presentation Rubric (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: pauses - leaving the audience in suspense before continuing to announce the winner. Someone is running – read a little faster Someone is sad – slow the pace down a bit Pronunciation – This refers to the correctness of sound in a word. When speaking formally, ensure that sounds like the following are said correctly: • Words beginning with th. • Endings of words with ing and s. Use tongue, teeth, and lips to produce the correct sounds. Facial expressions and gestures are a form of non-verbal communication that help to convey the emotions of the speaker. Example: If happy news is being delivered, the speaker might wear a smile. If the listener wanted to show how big something was, they may spread their arms apart to demonstrate this.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Facial expressions and gestures can help to keep the listeners engaged. However, they should not be overused as they can also distract. Pitch refers to how high or how low the person is speaking. Some people normally may have high-pitched voices while others may have low-pitched voices. When completing dramatic activities, the speaker may vary the pitch depending on who is speaking. Example: baby- high squeaky voice Intonation refers to the rising and falling of the voice. The voice may rise or fall if a question is being asked or demand is being made. The intonation may vary depending on the purpose of the statement. A person speaking in a monotone does not have the rhythmic rise and fall of the voice. There is only one tone being used. Pause – Sometimes speakers pause to conclude a point, for emphasis, to get the audience’s attention, and to allow the audience time to think about what has transpired.			

SCOPE OF WORK

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

PHONICS/SPELLING/WORD BUILDING

Objective 2.16: Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A syllable is a unit of pronunciation. It is a word or part of a word with a single vowel sound. The number of syllables in a word is determined by the number of vowel sounds. Words can be divided into syllables. Syllabication helps in: - Decoding words - Reading fluently - Spelling words accurately - Dividing words at the end of a line when writing Example: The word “turtle” would be divided into “tur-tle” and not “tu-rtle” or “turt-le”. Syllabication Rules: When a word ends in le preceded by a	Basic: Students can watch an interactive video on syllables and clap out the sounds of words. Intermediate: Teacher will give students word cards. In groups, they will cut the words into syllables, mix up the syllables and then try to put the words back together again. They will then try to match each of the syllabication rules to the word that follows the rule. Example: care/ful Technology Adaptation: Teachers can write words on the Whiteboard video conferencing tool or <i>whiteboard.fi</i> and allow students to annotate to divide	Use a gamification platform such as <i>Quizizz</i>, <i>Blooket</i>, and <i>Quizlet</i> to formatively assess students in an engaging activity.	Video Options: ‘Clap It Out’: https://www.youtube.com/watch?v=psUPYR235O8 ‘Clap Our Syllables’: https://www.youtube.com/watch?v=2Czm2p3stVM

Content	Suggested Activities	Suggested Assessment(s)	Resources																											
consonant, divide the word before that consonant. Example: cir-cle Sample Words <table><tr><td>fable</td><td>eagle</td><td>jungle</td></tr><tr><td>turtle</td><td>bubble</td><td>gargle</td></tr><tr><td>candle</td><td>example</td><td></td></tr></table> When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix. Example: fly-ing Sample Words <table><tr><td>darker</td><td>resting</td><td>careful</td></tr><tr><td>shouting</td><td>teacher</td><td>stronger</td></tr><tr><td>smallest</td><td>climbing</td><td>faster</td></tr><tr><td>cheerful</td><td></td><td></td></tr></table> When a word has a prefix, divide the word between the prefix and the base word. Example: re-new Sample Words <table><tr><td>preview</td><td>replay</td><td>unkind</td></tr><tr><td>dislike</td><td>unhappy</td><td>misplace</td></tr></table>	fable	eagle	jungle	turtle	bubble	gargle	candle	example		darker	resting	careful	shouting	teacher	stronger	smallest	climbing	faster	cheerful			preview	replay	unkind	dislike	unhappy	misplace	words into syllables. Advanced: Have students participate in an interactive game of “peek-a-boo words”. The teacher will quickly display unfamiliar words via hard card and or PowerPoint. The students will have to use their knowledge of syllabication to decode each word within the given timeframe		
fable	eagle	jungle																												
turtle	bubble	gargle																												
candle	example																													
darker	resting	careful																												
shouting	teacher	stronger																												
smallest	climbing	faster																												
cheerful																														
preview	replay	unkind																												
dislike	unhappy	misplace																												

Content	Suggested Activities	Suggested Assessment(s)	Resources												
When a word has two middle consonants, divide the word between the two middle consonants. Example: let-ter Sample Words <table><tr><td>basket</td><td>airport</td><td>powder</td></tr><tr><td>cuddle</td><td>pretest</td><td>puppet</td></tr><tr><td>belly</td><td>apron</td><td>paddle</td></tr><tr><td>butter</td><td></td><td></td></tr></table>	basket	airport	powder	cuddle	pretest	puppet	belly	apron	paddle	butter					
basket	airport	powder													
cuddle	pretest	puppet													
belly	apron	paddle													
butter															

Objective 2.17: Decode words with hard and soft ‘c’ and ‘g’.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The letter ‘c’ can be pronounced as /k/ or /s/. When ‘c’ is followed by ‘a’, ‘o’, or ‘u’, it is usually pronounced /k/ - the hard ‘c’ sound. Sample Words castle cotton cable country candle court candy cuddle camel current When ‘c’ is followed by e, i, or y, it is usually pronounced /s/ which is the soft ‘c’ sound. Sample Words bicycle cereal braces lettuce celery recess circle service circus science The letter “g” can be pronounced as /g/ or /j/.	Basic: Provide students with a list of scrambled words that have the hard and soft c and g sounds. Have them unscramble the words to reveal their spelling words. Have them pronounce the words. Intermediate: Have students listen to an appropriate song on a selected social media platform. Have them identify words with the specified sound(s). Have them write the words and check their spelling with a dictionary or using Google. Advanced: Have students write dictated sentences that utilize words with the hard and soft c and g sounds.	Have students complete a word study worksheet.	• Spell Zone https://www.spellzone.com/word_lists/list-1385.htm • Pronunciation Guide: Hard C or Soft C? https://www.youtube.com/watch?v=5yeAWqMx6FI • Soft G vs Hard G: What’s the difference? https://www.youtube.com/watch?v=dSiThrQpGCI

Content	Suggested Activities	Suggested Assessment(s)	Resources
When 'g' is followed by 'a', 'o', or 'u', it is usually pronounced as /g/ - the hard 'g' sound. Sample Words dragon garage disguise gather gallery golden gallon gullible garden gutter When 'g' is followed by 'e', 'i' or 'y', it is usually pronounced /j/ - the soft g sound. Sample Words budget ginger cabbage gym engine region genius tragic giant stranger			

Objective 2.18: Decode initial, medial and final blends and the sounds associated with them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A consonant blend is two or more consonants sounded together so that each sound is heard. Some words begin with consonant blends. Examples: black, train, spring. There are four main basic forms of initial, medial, and/or final consonant blends: r-blends, s-blends, l-blends, and n-blends. Sample Words: crutches please quest brother clamp held sweeping extra skunk skate crispy sand Some blends contain three consonants. Common three consonant blends include: str, spl, shr, thr, scr, and spr. Sample Words: str words: stream, struck, stride spl words: splash, split, splatter shr words: shrimp, shrug, shrink	Basic: Display pictures that depict words with initial, middle, or final consonant blend sounds. Allow students to say the word and identify the position of the consonant blend. Technology Adaptation: Using an online platform such as <i>Teachermade</i>, <i>Quizizz</i>, <i>Liveworksheet</i>, etc., to formatively assess students' knowledge of the skills taught on initial, medial and final blends to decode unfamiliar words displayed. (Students will select the correct blend that they hear in each word sounded out.) Intermediate: Create cards that have unfamiliar words that contain blends in the beginning, medial, and final positions in columns directly underneath a matching die number (1-6). to decode. Students will roll a die and attempt to decode a word that is in the column of the	Dictate sentences that contain blends for students to write. Check their spelling of the words with blends.	• Spin the Wheel Template https://wheelofnames.com/

Content	Suggested Activities	Suggested Assessment(s)	Resources																		
thr words: throat, throb, threw scr words: scream, scrap, scrape spr words: spry, spray, sprain	corresponding number on the card. <table border="1"><tr><td>.</td><td>..</td><td>...</td><td>....</td><td>.....</td><td>.....</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Technology adaptation: (This activity can also be recreated in a “Spin the Wheel” online template. Students spin the wheel to determine the column from which they must attempt to call a word). Advanced: Place 10-15 cards around the classroom. Ensure that each card has 4 pictures on it that are directly related to the secret name of a classroom word with a blend sound (initial, medial, and final). Have students search the classroom using these ‘Hint Picture Cards’ to find the classroom object. Require learners to present the method they devised and used to identify objects.	.	..	...																	
.	..	...																			

Objective 2.19: Decode consonant digraphs in initial, medial and final positions and the sounds associated with them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Consonant digraphs are two consonants that appear together in a word but stand for only one sound. Consonant digraphs are: <i>/ch/</i> as in <i>chip</i>; <i>/sh/</i> as in <i>shell</i>; <i>/zh/</i> as in <i>pleasure</i>; <i>/th/</i> as in <i>thin</i> (voiceless); <i>/th/</i> as in <i>this</i> (voiced); <i>/wh/</i> as in <i>when</i>; <i>/ng/</i> as in <i>sing</i>. Sample Words: <i>/ch/</i> - chain, chorus, cheese <i>/sh/</i> - shout, ship, sheep <i>/zh/</i> - usual, casual, occasion <i>/th/</i> (voiceless) – think, third, thirst <i>/th/</i> (voiced) - that, though, they <i>/wh/</i> - whist, wheel, white <i>/ng/</i> - string, swing, gang	Basic: Using a gamification platform or a whiteboard, display a spelling list of unfamiliar words with the missing digraphs. Allow students to insert the correct digraph into the word. Intermediate: Given a one-minute time limit, have students locate about three words containing a given digraph using fictional or non-fictional texts. Advanced: Place students into teams. Have students line up in their teams a short distance from the white/chalkboard. (You can also use a video conferencing tool.) At a given signal from the teacher, have students race to write and pronounce a word that contains the given digraph.	Have students complete a worksheet related to digraphs.	Spell City Game: https://www.spellingcity.com/digraphs.html

Objective 2.20: Decode words with r-controlled vowel sounds.

Content	Suggested Activities	Suggested Assessment(s)	Resources																				
When the consonant “r” comes after a vowel or vowels, it sometimes changes the vowel sound. The letter ‘r’ makes the vowel have a sound that is different from the usual short or long sound. This special sound is considered “r-controlled”. Examples: heart /ar/, sports /or/, and curb /ur/.) Sample Words <table><tr><td>carton</td><td>organ</td></tr><tr><td>curb</td><td>journal</td></tr><tr><td>spare</td><td>garbage</td></tr><tr><td>board</td><td>artist</td></tr><tr><td>heart</td><td>sparks</td></tr><tr><td>harbour</td><td>sports</td></tr><tr><td>shore</td><td>boards</td></tr><tr><td>dirty</td><td>sherbet</td></tr><tr><td>perfume</td><td>error</td></tr><tr><td>cheerfully</td><td>fearless</td></tr></table>	carton	organ	curb	journal	spare	garbage	board	artist	heart	sparks	harbour	sports	shore	boards	dirty	sherbet	perfume	error	cheerfully	fearless	Basic: Have students pronounce r- controlled vowels. Examples: /ar/, /er/, /ir/, /or/ and /ur/). Have them view and pronounce the ‘r- controlled’ words on pre-made flashcards. Intermediate: Play Hangman with words containing r-controlled vowels. Activity can be based on determining the “r –controlled word” according to its meaning. Technology Adaptation: Use the Whiteboard on the video conferencing tool to play the game or create an electronic version. Advanced: Create a short poem that contains “r-controlled” words as end rhymes.	Have students participate in a Class Spelling Bee where they have to spell grade-level appropriate words with r-controlled vowel sounds.	• Hangman Website https://www.hangmanwords.com/create
carton	organ																						
curb	journal																						
spare	garbage																						
board	artist																						
heart	sparks																						
harbour	sports																						
shore	boards																						
dirty	sherbet																						
perfume	error																						
cheerfully	fearless																						

Objective 2.21: Decode words with final // spelt ‘al’, ‘el’ and ‘le’.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The // sound at the end of a word can be spelt in several different ways. Generally, “al” is used when adding a suffix on to a base word. Example: logic - logical Sample Words identical critical hospital official personal magical natural Use “le” if the sound is part of the word. A consonant normally forms a part of this end syllable. The “le” ending is seen mainly after the following letters: b, c, d, f, g, k, p, sl, st, t and z. The le ending is never used after these letters: m, n, r, v, and w. Sample Words: ble – Bible, cable, grumble cle – circle, icicle, muscle dle – handle, middle, needle fle – raffle, trifle, waffle gle – giggle, triangle, single kle – buckle, tackle, trickle,	Basic: Have students complete a crossword puzzle focused on the different // sounds at the end of words. Intermediate: Have students unscramble words that have the various endings for the //. Advanced: Have students write dictated sentences using their spelling words.	Provide students with unfamiliar words and have them use the rules to decide the way the // should be spelt.	• Le or Al? (Fawcett, 2018) https://www.youtube.com/watch?v=LNEZwtDB2-w

Content	Suggested Activities	Suggested Assessment(s)	Resources
ple - people, sample, simple sle – measles, hassle, tussle stle –castle, hustle, rustle tle – cattle, gentle, settle zle – muzzle, puzzle, sizzle In some words, the ll is spelt “el”. Sample Words: chapel diesel gospel label nickel parcel towel travel			

Objective 2.22: Decode words with ‘dge’ and ‘ge’ spelling.

Content	Suggested Activities	Suggested Assessment(s)	Resources												
The letter combinations “dge” and “ge” make the /j/ sound. The letter combination “dge” is a trigraph because the three letters always function together to form the same sound as the letter “j”. Use “dge” with words that have a short vowel sound before the /j/ sound. Examples: “judge” and “edge” Use “ge” with words that do not have a short vowel sound before the /j/ sound. Examples: “change” and “huge” Sample Words: <table><tr><td>fudge</td><td>ledge</td></tr><tr><td>badge</td><td>pledge</td></tr><tr><td>hedge</td><td>lodge</td></tr><tr><td>badge</td><td>judge</td></tr><tr><td>ridged</td><td>bridge</td></tr><tr><td>large</td><td>village</td></tr></table>	fudge	ledge	badge	pledge	hedge	lodge	badge	judge	ridged	bridge	large	village	Basic: Prepare a set of word pair cards that contain unfamiliar words with the “dge” and “ge” spelling that are spelt correctly and incorrectly. Label them “A” and “B”. Display each pair of word cards and allow students to decode the words. Then, have the students identify which card contains the correct spelling of the words based on their knowledge of the “dge” and “ge” rule. Intermediate: Provide each student/group with an unused fly swatter. Display a group of unfamiliar words that have the “dge” and “ge” spelling. Ask a member from each group to swat the word that is spelt correctly. Have them explain why they chose that particular word to swat. Have students use the words in sentences. Advanced: Have students compete in “Spelling Baseball”. Divide the class into two teams. Organize “dge” and “ge” words in four columns based on their level of difficulty. (Students should not be	Have students complete a cloze passage where they have to supply words with “dge” and “ge” spelling.	Using 'ge' or 'dge' https://www.youtube.com/watch?v=QfHfY18aIUQ
fudge	ledge														
badge	pledge														
hedge	lodge														
badge	judge														
ridged	bridge														
large	village														

Content	Suggested Activities	Suggested Assessment(s)	Resources
	able to see the list.) Column one would represent the first base and would contain the easiest words. Column two would be second base and would be a bit more difficult. Column three would be the third base, and words from Column four would represent a home run and be the most difficult of all. Students can select the column from which they want to receive a word. Call the word. If the player spells the word incorrectly, he or she is out. If the player gets it correct, he/she may advance to that base. Everyone else on the base would also advance. The team with the most players returning to home base wins the game.		

Objective 2.23: Decode diphthongs and vowel digraphs in initial, medial and final positions.

Content	Suggested Activities	Suggested Assessment(s)	Resources										
Diphthongs are types of vowels where two vowel sounds are connected in a continuous, gliding motion (to make one sound). They are often referred to as gliding vowels. Examples of diphthongs are: /oi/, /oy/, /ow/, /ou/. The diphthongs ‘ou’ and ‘ow’ can have two distinct sounds. • /ou/ can sound like ‘ou’ as in ‘house’, and like ‘ou’ as in ‘soup’. • /ow/ can sound like ‘ow’ as in clown and ‘ow’ as in glow. Sample Words: <table><tr><td>disappointed</td><td>broil</td></tr><tr><td>noise</td><td>avoid</td></tr><tr><td>spouse</td><td>spout</td></tr><tr><td>browser</td><td>frown</td></tr><tr><td>joyful</td><td>royalty</td></tr></table> If two vowels are beside each other in a word or syllable, the first vowel is usually long while the second vowel remains silent. This is called a vowel	disappointed	broil	noise	avoid	spouse	spout	browser	frown	joyful	royalty	Basic: Make picture cards whose names contain the required diphthong and vowel digraph. Have the students look at the cards and write the names of the pictures on the card as well as underline the diphthong and circle the vowel digraphs displayed. Intermediate: Give students a diphthong and vowel digraph and have them write as many words as possible that contain the spelling rules. This may be done as a timed activity or as a game. Have the students decode the words. Advanced: Have the students unscramble words containing diphthongs and vowel digraphs. Choose words containing diphthongs and vowel digraphs, then create clues or write definitions for the words. Give students the clues and have them unscramble the words. Have them decode the words.	Have students read words containing the diphthongs and vowel digraphs in context.	• Diphthong Song https://www.youtube.com/watch?v=XSOVfpapSXA
disappointed	broil												
noise	avoid												
spouse	spout												
browser	frown												
joyful	royalty												

Content	Suggested Activities	Suggested Assessment(s)	Resources										
digraph. Examples of vowel digraphs are: ai, ee, ea, oa, ay Sample Words: <table><tr><td>grain</td><td>waiter</td></tr><tr><td>speech</td><td>between</td></tr><tr><td>grease</td><td>ice-cream</td></tr><tr><td>raincoat</td><td>throat</td></tr><tr><td>walkway</td><td>sprayed</td></tr></table>	grain	waiter	speech	between	grease	ice-cream	raincoat	throat	walkway	sprayed			
grain	waiter												
speech	between												
grease	ice-cream												
raincoat	throat												
walkway	sprayed												

Objective 2.24: Use words with silent consonants.

Content	Suggested Activities	Suggested Assessment(s)	Resources												
Content: <i>Silent consonants</i> are consonants that appear in a word but are not heard when the word is pronounced. Silent Consonants: Silent d often comes before the letters “n” and “g”. Silent t often comes before “en” or “le”. Silent b often comes before “t”. Silent n often follows “m”. Silent k often comes before “n”. Silent h is sometimes silent at the beginning of words. Sample Words: <table><tr><td>Wednesday</td><td>kneel</td></tr><tr><td>edge</td><td>fasten</td></tr><tr><td>crumbs</td><td>listen</td></tr><tr><td>hymns</td><td>knock</td></tr><tr><td>character</td><td>anchor</td></tr><tr><td>honour</td><td>honesty</td></tr></table>	Wednesday	kneel	edge	fasten	crumbs	listen	hymns	knock	character	anchor	honour	honesty	Basic: Introduce students to a list of words with silent consonants. Say the words and have the students repeat the words after you. Ask them to identify the silent consonant letter of each word. Technology Adaptation: Using a wheel spinner tool, type in the spelling list words and allow students to say the spelling list word and identify the silent consonants. Intermediate: Give students a word containing a silent consonant combination (example: <u>knock</u>) and have them write as many words as possible that contain the same silent consonant combination. This can be a timed activity or game. Technology Adaptation: Using the whiteboard on a video conferencing platform, allow the students to annotate on the board to complete the activity live.	Administer a rote memorization test. Assess differentiated activities. Have students complete a word study worksheet.	• Wheel Spinner https://wheelofnames.com/ • Common Silent Consonants List (see <i>Appendices</i>)
Wednesday	kneel														
edge	fasten														
crumbs	listen														
hymns	knock														
character	anchor														
honour	honesty														

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Advanced: Have students use a dictionary to define spelling list words and use each in a sentence. Ask students to write the words. Have them underline the silent consonant letter in each word.		

Objective 2.25: Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Alphabetical order refers to the organizing of a list of words in the order of the alphabet based on the letters in their names. This makes information easier to find in a dictionary, thesaurus, phone book, index, etc. There are specific rules as to how words are organized in alphabetical order. Arrange words in order using their first letters. If the first letters are the same, then use the second letters to determine the order in which the words should appear. If those are the same, then move to the third and fourth letters. Example: <i>victory, violet, villain</i> When alphabetizing titles, use the main words to determine the order. Words like ‘a’, ‘an’ and ‘the’ should not be considered. <i>Hansel and Gretel</i> <i>The Princess and the Pea</i> <i>Tale of a Fisherman</i>	Basic: Give students a list of words. Using the first letters they will put the words in alphabetical order. Example: camel goat horse Intermediate: Have students organize words in alphabetical order based on their third and fourth letters. Advanced: Have students place the titles of books in alphabetical order.	Have students organize a list of words in alphabetical order.	Vocabulary Spelling City https://www.youtube.com/watch?v=oCDYoEm5Ls8

Objective 2.26: Use the dictionary and thesaurus effectively.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A dictionary contains a list of words arranged alphabetically. The meaning(s) of the word is/are explained along with other important information. Guide words - These words are at the top of the page in a dictionary or thesaurus. They are the first and last words found on those pages. Entry Word- This is the word for which the meaning is being provided. It shows how the word is spelt. The entry word has dots to divide the word into syllables. Pronunciation- This tells how to say the word. Symbols are provided that stand for certain sounds. Part of Speech- This tells how a word may be used in a sentence. Origin – The origin of a word often appears in brackets at the end of the definition. Meaning- Words can have multiple meanings. The different meanings of	Basic: Display an example of a dictionary entry and a thesaurus entry. Allow students to annotate on the whiteboard comparing and contrasting details of the two entries. Intermediate: Divide students into groups of three. Have one student choose an unfamiliar word from the dictionary. Have that student write the actual definition on a slip of paper. Have the other two students write a fake definition for the word, being careful to make it sound real. As the groups share their words and definitions, have the students vote on whose definition they think is the real one. Have students use the dictionary to find the actual meanings of the words.	Have students play “Draw Swords” where they have to compete to see who can find the given word first and to give particular information requested about that word.	- classroom dictionaries - internet access <i>Write Source</i> Grade 3; pp. 302-303, 450 <i>Write Source</i> Grade 4; pp. 318-319, 464

Content	Suggested Activities	Suggested Assessment(s)	Resources
the word are numbered. Plural Form or Verb Form- These are shown when the spelling of the base word changes. A thesaurus provides synonyms for words listed.	Advanced: Give students an example of a dictionary entry and/or a thesaurus entry. Have students answer questions about them. Example Questions: • What is this word's origin? • What is a synonym for this word? • Which part/parts of speech does this word have? • What is the meaning of this word? Technology Adaptation: Have students use a reputable online dictionary and thesaurus to find the meanings of unfamiliar words as well as synonyms.		

Objective 2.27: Spell contractions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A contraction is a short way of combining two words into one. To form a contraction, often, a part of the second word is removed and replaced with an apostrophe. we're - we are what's - what is there's - there is didn't - did not Verb + not have + not= haven't must + not= mustn't does + not= doesn't had + not = hadn't Pronoun/Noun (be form) I + am = I'm they + are = they're Pronoun/Noun (will) I + will = I'll he + will = he'll we + will =we'll you + will = you'll they + will = they'll	Basic: Using a whiteboard in class or virtually, have students observe the two words and the contractions that they form. Have them identify the letters that the apostrophe replaced. Do this with several sets of words so that students can observe the pattern for several groupings of contractions. Intermediate: Have an in-class spelling bee where students have to spell contractions. Advanced: Give students sentences where they will replace the underlined words with contractions.	Have students complete a worksheet where they replace the given word with contractions.	• <i>Write Source</i> Grade 3; p. 472 • <i>Write Source</i> Grade 4; p. 490.1 • List of Contractions (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Pronoun/Noun (would) you + would = you'd we + would = we'd he + would = he'd she + would = she'd I + would = I'd Some contractions do not follow a pattern. will + not = won't can + not = can't Avoid using contractions in formal writing.			

Objective 2.28: Use common abbreviations.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An abbreviation is a shortened form of a word that ends with a period. In abbreviations, you will notice that: - Most are spelt with the first letters of the word(s). Example: company – co. - Some are spelt with a combination of letters from the word. Example: government – govt. - Others are spelt with letters not found in the original word. Example: ounce – oz. - Many abbreviations begin with a capital letter. Example: Florida – Fl. - Some abbreviations that include unit of measurements or capital letters do not need a period. Example: meter - m	Basic: Have students play an abbreviation game on a gamification platform as teams or individually. Ensure that students are given feedback on correct and incorrect answers for reinforcement. Intermediate: Have students use a dictionary to find provided words and then abbreviate them. Allow students to document their findings on a sheet of paper. (Example: mph- miles per hour) Advanced: Have students document words in their environment that have been abbreviated. Ask them to share their list with the class names on the guest list with abbreviated titles and initials for first and middle names. Tell them that addresses with abbreviations are to be written for each name.	Have students complete a worksheet where they have to identify the abbreviated form of familiar words across content area subjects.	- Gamification Platform https://www.blooket.com/set/6171a1091e57170030170716 <i>The Student's Companion</i>, Caribbean Edition (Best, 2012; pp. 98-102, 104) <i>The Student's Companion Practice</i> (Coates, 2012; pp. 39-41)

Content	Suggested Activities	Suggested Assessment(s)	Resources
6. Add a period to an abbreviation when it does not include the last letter of the whole word. Example: mountain – Mt. Alvernia Sample Abbreviations post office – P.O. Celsius – c Center – ctr. Teaspoon – tsp Longitude – long. Latitude – lat. Ante meridiem – a.m. Post meridiem – p.m. Text Messaging Some words and phrases have been abbreviated for social media and are acceptable in that context. However, on school-based assignments and other types of formal writing, they should not be used. Examples: brb – be right back idk – I don't know lol – laughing out loud ppl – people thnx - thanks			

Objective 2.29: Identify the base word, prefix or suffix in words and the meanings associated with them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words often contain base words. A base word is the part of a word that can stand alone and has meaning. It is the simplest form of a word. Example: “Cycle” is a base word that means “wheel”. Prefixes and suffixes can be added to base words to change the meanings of these words. Prefix – A prefix is a word or syllable that is added at the beginning of a base word. Prefixes have their special meanings too. Examples: The prefix “bi” means “two”. The prefix “tri” means “three”. The word “bicycle” means a “cycle having two wheels”. A “tricycle” means a “cycle having three wheels”. Adding “bi” and “tri” to the word	Basic: Make three sets of word cards – one containing root words, one containing prefixes and one containing suffixes. Divide the class into teams, then, mix the root word cards with either the prefixes or suffixes. Distribute an equal number of cards to each team and designate one team member to record words. Use a three-minute timer as students race to form as many words as possible from their cards. The recorder writes the words as they are formed so that they can be read aloud at the end of the game. Give one point for each correctly formed word. The team with the most points wins. Intermediate: Using the same basic activity, mix both sets of affixes with the word cards. Students must use both in the creation of their words. Advanced: Have students use the meaning of the prefix or suffix to figure out the meaning of words.	Have students complete a worksheet where they have to add prefixes and suffixes to base words and write their new meanings.	• <i>Spelling Essentials</i> (Tucker, 1999; pp. 20 -36) • <i>The Student’s Companion</i>, Caribbean Edition (Best; 2012 pp. 105-108) • <i>The Students’ Companion Practice Book</i> (Coates, 2012; pp. 42-44) • <i>Write Source</i> Grade 3, pp. 453-454 • <i>Write Source</i> Grade 4, pp. 464-466 • Most Common Affixes (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources																								
“cycle”, changed its meaning. Examples of prefixes and their meanings after – following bi –two centi – one hundred de - (away from / down) dis – not, opposite of ex – former in- not mid – middle mis – badly, wrong out – beyond over – above/too much tri – three Sample Words: <table><tr><td>afternoon</td><td>inactive</td></tr><tr><td>afterlife</td><td>invisible</td></tr><tr><td>biweekly</td><td>midair</td></tr><tr><td>bilingual</td><td>midday</td></tr><tr><td>centimetre</td><td>misbehave</td></tr><tr><td>centipede</td><td>misuse</td></tr><tr><td>depart</td><td>outside</td></tr><tr><td>defend</td><td>outlive</td></tr><tr><td>disbelief</td><td>overspend</td></tr><tr><td>disobey</td><td>overdone</td></tr><tr><td>exchange</td><td>triplex</td></tr><tr><td>express</td><td>triangle</td></tr></table>	afternoon	inactive	afterlife	invisible	biweekly	midair	bilingual	midday	centimetre	misbehave	centipede	misuse	depart	outside	defend	outlive	disbelief	overspend	disobey	overdone	exchange	triplex	express	triangle			
afternoon	inactive																										
afterlife	invisible																										
biweekly	midair																										
bilingual	midday																										
centimetre	misbehave																										
centipede	misuse																										
depart	outside																										
defend	outlive																										
disbelief	overspend																										
disobey	overdone																										
exchange	triplex																										
express	triangle																										

Content	Suggested Activities	Suggested Assessment(s)	Resources
A suffix is a letter or group of letters added after a base word to alter its meaning and form a new word. <i>Example:</i> “Care” is a base word meaning to be “concerned with or interested in”. “Ful” is a suffix meaning “full of” or “filled”. care + ful = careful “Careful” would now mean “full of care” or “concern”. Examples of Suffixes and their Meanings able – can be done/possible er – one who or – one who/that which less – without let – small/little y– like/nature of ly – like/manner ment – state/process ness – state of ship – state of being or rank ward – direction of			

Content	Suggested Activities	Suggested Assessment(s)	Resources																				
Sample Words: <table><tr><td>noticeable</td><td>rainy</td></tr><tr><td>enjoyable</td><td>stormy</td></tr><tr><td>teacher</td><td>friendly</td></tr><tr><td>preacher</td><td>happily</td></tr><tr><td>decorator</td><td>darkness</td></tr><tr><td>visitor</td><td>boldness</td></tr><tr><td>outlet</td><td>flagship</td></tr><tr><td>tartlet</td><td>relationship</td></tr><tr><td>childless</td><td>forward</td></tr><tr><td>homeless</td><td>backward</td></tr></table> Words can sometimes have both a prefix and a suffix added to the base word. Example: unreachable	noticeable	rainy	enjoyable	stormy	teacher	friendly	preacher	happily	decorator	darkness	visitor	boldness	outlet	flagship	tartlet	relationship	childless	forward	homeless	backward			
noticeable	rainy																						
enjoyable	stormy																						
teacher	friendly																						
preacher	happily																						
decorator	darkness																						
visitor	boldness																						
outlet	flagship																						
tartlet	relationship																						
childless	forward																						
homeless	backward																						

Objective 2.30: Add inflectional endings (with or without) spelling changes.

Content	Suggested Activities	Suggested Assessment	Resources						
An inflectional ending is a word part that is added to a base word. This ending can make a word plural, change word tense, or help to make comparisons. Inflectional endings are: s, es, ing, ed, er and est. 1. Adding “er” and “est” If a word ends in a “consonant” and “y”, change the “y” to “i” and add “er” or “est”. Example: happy – happier If the word ends in a “consonant” and “e” remove the “e” and add “er” or “est”. Example: late - latest Sample Words: <table><tr><td>happier</td><td>silliest</td><td>bravest</td></tr><tr><td>fancier</td><td>simpler</td><td>finest</td></tr></table> 2. Adding “ed” and “ing” If the base word ends in a consonant vowel consonant and a stressed syllable, double the final consonant	happier	silliest	bravest	fancier	simpler	finest	Basic: Have students draw two columns. The heading of the first column should be <i>Base Word</i>. The second column should be whichever inflectional ending is being taught (-s, -ed, -ing). Give students the base word to write in the first column and have them rewrite the words correctly with the inflectional ending in the second column. Intermediate: Give students a cube. Write only the numbers one two and three on the cube. Have them take turns in groups of four or five rolling the cube. If they roll number one they must supply a word that has one letter added to it (e.g. schools). If they roll a two they must say a word that has two letters added to it (wished), etc. Advanced: Have students place inflections correctly on word endings to make sentences correct according to the tense, mood, voice, number, gender, etc. A worksheet will be	Administer a rote memorization test. Assess differentiated activities. Have students complete a word study worksheet.	• <i>Modern Curriculum Press Spelling Workout Level D: Teacher Resource Guide</i>
happier	silliest	bravest							
fancier	simpler	finest							

Content	Suggested Activities	Suggested Assessment	Resources						
and add “ing” or “ed”. Example: control - controlling If the base verb ends in consonant and e, remove the e and add ing or ed. Example: skate - skating If the base verb ends in “ie”, change the “ie” to “y” and add “ing”. To make it past tense, make no changes to the “ie” and add the letter “d”. Examples: tie – tying and lie - lied Sample Words: <table><tr><td>irritated</td><td>regretted</td></tr><tr><td>surprised</td><td>phoning</td></tr><tr><td>beginning</td><td>dying</td></tr></table> 3. Adding “s” and “es” If the word ends in ch, s, ss, sh, x or z, just add the inflectional ending “es” to the word. Example: bunch – bunches	irritated	regretted	surprised	phoning	beginning	dying	given with various sentences and root word endings. The students will write the words (given in brackets) in the correct tense using the correct/necessary inflections		
irritated	regretted								
surprised	phoning								
beginning	dying								

Content	Suggested Activities	Suggested Assessment	Resources
If a word ends in a “consonant” and “o”, add an “es” to make it plural. Example: potato – potatoes If a word ends in a “vowel” and an “o”, add an “s” to make it plural. Example: radio – radios Exception: The word “mango” can be spelt “mangos” or “mangoes”. If a word ends in “f”, change the “f” to “v” and add “es”. If the word ends in “fe”, change the “f” to “v”, drop the “e” and add “es”. Example: knife - knives If the word ends in a “consonant” and “y”, change the “y” to “i” and add “es”. Example: cherry - cherries Sample Words: churches chintzes calves wives blueberries photos			

Objective 2.31: Spell words containing the ‘ough’, ‘ought’, and ‘aught’ sounds.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are five different sounds for the <i>ough</i> spelling. /uff/ as in - enough - rough - tough /off/ as in - cough - trough /ow/ as in - drought - Long /o/ as in - dough - furlough - although - though - The /ü/ sound as in - through	Basic: Have students play Spelling Bowling. Using a sidewalk or even surface, set up a bowling lane using empty water bottles and a tennis ball. Provide students with a word that ends with ough to spell. If they can spell the word correctly, they get a turn at rolling the tennis ball to knock down as many of the bottles as they can. Intermediate: Have students research other ways that follow the different sounds along with the meanings of these words. Have an “In Class” Spelling Bee. Advanced: Dictate sentences to students that utilize words that contain the different sounds of “ough”.	Have students complete a cloze passage that contains words with the “ough” spelling.	Spelling Words with ‘OUGH’ https://thatreadingthing.com/spelling-words-with-ough/

Objective 2.32: Distinguish between the British and American spellings of common words.

Content	Suggested Activities	Suggested Assessment(s)	Resources																		
The two main spellings of words that we use in The Bahamas are a mixture of British English and American English. It is important to distinguish between the two because of the spelling and pronunciation differences. British English was influenced by words adopted from languages like French and German. American English focuses on how the word sounds when spoken. Some spelling differences can be found at the end of words or the spelling changes completely. For Example: <table><tr><th>British</th><th>American</th></tr><tr><td>-ce</td><td>-se</td></tr><tr><td>-re</td><td>-er</td></tr><tr><td>-our</td><td>-or</td></tr><tr><td>-t</td><td>-ed</td></tr><tr><td>-que</td><td>-k</td></tr><tr><td>-se</td><td>-ze</td></tr><tr><td>-l</td><td>-ll</td></tr><tr><td>-ogue</td><td>-og</td></tr></table>	British	American	-ce	-se	-re	-er	-our	-or	-t	-ed	-que	-k	-se	-ze	-l	-ll	-ogue	-og	Basic: Have students review a list of words and identify whether the British or American spelling is used. Intermediate: Present students with various scenarios and ask students to write the spelling of the word that would be appropriate given the context. Examples: - You are completing an exam at the University of Miami. - You are writing a shopping list for a friend from Great Britain. Advanced: Give students a spelling test where they have to provide both the British and American spelling.	Have students complete a word study worksheet.	The Differences Between British and American Spelling https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/#:~:text=The%20main%20difference%20is%20that,sounds%20when%20it%20is%20spoken.
British	American																				
-ce	-se																				
-re	-er																				
-our	-or																				
-t	-ed																				
-que	-k																				
-se	-ze																				
-l	-ll																				
-ogue	-og																				

Content	Suggested Activities	Suggested Assessment(s)	Resources																								
Sample Words: <table><tr><td>British</td><td>American</td></tr><tr><td>practice</td><td>practise</td></tr><tr><td>centre</td><td>center</td></tr><tr><td>colour</td><td>color</td></tr><tr><td>learnt</td><td>learned</td></tr><tr><td>biscuit</td><td>cookie</td></tr><tr><td>recognise</td><td>recognize</td></tr><tr><td>fulfil</td><td>fulfill</td></tr><tr><td>dialogue</td><td>dialog</td></tr><tr><td>tyre</td><td>tire</td></tr><tr><td>mum</td><td>mom</td></tr><tr><td>grey</td><td>gray</td></tr></table> When writing, do not switch between the British and American spelling. Be consistent with the spelling throughout.	British	American	practice	practise	centre	center	colour	color	learnt	learned	biscuit	cookie	recognise	recognize	fulfil	fulfill	dialogue	dialog	tyre	tire	mum	mom	grey	gray			
British	American																										
practice	practise																										
centre	center																										
colour	color																										
learnt	learned																										
biscuit	cookie																										
recognise	recognize																										
fulfil	fulfill																										
dialogue	dialog																										
tyre	tire																										
mum	mom																										
grey	gray																										

Objective 2.33: Use word origins to determine the spelling and meaning of words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Not all the words spoken in English are English words. Their roots were formed in another language. Being able to recognize certain roots can assist with spelling and understanding what particular words mean. It can also help to see connections between words. Spanish Spanish words entered the English vocabulary through several means: a. With the arrival of Columbus in The Bahamas came the establishment of trade with people from Spain. Through this interaction, the Spanish introduced new words b. Spanish words are used to identify foods because there were no English words for those items.	Basic: Have students locate the countries being studied on a Map of the World. Play video clips where students can hear the words from the different languages being spoken. For example, the <i>Karate Kid</i> movie can be used for Japanese. Have them record the words that they hear. Intermediate: Have students compile their list of words from the language of origin being studied. Advanced: Have students review the spelling rules related to a specific language. Present them with unfamiliar words that follow that same pattern. Have them use the rules to spell the words.	Dictate sentences to students that incorporate words from the language of origin being studied.	• 2019 Spell it Tricks and Tips for Spelling Bee Success (Merriam Webster, 2018) https://www.wc.k12.wi.us/201819schoolyear/Spellingbee/Spell It 2019 full color%20PDF.pdf

Content	Suggested Activities	Suggested Assessment(s)	Resources
Recognizing Spanish Words Spanish words often end with a long o sound. Examples: avocado bravo carga nacho oregano Jalapeno tobacco taco tomato Qu normally gives the /k/ sound. Examples: quesadilla quinoa A gives the schwa sound at the end of a word. pinata tortilla vanilla Asian Cultures Similar to Spanish, many Asian words were transferred to English because of trade.			

Content	Suggested Activities	Suggested Assessment(s)	Resources																				
Examples: <table><tr><td>brackish</td><td>ketchup</td></tr><tr><td>bungalow</td><td>Kung Fu</td></tr><tr><td>chopsticks</td><td>tofu</td></tr><tr><td>chow</td><td>tongs</td></tr><tr><td>gung-ho</td><td>typhoon</td></tr></table> Dutch Many of the settlers who came from Europe settled in North America. They were from the Netherlands. Many of the words from their language became a part of the American culture. Given the close ties that The Bahamas shares with the United States, these words naturally became a part of the language of Bahamians. Examples: <table><tr><td>bluff</td><td>Santa Claus</td></tr><tr><td>brackish</td><td>school</td></tr><tr><td>handsome</td><td>snuff</td></tr><tr><td>package</td><td>waffle</td></tr><tr><td>rabbit</td><td>walrus</td></tr></table> Source: Merriam-Webster 2019 Spell It!	brackish	ketchup	bungalow	Kung Fu	chopsticks	tofu	chow	tongs	gung-ho	typhoon	bluff	Santa Claus	brackish	school	handsome	snuff	package	waffle	rabbit	walrus			
brackish	ketchup																						
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SCOPE OF WORK

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

FLUENCY

Objective 2.34: Use visual clues (punctuation marks) to aid reading.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Signals are used to help readers clearly understand the author's message. When reading aloud, attention should particularly be given to these cues. Comma – Give a slight pause. It is important to pause at the correct time; otherwise, the meaning of the sentence might change. Period – Give a little longer pause Question Mark – Voice should have a little rise at the end Exclamation Mark – Read with strong emotion to reflect what is happening in the text.	Basic: Have students read sentences with no punctuation marks and then read them again with punctuation marks. Have them discuss the differences. Intermediate: Have students go on a scavenger hunt for sentences that contain particular punctuation marks. Have them read aloud their sentences to the class. Advanced: Have students engage in "Radio Reading". Download free radio scripts. Have students practice the scripts. Ensure that they pay attention to punctuation marks. Provide feedback as they practice. Have	Have students read a selection. Provide feedback on their attention to the visual cues.	Free Radio Scripts for Kids (Scirri, 2022) https://a2zhomeschooling.com/all_time_favorites/free-scripts-for-kids/

Content	Suggested Activities	Suggested Assessment(s)	Resources
Quotation Marks – Voice may need to be changed to indicate that a person is speaking, to reflect what is happening in the passage, and to reflect who is speaking. For example, a giant may have a loud speaking voice. A baby may have a tiny voice.	students record the scripts with their sound effects for other classes to hear.		

Objective 2.35: Read aloud a variety of texts with appropriate volume, pacing, pitch, intonation and expression.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important when reading, to pay attention to the rate of speed at which you are reading, the rise and fall of your voice, and your expression. Rate – Refers to how fast or how slowly one speaks. Be careful not to speak so slowly that listeners lose interest. Do not read too quickly; otherwise, the words may not be clear, and the listeners may find it difficult to follow. Intonation – Refers to the rise and fall of the voice to reflect what is happening in the reading piece. Vocal Expression – The tone of the reader should reflect the mood of the piece. Examples Sad- Read slowly, lower the voice Angry – Loud, booming voice Happy – light voice Afraid – stuttering voice Pitch of Voice - Refers to the loudness or softness of the voice.	Basic: To assist with controlling the loudness and softness of the voice, have students say the alphabet from “A to L” in this manner. A-C – soft D-F – medium loud G-I – Loud J-L – Very Loud Then have students do the reverse. Ask students to read various texts in varying degrees of loudness and softness. Intermediate: Have students listen to a recording of an audio story. Stop at different points. Discuss how the character is feeling. Have students provide information to support their inferences. Highlight the techniques that the actor used to relay those emotions. Advanced: Have students use the techniques discussed above in a reading of their own.	Have students read a selection. Use a rubric to assess students’ pacing, intonation, and expression.	• 9 Ways to Increase Fluency (Emily, 2020) https://educationtothecore.com/2020/03/9-ways-to-increase-fluency-in-students/ • <i>The Fluent Reader</i> (Rasinski, 2003) • Expressions through Drama: Linking Prosody, Embodiment, and Emotional Awareness (Werner, 2016)

SCOPE OF WORK

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

COMPREHENSION/LITERATURE

Objective 2.36: Use different texts and graphic features to assist in understanding printed texts.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text features are elements included in a non-fiction text that help readers understand and locate information. Book Text Features Book Cover – Includes the title, a picture, and author(s) Title Page - States the title, author, illustrator, copyright information and publisher Table of Contents - Provides topics and page numbers on which the information can be found Subtitles/Subheadings – These appear under a title or heading to provide specific related categories of information.	Basic: Using Kahoot or Quizizz, show text features and have students identify the correct text feature to match each clue or illustration. Intermediate: Have students use a digital template to insert the definition, purpose and examples of each text feature given. Advanced: Divide the class into groups. Ask students to use particular text features (Table of Contents, Index, etc.) to locate specific information in the text. Have students compete to see which team	Have students complete a worksheet (with a graphic source and text) where they have to use certain text and graphic features to locate information.	Nonfiction Text Features https://www.youtube.com/watch?v=3mAl9QMJJTo

Content	Suggested Activities	Suggested Assessment(s)	Resources
Charts, Graphs, Tables- visually organize or list facts and numbers. Key- Displays information that helps readers understand a map, chart, or graph. Illustrations/Photographs with Captions An image that includes a title explaining what it is about Diagrams – A drawing used to identify different parts or show how things relate Maps – Show the location of a particular thing Index - Found in the back of the book. Includes the page number where keywords can be found. <u>Special Print Features:</u> Glossary – Defines keywords. Bold - The word is placed in a darker print than the rest of the text for emphasis. Italics - Words that are written with a right slant	finds the information first.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
(These words are often found in the_glossary of a book.) Underlined - Keywords have a line drawn underneath to identify their importance. Bullets - Used to identify a list of words <u>Digital Features:</u> Back Button -Goes back to the last page visited. Audio – Click on the speaker icon or press play to listen to information. Video – Click on the play icon to view a video. Photographs – Press on the photo icon or a picture to view a single picture or a series of pictures. Pop Up – Gives the reader more information, like the meaning of a word. Interactive Diagrams/Maps - Hover over or click on the diagram or map to learn more Hyperlink – Refers the user to information on another website. It may be in a different			

Content	Suggested Activities	Suggested Assessment(s)	Resources
colour and/or underlined. Pencil icon- allows the ability to type, highlight, or draw on the page. Textbox- gives the ability to type or insert information on a page.			

Objective 2.37: Explain the different non-fiction text structures.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text structure refers to how an author organizes information in a text. Being aware of non-fiction text structures and their purpose helps readers to navigate the text that they are reading. There are five basic structures that authors use. • Description - Provides a variety of information about a particular topic. Examples: brochures, menus. Keywords/phrases - for example, the characteristics of etc. • Sequence - Provides the order in which something happened or should happen. Examples: recipes, calendars Key Words - first, next, finally • Problem/Solution - Identifies a need and shows ways in which it can be addressed.	Basic: Students can create a text structure anchor chart with a section for each type. There should be a definition and examples. Intermediate: Have students complete a text structure sort, where they are given cards to read and determine to which text structure the text on the card is referring. Advanced: Give students two to three pieces of text. Have them identify what type of text structure the selections are. Students must justify their choices.	Give students different samples of non-fictional texts. Have them identify the text structure used in each and give reasons for their choices.	• Non-Fiction Text Structures PowerPoint (Jack, 2020). https://docs.google.com/presentation/d/1mc1QChHrLsCc7J5uc1ACX7KzG2qVTnoB/edit?usp=sharing&ouid=101195503356744671098&rtpof=true&sd=true

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: Ads for pain medicine, newspaper editorials. Key Words/Phrases - The issue is, to solve the problem... • Cause and Effect – shows the impact that a particular event had. Examples: Environmental studies or weather report Key Words/Phrases - because, as a result of • Compare/Contrast- Shows how two things are similar and how they are different Examples: Political ads, graphic organizers Key Words/Phrases- In the same way, in comparison to, both			

Objective 2.38: Identify elements of a story (character, setting, theme, point of view and plot).

Content	Suggested Activities	Suggested Assessment(s)	Resources										
A well-written story has five (5) core elements. Being able to identify these elements and knowing how they work together in a story helps a reader to better understand the author’s work. The elements of a story include: Character: The people or animals and objects behaving like humans in the story are known as the characters. Paying attention to the words, thoughts, and actions of a character gives the reader clues about a character’s feelings and nature. To figure out the nature of a character, ask yourself these guiding questions: • What thoughts is the character having? • What is the character saying? • How is the character acting? • What type of attitude do these types of thoughts, actions, and words suggest?	Basic: Movie Trailers Provide each student with a list of common universal themes. Play a movie trailer and have students predict what the movie might be about (the conflict and possible solutions). Challenge students to then predict the theme of the movie and provide evidence from the trailer to justify their choice. Use different trailers to repeat that same method for teaching the setting and characters. Provide additional guided practice with short stories. Intermediate: <table><tr><th colspan="2">SWBS PLOT CHART</th></tr><tr><td>Somebody (character)</td><td></td></tr><tr><td>Wanted (goal/motivation)</td><td></td></tr><tr><td>But (conflict)</td><td></td></tr><tr><td>So (solution)</td><td></td></tr></table>	SWBS PLOT CHART		Somebody (character)		Wanted (goal/motivation)		But (conflict)		So (solution)		Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See ‘Theme, Point of View and Story Elements’ under the Reading Strategies section. (https://www.ixl.com/ela/grade-4) Challenge learners to complete the ‘Comparing Point of Views from Two Texts’ assignment.	• <i>Comprehension Plus</i>, Level C, pp. 77-92 • <i>Preserving our Heritage</i> Level 1: Part 1, pp. 31-32; 52-53 • <i>Reading Strategies Section B, G, & I: Theme, Point of View and Story Elements</i>, IXL Learning Language Arts website • “Church Out, Crab Crawl” (Minnis, 2020) • “Naughty Johnny” (Minnis, 2012) https://www.youtube.com/watch?v=f-OTdCRRDqU
SWBS PLOT CHART													
Somebody (character)													
Wanted (goal/motivation)													
But (conflict)													
So (solution)													

Content	Suggested Activities	Suggested Assessment(s)	Resources
Point of View: is about ‘who’ is telling the story. The speaker is known as the narrator. Narrators can be a character in the story or a witness who is not a character but is speaking about what happened. Pronouns used by the narrator give clues to help the reader figure out ‘who’ is telling the story. • The First Person Point of View: The narrator is a character in the story. Pronoun Clues: I, me, my, mine, we, us • The Third Person Point of View: the narrator is a witness to the events. Pronoun Clues: they, it, them, their, he, him, his, her, she Figuring out who the narrator of the story is, helps the reader decide how much to trust the information being given. Think about the narrator and ask yourself: <i>How much would this story be different if another narrator told the story?</i> Setting: The time and place of a story are known as the setting. This	Allow students to read a traditional version of <i>“The Three Little Pigs”</i>. Lead students to complete the SWBS Plot Chart for this story. Then, have students read <i>“The True Story of the 3 Little Pigs!”</i> and complete an SWBS Plot Chart for this story. Use both charts to compare the narrative elements, discuss the importance of point of view, and the trustworthiness of sources. Relate this to the courts and having witnesses during a trial. Challenge students to rewrite this traditional fairy tale as a witness to the story events using their point of view. Advanced: It’s in the Lyrics Supply students with the song lyrics, <i>“Church Out, Crab Crawl”</i>. Play the song and allow students to sing along with the lyrics. Use the guiding questions (See content) and Think-Aloud Strategy to model for students how to identify and discuss each narrative element in the song. Give students the song lyrics, <i>“Naughty Johnny”</i> and have a sing-along. In groups of two, assign		• <i>The True Story of the 3 Little Pigs!</i> (Scieszka, 1996) • Reading Strategies Section A: Theme, Point of View and Story Elements, IXL Learning Language Arts website • 25 Most Common Themes in Children’s Literature https://examples.ourdictionary.com/25-most-common-themes-childrens-literature

Content	Suggested Activities	Suggested Assessment(s)	Resources
time can be in the past, present, or future. The place can be real or fantasy. If the author does not identify the setting, a good reader looks for details to figure it out. The setting can include the weather, time of day, and seasons. However, not every setting is important to the story. To determine if the setting is important, a reader can ask: • Would the story change if the events were happening in a different time and place? • Would the characters behave and feel differently in a different time and place? Plot: The plot refers to the order of the most important events in a story. A story plot is made up of a beginning (introducing the setting and characters), a conflict in the middle, and an end (telling how the problem is solved). The conflict of a story is something that goes wrong for the main character. The main character can face a conflict with himself, another character, culture, or nature.	students a narrative element and provide its matching interpretation questions. (See content). Have them follow the same procedure demonstrated. Allot time for students to present their thinking. Repeat more guided practice with poems and short stories (e.g., <i>Charley and Miss Morley's goat poem</i>)		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Theme: The message or lesson that the author wants the reader to learn from a story is known as the theme. It is usually a lesson to better the reader's life and his/her relationships with others. Some common themes are responsibility, judging others, and confidence. To figure out the theme of the story, ask yourself: • Did the main character change after solving the problem? • What lesson did this experience teach the main character about being a better person? • Can this lesson also help me become a better person or have a better relationship with others?			

Objective 2.39: Use context clues to determine the meanings of unfamiliar words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Context Clues refer to words that surround an unfamiliar word in a passage that give clues about the meaning of the new word. Some context clues are: Synonyms – Words that mean the same or almost the same as an unfamiliar word. Example: The petrified or scared boy walked slowly to the principal’s office. Antonyms – Sometimes a context clue would contrast with a new word. Example: Ashley was kind to the new boy, not vicious. Definition – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence. Example: Mackerel, a small fish, is eaten with grits as part of a Bahamian breakfast.	Basic: Using an overhead transparency, PowerPoint or a Promethean board, display sentences where students as a group/class have to use context clues to figure out the meaning of unfamiliar words. Provide several examples of each type of clue before moving on to the next one. Provide feedback on students’ thinking. Intermediate: Provide students with sentences containing context clues. Have them identify the types of context clues being used in the sentences and use this information to provide the definitions for the unfamiliar words. Advanced: Have students read an article from a professional restaurant reviewer and use context	Present students with a worksheet where they have to circle the meaning that best explains the highlighted word in each sentence based on the context clues provided.	• <i>Preserving Our Heritage</i> Level 1 Part 1

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples – Lists are sometimes provided to give readers clues to the meaning of an unfamiliar word. Example: Mr. Rolle went to the Packing House to deliver produce like onions, sweet peppers, and cassava. Inferences- Readers must use the information in the text and their prior experiences to figure out the meaning of the word. Example: Sally was melancholy after her pet ran away. From prior experiences, the reader would know that losing a pet would make Sally sad.	clues to determine the meaning of unfamiliar words or terms. Example: The entrée, or main course, was recommended by the Maitre'd, or host, at the restaurant.		

Objective 2.40: Apply knowledge of classification to locate information or items.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Classification refers to the grouping of items based on characteristics that they share. Understanding the relationships that exist between these groupings will help the reader to navigate the material being read successfully.	Basic: Give students a group of book titles and have students produce different ways to classify the books. Discuss reasons for their groupings. Example: by theme, characters, genre, etc. Intermediate: Provide students with a listing of household items or items needed to prepare for a hurricane that can be found in stores like Kelly's, TOPS etc. Also provide students with the various departments that exist in the store for example "Paint", "Housewares", "Baby Needs", "Gardening", "Electronics" etc. Have them identify the department where they will find the items. Advanced: Have students use the TV Guide to locate specific information: different genres of shows when specific shows can be viewed etc.	Have students use the different sections of the newspaper to find information.	• Newspaper • <i>Preserving our Heritage</i> Level 2 Part 2, pp. 57-58

Objective 2.41: Make predictions.

Content	Suggested Activities	Suggested Assessment(s)	Resources						
Making predictions involves using the information that has been provided by the author along with what you know already from past experiences or knowledge to figure out what will happen next. Predictions must be relevant to the situation and logical. Predictions can change as more information is provided during reading. A reader may have to make inferences and draw conclusions to make better predictions.	Basic: Have students make predictions before and during reading. Once several predictions have been made, have students vote for the prediction that they think will happen. Have students sit in groups according to the prediction that they chose and discuss why they made that choice. Continue reading the story to see which group was right. Intermediate: Have students read a given passage and complete portions of the graphic organizer below when prompted. <table><tr><th>My Predictions</th><th>What Happened</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Advanced: Have students read a passage. Allow them to make predictions about what will happen next. Have them share what clues helped them to make their predictions.	My Predictions	What Happened					Complete a grade level worksheet on Making Predictions.	• <i>Preserving our Heritage</i> Level 1 Part 2, pp. 72-74
My Predictions	What Happened								

Objective 2.42: Derive from the text the main idea and supporting details.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The main idea of a text is the most important idea that the writer wants you to know about the topic. It is what is mostly being talked about in the text. Knowing the main idea helps a reader to better understand and organize the lesser details of the text when summarizing, paraphrasing, and retelling. Sometimes, a writer directly states the main idea in the text. It can be stated at the beginning of a paragraph as the topic sentence or the end as the concluding sentence. Sometimes, the main idea is unstated, and the reader must figure it out from the supporting details. The supporting details are the sentences that tell us more information about the main idea. They answer questions such as <i>who, where, when, what, and how</i>.	Basic: Have students explore several newspapers to discover how picture captions and headlines are examples of main idea phrases. Present students with a variety of pictures with a lot of details (action, people, etc). Lead students to read the pictures using <i>The Visual Thinking Strategy</i>: Details: What is going on in this picture? Evidence: What do you see that makes you say that? Prediction: What do you then think will happen next? Challenge learners to write a caption or newspaper headline for their picture and one sentence telling the main idea of the picture. Allow learners to share their work and encourage peers to give corrective feedback. Provide students with a short paragraph with a stated main idea. After reading, allow learners to find the main idea sentence and discuss its location in the paragraph. Gradually introduce passages with unstated main ideas and model how	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See 'Main Idea' under the Reading Strategies section. (https://www.ixl.com/ela/grade-4). Challenge learners to complete the 'Combining Main Ideas from Two Texts' assignment.	• <i>Comprehension Plus</i>, Level C, pp. 5-8 • <i>Preserving our Heritage</i> Level 1 Part 1, pp. 10-13

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers also understand that the main idea and the theme of the text are different. The main idea helps you to figure out the lesson or theme of a text.	details are used to draw a conclusion about the most important idea. Intermediate: Provide students with a paragraph with a stated main idea and a graphic organizer such as a hamburger model. After reading, allow learners to find the main idea sentence and discuss its location in the passage. Challenge learners to also identify which questions are answered with the given details: <i>5W's and how</i>. Have students then record answers on the graphic organizer: <i>the main idea on the top bun, the main idea restated on the bottom bun and the details are the lettuce, tomatoes, etc.</i> Provide guided and independent practice with other short paragraphs and passages until identifying the stated main idea is mastered. Gradually introduce passages with unstated main ideas and model how details are used to draw a conclusion about the most important idea. Repeat the cycle of providing guided and independent practice. Advanced: All Mixed Up! Provide students with a skeleton of two paragraphs by removing all the supporting sentences and leaving the main idea for each paragraph intact. In pairs, give		

Content	Suggested Activities	Suggested Assessment(s)	Resources
	students the strips of sentences with the details, but also include extra sentences that are off-topic. Challenge learners to reconstruct the paragraphs and exchange their finished work with other groups for peer evaluation. Encourage peers to ask questions for clarification or give suggestions for corrections. Allow students to use the reflective questions and compare their approaches to solving this puzzle: 1. What did I know before I began the activity? 2. How did that help me to solve this problem? 3. What did I try, but it didn't work? 4. What is one thing I now understand better? Gradually introduce passages with unstated main ideas and model how details are used to draw a conclusion about the most important idea. Repeat the cycle of providing guided and independent practice.		

Objective 2.43: Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen. Sequence also refers to steps in a process, such as a recipe or directions to find a location or to complete something. In writing, bullets, numbers, and numerals can be used to indicate sequence as well as the words “first”, “next” and “last”. Authors may use keywords or phrases to help readers understand the sequence of events. Examples: “in the beginning”, “towards the end” and “later that day”. Dates and words that show time, such as “morning” and “yesterday”, also tell the order of events. Key/Signal Words: after, before, while, then, meanwhile, during, and finally.	Basic: Have students read and follow a recipe to make a food item, such as boxed cake, Kool-Aid, or Kraft dinner. Ask students to recall the steps orally using key sequence words and phrases. Intermediate: After students would have read a pamphlet, poster, or doctor’s article about how to care for a particular injury or illness, have students identify (by highlighting, circling, underlining) the sequence keywords. Have students answer questions about sequence and then summarize their findings on how to care for the injury or illness in an oral presentation. Advanced: Place students in small groups. Have them read a short passage in which the sentences are mixed up. Students should decide on the correct order of the sentences using keywords as a guide. Have students rewrite the paragraph in the correct order or use numbers to show the correct order of the sentences.	Have students complete a Sequence comprehension passage.	<i>Preserving our Heritage</i> Level 1 Part 1, pp. 29-31

Objective 2.44: Distinguish between realism and fantasy/fiction and non-fiction.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The stories we read can be divided into two major categories or genres: fiction and non-fiction. Knowing whether a story is fictional or realistic can help the reader to better understand the ideas of the author and make reasonable predictions. Good readers slow down when reading nonfiction to think about what is being communicated. Fiction: A story that is fiction is not true. These are stories made up by the author. Examples of fictional stories include: fantasy, fairy tales, legends, science fiction, folklore, and realistic fiction. Realistic Fiction – stories that can happen in real life but didn't happen Fairy Tale - stories about magical creatures with happy endings, usually written for children Fable – These are stories where animals, plants, or objects are	Basic: Present students with a variety of movie posters from across genres (<i>new releases, television series, etc.</i>). Ensure that each poster has vibrant images. Lead students to read the posters using <i>The Visual Thinking Strategy</i>: Details: What is going on in this picture? Evidence: What do you see that makes you say that? Prediction: What do you then think this film will be about? Use the posters and students' predictions to discuss the differences between the various genres. Assign each student a poster to create a themed invitation for the movie premiere event. Encourage students to include the specific traits of the sub-genre and share their invitations with others. Intermediate: On the Move! Divide a worksheet designed to identify sub-genres into their individual descriptions. Place them in a bag	Pre-Assessment (before teaching): Have students complete a worksheet designed to identify genres and sub-genres based on descriptions. Let students document their scores in their notebooks. Example: The House of the Scorpion by Nancy Farmer In the year 3012, humans and machines take over an evil scorpion kingdom located between the United States and Mexico. Genre: _____ Sub-genre: _____ Post-Assessment (after teaching): Have students complete the same worksheet. Let students compare their	<i>Preserving our Heritage</i> Level 1 Part 1, p. 15 - The New York Times: <i>What's Going On in this Picture?</i> https://www.nytimes.com/column/learning-whats-going-on-in-this-picture - Scholastic News <i>Leveled Informational Texts</i> (grade 3)

Content	Suggested Activities	Suggested Assessment(s)	Resources
behaving like humans. The purpose is to teach a life lesson. Mystery - stories in which the reader or character must use clues to solve a problem Play/Skits - stories written as a dialogue between characters that can be performed in a theatre Non-fiction: A story that is non-fiction refers to <i>real</i> people, places, things, and events. It must be true. Examples of non-fiction writings include: biographies, autobiographies, journals, and narrative non-fiction. Biography- a piece written about another person's life Autobiography- written by a person about his/her own life. Not all nonfiction writings tell a story. Texts such as textbooks, calendar of events, recipes, news reports, and invitations give the readers information. This type of non-fiction	and have each student choose a description. Assign labelled spots around the classroom for each genre. Allow students to classify their descriptions by moving under the correct label. Have students take turns reading their descriptions aloud and defending their choice. Provide corrective feedback. Advanced: Compare & Contrast Present each student with two different kinds of literature for comparison and contrast. Allow students to use a Venn Diagram or the following sentence stems to present their responses. Sample Question: <i>How are mysteries and biographies the same?</i> Comparison Sentence Stem: _____ is the same as _____ because they both: _____. Sample Question: <i>How are mysteries and biographies different?</i>	new score with their pre-score. Have learners ask themselves: 1. Did my score change? 2. What would I do differently if I could have done this again? 3. How will I use what I learned?	

Content	Suggested Activities	Suggested Assessment(s)	Resources
is called informational text. Calendar of Events- gives information about the dates when events and activities will occur. This can be organized as a list or on an actual calendar chart. Invitations- gives information to a person who is invited to an event, such as the name of the event, its host, time, place, contacts, and the reason for the event.	Contrast Sentence Stem: _____ and _____ are different because _____ is _____. On the other hand, _____ is _____. Begin with literature pairs that are simple to complete. Gradually increase the challenge by pairing those whose likenesses are not so obvious. Encourage students to think critically and provide thoughtful responses. Allow learners to share their ideas.		

Objective 2.45: Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment(s)	Resources
In a world filled with free-flowing information, “fake news”, and persuasive techniques, it is important that a person can tell the difference between a fact and an opinion. A fact is a statement that can be proven true or false. This may be done through further reading, observation, or by asking an expert. Example: <i>The Princess Margaret Hospital is located on Shirley Street.</i> This can be proven by looking at a map or by visiting Shirley Street. An opinion is a statement that tells what someone is thinking or how the person feels about a particular thing. Opinions can change. Opinions cannot be proven because they are based on someone's personal thoughts, feelings, and understanding. Words that often provide clues that an opinion is being expressed are: think, feel, believe, best, worst, etc.	Basic: Divide a worksheet designed to test the difference between facts and opinions into individual statements. Place them in a bag and have each student choose a statement. Assign two labelled spots in the classroom: <i>one for facts and one for opinions</i>. Allow students to classify their statements by moving under the correct label. Have students take turns reading their sentences aloud and defending their choice. Provide corrective feedback. Challenge learners to convert all the factual statements into opinions. Intermediate: Provide learners with a persuasive passage. Use <i>The Think Aloud Strategy</i> to demonstrate how to determine which statements are factual and which are opinionated. Provide guided practice with other short passages. Divide students into pairs and give them a passage to identify the factual statements with a highlighter and underline the opinions with a pencil. Check the accuracy of responses and give feedback.	Spot the Error: Fill in the answers on a worksheet asking students to decide whether a statement is factual or opinionated. Intentionally include inaccurate answers. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	- Comprehension Plus, Level C, pp. 49-52 <i>Preserving our Heritage</i> Level 1 Part 1, p. 54

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: <i>I think Princess Margaret Hospital is the best hospital on the island of New Providence.</i> Readers should be careful of opinions that can be disguised as facts because they are partially true.	Allow the paired learners to pick a debate topic of interest from the TimeKids website or provide them with a printed version of a few of the topics. Encourage learners to read the responses given by children from around the world in favour of and against their topic. Have students identify in these responses any facts given. Challenge learners to produce factual statements as support for their topic: <i>one in favour and one against</i>. Require students to give a source that can confirm the facts given. Advanced: Product Labels: Give each pair of students an empty cereal box or any other product with persuasive language. Ask students to read the information on the box and answer basic recall questions about the product such as: <i>who, what, where, when, and how</i>. Have students then find and record three factual phrases or statements written on the box in the chart below. Repeat the same step for three statements of opinion. Then invite students to record the reasoning behind each choice on the chart. Provide corrective feedback.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Statement Fact or Opinion How do you know? Have students discuss how manufacturers use labels to convince customers to buy a product and how trustworthy are the labels. Repeat guided practice with informational and advertisement flyers.		

Objective 2.46: Summarize and paraphrase texts.

Content	Suggested Activities	Suggested Assessment(s)	Resources
To summarize means to restate a text in a shortened form. Summaries should only include the main points of the selection. To paraphrase is to restate a text using other words. A paraphrase should not have all the same words as the original text. When paraphrasing, synonyms can be used to restate keywords.	Basic: Give brief descriptions of classic stories (or movies) for students to read. Be careful not to include tell-tale details like names of characters or specific events. Have students guess the story being described. Have students paraphrase a story of their own for a classmate to guess the title. Intermediate: Have students listen to a selected poem or song. Work as a class to compile ideas from the poem or song. Have students write a paragraph summarizing the poem or song. Advanced: Have students watch a clip from a Bahamian stage play (Ms. Daisy, James Catalyn, etc.) Then, ask them to write a summary.	Have students complete a book report (summary) of a particular text.	• Difference between Summarizing and Paraphrasing (Kaushik, 2011) http://www.differencebetween.net/language/difference-between-paraphrasing-and-summarizing/ • How to Write a Summary (Wood, 2015) https://www.youtube.com/watch?v=dsB73dRuGcE

Objective 2.47: Compare and contrast pictures, people, events, opinions and ideas.

Content	Suggested Activities	Suggested Assessment(s)	Resources																
When we compare, we look to see how two or more things are alike. Keywords such as “same”, “both”, “like” and “as” are clues that signal when things are being compared. When we contrast, we look to see how two or more things are different. Keywords such as “different”, “however”, and “but” are clues that signal when things are being contrasted. The graphic organizer that is commonly used to compare and contrast is called a Venn Diagram. The Venn Diagram is simply a diagram that shows the overlapping of two circles. The outer areas of each circle are used to indicate the individual characteristics of the item or thing being compared. The inner part, where the circles overlap, is where the characteristics that they share in common are written.	Basic: Provide students with two different brands of cereals, like Cheerios and Fruit Loops. Have students tell how the cereals are the same and how they are different using a Venn Diagram. For example: cost, nutritional value, appearance, packaging etc. Intermediate: Have students read a passage and then complete a graphic organizer (Semantic Feature Analysis Chart) similar to the one below. Allow students to discuss how the characters, objects, and events are alike and different using keywords. <table border="1"> <tr> <td></td><td>Has long hair</td><td>Likes to play baseball</td><td>Is an only child</td></tr> <tr> <td>John</td><td></td><td></td><td></td></tr> <tr> <td>Sandy</td><td></td><td></td><td></td></tr> <tr> <td>Tom</td><td></td><td></td><td></td></tr> </table> Variation of the Activity Have students sample small pieces of food (e.g., tangerine, orange, and grapefruit). Have them say how the		Has long hair	Likes to play baseball	Is an only child	John				Sandy				Tom				Have students compare and contrast mammals and reptiles or animals from different groups.	• <i>Preserving our Heritage</i> Level 1 Part 1, pp. 73-81
	Has long hair	Likes to play baseball	Is an only child																
John																			
Sandy																			
Tom																			

Content	Suggested Activities	Suggested Assessment(s)	Resources
	foods are similar and how they are different. Have them use a table similar to the one above to record their responses. Note: Be aware of allergies or other medical conditions that students may have before allowing them to consume any food. Advanced: Have students design or describe their video games or lines of clothing. Ask them to write a sales pitch to compare and contrast their product with another brand. They should state why their product is better.		

Objective 2.48: Make inferences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The author does not always directly tell the reader everything that is happening in the story. However, the writer gives hints or clues so that the reader can figure out what is not stated directly. Good readers use the information given, along with what they already know, to make inferences. There are several different types of inferences that can be made. 1. Location – Authors may give clues as to where a particular thing or event is taking place or where someone might be headed. To figure out clues related to location, when reading, ask the following questions: What is in the environment? How are the characters reacting to the environment? Example: Derek gathered his towel and his goggles. He smiled as he got the black inner tube from the garage so that they	Basic: Have students create a riddle about their favourite place to visit. Have them share the riddle with a friend. Make the connection that solving a riddle is a lot like making inferences. Intermediate: Have students read several scenarios. They should use the information given to make inferences. This can be done as a whole class activity or in pairs. Example: Tim got his suitcase, passport, and ticket. Where is Tim most likely headed? What clue words helped you to infer the correct answer? Advanced: As a class, read aloud passages where students have to make inferences about location, occupation, and time. Discuss answers to inference-related questions. Then have students do this activity in small groups and pairs before letting students work independently.	Have students answer oral and written questions related to the three types of inferences studied.	<i>Preserving our Heritage</i> Level 1 Part 2, pp. 30-31

Content	Suggested Activities	Suggested Assessment(s)	Resources
could take it to the gas station to be blown up. Where is Derek going? Using the clues and your own experiences, you should infer that he is going to the beach. 2. Occupation – Writers can provide clues as to the type of work/job a person does. To figure out clues related to occupation, when reading, ask the following questions: What is the person wearing? What is the person doing? What types of materials or items are mentioned? Example: Mr. Capron, dressed in his red t-shirt and brown pants, removed the nozzle from the gas tank, replaced the cover on the tank and collected a crisp \$20.00 bill. What is Mr. Capron's job? He is a pump attendant. 3. Time – Instead of giving the exact time, day or month it is, authors give clues to help you infer the time. To figure out clues related to time, when reading, ask the following questions: What are the characters doing? What is in			

Content	Suggested Activities	Suggested Assessment(s)	Resources
the environment? What sounds or scents are mentioned? Example: Everyone arrived at the party dressed in red and white. The room was beautifully dressed in hearts. The scent of chocolate, coming from the hundreds of little tiny chocolate kisses that could be found everywhere, hung in the air. Which month of the year is it most likely? February. Quite often, inferences made, have to be defended. These questions can come in many different forms, but they are all asking the reader to provide the clues from the passage that helped them to make their inferences. Examples • How do you know? • Give evidence to support your answer. • Support your answer using information from the passage? • Why do you think this is the case?			

Objective 2.49: Identify cause and effect.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A cause is an action or idea that makes something happen. An effect is what happens because of this action or idea. A cause can have more than one effect as well as an effect can have more than one cause. To find the cause-and-effect relationship during reading, a good reader asks: • What happened? (Effect) • Why did this happen? (Cause) Sometimes, an author or speaker may use a signal word to show the cause-effect relationship. Key/Signal Words: because, since, when, as a result, therefore, and so Example: “As a result of the tour bus being late, the tourist missed the cruise ship.” In this sentence the cause is, “The tour bus was late.” The effect is, “The tourist missed the cruise ship.” When keywords are not used, it is up to the reader to make the connection.	Basic: Let students gather in a circle. Using a soft rubber ball, give a cause. Then, throw the ball to a student who gives an effect. That student then gives a new cause and throws the ball to another student for an effect. As an alternative, the teacher can give an effect and have the student give a cause. That cause becomes the new effect, and another student then gives a cause to that effect. Intermediate: Have students work in small groups. Give students an index card with a cause or an effect on it and have them find their partners to match the causes with the effects. Advanced: Give students newspaper clippings and have them write a “cause and effect” situation from an article on the front page of the newspaper.	Have students complete a differentiated worksheet where they have to identify cause and effect relationships.	• <i>Preserving our Heritage</i> Level 1 Part 2, pp. 51-56

Objective 2.50: Detect when generalizations are being made.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A generalization tells how a group of people, animals or things are alike or mostly alike in some way. Example: <i>All boys like to play video games.</i> Generalizations can be useful but also harmful and destructive. Readers should therefore consider them carefully to ensure that they are supported by facts. Clue words that can signal generalizations are: all, none, most, many, usually, never, always, some, everyone, few, rarely, and generally. Some generalizations do not have signal words. Example: “Boys are stronger than girls.”	Basic: <i>Generalization Sort</i> Provide students with several sentences. Have students divide the sentences into two groups according to whether they are generalizations or not. (These can also be pasted on a chart.) Students should explain how they determined which sentences were generalizations while identifying the keywords used. Discuss their responses. Intermediate: Place students into small groups and provide them with a passage to read. Have students identify, (by highlighting) all the generalizations. Students should circle all the clue words. Discuss their responses. Advanced: Have students read a passage and write all the generalizations from the passage. Ask them to circle all clue words and then write “yes” or “no” to indicate whether the generalizations they wrote were supported by facts. This information can also be placed in a graphic organizer.	Have students read a passage and identify the generalizations in it.	Generalizations (Musick, 2017) https://www.youtube.com/watch?v=FV0z99Z2qYg&ab_channel=KassondraMusick

Objective 2.51: Interpret the author's purpose.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Every author has a reason for writing. This is known as the author's purpose. There are four common reasons for writing: To inform - This type of writing gives information about a concept to teach the reader something new. Examples: a textbook or a "How to" book To entertain - This type of writing tells a story about real or imaginary characters, places, and events to evoke feelings such as joy, sadness, or suspense in readers. Examples: a play, story, or lyrics to a song To describe - This type of writing allows the writer to use the senses to show a person, place, thing, or event through his/her eyes. It allows the writer to share feelings and emotions as well. Examples: a travel blog or a brochure about Disney World To persuade - This type of writing tries to get readers to agree with the author's opinion or to get readers to take a	Basic: Have students review several Bahamian commercials. Have them determine the author's purpose. Intermediate: On strips of paper, write the words: "inform", "entertain", "describe" and "persuade". Allow each student to select one from a bag. Present an item or object (cereal box, game, book, etc.) Instruct students to write a paragraph based on the purpose they selected. As students share their writing, have their classmates determine the type of writing. If the purpose is to persuade, have students identify the propaganda techniques used. Advanced: Provide each student with excerpts from a book or webpage. Have them take turns reading a portion aloud. The other students must listen to determine the author's purpose. They should state the	Have students read short passages to determine the author's purpose.	<i>Preserving our Heritage</i> Level 2 Part 2 pp. 9-11 <i>Author's Point of View</i> (Oldenkamp, 2021) https://www.youtube.com/watch?v=g0iDV9rxRbY

Content	Suggested Activities	Suggested Assessment(s)	Resources
particular action. Examples: a political flyer or a billboard to reduce speed. Authors sometimes use propaganda techniques to spread ideas to persuade readers to think a certain way. Examples of a few are: • Bandwagon – Gives the impression that everyone is doing a particular thing and that is why readers should do it as well so that they are not left out. Example: “All of the cool kids are wearing Air Jordans to school.” • Testimonials – Celebrities, social media personalities, public figures, and movie stars may be used to endorse a product or a belief. Example: “Dr. Ian Turnquest takes these supplements every morning to maintain a healthy lifestyle.” • Name Calling – This is used to show a person or a product in a bad light. Example: “The MP for Constituency X has done little to improve the roads over the past five years.”	clues that helped them to come to their conclusions. Have them determine the author’s viewpoint on what he or she has written.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Regardless of the author's purpose, there are clue words in his or her writing that tell us how the author feels or his/her viewpoint about what has been written. To find out how the author feels about a piece of writing, ask the following questions. 1. Are there "feeling" words included in the piece, such as good, bad, great, fantastic, terrible etc.? 2. How is the event, person, thing, or idea being described? irresponsible, organized, interesting, boring etc. 3. Are negative or positive words being used in the piece? distasteful, tasty, satisfying, dissatisfied, filling etc. 4. Does the author appear to be arguing for one side over another? Examples: Informative Piece – The potcake breed of dogs is a mixture of breeds that are commonly found in the Caribbean. These dogs are very loving, loyal, and street smart. They can easily be house-trained. They make awesome pets! • How does the author feel about potcakes? • Are there clue words that tell us how the			

Content	Suggested Activities	Suggested Assessment(s)	Resources
author feels? The word “awesome” is used to indicate that potcakes would make good pets, so we can assume that the author likes potcakes. Descriptive Piece- The school’s play was excellent! It was well-written and action-packed. The audience was entertained from start to finish as they laughed at the antics of Steven, who was the main character. Steven was always getting into trouble but always managed to escape punishment. - Does the author use descriptive words to describe the play? The author describes the play as being “excellent”, “well-written”, and “action-packed”. He indicates that it was very entertaining and had the audience laughing. This means that he thought it went well. Expository Piece – Making lemonade is the easiest drink in the world to make. Get your favourite jug. Squeeze four juicy limes into the container. Fill the container with water. Add sugar to taste. Pour yourself a nice tall glass of this tasty delight. Add the ice cubes and enjoy. - Are there descriptive words, or negative			

Content	Suggested Activities	Suggested Assessment(s)	Resources
or positive words used that give us clues as to how the author is feeling? “Easiest”, “tasty delight” and “enjoy”. We can conclude that the author loves lemonade. Persuasive Piece- Dumping trash on the roadside is one of the most disgusting things that a human being can do. We are a tourist destination. No one wants to go on vacation to view trash. Garbage also attracts rats and roaches, which can harm humans. Please stop littering! • What are the clue words that tell us how the author feels about trash? “most disgusting”, “no one wants to go on vacation to view trash”, “attracts rats and roaches”, and “can harm humans”. • Would this author be for or against dumping trash on the roadside? Definitely against.			

Objective 2.52: Draw conclusions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers use details and what is already known to draw conclusions. A conclusion is a logical decision that the reader reaches after identifying clues in the text as well as prior knowledge. This conclusion should make sense using the information provided. Example: The puppy's tummy began to rumble. His last meal was yesterday morning. He sniffed fresh bread baking and moved in that direction. Just then, Mrs. Rolle opened her back door and placed a tray of golden-brown loaves of bread on the back porch to cool and went inside. The puppy edged closer. The inference here is that the puppy is hungry. The clues are: "His tummy is rumbling" and "He has not eaten since yesterday morning". Based on this information, the conclusion that can be drawn is that the puppy will eat the bread that has been placed on the porch to cool. We can conclude this because he has not eaten in a while, and he is edging	Basic: Have students view the first few strips of a newspaper cartoon. Have them use what they see to draw a logical conclusion about what will happen next. Intermediate: Pantomime Have students create scenarios and use pantomime to share them with their classmates. Peers viewing the pantomime have to draw conclusions. The scenarios must come from topics in Reading, Social Studies, or Science. Advanced: Have students read the lines from popular songs, poems, or interviews about our national heroes, such as the Golden Girls, Sir Milo Butler etc. Ask them to draw conclusions about these individuals. Have them support their answers.	Have students read a passage and draw conclusions based on what they have read.	• <i>Preserving our Heritage</i> Level 2 Part 2 pp. 10-13

Content	Suggested Activities	Suggested Assessment(s)	Resources
closer to the bread. For the puppy to eat the bread would be the next logical step. Good readers can use the following guided questions to help them draw conclusions: • What are the facts? • What is the meaning of the facts given? • Do the characters' appearance, thoughts, words, or behaviour tell anything about them?			

Objective 2.53: Make judgements.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Making judgements is more than just forming an opinion about characters, events, and ideas in a story or article that may have no consequence. Judgements are decisions that are made based on evidence found in a passage, what the readers knows, and the reader's own experiences, beliefs, morals, and values. When reading fiction, readers make judgements by agreeing or disagreeing with a character's actions. They may also decide if a character or an action is fair or unfair, wise, or foolish or generous or selfish. When reading nonfiction, readers make judgements by agreeing or disagreeing with what the author wrote. Judgements should always be supported by evidence from the passage.	Basic: Students can read various messages (SMS or WhatsApp) and make judgements about the sender. Students should support their judgements using the text, gifs, emojis, and images that were sent in the message. Intermediate: Thumbs up or down! The teacher and student volunteers will read short passages. Students will put their thumbs up or down to show if they agree or disagree with the character's actions (fiction) or the author's viewpoint (nonfiction). Have various students discuss their judgements and the details from the passage that supports the judgement made. Advanced: Have students read a persuasive passage/essay. Direct them to discuss the paragraph using questions such as: • Do you agree with the author? Why or why not? • Did the author offer good advice? Why or why not?	Have students read a passage and make judgements about what was read.	• Making Judgements Lesson 1 (Bethel-Hanna, 2020) https://www.youtube.com/watch?v=-J2p8UKaxoE • Making Judgements Lesson 2 (Bethel-Hanna, 2020) https://www.youtube.com/watch?v=ix2Inten_FA

Content	Suggested Activities	Suggested Assessment(s)	Resources
	- Does the author seem qualified to express this opinion? - Did the author provide sufficient facts and examples to support his/her position? Students can write their judgements and supporting details in a short paragraph.		

Objective 2.54: Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A proverb is a common saying or phrase that is used to give advice or explain what is believed to be true based on experience. Some common ones are: “Every shut eye ain’t sleep.” One must be careful because some people who seem not to be paying attention are paying attention. “Fisherman never calls his own fish stink.” Some people will never acknowledge or admit to their shortcomings, faults, flaws or mistakes. “Leopard can’t change its spots.” People cannot change their basic personalities or habits. “All good things must come to an end.” Everything ends; good times don’t last forever. “Beggars can’t be choosers.” If you’re in a bad situation and someone offers to help you, you have to take whatever they give you and shouldn’t ask for more.	Basic: Group students and provide each group with popular proverbs that have missing words. Students will paste the missing word(s) to complete the proverb. Intermediate: Provide students with simple proverbs. Students will then have to illustrate the proverbs given. Students can discuss their illustrations. Advanced: After listening and viewing the lyrics of “Persevere” by Phil Stubbs, students will identify and discuss proverbs used in the song and explain their meanings.	Complete a standardized worksheet on the topic.	150 Common Proverbs and their Meanings https://leverageedu.com/blog/common-proverbs/ <i>The Student’s Companion</i>, Caribbean Edition (Best, 2012; pp. 67-80) <i>The Student’s Companion Workbook</i> (Coates, 2012; pp. 24-27)

Objective 2.55: Explain popular colloquial expressions in everyday conversations.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Every country has their unique way of expressing themselves. The Bahamas is no different. This type of expression is called colloquial expression. This is an informal way of speaking to others. Below is a list of common expressions used. Examples: • Well mudda sick - Oh my gosh or You're kidding • Brer - brother • Kerpunkle up – something or someone is messed up or confused • Nassauvians - people from Nassau • Biggety – bossy • Baker - oven • Sprying - raining lightly	Basic: Have students view and listen to a Bahamian commercial and have them identify and explain the meaning of colloquial expressions. Intermediate: Have students match various colloquial expressions with their meanings. This can be done as a Jeopardy game. Categories can include food, characteristics, nature etc. Advanced: After reading the “700 Islands and Cays” A Bahamian myth by Portia Sands, or a similar story, have students identify and explain the meaning of the colloquial expressions found in the short story.	Have students explain the colloquial expressions provided.	• <i>15 Phrases to Know Before Visiting The Bahamas</i> (McLeod, 2017) http://theculturetrip.com/caribbean/the-bahamas/articles/15-phrases-to-know-before-visiting-the-bahamas

Objective 2.56: Interpret figures of speech in context (similes, metaphors, alliterations, onomatopoeia, hyperbole and personification).

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers recognize when an author is using figurative language. Figurative language refers to “a phrase or group of words that mean something different altogether from what is being said or written”. To decide if a phrase has a figurative meaning, ask: “Could this really happen, or does this make sense?” Alliterations and Onomatopoeias are types of figures of speech that act as the sound effects of the text. Focusing on a particular sound or description helps the readers to see a clearer picture of what is being described. Alliterations are created by repeating the beginning sound in two or more neighbouring words. Example: <i>The wicked witch wildly whooshed away.</i> Onomatopoeia refers to words that are actual sounds.	Basic: <i>Tongue Twisters in Context</i> Have students read aloud Dr. Suess’ “<i>Oh, Say Can You Say?</i>”. Lead from their emotional responses to the tongue twisters to discuss the effects of alliteration and onomatopoeia on readers. Intermediate: Have students read an online Garfield comic book before identifying the alliteration and onomatopoeia in context. Provide students with a page of the comic book but remove all speech except for alliterations or onomatopoeias. Incorporate the guiding questions for “<i>Interpreting Alliterations and Onomatopoeias</i>” to lead students to figure out the story events and the nature of the characters. Make predictions about what would happen next. Advanced: <i>Advertisements</i> Have students collect alliterations and onomatopoeia from brand names and slogans in advertisements. For	Student Goal Setting: Using any device, allow students to visit <i>Reading Strategies Section F: Literary Devices</i> on IXL Learning Language Arts website (grade 4) https://www.ixl.com/ela/grade-4 Have students complete the tasks focused on identifying and determining the meanings of figurative language. Challenge learners to also complete the questions on analyzing the effects of figures of speech. Encourage students to monitor their progress by asking: 1. Where am I now? Have them record	• Reading Strategies Section F: Literary Devices, IXL Learning Language Arts website • Dr. Suess’ “Oh, Say Can You Say?” (Geisel, 1979) https://fliphtml5.com/njbrj/ldji/basic • Garfield Online Comic Book https://www.graphitecomics.com/issue/KaBOOM-Studios/Garfield/Garfield-Vol-2-volume-1-issue-2/1 • Comprehension Plus, Level C, pp. 101-104 • <i>The Student’s Companion</i>, Caribbean Edition

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Zoom, Oink, Urghh etc. When trying to interpret an alliteration and onomatopoeia, a reader can ask: 1. What person, place, thing, or idea is being described? 2. What is the sound effect telling me about this person, place, thing, or idea? 3. What does the author want me to think or feel about the thing being described? Similes and Metaphors make comparisons of two unlike things. Similes are phrases that begin with <i>like</i> or <i>as</i>. Example: The COVID-19 pandemic hit us like a rushing tsunami. However, metaphors are phrases that do not use the words like or as. Example: The soldier cried a river of tears when her father waved goodbye. When trying to interpret a simile or	example, Pay Pal, Best Buy, Dunkin Donuts, or “<i>Snap, Crackle, Pop</i>” used by Rice Krispies. Incorporate the guiding questions for “<i>Interpreting Alliterations and Onomatopoeias</i>” to discuss which picture is the author painting for the readers. Have students create and present an original brand name or slogan of a product using any of the studied figures of speech. Encourage students to use the guide questions to present their product.	their scores achieved, and the time elapsed during the first attempt. • Where do I want to go? Challenge learners to set a goal of the score and time they desire. • What action would help me reach where I am going? Have students write down their intended learning plan. Carve out time for learners to engage in independent practice. At any point, a grade can be collected, and students can share their progress with others.	(Best, 2012; pp. 93-96)

Content	Suggested Activities	Suggested Assessment(s)	Resources
metaphor, a reader can ask: 1. What two things are being compared? 2. What does the author say that these things have in common? 3. What do you think the author wants me to think or feel about the thing being described?			

SCOPE OF WORK

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

HANDWRITING

Objective 3.07: Write personal information.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information of a person includes details in which a person can be uniquely identified. This information includes: • Name (first & last) • Age • Gender • Country • Date of Birth • Name of Island • Name of Settlement/ Neighbourhood • Place of Birth • Parents' Names • Parents' Places of Work • Address • Phone Number • Emergency Contact • Teacher's Name	Basic: Have students write the information required to send a package to a parent who lives on an island in The Bahamas via the mailboat. Intermediate: Have students complete a worksheet set up like a form requiring personal information. Advanced: Have the students complete the information required for them to become a Brownie in The Bahamas Girl Guides Association, a member of the Scout Association of The Bahamas or another club that may meet at their school or in their community.	Have students complete personal information on a form.	• Practice completing forms (Miller, 2008) https://fivejs.com/life-skills-for-kids-filling-out-forms/ • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D'Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• School • Email Addresses of Parents • Name of Principal Having to complete forms with personal information is a common occurrence. When completing forms, be sure to read the form for special instructions. Sometimes they may require the use of only blue or black ink. Certain parts of the form are reserved for official use, which means that those areas should not be completed by individuals completing the form.			

Objective 3.10: Write upper and lowercase cursive letters using the D’Nealian style of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Cursive writing is writing in which the letters are joined together. When forming and writing lower and upper case letters, pay attention to strokes and stroke patterns. Ensure that all letters slant slightly to the right. Stroke Patterns: • uphill stroke • over hill stroke • sidestroke Lower Case Cursive Letters • Begin the lowercase letters <i>i, e, and u</i> with an uphill stroke. Ensure that all letters are the same height. They should be half as tall as the letter “<i>I</i>”. These letters should end on the bottom line with a hook. • Begin lowercase letters <i>l, h, k</i> and <i>t</i> with the uphill stroke. • Ensure that each letter reaches the top line and ends at the bottom line with a hook. The letters <i>l, h,</i> and <i>k</i> should include a loop.	Basic: Have students create a simple “Word Find” puzzle for a friend using all of the lower case cursive letters. Intermediate: Have students write the names of the major islands of The Bahamas. Advanced: Have students research online for song or book titles that begin with each letter of the alphabet. Have them write the titles in cursive. They should ensure that they capitalize the first letter in the beginning words and important words of the title.	Using a rubric, have students write a piece and provide feedback on their writing.	• D’Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D’Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Begin lowercase letters j and p with the uphill stroke. Ensure that each letter goes below the bottom line with the correct ending stroke. Ensure that the letter j has a loop at the bottom and a dot at the top. • Begin lowercase r and s with the uphill stroke. Ensure that each letter connects to the bottom line, also that s's are closed and r's are opened. • Begin lowercase f with the uphill stroke, it goes underground, touches the top line and below the bottom line. • For the over hill stroke, each letter should end on the bottom line with the appropriate ending stroke. The letter d must touch the top and bottom line. • Begin lowercase letters g, y and q with the over hill stroke. Each letter descends below the bottom line. Letters g and y loop left. The letter q loops right. • Lowercase o, w, v and b, begin with the over hill stroke. Each letter ends with a sidestroke near the middle line.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
- Begin lowercase z with the over hill stroke. The letter descends below the bottom line with a left loop and ends with a sidestroke near the middle line. Uppercase Cursive Letters - Begin upper case letters A and O with the curve down stroke. Ensure that each letter touches both top and bottom lines. - Begin upper case letters E and C on the upward curve. - Ensure that each letter starts below the top line. - Begin upper case letters H, and K with an upward curve. Ensure that the letter H has a loop and that the letter K ends with a right hook. - Begin upper case letters N, M, U, V, W, Y, T, F, B, P, R, Q, D, Z, J, L and X just below the top line with an upward curve. Each letter must touch both the top and bottom lines. Ensure that each letter ends with the appropriate stroke.			

Objective 3.11: Join letters at appropriate points (cursive writing).

Content	Suggested Activities	Suggested Assessment(s)	Resources
Letters are joined when the final stroke of one letter in a word is connected to the initial stroke of another letter. When joining letters, it is important to maintain some space between them. When lowercase letters o, v, w and b end with a sidestroke, it changes the beginning stroke of the letter being joined to it. These letters are joined in the middle of the line. Lowercase letters i, e, and m are joined by the end stroke on the bottom line to the letter following it.	Basic: Have students practice joining sets of two letters together where they meet in the middle of the line and those that meet at the bottom of the line. Intermediate: Have students critique a handwritten sentence. Ask them to identify mistakes with the joining of letters and provide corrections for each. Advanced: Present a paragraph to students by way of a PowerPoint slide. Have students write the paragraph in their exercise books in cursive with the correct joining of letters.	Using a rubric, have students write a piece and provide feedback on their writing.	• D’Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D’Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Objective 3.12: Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Handwriting can tell a lot about a person. Is this person neat, organized, and careful? This means that it is important to pay careful attention to our handwriting. Ensure that the letters are of the appropriate size and height. Leave sufficient space between words. When writing sentences on lined paper, ensure that the margins are observed. There is a left red margin and a right red margin. Unless you are writing a paragraph, begin the line of writing at the left margin and end it at the right margin. Use syllabication rules to break up a word that may be too long to include without going over the right margin. When writing a paragraph, indent the first line. This means that space about the size of a “thumb” is left between the left margin and the start of your sentence. The second line in the paragraph should begin right at the left margin. Letters of invitations and special messages can be written using cursive or a decorative form of writing called calligraphy. They can also be designed using a computer.	Basic: Have students create their handwriting checklist that they can use to evaluate their handwriting. Have them use it as they copy sentences from the board into their notebooks. Intermediate: Have students copy verses from Proverbs that teach life lessons or motivational quotes into their books. Have them assess their handwriting. Advanced: Have students copy the school’s prayer.	Have students write a paragraph. Use a rubric to assess their writing.	• D’Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D’Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Objective 3.13: Use the appropriate computer fonts/styles for writing reports, letters, invitations etc.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The computer can be a useful tool when creating and printing reports, letters, invitations etc. Choosing a font that is easy to read, and is a reasonable size is very important. Font sizes between 12 and 14 are acceptable sizes to use in documents such as reports. Font styles that can be used when creating reports or letters are: • Arial • Times New Roman • Calibri Letters, reports, and assignments should always be typed using a black font colour. More creativity can be used when designing invitations, flyers, posters etc. Font sizes can be bigger, and letters can be bolder and more colourful to emphasize important information. The fonts used can be more of a fun style. Party Invitations: <i>Jokerman, Arial Round, Aharoni Bold, Curlz, Comic Scans</i> Posters: <i>Britannic Bold, Broadway, Ravie, Impact</i>	Basic: Have students review tickets for various events. Discuss the fonts used. Have them create a ticket for a particular event. Intermediate: Have students review samples of different programmes. Have them design a simple programme for a school assembly that the class is conducting using the appropriate font. Advanced: Have students write a letter to a friend. Discuss how the font used might be different from a business letter.	Have students design an invitation to an event. Use a rubric to assess their work.	• Internet access

Objective 3.14: Write Roman Numerals correctly.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Over 3,000 years ago, the Ancient Romans invented symbols to write numbers that included letters from the Latin alphabet. I represents 1 V represents 5 X represents 10 L represents 50 C represents 100 D represents 500 M represents 1,000 To represent some numerals, a combination of symbols is used. Example: 8 = VIII Roman numerals can be written using capital letters or small letters.	Basic: Have students write numbers in a series of up to 50 using Roman numerals. Intermediate: Have students write dictated Roman Numerals. Advanced: Have students visit a website that sells vehicles. Have them cut out pictures of their five favourite vehicles. Ask them to write the make and model of the car along with the year. The year should be written using Roman Numerals.	Have students write dictated Roman Numerals. Use a rubric to assess students' writing.	• <i>The Primary Mathematics Curriculum 2022-2027</i> pp. 35-36 • <i>D'Nealian Handwriting Manual</i> (Savvas, 2022) • D'Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Objective 3.15: Form and write various punctuation marks and symbols.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Punctuation marks are used in writing sentences. Period: The period is written as a dot. To write it, press down with the pencil in one spot. The dot should be placed on top of the bottom line at the end of a sentence. Question mark: The question mark is written similarly to the number 2. Start below the top line, curve up and around, go straight down and stop just above the line. Exclamation mark/point: The exclamation mark/point is written similar to the number 1. Start at the top. Draw a line straight down. Stop just above the bottom line. Place a dot on the line just below where you stopped. Apostrophe: The apostrophe is used before an “s” to show possession. When writing it, begin below the top line with a dot. Move up, around and slant down. Commas are used to separate words in a series, when writing dates and also to separate who is speaking	Basic: Have students practice writing the various punctuation marks. Provide feedback. Intermediate: Have students search the newspaper for sentences that contain various punctuation marks. Have them copy the sentences. Advanced: Have students write sentences of their own that contain each type of punctuation mark.	Use a rubric to assess students’ writing that contains various punctuation marks. Provide feedback on their work.	• D’Nealian Handwriting Manual (Savvas, 2022)

Content	Suggested Activities	Suggested Assessment(s)	Resources
from what is being said. When writing a comma, begin just above the bottom line with a dot; move up, around and slant down slightly below the bottom line. Quotation marks are used to indicate the words that are being spoken. One is placed at the beginning of the words that are being spoken and the other one at the end. When writing quotation marks, begin below the top line with a dot; up, around and slant down, then do the same again, because they're a pair. They should mirror each other. Colons are used when writing dates. It is represented by two dots. One dot is placed above the other.			

Objective 3.16: Copy and write dates using abbreviated and full formats.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The full format of a date includes the day, date, month, and year. This is normally written as the heading in students' books daily. Example: Monday, 17th October, 2022 Monday, October, 17th, 2022 The date in the full format is always written using the ordinal number. Dates can also be written in the abbreviated format. Abbreviations for the day and month are used. Example: Mon., 17th Oct. 2022 The date can also be written using just numbers. The day of the week is written first, followed by the number of the month and the year. Example: 12th November, 2023 would be written as 12/11/23	Basic: Have students record the birth dates of five of their friends. Discuss who is the eldest and youngest. Intermediate: Have students survey their cupboards or refrigerators for the expiry dates on food items. Have them create a table where they identify the names of the items and the dates on which they expire. Advanced: Have students research and record the days and dates that Bahamasair will travel to specific islands such as Eleuthera and Inagua in the first week of a particular month.	Use a rubric to assess students writing of dates.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>)

SCOPE OF WORK

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

GRAMMAR AND USAGE

Objective 3.17: Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A sentence is a group of words that express a complete thought. It has two main parts: a <u>subject</u> and a <u>predicate</u>. A fragment is an incomplete sentence. It can be written like a sentence with a capital letter at the beginning and end punctuation, but it doesn't express a complete thought. It is usually missing a subject or a verb.	Basic: Prepare sentences and fragments on strips of paper to play Sentence Dunk: Have two baskets labelled "Sentence" and "Fragment". Have students take turns reading the group of words on the strips aloud. Have them decide if it is a sentence or a phrase. If they are correct, have them crumple the paper to make a "phrase" or "sentence" ball. Ask them to throw it into the correct basket for a score. Intermediate: Place sentences and fragments on a card that is in the shape of a car. Tell students that they are now mechanics who must figure out if any repairs need to be done to each vehicle. They must correct the fragments by writing the corrected sentence on a sheet of paper. If it is already a complete sentence, they will record it under a column labelled "Already Tuned". Advanced: Have students go on a fragment scavenger hunt around the classroom. Place	Have students complete a worksheet where they have to identify sentences and fragments.	• <i>The Grammar & Writing Book</i> Grade 3; pp. 50-53 • <i>Grammar and Mechanics Section</i>, IXL Learning Language Arts website • <i>Write Source</i> Grade 3; p. 403 • <i>Write Source</i> Grade 4; pp. 212, 424

Content	Suggested Activities	Suggested Assessment(s)	Resources
	various sentence and fragment strips on walls, bulletin boards, and tables. Tell students to record on a sheet of paper, all of the fragments they find. Next, have them turn each fragment into a complete sentence.		

Objective 3.18: Construct declarative, interrogative, exclamatory and imperative sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A declarative/telling sentence makes a statement. Use a period (.) at the end of a declarative sentence. An interrogative /asking sentence asks a question. Use a question mark (?) at the end of an interrogative sentence. An Exclamatory Sentence shows strong feelings. It ends with an exclamation mark (!) An Imperative Sentence gives a command. Most imperative sentences begin with an action word, such as ‘call’, ‘tell’, or ‘go’	Basic: Give students a set of word cards and punctuation cards. Have them use the cards to form different types of sentences with correct punctuation. For example, of one set of word cards – ‘mother’, ‘house’, ‘the’, ‘My’, ‘in’, ‘is’, ‘my’, ‘Is’. Possible sentences: • “My mother is in the house.” • “Is my mother in the house?” Intermediate: Play Kaboom!. Write/type sentences of the four different types on long, narrow strips of heavy card and put them in a bag/box for a random drawing. Make six or eight strips with the word “KABOOM!” on them and add them to the box. Divide the class into teams with an equal number of team members. Starting with #1, have students draw a strip from the box, read the sentence aloud, and identify the type of sentence. If correct, they keep the strip. If incorrect, the strip goes back into the box. Once all the	Give students subject/verb pairs and have them use the two words to write one of each type of sentence.	• <i>The Grammar & Writing Book</i>, Grade 3; pp. 62-65; 68-71; 72 • <i>Write Source</i>, Grade 3; pp. 11, 463-464 • Preserving our Heritage Level 1: Part 1, pp. 18-19 • Grammar and Mechanics Section, IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
	#1's have had a turn, the #2 members begin. Picking a Kaboom strip causes the entire team to give up all their sentence strips. Play to a given number of points, or for an allotted time. Advanced: Have students review magazines, newspapers etc. for different types of sentences. Have students cut and paste their sentences onto a poster divided into four columns representing the four types of sentences. Have students write two examples of each type of sentence of their own.		

Objective 3.19: Identify run-on sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A run-on sentence is two or more sentences that are incorrectly joined by a comma or by nothing at all. Example of a Run-On Sentence and Ways to Correct It: “John left his bag at the store his sister just brought it home.” Without any punctuation, this run-on sentence is difficult to follow, even though it is short. Easy corrections include: 1. John left his bag at the store. His sister just brought it home. 2. John left his bag at the store, and his sister just brought it home. 3. John left his bag at the store; his sister just brought it home. 4. Because John left his bag at the store, his sister brought it home.	Basic: Write run-on sentences on sentence strips. Have students work in pairs – one reads the sentence aloud, stopping where he/she thinks the first sentence should end; the other reads the remaining portion of the sentence strip. Have them write the two sentences. They should ensure that they put in the necessary conjunction or capitalization and punctuation marks. Intermediate: Have students play the game “Cluster Buster” where they must eliminate the cluster in run-on sentences. They must choose a card from a bag that contains run-on sentences. They will then have 20 seconds to “bust” the clustered sentence, thus correcting the run-on error. Advanced: Provide students with an article that contains five run-on sentences. After reading the article, have each student rewrite it to make sentences with proper punctuation and capital letters.	Have students re-write run-on sentences correctly.	• <i>Write Source</i>, Grade 3; pp. 166, 404 • Grammar and Mechanics Section, IXL Learning Language Arts website

Objective 3.20: Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources								
Nouns are words that name a person, place, animal, thing, or idea. These are known as common nouns because they do not name a particular person, place, animal, thing, or idea. Common nouns are usually not capitalized unless they begin a sentence or are part of a title. Examples: • Person: police • Place: downtown • Animal: dog • Thing: building • Idea: fear A proper noun is the name of a particular person, place, or thing. A proper noun begins with a capital letter. Days of the week, months of the year, and holidays are proper nouns. Examples: <table><tr><td>Charles Smith</td><td>Andros</td></tr><tr><td>Bamboo Shack</td><td>East Street</td></tr><tr><td>Wednesday</td><td>Samsung</td></tr><tr><td></td><td>Doctor's Hospital</td></tr></table>	Charles Smith	Andros	Bamboo Shack	East Street	Wednesday	Samsung		Doctor's Hospital	Basic: Play “Noun Dunk”. Have two baskets labelled “Common Noun” and “Proper Noun”. Have students throw word balls into the correct basket for a score. Intermediate: Call out a common noun, such as “country”. Have students name as many proper nouns in that category as possible e.g. “The Bahamas”, “Jamaica”, “Haiti”. This can be played as a game, in teams, and maybe written or oral. If a student calls out a common noun, instead of a proper noun, other students/teams may challenge it for extra points. Advanced: Present students with a grade four supply list of common and proper nouns. All items are typed in lower case (pencil, ruler, oxford primary dictionary, elmer’s glue, bahamas primary mathematics book 4, etc.). Have students re-write this list differentiating between the common and proper nouns. Have the use of capital letters where necessary.	Have students identify common and proper nouns in a passage.	• <i>Write Source</i>, Grade 3; pp. 375, 532 • Preserving our Heritage Level 1: Part 1, pp. 41-42 • Grammar and Mechanics Section, IXL Learning Language Arts website
Charles Smith	Andros										
Bamboo Shack	East Street										
Wednesday	Samsung										
	Doctor's Hospital										

Objective 3.21: Form plurals nouns (with and without spelling changes).

Content	Suggested Activities	Suggested Assessment(s)	Resources
A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Add 's' to the end of the noun to form plurals of most nouns that end in vowels, or in any consonants except 'ss', 'x', 'ch', 'sh' or 'y'. Add 'es' to the end of the word to form plurals of nouns that end in 'ss', 'o' 'x', 'ch' or 'sh'. For nouns that end in a consonant and 'y', form plurals by changing the 'y' to 'i' then adding 'es' to the end of the word. Examples: - cherry – cherries - story - stories	Basic: Have students play a Memory Match Game where they have to match a singular word card with its plural partner that has no spelling change. Have students put cards in a grid face down. Have them take turns turning over two of the cards in search of a match. Once the cards are matched, the student gets to keep them. If they are not matched, students must return them to their original positions. Adaptation: Play the Memory Match Game as above, but include words that have spelling changes. Examples: 	Have students complete a quiz where they have to form plurals by adding "s" or "es".	<i>The Grammar & Writing Book</i>, Grade 3; pp. 86-89 <i>Write Source</i>, Grade 3; pp. 376, 492, 534 - Grammar and Mechanics Section, IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Intermediate: Give cards to students that contain a singular noun on the front and its plural form on the back. Have students look at the noun on the front, write the plural form, then check the back of the card for the correct answer. At the teacher's signal, students should pass the card on to the student to the right and take a new card from the student on the left. Advanced: Have students complete a CLOZE paragraph where they have to write the missing plural noun to the singular form in brackets.		

Objective 3.22: Form irregular plurals.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Some nouns have irregular plural forms. They are not formed by adding 's' or 'es'. Instead, the spelling of the noun must change. To form the plural of nouns ending with 'f' or 'fe', drop the 'f' or 'fe' and add – 'ves'. Examples: shelf- shelves knife – knives Some exceptions are roofs and proofs. Some words change their vowels. In some words 'oo' is changed to 'ee'. Examples: tooth – teeth goose – geese In some words 'an' is changed to 'en'. Examples: woman – women	Basic: Sing the song "<i>Ten Green Bottles Sitting on the Wall</i>". Substitute ten green bottles with ten irregular plural nouns in the song. Examples: "Ten little children, sitting on the wall, If one little child should accidentally fall, then there would be nine little children sitting on the wall. Nine little mice sitting on the wall. If one little mouse should accidentally fall, then there would be eight little mice sitting on the wall. Eight little oxen sitting on the wall. If one little ox should accidentally fall, then there would be seven little oxen sitting on the wall." (The song continues to zero.) Intermediate: Have students make a chart of nouns with irregular plural forms. They should display both singular and plural forms of each noun using a different colour marker or pencil.	Give students a written quiz where they have to provide the plural forms for the irregular nouns provided.	• <i>The Grammar & Writing Book</i>, Grade 3; pp. 92-95 • <i>Grammar and Mechanics Section</i>, IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
For words ending in 'o' add 'es'. Examples: potato – potatoes tomato – tomatoes Nouns that end in 'is' are made plural by changing the 'is' to 'es'. Examples: crisis – crises axis - axes In some cases, the singular form of the noun is also the plural. There is no spelling change. Examples: deer – deer species – species furniture – furniture	Advanced: Have students read a given passage and highlight singular nouns that have irregular plural forms. Have them rewrite the passage by changing the singular form of the highlighted words to their plural forms.		

Objective 3.23: Identify compound words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A compound word is made up of two smaller words. The two words that make up the compound word often indicate the meaning of the compound word. bath + room = bathroom – a room for bathing. foot + ball = football - a sport that involves kicking a ball. Some compound words are written using a hyphen. Examples: • runner-up • great-grandmother • father-in-law • seventy-two	Basic: Give students a passage in which only half of each compound word is given. Students must read the passage and provide the missing half of each word. For example, a sentence might read “After an hour at the gym, Dan headed home to take a long, hot shower in the ____room.” The student should supply the word <i>bath</i> as the missing half of the compound word. Play Charades. Give students time to make a list of compound words (Advise them to list as many as possible, as words used by students ahead of them will have to be discarded). Have students take turns miming actions to elicit each part of their word from the class. Intermediate: Give students a passage containing blanks where compound words should be. Instead of the words, provide clues. Have students write the solutions to the clues in the blank spaces. Advanced: Have students complete a crossword puzzle in which the solutions to the clues are compound words.	Have students locate ten compound words in the newspaper.	• <i>Checking your Grammar</i>, Scholastic (Terban, 2002; pp. 34, 90) • List of Common Compound Words (see <i>Appendices</i>)

Objective 3.24: Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Gender nouns refer to someone or something specifically male or female. Masculine nouns are words for men, boys, male animals and male professions. Some things/items are also considered to be masculine. Masculine Words brother, groom, rooster, actor, cologne and shirt Feminine nouns are words for women, girls, female animals and female professions. Some things/Items are also considered to be feminine. Feminine Words sister, bride, hen, actress, perfume and blouse Neutral words are words denoting things of neither sex. Examples: teacher, pilot and veterinarian	Basic: Present students with a multiple-choice worksheet. Have students identify the opposite gender noun for the masculine or feminine noun provided. Example: king (a) prime minister (b) queen (c) princess (d) kindness Intermediate: Present students with a food web that includes at least ten animals. The animals will be labelled with gender-specific nouns where applicable. For example, use 'mare' instead of 'horse' and 'drake' instead of 'duck'. Have students circle the feminine nouns and draw a square around the masculine nouns. Advanced: Have students create a "My Neighbourhood"/poster. Have students create three columns with the following headings: <i>Masculine</i>, <i>Feminine</i> and <i>Neutral</i>. Instruct students to think about the people and animals in their neighbourhood.	Have students complete the blank with the correct gender noun.	<i>The Student's Companion</i>, (Best, 2012; p. 109)

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Have students place ten of these names in the appropriate columns. Examples: <u>Masculine</u> tomcat dad <u>Feminine</u> maid Aunt Brenda <u>Neutral</u> friends police officers		

Objective 3.25: Use the exact word to name the part of or an entire collection of people, animals or things.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Collective nouns name groups of objects, people, or animals. Collection of trees, plants, flowers bouquet of flowers bunch of flowers clump of bushes pod of peas row of plants hedge of thorns nursery of plants forest of trees grove of trees avenue of pines tuft of grass bed of flowers field of pineapples	Basic: Present students with a set of collective nouns' flash cards. Have students race the clock to quickly give the collective noun for a single part. Students can repeat this activity to increase the number of collective nouns they can name. Use Quizlet to create a digital version. Intermediate: Have students use collective nouns to compose two examples of the four types of sentences. Advanced: Have students view a nature video. Instruct them to pay attention to all collective nouns that they observed and to make a list of those nouns. Have students create a poster entitled "Awesome Nature" on which they feature five of the collective nouns that they have listed. Encourage students to include a picture or a drawing of each as well as one sentence about each. Example: a forest of trees That <u>forest</u> of trees is home to many animals.	Have students write collective nouns for identified words.	• <i>The Student's Companion</i> (Best, 2012) • First Aid in English (Maciver, 2004; pp. 15-19)

Objective 3.26: Form singular and plural possessive nouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The possessive form of a noun is used to show ownership. Only nouns can be possessive. A singular possessive noun is used to show ownership by one person or thing. The possessive of a singular noun is formed by adding an apostrophe (') and the letter 's' at the end of the word. Example: <i>the officer's whistle</i> A plural possessive noun is used to show ownership by more than one person or thing. There are two rules for forming a plural possessive noun. 1. If the plural noun <i>ends with the letter 's'</i>, add an apostrophe (') after the 's'. 2. If the plural noun <i>does not end with the letter 's'</i>, add an apostrophe (') and the letter 's' at the end of the word.	Basic: Write five sentences on the whiteboard. Provide each student with sentence strips. Have them write the singular possessive noun to complete each sentence. Examples: • David lives in Exuma. _____ home is in Barrataree. • David lives in Exuma. David's home is in Barrataree. Intermediate: Use picture cards (or word cards) to practice using the possessive form of common nouns. Show a picture of a dog and a bone and have students describe the bone as "The dog's bone", either orally or in writing. Cards may have the singular (word or picture) on one side, and the plural on the other. A picture of two or more dogs or the word card "dogs" should elicit the response "The dogs' bones". Advanced: Have students edit and revise sentences to correct	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See 'Section KK: 11, 12, & 13', under the Grammar and Mechanics Section. Challenge learners to complete the 'Identifying & Correcting Errors' assignment.	• <i>The Grammar & Writing Book</i>, Grade 3; pp. 98-101, 104-107 • <i>Write Source</i>, Grade 3, p. 377 • Grammar and Mechanics Section, IXL Learning Language Arts website (https://www.ixl.com/ela/grade-4)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: the artists' paintings the men's clothing An author uses possessive nouns to make their writing less wordy. Example: "The book that belongs to the author" is written as "the author's book".	incorrectly used apostrophes in possessive nouns. Example: "The cap's were on the ground" or "The caps brim was blue".		

Objective 3.27: Produce the correct pronouns for the nouns they replace.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A pronoun is a word that takes the place of a noun. Some examples are I, he, she, we, they, us, it, you, me, her, him etc. A subject pronoun is used as the subject of a sentence. Examples: I, you, he she, it, we, they An object pronoun is used as the object of a verb or as the object of a preposition. Examples: me, you, him, her, it, us, them	Basic: Provide the appropriate pronoun/s to a listing of nouns. Have students write sentences utilizing the pronouns. Examples: • Dog-it • Mrs. Jones-her, she • Twins -they Intermediate: Revise and rewrite a paragraph with multiple uses of the same nouns, replacing them with appropriate subject and object pronouns. Advanced: Have students create a song about themselves and their families. They should include a minimum of eight to ten subject and object pronouns. Students can share their songs via video. A copy of the lyrics should be provided where subject pronouns are circled and object pronouns are underlined.	Have students replace the nouns in a paragraph with appropriate pronouns.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 41-42) • <i>The Grammar & Writing Book</i>, Grade 3 • <i>Write Source</i>, Grade 3, p. 379 • <i>Write Source</i>, Grade 4, pp. 400-403 • Grammar and Mechanics Section, IXL Learning Language Arts website

Objective 3.28: Produce the correct possessive pronouns for the nouns they replace.

Content	Suggested Activities	Suggested Assessment(s)	Resources																		
Possessive pronouns take the place of nouns, and they show that something belongs to someone. The possessive pronouns are: mine, yours, his, hers, its, theirs and ours. <table><tr><th>Personal Pronouns</th><th>Possessive Pronouns</th></tr><tr><td>I</td><td>mine</td></tr><tr><td>you</td><td>yours</td></tr><tr><td>he</td><td>his</td></tr><tr><td>she</td><td>hers</td></tr><tr><td>it</td><td>its</td></tr><tr><td>we</td><td>ours</td></tr><tr><td>you</td><td>yours</td></tr><tr><td>they</td><td>theirs</td></tr></table> Example: - Is that your pencil? - Is that yours?	Personal Pronouns	Possessive Pronouns	I	mine	you	yours	he	his	she	hers	it	its	we	ours	you	yours	they	theirs	Basic: Have students create a “Possessive Pronouns Poster” on which they write the definition of possessive pronouns, examples of the possessive pronouns, and three sentences that include possessive pronouns. Intermediate: Present students with a worksheet that will require them to fill in the blank spaces of the sentences presented with appropriate possessive pronouns. Advanced: Present students with a short paragraph related to tourist/tourism. Leave five to eight blank spaces where possessive pronouns should go and instruct students to fill in the blank spaces with the appropriate possessive pronoun. Example: <i>Everyone has a favourite vacation spot. Where is _____? The Bahamas is made up of many beautiful islands. The islands have</i>	Have students complete a worksheet where they have to provide the correct possessive pronouns to complete sentences.	<i>The Grammar & Writing Book, Grade 3</i> <i>Write Source, Grade 3, p. 380</i> <i>Grammar and Mechanics Section, IXL Learning Language Arts website</i>
Personal Pronouns	Possessive Pronouns																				
I	mine																				
you	yours																				
he	his																				
she	hers																				
it	its																				
we	ours																				
you	yours																				
they	theirs																				

Content	Suggested Activities	Suggested Assessment(s)	Resources
	<i>traits that are uniquely _____.</i> Students can rewrite or retype the paragraph and present it as an advertisement, or they can record themselves reading the paragraph as a commercial.		

Objective 3.29: use verbs (action, helping and linking) in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A verb is a word that tells what the subject of a sentence does, did or will do. A verb can also express the state of being. Action verbs express action. Example: My classmates <u>created</u> a puzzle. Linking verbs do not express action. Instead, they connect (or link) the subject of the verb to additional information about the subject. Example: We <u>became</u> computer geniuses last year. Some examples of linking verbs are: am, is, are, was, were, feel, look, seem, grow, and appear. Example: Virtual classes <u>are</u> exciting. Helping verbs come before main verbs and provide more details about the time of an action. Helping	Basic: (Action Verbs) Have students play “Charades” with verbs. Give each student a card. Have them take turns acting out the verbs on the cards. Have students raise their hands to guess the verb/action word. If correct, they will become the next actor. (Linking Verbs) Students can underline the linking verbs in a passage made up of descriptive sentences. Intermediate: (Action Verbs) Display sentence strips on the board and have students find the action word/verb in each sentence. Write a verb poem. Choose a person (mom, dad, teacher, pastor, etc.), and then list all the actions that person does or can do. A cinquain poem format may be used. (Linking Verbs) Have students work together to write riddles describing classroom items. They should use as many linking verbs as possible. Have them underline the linking verbs.	Have students complete a standardized worksheet where they have to identify various types of verbs.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 53-55) • <i>The Grammar & Writing Book</i>, Grade 3 • <i>Write Source</i>, Grade 3, pp. 383-385 • Grammar and Mechanics Section, IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
verbs include: has, have, had, can, does, shall, would, may, and must. The forms of 'to be' can also be used as helping verbs: 'am', 'is', 'are', 'was', and 'were' Example: Craig <u>is</u> sleeping.	Example: What <u>is</u> thick, <u>feels</u>, heavy, has many pages, and <u>is</u> full of definitions? Answer: dictionary Have the class try to guess answers to each group's riddles. Advanced: (Action Verbs) Have students design a game of "Simon Says", using a thesaurus to help them choose vivid verbs. Model an example with the command "Simon says frown" by replacing the word "frown" with "scowl". Have students write ten commands for their vivid verb version of "<i>Simon Says</i>". (Linking Verbs) Have students clip scenic pictures from magazines. Have them write descriptions of the scenes, using linking verbs as much as possible. Examples: The street looks crowded. The buildings are tall.		

Objective 3.30: Apply the correct tenses to verbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A verb changes its form depending on if the action is happening, has happened, or will happen. Telling the time an action occurs is known as the verb tense. There are three main tenses: <i>past</i>, <i>present</i>, and <i>future</i>. The present tense of a verb shows what is happening now. Examples: They work. She studies. The past tense of a verb shows actions that have already happened. Regular past tense verbs end in –ed. Examples: They worked. She studied. The future tense of a verb shows an action that will happen. It is usually formed with the helping verbs “will” or “shall”. Examples: They will work. She shall study. Sometimes, authors revise their writing by changing the verbs to a different tense.	Basic: Have students identify the verbs in sentences. Ask them to read the verbs to a partner and state whether it is the past, present, or future tense. Intermediate: Have students work in small groups to choose from a book a paragraph that describes a historic event in the past tense. Using large chart paper, have students rewrite the paragraph in the present tense. Groups can share both versions with the class (optional). Advanced: Have students write a paragraph describing how Junkanoo costumes looked in the past, how they currently look, and how they might look in the future. Have them highlight all the verbs and state the tenses of each.	Exit Ticket: Create flashcards using sentences from a worksheet designed to test verb tenses. Place at least two to three sentences (varying tenses) on each flashcard for each student. Quickly assess students using the flashcards as they exit out of the door. Use this information to identify students who need further instruction.	• <i>The Grammar & Writing Book</i>, Grade 3; pp. 128-131 • <i>Write Source</i>, Grade 3; pp. 386-387 • Grammar and Mechanics Section, IXL Learning Language Arts website

Objective 3.31: Ascertain the complete subject and predicate of a sentence.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A sentence has two parts: the complete subject and the complete predicate. The complete subject of a sentence includes the main noun or pronoun and the additional words that tell who or what the sentence is about. The subject is <i>usually found</i> at the beginning of the sentence. Example: <u>This public primary school</u> has over 500 students. The complete predicate of a sentence includes the main verb and all the additional words that tell what the subject is doing. Example: Jerry <u>ran down the road</u>.	Basic: Present students with ten sentence strips: five complete subjects and five complete predicates. Have students form five sentences by matching each complete subject to its correct complete predicate. Intermediate: Present students with a copy of an <i>Aesop Fable</i>. Allow students to select a paragraph and divide it into its sentences. Challenge the learners to underline and label the complete subject and the complete predicate within each sentence by using the letters, 'CS', and 'CP'. Advanced: Present students with ten incomplete sentences: five complete subjects and five complete predicates. Have students construct complete sentences by composing either a subject or a complete predicate. Allow students to share their ideas.	Spot the Error: Fill in the answers on a worksheet designed to identify and label the complete subject or complete predicate of each sentence. Intentionally include errors with the identification and labelling of the sentence parts. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	• <i>The Grammar & Writing Book</i>, Grade 3; pp. 56-59 • <i>Write Source</i>, Grade 3, pp. 398-399 • Grammar and Mechanics Section, IXL Learning Language Arts website

Objective 3.32: Identify the simple subject and the simple predicate of a sentence.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The simple subject is the main word or words in a sentence that tells who or what the entire sentence is about. The simple subject is often just one noun or pronoun and is found within the complete subject of a sentence. Example: <u>The mean, old, lady</u> didn't give us any of her candy. • Complete Subject: The mean, old lady • Simple Subject: lady The simple predicate of a sentence is the main word or words that tell(s) what the subject of the sentence is or does. The simple predicate is a verb and can be found within the complete predicate of a sentence. Example: All of us <u>went into the store to buy treats.</u>	Basic: Select an object in the classroom to write about. Use it to model how to construct a complete sentence. Be sure to add descriptive details. Divide the sentence into two parts: the complete subject and the complete predicate. Next, identify the simple subject and simple predicate. Have students select an object from within the classroom and place it on their desktops. Now have students take turns doing the same. Intermediate: Have students read a CLOZE passage where most of the simple subjects and simple predicates are missing. Students will use context clues and their prior knowledge to choose appropriate simple subjects and simple predicates to complete the passage. Advanced: <i>Sentence Stems</i> Give students a sentence strip with only a complete subject and a line. Have students add an appropriate complete predicate to express a complete thought. Have students	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See under the Grammar and Mechanics section. https://www.ixl.com/ela/grade-4 See <i>Simple Subjects and Predicates</i>, under the Grammar and Mechanics Section.	• <i>Grammar and Mechanics</i>, IXL Learning Language Arts website • <i>Write Source</i> Grade 3, p. 400

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Complete Predicate: went into the store to buy treats. • Simple Predicate: went	use a highlighter to identify the simple subject and simple predicate. Repeat the activity with sentence stems with complete predicates.		

Objective 3.33: Apply the rules of subject-verb agreement.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The subject of a sentence can be singular or plural. When it is singular, an “s” is added to the verb. Example: <u>Tamika</u> enjoys baking banana bread. If the subject is plural, then no ‘s’ is added to the verb. Example: <u>The iguanas</u> crawl across the sand. I and you normally take the plural form of the verb. Do not add ‘s’ at the end of the verb. Example: I speak several languages. You write interesting stories. There are some variations when using the forms of be: I am I was I have I do you are you were you have you do	Basic: Present students with one noun card and two verb cards that show the singular and plural forms of the verb. Have students select the verb that agrees with that noun. Ask them to provide reasons for their responses. Intermediate: Present students with sentences that have blanks where the subjects or verbs should go. Have students select the correct subject or verb from the selection in parenthesis at the end of each of the sentences. Advanced: Present students with nouns or verbs from a specific topic in a content area subject. Have students write sentences that contain these words and demonstrate proper subject and verb agreement. Have students peer edit each other’s work.	Have students complete a standardized worksheet or an online game where they have to make subjects and verbs agree.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 20-24) • <i>Write Source</i> Grade 3; pp. 388, 406 • <i>Write Source</i> Grade 4; pp. 160, 407, 409, 426-427

Content	Suggested Activities	Suggested Assessment(s)	Resources
Singular pronouns take the singular form of the Verb to be. He/she/ it - is, was, has, does Plural pronouns take the singular form of the Verb to be. We/they- are, were, have, do			

Objective 3.34: Identify compound subjects and predicates.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A compound subject contains two or more simple subjects that have the same predicate. They can be joined by using the words ‘or’ or ‘and’. Examples: Tamara <u>and</u> Joanne watched television. The glowing arrows <u>or</u> the talking signs can show you where to find your costumes. A compound predicate contains two or more simple predicates that have the same subject. They can be joined by using ‘or’ or ‘and.’ Examples: Carla opened <u>and</u> read the book. Terrell usually swims <u>or</u> plays soccer on Saturdays. Authors use compound sentences to prevent the writing from becoming too dull and repetitive to the reader.	Basic: Have students play a game called “<i>Flip the Compound</i>”. Place a sentence on each flashcard. Flip each card over and challenge students to identify the compound subject or compound predicate. The student with the most cards wins! (Digital flashcards can be created on https://classmaster.io/). Intermediate: Provide students with pairs of simple sentences. Have students combine sentences to make a compound subject or compound predicate. Example: <i>Ebony loves to sing. Ebony loves to dance, too.</i> Combined: Ebony loves to sing and dance. <u>Note:</u> Encourage students to pay attention to any changes needed for the subject and verb to agree. Advanced: Instruct students to write five sentences containing simple subjects and predicates	Share a <i>Quizlet</i> live code with students and have them identify the compound subject and compound predicate for each sentence by entering CS or CP.	- Online Flashcard Maker (https://classmaster.io/) - Quizlet Game (Gonzalez, n.d.) https://quizlet.com/kuifs?x=1jgt&i=34jwnq <i>Write Source</i>, Grade 3; pp. 401, 409 <i>Write Source</i>, Grade 3; pp. 409, 422, 427, 435, 560.4 <i>Grammar and Mechanics</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-4

Content	Suggested Activities	Suggested Assessment(s)	Resources
	only. Have them exchange their sentences with a partner. Challenge partners to expand the new sentences by adding compound subjects and predicates. Have students evaluate the accuracy of their partners' work and provide corrective feedback.		

Objective 3.35: Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An adjective is a word that describes or modifies a noun or a pronoun. Adjectives can tell what kind, how many or which one. Adjectives can be used to add descriptive details when writing. Adjectives can compare two things that may be the same or different in some way. If they are different, we compare them by adding “er” to the end of the adjective. Example: This bed is harder than that one. This road is safer than the other. When comparing more than two things, some adjectives take on the “est” ending. Example: He is the tallest boy in the school. Some adjectives compare by adding the words more (comparing two things) and most (comparing three or more things). Examples: Basketball is a <u>more physical</u> sport than fishing. Winter is the <u>most wonderful</u> season of all.	Basic: Ask students to stand. Display an object or a picture of an object. Give the first student a ball. Have the student provide an adjective to describe the object and then pass the ball to the next player. The next player then calls out another adjective. If the student cannot produce an adjective quickly, then he or she is out and must sit. Once three players cannot provide an adjective, it is opened to the class for their answers, and then a new object is introduced. The last student standing wins. Intermediate: Have students make a list of proper adjectives used to describe different types of food. Examples: Andros Crab, Eleuthera pineapples, American Cheese, French fries etc.	Have students complete a standardized worksheet.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 64-68) • <i>Write Source</i> Grade 3; pp. 389-390 • <i>Write Source</i> Grade 4; pp. 411-413

Content	Suggested Activities	Suggested Assessment(s)	Resources									
Some adjectives use different words to form the comparative and superlative forms. Examples: <table><tr><td></td><th>Comparative</th><th>Superlative</th></tr><tr><th>good</th><td>better</td><td>best</td></tr><tr><th>bad</th><td>worse</td><td>worst</td></tr></table> The Articles The words ‘a’ and ‘the’ are known as articles. The word ‘a’ is used before singular words that begin with a consonant sound and the long /u/ sound. Example: I bought a used bike. The word ‘an’ is used before any singular word that begins with a vowel except in the case of words with the long /u/ sound. Example: We saw an iguana on the island of Exuma. Proper Adjectives Proper adjectives are adjectives that are		Comparative	Superlative	good	better	best	bad	worse	worst	Advanced: Have students create a pair of sentences using each of the words below in context. funnier/funniest, sadder/saddest, longer/longest, better/best, worse/worst.		
	Comparative	Superlative										
good	better	best										
bad	worse	worst										

Content	Suggested Activities	Suggested Assessment(s)	Resources
formed from a noun. They should be capitalized. Bahamian people are very friendly. The word <i>Bahamian</i> is formed from the noun Bahamas and is used to describe a special group of people.			

Objective 3.36: Use adverbs to modify verbs, adjectives and other adverbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An adverb is a word that gives more information about a verb, an adjective, or another adverb. It tells “how”, “when”, “where”, or “to what degree”. Adverbs that tell how an action took place, often end in “ly”. Examples: quickly, slowly, lazily, nicely, and loudly. Some adverbs describe when something happens. This can also include how often and how long. When – yesterday, now How often – weekly, always How long – forever, shortly Adverbs can also tell where. Examples: inside, outside, around, through, below Adverbs can also indicate to what degree or to what extent. When comparing two things, use “er”. For more than two use “est”.	Basic: Have students play Adverb Scattergories, a game in which players are given a category (where, when, how often, how long) and must call out adverbs in that category. Intermediate: Play the card game, "Spoons" using adverbs. Have groups of students brainstorm ten activities they saw, read or heard about recently. Then have them write sentences using adverbs to describe various actions, such as The goatskin drummers proudly led the parade. Have a member of each group share their sentences. Then have the class decide whether the adverbs tell “how”, “when” or “where”. Advanced: Give students a magazine or newspaper article. Have them underline each verb once and each adverb twice. Have them write “how”, “when”, or “where” to show what kind of information the adverb provides. Then, have students rewrite each	Have students complete a standardized worksheet.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 69-71) • <i>Write Source</i> Grade 3; pp. 391, 550, 558 • <i>Write Source</i> Grade 4; pp. 414-415

Content	Suggested Activities	Suggested Assessment(s)	Resources																		
Example: <table><tr><td></td><td>Comparative</td><td>Superlative</td></tr><tr><td>hard</td><td>harder</td><td>hardest</td></tr><tr><td>wild</td><td>wilder</td><td>wildest</td></tr></table> “More” and “most” can also be used to compare adverbs. They are often used to compare adverbs having two or more syllables. Example: <i>often</i>, <i>more often</i> and <i>most often</i> Some irregular adverbs that compare. <table><tr><td></td><td>Comparative</td><td>Superlative</td></tr><tr><td>much</td><td>more</td><td>most</td></tr><tr><td>good</td><td>better</td><td>best</td></tr></table>		Comparative	Superlative	hard	harder	hardest	wild	wilder	wildest		Comparative	Superlative	much	more	most	good	better	best	sentence, replacing the adverb with one that offers a different kind of information.		
	Comparative	Superlative																			
hard	harder	hardest																			
wild	wilder	wildest																			
	Comparative	Superlative																			
much	more	most																			
good	better	best																			

Objective 3.37: Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A preposition is a word placed before a noun to show its relationship to some other word in the sentence. Prepositions can tell location, direction, time, and relationships. Examples of commonly used prepositions are: about, above, across, after, against, among, around, at, before, behind, beside, between, by, down, during, except, for, from, in, near, of, off, on, over, through, to, toward, under, up, and with Location: He threw the ball under the house. Direction: Jim walked slowly towards the house. Time: Jean's homework flew out of the car's window during our ride home. Relationship: Mel is going to the mall with her mother. A prepositional phrase includes the preposition, the object, and all the	Basic: Using a one-minute timer, have students record as many prepositions as they can from memory. Intermediate: Provide a worksheet where students have to circle the prepositions and indicate the words that they link together. Advanced: Provide students with five bland sentences. Have them use prepositions to make them interesting. Allow them to share a few of their sentences with the class. Have them identify the prepositions and the words that they link.	Using the topic for their next composition piece, have students rewrite a few sentences by including prepositions to make them more interesting.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 74-77) • <i>Write Source</i> Grade 3; pp. 393, 552, 558 • <i>Write Source</i> Grade 4; pp. 416, 574.4, 578.2, 598.1

Content	Suggested Activities	Suggested Assessment(s)	Resources
words that come between them. The object of the preposition can be a noun or pronoun. Example: Jim walked slowly towards the house. “House” is the object of the preposition. Examples of Prepositional Phrases • by the dock • in the settlement • near the Fish Fry Sometimes, words that appear on the list of prepositions may not perform the duty of a preposition in a sentence. They must be followed by an object to be considered a preposition. Example: <i>Fred went outside.</i> The word <i>outside</i> is an adverb in this sentence telling where. Fred went outside the classroom door. <i>Outside</i> now has the object “door” and is a preposition.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Prepositions help to make our writing more interesting as they help to give more details. Example of Plain Sentence: He walked to the store. More Interesting Sentence: In the pouring rain, he walked to the store at the end of his corner.			

Objective 3.38: Use conjunctions to join words or phrases.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Coordinating Conjunctions join words, phrases, and sentences. Some coordinating conjunctions are: and, but, for, so, yet and or. Coordinating conjunctions are used in several ways: Joining words <u>Jan</u> and <u>Jean</u> will get the groceries from the shop around the corner. Joining phrases The scared dog jumped <u>over the fence</u> and <u>through the yard</u>. Joining Sentences <u>John loves to fish</u>, yet <u>he will never get on a boat</u>. When a conjunction separates two sentences, a comma should be placed after the first sentence and before the conjunction as shown above. When coordinating conjunctions join two sentences into one, the sentence is called a compound sentence.	Basic: Organize students into groups, and provide each group with conjunction cards. Using PowerPoint or the whiteboard display a sentence that has a line where the conjunction should be. Instruct students to hold up the conjunction card that will make the most sense in the blank space. Discuss responses and alternatives. Intermediate: Present a T Chart showing conjunctions and their purpose. In small groups have students match the conjunction with its purpose. Present students with a bank of conjunctions and phrases. Have students independently construct 5 sentences using each of the conjunctions. Advanced: Have students revise a paragraph using the conjunctions provided. Their sentences should include	Have students write sentences that incorporate each of the coordinating conjunctions.	• <i>Checking your Grammar</i> (Terban, 2002; p. 78) • <i>Write Source</i> Grade 3; pp. 394-395, 554, 558 • <i>Write Source</i> Grade 4; pp. 417, 600.1

Content	Suggested Activities	Suggested Assessment(s)	Resources
Each conjunction has a different purpose. For- shows reason or purpose And- connects two or more ideas But-shows difference Or- shows choice or option So- shows a result	conjunctions that join words, phrases, and sentences.		

Objective 3.39: Use independent and subordinate clauses.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A clause has a subject and a verb. There are parts of a sentence that can stand alone. They are referred to as independent clauses because they make a complete thought. In the sentence below, there is a part of it that can stand alone. Because it was raining, Lakeshia stayed inside the house. “Lakeshia stayed in the house,” makes a complete thought and can stand alone. This is an independent clause. Dependent clauses do not make complete thoughts. In the sentence below, there is a part of it that cannot stand alone. Because it was raining, Lakeshia stayed inside the house. “Because it was raining”, does not	Basic: Provide students with little Bahamian flag cutouts. Read statements that are independent and dependent clauses. Have students raise the flag when an independent clause is read. Have them explain their responses. Intermediate: Provide students with a set of sentences. Ask them to circle the subordinating conjunctions. Have them place a dividing line to separate the independent and dependent clauses. Advanced: Present students with a piece of writing. Have them improve the writing by adding sentences that contain dependent and independent clauses.	Have students add sentences that contain dependent and independent clauses in their written compositions.	• <i>Checking your Grammar</i> (Terban, 2002; p. 17)

Content	Suggested Activities	Suggested Assessment(s)	Resources
make a complete thought and is known as a dependent clause because it needs the rest of the sentence to make sense. It cannot stand on its own. The word “because” in the sentence is known as a subordinating conjunction. Subordinating conjunctions help to join a dependent clause to an independent clause. There are many different types of subordinating conjunctions: because, if, when, until, while, after and although. Dependent clauses are often separated from independent clauses by a comma.			

Objective 3.40: Join simple sentences and expand simple sentences into compound and complex sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
When writing, it is important to use a variety of sentences to keep readers interested. A Simple Sentence has a subject and a verb and expresses a complete thought. Simple sentences can be joined and expanded in several ways. - Combining key information in two or more sentences. Example: The class created projects. They were interesting. The class created interesting projects. - Combining words in a series and phrases. Example: We played games at school. We played games on the beach. We played games in the park. We played games at school, on the beach, and in the park.	Basic: Have students work in pairs to combine information from two simple sentences into one sentence. Intermediate: Have students combine simple sentences so that they have either compound subjects or compound predicates. Advanced: Have students in groups create stories that include compound sentences. Write a simple sentence on the board. Example: <i>Our country is beautiful!</i> Have students create a compound sentence to add details to the sentence given. It has lovely beaches and the waters are crystal clear.	Provide students with simple sentences. Have them join some to make one sentence as well as expand them into compound sentences.	<i>Checking your Grammar</i> (Terban, 2002; pp. 16-17) <i>Write Source</i> Grade 3; pp. 102, 154, 202, 395, 408-409 <i>Write Source</i> Grade 4; pp. 29, 413, 415, 433-435

Content	Suggested Activities	Suggested Assessment(s)	Resources
3. Make compound subjects or predicates. Example: Maria made a beautiful Junkanoo costume. Ava made a colourful Junkanoo costume. Maria and Ava made beautiful, colourful Junkanoo costumes. Nick and Ben purchased a cracked conch snack from Bamboo Shack. Nick and Ben sat on the beach and ate their meal. Nick and Ben purchased a cracked conch snack from Bamboo Shack and ate their meal on the beach.			
4. Joining simple sentences to make compound sentences Example: I am a Bahamian. She is an American. I am a Bahamian, but she is an American.			

Objective 3.41: Use interjections in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An interjection is a word added to a sentence to convey strong emotion. It is not grammatically related to any other part of the sentence. Some interjections are words that name sounds or non-verbal expressions. Examples: Aha, Ahem, Phew, ouch, hooray, eww, ahh, whoa, yeah, uh-oh, oh, no Interjections are usually followed by an exclamation mark (!). Example: Aha! I knew it was you!	Basic: Divide students into groups. Have them make a type of drink or food, such as lemonade, homemade ice cream in a baggie etc. Have the groups write a review of each product. They should include interjections in their reviews. Intermediate: Read “Yo! Yes?”. Give students funny scenarios to act out using only interjections as the dialogue. Let them practice away from other groups and then perform for the class. Let the class try to figure out what's going on. Examples: "Hmmm!" [meaning: That's interesting!] "Hmm?" [meaning: What is?] "Gasp!" [meaning: Didn't you see THAT?!] "Uhm... Oh!" [meaning: Let me look for a moment... Oh, yes!] Advanced: Have students cut out comic strips and highlight examples of	Have students add interjections to a piece of writing.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 89-90) • <i>Write Source</i> Grade 3; pp. 554, 558 • <i>Write Source</i> Grade 4; pp. 486, 602 • <i>Kids try Prison Food from Around the World</i> (HiHo Kids, 2019) https://www.youtube.com/watch?v=FqNEx17crMI&t=125s • “Yo! Yes?” (Raschka, 2007) https://www.youtube.com/watch?v=SijR6snoQN8&t=78s

Content	Suggested Activities	Suggested Assessment(s)	Resources
	interjections. Students can use these as models to create their comic strips, with interjections.		

Objective 3.42: Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Synonyms are words that have the same or similar meanings. Synonyms are valuable tools for readers and writers, as they can make writing more interesting and enriching. Examples: afraid – scared, frightened mad – angry, cross laugh – chuckle, giggle nice – sweet, good pat – pet, stroke now – immediately, right away little – miniature, wee find – discover, locate cry – sob, wail brave – bold, courageous	Basic: Give students a list of ten words. Have them write a synonym for each word. Have them place the word and synonym on individual cards. Have them use the cards to play Synonym Concentration. Kahoot and Quizziz can also be utilized for this activity. Intermediate: Provide students with the flyer of an event. Have students reword and rewrite the information presented to make the flyer more exciting/appealing by replacing at least five words with their synonyms. Advanced: Given a list of words, have students use the Students' Companion or a thesaurus to locate synonyms for given words. Then, have students compose sentences using the synonyms.	Have students review a previous piece of writing that they have completed for written composition. Have them replace some of the words with more interesting synonyms.	• <i>Write Source</i> Grade 3, pp. 210, 318, 465 • <i>The Student's Companion, The Caribbean Edition</i> (Best, 2012; pp. 120-125)

Objective 3.43: Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words that have opposite meanings are called antonyms. These words can show the differences between people, places, and things. Examples: friend - foe, enemy huge - mini, wee awful - awesome, great slender - stout, chubby generous - mean, selfish separate - join, unite shy – bold, outgoing playful – serious, sad clean – dirty, filthy neglect – care, complete	Basic: Give students about ten cards with words that are opposite in meaning. Have students match these word cards. Intermediate: Divide the class into three groups and play 'Antonym Jeopardy'. Use each letter in the word A-N-T-O-N-Y-M as a category. Examples: Category A ANGRY-calm Category N NAUGHTY- nice Advanced: Have students select antonyms from a group of words. Have them create an action poem or song with the words.	Have students provide antonyms for a given set of words.	• <i>Write Source</i> Grade 3, p. 304 • <i>Write Source</i> Grade 4, pp. 318,465 • <i>The Student's Companion, The Caribbean Edition</i> (Best, 2012; pp. 116-120)

Objective 3.44: Differentiate among homonyms, homophones and homographs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words that have the same sound and spelling but different meanings are called homonyms. Example: bear - the animal bear - to carry Words that have the same sound, but different meanings and spellings are called homophones. Example: deer - an animal dear - a greeting Words that are spelt alike but have different meanings are called homographs. They may sometimes sound alike. Example: bow - a forward greeting bow - worn in the hair	Basic: Paragraph Review – Give students a short paragraph containing homonyms, homophones, and homographs. Ask students to identify them. Intermediate: Provide students with fifteen pairs of words. They must compare and contrast the words to determine whether they are homonyms, homophones, or homographs. Advanced: Give students five pairs of homophones, homonyms, and homographs. They must use these to create sentences.	Have students complete a standardized worksheet.	• <i>Write Source</i> Grade 3; pp. 105, 510 • <i>The Student's Companion, The Caribbean Edition</i> (Best, 2012; pp. 126-127) • List of Homonyms & List of Homophones (see Appendices)

Objective 3.45: Apply capitalization rules.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to know when to capitalize letters. In the following instances, capital letters should be used: • The first letter of the first word of each sentence • The first letter in a proper noun • The first letter of adjectives made from the names of people and places • The pronoun, “I” • Acronyms • The first word in a direct quotation • A person’s title when using it with the person’s name, or when addressing the person • The first letter of important words in a title of a book, story, magazine, chapter, essay, poem, play, movie, musical composition, periodical, painting • The first word, as well as all nouns, in the salutation of a letter • The first word in the complimentary closing of a letter.	Basic “<u>Brand Name Hunt</u>” – Have students list brand names from classmates’ lunches and snacks. (Integrate with a Math graphing exercise.) Intermediate As a game or a timed activity, have students make a table with several columns based on the number of categories being used. Randomly choose a letter of the alphabet and have students write a Bahamian example for each category that begins with the letter chosen. Example: churches, schools, teachers, ministers, doctors, companies, songs etc. Remind students of using capital letters correctly. Advanced: Have students write a letter of complaint or commendation to the Minister of Education. Remind them to follow the capitalization rules.	Have students edit a paragraph for capitalization errors.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 98-101) • <i>Write Source</i> Grade 3; pp. 486-491 • <i>Write Source</i> Grade 4; pp. 508-515

Objective 3.46: Punctuate sentences using commas, semi-colons, colons and quotation marks.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A comma can tell where to pause when reading text. Correctly placed commas help to make your meaning clear. Use commas (,) in the following instances: - when writing the date. Example: September 3rd, 2023 3rd September, 2023. - when using quotation marks to separate what was said from the other parts of the sentence. Example: Mike says, "He wants to go home." - to set off the words "yes", "no", or "well" at the beginning of a sentence. Example: No, I will not attend. - to set off the name of someone at the beginning of a sentence who is being spoken to. Example: Jimmy, come here. - to separate words in a series. Examples: Hog plums, guineps, and sugar apples are my favourite	Basic: Write several sentences with commas missing from dates and words in a series. Have students work in groups to place the commas in their correct places. Intermediate: Have students work with a partner to write questions to interview each other on a subject of their choice. Have them use "yes", "no", "well" or their partner's name at the beginning of each sentence. Advanced: Give students a paragraph with commas missing. Have them rewrite the paragraph, putting commas in the correct places. Then, have them share with a partner to confirm that commas have been used in the correct places.	Have students complete a worksheet where they have to insert commas in the correct places.	<i>Checking your Grammar</i> (Terban, 2002; pp. 98-101) <i>Write Source</i> Grade 3; pp. 466-470 <i>Write Source</i> Grade 4; pp. 482-490

Content	Suggested Activities	Suggested Assessment(s)	Resources
fruits. Note: For the British, there is no comma after the last word in a series and before the conjunction. American grammar includes a comma after the last word in the series and before the conjunction. in a compound sentence. Example: William will drive, but I will walk to the fair.to separate a dependent clause from an independent clause. Example: Since it is raining, we will go to the beach another day. Semicolons are represented by a dot with a comma underneath (;). A semicolon can be used to join two independent clauses. In this case, no coordinating conjunctions are used. Example: The class was quiet; the teacher marked the Social Studies test.			

Objective 3.47: Use acronyms.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Acronyms are a type of abbreviation that quite often refer to businesses, companies, or ideas. They are usually formed by using the first letters of words in a name. Example: BTC – Bahamas Telecommunications Corporation Sometimes, more than the initial letters may be used in forming the acronym. Example: CARICOM - Caribbean Community Quite often, letters in people's first or last names are used to describe them during special ceremonies. Example: K – K is for kind. She is always helping others A – A is for artistic. She can draw! Y – Y is for yellow-her favourite colour. Acronyms are: usually written in all capital letters	Basic: Have students compose an acronym poem about themselves using the letters in their first names. Intermediate: Have students listen to radio ads to identify different acronyms. Have students research the full name of each acronym. Advanced: Have students research acronyms for all of the government ministries and departments and compile a list.	Have students complete a cloze passage where they have to insert the correct acronyms.	<i>Checking your Grammar</i> (Terban, 2002; p. 136) <i>The Student's Companion, Caribbean Edition</i> (Best, 2012; p. 103)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• never separated by periods • often pronounced like a series of letters and not pronounced as a word. Examples of acronyms are: PTA – Parent Teacher Association VP - Vice Principal DS – District Superintendent DEO – District Education Officer VP – Vice President BK – Burger King KFC – Kentucky Fried Chicken GM – General Manager PM – Prime Minister DPM – Deputy Prime Minister PIN – Personal Identification Number PMH – Princess Margaret Hospital NHI – National Health Insurance NIB – National Insurance Board PI – Paradise Island CB – Cable Beach FH – Fox Hill CR – Carmichael Road FI – Family Island IG – Instagram FB - Facebook			

SCOPE OF WORK

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

WRITTEN COMPOSITION

Objective 3.48: Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The five steps in the Writing Process are: Prewriting- A topic is chosen and ideas are gathered and organized through brainstorming and other methods. Writing- ideas are organized and written in sentences Revising- the writer reads the piece and makes necessary improvements Editing- the writer checks capitalization, punctuation, spelling, and other grammar mistakes. Use proofreading marks for: • adding capital letters or making capital letters lowercase • adding periods	Basic: Have students design a Writing Process poster on construction or computer paper. The poster should <i>outline the steps in the process</i> and contain corresponding graphics. Students will paste their creations on the front cover of their individual writing folders. Intermediate: Divide students into groups. Have them use the steps in the writing process to compose a song, poem, or rap about the writing process. In their creation, they should describe the steps clearly and refer to the appropriate steps of revising, editing, publishing etc.	Have students take a simple poem through the writing process. Have them explain the steps they took in writing it.	• <i>Write Source</i>, Grade 3; pp. 3-18 • <i>Write Source</i>, Grade 4; pp. 2-41 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
- correcting spelling errors - deleting or adding a letter or word - inserting punctuation marks - starting new paragraphs Publishing- The writer makes a clean copy of the piece (handwritten or typed) and shares it with others.	Advanced: Hold a writing process press conference by assigning students a stage of the writing process to explain. Have a news reporter ask them questions about their particular stage of the writing process and its importance.		

Objective 3.49: Discuss the qualities of a good piece of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main reasons for writing: to inform, to entertain, to describe and to persuade. Whatever the purpose, there are some basic qualities that are in all good pieces of writing: 1. fresh and exciting ideas. 2. captivating introduction 3. vivid details 4. well organized with a beginning, middle, and end. 5. keeps the audience in mind. 6. writes in a voice that connects with the readers 7. interesting vocabulary that includes specific nouns and colourful adjectives. 8. the piece flows 9. different types of sentences with varying lengths 10. good grammar, spelling and punctuation 11. neat and well presented	Basic: Have students write a poem, song, or rap that includes some of the qualities of good writing. In their pieces, they should name and describe each quality. Intermediate: Have students design a menu for the <i>Good Writing Café</i>. Each quality of a good piece of writing should be an item on the menu. Students can be creative in how they design their menus to fuse the ideas of a great piece of writing and a scrumptious meal. Advanced: Have students transform themselves into detectives. Have them listen to a short story and determine whether they think the writing is of good quality. They should give reasons for their decision.	Have students compose an essay on the qualities of a good writing piece.	• <i>In the Write Direction</i> (Miller, 2019; pp. 10-11) • <i>Write Source</i>, Grade 3, p. 20

Objective 3.50: Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main types of writing. They each serve a different purpose. Narrative Writing – This type of writing tells a story. It is mainly written for entertainment. A personal narrative tells a story about the writer. Descriptive Writing – This type of writing may describe a person, place, thing, or event. The senses as well as figurative language such as similes and metaphors are used to give details about what is being described so that a clear picture is painted in the reader's mind. Expository Writing – This type of writing provides information and gives an explanation or directions. Persuasive/Opinion Writing - This type of writing expresses how the writer thinks or feels about a particular subject.	Basic: Provide students with everyday types of writing that represent the four types. Have them work in groups to classify them. Ask them to share with the class and give their reasons for placing them in their groups. Intermediate: Have students listen to recorded commercials from the radio. Have them decide the type of writing involved and give reasons for their choices. Advanced: Ask students to work in groups to create a PowerPoint of the different types of writing and include writing samples of each type. Have them share with the class.	Have students respond to oral questions on the four types of writing.	<i>In the Write Direction</i> (Miller, 2019; pp. 4-8,16)

Objective 3.5: Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Before writing, there are several prewriting steps to follow: 1. Gather ideas. Strategies that can be utilized to help gather ideas include: drawing a picture, brainstorming, making a web, grouping ideas that are alike, talking to people, making a list etc. 2. Select the best ideas. Review the ideas, and then select based on those that are most important and most interesting. 3. Refine ideas. Ask leading questions that will give specific details for writing such as Who? What? Where? When? Why? and How?	Basic: Ask students to identify the tourist attractions on their island. Have them select one about which to write. Intermediate: Have students complete a Bahamas National Trust virtual tour of Andros Westside National Park, Grand Bahama Rand Nature Center, or the Eleuthera Levy Native Plant Preserve. Have them select one environmental feature on which to write. Advanced: Explain to students that they are going to be writing a travel blog on The Bahamas. Have them brainstorm ideas as to what they can write about. Have them select the top three most interesting ideas. Have them include details about which tourists might like to hear.	Have students show the process they used to narrow their ideas on a particular topic.	• <i>Write Source</i>, Grade 3; pp. 46, 84, 136-137, 188 • <i>In the Write Direction</i> (Miller, 2019; pp. 76, 22,129, 173)

Objective 3.52: Sequence ideas appropriately using transitional words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen or should happen. Sequential order is very important when one is relaying a story, writing directions, or providing instructions for performing a particular task, or describing something. Before Words: ‘Prior to’, ‘last time’ and ‘until that time’ Words that Show First: ‘Starting with’, ‘in advance’ and ‘firstly’ Words that Show Next: ‘Secondly’, ‘thirdly’, ‘soon after’, ‘in time’ and ‘right after’ Words that Show Last: ‘Finally’ and ‘to conclude’ Another way to put ideas in order is to use space order, particularly when describing the location of something. Space order tells about something from top to bottom or from left to right or vice versa. Prepositions like ‘above’ and ‘beyond’, relay specific images.	Basic: Print pictures of a sequenced science-related event. Examples: the metamorphosis of tadpoles to frogs, flowers to seeds, etc. Mount the pictures on cards. For each set of pictures, have the students use transitional words to describe the order in which the metamorphosis takes place. Intermediate: Have students list ALL of the steps involved in putting on a shirt (this list should be very comprehensive) Present the shirt to the class so that everyone has the same kind of shirt in mind. Once everyone is done writing their steps choose two students to come to the front. Have one student provide his/her list of instructions one by one and have the other student carry out each step EXACTLY as directed. Unclear or omitted instructions will result in the incompleteness of the task. Have several volunteers try their list of instructions. Advanced: Have students discuss	Provide students with the steps to follow directions to make a particular item out of sequence. Have students re-order the steps in a paragraph form using transitional words.	• Write <i>Source</i>, Grade 3; pp. 96, 458-459 • <i>In the Write Direction</i> (Miller, 2019; pp. 40, 110, 156,189-190)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Compare and contrast order tells how things are alike at first and then how they are different or vice versa. ‘Also’ and ‘too’ are words that compare. ‘Unlike’ and ‘different from’ contrast.	routes that could be taken to get to the principal’s office. Next, have each student write the directions. Have a few students try them out to see if they end up in the office.		

Objective 3.53: Organize ideas into a paragraph using a topic sentence and supporting details.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A paragraph is a group of sentences about the same idea. The main idea of a paragraph is what the paragraph is about. The main idea is often relayed in the topic sentence which is usually the first sentence in a paragraph that gives information and is indented. Knowing the purpose of the essay will help in forming the topic sentence. Other sentences tell more about the main idea and are called supporting details. If you want to describe the way something looks or feels, your supporting details should be vivid descriptions. If your purpose is to inform your reader, your supporting details should be facts. If your purpose is to persuade, then you should have solid reasons to support your viewpoint. The last sentence in a paragraph should tie the supporting sentences together. It is called the concluding sentence. A strong conclusion sums up the main idea of a paragraph in a vivid way.	Basic: Have students choose a favourite television show. Have them write one statement that encompasses how they feel about that show. Then have them list details that support their opinion and order these details based on their significance. Have them use this list to write their ideas in paragraph form. Intermediate: Present students with an interesting question like, “What is your favourite holiday?” Initiate a whole-class discussion that highlights several holidays (especially Labour Day, Whit Monday and National Heroes/Discovery Day). Have students write a paragraph to answer the question and give supporting reasons for their opinion. Advanced: Have students research particular holidays. Have them write an essay that tells about its significance.	Have students write a paragraph on a particular topic that includes the topic sentence and supporting details.	- Write <i>Source</i>, Grade 3; pp. 44, 46, 74, 77, 126, 129, 178, 181, 228, 231, 415, 418, 419, 437 <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
When writing a composition or an essay, you should aim to have at least four paragraphs. Each paragraph should contain a topic sentence and supporting details.			

Objective 3.54: Compose varied and interesting introductions to their writing pieces.

Content	Suggested Activities	Suggested Assessment(s)	Resources
How a piece of writing is started is very important because it is at the beginning when many readers decide whether to continue reading or to stop. The type of writing and the topic should be considered when writing an introduction. Ensure that a topic sentence is provided. There are several different ways to begin a piece. Writers should select the best one for the particular type of writing that they are doing. • Begin with a question. Why do flamingos turn their heads upside down to eat? • Begin with action. The whistle blew, and Shaunae Miller-Uibo dashed out of the blocks with the speed of a gazelle. • Use sound words. The clanging of the pots could be heard all around the house. We knew not to disturb Mom because she was not in a good mood.	Basic: Have students watch or listen to several commercials. Discuss the various ways in which they began. Focus on how the attention of the audience was captured. Ask them to utilize one of these methods in their writing. Intermediate: Have students watch the news to analyze how various news stories are introduced. Discuss their findings. Ask them to utilize one of these methods in their writing. Advanced: Have students listen to beginning clips of successful motivational speakers. Have students discuss how the talks began and their effectiveness. Have them select one method used to begin their writing pieces.	Have students write an interesting introduction with a suitable hook.	• <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 88-89) • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Use alliteration. Smooth, silky, and soft was the way my hair felt after I got my first perm. • Use a captivating statement. That early Junkanoo morning, Bay Street was blanketed with every colour in the rainbow and came alive with the sound of booming drums. • Begin with a famous saying or quote. “If you live by the sword, you will die by the sword!” • Begin with a dialogue. “Wow, you will definitely be the best-dressed person there,” said Gladys as she sat on the bed. “Definitely”, I replied.			

Objective 3.55: Utilize various methods of concluding pieces in their writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The conclusion of a writing piece brings everything smoothly to an end. A good writer does not have to “announce” that it is “the end”. There are several ways to conclude a piece of writing. • End with a quote or a proverb. As the last piece of garbage was thrown into the trash, they all repeated, “Many hands make light work”. The place looked spotless! • Repeat the main idea of the passage in another way. That is why it is important to have a season for catching crawfish and grouper. • Summarize the main points. Do not introduce new ideas. We can slow down climate change by investing in electric cars instead of gas, turning off the air conditioner, and using a fan and encouraging others to do the same. • Provide your opinion. I believe that this editorial in <u>The Tribune</u>	Basic: Provide students with several topic sentences and matching concluding statements. Have them match the topic sentences with the correct conclusions. Discuss how they connect with each other and the technique that the authors used. Intermediate: Read several Brer Bookie and Brer Rabbie stories. Have them discuss possible lessons that are being taught in the stories. Have them write a story and use one of the lessons discussed to conclude their pieces. Advanced: Have students read online reviews of various children’s movies from official websites. Discuss the various ways in which the reviews are concluded. Have them complete a review of a movie that they have seen. Have them choose one of the endings that were discussed to conclude their pieces.	Have students read a writing piece without the ending. Have them use a particular method to conclude their piece.	• <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 96-98) • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
was well-written, and I support all of the suggestions that were made. • State the lesson learned or moral of the story. As the prison doors closed with a clang, the bank robber realized that “Crime does not pay”. • Give advice. Because this pandemic is still lingering, it is best to keep your mask on. • Add a surprise. As she lifted the cover of the box, a cute little puppy raised its head. • End with a cliff-hanger. His grip loosened, and he began to slip. Will Ted come to his rescue, or would he be swept away in the raging waters? • Give readers a choice. To solve this issue, you can either ignore it or get to work and do something about it. What will be your choice?			

Objective 3.56: Demonstrate voice in their writing pieces by exploring tone and mood.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Voice refers to how much of the writer can be felt in a piece. Is the writer interested and passionate about what is being written? The work of many famous authors can be recognized by their voice and writing style. The writer's voice comes through in the tone and mood of the piece. Tone refers to the feeling that an author creates. Is the piece serious? playful? angry? etc. The mood is the feeling that the reader gets after reading the piece. Is the reader happy? sad? fearful? It is important that the tone matches the message that the writer is trying to send. If the subject is serious, for example, the language should not be light or funny.	Basic: Write voice descriptors on individual slips of paper, fold them, and put them into a bag. Ask students to draw a type of voice out of the bag and act it out until a classmate guesses it. Example: sarcastic, happy, angry etc. Intermediate: Have students read excerpts from different pieces and discuss the voice that is portrayed. Discuss reasons for their responses. Advanced: Give students a particular topic on which to write. Assign them different voices from which to write. Example: confident, shy, sarcastic etc.	Have students write a piece that portrays a particular mood.	• <i>6 + 1 Traits of Writing</i> (Culham; 2005; pp. 100-138) • <i>In the Write Direction</i> (Miller, 2019)

Objective 3.57: Write from different points of view.

Content	Suggested Activities	Suggested Assessment(s)	Resources
When writing, choose a viewpoint from which to write and stick with it. First Person – When telling your personal story, use pronouns like I, me, my, mine, myself, and we. Connect with the readers by telling them your personal thoughts and experiences. You are telling the story only from your perspective. Second Person – When writing from the perspective of someone who is watching what is happening, use pronouns like you and yours. Third Person – From this viewpoint, you are the person who is looking on. Use pronouns like he, she, it, and they. From this perspective, you get to experience the thoughts of the characters. Personification - This is when the writing is done from the perspective of an animal or object. This is accomplished by giving the animal or object human characteristics such as speaking or gesturing.	Basic: Show students a picture that shows two things at the same time, For example, a young woman and an old woman. Ask students to share what the picture is about. Link this to points of view when writing. https://theconversation.com/animals-could-help-reveal-why-humans-fall-for-illusions-23957 Intermediate: Share clips of movies that were written from differing perspectives. Discuss their differences. Advanced: Have students write a short piece in the first person and then in the third person. Have them compare and contrast both.	Have students write a short paragraph using the correct point of view.	14 Picture Books about Perspectives and Observations (2021) https://www.whatdowedoallday.com/picture-books-perspective-observation/ <i>In the Write Direction</i> (Miller, 2019)

Objective 3.58: Compose different types of poetry such as limericks, cinquains, free verse etc.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Some poems focus on the number of syllables while others focus on form. Haiku Poems This is a Japanese poem that contains only 17 syllables and three (3) lines. Line 1 – 5 syllables Line 2 – 7 syllables Line 3 – 5 syllables These poems are normally about nature. Shape Poem A shape poem is written in the shape of the thing that is being described. A poem about a car will look like a car.	Basic: Present a large cut out shape of a dog with the Poem – ‘Ma Dog’ by Susan Wallace, glued onto it. Have students identify the words that paint mental pictures. Have students peruse three poems and use a highlighter to highlight mental imagery words. Intermediate: Have students engage in group discussion to share their knowledge and experiences about pot-cake dogs. Have students record their details on a sensory chart. Have students write a Shape Poem on “Potcakes”. Advanced: Have students view a home-produced video of a pot-cake dog doing several activities. Have students form a stand up round robin circle and a ball is thrown to a student. He/she must catch it and tell something that happened in the video. Have students use details of imagery to write a tercet, limerick, or free verse poem entitled ‘Pot-Cake Dog.’	Have students write a poem using a topic of their choice.	21 Fun Haiku Poems for Kids of All Ages (Croteau, 2022) https://www.weareteachers.com/haiku-poems-for-kids/ <i>In the Write Direction</i> (Miller, 2019)

Objective 3.59: Use quotation marks effectively in their writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Writers often use dialogue in their narrative pieces to make them more interesting. Quotation marks are used to set apart the exact words of the speaker from the rest of the sentence. One of the quotation marks appears at the beginning of what was said and the other at the end. The first word in a quote is capitalized. Example: “What is your name?” I quietly asked. Commas are mainly used to separate who is speaking from what is being said. Example: “Mark,” I shouted, “Come and get your bag.” We walked slowly to the gate, “Should we open it?” I asked. Quotation marks are also used to identify the title of a song or a piece of writing. Example: “March on Bahamaland” is the name of our national anthem.	Basic: Present an image from a sitcom. Have students write what the characters might be saying using the appropriate quotation marks. Intermediate: Have students watch a clip from a sitcom. Turn on the close caption and freeze the frames in succession. Have students write parts of the conversation by inserting quotation marks and commas. Discuss the “voice” being used. Phrases like, “she cried”, “she shouted”, “she exclaimed” should be used along with the quotes. Advanced: Have students listen to a conversation between two friends on tape and then transcribe parts of the conversation in writing.	Have students include dialogue in their composition writing piece.	• <i>Checking your Grammar</i> (Terban, 2002; pp. 93-95) • <i>Write Source</i> Grade 3; pp. 494-495 • <i>Write Source</i> Grade 4; p. 476 • <i>In the Write Direction</i> (Miller, 2019)

Objective 3.60: Develop narrative pieces that include characters, setting and plot.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Narrative writing tells a story or part of a story. Narrative writing can be seen in short stories, essays, poems, and plays. A narrative story should have a beginning, middle, and an end and should include: • Characters • Setting • Plot structure ⇒ Introduction ⇒ Development ⇒ Conclusion Characters are animals or people in a story. Time should be spent developing descriptions of major characters. Use specific words to describe some of their unique physical characteristics. Examples: Face: • Cheeks: dimpled, fat • Ears: floppy, pointy • Eyebrows: bushy, pencil-thin • Eyes: squinty, puffy, bulging • Mouth: wide, tiny • Teeth: white, crooked	Basic: Provide students with pictures of different characters, settings, and a problem. Have students spend time developing a sketch of a character and a description of the setting. Instruct students to think of a solution to the problem. Have them write a story using the items presented. Intermediate: Have students examine a set of 5 or 6 pictures that tell one story. Using a graphic organizer to assist with plot development, have students use their imagination to write a story. Advanced: Have students pretend they are tourists on vacation visiting an island in The Bahamas. Have students write a story about their time spent on the island. Have them describe the characters, setting, problem, and solution in their writing.	Have students write a narrative piece including all the appropriate story elements using a standard prompt.	• <i>Banish Boring Words!</i> (Shelton, 2009) • <i>Write Source</i> Grade 3; pp. 72-123 • <i>Write Source</i> Grade 4; pp. 71-113 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Hair: • Condition: dirty, shiny, tangled • Colour: gray, red, jet-black • Style: locks, twisted, permed Body: • Build: lanky, petite, chubby, muscular • Condition: feeble, flexible • Fit: athletic, out of shape The setting is the time and place where the story takes place. Use the senses to tell what can be seen, heard, felt, tasted, or smelled. Provide evidence of the time of day. This can be stated clearly in the piece. Example: “It was lunchtime on Monday when Marvin entered the crowded restaurant.” It can also be left up to the reader to infer the time of day. Example: “The sun was just raising its head on the horizon as we stopped to set up camp.” In the middle of the writing, time should be taken to develop the plot. The plot			

Content	Suggested Activities	Suggested Assessment(s)	Resources
tells what the problem in the story is and how it is resolved. Close attention should be paid to the sequence of the events so that readers can follow along closely. This is also the time to use action and dialogue to provide information about the characters. The end of the story or conclusion wraps everything up.			

Objective 3.61: Write descriptive essays that utilize interesting words and literary devices (similes, metaphors, and personification).

Content	Suggested Activities	Suggested Assessment(s)	Resources
A descriptive essay is a group of paragraphs that can describe a particular person, place, or event. The details are presented in such a way that it makes it easy for the reader to visualize what the writer is describing. A descriptive essay should have a captivating introduction that provides the reader with an overview of what is being described. The body of the essay should provide specific details about what is being described. The writer should end with a concluding thought about the thing, place or person that was described. There are several strategies that authors use when writing descriptively. The words that are used to describe, should be carefully selected so that they convey detailed images to the readers.	Basic: Have students watch YouTube videos on Similes, Metaphors, Hyperboles, and Onomatopoeia. Project an example of a literary device and have student groups compete to identify the literary device. They can explain their answer for bonus points. Groups can compose their examples of each literary device. Intermediate: Have students read an excellent descriptive paragraph on an appropriate topic (The Lucayans, Crabbing in Andros, Junkanoo etc.). Have students discuss what makes the paragraph so “descriptively rich”. Have students utilize some of these techniques in a paragraph of their own.	Have students write a descriptive essay on a self-selected topic.	• <i>Banish Boring Words!</i> (Shelton, 2009) • The Student’s Companion, Caribbean Edition (Best, 2012; pp. 93-96) • Similes, Metaphors, Onomatopoeia, Personification and Alliteration (2017) https://www.youtube.com/watch?v=98l2qZh-2X0 • <i>What is Hyperbole?</i> (2017) https://www.youtube.com/watch?v=kuzWLDWm6Zs

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Show Me, Don't Tell Me is a strategy that authors use to provide interesting and descriptive details. For example, instead of saying that a person is angry, the author shows that a person is angry. Example: “Her smile faded and was replaced by a straight line. Her eyes narrowed, and her cheeks began to turn red. She snarled, “Get out of my way now!” She pushed Trevor aside and went marching to the principal’s office. • Words that focus on the senses are used: what we can smell, taste, see, touch, and hear. Example: “When I arrived home, the scent of frying chicken hung in the air. As I made my way into the kitchen, I heard the popping of the oil, as several pieces of lightly floured chicken were slowly lowered into the pan. I peeked under the foil cover on the counter and saw some of the already fried golden	Advanced: Have students select a picture from a magazine, clipart, gif, or motion scenery. Using their descriptive cues, have them add sensory details like shape, size and colour. They can also add –ly words, similes etc., Have students compose a descriptive piece for their picture. Have students present their picture and a descriptive piece on a poster.		• <i>Write Source</i> Grade 3; pp. 44-68 • <i>Write Source</i> Grade 4; pp. 51-63 • <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 65,158-167) • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
brown wings resting on a bed of recently salted fries." • Literary Devices are also used as a tool for making writing interesting. There are several of them that can be used. ○ Similes are phrases that begin with "like" or "as" and are used to compare two unlike things. Example: "Her dress was as colourful as a "rainbow." ○ Metaphors are also used to compare. They do not use "like" or "as". Example: "Stacy is all brains when it comes to Spelling." ○ Alliterations are created by repeating the beginning sound in two or more neighbouring words. Example: Benson bought a black BMX bicycle. ○ Onomatopoeias- These are words that are actual sounds. ○ Example: "Zoom! Zoom!" went the bike as it sped past the police car.			

Objective 3.62: Write expository essays (biographies, how-to paragraphs, newspaper articles, reports, reviews etc.)

Content	Suggested Activities	Suggested Assessment(s)	Resources
An expository essay provides information on a particular topic. There are many examples of expository writing. - Flyers - Invitations - Encyclopedia /Wikipedia Entries - The Tribune newspaper articles - Reports - Reviews - Want Ads - Classroom handouts Like the narrative essay, the expository essay has a beginning, middle, and end. In the beginning, the writer will grab the reader's attention with an opening hook (Ask a question, provide action, sound, quotes, dialogue etc.). The reader is informed as to what will be explained or what information will be provided. In the middle, the most important details are provided on the topic. If steps in a process are being	Basic: Have students watch a YouTube video clip on how to play hopscotch. Have them write sequenced sentences explaining how to play the game. Teacher would have items needed to draw a hopscotch and allow students to use these objects to create a hopscotch. Students will then play the game according to the steps provided. Intermediate: Teacher will give a list of items that students can make. Examples: slime, noodles, Kool-Aid, a cake. Have them write an exposition explaining how to make an item. Encourage students to include the materials needed and indicate when those materials should be used. Advanced: Show students a YouTube clip of Bahamians playing 'Cricket' and another clip of Americans playing 'Baseball'. Have them write a comparative exposition explaining how the American game differs from the Bahamian way of playing the game.	Have students write an expository piece using a standard prompt.	<i>Write Source</i> Grade 3; pp. 126-172 <i>Write Source</i> Grade 4; pp. 127-169 <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
explained, words like first, next, then, last, finally etc. should be used as a guide to the steps. In the end, the essay can be wrapped up by saying the main idea in another way, providing final thoughts, advice etc.			

Objective 3.63: Compose an invitation to an event.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Invitations are used to invite someone to attend a particular event, such as a birthday party, wedding, graduation, etc. When composing an invitation, include the following: • Name of the invited person • Name of the event • Host(s) of the Event • Date • Time • The location/place • Directions (if necessary) • Dress Code • RSVP details (optional) RSVP means please reply or respond	Basic: Present students with an incomplete birthday party invitation. The invitation will be in honour of a character from a story that they have read during the school year. The invitation will have a heading (For example: “It’s Party Time!”), as well as the following subheadings, <i>For</i>, <i>When</i>, <i>Where</i>, <i>Time</i>, and <i>RSVP Details</i>. Students will complete the invitation by adding the missing details. Intermediate: Present students with an “Invitation Table.” Column A would include the basic components of a birthday party invitation like the Name of the Host, and Column B would include examples of those components, like John Taylor. Students will pair the components in Column A with the matching details in Column B. Have students create their own invitations using a paragraph format for a specific event. Ensure that the required information is provided along with RSVP details.	Have students design and compose an invitation for an event.	• A collection of digital and hard-copy invitations provided by teacher and students. • FREE Editable Invitations Downloads https://www.teachrespayteachers.com/Browse/Search:editable+invitations/PPrice-Range/Free • Party Invitations: Motivating Students to Write Informatively (2011) https://www.youtube.com/watch?v=t9Nik16C2tM • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Advanced: Allow students to view a short video of a child's birthday party from an online source. Students will brainstorm details that they would include if they were planning a birthday party for one of their siblings or cousins. They will then create an invitation for the party that they envision, including all required details.		

Objective 3.64: Write a friendly letter.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Friendly letters are written to our family and friends. The purpose of a friendly letter is to share a message with persons with whom we are familiar. Friendly letters should include the following: • The heading - This includes the address of the sender and the date. It is normally written in the right-hand corner at the top of the page. • Salutation or Greeting - This is the way to identify to whom the letter is being written. It usually begins with “Dear.” A comma follows the name of the person. • The body of the letter – This is considered the main part of the letter. Include all of the interesting details about family and friends and write about what you have been doing, your hobbies etc. You should indent the first sentence in each paragraph. • The Closing – This is a way of	Basic: Present students with a partially completed friendly letter as well as labels of the friendly letter parts. First, have students write in any missing information like the date and signature for example. Next, instruct them to label each part of the friendly letter by pasting the labels in the correct spaces on the letter. Alternatively, the teacher can also present this activity through an interactive worksheet. Intermediate: Read a short excerpt on the lifestyle of the Lucayans to students or something similar. Instruct students to write a letter to their parent or guardian in which they share three of the most interesting things that they have learned about the Lucayans with him or her. Students will be presented with a frame for writing their	Have students write a friendly letter inclusive of all the main parts.	• <i>Write Source</i> Grade 4, p. 475

Content	Suggested Activities	Suggested Assessment(s)	Resources
ending the letter or signing off. “Love” and “Your best friend” are examples that are used. The first word in the closing is always capitalized, and a comma is placed at the end of the closing. • Signature – This identifies by naming the person who is writing the letter. There are many ways in which a letter can be sent to the recipient. Letters can be posted using the Post Office, emailed, faxed, or sent via WhatsApp. If a letter is being sent the traditional way using the post office, it will need to be placed in an envelope. On the envelope in the left-hand corner, should be the mailing address of the person sending the letter. If the person lives in The Bahamas, the information should include the name of the sender, the mailing box number and the island and country. Example: Ms. Karen Green P.O. Box CB 11234 Nassau, Bahamas.	letters. Advanced: Present students with a short video featuring the islands of The Bahamas. Instruct students to write a letter inviting a friend to visit one specific island of The Bahamas as a tourist. Have them include three reasons they should visit that island. Letters must include all required components. Have students address an envelope.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
The address of the person who is to receive the letter is placed in the middle section of the envelope.			

Objective 3.65: Write essays utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An opinion expresses a thought or feeling about a particular thing. Persuasive writing is a type of opinion writing, as it provides the author's views on a particular topic. The essay should have an introduction, a body, and a conclusion. Introductory Paragraph: Begin the persuasive essay with an introductory statement that captures the attention of the readers. Begin with a startling statement or question. Examples: • Did you know that many of the inmates in jail are reading far below grade level? • This weekend alone, Nassau has experienced more than 12 inches of rain. Even during category 1, 2, or 3 hurricanes, we have not experienced this amount of rainfall. Do you still think that climate change is not real?	Basic: Have students act out what they would say to their parents in a conversation to convince them they deserve a new cell phone, a raise in their allowance, or a new sibling! Students can play as the child and the parent. Discuss the effectiveness of the conversations and the reasons provided. Using the projector, as a group, compose a persuasive paragraph together. Intermediate: Place students in groups. Provide a worksheet with links to a few commercials for different products. After viewing each advertisement, have students identify the persuasive technique utilized, cite the example, and finally, rate its strength to convince. Have students choose an item to compose a commercial using one of the techniques identified.	Have students write a persuasive piece using persuasive techniques.	• <i>Write Source</i> Grade 3, pp. 178-222 • <i>Write Source</i> Grade 4, pp. 183-225 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
The introductory paragraph should also have a topic sentence that indicates the writer's opinion on the topic and mention the supporting reasons that will be discussed in the paragraphs that follow. The Body of the Essay: This is where the writer develops the reasons to support their opinions. Each paragraph in the body should represent one of those reasons with supporting evidence. Writers normally present their reasons in order of importance. They begin with the most important reason to support their opinion and then present the others in descending order. Several persuasive techniques can be used to develop the body of the persuasive essay. Using Facts: Using information that is true to strengthen your reasons. Example: "Millions of tourists visit The Bahamas every year. That is why I believe it is the destination of choice in the Caribbean..."	Advanced: Have a representative from the Humane Society or a veterinarian speak to students about the benefits of having a dog as a pet. Also, allow them to share how animals can be mistreated. Have the students discuss reasons why every child should or should not have a pet. Have each student take a side to develop into an expository essay. They may wish to begin to organize these reasons by using a T chart. Have students use this chart to individually compose a persuasive essay. Have students use facts, superlatives, and generalizations as their persuasive techniques.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Generalizations: Using phrases to describe something that is accepted by all. Example: ‘all of my friends, ‘the entire team’, ‘nobody in grade four’ etc. Superlatives: Using terms to describe the highest quality of something. Example: ‘the greatest’, ‘the most’, the best’ etc. Data: Using numbers, percentages, fractions, quantities etc. to make reasons appear more believable. Example: “It is important that during this phase of the pandemic, we do not organize indoor parties. At least six of the new Covid cases were linked to a party held out West a week and a half ago.” Conclusion: In the conclusion, writers can take this opportunity to reinforce their opinion again and include words to spur the readers into action.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: “Your body is the only body that you will ever have. Take care of it. Make healthy food choices today!”			

APPENDICES

Language Arts Instructional Periods

Subject	Lower Primary Period Allocations	Upper Primary Period Allocations
Reading	10	7
Spelling	2	2
Handwriting	2	1
Grammar	2	2
Written Composition	5	3
Total Periods	21	15

UPPER PRIMARY SCHOOL ORAL PRESENTATION RUBRIC

The following rubric is intended to be used by the teacher and serves two main purposes. It is designed to provide a numerical grade when assessing the oral presentation skills of students in grades 4-6. Additionally, because its performance descriptors are so detailed, teachers can use them to provide corrective and specific feedback to students. The rubric is divided into two sections: content and delivery. This gives the flexibility of use as teachers and students can decide if to focus on one aspect of an oral presentation or both sections.

TRAITS	PERFORMANCE RATING AND DESCRIPTIONS				POINTS ACHIEVED
	EXCELLENT: Score 4	SATISFACTORY: Score 3	FAIR: Score 2	BELOW: Scores 1 or 0	
Content: Knowledge	States a clear position on the topic. Includes only relevant vocabulary and key ideas. Elaborates on the main points using a variety of supporting details. Confidently answers questions about the topic.	States a clear position on the topic. Includes only relevant vocabulary and key ideas. Elaborates on the main points, but supporting details lack variety. Answers most of the questions about the topic.	States a position, but more clarity is required. Uses some unrelated or inaccurate information. Provides some details to develop the main points. Answers some of the questions about the topic.	No clear position or purpose is shared with the audience. Details and vocabulary are mostly irrelevant or absent. Unable to answer questions about the topic.	____ / 4
Content: Organization	Uses a creative introduction and conclusion that stimulate thought and interest. Shows clear, logical, and creative connections between the main points and details.	Provides a clear introduction and conclusion. Has a minor disruption in the flow and sequence of the main points and details.	Provides an introduction and conclusion but needs a greater sense of closure or direction. Has some lapses with the flow of ideas. An entire section may be unrelated to the topic.	No overview or introduction of the topic is given. Ends presentation abruptly. Difficult to follow the logic or the ideas of the presentation.	____ / 4

CONTENT Score: ____ / 8

TRAITS	PERFORMANCE RATING AND DESCRIPTIONS				POINTS ACHIEVED
	EXCELLENT: Score 4	SATISFACTORY: Score 3	FAIR: Score 2	BELOW: Scores 1 or 0	
Delivery: Language	Speaks clearly, fluently, and audibly for the entire delivery. Uses dialect, figurative language, and persuasive techniques effectively. Uses precise and creative word choices.	Speaks clearly with minor diction and grammatical errors. Volume, fluency, and pace are suitable for the entire delivery. Uses figurative and persuasive language with some success. Word choice is suitable but lacks creativity.	Speaks clearly with some diction and grammatical errors. Volume, fluency, and pace are suitable with a few lapses. Uses figurative and persuasive language with minor success. Word choice is too repetitious, vague, or advanced.	Diction and grammatical errors hinder the delivery of the ideas. Volume is too low or too loud and the pace is too fast or too slow for the entire delivery. Word choice is unsuitable.	____ / 4
Delivery: Non-verbal Behaviours	Uses suitable gestures, exhibits strong confidence, and is well-prepared. Maintains good posture, enthusiasm, and suitable eye contact with the audience.	Uses suitable gestures, exhibits some confidence, and is prepared. Maintains good posture and eye contact with the audience but enthusiasm fluctuates.	Uses too many or few gestures. Exhibits timidity and some disinterest. Shows preparedness but needs more practice time. Voice is monotonous and not much eye contact.	Fidgets or uses unsuitable gestures. Exhibits timidity and seems unprepared. Shows no awareness of the audience or interest in presenting.	____ / 4
Delivery: Multimedia	Uses simple and relevant multimedia to enhance delivery (<i>sound, etc.</i>) Visuals are well-crafted without spelling or grammatical errors.	Uses simple and relevant illustrations to enhance delivery. Visuals are well-crafted without spelling or grammatical errors.	Includes aids that are useful, but require editing and revising (<i>i.e. misspellings, removing irrelevant or inaccurate information</i>).	No media or visual aids are used.	____ / 4

DELIVERY Score: ____ / 12

OVERALL SCORE: ____ / 20 (____ %)

USEFUL INFORMATION ABOUT THE TEACHING OF READING

THE READING PROCESS

The reading process aims to provide readers with a systematic framework to monitor and guide their thinking, understanding, and response to a text. The overarching goal is for learners to eventually apply this process with automaticity inside and outside the classroom environment. However, to achieve this goal, readers must have multiple opportunities to observe this process being effectively applied to various texts and be allowed to use this method with guided support.

The following **Guide Steps for The Reading Process** can be placed on individual bookmarks or posted on a classroom chart for ease of reference by students.

BEFORE READING THE TEXT	DURING READING OF THE TEXT	AFTER READING THE TEXT
• Scan the Text. Ask yourself: ○ Is this text fiction or non-fiction? ○ Scan the cover, title, chapter headings, and pictures of a fictional text. ○ Scan the headings, bold print, and illustrations of a non-fictional text. ○ Skim read a few of the words. • Think about what you know already about this topic.* • Make predictions about what the	• Read the text in chunks. • Stop and check if you understood what was read. Ask yourself: ○ What has happened so far? What important information was given already? ○ How am I feeling about what I am reading? ○ Do I need to re-read any confusing parts? ○ Can I see a clear picture in my mind of what is being shared? ○ Are the illustrations helping me to	• Summarize and reflect on the main ideas of what you read. Ask yourself: ○ Did I learn any new information or ideas? ○ Do I have any burning questions left unanswered about this topic? • Connect it to your real life. Ask yourself: ○ Do these ideas remind me of something else I read? ○ Do these ideas remind me of something I have experienced before?

BEFORE READING THE TEXT	DURING READING OF THE TEXT	AFTER READING THE TEXT
text may be about. Think about what you may learn, feel, or encounter in this text.	understand what I am reading? - Were my predictions correct? If not, what is my new prediction? - Figure out only important unknown words. Ask yourself: - Are there any context clues or word parts to help figure out the meaning?	Evaluate what you read. Ask yourself: - Did I agree or disagree with these ideas? - Have I changed my mind or feelings about this topic?
*NOTE: Pay careful attention to the student's responses here and determine if the reader has sufficient background knowledge about the topic to understand what is about to be read. If it seems that the reader does not, pause here and provide learning experiences to build knowledge before reading.		

BASAL READERS

The basal reading approach to reading instruction according to Morin, 2020 is, "...usually a grade-levelled series of textbooks...focuses on teaching reading, either by code-emphasis approach (phonetic) or meaning-emphasis approach (reading for understanding)." The basal reading programme provides systematic guidance for teachers using age-appropriate reading material and includes all aspects of word attack skills, sequential development of word recognition, comprehension skills, and vocabulary skills.

Examples of Basal Readers are:

- Harcourt Trophies
- Story Town
- Journey's

- Scott Foresman
- Reading Street

THE LANGUAGE EXPERIENCE APPROACH

The Language Experience Approach can be utilized in conjunction with or independent of a basal reading series. This approach can particularly be used to support instruction with struggling readers. This approach consists of creating an experience for students and then discussing the experience with them. The teacher would record what they have said on the board or chart paper. Students would then read the story. This approach provides for an integration of all the language arts components (speaking, listening, writing, and reading) and helps the children to see relationships.

TYPES OF READING

Oral Reading:

Suggested Checklist for Oral Reading

The checklist can be used to guide the teachers' observations as he/she listens to and observes the students as they read orally. The students should be given a chance to read the selection silently before they read it orally. The checklist also helps the teacher to determine the students' specific skill needs.

Sample Checklist

1. Determines the mood or tone of the selection (humour, sadness, excitement, suspense, etc.)
2. Reads in thought phrases or units.
3. Observes punctuation marks.
4. Reads smoothly without jerkiness or hesitation.
5. Uses appropriate volume.
6. Enunciates clearly and distinctly
7. Uses a suitable pitch and voice quality.
8. Is free from strain, tension or nervous habits.
9. Reads at an appropriate rate so the listeners can understand.

10. Does not omit, substitute, repeat, or insert words.
11. Holds the book properly.
12. Keeps place when reading without difficulty.

Guided Reading:

Guided Reading focuses on developing readers' ability to independently apply both strategies and skills in context. Readers are arranged in groups of four to six based on their instructional reading level and provided more targeted reading instruction and support. The instructional sessions are focused on the students' use of multiple strategies or skills in context.

BASIC ROUTINE FOR USING GUIDED-READING INSTRUCTION			
1.	Conduct a diagnostic assessment of readers.	5.	Provide direct instruction or coaching on a specific strategy or skill.
2.	Group students according to their reading levels.	6.	Offer meaningful activities to the rest of the class while engaged with a group.
3.	Select a variety of texts at the instructional level for each group.	7.	Conduct ongoing reading-level assessments to track progress.
4.	Allow students during group sessions to read the entire text or sections.	8.	Provide individual or peer-led instruction to students who require further instruction.

SILENT READING

Functional Reading:

As a student progresses in their abilities to decode printed symbols, their readings about the content subjects and daily living experiences become increasingly important. The pupil encounters basic texts and supplementary texts in social studies,

science and arithmetic, as well as many others. The more highly specialized the subject matter becomes, the more demand for reading skill mastery.

Recreational Reading:

The reading programme provides for both the development of reading skills and the encouragement of reading for pleasure. Recreational reading involves students selecting material to be read for personal satisfaction. A lifetime interest in good books comes from the repeated discovery that reading many kinds of books is satisfying. To foster recreational reading, the teacher must know children's books, know the students' abilities and interests, and be ready to help students find the right books at the right time. Learning students should be exposed to a wide range of subject matter and the wide gradation of difficulty that can be found in library collections. Teachers should ensure that they maintain interesting classroom libraries and encourage students to visit their school libraries.

THE READING LEVELS

- **Independent:** The highest level at which a child can read with at least a 95% accuracy rate and a 90% comprehension rate.
- **Instructional:** The child can read with an accuracy rate that is between 90% - 94% and can understand the information with at least a 75% comprehension rate.
- **Frustration:** The student is reading with less than 90% accuracy and has less than 75% comprehension rate.

SAMPLE OF READING ENRICHMENT DAY MENU

The Power of Choice! People are naturally more motivated to participate in an activity when given individual choice, and learning menus are built on this tendency. They are flexible enough to be used with any content, ability, or grade level. Here is a sample of a Reading Learning Menu that can be used on Enrichment Day. Students are to complete all activities from The *'Must Do'* category and choose reading activities from The *'Can Do'* category according to their preference.

MUST DO	CAN DO		
In a nutshell Read a literary piece. Write a 10-word summary of the pages (or book) you have just read.	Perfect Prediction Start a new book. Before you begin, make 3 predictions based on the front cover.	Setting Draw a picture of the setting of a book you read.	Locate Them As you read, underline the nouns, circle the adjectives, and highlight the action verbs.
Vlog Read a book, and then make a video giving a summary of the book. Be prepared to share your video with the class.	Focus Sit quietly and listen to a recording on television or the news, and then write 5 sentences about what you understood and heard.	Illustrator Read a book, and then design a front cover for it.	Ancient Times Read a book that was written before you were born.
Non-fiction Read a non-fiction book.	Outdoors Read a book outside under a tree.	Thumbs Up After reading a story, write about your favourite part.	Compare and Contrast Complete a Venn Diagram comparing characters of a book you read.

DAILY ROUTINE FOR VOCABULARY INSTRUCTION

Vocabulary is the gateway to comprehension, and greater word knowledge can lead to a deeper understanding of a text. While this is true, it is impossible to teach the meaning of every word to students. Therefore, vocabulary instruction in the classroom should be reserved for words that would have the greatest impact on the comprehension of a text. When learning the meaning of an unknown word, the definition is only the first step. Students must have multiple opportunities to engage with the word and be able to use it in different forms and contexts. **Below is a basic 5–10-minute daily routine for vocabulary instruction for unknown words:**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DIRECT INSTRUCTION	REPRESENTATION OF MEANING	DEEPENING WORD KNOWLEDGE	GAMES	DISCUSSION / PRESENTATION
Give direct instruction on the meaning of the word. Provide descriptions, illustrations, and examples of the word usage in everyday life.	Allow students to use pictures, words, or body movements to represent its meaning, description, explanation, or example. Encourage creativity.	Provide vocabulary activities to deepen the experience (examples / non-examples, analogies, related words, word parts, compare & contrast meanings with other words, etc.).	Play vocabulary word games with the focused words and other familiar words.	Have students present their understanding of the word and its usage to a partner or another audience. Encourage creativity.
NEXT STEP: The new vocabulary word can now be added to the classroom word wall or the students' personalized spelling log. Be sure to continuously revise these words in a fun way!				

An adapted version of The Robert Marzano Six-step Model of Explicit Vocabulary Instruction

VOCABULARY GRAPHIC ORGANIZER: DEEPENING WORD KNOWLEDGE

WORD MAP Grades 4-6		
Definition (meaning)	Examples (What is it like?)	Number of syllables
Synonyms (words with the same meaning)	Word: Part of Speech:	Illustration (a picture showing the word.)
	Antonyms (opposites)	
Use in a sentence:		

MOST COMMON AFFIXES

PREFIX	MEANING	EXAMPLES	SUFFIX	MEANING	EXAMPLES
anti-	against	anticlockwise	-able, -ible	can be	wearable
auto-	self	autobiography	-al, -ial	having the nature of	disposal
bi-	two	biweekly	-ance, -ence	act, state of being	appearance
circum-	around	circumference	-ed	past tense	drafted
de-	the opposite	devalue	-en	made of	wooden
dis-	not, opposite	dislike	-er	compared to	colder
en-, em-	cause to	empower	-er, -or, ist, -ee	one who	artist, teacher
fore-	before	forecast	-es, -s	plurals	babies
ex	out, former	exit	-est	the most	loudest
extra-	beyond, outside	extraordinary	-ful	full of	hopeful
hemi-, semi	half	hemisphere	-ic	characteristic of	poetic
hyper-	over	hyperactive	-ify, -ise, -ize	to make, to cause	harmonize, petrify
in-, im-	in or into	insight, import	-ing	in the act of	flying
in-, im-, -ir, il-	not	incomplete, illegal	-ion, -tion	act, process	detention
inter-	between	interject	-ish	similar, alike	baldish
mal-	poorly, badly	malnutrition	-ity, -ty, -y	state of being	healthy, stupidity

PREFIX	MEANING	EXAMPLES	SUFFIX	MEANING	EXAMPLES
micro-	small	microscope	-ive, -ative, -itive	In adjective form	supportive
mid-	middle	midair	-less	without	hopeless
mis-	wrongly	misspell	-let	small, little	droplet
multi-	many	multipurpose	-logy	the study of	geology
mono-, uni-	one	monotone, unicycle	-ly	in this manner	friendly
non-	not, none	nonfiction	-ment	the act or state of	judgement
over-	too much, above	overact	-ness, -hood	state or quality of	madness, manhood
post-	after	postdate	-ous, -eous, -ious,	having the qualities	desirous
pre-	before	preheat	-ship	having the quality	scholarship
re-	again	review	-ward	the direction of	upward
semi-	half, not fully	semicircle			
sub-	under	submarine			
super-	above	superhuman			
tele-	distance	telephone			
trans-	across, change	transport			
un-	not, opposite of	uneven			
under-	too little, below	undercurrent			

COMMON SILENT CONSONANTS

- B:** The **b** is silent in some words when followed by the letter 't' as in **debt**, **subtle**, and **doubt**.
- B:** The **b** is silent when preceded by the letter 'm' as in **lamb**, **thumb**, **climb**, and **succumb**.
- C:** The **c** is usually silent when preceded by the letter 's' as in **science**, **muscle**, and **ascend**.
- D:** The **d** is silent in some words such as **Wednesday**, **sandwich**, **handsome**, and **handkerchief**.
- D:** The **d** is silent when followed by the letter **g** as in **pledge**, **gadget**, and **grudge**.
- GH:** The **gh** is usually silent when preceded by a vowel as in **daughter**, **thought**, **straight**, and **weigh**.
- G:** The **g** is usually silent when followed by the letter **n** as in **foreign**, **campaign**, **design**, and **gnat**.
- H:** The **h** is usually silent when it is preceded by the letter **w** as in **where**, **whether**, **why**, and **while**.
- H:** The **h** is silent when it is preceded by the letters **c**, **g**, or **r** as in **ghost**, **ghetto**, **chorus**, **rhyme**, and **rhythm**.
- H:** The **h** is silent in some words such as **honest**, **heir**, **honour**, and **hour**.
- K:** The **k** is silent when followed by the letter **n** at the beginning of words as in **knowledge**, **knife**, and **knight**.
- L:** The **l** is silent in some words such as **talk**, **should**, **half**, and **yolk**.
- N:** The **n** is silent when preceded by the letter **m** as in **hymn**, **solemn**, **column**, and **autumn**.
- P:** The **p** is silent when followed by the letter **s** as in the word **glimpse**.
- P:** The **p** is silent in some words such as **coup**, **cupboard**, and **receipt**.
- P:** The **p** is silent when followed by the letters **n** or **s** at the beginning of words as in **pneumonia** and **psalm**.
- S:** The **s** is silent when followed by the letter **l** as in **island**, **islet**, and **aisle**.
- T:** The **t** is silent in some words such as **listen**, **Christmas**, **whistle**, **gourmet**, and **often**.

U: The **u** is silent when it is preceded by the letter **g** as in **guess, guilty, guard, and guide.**

W: The **w** is silent when followed by the letter **r** as in **wrong, Wright, and wrestle.**

W: When **wh** is followed by the letter **o**, the **w** is usually silent as in **whole, whomever, and whose.**

(Draft Curriculum Guide for Reading in the Primary Schools 1982)

COMMONLY MISPRONOUNCED WORDS

1. Film one-syllable word; one vowel = “film” not “fil/um”
2. Our pronounced /ow/er; two syllables = “our” not “are”
3. hour pronounced /ow/er; h is silent = “hour” not “are”
4. oil pronounced /oy/l ; not “earl”
5. kettle this word contains et it is pronounced short e; not “kattle”
6. stamp the letter a has short a sound as in “tam”; “stamp” is not “stump”
7. mine possessive; no -s is to be added; not mines
8. Thompson The **h** is silent; pronounced “Tompson” not “Thompson”
9. Furniture this word is a collective noun, therefore -s should not be attached = furniture, not furnitures
10. often the **t** and **e** are silent in this word; pronounced “ofn”

(Draft Curriculum Guide for Reading in the Primary School)

GRADE 4 WORD LIST

Abaco	agreed	assignment	before	brother	certain
able	air	asue	began	brought	chair
about	airplane	attacked	begin	building	chance
above	aliens	attention	belief	built	change
absent	almost	attraction	believe	business	chapter
abuse	alone	author	below	buy	charge
accent	alphabet	awoke	Berry Islands	cabinet	chickcharnie
achieve	already	baby	better	cable	chicken
Acklins	alto	bad	between	calendar	children
across	among	Bahamas	bicycle	calm	chip
act	amphibian	ballet	biggest	came	choice
actor	amuse	ban	Bimini	camera	chord
add	ancestor	banknote	bird	campaign	church
Adelaide	answer	basic	boat	care	citizen
adult	anthem	bass	body	cascarilla	city
advice	appear	bat	borrow	cash	class
afternoon	archipelago	beautiful	brain	catch	climate
against	argue	became	bread	celebrate	Cockburn
age	arm	because	break	cement	combine
ago	around	become	bridge	census	commissioner

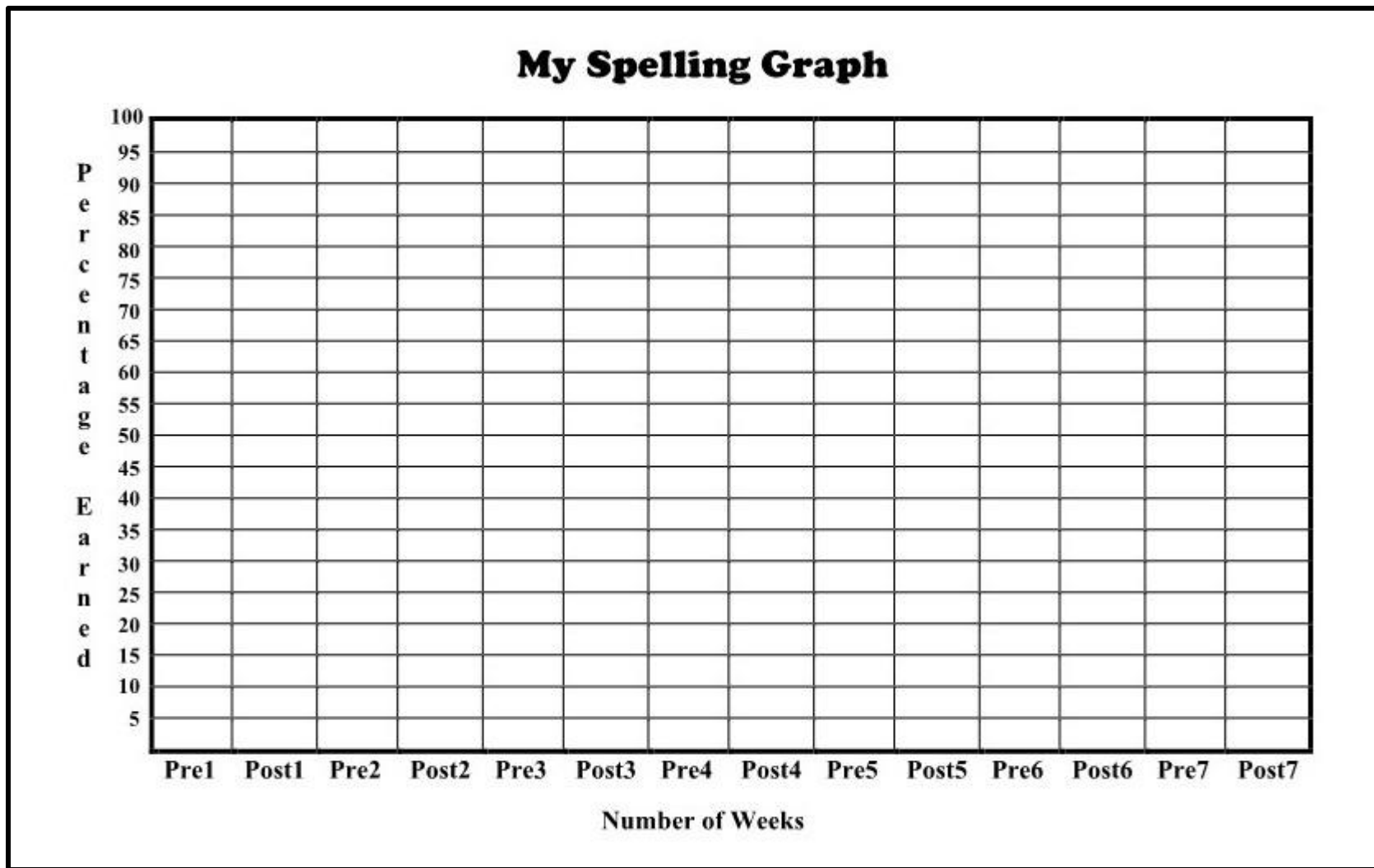
common	critical	doctor	evening	felt	furniture
company	cruel	done	examination	female	garden
compare	cry	Dorcas	exercise	few	general
computer	culture	drop	expect	fight	generous
concert	curse	dropped	expensive	fill	genius
confuse	dance	during	experiment	finish	gentle
connected	danger	edge	explode	fish	ghost
consumer	dark	education	explosion	flamingo	glad
content	delight	efficient	export	flew	gone
contest	descendent	egg	express	floor	government
continent	die	either	Exuma	follow	grade
coral	different	electricity	fact	followed	Grand Bahama
cost	difficult	Eleuthera	fair	foreign	grant
count	digit	eleven	family	forgot	graph
country	dinner	enemies	famous	fortunate	gravity
courage	dirty	energy	farm	fourth	great
cousin	discipline	enormous	father	freedom	groan
cover	discovered	enough	fear	Freeport	groceries
cow	discuss	eraser	feed	fresh	ground
cracker	disease	escape	feel	frighten	guardian
crash	distance	eternal	feet	front	guess
crew	division	even	fell	fudge	gymnast

have	ice	Joseph	lovely	mistake	nerve
half	idea	journal	low	mistaken	New
hammock	illustrate	judgement	loyalist	moisture	Providence
happen	important	junkanoo	loyalty	moment	nine
Harbour Island	Inagua	kept	Lucayan	money	nominate
harvest	increase	kill	lunch	month	notate
heart	independent	king	magnet	mouse	note
height	industry	knew	magnetic	move	nothing
held	information	lady	main	Mr.	nuclear
herself	innkeeper	land	matron	Mrs.	number
hesitate	insect	large	matter	musical	nutrition
high	instead	late	mayor	myself	object
hill	instruct	laughter	mean	mysteries	objective
himself	interest	learn	measure	narrow	ocean
hit	invent	lemonade	meet	Nassau	office
hoarse	island	less	merchant	nation	often
hockey	itself	lettuce	metal	national	opera
homemade	I'll	life	Miami	native	orange
horse	I'm	lighthouse	milk	nearest	orchard
hotel	jacket	line	mind	need	organ
hour	Jarius	Long Island	minute	neighbour	original
hundred	Jericho	lost	miracle	neighbourhood	output

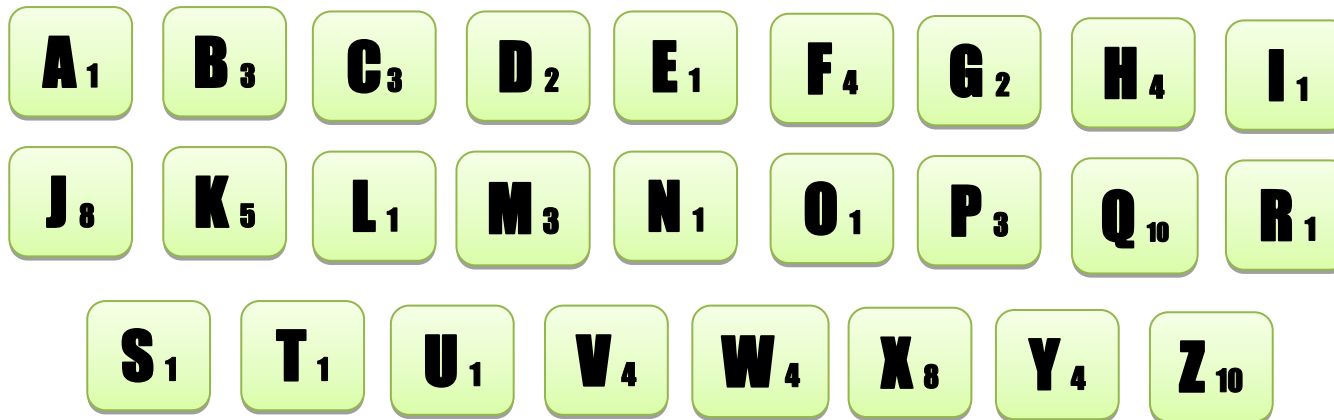
outside	plaque	promise	reptile	secret	since
overcome	plan	property	reservoir	selfish	sir
paper	plastic	protection	resident	send	sitting
paragraph	plumber	protein	responsibility	sent	slowly
parentheses	point	puppet	rest	service	smash
parliament	police	purse	return	settlement	smile
partner	policeman	quadrille	rhythm	seven	snow
party	pollen	quarter	ring	several	something
pass	pollute	question	river	shape	sometime
passenger	poor	quite	road	shelf	son
past	population	rabbit	rock	shift	soprano
patience	portion	radar	room	ship	sort
pay	practice	reach	round	shoe	speak
peace	prepare	ready	Samaritan	shirt	speciality
peacemaker	present	real	San Salvador	sick	spectator
pedestrian	pressure	reason	sanitation	side	spell
perfect	pride	receive	satellite	silence	spent
perform	principal	recycle	satisfy	silent	sponge
picture	print	remain	scared	similar	spring
pineapple	printer	remember	seashore	simple	squirt
place	product	repeat	seafood	simpler	state

stay	survive	throw	twenty	war	wisest
step	swim	time	uniform	watch	without
stick	symbol	tissue	united	wear	women
stiff	system	together	unusual	weather	wonder
still	systematic	told	urge	wedding	won't
stood	table	tomorrow	usual	week	wood
stopped	talent	tough	vacation	well	word
story	talk	tourism	value	went	world
street	teach	tourist	vector	western	wreath
stretches	teacher	toward	vegetable	wharf	writer
strong	teaspoon	tractor	vertebrate	whisper	wrong
study	temperature	train	vibrant	whole	wrote
succeed	tempo	transportation	vibrate	whom	yard
suit	temptation	travel	violence	whose	yet
summer	tenor	treasure	violin	why	young
sun	them	tremble	visit	wind	zebra
supreme	themselves	triad	volunteer	window	zipper
surname	thought	tried	voyage	winter	
surprise	throat	true	wait	wiser	

STUDENT SELF-TRACKING SYSTEM FOR WEEKLY SPELLING WORDS



INCREASED ENGAGEMENT: Sample of Spelling Scrabble Game



SPELLING WORD	SPECIAL WORD	EQUATION	SUM
<i>Example: flag</i>	fl	$4 + 1 + 1 + 2 =$	8

LEARNING TO SPELL A WORD ROUTINE

LOOK & SAY 	TRACE OR MAKE 	COVER 	CHECK 	WRITE 
Look for word patterns. Say the word. Spell it and clap out each letter.	Trace the letters in the air. Make the letters of the word using any object.	Cover the word. Try to recall the correct spelling.	Check your spelling. Incorrect: repeat the first steps. Correct: move on	Use the word in a sentence.



LIST OF HOMOPHONES

(Draft Curriculum Guide for Reading in the Primary School)

air – ear
aisle – isle – I'll
allowed – aloud
ant – aunt
be- bee
bean – been
beat –beet
beer – bare
blue – blew
board – bored
bread – bred
break – brake
brows – browse
bye – by – buy
ceiling- sealing
cell – sell
cent – sent – scent
cents – since – sense
chews – choose

chews – choose
clothes – close
complement – compliment
dear – deer – dare
due – dew – do
eight –ate
eye- I
fair – fear – fare
feat – feet
fine – fined
four – for – fore
heal – heel
hear – here – hare
him – hymn
hour – our
its – it's
knew - new
know - no
knows - nose

made – maid
mail - male
meat - meet
pare – pear – pair
peace – piece
plain - plane
pole – poll
poor – pour – pore
prays – preys – praise
principle - principal
rain – rein – reign
right – write
road – rode
roll – role – rolle
sail – sale
scene – seen
sea – see
sew – so – sow
sight – sight

son – sun
stairs – stares
steal – steel
storey – story
tail – tale
their – there – they're
threw – thorough
throne – thrown
to – two – too
tongs – tongues
tow – toe
vane – vein – vain
waist – waste
wait – weight
wear – where – ware
weather – whether
which – witch
wood – would
your – you're

LIST OF HOMONYMS

address	change	fair	joint	nail	range	spring
air	charge	fast	jumper	nature	rank	squash
angle	coach	felt	kind	note	record	staff
arm	coast	file	kite	orange	reflect	stage
back	coat	fine	lack	order	remote	stand
bank	column	fire	last	organ	rifle	state
bark	count	flag	lawn	page	right	stick
base	court	fleet	lead	palm	ring	stock
beam	craft	float	lean	pass	rock	stole
bear	crane	fold	leaves	patient	round	strike
beat	cricket	forge	left	pitch	ruler	stump
blade	crop	form	letter	plant	safe	suit
blind	cross	game	lift	play	sand	table
block	dart	glasses	line	plot	save	tear
blow	dear	grain	list	plug	scale	temper
board	deck	grate	litter	point	seal	tender
boot	dock	grave	march	pole	season	tire
brand	down	ground	mass	port	shed	train
calf	draw	hail	master	post	sheet	trip
cape	drill	hamper	match	pound	sign	turn
capital	drink	hand	mean	power	sink	wake
carpet	drone	hide	might	private	skip	watch
case	drop	hold	mine	prune	soil	wave
cashier	duck	host	mint	pupil	sound	wind
cast	express	iron	mould	race	speaker	yard

LIST OF COMMON COMPOUND WORDS

afternoon	corkscrew	farewell	seaside	washcloth
afterwards	cornbread	farmhouse	seaweed	washroom
backbone	crossroads	farmyard	seesaw	weekend
background	crosswalk	first-class	self-esteem	well-known
barbershop	dashboard	footsteps	self-respect	wheelbarrow
basketball	daydream	footstool	shellfish	whenever
bathroom	daylight	footwear	shipwreck	whirlwind
beehive	deep-fried	forever	short-term	wholesale
birdhouse	dressmaker	full-length	sun-dried	widespread
blackbird	driveway	high-speed	sunglasses	wildcat
blackboard	drugstore	high-tech	tablecloth	wildflower
blackout	drumstick	in-depth	tablespoon	windmill
breakdown	earache	left-handed	teaspoon	windshield
breakfast	eardrum	life-sized	thanksgiving	windstorm
candlelight	earmark	mother-in-law	thumbnail	wishbone
candlestick	earthquake	part-time	underground	woodwork
cardboard	earthworm	ready-made	wallpaper	workshop
classmate	empty-handed	record-breaking	warehouse	yardstick
clothespin	eyebrow	runner-up	warm-blooded	yourself

LIST OF CONTRACTIONS

I will – I'll	she is – she's	she had – she'd	have not – haven't
you will – you'll	it is – it's	it had – it'd	has not- hasn't
he will – he'll	who is – who's	I would - I'd	had not - hadn't
she will – she'll	where is – where's	you would – you'd	is not – isn't
it will - it'll	when is – when's	he would – he'd	are not – aren't
we will – we'll	how is – how's	she would – she'd	was not – wasn't
they will – they'll	what is – what's	it would – it'd	do not – don't
what will – what'll	he has – he's	they would – they'd	does not – doesn't
when will – when'll	she has – she's	we would- we'd	did not – didn't
how will – how'll	it has – it's	can not – can't	of the clock – o'clock
where will – where'll	I have - I've	will not – won't	let us- let's
I am – I'm	you have – you've	shall not – shan't	over – o'er
you are – you're	they have- they've	could not- couldn't	ever- e'er
we are – we're	I had- I'd	should not – shouldn't	it was - 'twas
they are – they're	you had – you'd	would not – wouldn't	
he is – he's	he had- he'd	must not – mustn't	

WRITING ENRICHMENT DAY MENU

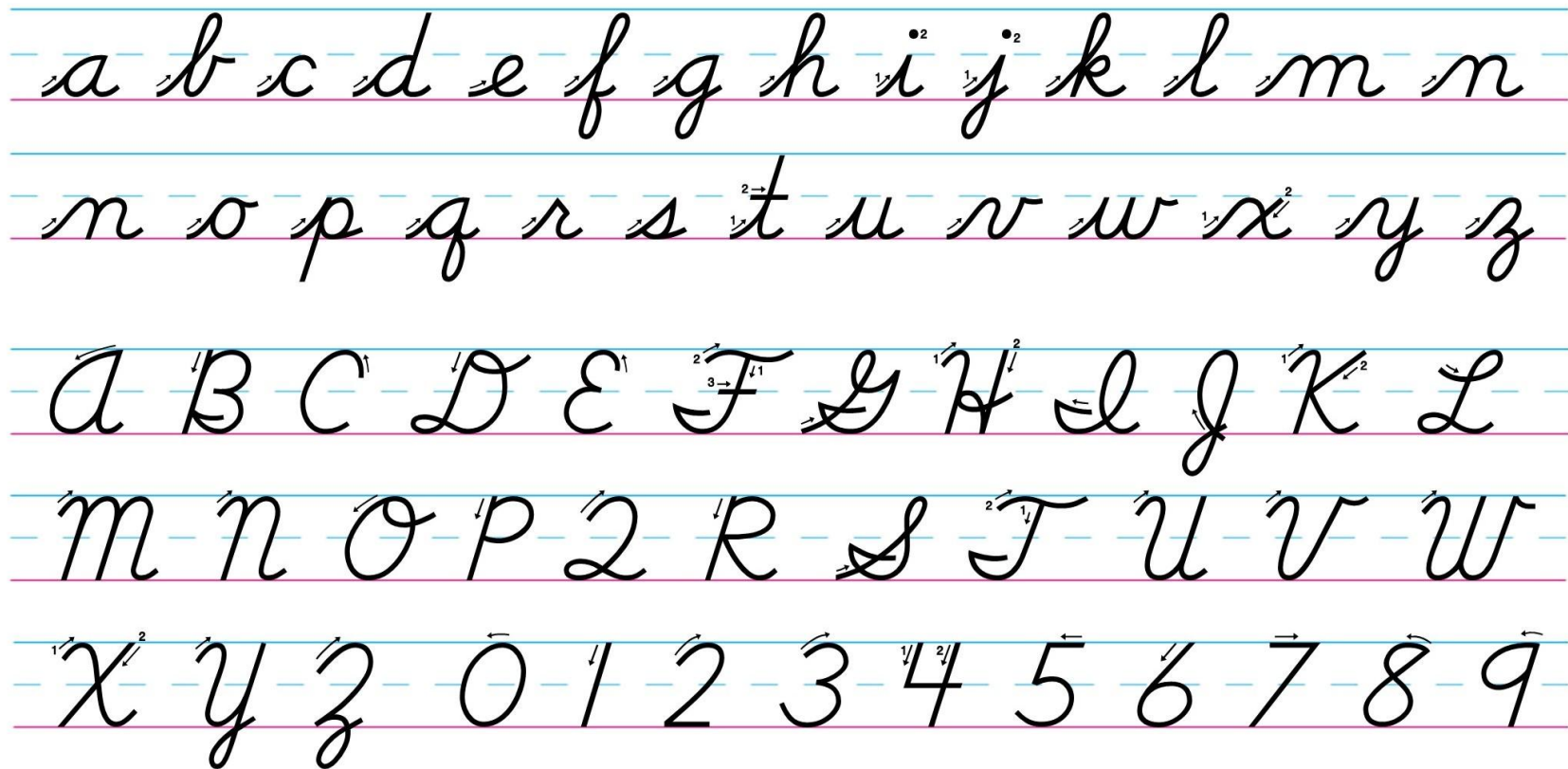
The Power of Choice! Here is a sample of a Writing Learning Menu that can be used on Enrichment Day. Just as with the Reading Learning Menu, students are to complete all activities from The *'Must Do'* category and choose activities from The *'Can Do'* category according to their preference.

MUST DO	CAN DO		
Book Report Read a book of your choice, then write a summary of what you read.	Say Thank You! Write a letter thanking someone for a kind act they performed.	Vocabulary Write a paragraph using at least 5 of your vocabulary or spelling words.	Guess What? Write a paragraph describing an object, read it to someone, and let them guess what the object is.
Brainstorm, Look, Write & Check Find a picture online or in a book. Use that picture to brainstorm ideas. Write 10 sentences about the picture. Read over the sentences and correct your mistakes. Read your sentences to someone.	Journal Writing In your journal or diary, write about what's on your mind.	Poetry Write a poem about any topic. Be ready to share it with your class.	Playwriting Write a play about your favourite holiday.
	How-to Write a step-by-step manual on how to make or do something. BONUS: Memorize the lines and record yourself.	Stand Up! Watch the evening news, choose a topic, and write an essay about your thoughts, feelings, and stance on the topic.	Be an Editor Write down at least 5 questions you would ask The Prime Minister of The Bahamas.

SAMPLE OF A WRITING PROMPT LEARNING MENU

Type of Writing	Prompts			
EXPOSITORY	Write a piece about ways you can improve your school.	Write a report about your favourite movie or television show.	Write about your favourite social media platform.	Write about how to become an independent student.
DESCRIPTIVE	Describe the weather just before a bad storm.	Describe your favourite holiday.	Think about your favourite animal and describe it in detail.	Describe the scariest moment you had in your life.
NARRATIVE	Write about what you think the world would be like in 2050.	Write a story about the day your laptop/tablet came to life.	Write a realistic fiction about getting lost on the beach.	Write a story about your first day in your virtual class.
PERSUASIVE	Write about banning homework.	Write about all students using VR goggles in classes.	Write about students being paid for good grades.	Write about banning social media on students' devices.
LETTER WRITING	Write a letter to a police officer, explaining your plan to stop crime.	Write a letter to Bamboo Shack asking that they serve fruit with their Kids' Meal.	Write a letter to a relative letting them know how much you appreciate them.	Write a letter to the principal promoting a school plan that you came up with.
POEMS	Write a Haiku about anything in nature.	Write a rhyming poem about a bad dream you had.	Write any type of poem about yourself.	

D'NEALIAN CURSIVE HANDWRITING



UPPER PRIMARY SCHOOL: HANDWRITING ASSESSMENT RUBRIC

OVERALL LEGIBILITY

The following rubric is intended to be used by the teacher and serves two main purposes. It is designed to provide a numerical grade when assessing the legibility of students' writing in grades 4-6. Additionally, because its performance descriptors are so detailed, teachers can use them to provide corrective and specific feedback to students. The rubric is divided into two sections: letter formation and presentation. This gives the flexibility of use, as teachers and students can focus on one aspect of their handwriting or both sections during assessments.

TRAITS OF HANDWRITING	PERFORMANCE RATING AND DESCRIPTIONS				POINTS ACHIEVED
	EXCELLENT Score 4	SATISFACTORY Score 3	FAIR Score 2	BELOW STANDARD Scores 1 or 0	
Letter Sizing	All letters are consistently the correct size. Capital letters are larger than lowercase letters.	Most letters are the correct size. Only a few letters need to be adjusted in the entire piece.	Some letters are inaccurately sized. More than one correction is needed in the same sentence.	Most letters are sized incorrectly. Capital and lowercase letters are the same sizes.	____ / 4
Letter Slants	All letters are consistently slanted in the same direction at relatively the same angle.	Most letters are correctly slanted in the same direction. Only a few letters need to be adjusted in the entire piece.	Some inconsistencies in directions and slants are present. More than one correction is needed in the same sentence.	Most letters are slanted in different directions and at random angles.	____ / 4
Letter Formation	Letters are formed correctly. Round letters are closed. No loops in lowercase letters except for b, e, and l.	Most letters are formed correctly. Only a few letters need to be corrected in the entire piece.	Some letters are formed correctly. Challenges with unclosed round letters and loops placed in letters other than b, e, & l.	Most letters are unidentifiable or mistaken for other letters.	____ / 4
Line Usage	Lowercase letters are consistently positioned on the line correctly: <i>halfway, tall, or below the baseline</i> .	Most letters are correctly positioned on the line. Only a few letters need to be adjusted in the entire piece.	Some letters are inaccurately positioned. More than one correction is needed in the same sentence.	Most below baseline letters are above the line, halfway letters are tall, and tall letters do not touch the top line.	____ / 4

LETTER FORMATION Score: ____ / 16

TRAITS OF HANDWRITING	PERFORMANCE RATING AND DESCRIPTIONS				POINTS ACHIEVED
	EXCELLENT Score 4	SATISFACTORY Score 3	FAIR Score 2	BELOW STANDARD Scores 1 or 0	
Spacing	Letter sizes match the amount of writing space. Consistently provides sufficient space between words, sentences, and paragraphs.	Most letter sizes adequately fit in the writing space. Only a few errors were made when spacing words, sentences, and paragraphs.	Some attempts were made to adjust the letter sizes to fit the writing space. A spacing pattern is observed, but it is too inconsistent.	Did not adjust letter sizes to fit the amount of writing space. No pattern of spacing is observed between words, sentences, and paragraphs.	____ / 4
Presentation (neatness)	Writing has smooth lines that are not too dark or too light. Letters are joined without signs of hesitation. The paper is unwrinkled and free of unnecessary marks.	Writing is generally smooth with minor signs of choppy connections between letters. Writing is not too dark or too light. The paper is unwrinkled and free of unnecessary marks.	An equal combination of smooth lines and unsteady connections between letters. Writing is too dark or too light. The paper has a few unnecessary marks.	Writing is too dark or too light . Most lines show signs of frustration (<i>i.e unsteady connections between letters</i>). The paper is wrinkled and untidy.	____ / 4

PRESENTATION Score: ____ / 8

Overall Legibility Score: ____ / 24 (____%)

Useful Websites, Webpages, and Links

Visit Bahamas Virtual School YouTube Channel and 1 on 1 Content Library for Instructional Videos for each subject area.

Lesson Plans, Professional Readings & Development:

NCTE Lesson Plans: <https://www.readwritethink.org/>

Educational Articles: <https://www.edutopia.org/>

Professional Webinars: <https://home.edweb.net/>

Writing:

Writing Practice and Assessments: <https://www.ixl.com/ela/grade-4>

Character Trading Card Creator: <http://interactives.readwritethink.org/trading-card-creator>

Postcard Creator: <http://interactives.readwritethink.org/postcard>

Improving a Paragraph Creator: <https://www.commoncoresheets.com/improving-a-paragraph-creator>

Reading:

Reading Practice and Assessments: <https://www.ixl.com/ela/grade-4>

Kid-Friendly Articles: <https://www.timeforkids.com/g56>

Informational Articles: <https://online.kidsdiscover.com/>

Comprehension:

Graphic Organizers: <https://www.hmhco.com/blog/free-graphic-organizer-templates>

Stories and Games: <https://www.topmarks.co.uk/english-games/7-11-years/reading>

Games: <https://www.roomrecess.com/pages/ReadingGames.html>

The New York Times: What's Going On in this Picture?: <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

Spelling and Vocabulary:

Vocabulary Words - Spelling Practice - Phonics Games for Kids ([spellingcity.com](https://www.spellingcity.com))

Vocabulary and Spelling Games: <https://www.spellingcity.com/spelling-games-vocabulary-games.html>

Free Spelling Activities - Mrs. Winter's Bliss ([mrs winters bliss.com](https://www.mrs winters bliss.com))

Hands-on Spelling Activities: <https://childhood101.com/hands-on-spelling-activities/>

Word Shapes Creator: <https://tools.atozteacherstuff.com/printable-word-shapes-worksheets/>

Interactive Practice for Weekly Words: <https://www.spellingtraining.com/>

Grammar:

Grammar Content Songs: https://www.youtube.com/channel/UCkbi6oVP_8Yzk9qPDfz9etw

Grammar Practice and Assessments: <https://www.ixl.com/ela/grade-4>

Games: <https://www.education.com/games/fourth-grade/ela/>

General Accommodations and Modifications for Students with Academic Difficulties

To achieve our mission of providing the full school experience to all learners, accommodations are needed to ensure equal access for students with learning disabilities or difficulties. Accommodations are usually created for individual students after formal or informal assessments have been completed.

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
• Use larger print.	• Utilize flexible scheduling.	• Calculator
• Place fewer Items per page.	• Employ time managing tools like a timer.	• Speech-to-text Software
• Use visual prompts or cues (for example an arrow pointing on a page).	• Provide opportunities for retelling as soon as possible after a lesson.	• Text-to-speech
• Highlight texts	• Have students put new learning into their own words as soon as possible after class discussions.	• Electronic dictionary
• Provide alternative answer sheets.	• Utilize graph paper to organize math problems.	• Spell checker
• Present information (facts and definitions) in songs or poems.	• Encourage visualization.	• Grammar checker
• Provide opportunities for individual or small group work.	• Provide photocopied notes.	• Live scribe pen

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
Reduce visual and/or auditory distractions. It may be necessary to separate desks or change location within the classroom.	Modify assignments as necessary.	Response choices emphasized
Provide a distraction-free setting.	Have read alouds.	Typed responses (keyboard)
Utilize alternative furniture arrangements.	Use peer tutoring.	Highlighters to mark text
Take advantage of colour coding. Match subjects with specific colours. Use colours to categorize information within notes.		Modified Grading
Provide extended time as needed.		Planners for tracking assignments
Give preferential seating to those students with specific needs.		Shorter tests

Provided by Zhen Rolle, Marjorie Davis Institute

Websites for Information and Resources Related to Accommodations and Modifications

- [Accommodations for Students with LD | LD Topics | LD OnLine](#)
- [Using Accommodations and Modifications in the Classroom: A Teacher's Guide | Understood - For learning and thinking differences](#)
- [Supports, Modifications, and Accommodations for Students | Center for Parent Information and Resources \(parentcenterhub.org\)](#)
- [Accommodations and Modifications | Reading Rockets](#)
- [Examples of Accommodations & Modifications – Smart Kids \(smartkidswithld.org\)](#)

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