



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

**LANGUAGE ARTS
CURRICULUM GUIDELINES**

GRADE 3

2022-2027

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PREFACE

To assist with the framing of the new Primary Language Arts Curriculum, several strategies were employed. 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 included in the new guides. A total of one hundred and sixteen teachers throughout The Bahamas responded. Discussions were also held with three classes of students in order to get their feedback on what they wanted to learn about and the types of learning activities that they enjoyed. Additionally, a focus group was conducted with members from 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 of the 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 in order 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.

Department of Education

Vanria L. Jack, Actg. Assistant Director of Education

Gwendelene Conliffe, Education Officer

Yienderia Martin, Education Officer

Ingrid Johnson, Education Officer

Original Core Team Members

Dr. Sharmane C. Miller, Team Leader

Janatha Johnson

Latia Johnson

Marjorie Pennerman

Mary J. Roberts

Yolanda Rolle

Victoria Russell

Tossie Strachan

Additional Writers

Dr. Andrea Adderley	Le-Ann Forbes	Delicia N. Morris
Desirene Adderley	Veronica Henderson	Rosemary Moss
Mikalla Adderley-Deal	Dien Hinsey	Edie Nairn
Lucile L. Bowleg	Zelma Horton	Diannia Neat
Anne Renee Burrows	Abigail V. Johnson	Clarinda Ramsey
Latoya Smith-Burrows	Dijon Theresa Johnson	Kendra Robinson-Spencer
Shaleathia Burrows	Jamila Jones	Shashauna Russell
Paula Ceres	Leahnora M. Knowles	Shannalee Sands
Keidra Cooper-Pinder	Selma Knowles	Glendena Sawyer-Mills
Chantell R. Cox	Robertha Lindsay	Anistacia Seymour-Dawkins
Nikera Culmer	Johnette Lockhart	Eldiqua Thompson
Joyce Darville	Stephen McQueen	Audra Tynes
Patricia B.L. Dean	Violet P. Major	Kendia Ferguson-Simmons
Karan Duncombe	Dedrie Martin	
Theodora Fernander	Janica McCardy	

Other Contributors:

SEO Daphne Barr, Department of Education	SEO Pamela Moultrie, Examinations and Assessment
SEO Felamease Sawyer, Department of Education	Dr. Ruth Sumner, University of The Bahamas
Actg. DS Althea Gibson, Department of Education	Dr. Norissa Newton, University of The Bahamas
Dellarese Adderley, Department of Education	Zhen Rolle, Marjorie Davis Institute

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 to 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 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 are in a position to take advantage of opportunities to carve out a decent life for themselves and their families.

Language Arts focuses on the communication skills. During this particular period in our history, knowledge of the 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 on-line 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. Land lines, that only required listening and speaking skills for its use, have been replaced with smart phones and computers where we can communicate via WhatsApp, update our statuses, send emails, post digital resumes, read information on the internet, buy tickets, post to Facebook, create blogs, Snapchat, 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 that confidence in our education system that students will be prepared to communicate effectively in spite of the changes that occur. Recognizing that the 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, to collaborate and to 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 life-long 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: Communicate thoughts and feelings by listening and speaking

Benchmarks for Grade 3

- O.3.1 Demonstrate behaviours of a good listener.
- O.3.2 Communicate personal information, needs and experiences.
- O.3.3 Listen for to various forms of literature for enjoyment to recall and interpret information.
- O.3.4 Provide well sequenced narratives with detailed descriptions of character, setting and plot.
- O.3.5 Ask questions, express feelings/opinions and share ideas.
- O.3.6 Maintain a dialogue by taking turns initiating and responding to comments
- O.3.7 Speak clearly and audibly
- O.3.8 Use formal and informal language appropriately.
- O.3.9 Provide and follow directions.
- O.3.10 Use Standard English.
- O.3.11 Use vocal characteristics and gestures that influence language.
- O.3.12 Present oral reports designed to inform and entertain different audiences.

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 3

Phonemic Awareness

- R.3.1 Segment words into initial, medial and final sounds.
- R.3.2 Produce rhyming words (onsets and rimes).
- R.3.3 Manipulate phonemes/sounds in words by adding, deleting or substituting.
- R.3.4 State letter/sound relationships.
- R.3.5 Identify initial, medial and final sounds of spoken words.
- R.3.6 Blend sounds (phonemes) to make words or syllables
- R.3.7 Match oral words to printed words.

Phonics/Spelling

- R.3.8 Apply the alphabetic principle (letter/sound correspondence).
- R.3.9 Use short and long vowel sounds to decode words.
- R.3.10 Read at least 300 sight words and high frequency words.

- R.3.11 Use common word patterns to form words. e.g. CVC, CVCE, CVVC, CV.
- R.3.12 Blend consonant-vowel sounds to make syllables or words.
- R.3.13 Use knowledge of syllabication to decode words.
- R.3.14 Decode words with initial, medial and consonant blends.
- R.3.15 Decode words with consonant digraphs in initial and final positions.
- R.3.16 Decode words with hard and soft c and g.
- R.3.17 Identify words with r-controlled vowel sounds.
- R.3.18 Decode words with –le spelling.
- R.3.19 Decode words with –dge spelling.
- R.3.20 Decode words with diphthongs.
- R.3.21 Decode words with silent consonants.
- R.3.22 Spell contractions
- R.3.23 Use common abbreviations.
- R.3.24 Add inflectional endings to words with or without spelling changes.
- R.3.25 Alphabetize a list of words using the first, second and third letters.

Fluency

- R.3.26 Use visual clues (punctuation marks, italics etc.) to aid reading.
- R.3.27 Read aloud a variety of texts with appropriate pacing, intonation and expression.
- R.3.28 Read at a fluency rate of 90-120 words per minute.

Comprehension

- R.3.29 Read various forms of grade-appropriate texts for different purposes (enjoyment, check facts, solve problems etc.)
- R.3.30 Gain a greater appreciation of self, literature, cultures (local and international) from reading various genres.
- R.3.31 Explain the differences between the main literary genres with increasing accuracy.
- R.3.32 Interpret and respond appropriately to questions about information read.
- R.3.33 Use a variety of text features to assist in understanding the story.
- R.3.34 Develop an ability to recognize and self-correct errors during reading to achieve comprehension (reread, adjust reading speed, ask questions etc.)
- R.3.35 Select and apply with some guidance a variety of strategies to understand a text (skimming, making predictions etc.)
- R.3.36 Identify and analyze elements of a story i.e. character, plot, theme and setting
- R.3.37 Explain the correct sequence of events in a story.
- R.3.38 Use context clues to read and understand text.
- R.3.39 Use classification to access information
- R.3.40 Make predictions.
- R.3.41 Explain the main idea and supporting details of a story.
- R.3.42 Distinguish between fiction and non-fiction
- R.3.43 Differentiate between fact and opinion.
- R.3.44 Compare and contrast pictures, objects, people, events and ideas.
- R.3.45 Make inferences

- | | |
|--------|--|
| R.3.46 | Identify and predict cause and effect. |
| R.3.47 | Draw conclusions |
| R.3.48 | Evaluate author's purpose. |
| R.3.49 | Make judgments and explain their reasoning |
| R.3.50 | Summarize a text. |
| R.3.51 | Relate common colloquial expressions and proverbs |
| R.3.52 | Develop the ability to distinguish between figurative language and literal language. |

WRITING STANDARDS AND BENCHMARKS

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

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

Benchmarks for Grade 3

Handwriting

- | | |
|-------|---|
| W.3.1 | Form most upper and lower case cursive letters using two lines. |
| W.3.2 | Space letters and words appropriately. |
| W.3.3 | Write personal information |
| W.3.4 | Write abbreviated dates |
| W.3.5 | Write Roman Numerals 1 to 25 |

Grammar & Usage

- W.3.06 Write complete sentences (telling, asking, exclamatory and command sentences).
- W.3.07 Apply capitalization rules correctly. (titles, first words of direct quotations, salutations and closing of a letter.)
- W.3.08 Use the correct end marks in sentences.
- W.3.09 Identify common and proper nouns.
- W.3.10 Form plurals by adding 's' or 'es' to words.
- W.3.11 Form irregular plurals.
- W.3.12 Form singular and plural possessive nouns.
- W.3.13 Use pronouns in place of nouns.
- W.3.14 Distinguish among action, helping and linking verbs.
- W.3.15 Use the correct verb tense to show past and present
- W.3.16 Write sentences where subjects and verbs agree.
- W.3.17 Identify the complete subject and predicate in a sentence.
- W.3.18 Use adjectives to describe nouns or pronouns.
- W.3.19 Use adverbs to modify verbs, adjectives and other adverbs.
- W.3.20 Use prepositions in sentences.
- W.3.21 Use conjunctions to join words or phrases.
- W.3.22 Use interjections in sentences.
- W.3.23 Use conventions of punctuation in sentences (periods with imperative sentences, initials, abbreviations and titles; use commas in dates, a friendly letter, and in words in a series; use quotes; and colons between hour and minutes.)
- W. 3.24 Differentiate between homonyms and homophones.

Composition Writing

- W.3.25 Take a piece of writing through the writing process.
- W.3.26 Use a rubric to evaluate writing.
- W.3.27 Plan by writing key ideas.
- W.3.28 Organize similar ideas together in paragraphs that contain topic sentences and supporting details.
- W.3.29 Sequence stories/ideas in the correct order using time and content.
- W.3.30 Use different types of sentences to link and connect ideas.
- W.3.31 Expand sentences using connecting words such as conjunctions and coordinating conjunctions.
- W.3.32 Use transitional words in their writing pieces.
- W.3.33 Use descriptive words in their writing pieces to provide vivid images and develop the characters.
- W.3.34 Demonstrate voice in their writing pieces through tone and mood.
- W.3.35 Compose different types of poems such as limericks and rhyming.
- W.3.36 Develop narrative pieces that include characters, setting and plot (3 paragraphs).
- W.3.37 Write descriptive essays that utilize interesting words and literary devices like similes and metaphors (3 paragraphs).
- W.3.38 Write expository essays (3 paragraphs).
- W.3.39 Write a friendly letter and address an envelope.
- W.3.40 Complete a written report of one page in length.
- W.3.41 Compose an invitation to an event.
- W.3.42 Write an essay utilizing persuasive techniques (3 paragraphs).

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 fieldtrips, exposure to a wide variety of reading materials, interactive and attractive instructional charts, challenging games, interactive learning centers, etc.
4. Standards and Benchmarks are supplied for each grade level in order 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 provides an indication of 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 in order 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 Composition Writing).
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 do so, in order 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. In order 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 the 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 the area of reading still have opportunities to understand the skill by seeing it demonstrated visually (through the use of 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 to see if students have mastered the skill is to have them incorporate it in a writing exercise. This will give them an opportunity to apply what they have learnt. Students who are able to apply reading skills, would be operating at the higher levels of Bloom's taxonomy. Following this method of teaching the 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 own 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 and pacing.	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 which 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 // spelled '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 spelling 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 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

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, 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

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
3.17	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	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.

Composition Writing 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.

Composition Writing 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 3

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	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 3 Weeks p. 47	Common Words in the Environment 1 Week p.60	The Alphabetic Principle 1 Week p.67	Using Visual Cues to Aid Reading Continuous p.88	Text and Graphic Features 1 Week p.89-91	Writing Personal Information Continuous p.115	Sentences and Fragments 1 Week p.129	The Writing Process 1 Week p.163-164
Articulating Personal Information, Needs, Experiences and Opinions 7 Weeks p.48 - 50	Identifying Letter/Sound Relationships 1 Week p.61	Associating Initial, Medial and Final Sounds with Letters 1 Week p.68	Pacing, Intonation and Expression Continuous p.89	Story Elements 3 Weeks p.93-94	Writing Upper and Lower Case Cursive Using 2 Lines Continuous p.116-119	Types of Sentences 2 Weeks p.130	Qualities of Good Writing 1 Week p.165
Performing Multi-Step oral Instructions 2 Weeks p.51	Segmenting Words into Initial, Medial and Final Sounds Continuous p.62	Short Vowel Sounds (CVC Words) 3 Weeks p.69		Context Clues 1 Week p.95	Joining Letters Continuous p. 120	Run-On Sentences 1 Week p.131	The Four Types of Writing 1 Week p.166

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols and Body Language 5 Weeks p.52-53	Blending Sounds Continuous p.63	Long Vowel Sounds (CVCE, CVVC, and CV Patterns, Y as a Vowel) 3 Weeks p.70-71		Classification 2 Weeks p.96	Copying Sentences, Paragraphs, Messages, Letters and Invitations 5 Weeks p.121	Common and Proper Nouns 1 Week p. 132	Narrowing Ideas and Elaborating on Them 2 Weeks (Ongoing) p.167
Displaying Proper Etiquette When Communicating Across Various Platforms 5 Weeks p.54-56	Substituting Sounds Continuous p.64	Sight Words and High Frequency Words Continuous p.72		Making Predictions 2 Weeks p.97	Using Appropriate Computer Fonts 2 Weeks p. 123-124	Forming Plurals by Adding “s” and “es” 1 Week p.133	Sequencing Ideas 2 Weeks (Ongoing) p.168
Using Standard English and Dialect Expressions Appropriately 8 Weeks p.57	Phoneme Deletion Continuous p.65	Syllabication 2 Weeks p.73		Main Idea and Supporting Details 2 Weeks p.98	Writing Roman Numerals 1 Week p. 125	Forming Irregular Plurals 1 Week p.134	Organizing Ideas Using Topic Sentences and Supporting Details 2 Weeks (Ongoing) p. 170
Using Key Vocabulary that Good Communicators Use 6 Weeks p.58	Phoneme Isolation & Identification Ongoing p.65	Soft C and G 2 Weeks p. 74		Sequence of Events 2 Weeks p.99	Forming and Writing Punctuation Marks 2 Weeks p. 126-127	Compound Words 1 Week p. 135	Composing Varied and Interesting Introductions 2 Weeks (Ongoing) p.171-172

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking clearly, audibly and with appropriate volume and pacing 7 Weeks p.59	Phoneme Categorization Ongoing p.65	Initial, Medial and Final Blends 2 Weeks p.75		Realism/ Fantasy /Fiction and Non-Fiction 2 Weeks p.100	Copying and Writing Dates Continuous p.128	Using the Correct Gender of a Noun 2 Weeks p.136	Concluding Writing Pieces 2 Weeks (Ongoing) p.173
	Rhyming Words 2 Weeks p.66	Digraphs 2 Weeks p.76		Fact and Opinion 2 Weeks p.101		Collective Nouns 2 Weeks p.137	Demonstrating Voice 2 Weeks (Ongoing) p.174
		R-Controlled Vowel Sounds 3 Weeks p.77		Summarize and Paraphrase 2 Weeks p.102		Singular and Plural Possessive Nouns 1 Week p.138	Different Points of View. 2 Weeks (Ongoing) p.175
		Words with –le 1 Week p.78		Compare and Contrast 2 Weeks p.103		Pronouns 1 Week p.139	Poetry (List, Rhyming and Cinquains) 3 Weeks p.176-177

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
		Decode words with –dge spelling p. 79		Make Inferences 2 Weeks p.104		Possessive Pronouns 1 Week p.140	Use quotation mark effectively in their writing. 1 Week p. 178
		Diphthongs/ Vowel Digraphs 3 Weeks p.80		Cause and Effect 2 Weeks p.105-106		Action Verbs Helping Verbs 2 Weeks p.141-142	Narrative Writing 5 Weeks p.179
		Silent Consonants 1 Week p.81		Author's Purpose 2 Weeks p.107		Verb Tenses 1 Week p.143-145	Descriptive Writing 4 Weeks p.180
		Alphabetizing 2 Weeks p.82		Drawing Conclusions 2 Weeks p.108		Complete Subject and Predicate 1 Week p.146	Expository Writing 4 Weeks p.181-182
		Dictionary Skills 1 Week p.83		Making Judgments 2 Weeks p. 109		Simple Subject and Simple Predicate 1 Week p. 147	Composing Invitations 1 Week p.183

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
		Contractions 1 Week p.84		Common Proverbs 2 Weeks p.110		Making Subjects and Verbs Agree 1 Week p.148	Friendly Letters 1 Week p.184
		Abbreviations 1 Week p. 85		Colloquial Expressions 1 Week p.111		Adjectives 2 Weeks p.149	Persuasive Writing 5 Weeks p.185
		Base Words, Prefixes and Suffixes 3 Weeks p.86		Figures of Speech 2 Weeks p. 112-114		Adverbs 2 Weeks p.150	
		Inflectional Endings with and without Spelling Changes 2 Weeks p. 87				Prepositions 1 Week p.151	

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
						Conjunctions 2 Weeks p.152-153	
						Simple Sentences Compound Sentences 1 Week p.154	
						Interjections 1 Week p.155	
						Synonyms 1 Week p.156	
						Antonyms 1 Week p.157	

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
						Homophones 1 Week p.158	
						Capitalization Rules 1 Week p.159	
						Punctuate sentences using commas, semi-colons colons and quotes 1 Week p.160	
						Acronyms 1 Week p.162	

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
It is important to listen attentively when someone is speaking. When we do not, we sometimes miss important information. A good listener: - sits upright in the chair with feet firmly on the floor; - looks at the person who is speaking; - has hands that are free of pencils, papers, toys or similar items that can distract; - does not speak while someone else is speaking; - focuses on what the speaker is saying; - formulates appropriate questions to ask. - thinks critically about what is being said. - responds appropriately.	Basic: Have students peruse magazines and newspapers. Have them create a collage of individuals who are exhibiting good listening behaviours. Intermediate: Have students design a poster of listening rules with appropriate pictures to illustrate each one. Advanced: Ahead of class record the students during a lesson where they had to listen to a presentation. Play the video of the class. Have students evaluate whether or not they were good listeners.	- Have the class take turns introducing themselves and talking about their hobbies. Inform the students that as they are listening to the presentations, they will be assessed as to how well they are displaying the characteristics of a good listener. The teacher can use a checklist to assist with this. - Have students assess themselves on how well they listened.	magazines, newspapers, chart paper and video recording device.

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 and places of work, 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. Expressing Needs • Speak clearly to a trusted adult. • 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.	Basic: Using puppets, have students role play various scenarios where they would have to provide their personal information. Intermediate: Have students retell a story using props. Advanced: Have students complete an oral report based on research related to a content area subject.	Present students with various scenarios to which they have to respond orally. Use a rubric or checklist to evaluate how well they communicate. Look for accuracy, volume, and good pronunciation.	• puppets

Content Cont'd.	Suggested Activities	Suggested Assessment(s)	Resources
• Tell the events in the order in which they happened. • Use sequence words to help: first, second, third, later on, after etc. • Use hand gestures to give your story more meaning. • Ensure that your face reflects what is happening in the story. ○ Happy event – smile ○ Sad – Look downcast ○ Angry – Give a frown ○ Scared – open eyes wide Sharing Descriptions When providing descriptions include sensory words along with similes and metaphors. 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. Have you ever been in a car and heard the bumpity bup of a flat tire?			

Content Cont'd.	Suggested Activities	Suggested Assessment(s)	Resources
• Explain about what you will be speaking. • Provide the steps, facts or details. • Conclude by sharing the main idea another way, providing final thoughts or by giving advice. Sharing Opinions An opinion tells how a person thinks or feels about a person or a particular thing. Example: <i>“Ms. Ferguson is the best teacher ever!”</i> When expressing an opinion on a more serious topic, do the following: 1. Use a word that indicates that an opinion is being expressed. Example: <i>I think, I believe, This was the worst decision ever etc.</i> 2. Provide at least three reasons that support the opinion. Begin with the most important reason. 3. Use props such as pictures, tables or charts that support your views to show the audience. 4. End by stating again how you feel.			

Objective 1.3 Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Listen closely when being given instructions. In order to be able to follow the instructions as they are given do the following: 1. Look at the person who is speaking. 2. Picture yourself following each step in order to help you to remember the instructions. 3. Repeat the instructions to yourself if necessary. 4. Ask questions if you are still unsure. 5. Follow each step in the order in which they were given. 6. Review the directions to ensure that you have followed each step.	Basic: Have students listen to a recording of a stewardess giving instructions on putting on a life jacket. Have students take turns following these instructions to put on a seatbelt or life jacket. If these items are not available have them follow simple three step instructions to complete a task. Intermediate: Have students take turns pretending to be delivery men. Provide them with packages. Tell them orally the order in which the packages have to be delivered and to which students they should go. Evaluate at the end whether or not they followed the instructions correctly. Advanced: Have students take turns pretending to be a waitress or a waiter. Have them take orders with special instructions on how the food is to be prepared from a classmate. Have the waiter share what has been requested.	Provide students with a set of multi-step oral instructions that they have to follow. Assess how well they performed their tasks.	• Bahamasair Oral Safety Instructions https://www.youtube.com/watch?v=hQia_hbigyIA • American Airlines Video Safety Instructions https://www.youtube.com/watch?v=LXb28mVZiJo • British Airways Video Safety Instructions https://www.youtube.com/watch?v=AtMzngYdx4s

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. Interacting with 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 and 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” or “no ma’am” to females and “yes” 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”. When introducing yourself to others: - Say your name clearly and loudly. - If the adult extends his/her hand,	Basic: Read a story like Bre Bookie and Bre Rabbie or a fable. Have students identify protocols that were not properly followed and suggest ways in which they could be corrected. Intermediate: Have scheduled visitors enter the classroom. Have students take turns introducing themselves. Provide feedback on how they did. Advanced: Have scheduled visitors enter the classroom to view student projects. Have students respond to their questions appropriately. Provide feedback.	Use a rubric to provide oral feedback to students on their speech: - Eye contact - Posture - Volume - Clarity	Bre Bookie and Bre Rabbie stories

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
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. If it is an emergency, begin by saying, “Excuse me Mrs. Ferguson...” • In a class setting, whether virtually or in person, raise your hand and 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	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. Accept or make voice or video calls only from people who have been approved by your parents. 1. If you are attending an event, turn your phone off or set to vibrate. 2. Answer and return calls promptly. 3. Answer by saying “hello” and not “yeah”, “hey” etc. 4. Lower your voice if you have to take a call in public. 5. If the call is for someone else, say “please hold” or “just a minute please” and promptly get the person. 6. Do not interrupt while the other person is speaking. 7. Avoid taking calls during mealtimes. 8. End calls with a “goodbye”. Do not just hang up the phone. 9. Apologize if you dial the wrong number.	Basic: Have students watch a YouTube video on giving and receiving messages. Discuss. Intermediate: Have pre-recorded answering machine messages. Have students practice leaving voice messages for various people. Record them. Replay messages. Provide feedback. Advanced: Have students pretend to take a call for someone who is not there. Read the message for students to write and deliver to the person. Provide feedback.	Have students record themselves giving and/or receiving messages. Use a rubric to evaluate their performance.	• Phone Manners for Kids https://www.youtube.com/watch?v=gCln8JShIRw • Telephone Conversations https://www.youtube.com/watch?v=gWOgA3pUaTk

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
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. Taking Voice Messages: 3. Have a note pad and pen handy. 4. Write clearly. 5. Be sure to include the date, time, correct spelling of the caller's name and number. 6. Deliver promptly. Video Calls/Virtual Classes 1. Accept or make voice or video calls only from people who have been approved by your parents. 2. Sign in to video calls using your full name and not the name of the device. 3. Sign into class at least ten to fifteen minutes early in order to give time to work through any challenges signing into the class. 4. Dress appropriately. 5. When in class, have cameras on. 6. Stay in one location for the duration			

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
of the call. 7. Be aware of what is in your background. The space should be neat and 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. 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	Resources
Standard English is a term applied to language that is grammatically correct with no dialect. There are times when using dialect or slang can get in the way of 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. It has its own special vocabulary as well as a specific way of pronouncing words. It includes words like: gern= going yinna= you all chile= child, kimba=waist Dialect can be used when speaking informally with family, friends or neighbours.	Basic: Read poetry or books containing Bahamian dialect like <i>O Con Jessie</i> by Susan J. Wallace. Have students discuss the meaning of certain words or phrases. Ask students to share places where they hear dialect and Standard English spoken. Discuss the appropriateness of the situation. Intermediate: Have students compile a list of places or occasions when dialect is appropriate to use and when Standard English should be used. Advanced: Have pairs discuss and give the meanings of Bahamian sayings. E.g. <i>make up ya face like a squall of rain</i> (face distorted by frowning or pouting). Have them discuss where sayings like this might be used.	Provide different scenarios and have students indicate whether it is appropriate to speak in dialect or Standard English.	Bahamian poetry or storybooks

Objective: 1.7 Employ key vocabulary 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... • The first thing we need to do is... To get clarification • I don't understand why... • Can you explain...? • What do you mean when you say...? • Please show an example of... To share an opinion • I believe... • I think... • I agree... • I disagree... To challenge/argue • But if that is the case, then why...? • But what about...?	Basic: Have students create bookmarks with the sentence stems on them so that they can have them for ease of reference. Intermediate: Have students use some of the sentence stems to give their opinions on a timely topic. Encourage them to use these stems throughout the day. Advanced: Have students complete a sketch of a character from a story that is currently being read by the class. Have students share their opinions about that character and provide evidence from the passage to support their views.	Monitor students as they use these stems in other subject areas.	• <i>Talking in Class</i> by George Lucas

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

Content	Suggested Activities	Suggested Assessment	Resources
When speaking, ensure that others can understand what is being said without having to strain to hear. To avoid mumbling, do the following: • Use lips, tongue and teeth when speaking. • Pronounce the words clearly. • Include all of the endings. • Slow down your words. • Keep breathing so that you do not run out of air. The volume used when speaking, should be suitable for the occasion and the location. Sometimes it is necessary to be silent, whisper, talk quietly, speak in a medium loud voice, speak loudly or scream depending on the situation. Example: Library- silence/whisper Movie Theatre - whisper or talk quietly Bank- use low volume Supermarket- medium loud voice Park-loud voice Carnival Ride – shout/scream	Basic: Have students pretend to be: a) At a party b) In school c) At a fair d) Minding the baby e) Speaking with an old person and f) Preaching in church. For each different setting they utilize their verbal skills to suit setting and situation. Intermediate: Ask students to recite their favorite poem using appropriate vocalizations to suit the setting of the poem. Advanced: Have students watch a recorded segment of the news. Discuss how the newscasters vary their voices as they read the news. Have students pretend to be newscasters. Have them report on an event that happened at school.	Use a rubric to assess students' clarity of speech, volume and pacing	• <i>Preserving our Heritage</i> Level 1 Part 1, p. 44

SCOPE OF WORK

PHONEMIC AWARENESS

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

Objective: 2.02 Identify common words in the environment.

Content	Suggested Activities	Suggested Assessment	Resources																		
Environmental print is everywhere. It is the print seen in our immediate surroundings / natural environment and used in our everyday lives. The print is sometimes recognized because of the shapes, pictures and colours surrounding the print. These may include the following: <table><tr><td>Street Signs</td><td>Emergency/Warning</td></tr><tr><td>Stop</td><td>Ambulance</td></tr><tr><td>Pedestrian crossing</td><td>Police</td></tr><tr><td>Slow</td><td>Danger</td></tr><tr><td>Caution</td><td>Hospital</td></tr></table> Signs to Access Places <table><tr><td>Male/Men's Restroom</td><td>Push</td></tr><tr><td>Female/Women's Restroom</td><td>Pull</td></tr><tr><td>Exit</td><td>Open</td></tr><tr><td>Enter</td><td>Close</td></tr></table>	Street Signs	Emergency/Warning	Stop	Ambulance	Pedestrian crossing	Police	Slow	Danger	Caution	Hospital	Male/Men's Restroom	Push	Female/Women's Restroom	Pull	Exit	Open	Enter	Close	Basic: Place examples of environmental print on a board or around the room. Play the game 'I Spy.' Have students find and name the print referred to. Allow students to give clues also. Intermediate: Have students make a list of the environmental print words that they encounter on the way home from school. Advanced: Have students work in pairs creating riddles about given environmental print. Share riddles with the class.	Have students discriminate and categorize environmental print.	<i>Reading Is All Around Us Using Environmental Print to Teach Beginning Literacy Skills</i> by: Jennifer Overend Prior and Maureen Gerard
Street Signs	Emergency/Warning																				
Stop	Ambulance																				
Pedestrian crossing	Police																				
Slow	Danger																				
Caution	Hospital																				
Male/Men's Restroom	Push																				
Female/Women's Restroom	Pull																				
Exit	Open																				
Enter	Close																				

Objective: 2.03 Understand that spoken words are composed of sounds which are represented by alphabetic letters.

Content	Suggested Activities	Suggested Assessment	Resources
Letters and their various patterns are used to represent the sounds of spoken language. This is known as the alphabetic principle. Example: The word 'brush' is made of the sounds /b/ /r/ /u/ /sh/.	Basic: Distribute letter cards. Say sounds to spell a word. Have students form the word using the letters for the sounds given. Have students say the word that was formed. Intermediate: Read a passage or poem. Tell students to make a tally of the amount of times a given consonant/consonant blend/ digraph/ diphthong/etc. is heard in the passage. Advanced: Ending to Beginning Give one student the first word. e.g. cap Ask the student to isolate the ending sound (p) and think of a word that begins with that sound, e.g. pan. The next student isolates the last sound in pan and thinks of a new word that begins with n. Continue to play around the classroom.	Have students write the missing letter for given picture words.	• <i>Inclusive Literacy Lessons For Early Childhood</i> by: Pam Schiller and Clarissa Willis

Objective: 2.06 Segment words into initial, medial and final sounds.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme segmentation is the ability to break words down into individual sounds. Example: The word flag has four (4) phonemes (individual sounds). /f/ /l/ /a/ /g/ The word cake has three (3) phonemes (individual sounds). /c/ /a/ /k/	Basic: Have students segment given words by tossing a ball for each sound (phoneme) heard in the word given. Intermediate: Distribute word cards with word list (non-sense words included). Have students segment words in pairs. Each partner will evaluate the performance of the other. Advanced: Have students listen to the recording of a word list. As the word list is being played, have students write the segmented form of each word.	Prepare a recording with given words for students to segment. This must say how many sounds are heard in each word. e.g. log (3) at (2) moo (2)	• <i>Phonics from A-Z</i> by: Wiley Blevins • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 34

Objective: 2.07 Blend sounds (phonemes) to make words or syllables.

Content	Suggested Activities	Suggested Assessment	Resources
Blending is the process of forming a word by combining the phonemes or sounds in a word. When you blend the sounds /w/ /a/ /s/ /p/, they become the word wasp.	Basic: Display a group of pictures. Have students blend and share the names of each picture presented. (Pictures can be based on Social Science content) Intermediate: Display random pictures. Have students blend the phonemes to form the name of each picture, then write the word. Advanced: Say a sentence. Isolate a word in the sentence and segment the sounds (phonemes). Have students write the sounds heard, then show the word made. The word may be written on dry erase boards or on paper.	Give students sounds to blend into words	<i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

Objective: 2.08 Substitute initial, medial and final sounds (phonemes) to make new words.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme substitution is changing one word into a new word by changing any one of its sounds. Example: If the /d/ sound in the word 'dog' is changed to /l/, the new word is 'log'.	Basic: Prepare picture cards with phoneme substitutions. e.g. ten /pen Have students say the name of each picture on the card and indicate what sound has been changed. Allow students to say where the change in sound is located: beginning, middle or end of the word. Intermediate: Have students sort picture cards with phoneme substitutions under the headings: <i>Beginning</i>, <i>Middle</i> and <i>Final</i>. The pictures should be categorized according to where the sound substitution took place. Advanced: Present students with a nursery rhyme. Have students create a 'Silly Sound Switch' version of the nursery rhyme.	Have students write new words when given sounds are substituted in given words.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore • <i>Phonemic Awareness Activities For Early Reading</i> by: Wiley Blevins

Objective: 2.09 Delete and add initial, medial and final sounds (phonemes) to make new words.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme deletion is when a new word is formed when a sound (phoneme) is removed from a word. Example: If the /f/ sound is taken away from the word 'farm,' the new word is 'arm.'	Basic: Have students participate in the activity <i>What's my Word?</i> Have students give the new word when a sound is deleted from a given word. Intermediate: Have students use letter tiles to form new words when a given sound is deleted from words given. Advanced: Distribute cards with words that are formed when a given sound is deleted from words provided. Say a word, then delete a given sound. Have the students show the new word formed.	Have students write new words when given sounds are deleted in words. Example: Say <i>play</i> without the /p/. Write the new word (lay).	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 30 • <i>Phonemic Awareness Activities For Early Reading</i> by: Wiley Blevins

Objective: 2.10 Produce rhyming words (onsets and rimes)

Content	Suggested Activities	Suggested Assessment	Resources
A rhyme is a repetition of identical or similar sounds in two or more different words. A syllable can be divided into two parts: onsets and rimes. The onset is the initial consonant or consonant blend/digraph of the word that precedes the vowel. The rime is the part of the word that contains the vowel and the consonants that follow it. In the word 'crack', 'cr' is the onset and 'ack' is the rime.	Basic: Have students recite/read a nursery rhyme/poem. Then choose several rhyming word pairs from the rhyme/poem and draw pictures to represent the words. Intermediate: Have students make a "rhyming book" by using pictures from magazines/newspapers or pictures they have drawn. Have students label the pictures to show rhyming patterns. Advanced: Have students create their own poems using words from different Social Subjects. e.g. Science-fish I wish I could have a dish Made with jack fish.	Have students write at least two rhyming words for given words.	<i>Improving Reading Strategies and Resources</i> by: Jerry L. Johns and Susan Davis Lenski

SCOPE OF WORK

PHONICS/SPELLING

Objective: 2. 11 Apply the alphabetic principle (letter sound correspondence).

Content	Suggested Activities	Suggested Assessment	Resources
Words are composed of letters that represent sounds. A sound can be represented by different letters or letter combinations. Example: the vowel 'i' in: 'h<u>i</u>de', 'f<u>i</u>nd', 'h<u>i</u>gh', and 'p<u>i</u>e' The same letter/s may represent different sounds. Example: the letters 'ou' together make a different sound in these words: 'r<u>ou</u>gh', 'd<u>ou</u>gh',	Basic: Have students play the game <i>Hot Potato</i>. Give students a specific letter sound for the game. Play music, when the music stops, the child holding the potato must give a word that has the specific sound. Intermediate: Divide students into two teams. While saying a word, emphasize a specific sound in the word. Have students, one from each team, go to the board and write a word that has the specific sound given by the teacher. Example: Write a word that has the same sound heard at the beginning of the word ten. Advanced: In groups, have students create rhymes using specific letter sounds.	Have students write the missing letters for given pictures or words.	• <i>Phonics from A to Z 2nd Edition</i> by: Wiley Blevins • <i>Teaching Reading Sourcebook: Kindergarten through Eighth Grade</i>

Objective: 2.12 Associate initial, middle and final consonant sounds with the letters they represent.

Content	Suggested Activities	Suggested Assessment	Resources
Consonant letters are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. They can be found at the beginning, in the middle or at the end of words. Consonants usually represent a single sound consistently. However, some exceptions are the letters 'g', 'c' and 'x' which have two sounds. The letter 'q' which makes the /kw/ sound, is almost always followed by 'u' in English words. The consonants 'w' and 'y' when positioned at the beginning of a word say their consonant sounds. However, when they are placed in the middle or at the end of a word, they behave as vowels.	Basic: Have students divide a sheet of paper into three columns with the labels initial, middle and final. Draw or pull a consonant from a bag or box. Have students write a word that has that consonant in each position on their paper. Intermediate: Have students create Bingo cards with given words. Give clues that describe a phonic element for the words. Example: Find a word that has the /t/ sound at the end. Have students place a marker on the correct word. Advanced: Give groups of students a set of alphabet cards. Have one member call a consonant and indicate if the sound should be at the beginning, middle or end. Then have students form a word with the consonant in the stated position.	Have students complete given words in sentences with missing consonants. T__e __oys wan__ a wa__on. (The boys want a wagon.)	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 61 • <i>Modern Curriculum Press Phonics C</i> • <i>Literacy for the 21st Century</i> by: Gail Tompkins

Objective: 2.13 Identify short vowel sounds in words (cvc, vc and ccvc patterns).

Content	Suggested Activities	Suggested Assessment	Resources
A vowel is a speech sound which is produced without any closure of the mouth. A vowel is an open phoneme (there is no obstruction by the tongue, lips or teeth of air flow). Short vowels have little tension in the vocal chords. Short vowel patterns: CVC: consonant – vowel – consonant The vowel is between two consonants. Examples: ‘jam’, ‘big’ and ‘cup’. VC: vowel – consonant When a word or syllable has only one vowel, the vowel can come at the beginning of the word. Examples: ‘act’ and ‘in’. CCVC: consonant blend-vowel-consonant When a vowel comes between two consonants, it usually stands for a short sound. Examples: ‘club’, ‘stem’, ‘black’.	Basic: Place the pattern headings on the board (CVC, VC, and CCVC). Distribute word / picture cards with cvc, vc, and ccvc patterns to students. Have students read the words or give picture names. Ask students to sort their words / pictures under the correct heading. Intermediate: Pair students. Give students a set of short vowel word cards (20-25) and a timer for each pair of students. Have students take turns showing each other the cards one at a time. Students must read the words on the card. If a word is misread, it is placed on the table. As one student reads his / her words, the other times the reading for one minute. Advanced: Use the Language Experience Approach to write a story with the students containing short vowel words. Underline the short vowel words and add them to the word wall.	Have students complete sentences by writing missing words that contain short vowel sounds.	• <i>Modern Curriculum Press Level C</i> • <i>Literacy for the 21st Century</i> by: Gail Tompkins • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 184

Objective: 2.14 Identify long vowel sounds in words (cvce, cvvc and cv patterns and y as a vowel).

Content	Suggested Activities	Suggested Assessment	Resources
A vowel is an open phoneme (there is no obstruction by the tongue, lips or teeth of air flow). Long vowels are spoken with more tension in the tongue muscles. Long Vowel Patterns CVCE Pattern - CVCE stands for consonant – vowel – consonant – final e. In one syllable words containing two vowel letters, one of which is a final e, the first vowel usually represents a long vowel sound, and the ‘e’ is silent. Examples: ‘bake’, ‘time’ and ‘hose’. CVVC Pattern -Two adjacent vowels- When two vowels appear together in a word, the first vowel usually gives its long sound and the vowel that follows is silent. Examples: ‘neat’, ‘goat and ‘hail’ CV Pattern - Consonant – vowel In a one-syllable word, the vowel that follows the consonant is usually long. Examples: ‘so’, ‘he’ and ‘no’.	Basic: Provide students with two signs that say short and long. Present a power point presentation of words with long and short vowel sounds. Ask students to hold up the sign that corresponds with the correct vowel sound in the word displayed. Intermediate: Ask students to divide papers into two columns. Label one column <i>Long Vowel Sounds</i> and the other <i>Short Vowel Sounds</i>. Allow students to listen to a radio ad and record words that they hear that belong in each group. Advanced: Have students create tongue twisters using various long vowel phonograms.	Using the cloze procedure, have students complete sentences by writing missing words that contain long vowel sounds.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 184 • <i>Modern Curriculum Press Phonics Level C</i>

Content	Suggested Activities	Suggested Assessment	Resources
Long Vowel Patterns Cont'd. Y as a vowel - The letter y can sometimes have a vowel sound instead of a consonant sound. In a one syllable word the letter y at the end of a word makes the long ī sound. Examples: 'dry', 'cry' and 'fly' If y comes at the end of a word with more than one syllable, it usually has a long ē sound. Examples: 'penny', 'pony' and 'fairy'	Basic: Form two teams in the class. Give each team a shaker / bell to be passed from player to player. Call words that individually begin with 'y'. The first player to ring the bell (shaker) and correctly identify how the letter 'y' is used in the word (as a consonant or a vowel) gets a point for their team. Intermediate: Have students participate in a word hunt for words with 'y' as a vowel in a given passage. Have students record words under the correct headings (Long ē words / Long ī words). Advanced: Have students create riddles using words with 'y' as a vowel.	Give students a list of words with 'y' as a vowel. Have them write next to each word the vowel sound that 'y' makes.	• <i>Literacy for the 21st Century</i> by: Gail Tompkins • <i>Pearson Phonics Level C</i>

Objective: 2.15 Identify sight words and high frequency words.

Content	Suggested Activities	Suggested Assessment	Resources
Sight words and high frequency words, are words that students can recognize and read instantly. Example: and with they have	Basic: Distribute word cards to students in pairs. Have students take turns showing each other one card at a time for a total of one minute. Students must read the cards as shown. If a word is missed, it is placed on the table. At the end of one minute students should count the number of words read correctly. Intermediate: Dictate sentences using sight words for students to record. Have students circle or underline given words in the sentences. Advanced: Using the given sight words for the week, have students create a story with the words.	Have students read sentences containing sight words and high frequency words and have them complete sentences of their own using given sight words.	• <i>Systematic Sight Word Instruction</i> Scholastic by: Kimberly E. Bouquett and Stephanie Lindsey • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 184

Objective: 2.16 Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment	Resources
A syllable is a word or part of a word with a vowel sound. The number of vowel sounds heard in a word determines the number of syllables the word will have. Syllabication Rules: i. When two vowels come together in a word and are sounded separately, divide the word between the two vowels. Example: <i>di-et</i> ii. When a word ends in -le preceded by a consonant, divide the word before that consonant. Example: <i>cir-cle</i> iii. When a vowel is paired with the letter r, the two letters have one vowel sound which is the r-controlled vowel. Example: <i>turn</i> iv. When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix. Example: <i>fly-ing</i> v. When a word has a prefix, divide the word between the prefix and the base word. Example: <i>re-new</i>	Basic: Have students divide a page into three columns and label them 1, 2 and 3. Call a word. Have students write in Column 1, the number of vowels heard in the word. In Column 2, print the vowel sounds heard. In Column 3, write the number of syllables. Intermediate: Have students read words in the context of sentences that follow the various syllabication rules. Advanced: Dictate various words to students stressing syllables. Have students write words, and then use them in sentences.	Have students use their knowledge of syllabication to decode unfamiliar words.	<i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore <i>Modern Curriculum Press Phonics C</i>

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

Content	Suggested Activities	Suggested Assessment	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. Examples: 'cart', 'code' and 'culprit' When 'c' is followed by e, i, or y, it is usually pronounced /s/ which is the soft 'c' sound. Examples: 'receive', 'nice' and 'cycle' The letter g can be pronounced as /g/ or /j/. When 'g' is followed by 'a', 'o', or 'u', it is usually pronounced as /g/ - the hard 'g' sound. Examples: 'game', 'goat' or 'gutter' When 'g' is followed by 'e', 'i', or 'y', it is usually pronounced /j/ - the soft 'g' sound. Examples: 'huge', 'giraffe' and 'gym'	Basic: Have students play the game 'hot potato.' Place labels soft c or g and hard c or g in a bag. Play music as students pass the bag around. When the music stops, the student with the bag pulls out one label and gives two words to match. Students are encouraged not to repeat words already given. Intermediate: Have students participate in the activity 'Answer the question.' Students work with a partner. Distribute word cards (hard or soft c and g). Students take turn choosing a word card. One partner makes up a question using the word. The other partner answers the question using the word. Advanced: Have students decode words with hard and soft c and g.	Have students write dictated sentences using soft c and g and hard c and g words.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore • <i>Modern Curriculum Press Phonics C</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
A consonant blend is two or more consonants that come together in a word. Their sounds blend together, but each sound is heard. Examples: 'R' blends – /br/ /cr/ /dr/ /fr/ /gr/ /pr/ /tr/ 'L' blends – /bl/ /cl/ /fl/ /gl/ /pl/ /sl/ 'S' blends – /sk/ /sl/ /sp/ /st/ /sw/ /spr/ /str/ /scr/ Final blends - /lf/ /nt/ /ft/ /st/ /sk/ /nk, /ng/	Basic: Present students with a poem written on a chart or the board. Have them read the poem, then circle words with blends (initial, medial or ending). Intermediate: Have students listen to a short story. Every time they hear a word with a blend they record the word. Have the class discuss the words identified. Advanced: Provide students with a list of words with consonant blends. Have them decode the words and create a poem using as many words from the list as possible.	Have students write sentences using words with blends.	<i>Modern Curriculum Press Phonics Level C</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
A consonant digraph is two or more consonants that together represent one sound. Consonant digraphs can be found at the beginning, middle or end of words. Examples: /ch/, /th/, /ph/, /wh/, /sh/, /gh/ The /th/ sound can be voiced or unvoiced. Voiced sounds: vibrations in the vocal chords. Example: mother Unvoiced sounds: no vibrations in the vocal chords. Example: bath	Basic: Have students sort pictures or words with digraphs. Intermediate: Place three chairs at the front of the classroom labeled beginning, middle and end. Choose a student. Say a word with a digraph. The student repeats the word then sits in the chair that corresponds with the position of the digraph heard in the word. Advanced: Have students read words that contain digraphs in the context of sentences.	Have students decode a list of digraphs and use them to write the missing digraphs in sentences.	• <i>Teaching Consonant Blends and Digraphs in Context</i> by: Frances Crinklaw • <i>Teaching Phonics for Balanced Reading</i> by: Edmund Starrett

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

Content	Suggested Activities	Suggested Assessment	Resources
When the consonant 'r' comes after a vowel, the letter 'r' makes the vowel have a sound that is different from the usual short or long sound. Examples: /ar/ - hard /or/ - corn /er/, /ir/ and /ur/ - usually make the same sound as in 'jerk', 'bird; and 'curl'	Basic: Have students select one r-controlled word from a bag, then give a rhyming word for the word selected. Intermediate: Have students locate objects in the classroom with r-controlled vowels and give clues for others to guess the word. Advanced: Have students complete a story using words with r-controlled vowels.	Have students individually read a short passage with r-controlled words.	• <i>Teaching Phonics</i> by: Wiley Blevins • <i>Modern Curriculum Press Phonics C</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
When ‘-le’ follows a consonant at the end of a word, the consonant + le form the final syllable. Examples: ‘uncle’, ‘candle’, ‘jiggle’, and ‘rattle’	Basic: Have students work in pairs to locate words that end in ‘le’. They may use newspapers, magazines or search on-line. Have them share their lists with the class. Intermediate: Write the endings –‘ple,’ ‘ble’ and ‘dle’ on paper plates or sheets of paper. Place plates or papers on the floor. Allow students to toss beanbag or a marker and say a word with the ending shown on the plate or paper where the beanbag or marker lands. Advanced: Have students make up rhymes using words ending with ‘le’.	Dictate sentences with words ending with ‘le’ for students to write.	• <i>Modern Curriculum Press Phonics B</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
The trigraph ‘dge’ makes (one sound) the /j/ sound, at the end of words with a short vowel. Examples: ‘edge’, ‘judge’, ‘fridge’, ‘grudge’ and ‘sledge’	Basic: Have students participate in a ‘Bingo’ game using words with –dge spelling. Give students a blank Bingo card. Allow them to write words provided on the card. As you call out the words, have students place markers in the spaces where the called words are written. The first student to have all the markers in a row wins the game. Intermediate: Prepare a wrapped box as a present. Have students sit in a circle. Present the sentence starter ‘There is a _____ in my box.’ Pass the box to a student who has to give a word with –dge spelling to complete the sentence. The box is then passed to another student who has to give another word with –dge spelling including the first word given. Advanced: Pair students to create riddles about words ending with –dge.	Create a list with words that have –dge spelling. Time students to see how many words with –dge spelling they can call in a minute.	• <i>Pearson Phonics C</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
A diphthong is produced when two adjacent vowels make a single, glided sound. Examples: /oi/ in coin /oy/ in boy /ou/ in mouse /ow/ in cow /ew/ in drew /oo/ in spoon /au/ in August A vowel digraph is two adjacent vowels that represent one speech sound. Examples: /oo/ in book; /ea/ in bread;	Basic: Play the game 'Hot Potato': Seat children in a circle. Begin playing music. Have the students pass the ball around while the music is playing. When the music stops, have the child who is holding the ball give and spell a word with a diphthong/vowel digraph in the initial, medial or final position. Continue the game until most students have had an opportunity to participate. Intermediate: Have students create a diphthong/vowel digraph word book. Have them add words to their word book along with the definitions illustrations/pictures. Advanced: Have students write tongue twisters using words with given diphthongs /vowel digraphs. Have students take turns reading the tongue twisters that their classmates have created.	Have students decode digraphs and diphthongs in the context of sentences.	• <i>Modern Curriculum Press Phonics C</i>

Objective: 2.24 Use words with silent consonants.

Content	Suggested Activities	Suggested Assessment	Resources
Silent consonants are letters that appear in words but do not represent themselves with a spoken sound. Examples: In words beginning with ‘k’ as in ‘know’ the ‘k’ is silent. Only the /n/ is heard. In words beginning with ‘wr’ as in ‘wring’, the ‘w’ is silent. Only the /r/ is heard. In words beginning with ‘gh’ as in ‘ghost’, the ‘h’ is silent. Only the /g/ is heard. In words beginning with ‘gn’ as in ‘gnat’ the ‘g’ is silent. Only the /n/ is heard. In words ending with ‘mb’ as in ‘comb’, the ‘b’ is silent. Only the /m/ is heard.	Basic: Have students complete a word find activity using words with silent consonants. Intermediate: Place words with silent consonants in a bag. Have students take turns pulling a card from the bag, reading the words and using them in sentences. Advanced: Have students create a rap using words with silent consonants. Have students take turns reading and performing the raps.	Have students write dictated sentences that contain the silent consonants. Have students take turns reading their sentences orally.	• <i>Modern Curriculum Press B & C</i>

Objective: 2.25 Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment	Resources
Alphabetical order is the listing of words following the sequence of the alphabet. Example Cart Horse Race When alphabetizing words with the same first letter, the words should be organized in the correct sequence by using the second letters in each of the words. Example: Dark Deep Drizzling When alphabetizing words with the same first and second letters, the words should be organized in the correct sequence by using the third letters in each of the words. Example: Damp Dark Dazzling	Basic: Present students with a list of words. Have students rewrite the list of words in alphabetical order using the first letters in the words. Intermediate: Using the telephone directory book or an on-line version, have students record five surnames that have the same initial letters. Have them exchange their list with a classmate to place the names in alphabetical order. Example: 'Saunders', 'Scavella', 'Sherman', 'Smith' and 'Stuart' Advanced: Using the telephone directory book or an on-line version, have students record five surnames that have the same first and second letters. Have them exchange their list with a classmate to place the names in alphabetical order. Example: Neely, Nelson, Nester, Newbold, Nevermon and Neymour	Using a random list of words, have students arrange words in alphabetical order using the first, second and third letters.	Telephone Directory

Objective: 2.26 Use the dictionary and thesaurus effectively.

Content	Suggested Activities	Suggested Assessment	Resources
A dictionary is a book or digital resource that lists the words of a language in alphabetical order. It provides their meanings and often states how the words are to be pronounced. The words may be used in sentences. Information about the parts of speech for the words is also provided. <i>Example from the Oxford Dictionary</i> <i>pigeon</i> <i>Pronunciation:</i>(pijon) <i>Definition:</i> a bird with fat body and flat head. <i>Example Sentence:</i> The pigeon flew on the roof. <i>Function:</i> noun A thesaurus is a book or digital resource that lists words and their synonyms usually in alphabetical order. The parts of speech would also be provided. Example: Pretty: beautiful, cute, gorgeous	Basic: Have students research and record the meaning of five words in a dictionary. Intermediate: Provide students with ten sentences. Have students read the sentences and record their interpretation of the meaning of the underlined words. Have them use the dictionary to research the words. Ask them to compare their definitions with the actual meanings of the words. Advanced: Provide students with a short paragraph. Have them use the thesaurus to replace the underlined words with other appropriate words. Have them pay attention to the parts of speech.	Have students use their dictionaries to help them choose words that mean almost the same as the underlined word in various sentences.	• <i>Oxford Pocket School Dictionary</i> • <i>Big Second Grade Workbook</i> Page 118 • <i>Webster's Children's Dictionary</i>

Objective: 2.27 Spell Contractions.

Content	Suggested Activities	Suggested Assessment	Resources
A contraction is a short way to write two words. It is written by putting two words together and leaving out a letter or letters. An apostrophe (') takes the place of the letter(s) that are left out. Examples: would have would + have = would've The apostrophe shows where the "h" and "a" would have been, had the words been written out in full. should not should + not = shouldn't The apostrophe shows where the "o" would have been, had the words been written out in full.	Basic: Divide index cards into an equal amount. On one set write contractions and on the other set write the two words that make up the contractions. Distribute cards to all of the students in the class. At a signal have students find their partner and sit with them. Have each pair share their words. Intermediate: Have students take on the role of a surgeon. Dress them in the appropriate attire, including a surgical mask. Tell that they will perform 'surgery' on two words. Have them cut the words apart and sew them back together with paper clips. Afterwards, let them add a 'bandage' (transparent tape) and write in the apostrophe which is the 'scar' from the surgery. (Adapted from Pro Teacher Collection.) Advanced: Have students rewrite a given passage, by replacing the word pairs with contraction words.	Have students write contractions from word pairs that are called.	• <i>Pearson Phonics C</i>

Objective: 2.28 Use common abbreviations.

Content	Suggested Activities	Suggested Assessment	Resources
An abbreviation is a short form of writing a word. Titles of people, names of days of the week and names of months of the year are abbreviated. The abbreviated form of the words always ends with a period (.) Some abbreviations are: a.m. – morning Dr. – Doctor Feb. - February Road – Rd. Mon. - Monday Mr. – Mister Ms. – Misses p.m. - afternoon Rd. - Road St. – Street	Basic: Have students participate in an “Abbreviation Hunt” where they will search through various literary resources (i.e. books, magazines, newspapers etc.) as well as around the classroom and school, to find as many examples of abbreviations as possible. Have them work in groups to compile a booklet of abbreviations that includes the word and its abbreviated form. Intermediate: Have students play a matching card game similar to “Knuckles” or “Concentration”. The objective is to match the abbreviation with the correct word or words for which they stand. Advanced: Provide clues so that students will know which abbreviations are needed to complete sentences. Have students write the abbreviations. Examples: (A <u>man</u>) Smith teaches soccer. (Mr.) Dale is four <u>feet</u> tall. (ft.)	Dictate a list of words to students. Have them write their abbreviated form.	• <i>Spelling Essentials</i> by: Elizabeth Tucker

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

Content	Suggested Activities	Suggested Assessment	Resources
A base word is the simplest form of a word. It is also a word to which a prefix, suffix or ending can be added to form a new word. Examples: 'Print' and 'seen' A prefix is a syllable added to the beginning of a word to change the word's meaning. 'Re' and 'un' are prefixes. re – again un – not Examples: re (prefix) + print (base word) = reprint (print again) un (prefix) + seen (base) = unseen (not seen) A suffix is a syllable added to the end of a base word to change the word's meaning. Examples: 'safe' and 'play' 'Ly' and 'ful' are suffixes. ly- to make ful – full of safe + ly (suffix) = safely (to make safe) play + ful (suffix) = playful (full of play)	Basic: Divide the students into groups to play Concentration. Write prefixes (or suffixes) on half of the cards. Write base words on the other half of the card. Have students match a prefix (or suffix) with an appropriate base word. The students with the most pairs win. Intermediate: Divide students into teams. Give them five minutes to review a list of ten prefixes and their meanings. Display a card with a prefix on it. The first team to provide its meaning wins a point. The team with the most points once all of the cards have been revealed wins. The same game can be played using the suffix cards. Advanced: Have students match base words with a prefix or suffix to form a new word then give the meaning of the word formed.	Have students label four columns: 'Prefix', 'Base Word', 'Suffix' and 'Meaning'. Using a word list provided, have students complete each column.	• <i>Daily Warm-Ups: Prefixes, Suffixes and Roots</i> • <i>Literacy For The 21st Century</i> by: Gail Tompkins • <i>Spelling Essentials</i> By: Elizabeth Tucker

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

Content	Suggested Activities	Suggested Assessment	Resources
An inflectional ending is a letter or group of letters added to a base word to change its meaning. -ing The ending -ing added to a word tells about something that is happening now. -ed When -ed is added to the end of a word it tells of something that happened in the past. Whenever a short vowel word ends with one consonant, the last consonant is usually doubled before adding a suffix or ending that begins with a vowel (examples: -ed / -ing). Examples: shop – shopped/shopping stop - stopped/stopping In a one-syllable word with a long vowel sound and a final e, the final e is dropped before adding the ending –ing. Examples: bake – baked/baking shave - shaved/shaving	Basic: Have students write on cards base words to which inflectional endings can be added. Have students work in groups to sort the cards into two groups: words that require spelling changes when an inflectional ending is added and words that do not. Have them discuss reasons for their choices. Intermediate: Have students participate in a Class Spelling Bee where they have to spell words that have inflectional endings added. Advanced: Have students complete a cloze passage that requires them to use words to which inflectional endings must be added.	Have students write words that have inflectional endings added.	• <i>Modern Curriculum Press Phonics C</i> • <i>Pearson Phonics C</i>

SCOPE OF WORK

FLUENCY

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

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

Content	Suggested Activities	Suggested Assessment	Resources
Signals are used to help readers understand clearly the author's message. When reading aloud, attention should particularly be given to these cues. Comma – Give a slight pause Period – Give a little longer pause Question Mark – Voice should have a little raise at the end Exclamation Mark – Read with strong emotion	Basic: Using picture cards, have students identify the common punctuation signals and state what they mean. Intermediate: Provide students with sentences. Model reading them aloud for students. Have students take turns reading them aloud. Provide feedback on their reading. Advanced: Have students watch clips from newscasts where reporters are expressive. Discuss their observations. Have students pretend that they are news reporters and conduct readings for “the camera”. Provide feedback.	Record students reading. Use a rubric to evaluate their performance.	<i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 208

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

Content	Suggested Activities	Suggested Assessment	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 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 – 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. Example Sad- Read slowly, lower the voice Angry – Loud, booming voice Happy – light, Pitch of Voice - Refers to the loudness or softness of the voice.	Basic: Play two readings of the same passage (one fluent and one not fluent). Have students compare both passages. Then have students read the same passage imitating the fluent reading. Intermediate: Have students recite their favorite rhyme or poem using appropriate pacing, intonation and expression. Have other students critique their reading. Advanced: Present students with a Reader's Theatre script. Have students select a character, and then read the part, ensuring that the correct rate, intonation and expressions are used.	Have students read an assigned passage out loud. Record the students. Use a rubric to score each student's reading.	<i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 208

SCOPE OF WORK

COMPREHENSION

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

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

Content	Suggested Activities	Suggested Assessment	Resources
Text features help the readers to understand and locate information easier. Book Cover – Includes the title, a picture and author(s) Spine – Holds the pages of a book together and can give information about the book such as the author and title. Title Page - States the title, author, illustrator, copyright info and publisher Table of Contents - Provides topics and page numbers on which they can be found Illustrations/ Photographs with Captions - An image that includes a title explaining what it is about.	Basic: Have students look at a page and identify the words that they should pay close attention to. Ask them to give reasons for their choices. Have them use the glossary to find the meanings of these words. Intermediate: Have students peruse magazines, telephone directories and newspapers to find different print features. Have them cut them out, paste on a sheet of paper and label them. Advanced: Use the Google Expeditions App or something similar. Have students use their devices to explore an interactive map or object. Ask them	Have students write the correct feature for definitions provided.	• <i>Complete Library Skills</i> by: Linda Turrell • Text Features Video https://www.youtube.com/watch?v=3mAl9QMJJTo&ab_channel=TheBesp ectacledLibrarian

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
Diagrams – Drawings used to identify different parts or how things relate Maps – Show the location of something Index - Found in the back of the book. Includes the page number where key words can be found. Glossary - Provides the definition for key words. Special Print Features Bold - The word is placed in darker print than the rest of the text. Highlighted – Words that are emphasized with a particular fluorescent colour. Italics - Words that are written with a right slant. These words are often found in the glossary. Underlined - Key words have a line drawn underneath to identify their importance. Bullets - Used to identify a list of words	questions. Allow them to hover over specific images to get the answers to the questions.		

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
Digital Features 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			

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

Content	Suggested Activities	Suggested Assessment	Resources
Story Elements Character: The people or animals in a story are the characters. When reading a story, you can discover what characters look like, what they think, how they feel and what they say and do. Stories can be told by either a character in the story or a witness who is not a character and is speaking about what happened. The point of view is about who is telling the story. Pronouns used by the narrator give clues to help the reader figure out ‘who’ is telling the story. If the speaker is a character in the story, words such as <i>I, me, my, mine, we, and us</i> are used. If the speaker is a witness to the story, words such as <i>they, them, their, he, him, his, her, she, and it</i> are used.	Basic: Have students identify character, setting and plot from familiar movies. Discuss who is telling the story. Intermediate: Use a graphic organizer to have students identify the story elements in a familiar story. Advanced: Read a story to the class. Have students work in groups to complete a story tree. They should include: 1. The name of the main character. 2. Two words that describe the main character 3. Three words to describe the story setting 4. A sentence that tells what the problem was 5. A sentence that tells the solution	Have students read a story and identify the elements of the story.	• <i>Better Than Book Reports</i> by: Christine Boardman Moen • <i>First Graphic Organizers: Reading</i> by: Rhonda Graff • <i>Comprehension Plus Level A.</i>

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
Plot: The plot has a beginning, middle, and end. It is usually made up of the most important part of the story. Short stories usually have one plot. Setting: When, where and the time of day that a story takes place is called the setting. The setting can be a real or a make-believe place. Themes: The theme is the main message of the story.			

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

Content	Suggested Activities	Suggested Assessment	Resources
Context Clues are the words that surround an unfamiliar word that give clues about its meaning. Context clues may be provided in the following ways: Examples – Clues about the meanings of a word can be found in the examples that are given following the unfamiliar words. The word is often followed by like, such as, for example and including. Example: Primates, as monkeys and apes, are very interesting to observe. Synonyms – Words that mean the same or almost the same as an unfamiliar word. Example: The schooner or sailboat passed the cruise ship near the island of Bimini. Antonyms – Sometimes a context clue would contrast with a new word. Example: Ashley was kind to the new boy, not hostile.	Basic: Have students select a word. Have them provide clues (synonyms or antonyms for the word). Their classmates should try to guess the word. Intermediate: Have students read sentences that provide example clues to the meanings of unfamiliar words. Have students explain the meanings of these words. Advanced: In groups of four, have students write definitions for given words. They are not to use dictionaries, glossaries, Google, Siri or any other search engines. They are only allowed to use each other and the text in which the word appears. They must use context clues.	Have students choose the word that means almost the same as the underlined word in sentences from a group of words.	<i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 137

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

Content	Suggested Activities	Suggested Assessment	Resources
Classifying involves grouping things that are alike together. When things are grouped together it makes it easier to identify connections and find things more easily.	Basic: Have students place pictures of animals into various groups such as: insects, mammals, reptiles etc. Intermediate: Take students on a virtual tour of a zoo. Have them use their knowledge of classification to group the animals encountered. Have them group the animals according to various characteristics. Have them use this knowledge to design the layout for their own zoo. See worksheet in Resources. Advanced: Provide pictures of a puppy and an adult dog. Discuss their height and weight. Have students to pretend to be visiting a pet shop. Ask to help decide which items would be best to buy for the puppy and which would be best for the adult dog. For example show two types of dog food, read the description of the kind of dog it is meant for. Have students decide whether it is for the puppy or the adult dog. Have them give reasons for their choices.	Have students use a map of a zoo like Ardastra Gardens and Zoo and their knowledge of classification to locate specified animals.	- Classification Song https://www.youtube.com/watch?v=_7vbRetZnXQ&ab_channel=DisneyUK - Virtual Zoo Field Trips https://www.weareteachers.com/zoo-virtual-field-trips/ - Design your own Zoo Worksheet https://www.twinkl.co.uk/resource/t-2548749-zoo-map-cut-and-stick-activity-sheets

Objective: 2.41 Make predictions.

Content	Suggested Activities	Suggested Assessment	Resources
When making predictions, think about clues the author has given along with what you already know, to make a good guess as to what will happen next. It will be necessary to make inferences and draw conclusions in order to make better predictions.	Basic: Begin a simple science experiment. Ask students to predict what they think will happen next. Have students provide reasons for their predictions. Continue with the experiment. Have students discuss whether or not their predictions were correct. Intermediate: Refer students to previous stories of Bre Brookie and Bre Rabbie. Have students complete an analysis of the two characters. Have students use this information to make predictions about the behaviour of the characters as you read a new story together. Advanced: As you read through a chapter book with students, have them review chapter titles and make predictions as to what they will be about. Pause at various points when reading the story so that students can predict what will happen next.	Read a short story to students. Pause to allow students to record and check predictions as the story is read.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

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

Content	Suggested Activities	Suggested Assessment	Resources
The main idea of a paragraph is the one idea to which all the other sentences in that paragraph are related. The sentences that tell about the main idea are called detail sentences. Having a main idea helps to keep the paragraph organized.	Basic: Show students a painting of a Bahamian Scene or something similar. Tell them a bit about the artist. Have them give the art work a title. Compare the title provided by the students with that of the artist. Discuss similarities and differences. Ask them to identify some of the details that the artist has included in the picture. Relate this to what an author does when writing. (Variation – Use students’ art.) Intermediate: Have students listen to a song that tells a story. Have them identify the main idea and provide some supporting details. Advanced: Collect a variety of news articles geared towards an audience of children. In addition to the newspaper, you may wish to search internet websites for appropriate articles. Separate the headlines from the passage. Have students match them with the correct article.	Have students identify the main idea and supporting details for a given passage.	• <i>First Graphic Organizers: Reading</i> by: Rhonda Graff

Objective: 2.43 Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment	Resources
When reading or writing paragraphs and stories, events must be placed in the correct order. This helps the reader to follow the events in the story closely. In reading, this is referred to as the sequence of events. The sequence of events is also important when following directions to make something or to locate something. Clue words such as first, next, then, after that, and finally help readers understand the order in which certain events happened. Words such as morning, night and evening also tell the order in which events happened. Dates and time also assist with sequencing events.	Basic: Provide students with sentence strips that tell a story. Have them arrange the sentences in order. Place numbers on the back of the sentence strips for self-checking. This can also be done with the lines of a poem that has been read to them. Intermediate: After reading a story, have students create a time line to show the order in which events happened. You can also have students create time lines for important events in Bahamian History. Advanced: Have students follow a recipe to make cupcakes/cookies. Stress the importance of following the correct order when adding ingredients.	Have students listen to a story. Present the events in scrambled order on a sheet of paper. Have students put the events in the correct order.	<i>Comprehension Plus</i> Level B.

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

Content	Suggested Activities	Suggested Assessment	Resources
Make-believe or Fiction stories are created from the author's imagination. They are not true stories. In many of these stories, animals take on the characteristics of humans. The characters in the stories may also live in make-believe places. Some examples of fiction are mystery stories and fairy tales. Non-Fiction reading material include true facts about people, animals, events, things, and places. Some examples of non-fiction materials are biographies, autobiographies, newspaper articles, encyclopedias, blogs, information on school websites and text books. To figure out if a story is non-fiction or fiction, begin by asking the question, <i>"Could this happen in real life?"</i>	Basic: Present students with a selection of books. Have students sort them into two categories: fiction and non-fiction. Intermediate: Have students listen to a fiction and a non-fiction recording on the same topic. Have students describe similarities and differences between the two. For example, one may have a more playful tone while the other is more serious or one has more sound effects than the other etc. Advanced: Have students work in groups to write a poem. Both poems would be on the same topic. For example <i>Frogs</i>. Ask students to write both a fiction and a non-fiction poem on the topic.	Present students with various sentences / passages. Have them write whether sentences / passages are fiction or non-fiction.	• <i>Comprehension Plus Level B.</i>

Objective: 2.45 Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment	Resources
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: The Princess Margaret Hospital is located on Shirley Street. This can be proven by looking on a map or by actually 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 true or false because they are based on someone's thoughts, <i>their</i> feelings and <i>their</i> understanding. Words that often provide clues that an opinion is being expressed are think, feel, believe, best, worst, etc. Example: I think Princess Margaret Hospital is the best hospital in New Providence.	Basic: Have students prepare paddles made from index cards and popsicle sticks. Have students place (F for fact on one side in one colour and O for opinion on the other side in a different colour). Read several statements to students. Have students decide if each statement read aloud is a fact or an opinion by displaying the appropriate side of the card. Intermediate: Display a power point/chart of a passage on a topic that is being studied. It should include fact and opinion statements about the topic. Have students identify the statements of fact and opinion. Advanced: Have students read an ad about a particular product. Have them identify statements of fact and opinion.	Have students write two sentences that express an opinion and two sentences that provide facts.	• Newspaper • Magazines

Objective: 2.46 Summarize and paraphrase texts.

Content	Suggested Activities	Suggested Assessment	Resources
When summarizing, give only the main idea of a story or passage and one or two details that will explain what it is all about.	Basic: Have students read a story and complete a Plot Summary Frame. A model can be found in the <i>Literacy Resource Handbook</i>. Intermediate: Have students work in pairs to read a short passage. After they have read the passage once, have them re-read it. Ask them to underline the most important ideas. Have them share what they think the most important ideas are. Advanced: Have students work in pairs. Direct them to read a passage. Have them choose the most important ideas in the passage and combine them to write a paragraph. Have the groups share their paragraphs with the class. Allow students to provide constructive criticism.	Provide students with a passage to read. Then, have them select the sentence (from several choices given) that best summarizes the passage.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 242-254

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

Content	Suggested Activities	Suggested Assessment	Resources
Comparing means telling how two or more things or people are alike by identifying ways in which they are the same or similar. Example: <i>My brother and my sister like to read.</i> Contrasting means telling how two things or people are not alike by showing ways in which they are different. Example: <i>My sister is tall, but my brother is short.</i>	Basic: Have students compare and contrast the islands of New Providence and Andros (or other islands of your choice). Intermediate: Create a Venn Diagram. Have students use it to compare a coconut and a lime. Advanced: Show students flyers for two events. Have them compare and contrast the information.	Have students read a short passage comparing and contrasting people, animals, places or things. Have students complete a graphic organizer (Venn diagram) comparing and contrasting the people, places, animals or things.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 232 • <i>Better Than Book Reports</i>, by: Christine Moen • <i>First Graphic Organizers: Reading</i> by: Rhonda Graff • <i>Comprehension Plus Level B.</i>

Objective: 2.48 Make inferences.

Content	Suggested Activities	Suggested Assessment	Resources
To make an inference use information that the author has provided along with previous experiences.	Basic: Place certain emotion words in a bag like ‘scared’, ‘happy’, ‘angry’ etc. Have students select a card from the bag and act it out in order for the classmates to guess the word. Intermediate: Have students discuss everyday inferences that we make. For example, if someone comes inside with a wet umbrella, we would infer that it is raining outside etc. Advanced: Have students write about an event they experienced. Ask them to provide details that would help the reader understand how they felt. Example: <i>My hands were shaking.</i> Ask students to discuss the various inferences made and to provide the clues that assisted them.	Have students read a short passage and answer inference-type questions.	• <i>Comprehension Plus Level B.</i> • <i>Specific Skills Series, Inference</i> McGraw Hill

Objective: 2.49 Identify cause and effect.

Content	Suggested Activities	Suggested Assessment	Resources
One thing may make another thing happen. The reason why it happens is called the cause. The words “because”, “since” and “due to” may be used to signal a cause. What happens is called the effect. The words “therefore” and “as a result” may be used to signal an effect. A clue to finding a cause and effect relationship is to remember that the cause has to occur first (although it may not be the first thing mentioned). The effect happens after.	Basic: Have students create posters displaying cause and effect situations. Have them write the cause and effect statement under the picture. Example, Cause: picture of a sun Effect: picture of children in the sea. Sentence: Because the sun was hot and humid, the children cooled off in the sea.” Intermediate: Write Cause-and-Effect relationship cards. For example: He doesn't get allowance this week (the effect) because he didn't do his chores (the cause). Using a cord, paper clips and a magnet, allow students to fish for matching pairs. Advanced: Read a story with the class that shows several cause and effect relationships. <i>Jimmy's Boa Ate the Wash</i> is a great cause/effect story. Using paper	Have students complete a Quizziz activity on cause and effect.	• <i>Comprehension Plus Level B.</i> • <i>Better Than Book Reports,</i> by: Christine Moen • <i>First Graphic Organizers: Reading</i> by: Rhonda Graff

Content	Suggested Activities Cont'd.	Suggested Assessment	Resources
	cutouts of a shirt and pants, have students write a cause on the shirt and an effect on the pants. Hang them up on a clothesline (string) in the classroom.		

Objective: 2.51 Interpret the author's purpose.

Content	Suggested Activities	Suggested Assessment	Resources
Author's purpose is the reason the author decides to write about a specific topic. The author must decide whether the purpose for writing is to inform, persuade, entertain, or explain his ideas to readers. To inform – The main purpose is to give information. To entertain – Tells a story about real or imaginary characters, places and events. To persuade – Tries to convince the readers to agree with a particular idea or action. To describe – Tries to provide a vivid description of a person, place or event.	Basic: Have students listen to the words of commercial jingles or jingles related to the introduction of certain tv shows. Have them discuss the author's purpose for each. Intermediate: Have students take turns reading pre-selected paragraphs aloud. Have them identify the author's purpose. Advanced: Have students search on-line to access articles that fall in each of the categories.	Ask students to match the author's purpose with a given set of short paragraphs.	• https://www.youtube.com/watch?v=iwZuR8gms1Y&ab_channel=VirtualSchoolBahamas • https://www.youtube.com/watch?v=YwRtWGOq99w&ab_channel=VirtualSchoolBahamas

Objective: 2.52 Draw conclusions.

Content	Suggested Activities	Suggested Assessment	Resources
When drawing a conclusion, readers use what they know and the facts presented to make sense of a story. They must put all of this together along with the inferences they have made to make a decision or judgement.	Basic: Make a collection of familiar objects. Select one object and put it in a shoe box. Invite students to guess what is in the box by asking ‘yes’ or ‘no’ questions. Discuss the fact that they had to use the information that was being provided to draw conclusions about what is in the box. Intermediate: Have students read the beginning and the middle of a short story. Present them with two or three possible endings. Ask them to select the best conclusion. Have them give reasons for their decisions. Advanced: Show students a clip of a scene from a movie. Have them tell their version of how it ends. Ask students to explain how they came to their conclusions. Let them compare their responses with the actual conclusion in the movie.	Have students complete a live worksheet where they have to draw conclusions.	• https://www.youtube.com/watch?v=ohZibfJlI48 • https://www.youtube.com/watch?v=7Z5o_Dv5fZE&ab_channel=VirtualSchoolBahamas

Objective: 2.53 Make judgments.

Content	Suggested Activities	Suggested Assessment	Resources
To make a judgment is to decide how good or bad, fair or unfair something is. These decisions are based on facts presented as well as what is already known and the experiences and moral beliefs of the reader. When reading, judgments are made regarding the actions of characters. Decisions are made as to whether their actions were right or wrong, good or bad, wise or unwise based on the situations presented.	Basic: Present students with pictures of various vehicles. Highlight some of their features. Present information about various families to students. Based on the facts, have them decide which vehicle would best suit the need of each family. Discuss their reasoning. Relate this to the skill of making judgments. Intermediate: Have students pretend to be a judge and rule on a case presented. Have students discuss the judgement. Advanced: Have students read short biographies of certain athletes. Have them make judgments about the athletes based on factual details from the story.	Using a simple article on a popular topic, have students make judgments and provide a justification for the judgment made.	• https://www.liveworksheets.com/at505289io

Objective: 2.54 Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment	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: Killing two birds with one stone One action can get two things done. Friend gat Friend. Be careful who you trust. Every cloud has a silver lining. Things may look bad initially, but it is possible for good things to come out of a bad situation. To plant corn by someone's rain. It is not good to only depend on someone to get you through. You have to work as well in order to take care of you. Don't put the cart before the horse. Follow the proper steps to get things done successfully. Do not take short cuts.	Basic: Have students watch previously selected television commercials. Have them match the commercials to the proverbs to which they apply. Intermediate: Have students illustrate the proverbs. Advanced: Have students write a short story to which one of the proverbs would apply. Have them explain the connection.	Have students interpret the meaning behind certain proverbs.	<i>LMH Official Dictionary of Bahamian Words and Proverbs</i>

Objective: 2.55 Explain popular colloquial expressions.

Content	Suggested Activities	Suggested Assessment	Resources
Each country has its own unique expressions. The Bahamas is no different. Below are a list of common expressions used. Examples: Jam up – Crowded Potcake – Local dog/Rice or grits that is stuck to the bottom of the pot. Een nothin’- Nothing much is happening Mash up – destroyed Gang me – Join forces against Tingum – Used to refer to whatever the person cannot remember	Basic: Have students interview their family members to make a list of colloquial expressions and their meanings. Intermediate: Have students review <i>Pushin’ Da Envelope</i> by Jamaal Rolle in the <u>Tribune</u> or some other local political cartoons for colloquial expressions. Have them discuss their meanings. Advanced: Have students read a local story that has some Bahamian dialect. Have them explain the colloquial expressions.	Have students role play various situations in which at least 6 colloquial expressions are used appropriately.	<i>LMH Official Dictionary of Bahamian Phrases</i> by: Mike Henry and Sean Harris

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

Content	Suggested Activities	Suggested Assessment	Resources
Good readers pay attention to whether the words or phrases in a text have a literal or a non-literal meaning. The literal meanings of words are the same as their definitions in a dictionary. The non-literal meaning of a phrase or words is <i>something different altogether from what is being said</i>. To tell the difference, ask: “Could this really happen, or does this make sense?” For example, take the phrase, <i>“the Mall of Marathon is a zoo today”</i>. Is the author saying that animals were really kept in cages at the mall today? No, it has a non-literal meaning that the mall was as loud and crowded as a zoo would be. Similes and Metaphors are types of non-literal language. They both compare two seemingly unlike things so that a reader can get a better Picture of what is being described. Similes are phrases that begin with ‘like’ or ‘as’.	Basic: Have students read a short paragraph containing simple metaphors and similes. Divide the paragraph into sentences and give each student two sentences: one with a figurative meaning and one with a literal meaning. Have students draw a picture showing what each sentence looks like if the meaning is taken literally. Using the drawings and the question “Does this make sense?”, let students decide if each sentence has a literal or a non-literal meaning. Provide students with a scrambled set of figurative phrases and their meanings. Challenge students to match each correct meaning to its phrase. Incorporate the guiding questions for <i>“Interpreting a Simile or Metaphor”</i> to lead students to interpret the non-literal sentences.	Have students complete a worksheet where they must identify and explain figurative language in context.	• https://www.youtube.com/watch?v=J4MhnxKGfag

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources												
Example: “Her smile was as bright as the sun.” However, metaphors are phrases that do not use the words ‘like’ or ‘as’. Example: “My life is a loopy rollercoaster ride.” When trying to interpret a simile or metaphor, a reader can ask: 1. What two things are being compared? 2. According to the author, what do these two things have in common? 3. What does the author want readers to think or feel about the thing being described?	Intermediate: Have students read a short paragraph containing simple metaphors and similes. Divide the paragraph into sentences and lead students to sort sentences into two categories of meaning using the question, “<i>Could this really happen, or does this make sense?</i>”. <table border="1"><tr><th>LITERAL</th><th colspan="2">NON-LITERAL</th></tr><tr><td></td><td colspan="2"></td></tr><tr><td></td><td>Similes</td><td>Metaphor</td></tr><tr><td></td><td></td><td></td></tr></table> Narrow focus onto the non-literal sentences. Incorporate the guiding questions for “<i>Interpreting a Simile or Metaphor</i>” to lead students to sort and then interpret the non-literal sentences.	LITERAL	NON-LITERAL						Similes	Metaphor					
LITERAL	NON-LITERAL														
	Similes	Metaphor													

Content	Suggested Activities Cont'd.	Suggested Assessment	Resources
	Advanced: <i>Dear Amelia Advice Column</i> Allow students to read books from the Amelia Bedelia series by Peggy Parish at the school library. Discuss how the character interprets all speech as literal and the problems she often experiences as a result. Challenge students to write an advice column to Amelia explaining the difference between literal and non-literal language. Ask students to then advise the main character on ways she can correctly interpret metaphors and similes with examples. Provide models of kid-friendly advice columns as samples, if necessary. Have students present their columns to their classmates. Note: This activity can be completed as a talk show or a recorded video.		

SCOPE OF WORK

HANDWRITING

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

Objective: 3.07 Write personal information.

Content	Suggested Activities	Suggested Assessment	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 • School	Basic: In exercise books have students practice writing their personal information. Intermediate: Using a copy of the GLAT exam cover page, have students complete personal information. Advanced: Have students complete forms/profile forms with their personal information.	Have students write responses to questions asked by the teacher independently in their exercise books. Example: What is your mother's name? What is the name of the island on which we live?	• <i>Teacher Edition D'Nealian Handwriting Book Grade 2</i>

Objective: 3.10 Write capital and lower case cursive letters using the D’Nealian style of writing.

Content	Suggested Activities	Suggested Assessment	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 and  sidestroke • Begin the lowercase letters i, e, u with an uphill stroke. Ensure that all letters are the same height. They should be half as tall as the letter “l”. These letters should end on the bottom line with a hook. • Begin lowercase letters l, h, k and t with the uphill stroke.	Basic: Complete letter formation practice sheets with various letter stroke patterns. Intermediate: Write select words using focus letters and strokes. Advanced: Have students rewrite a passage written in manuscript in cursive using the D’Nealian capital and lower case letters.	Have students write a paragraph independently in cursive font. They should ensure that letters are at the appropriate height and size and within two lines.	• <i>D’Nealian Handwriting</i> TM Grade 3, p.37-41 • Digital Lesson: https://www.youtube.com/watch?v=Bn-VLnRT3G4

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
- Ensure that each letter reaches the top line and ends at the bottom line with a hook. Ensure that the letters l, h, and k include a loop. - 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. - Lowercase letters a, c, d, n, m and x begin with the over hill stroke. Each letter should end on the bottom line with the appropriate ending stroke. The letter d must			

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
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 endswith a sidestroke near the middle line. - 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 the upward curve. - Ensure that each letter starts below the top line.			

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
Begin upper case letters H, 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	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 letters. 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 paragraph. Ask them to identify mistakes with the joining of letters and provide corrections for each. Advanced: Present a paragraph to students by way of PowerPoint slide. Have students write the paragraph in their exercise books in cursive with the correct joining of letters.	While dictating a paragraph, have students write the paragraph using college ruled folder sheet paper. Use a rubric to assess students' handwriting.	<i>D'Nealian Handwriting TM</i> Grade 3

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

Content	Suggested Activities	Suggested Assessment	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 a 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.	Basic: Have students practice writing sentences while staying within the lines of the left and right margins. Intermediate: Have students practice writing short paragraphs. Advanced: Have students copy a letter related to a content area subject. Example: Someone writing to the government about concerns related to protecting our environment.	Have students write a paragraph. Use a rubric to assess their handwriting.	<i>D’Nealian Handwriting</i> TM Grade 3

Content Cont'd.	Suggested Activities	Suggested Assessment	Resources
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 the computer. Manuscript print as seen on a whiteboard/chalkboard or in a book can easily be rewritten using cursive writing.			

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

Content	Suggested Activities	Suggested Assessment	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 color. More creativity can be used when designing invitations, flyers, posters etc. Font sizes can be bigger and letters can be bolder and colourful in order to emphasize important information. The fonts used can be more of a fun style. Party Invitations: • Jokerman • Arial Round	Basic: Using a digital whiteboard, have students select fonts. Have them type a sentence using the chosen font. Discuss legibility and whether or not it is appropriate for certain pieces of writing. Intermediate: Have students design an invitation to a party using different font sizes and styles. Advanced: Have students complete a content area report using the appropriate font size, style and colour.	Have students design a poster on the computer for “Fun Day”. Use a checklist to assess the information, font, size, and colour.	• <i>D’Nealian Handwriting</i> TM Grade 3

Content	Suggested Activities	Suggested Assessment	Resources
• Aharoni Bold • Curlz • Comic Scans Posters • Britannic Bold • Broadway • Ravie • Impact			

Objective: 3.14 Write Roman Numerals correctly.

Content	Suggested Activities	Suggested Assessment	Resources
Over 3,000 years ago the Ancient Romans invented symbols to write numbers that included letters from the Latin alphabet. I = 1 V = 5 X = 10 In order 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 up to 25 using Roman numerals Intermediate: Have students write dictated Roman Numerals. Advanced: Have students write the Roman Numerals to reflect the associated numeral. Example: 15 = XV	Have students copy Roman numerals. Assess their writing using a rubric.	• <i>D’Nealian Handwriting</i> TM Grade 3 • <i>Primary Mathematics Curriculum</i> p. 117 • What are Roman numerals? TheSchoolRun

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

Content	Suggested Activities	Suggested Assessment	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	Basic: Have students practice writing the various punctuation marks. Intermediate: Have students copy a handwritten paragraph using lined paper that lacks punctuation marks. Have students insert the punctuation marks. Advanced: Have students write a paragraph that includes the four different types of sentences. Sentences should also include at least one date, a time reference and words in a series. Have students punctuate it correctly.	Have students re-write sentences that include a variety of punctuation marks. Use a rubric to assess their writing.	• <i>D’Nealian Handwriting</i> TM Grade 3

Content	Suggested Activities	Suggested Assessment	Resources
slant down. Commas are used to separate words in a series, when writing dates and also to separate who is speaking 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 time. It is represented by two dots. One dot is placed above the other. Example: The time is 4:29.			

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

Content	Suggested Activities	Suggested Assessment	Resources
The full format of a date includes the day, date, month and year. This is normally written as the heading of 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	Basic: Have students write the full format of dates for given holidays using a calendar. Intermediate: Have students write abbreviated or full dates to represent date of birth, and random dates dictated by the teacher. Advanced: Give students ten coins each. Have them make note of the dates when the coins were created. Have them place a date and a month along with the listed year to write a full date for when the coin was created. Have students discuss who has the coin that was made the earliest or the latest.	Play a recording of the news/ community announcements, have students write at least four dates heard in the broadcast in an abbreviated format.	<i>D'Nealian Handwriting</i> TM Grade 3

SCOPE OF WORK

GRAMMAR AND USAGE

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

Objective: 3.17 Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment	Resources
A sentence is a group of words that expresses a complete idea or thought. Example: “They rode the bus to school.” Sentences should begin with a capital letter and end with an end mark. There are three different end marks: period (.), question mark (?) and exclamation point/mark (!). A fragment is a phrase or group of words that may be capitalized and punctuated like a sentence, but does not express a complete thought. Example: “The big game.”	Basic: Using flash cards, have students categorize groups of words as sentences or fragments. Intermediate: Have students work with a partner to create and write sentences using words and phrases on flash cards. Advanced: Provide students with a short paragraph (created by the teacher). Have students identify sentence fragments. Have them add details to convert the fragments into complete sentences. Example: “My basketball” is changed to, “This is my basketball.”	Using a Topic T Chart, have students categorize sentences and fragments in a table.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2, p. 50-53 • <i>Write Source</i> by: Kemper, Sebranek et al Grade 2, p. 454-455

Objective: 3. 18 Construct declarative, interrogative, exclamatory and imperative sentences.

Content	Suggested Activities	Suggested Assessment	Resources
There are four types of sentences. Declarative sentences make a statement. This type of sentence ends with a period (.). Interrogative sentences ask questions. These types of sentences end with a question mark. (?) Questions begin with special words such as: how, would, should, why, who, what, when, where, how, is, are and will. Exclamatory sentences express strong feelings such as excitement or anger and end with an exclamation mark (!). An imperative sentence makes a request or gives a command. It ends with a period (.).	Basic: Divide students into groups of five. Provide students with two stacks of cards. One stack should contain sentences and the other stack should contain punctuation marks. Have students match sentence cards with their correct punctuation card. Intermediate: Divide the class into four groups. Have students play the game Charades. Have one student select and act out a word. Each group will construct a different type of sentence using the word. Example: crying 1. Tommy is crying. (<i>declarative</i>) 2. Why are you crying? (<i>interrogative</i>) 3. Tommy is crying his eyes out! (<i>exclamatory</i>) 4. Stop your crying. (<i>imperative</i>) Advanced: Have students construct a short story that contains the four different types of sentences.	Have students complete a live worksheet where they must identify different types of sentences. Have students construct each type of sentence.	• <i>Harcourt Language</i> p. 454 • <i>The Grammar & Writing Book</i> Grade 2, Scott Foresman p. 68-71, 74-77, 126 • <i>Write Source</i> by: Kemper, Sebranek et al Grade 2, p. 454-455

Objective: 3.19 Identify run-on sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A run-on sentence is made up of two or more sentences that have been joined incorrectly. They can sometimes go on and on. Example: “Our beaches are lovely people litter them with food containers.” A Run-on sentence can be corrected by placing a comma and a conjunction between the sentences. Example: “Our beaches are lovely, but people litter them with food containers.” Another way to correct a run-on sentence is to separate them into two different sentences. Example: “Our beaches are lovely. People litter them with food containers.”	Basic: Students will participate in the exercise called “Break It Up” where they will correct run-on sentences. Give each group of students a set of run-on sentences on sentence strips. Tell students when to begin, then allow them to cut or tear each strip at the proper place to form two sentences. Once they are done, they must use a marker to put in the punctuation and capital letter. Intermediate: Project a PowerPoint slide containing various sentences randomly positioned in different directions. Ask students to use their detective skills to locate all run-on sentences. Ask students to rewrite them correctly on a sheet of paper. Advanced: Have students complete a Microsoft Form where they would have to identify and correct run-on sentences.	Give students a set of written run-on sentences. Have them correct the sentences in two different ways.	• <i>Write Source</i> by: Kemper, Sebranek et al Grade 2, p. 357

Objective: 3. 20 Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment	Resources
Nouns are words that name a person, place, animal, thing or idea. Nouns can be divided into common nouns and proper nouns. Common nouns do not name a particular person, place, animal, thing or idea. They are usually not capitalized unless they begin a sentence or are part of a title. Example: Person: police Place: downtown Animal: dog Thing: building Idea: fear A proper noun names a particular person, place or thing and begins with a capital letter. Days of the week, months of the year and holidays are proper nouns. Example: Person: Sgt. Rolle Place: Bay Street Animal: Geronimo Thing: Police Station	Basic: Separate the class into two teams. Have each team search for nouns beginning with a given letter within a 30 second time frame. The first team with the most nouns wins. Intermediate: Give students a list of nouns on word cards. Have them work with a partner to classify each one under the correct headings of - Person, Place, Thing, Animal & Idea. Then have students write specific names for each one. Advanced: Have students work in groups of four to identify nouns in a paragraph. Have them state if they are common or proper nouns.	Have students write sentences about their community using at least three common and three proper nouns. Have them circle the common nouns and underline the proper nouns.	• <i>The Grammar & Writing Book</i>, Grade 2, Scott Foresman p. 80-83 and 247-248 • <i>Write Source</i> by: Kemper, Sebranek et al Grade 2, p. 328, 458

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

Content	Suggested Activities	Suggested Assessment	Resources												
A singular noun names one person, place or thing. A plural noun names more than one person, place or thing. Add 's' to form the plural of most nouns. Add 'es' to words that end with 'ch', 's', 'sh', 'z' and 'x'. Example <table><tr><td>horse</td><td>horses</td></tr><tr><td>dress</td><td>dresses</td></tr><tr><td>watch</td><td>watches</td></tr><tr><td>wish</td><td>wishes</td></tr><tr><td>fox</td><td>foxes</td></tr><tr><td>quiz</td><td>quizzes</td></tr></table> For nouns that end in 'y', form plurals by changing the 'y' to 'i', then adding 'es' to the end of the word. Example: penny – pennies	horse	horses	dress	dresses	watch	watches	wish	wishes	fox	foxes	quiz	quizzes	Basic: Have students create a book where each rule for creating plurals is represented on a page. Have students create a list of words that follow each rule. Intermediate: Have students write the plural form of a given list of words. Advanced: Have students complete a cross word puzzle by answering the questions using the clues. The clues will require students to write the plural form of the noun for the answer.	Have students complete sentences using the correct form of the noun in parenthesis. Example: <i>Abaco has two _____ in parliament.</i> (representative)	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2, p. 92-95, 116-119 • <i>Write Source</i> by: Kemper, Sebranek et al Grade 2, p. 329 – 331, 422 – 425, 460-461
horse	horses														
dress	dresses														
watch	watches														
wish	wishes														
fox	foxes														
quiz	quizzes														

Objective: 3.22 Form irregular plurals.

Content	Suggested Activities	Suggested Assessment	Resources
Irregular nouns Some nouns have irregular plural forms. Example: goose – geese woman – women foot- feet To form the plural of nouns ending with ‘f’ or ‘fe’, drop the ‘f’ or ‘fe’ and add ‘ves’. Example: leaf- leaves wife – wives. Some nouns have the same singular and plural forms. Example: sheep –sheep deer-deer	Basic: Have students select the correct plural form for irregular nouns. Intermediate: Place singular noun word cards in a container. Call on students to select a card and write the plural form for the word on the board. Ask other students whether or not the plural was formed correctly. Advanced: Have students rewrite sentences contain singular nouns that form their plurals irregularly. Have them rewrite the sentences using the plural forms of those nouns.	Have students write the plural form of irregular nouns.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 492

Objective: 3.23 Identify compound words.

Content	Suggested Activities	Suggested Assessment	Resources
A compound word is made up of two smaller words. Each small word can stand alone and have a meaning. Examples: pan + cake = pancake pea + nut = peanut tree + top = treetop Some compound words are written using a hyphen. Example: passer-by Mother-in-law merry-go-round	Basic: Write words on separate cards which make compound words. Place words on the board or around the room. Divide class into three teams. Give each team thirty seconds to see how many compound words they can make using the cards. The team with the most compound words wins. Intermediate: Have students create a word wall of compound words using categories such as: clothing, food, sports, places, etc. Advanced: Group students in pairs. Have students write clues for compound words given. Example: What is a coat worn in the rain? raincoat	Ask students to compose a booklet of compound words. First, provide an illustration or definition for the individual words, then, write the meaning of each compound word.	• <i>Checking Your Grammar and getting it Right</i> by: Marvin Terban p. 34, 90

Objective: 3.24 Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment	Resources
Masculine : referring to things related to males. Examples of Names for Males in Various Professions: actor, host, monk, shepherd, steward, waiter, masseur, butler, policeman and tailor Feminine: referring to things related to females. Examples of Names for Females in Various Professions: actress, hostess, nun, shepherdess, stewardess, masseuse, housekeeper, policewoman and seamstress Neutral: words that can refer to both males and females. Examples of Neutral Words Used to Refer to Professions that include both Males and Females: teacher, author, nurse, doctor, lawyer, pharmacist and chef	Basic: Sort names of professionals into groups based on males and females. Intermediate: Have students select a random card bearing the name of a profession from a deck of word cards. Have students give the masculine, feminine or neutral name for the card selected. Advanced: Have students rewrite sentences replacing the gender of a given noun.	After reading a passage have students identify the masculine or feminine names from the passage. Have students write the opposite feminine or masculine name not presented in the passage.	• <i>Illustrated First Aid in English</i> by: Angus Maciver • <i>The Students' Companion</i> by: Wilfred D. Best p.135-136

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	Resources
Collective nouns name groups of objects, people or animals. Collection of People Crowd of people Congregation Mob of people Choir of singers Row of spectators Audience Army of soldiers Team of players Gang of thieves Staff of teachers Class of students Group of friends Host of angels Facebook friends Instagram followers	Basic: Have students listen to a passage that contains collective nouns. Ask students to write all of the collective nouns heard in the passage. Intermediate: Give students pictures of various places / icons. Have them write the collective noun to represent the group of people found there. Advanced: Have students rewrite sentences replacing singular nouns with the correct collective nouns.	Complete a cloze passage by inserting the correct collective nouns.	<i>The Students' Companion</i> by: Wilfred D. Best p.152-153

Objective: 3.26 Form singular and plural possessive nouns.

Content	Suggested Activities	Suggested Assessment	Resources
A possessive noun shows ownership. Add an apostrophe (‘) and an ‘s’ to a singular noun to make it a possessive noun. Example: “This is the <u>boy</u>’s game.” To form the possessive of a plural noun ending in s, add only an apostrophe Example: “These are the boys’ games.”	Basic: Have students contribute an item to an empty bag or box. Take the items out one at a time, and ask “Whose (<i>item</i>) is this?” Students may guess the owner of the item by saying “That is Jane’s pencil”. Intermediate: Present students with two words: a word showing ownership along with appropriate singular and plural nouns. Have them place the apostrophe in the correct place to show ownership. Advanced: Have students create a poster titled, “Who’s Got It?” Have students identify animals, people, places in the community. Ask them to identify parts or things specific to the noun chosen. Have them compose sentences showing ownership. Example: turtle, shell. “The turtle’s shell is spotted and hard.”	Have students complete a Live Worksheet, in which they will rewrite sentences to show the correct form of the singular and plural possessive nouns.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 377

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

Content	Suggested Activities	Suggested Assessment	Resources
A pronoun is a word that takes the place of a noun. Some of them are: I, you, he, she, it, we, they, me, you, him, her, it, us and them. There are different types of pronouns. Some pronouns can be used as the subject of a sentence. They are called subject pronouns. The subject pronouns are: I, you, he, she, it, we and they. Example: “Jan is a good runner.” “She is a good runner.” When talking about you and another person, always put yourself second. Example: “Jan and I are good runners.” Some pronouns are used as the object of a verb or as the object of a preposition. They are called object pronouns. The object pronouns are: me, you, him, her, it, us and them. Example: “Stop following us.” “Come stay over by me.”	Basic: Have students circle the pronouns in sentences. Intermediate: Present students with simple sentences. Have them rewrite sentences using appropriate pronouns. Example: “Sam has a little brown dog.” “He has a little brown dog.” Advanced: Have students rewrite sentences where they substitute the nouns for pronouns. Have them draw a line under each personal pronoun and label them with “S” for subject pronouns or “O” for object pronouns.	Have students choose pronouns from a word bank to replace underlined nouns in sentences	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 379 • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 41-52

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

Content	Suggested Activities	Suggested Assessment	Resources
Some pronouns show that something belongs to someone. They are called possessive pronouns. Example: mine, yours, his, hers, its, ours and theirs Some of them are singular and some of them are plural. Singular Pronouns: mine yours his hers Plural Pronouns ours yours theirs	Basic: Have students search for possessive pronouns in the newspaper. Have them circle the pronouns found. Intermediate: Divide the class into groups. Give each group of students two sets of cards: one with pictures of various nouns and the other with possessive pronouns. Have students take turns choosing a card from each set. They must then use the noun and possessive pronoun in a sentence. Have students record the sentences that their group composes. Example: Fruit + mine "The fruit is mine." Advanced: Give each student a pair of sentence strips. Have them use a possessive pronoun to complete the second sentence in the pair. Example: David lives in Exuma. _____ home is in Barraterre.	Have students write sentences about something they or their friends collect. Have them include possessive pronouns to show ownership.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 380 • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 41-52

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

Content	Suggested Activities	Suggested Assessment	Resources												
A word that shows action is called a verb and is sometimes referred to as an action word. Example: dance, drive, make, sing, call, cut and wash Some verbs help the action verb or main verb by telling when something happened. They are called helping verbs. They can be singular or plural. <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>is</td><td>are</td></tr><tr><td>was</td><td>were</td></tr><tr><td>am</td><td></td></tr><tr><td>has</td><td>have</td></tr><tr><td>does</td><td>do</td></tr></table> Personal Singular Pronoun: I Use “am” and “do” when “I” is used in the present tense. Use “was” and “did” when “I” is used in the past tense.	Singular	Plural	is	are	was	were	am		has	have	does	do	Basic: Have students listen to a song and follow the instructions to complete the actions. Ask them to Identify action verbs from the song sung. Examples: “Skip to My Lou” “If You’re Happy and You Know It” (Any number of verbs can be substituted Intermediate: Give groups of students a basket of sentence cards with missing verbs. Have each group of students compete to complete each sentence. Example: <i>A raccoon _____ up the tree.</i> Advanced: Have students complete a worksheet using the correct forms of verbs. Grammar Drill: Have students conjugate verbs as shown on the next page. Verbs can be substituted from the list of verbs.	Present a short video clip. Have students list all verbs observed in the clip.	• <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 53-63
Singular	Plural														
is	are														
was	were														
am															
has	have														
does	do														

Content	Suggested Activities	Suggested Assessment	Resources
Singular Pronouns: he, she, you and it Use “is”, “does” and “has” when the singular noun or pronoun is in the present tense. Use “did” when the noun or pronoun is used in the past tense. Plural Pronouns: we and they Use “are” when the plural noun or pronoun is in the present tense. Other helping verbs are: “will”, “could”, “should”, “would” and “can”.	I am You are He, she, it is We are You are They are		

Objective: 3.30 Apply the correct tenses to verbs.

Content	Suggested Activities	Suggested Assessment	Resources
Verbs can be used to tell when something happens. The action can happen in the present, past or the future. Present tense expresses an action or situation that is happening now. If the noun is singular (representing one) an “s” is added to the verb. Example: “<i>Ms. Flowers</i> drives her car to school.” When using the pronouns he, she and it add an “s” to the verb to indicate the present tense. Example: “It moves slowly.” If the noun is plural, no “s” is added to the verb. Example: “The men work on the building.”	Basic: Post the labels past, present and future on the board. Issue sentence strips to students. Have students place sentences under the correct tense, according to the verb in the sentence. Intermediate: Distribute verbs to students. Have students pick a tense from a bag (past, present, future). Ask students to compose a sentence using the verb in the tense chosen. Example” Verb: call Tense: future Sentence: “My mom will call my teacher this afternoon.” Advanced: Present students with a group of sentences on a worksheet. Have students rewrite sentences to represent a given verb tense.	Using a worksheet, students will insert the appropriate form of the verb to complete the sentences. - The bird _____ back and forth to his nest. (fly) - The eggs in the nest _____ yesterday. (hatch) - I think he is _____ for food to free the babies. (look)	<i>Write Source</i> Grade 2, by: Kemper, Sebranek et al p. 343, 466-467. <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 540

Content	Suggested Activities	Suggested Assessment	Resources																					
To show that a verb is happening now add the ending “ing” to the verb. Example: “John is working on his project.” The past tense indicates that an action has taken place in the past. To show that a verb is in the past tense “ed” is added to the end of the verb. Example: “John worked on his project.” Irregular Verbs: There are some verbs that do not follow these rules. <table><tr><th>Present</th><th>Past</th><th>With Helping Verb</th></tr><tr><td>go</td><td>went</td><td>gone</td></tr><tr><td>see</td><td>saw</td><td>seen</td></tr><tr><td>eat</td><td>ate</td><td>eaten</td></tr><tr><td>run</td><td>ran</td><td>run</td></tr><tr><td>sing</td><td>sang</td><td>sung</td></tr><tr><td>take</td><td>took</td><td>taken</td></tr></table>	Present	Past	With Helping Verb	go	went	gone	see	saw	seen	eat	ate	eaten	run	ran	run	sing	sang	sung	take	took	taken	represent a given verb tense. Example: “Ted climbs the mango tree.” (future) “Ted will climb the mango tree.”		
Present	Past	With Helping Verb																						
go	went	gone																						
see	saw	seen																						
eat	ate	eaten																						
run	ran	run																						
sing	sang	sung																						
take	took	taken																						

Content	Suggested Activities	Suggested Assessment	Resources
Future tense indicates that an action that will take place in the future. To show that a verb is in the future tense place the word “will” before the verb. Example: “John will work on his project tomorrow.”			

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

Content	Suggested Activities	Suggested Assessment	Resources
A sentence has two parts: the subject and the predicate. The subject is the main noun or pronoun in the sentence. It tells who or what the sentence is about. Example: “The children study hard every day.” Who studies hard every day? The children do. The sentence is about the children. A predicate is the verb that tells about the subject. It can tell what the subject is or what it is doing. Example: “The children study hard every day.” The children do what? They study hard every day.	Basic: Present students with subjects and predicates. Have students complete sentences using these parts. Intermediate: Write 5-8 sentences. Have students highlight the subject and predicate. Rainbow write the subject or predicate to distinguish the parts of each sentence. Advanced: Give students sentence strips that contain either the subject or the predicate. Have them match the strips to make a complete sentence that makes sense. Have students write a new sentence by substituting the subject or the predicate.	Have students read a passage then identify the complete subject and predicate in each sentence.	• <i>Checking Your Grammar and getting it Right</i> by: Marvin Terban p. 11-13

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

Content	Suggested Activities	Suggested Assessment	Resources
A sentence has two parts, the subject and the predicate. The subject of a sentence tells who or what the sentence is about. The simple subject is the main word or noun in the complete subject. Example: His big sister is a celebrity. “His big sister” is the complete subject. What is the key word in the complete subject that the sentence is all about? sister. “Sister” is the simple subject. The predicate of a sentence tells about the subject. The simple predicate is the main word or verb in a complete predicate. Example: Her big sister is a celebrity. “Is a celebrity” is the complete predicate. What is the main verb in the predicate? is “Is” is the simple predicate.	Basic: Have students underline the simple subject and circle the simple predicate in sentences. Intermediate: Have students complete sentences by inserting the appropriate simple subject or simple predicate. Example: My _____ is Ms. Weir. Advanced: Have students write sentences about given pictures or objects. Then have them highlight the simple subject and predicate in each sentence.	Have students complete a worksheet by identifying the simple subject and simple predicate.	• <i>The Grammar & Writing Book, Grade 2</i> Scott Foresman • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 11-13

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

Content	Suggested Activities	Suggested Assessment	Resources
Subjects and Verbs have to agree. A singular subject must take a singular verb and a plural subject must take a plural verb. If the subject is singular, an “s” is added to the verb. Example: “John works on his project in the afternoon.” If the subject is plural, the verb remains as it is. “The girls work on their project in the afternoon”.	Basic: Have students listen to sentences being read. Have students press a buzzer or ring a bell each time they hear a sentence that does not have correct subject-verb agreement. Ask students to correct each sentence. Intermediate: Provide students with a group of sentences. Have students circle the subject, then underline the predicate. If the subjects and verbs agree, have students place a “c” for “correct” after the sentence. Advanced: Present students with a short paragraph that has some errors in subject and verb agreement. Have students correct the errors.	Have students read a set of incomplete sentences. Ask them to choose the correct verb form to complete them. Examples: The people _____ to eat fritters. (<i>likes, like</i>) She _____ her teeth everyday. (<i>brushes, brush</i>)	• <i>Checking Your Grammar and getting it Right</i> by: Marvin Terban p. 20

Objective: 3.35 Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment	Resources									
An adjective is a word that describes a noun or a pronoun. It can tell “what kind”, “which one” or “how many”. Sensory Adjectives Adjectives that tell how things look, taste, feel, sound and smell. These are called sensory adjectives. Examples: peppery, crunchy, salty, bumpy, slimy, lumpy, quiet, noisy, enormous, small, fresh, smelly etc. Adjectives that Compare: Adjectives can also be used to compare two nouns. The ending “er” is added to the adjective to show the difference. Example: Peter sings louder than Paul. Adjectives can also be used to compare more than two nouns. The ending –est is added to the adjective to show the difference. Example: Jack sings the loudest in the choir.	Basic: Prepare a bag of popcorn. Share it among students. Have students examine the popcorn closely. Ask them to: feel it, smell it, taste it and listen to the sound while eating it. Ask them to make a web to show the sensory adjectives. Intermediate: Have students listen to or watch a commercial for a familiar product. Have students identify the adjectives used in the commercial to describe the product/s. Ask students to provide additional adjectives of their own. Advanced: Present YouTube video clips that show a person representing two different personas. e.g. Dynamite Daisy and Lynn Terez Davis-Nixon. Have students compare the two. They can examine their looks, speech, actions etc. Have students compose sentences that compare.	Give students a descriptive prompt such as “A Night At The Carnival”. Have students write about the topic using as many sensory adjectives as they can to explain the experience. Have students add “er” or “est” to the adjectives. Ask them to use each one in a sentence. <table border="1"><tr><th>Word</th><th>Add ‘er’</th><th>Add ‘est’</th></tr><tr><td>Old</td><td></td><td></td></tr><tr><td>Warm</td><td></td><td></td></tr></table>	Word	Add ‘er’	Add ‘est’	Old			Warm			• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 389-390; 546-549
Word	Add ‘er’	Add ‘est’										
Old												
Warm												

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

Content	Suggested Activities	Suggested Assessment	Resources																								
An adverb tells more about a verb, adjective or another adverb. Adverbs answer the questions how, when or where. Most adverbs end with “ly”. However, there are some adverbs that do not end in “ly”. Some adverbs are: <table><tr><td>again</td><td>little</td><td>fast</td></tr><tr><td>often</td><td>where</td><td>how</td></tr><tr><td>very</td><td>hard</td><td>twice</td></tr><tr><td>calmly</td><td>strictly</td><td>rapidly</td></tr><tr><td>suddenly</td><td>usually</td><td>swiftly</td></tr></table> The word too is an adverb. It is used to describe something that goes over the desired amount. It can also mean “also”. Example: I ate too much food. She had an apple too. Some adverbs are used to compare. We use “er” to compare two things and “est” to compare more than two things. <table><tr><td>fast</td><td>faster</td><td>fastest</td></tr><tr><td>slow</td><td>slower</td><td>slowest</td></tr><tr><td>loud</td><td>louder</td><td>loudest</td></tr></table>	again	little	fast	often	where	how	very	hard	twice	calmly	strictly	rapidly	suddenly	usually	swiftly	fast	faster	fastest	slow	slower	slowest	loud	louder	loudest	Basic: Have students search print material for adverbs. Ask them to record the sentences and highlight the adverbs. Intermediate: Write a few sentences on the board. Have students make columns labeled “when”, “where” and “how”. Ask a volunteer to choose an adverb and decide if it tells when, where or how. Have them write the adverbs in the appropriate column. Advanced: Have students complete an activity sheet. Ask students to write the adverb in each sentence. Then write the word it describes. Example: “Officer Jones quietly sneaked aboard the Cuban fishing boat.” quietly sneaked	Have students write five sentences that include adverbs. Have them underline the adverb and circle the word that it modifies.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 391, 550, 558
again	little	fast																									
often	where	how																									
very	hard	twice																									
calmly	strictly	rapidly																									
suddenly	usually	swiftly																									
fast	faster	fastest																									
slow	slower	slowest																									
loud	louder	loudest																									

Objective: 3.37 Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A preposition is a word that tells location, direction and time. It can also show the relationship between words in a sentence. Some words that tell direction and location are: over, up, under, after, behind, before, near, by, around, inside, outside, up, down, in, on, across, above and through Words that tell time: until, during and often Words that show relationship: at, by, to, for, of, off and with A prepositional phrase is made up of a preposition, the object of the preposition and any word in between. Example: across the park “Across” is the preposition and “park” is the object of the preposition. Prepositional phrases help to make our writing more interesting as they help to give more details. Example: “John ran quickly.” “John ran quickly across the park and jumped over the fence.”	Basic: Have students work with a partner to choose the correct preposition word card to complete the sentences given. Intermediate: Have students work in pairs to identify prepositions. Ask students to draw lines from the prepositions to the words that they link. Advanced: Present students with a simple paragraph. Have students add more details to the passage by including prepositional phrases. Ask them to rewrite the improved paragraph.	Have students write sentences where they use prepositions to link words.	• <i>The Grammar & Writing Book, Grade 2</i> Scott Foresman • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 393

Objective: 3.38 Use conjunctions to join words or phrases.

Content	Suggested Activities	Suggested Assessment	Resources
Conjunctions are words that join words, phrases or sentences together. Some conjunctions are: and, yet, so, but and or. Conjunctions can serve different purposes. Combining Sentences Example: “Ms. Smith sewed a pair of pants.” “Ms. Smith sewed a dress.” Ms. Smith sewed a pair of pants and a dress. “Shan received her exam results.” “Zion received his exam results.” “Shan and Zion received their exam results.” Showing Differences Example: “Mia loves the water.” “Mia cannot swim.” “Mia loves the water, but cannot swim.” Cont’d.	Basic: Have students identify the conjunctions in sentences. Ask students to state whether the conjunction joins words, phrases or sentences. Have students justify their choice. Intermediate: Have students join words or sentences by choosing the correct conjunction. Advanced: Have students compose a rhyming poem using at least four conjunctions.	Have students rewrite a paragraph, joining sentences using conjunctions.	• <i>Checking Your Grammar and getting it Right</i> by: Marvin Terban p. 78-80

Content	Suggested Activities	Suggested Assessment	Resources
Giving Options Example: “The boat sails from Potter’s Cay Dock or Prince George’s Wharf.” Joining Words in a Series Example: “Johnny brushed his teeth, changed his clothes, and jumped into bed.” Joining Two Phrases Example: “Would you like to visit Grammy in the morning or in the evening?”			

Objective: 3.40 Expand simple sentences into compound and complex sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A simple sentence has a subject and a verb and expresses a complete thought. Example: “Kayla ate too many hog plums.” A compound sentence is a sentence made up of two or more simple sentences. The sentences can be connected by a comma (,) and the words and, or, or but. Example: “Kayla ate too many hog-plums.” “Now she has a tummy ache.” “Kayla ate too many hog-plums, and now she has a tummy ache.”	Basic: Display two charts, with the headings “Simple Sentences” and “Compound Sentences”. Prepare several sentences on strips. Have students work in groups to place the sentences on the correct chart. (A table created using power point may also be used.) Intermediate: Have students locate and cut out examples of simple and compound sentences in a local newspaper. Let them place the sentences on a chart under the right column heading to indicate the correct sentence form. Advanced: Give students a topic of interest and have each of them write a simple sentence on a small, yellow strip of paper. Next, have them write a connecting word or conjunction on a red piece of paper. Separate the yellow and red papers into two containers and have students take turns selecting two sentence strips and one connecting word to make a compound sentence. Allow students to read their sentences aloud to see which ones are the funniest and which make the most sense.	Have students complete a live worksheet that has simple sentences that they must expand to compound sentences.	• <i>The Grammar & Writing Book</i> Grade 2, Scott Foresman p. 218-221

Objective: 3.41 Use interjections in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
An interjection is a word or group of words that express excitement or surprise. Some interjections are: hmm, gosh, yoo-hoo, hey, gee whiz, pooh, poof, aw, ouch, yikes, oops and wow. Some interjections are words that name sounds or non-verbal expressions. Examples: aha, psst, hmm, and brrr Interjections are followed by an exclamation mark (!).	Basic: Display several emojis. Have students write interjections underneath that would represent the emojis. Intermediate: Present a cloze passage in which students will use context clues to select the best interjection that will best complete the sentences. Example” “___!That peas soup was simply delicious!” (<i>Mmm</i>) “___! The lady screamed loudly after bumping her toe.” (<i>Ouch</i>) Advanced: Have students ‘spice up’ their writing by revising sentences to include interjections.	Have students select a picture, topic or situation prompt. Have students create a rap/poem/song about the selected topic using a minimum of eight interjections.	• <i>The Grammar & Writing Book</i> Grade 2 Scott Foresman • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 81, 86, 89

Objective: 3.42 Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
Synonyms are words that mean the same, or almost the same. Examples: cold – chilly damp – wet hard - difficult sea - ocean sloppy – messy pants – trousers round – circular pretty – beautiful tasty – delicious center – middle angry – furious	Basic: Have students play a “Synonym Bingo” game. Give each student a synonym bingo card. Have them listen to words called and locate the synonyms on the cards. Intermediate: Play the game “Sentence Top Up”. Have each student write a sentence on a given topic. Have them exchange their sentence with their neighbour. Ask the neighbour to rewrite the sentence by replacing one common word with a synonym. Advanced: Have students record words after skimming selected passages including newspapers, magazines, etc. Ask them to write matching words to create a synonym chart.	Have students replace given words in a paragraph with synonyms.	• <i>Modern Curriculum Press Phonics Level C</i> p. 187-188 • <i>Preserving our Heritage Level 2, Part 1</i> p. 36,37 • <i>The Students’ Companion</i> by: Wilfred D. Best p. 146-150

Objective: 3.43 Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
A word meaning the opposite of another word is known as an antonym. absent-present dark – light love – hate sharp – dull north-south east-west lend-borrow straight-crooked attack-defend wild-tame giant-dwarf fresh-stale light-heavy many-few	Basic: “<i>Opposites Attract</i>” Use sticky labels/post-its with antonyms written on them. Have each student randomly choose one. With music accompaniment give the class five minutes to mingle and find their opposites. Intermediate: Allow students to create five pairs of antonym picture cards. Have them use them to play a matching game. Advanced: Solve and create antonym riddles. e.g. If I am not dripping, soak and drenched then I am? _____	Have students to complete crossword puzzles. The answers to be written are antonyms for the words given as clues.	• <i>Modern Curriculum Press Phonics Level C</i>, p. 189,190 • <i>World of Language Book 3</i>, p. 392,393 • <i>The Student's Companion</i> by: Wilfred D. Best p. 142-150

Objective: 3.44 Differentiate among homonyms, homophones and homographs.

Content	Suggested Activities	Suggested Assessment	Resources
Homophones are words that sound the same but have different spellings and meanings. Example: flour-flower great- grate knot-not know-no mail-male him-hymn buy-bye-by fair-fare hair-hare two-to-too Homonyms are words that sound the same, have the same spelling but different meanings. A bat can be an animal or it can be a piece of sporting equipment. Examples: ball match watch ring well fly right batter	Basic: Organize students into groups. Place homophone cards face down on a table. Have students turn over cards to match pairs of homophones. Intermediate: Give each student pairs of homophones or homographs to create sentences. Example: <i>I have an eye on you.</i> Advanced: Dictate sentences to students with homophones. They have to ensure that they record the correct homophone.	Have students complete a live worksheet where they have to select the correct homophones to use in sentences. Have students choose the correct definitions for homonyms used in sentences.	• <i>Modern Curriculum Press Phonics Level C</i> • <i>World of Language Book 3</i>, p. 193, 194, 201, 202 • <i>Preserving our Heritage Level 1</i>, Part1 p. 84,85

Objective: 3.45 Apply capitalization rules appropriately.

Content	Suggested Activities	Suggested Assessment	Resources
The first word in a sentence always begins with a capital letter. The pronoun “I” is always capitalized. Proper nouns that name a particular person, place or animal should begin with capital letters. Example: Mark Some special names are titles for people. These special names and titles begin with capital letters. Example: Ms. Strachan Mr. Rolle The Most Honourable Philip Brave Davis Capitalize the important words in book titles Example: <i>On Granddad’s Back</i> Capitalize the first word in a direct quotation. Sally asked, “Will you meet me there?” Capitalize the first word in the salutation and closing of a letter. Example: Dear Dee, Yours sincerely,	Basic: Have students make a list of their favorite books. Ensure that they follow the capitalization rules. Intermediate: Have students write a letter to a friend telling them about a new toy or pet that they received. Have them apply the capitalization rules. Advanced: Have students complete a worksheet where they have to rewrite sentences that include quotes.	Give students a paragraph. Have them edit it for capitalization errors. Have them use the capitalization editing marks to indicate letters that should be capitalized.	• <i>Write Source</i> Grade 2, by: Kemper, Sebranek et al p. 418-421

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

Content	Suggested Activities	Suggested Assessment	Resources
A comma (,) separates parts of the sentence and helps make the meaning clear. Use a comma when writing the date. Example: September 3rd, 2022 3rd September, 2022 Use commas with a series of three or more similar words. Example: “She took her brush, comb, mirror, and gel in her purse.” Use a comma in a compound sentence. Example: “William walks to school every day, and he is always on time.” Colon (:) A colon is used when writing time. It is written as two dots. Example: “The time is 7:00 p.m.”	Basic: Have students write dates correctly in sentences. Intermediate: Working in small groups, have students categorize a series of words. Ask them to write them in sentences and use commas to separate them. Example: “Horses, cows, and ducks are all animals.” Advanced: Have students listen to a news clip on a topic of interest. Ask students to write a summary of the news clip including a direct quote from the news clip.	Have students correct sentences by inserting the appropriate punctuations.	• <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 84 – 87 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 476-477

Content	Suggested Activities	Suggested Assessment	Resources
Quotation marks Use quotation marks to show a person's words. The quotation marks are used at the beginning and end of the person's quote. A comma is normally placed to separate the words of the person from the rest of the sentence. Example: Melissa said, "Come and go with me."			

Objective: 3.47 Use acronyms.

Content	Suggested Activities	Suggested Assessment	Resources
Acronyms are abbreviations of titles or phrases that are pronounced like words. BTC- <i>Bahamas Telecommunications Corporation</i> NAD- <i>Nassau Airport Development</i> JC- <i>James Cistern, Eleuthera</i> DS- District Superintendent RBDF- Royal Bahamas Defence Force NASA- National Aeronautics and Space Administration MOE- Ministry of Education UFO – Unidentified Flying Objects ZNS – Zephyr News Sunshine PMH- Princess Margaret Hospital KFC- <i>Kentucky Fried Chicken</i> PI- Paradise Island	Basic: Have students search the yellow pages to find at least 10 businesses using acronyms. Intermediate: Have students use their phones or tablets to take pictures of acronyms that they encounter. Have them record the titles and phrases that they represent. Advanced: Provide students with a list of titles or phrases. Have students write the correct acronyms for each.	Have students solve riddles where they have to provide the acronyms. Example: 1. A place to get fried chicken (KFC) 2. Someone who is responsible for several schools. (DS)	• <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 136

SCOPE OF WORK

COMPOSITION WRITING

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

Objective: 3.48 Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment	Resources
The five steps in the Writing Process are: Prewriting- A topic is chosen and ideas are gathered and organized through brainstorming Writing- Ideas are drafted and written in sentences Revising- The writer reads the piece and makes necessary improvements. Editing- The writer checks for capitalization, punctuation, spelling and other grammatical mistakes. Use proofreading marks for: - capitalizing a letter - making a capital letter lowercase - adding a period	Basic: Have students draw a hand pattern of their right hand on construction paper and cut it out. Have them label each finger with the steps of the writing process in sequential order with the pinky finger being labeled step one in the process (<i>pre-writing</i>). Have them use their “hand” to <i>guide them as they describe</i> the steps of the writing process to a classmate. Intermediate: Provide students with pictures and labels of the steps in the writing process. Have students match pictures with the correct label. Then have students <i>write a description of</i>	Present students with an interesting topic. Have them explain what action they should take at each step of the process as they respond to the topic.	<i>Write Source</i> Grade 2, by: Kemper, Sebranek et al pages 14-25 <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al pages 2-10 Proofreading Marks <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al back cover

Content	Suggested Activities	Suggested Assessment	Resources
- correcting a spelling error - taking something out - adding a letter or word - inserting punctuation marks - starting a new paragraph Publishing- the writer makes a clean copy of the piece and shares it with others.	each step under the corresponding picture. Advanced: Show pictures of a piece of writing in the different stages of the writing process. Have students label the pictures and provide an explanation as to what is happening in each picture.		

Objective: 3.49 Discuss the qualities of good writing

Content	Suggested Activities	Suggested Assessment	Resources
When telling a story, providing an explanation, describing something or trying to persuade, there are some basic things that all good writing should have. 1. great ideas 2. an interesting beginning that makes the reader want to read on 3. action 4. clear details that are easy to follow and organized with a beginning, middle and end. 5. Interesting words 6. sentences of varying lengths and types so that they begin in a variety of ways. 7. good spelling, proper capitalization, grammar and punctuation 8. connection with the readers. Readers should feel like the author is speaking directly to them 9. neat presentation	Basic: Have students play a game of “Guess Who.” Have one student assume a quality of good writing and gives clues to the other classmates as they attempt to guess which quality is being described. Students should take turns giving clues and guessing. Intermediate: Have students use a checklist of good writing qualities to critique simple writing pieces. Discuss their responses. Advanced: Have students read samples of writing that are strong in particular qualities. Have them discuss specific things that the writer does to strengthen that quality.	Have students discuss the qualities of good writing relative to a particular piece of writing.	• <i>6 + 1 Traits of Writing</i> by: Ruth Culham • <i>The Grammar & Writing Book</i> Grade 2, Scott Foresman p. 2-22 • <i>Write Source</i> Grade 2, by: Kemper, Sebranek et al p.18- 23

Objective: 3.50 Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment	Resources
There are four main types of writing. They each serve a different purpose. 1. Narrative Writing - This type of writing tells a story. It is mainly written for entertainment. 2. Descriptive Writing –The senses as well as similes and metaphors are used to give details about a person, place, thing or idea so that a clear picture is painted in the reader’s mind. 3. Expository Writing – Provides information, gives an explanation or directions. 4. Persuasive/Opinion Writing This type of writing expresses how the writer thinks or feels about a particular subject.	Basic: Have students create a rap bout the different types of writing to help them remember. The best one can be learned by the entire class. Intermediate: Have students participate in a scavenger hunt around the school. Ask them to take pictures of different types of writing and group them into the different types of writing. Have them share their photos. Discuss their groupings with the class. Advanced: Have students complete a Kahoot activity where they have to identify the writing groups to which particular pieces of writing belong. Have them explain their reasoning for placing the pieces in particular categories.	Present students with a variety of short stories. Have them indicate the type of writing for each and explain why they placed them in those particular categories.	• <i>The Grammar & Writing Book</i> Grade 2 • <i>Write Source</i> Grade 2, by: Kemper, Sebranek et al • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Objective: 3.51 Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment	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 make a selection 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: Have students brainstorm several things that make them special. Have them use this information to create a web. Ask them to select their top three ideas on which to write. Have them elaborate on their ideas by applying the 5Ws and 1H questions. Intermediate: Have students compile a list of special talents that students in the class have. Ask them to select one talent and write a story showing how that student used his/her particular talent to do good. Advanced: Have students draw a picture of themselves and title it <i>All About Me</i>. In circles around the pictures have them write information regarding their families, pets, talents, favourite sports, foods etc. Have students select three areas about which to write. Have them use the 5Ws and 1 H to provide further details.	Provide students with a particular topic. Have them demonstrate how they would narrow their ideas on that particular topic and then elaborate on the ideas selected for writing.	• <i>The Grammar & Writing Book</i> Grade 2 Scott Foresman • <i>6 + 1 Traits of Writing</i> by: Ruth Culhan • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Objective: 3.52 Sequence ideas appropriately using transitional words.

Content	Suggested Activities	Suggested Assessment	Resources
Good writers use time-order words to show readers the order of steps or events. Some time-order words are first, next, then, later, now, tomorrow and last. When explaining how to do or find something, put instructions in order and use time-order words. Before Words: Earlier, firstly, In the past, Words that Show First: Originally, In the first place, soon after and to begin Words that Show Next: Not long after, as soon as, tomorrow and second Words that Show Last: At last, after a long time and lastly	Basic: Instruct students to reorder a set of sentence strips to show what happened first, then, next and finally. Have them put the appropriate transition word card on the lines at the beginning of each sentence. Example: “Going to the Beach” _____ We arrived at the beach. _____ Put on our swimsuits. _____ We all got into the car. _____ We jumped into the water. Intermediate: Give each group of students a copy of a paragraph with the transition words omitted. Tell them that they must race against each other to be the first group to correctly insert the transitions that could link the sentences. Example: “Enjoying A Succulent Pineapple” <i>We drove into Gregory Town to visit Darville’s Pineapple Farm. They gave us a succulent pineapple. _____ we peeled the pineapple. _____ we sliced it into several pieces. _____ we distributed it among the group. _____ we had a great feast!</i>	Have students write a paragraph on four things they did to get ready for school. Have them use transitional words.	• <i>Write Source</i> Grade 2, by: Kemper, Sebranek et al

Content	Suggested Activities	Suggested Assessment	Resources
	Advanced: Have students imagine that they are on a fishing trip. Have them write a paragraph about some fishermen from their island. Remind them to use transitions in their paragraph.		

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

Content	Suggested Activities	Suggested Assessment	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 the paragraph and is indented. Other sentences tell more about the main idea and are called supporting details. The last sentence in a paragraph should tie the supporting sentences together. It is called the concluding sentence. When writing a composition or an essay, you may have at least three paragraphs. Each paragraph should speak about the one main idea and include supporting details.	Basic: Present students with a paragraph. Have students circle the topic sentence and underline at least three supporting details. Intermediate: Show students a picture of a refrigerator. Have them discuss the importance of having a fridge and consider what life would be like if refrigerators never existed. Record their ideas on the board. Have students formulate a topic sentence for a paragraph about the fridge entitled, “The Useful Machine”. Write the paragraph together. Advanced: Have students conduct a poll of the class using an on-line survey to determine which house-hold appliance students think is most convenient - a washing machine, dishwasher, refrigerator or stove. Have students justify their personal choice in three well-developed paragraphs. Have students use a graphic organizer to plan their ideas. The piece could be titled, “The Best Appliance Ever.”	Have students write about the house hold appliance that they deem least useful. Students should express reasons why the item is less useful than others.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2, p. 204, 222, 228

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

Content	Suggested Activities	Suggested Assessment	Resources
How a piece of writing is started is very important. It is here where 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. • Begin with a question. What would you have done if someone had snatched your lunch money? • Begin with action. All of a sudden there was a crash! An object whizzed past my face. When I looked at the television, there was a round, circular hole in the screen. • Use sound words. Boom! Boom! Boom! The fiery flames could be seen for miles. • Start with words that begin alike. Peaceful, pleasant and private was our first impression of the cay on which the swimming pigs lived. • Begin with a famous saying or	Basic: Have students discuss popular quotes or sayings that they have heard and their meanings. Have them select one and use it to write an introductory paragraph. Intermediate: Have students listen to songs about our Bahamian culture. Discuss aspects of our culture with them. Have them write about an aspect of our culture in which a tourist might be interested. Have them begin the piece with a question. Advanced: Expose students to pieces that utilize alliteration. Have them introduce a piece of writing with alliteration.	Read a short story about getting ready for school or something similar. Have students rewrite the story by composing a new introduction to the story.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 2, by: Kemper, Sebranek et al p. 43, 56, 94 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 56, 86, 138, 190

Content	Suggested Activities	Suggested Assessment	Resources
quote. “It never pays to steal!” Cont’d.Begin with a dialogue. “Come here right now,” his mom demanded. “Yes ma’am?” he said in a quivering voice as he made his way across the room.			

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

Content	Suggested Activities	Suggested Assessment	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. • State the lesson learned or moral of the story. • End with a surprise. • End with a quote. • Repeat the main idea of the passage. • Summarize the main points. Do not introduce new ideas. • Provide your opinion. • Give advice.	Basic: Have students listen to the reading of three to four stories. Have them state the type of conclusion used and the concluding statement in each story. Intermediate: Provide students with samples of various endings to different expository pieces. Have them discuss what they liked about them. Have them incorporate the good elements into their conclusions. Advanced: Have students conclude a piece of writing by restating the main idea another way.	Discuss the meaning behind several quotes that are familiar to the students. Have them end a story using one of them.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al p. 44, 47, 74, 77

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

Content	Suggested Activities	Suggested Assessment	Resources
Everyone has a different style of writing. Voice refers to how much of the writer can be felt in a piece. Does the writer believe what is being written? Is the writer really interested in what is being written? Can you get a feel for the writer's personality? The writer's voice comes through in the tone and mood of a 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 messages that the writer is trying to send. If the subject is serious for example, the language should not be light or funny.	Basic: Read snippets of different students' writing in the class. Using the voice of the piece, have students try to match the writing pieces with the classmates that wrote them. Intermediate: Have students view television commercials. Have them discuss the varying moods and their effectiveness. Advanced: Distribute flash cards with "mood voices". Have students with the card come to the front of the class one at a time and talk in that voice for 20 seconds. When the time is up, ask students what kind of voice was used. Have students select a mood and write a piece portraying that mood.	Present students with emotion cards/emojis or pictures. Have them write a paragraph using language to depict the selected mood and tone. Have them use 'the author's chair' to share it with the class.	• <i>6 + 1 Traits of Writing</i> by: Ruth Culhan • <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Objective: 3.57 Write from different points of view.

Content	Suggested Activities	Suggested Assessment	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 an animal or object behaves like a human. They may speak or move, share emotions etc.	Basic: Divide the class into two groups. Show one group a picture of the Glass Window Bridge from the ground level. Show the other group a view of it from above. Explain to them that the pictures were of the bridge in Eleuthera. Ask both groups to describe what they saw. Discuss why their responses were different. Compare this to differing points of view in writing. Intermediate: Read the <i>School's First Day of School</i> by Adam Rex or something similar. The first day of school is told from the perspective of the school building. Discuss how the school felt and compare it to how students often feel on their first day of school. Advanced: Have students write a story from the perspective of their shoes.	Have students read a story and retell it from the perspective of another character mentioned in the story.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

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

Content	Suggested Activities	Suggested Assessment	Resources
Poems may rhyme or not rhyme. Rhymes usually occur at the end of lines. Rhythm is the beat or series of stressed or unstressed syllable (word part) in a poem. Poems have specific rhyme schemes. A rhyme scheme is noted by the letters of the alphabet, beginning with the letter ‘a’. The word at the end of the first line will be noted as ‘a’. Every line after that, that ends with the same rhyming sound will be noted as ‘a’. The next line having a different rhyming sound at the end that is different from ‘a’, will then be noted as ‘b’ and so on. Limerick The limerick is a very funny poem that follows the rhyme pattern of aabba (as explained above). Cinquain This is a poem with five lines. There are several different forms. They can be rhymed or unrhymed. They often describe a person, place or thing.	Basic: Take students on a rhyme hunt. Give each group an object (coconut, shell, cent, fish, beach sand, etc). Tape rhyming words to chalkboard. Allow different members of each team to select the words that rhyme with their objects. At the end of three minutes allow groups to organize and share their rhyming words. Have students use the rhyming words to create a limerick. Intermediate: Provide students with a poem. Discuss the organization of the rhyme scheme in the poem (a, a; b, b; c, c). Give students two rhymes and let them identify the rhyme scheme. Advanced: Present and discuss the structure of different kinds of poems. Have students write selected types of poems on a culturally relevant topic.	Have students write poems about their families, teacher, or pet, using a format of their choice (cinquain, limerick, etc.). Then have students share their poems with the class.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Content	Suggested Activities	Suggested Assessment	Resources
Each line has a specific number of words. Line One – 1 word (noun) Line Two - 2 words (adjectives that describe the noun in line 1) Line Three – 3 words (action) Line Four - 4 words (longer description) Line Five – 1 word (noun that relates to the noun in line 1)			

Objective: 3.59 Use quotation marks effectively in their writing.

Content	Suggested Activities	Suggested Assessment	Resources
In order to provide more vivid details, authors often include dialogue in their writing. A dialogue is a conversation between two or more people. In a movie the camera may switch from character to character so that the audience can see who is speaking. When writing, there is a special way of identifying who is speaking and the words that are being spoken. Commas are used to separate who is speaking from what is being said. Quotation marks are used to indicate the exact 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. They usually follow a comma unless they begin the sentence. The first word in a quote should be capitalized. Example: Keith said, "Wipe your mouth." "Wipe your mouth," Keith said. Avoid overusing "said" in your writing. Include words that help to express the mood more clearly such as screamed, whispered, exclaimed, laughed etc.	Basic: Write a sentence on a sentence strip that contains dialogue. Separate each word. Make a cut-out of a comma and beginning and ending quotation marks. Give each student a word from the sentence and have them stand in front of the class. Have students first put the sentence in an order that makes sense. Then have the students with the punctuation marks insert them where they should go. Intermediate: Provide students with a scenario and have them write two sentences of a fitting dialogue. Advanced: Have students watch a clip from a favourite show. Turn on the closed caption and freeze the frames in succession. Have students identify different lines that the characters said. In small groups have students work together to write the dialogue.	Have students listen to a conversation between two friends. Ask them to compose their own version of the conversation being sure to report on who said what.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 84 – 87

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

Content	Suggested Activities	Suggested Assessment	Resources
Narrative writing tells a story or part of a story. A narrative should have a beginning, middle and end and should include characters, setting and a well-developed plot. Characters are animals or people in a story. The setting is the place where the story takes place. Time should be taken to use the senses to tell what can be seen, heard, felt, tasted or smelled. In the middle of the writing, time should be taken to develop the plot. The plot tells what the problem in the story is and how it is resolved. This is the time to use action and dialogue to provide information about the characters. The end of the story or conclusion wraps everything up.	Basic: Have students spend time developing the characters in their stories. Have them create a Wanted Poster for their characters that would give details on their hair colour, eye colour, height, skin complexion etc. Adjust it to include information on their personalities as well. Have students incorporate these traits in their stories. Intermediate: Have students create a diorama/picture of the setting. Have them use this to describe the setting of the stories in their writing. Advanced: Have students use a graphic organizer to help them develop a plot for their story. Have them incorporate this into a story along with all of their descriptions of the characters and settings.	Have students complete a narrative piece. Assess the extent to which students: 1. Developed a central idea. 2. Used sequence or other logical order to develop the story plot. 3. Added interest to their messages through use of the voice trait. 4. Used descriptive words and sensory details to describe the characters and setting. 5. Used complete and coherent sentences.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

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

Content	Suggested Activities	Suggested Assessment	Resources
A descriptive essay is a group of paragraphs that can describe a particular person, place or an event. The details are presented in such a way that it makes it easy for the reader to visualize what the writer is describing. Authors use sensory words, similes and metaphors to make their writing come alive. Sensory words are focused on the senses: smell, taste, see, touch and hear. Similes are phrases that begin with <i>like</i> or <i>as</i> 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: “The clouds were huge cotton balls in the sky.”	Basic: Have students listen to a commercial from the radio that describes a product in detail. Discuss the words/phrases that were most appealing. Intermediate: Have students create a character sketch of their favourite storybook or movie character. Provide attribute prompts for students such as colour, height, weight, length, complexion, attitude, posture etc. Have them use this information to describe the character in their pieces. Advanced: Provide students with vivid pictures from nature like a field of flowers, stormy clouds etc. Have them generate similes and metaphors. Provide them with feedback. Have them create a list that they can use in the future. Ask them to write an essay that includes some of their descriptions.	Have students listen to a recording of a party or a happy event. Have students write a description of what the event.	<i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

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

Content	Suggested Activities	Suggested Assessment	Resources
An expository essay explains or provides information on a particular topic. There are many examples of expository writing. • Flyers • Invitations • Encyclopedia /Wikipedia Entries • 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 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 make an item and write an essay to explain the steps. Intermediate: Show students a video clip on YouTube on how to make conch fritters. Have them list the steps and then use this information to write the steps in an essay. Advanced: Provide students with online reviews that have been written about certain restaurants. Have students write a review of a restaurant that they have visited or review their experiences with buying lunch at school. Give them some structure to follow as to what they should include in their essays such as service, food and ambience.	Have students write an essay reporting on an event that happened at school.	• <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Content	Suggested Activities	Suggested Assessment	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	Resources
Invitations are used to invite someone to attend a particular event such as a birthday party, graduation etc. When composing an invitation include the following: • Name of the event • Host(s) of the Event • Date • Time • The location/place • Directions (if necessary)	Basic: Have students interview someone virtually whose job it is to create invitations (virtually or in person). Have the person share the process via pictures or video. Intermediate: Gather several different types of “real life” invitations for students to review. Have them discuss what they like or dislike about them, whether or not sufficient information was provided and how the information and tone differed depending on the type of invitation. Advanced: Have students use the information they have learned to design, write and print their own invitations using Microsoft Word, Power Point or Publisher.	Have the students think about an event they would like to celebrate with family and friends. Then have students compose an invitation to the event. Use a checklist to ensure that all of the important information has been included as well as to assess presentation.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Objective: 3.64 Write friendly letters.

Content	Suggested Activities	Suggested Assessment	Resources
Friendly letters are written to provide our family and friends information about what is happening in our lives. Friendly letters should include: The heading - This includes the date. It is normally written in the right-hand corner and tells when the letter was written. Salutation or Greeting - This is the way to identify who you are writing to. It appears a few spaces below the date next to the left hand column. It usually begins with “Dear”. The body of the letter – This is considered the main part of the letter where you may include all of the interesting details about your family and friends and what you have been doing, your hobbies etc. The Closing – This is a way of 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. This is normally written on the right hand side of the letter a few spaces under the body of the letter. Signature – This identifies by name the person who is writing the letter.	Basic: Provide students with a friendly letter. Have them label its parts. Intermediate: Using Kahoot or a similar game, have students define the different parts of the friendly letter. Advanced: Match students up with students in another grade 3 class. Have them write and exchange friendly letters (or use a digital exchange).	Have students write a friendly letter. Use a rubric to assess.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

Objective: 3.65 Write essays utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment	Resources
An opinion expresses how a person thinks or feels about a particular thing. Reasons may be provided as to why the person feels that way. When writing a persuasive essay it is important to state how you feel about the topic in the first paragraph. Write a strong topic sentence that will capture the attention of the readers. Provide supporting reasons in the next paragraph. Restate how you feel in the final paragraph. Supporting reasons can include: • Examples • Statistics • Statements of Fact	Basic: Have students view a few television commercials. Have them discuss reasons that are given to buy certain products. Intermediate: Share a Brer Bookie and Brer Rabbe story. Have students discuss how one character persuades the other to do a particular thing. Advanced: Have students write an essay to convince their parent/guardian to buy a new car.	Have students assess a variety of candy bars, then express which candy bar in their opinion is the best. Students must give a justification for their opinion.	• <i>The Grammar & Writing Book</i> Scott Foresman Grade 2 • <i>Write Source</i> Grade 3, by: Kemper, Sebranek et al

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

The Reading Block

The Reading Block for lower primary refers to the 90-minute double period dedicated exclusively for the teaching of reading from 9:10 a.m. – 10:40 a.m. each morning. This daily instructional block encourages the integration of the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Within this block, time should be allocated for guided reading where teachers hear students read in small groups as well as individually.

Useful Information about the Teaching of Reading

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 75% comprehension rate.
- **Frustration:** The student is reading with less than 90% accuracy and has less than 75% comprehension rate.

Basal Readers

The basal reading approach to reading instruction according to Morin, 2020 is, "...usually a grade-leveled 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 on 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

Guided Reading:

Guided Reading refers to teachers working with students in small groups to provide support in reading and comprehending designated texts.

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.

SILENT READING

Functional Reading:

As students progress in their abilities to decode printed symbols, their readings in relation to 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. 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' ability 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.

Important Phonics Rules

1. **C** has two sounds. It can be pronounced as /k/ or /s/. It is pronounced /k/ when it is followed by **a**, **o** or **u** as in words like ‘**can**’, ‘**cough**’ and ‘**cut**’. **C** makes its soft sound /s/ when it is followed by **e**, **i** or **y** as in words like ‘**cent**’, ‘**city**’ and ‘**cycle**’.
2. **G** has two sounds. It can be pronounced as /g/ or /j/. It makes its hard sound /g/ when it is followed by **a**, **o** or **u** as in words like ‘**gate**’, ‘**goat**’ or ‘**got**’. **G** makes its soft sound /j/ when it is followed by **e**, **i** or **y** as in words like ‘**gem**’, ‘**gills**’ or ‘**gym**’. There are some exceptions to this rule as in words like ‘**get**’, ‘**give**’ and ‘**gift**’.
3. The **CVC** pattern refers to a syllable that has a consonant followed by a vowel and then another consonant. When this happens, the vowel usually gives its shorts sound. Examples are words like ‘**bed**’, ‘**man**’ and ‘**hat**’.
4. The **Final E** or **CVCE** pattern refers to a syllable that has a consonant followed by a vowel, another consonant and a final **e**. In instances where this occurs, the first vowel gives its long sound (says its name) and the **e** is **silent**. Examples of words that follow this pattern are ‘**made**’, ‘**home**’, ‘**cute**’ and ‘**date**’.
5. The **CV** pattern refers to words that only have one-syllable. In these two-letter words, the vowel normally gives its long sound as in words like ‘**go**’ and ‘**me**’. Some one-syllable words do not follow this pattern as in words like ‘**to**’ and ‘**do**’.
6. **R-Controlled** vowels refer to vowels that are followed by the letter **r**. When this happens, the sound of the **r** usually dominates the vowel sound, and the sound that the vowel makes is neither a short or a long sound. Words like ‘**cart**’, ‘**far**’ and ‘**for**’ are examples of the r-controlled sounds.
7. When **gh** follows **i**, the **i** gives its long sound and the **gh** is silent. ‘**High**’ and ‘**night**’ are examples of this rule.
8. In words that begin with **kn** and **wr**, only the sound for the second letter is heard. In the words ‘**knot**’ and ‘**wreck**’ the **n** and **r** sounds are heard.

Silent Consonants

- B:** The **b** is silent when followed by the **t** as in debt, doubt.
- B:** The **b** is silent when preceded by **m** as in lamb, climb
- C:** The **c** is silent in some words, as scene, muscle
- D:** The **d** is silent in some words in handsome, Wednesday
- Gh:** The **gh** is usually silent when preceded by a vowel, as might, thought
- G:** The **g** is silent when it is preceded by **n** as in gnaw, gnat
- H:** The **h** is silent when it is preceded by **g** as in ghost, ghastly
- H:** The **h** is silent in some words as honour, hour
- K:** The **k** is silent when followed by **n** as in know, knight
- L:** The **l** is silent in some words as talk, should
- N:** The **n** is silent when preceded by **m** as solemn, column
- P:** The **p** is silent when followed by **s**, as glimpse
- P:** The **p** is silent in some words as cupboard, receipt
- P:** The **p** is silent when followed by **n** as in pneumonia
- T:** The **t** is silent in some words as in listen, often
- W:** The **w** is silent when followed by **r** as in wrong, wrap
- W:** When **wh** is followed by **o**, the **w** is usually silent as in whole, whose.

Vowel Generalizations

The following are some of the most common vowel generalizations.

- a. In one syllable words containing two vowel letters (one of which is a final e) the first vowel usually represents a long vowel sound, the **e** is silent. (e.g. kite, bite).
- b. In a one-syllable word that ends with a vowel, the vowel that follows the consonant is usually long (e.g. he, go – open syllable).
- c. A vowel is usually short when it appears between two consonants in a one-syllable word (e.g. hat, fox, dig – closed syllable).
- d. When **i** is followed by **gh**, **nd**, or **ld**, the **i** usually represents its long sound (e.g. find, child, light).
- e. The vowel **o** followed by **-ld** usually has a long sound (e.g. old).
- f. If the only vowel in a word or syllable is an **a** followed by **w**, **ll** and **u**, the sound of the **a** is usually that of a short **o** (e.g. wall).
- g. When two vowels appear together in a word, the first vowel usually gives its long sound and the vowel that follows is silent. This rule is usually consistent with **ai**, **oa**, **ee** and **ay** combinations.
- h. Each vowel letter may represent the soft schwa sound often heard in the unaccented syllable (e.g. disappear, telegram).
- i. **Y** functions as a vowel when it concludes words of more than one syllable (e.g. dad/dy) and it follows a vowel (e.g. day).

Common Consonant Blends and Digraphs

Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr,gr, pr, tr, st, sc, sk, sm, sn, sp, sq, str, dw, sw, tw, spl, spr, chr, sch, scr, shr, thr

Digraphs: ch, gh, ph, sh, th, wh, qu, -ck,-ng, -ght

Silent Consonant Pairs: gh, gn, kn, ps, wr, -mb

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

Common Rimes or Word Families

(Literacy Resource Handbook)

-ab	tab, drab	-ame	came, flame	-atch	batch, catch
-ace	race, place	-amp	camp, clamp	-ate	gate, hate
-ack	black, pack	-an	can, man	-aught	caught, taught
-act	fact, pact	-ane	plane, cane	-ave	gave, shave
-ad	bad, glad	-ang	bang, sprang	-aw	claw, draw
-ade	made, shade	-ank	bank, drank	-awn	lawn, fawn
-aft	raft, craft	-ant	pant, chant	-ax	wax, tax
-ag	bag, shag	-ap	cap, clap	-ay	day, play
-age	page, stage	-ape	tape, drape	-aze	haze, maze
-aid	maid, braid	-ar	car, star	-ead	head, bread
-ail	mail, nail	-arn	bar, yarn	-eak	leak, sneak
-ain	brain, chain	-arp	tarp, harp	-eal	real, squeal
-ait	bait, trait	-art	part, start	-eam	team, stream
-ake	cake, shake	-ase	base, case	-ean	mean, lean
-alk	talk, chalk	-ash	cash, dash	-eap	heap, leap
-all	tall, squall	-ask	mask, task	-ear	year, spear
-ale	male, sale	-ass	class, mass	-eat	beat, heat
-am	ham, swam	-at	bat, cat	-eck	peck, check

-ed	bed, shed	-ice	ice, mice	-oach	coach, poach
-ee	see, tree	-ick	brick, pick	-oal	goal, coal
-eed	need, speed	-id	hid, slid	-oam	foam, roam
-eek	leek, seek	-ide	bride, hide	-oar	boar, roar
-eer	beer, peer	-ie	pie, die	-oast	boast, coast
-eet	feet, sleet	-ief	thief, chief	-oat	boat, float
-eg	leg, beg	-ife	wife, knife	-ob	job, throb
-eigh	weigh, sleigh	-iff	cliff, whiff	-obe	robe, globe
-eight	weight, freight	-ift	gift, sift	-ock	block, sock
-ell	bell, sell	-ig	pig, twig	-oke	choke, joke
-elt	felt, belt	-ight	bright, fight	-op	chop, drop
-en	then, when	-ike	like, spike	-ore	chore, more
-end	tend, send	-ile	mile, tile	-or	for, or
-ent	went, spent	-ill	fill, hill	-orch	porch, torch
-ess	less, bless	-in	chin, grin	-ough	rough, tough
-est	best, chest	-ine	fine, line	-ought	fought, bought
-et	get, jet	-ing	king, sing	-uck	duck, luck
-ew	flew, chew	-ink	pink, sink	-ug	bug, drug
-ib	bib, crib	-ip	drip, hip	-ump	bump, dump
-ibe	tribe, bribe	-ir	fir, sir, stir	-unk	bunk, dunk

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 “oftn”

(Draft Curriculum Guide for Reading in the Primary School)

Grade 3 Word List

about	always	around	basket	believe	blow
accept	amount	arrow	basketball	bell	blowing
ache	an	asleep	bath	below	blown
Acklins	and	ask	bathing	berries	blue
across	Andros	at	batter	best	boat
admitted	angel	ate	batting	better	body
adopted	angry	August	beach	bicycle	boil
afraid	animal	aunt	beans	big	bone
after	another	avenue	beat	bigger	bonefish
afternoon	answer	away	beautiful	biggest	book
again	any	babies	because	bill	boots
airline	anyone	baby	bed	bird	boss
airport	anything	back	bee	birthday	both
alley	anyway	bad	beef	bit	bottom
almost	apple	bag	been	bite	bought
along	April	Bahamas	beets	biting	bowling
already	are	Bahamian	before	black	box
alright	aren't	bake	began	blended	boxes
also	argue	ball	beginning	blew	boy
although	arm	ball	being	blouse	branches

bright	burn	carrot	chip	cocoa	cow
contain	burned	carry	chocolate	coin	crack
pretty	bus	carrying	choice	cold	crawl
ring	bushes	cart	choose	colour	cried
take	busy	cast	chop	come	cries
branches	but	cat	chopping	coming	cry
bread	buy	catch	Christmas	community	crying
breakfast	by	catcher	church	cook	cup
bring	cabbage	chalk	circus	cookies	curve
broke	cake	chapter	city	cooler	custom
broken	call	chart	clay	copying	cut
broom	called	chase	clean	Cotton Bay	cutting
brother	came	chased	cleaning	couch	cymbals
brought	camping	cheap	climb	cough	dad
brown	can	cheese	climbed	could	Daddy
brush	can't	chest	close	couldn't	daisies
buddies	candy	chewy	closed	count	dance
buggy	cannot	chief	closely	courage	dancing
build	cap	child	closing	courtesy	danger
building	car	childish	clothes	cousin	David
bunnies	careful	children	clue	cover	day
buried	carries	chimney	coat	covered	days

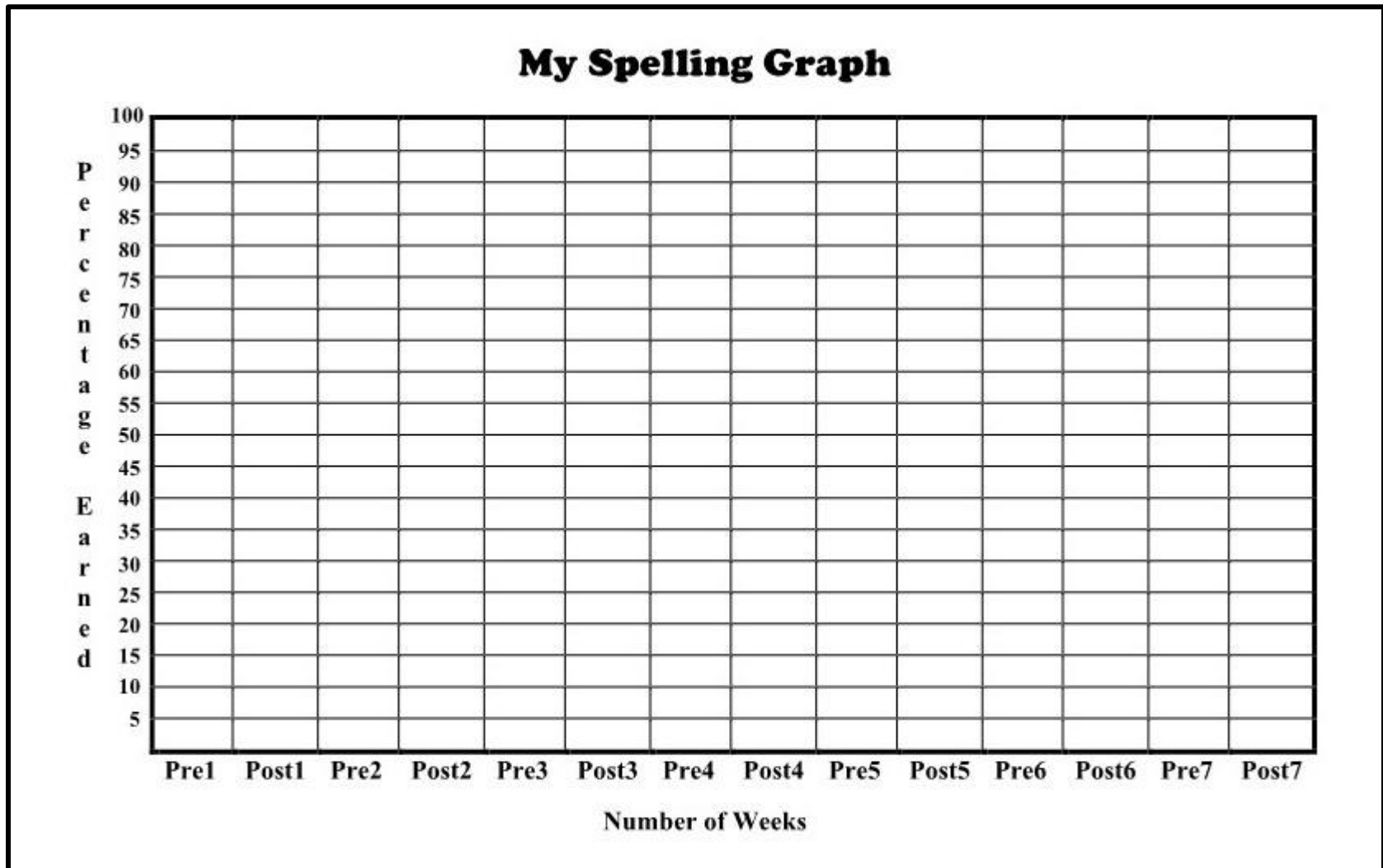
dear	dollar	ears	fair	fly	gift
December	don't	Easter	family	food	girl
decide	done	eat	farm	for	give
deciding	door	eating	Farm Road	forgive	glass
desk	down	egg	farmer	found	go
did	Draw	eight	fast	four	goal
didn't	dream	eighth	fat	Fresh Creek	goat
different	dress	end	fatter	Friday	God
digging	dresses	enemies	fed	friend	goes
dinner	drink	enemy	feeling	friendship	going
disappear	driver	enjoy	fell	from	gold
discovered	driving	entrance	felt	full	gone
disease	dropped	evening	few	fun	good
dishes	dropping	ever	find	funny	good-bye
disk	drugs	every	fine	fur	got
divide	dry	except	fire	game	grand-mother
do	duet	excite	first	garden	great
doctor	each	exciting	fisherman	gave	green
doer	eagle	exit	five	gentle	group
does	early	extended	flew	George Street	grow
dog	earn	eye	flies	get	guess
doll		face	flower	ghost	guest

had	his	knee	longer	mice	named
hair	hit	know	lost	might	Naomi
hand	hold	label	lot	milk	nap
happy	home	lady	loud	mine	need
harbour	hop	lap	louder	mirror	neighbour
hard	hope	large	love	Monday	nest
has	horse	last	lovely	money	never
hat	hose	lay	loyal	moon	new
have	hot	learn	made	more	next
he	house	leave	major	morning	nice
head	how	left	make	mother	night
heal	hungry	leg	man	mouse	no
hear	hurry	let	many	mouth	nor
help	jump	letter	mat	Mr.	nose
her	jumping	lift	may	Mrs.	not
here	keep	like	me	much	notes
herself	kettle	lion	mean	mud	nothing
hiding	key	little	meat	mummy	now
high	kid	live	meet	must	nuts
hill	kindness	load	melody	my	o'clock
him	King	lock	memory	myself	off
himself	kitty	long	men	name	old

on	patience	put	rooster	set	six
once	peas	queen	round	seven	skin
one	pen	quiet	run	shake	skip
only	pencil	quite	runner	shall	sky
open	picnic	rabbit	sad	sharp	sleep
or	picture	rag	said	she	sleeping
orange	pig	rain	same	shedding	slept
order	pitch	raise	San Salvador	sheep	sliding
organ	place	ran	sat	shine	slow
other	plain	read	Saturday	shoe	small
our	plate	record	saw	shop	smell
out	play	red	say	shopping	smoothly
over	please	remember	school	should	so
own	pluck	reply	scout	show	softer
pail	police	respect	sea	shut	some
pain	poor	ride	seat	side	song
pair	Potter's Cay	right	second	sign	soon
Palm Beach Street	press	road	see	sing	sort
pan	private	roast	seeing	sir	soup
parable	pull	role	seen	sister	speak
part	purple	roll	selfish	sit	special
pat	push	room	service	sitting	splash

staff	tall	throat	triangle	walk	who
start	tea	throw	tries	Walkers Cay	why
station	teeth	Thursday	trio	wall	wife
stay	tell	tie	try	want	will
steal	ten	time	tub	warm	wind
stick	than	tin	Tuesday	was	window
stole	thank	tip	turn	wash	wing
stop	the	to	twice	water	wish
stopped	their	today	two	way	with
stories	them	toes	type	we	woke
straw	theme	tonic	uncle	weather	woman
street	then	too	under	Wednesday	wood
string	there	took	unit	well	work
strong	these	top	up	went	would
such	they	toss	us	were	write
sun	thing	tour	use	wet	year
Sunday	think	tourist	user	what	yellow
sweet	third	town	value	wheel	yes
swimming	this	toy	van	when	yesterday
swing	those	train	very	where	you
table	thought	tread	voice	which	your
talk	three	tree	wait	white	

Student Self-Tracking System for Weekly Spelling Words



WORD MAP Grades 3		
What is it?	What is it like?	Number of syllables
Synonyms (words with the same meaning)	Word:	Draw a picture showing the word.
	Antonyms (opposites)	
Use in a sentence:		

List of Homophones
(Draft Curriculum Guide for Reading in the Primary School)

ad – add	four – for	sail - sale
air - ear	hear – here	sea - see
ant – aunt	him – hymn	son - sun
be- bee	hour - our	steal - steel
beat –beet	in – inn	storey – story
beer – bear	know - no	Tow -toe
bean – been	knows - nose	tail - tale
blue – blew	mail - male	their - there
bye – by – buy	made – maid	to - two
cent – sent	meat - meet	wear - where
chews- choose	plain - plane	wood - would
eight –ate	right - write	
eye- I	road - rode	

List of Homonyms

address	drop	lie	pool	sink
air	duck	light	quarry	skip
arm	fall	loft	remote	spring
band	file	match	right	stalk
bark	fly	mean	ring	tender
bat	food	nail	rock	tie
blue	glasses	note	rose	tire
can	iron	orange	ruler	trip
clip	jam	palm	saw	watch
cool	kind	park	scale	wave
date	letter	point	seal	well
drink				

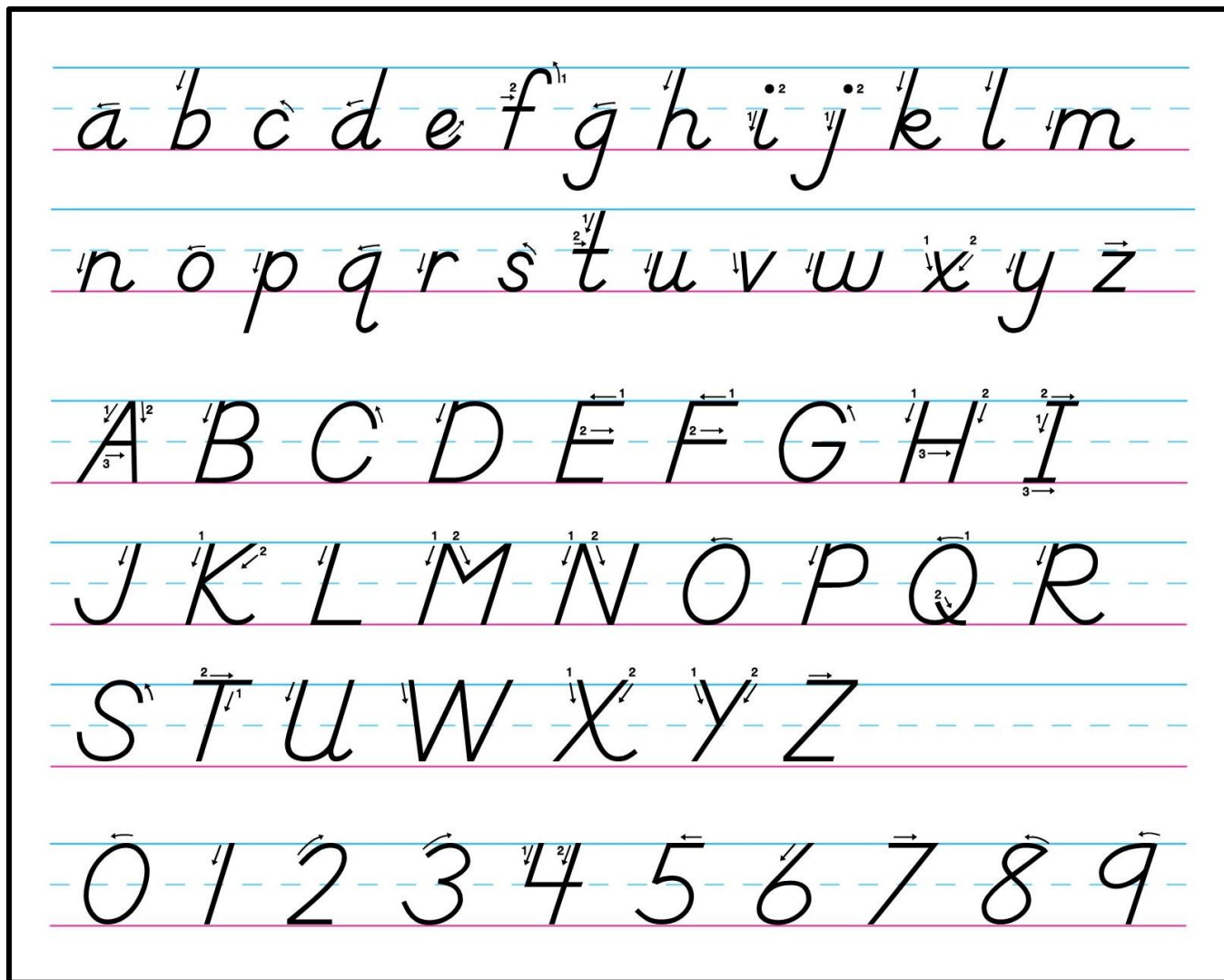
List of Common Compound Words

afternoon	bluebird	dressmaker	forever	washroom
afterwards	breakdown	driveway	seaside	weekend
airplane	breakfast	drugstore	seaweed	wheelbarrow
airport	candlelight	drumstick	seesaw	whenever
backbone	candlestick	earache	sunglasses	whirlwind
background	cardboard	eardrum	tablecloth	wholesale
backward	classmate	earmark	tablespoon	widespread
barbershop	classroom	earthquake	teaspoon	wildcat
basketball	clothespin	earthworm	thanksgiving	wildflower
bathroom	corkscrew	eggplant	thumbnail	windmill
bedroom	cornbread	eyebrow	shellfish	windshield
beehive	cowboy	farewell	shipwreck	windstorm
birdhouse	crossroads	farmhouse	underground	wishbone
birthday	crosswalk	farmyard	upon	woodwork
blackboard	dashboard	footsteps	wallpaper	workshop
blackbird	daydream	footstool	warehouse	yardstick
blackout	daylight	footwear	washcloth	yourself

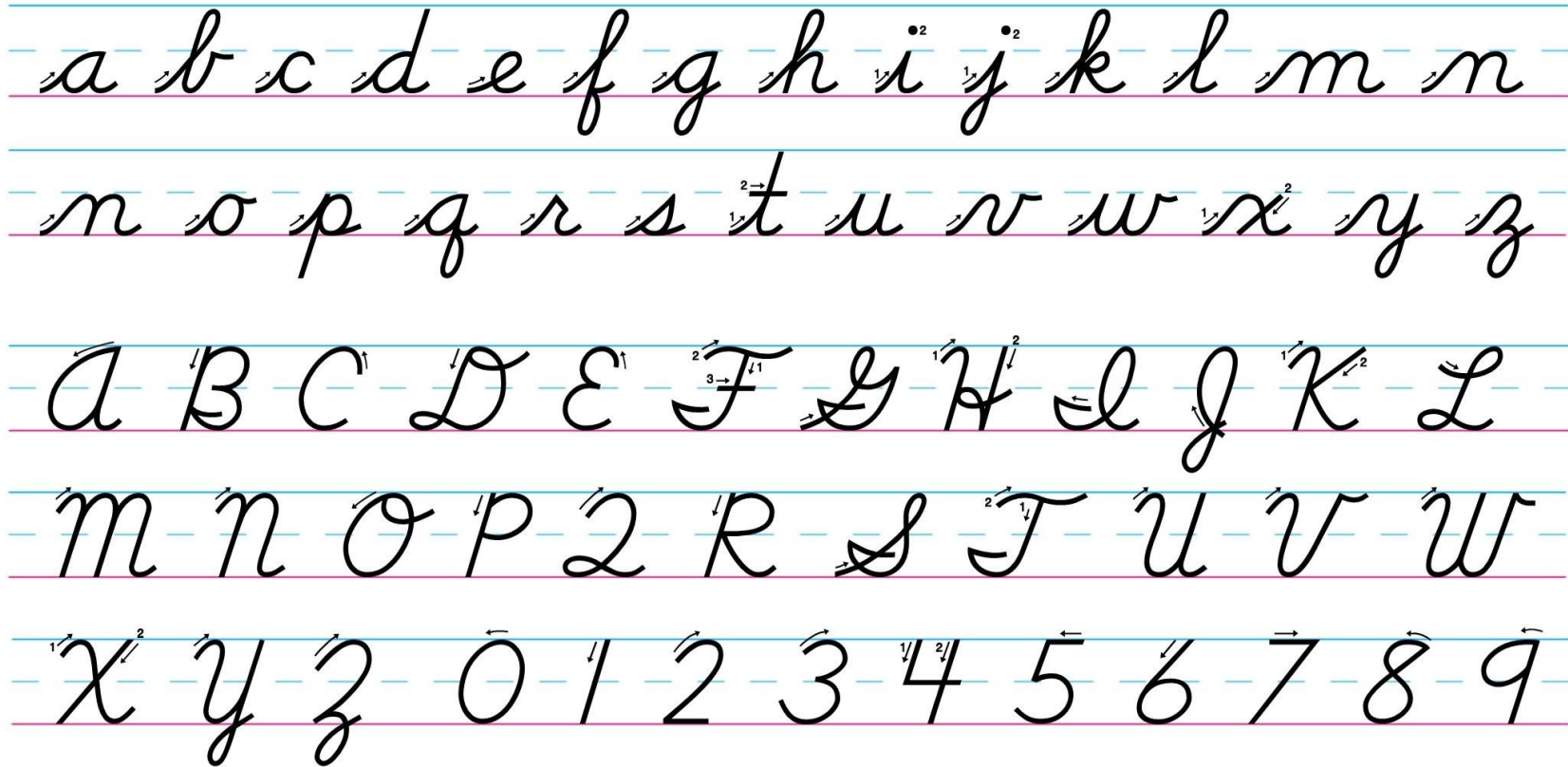
List of Contractions

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	

D'Nealian Manuscript Handwriting



D'Nealian Manuscript Handwriting



Writing Instruction

Daily Written Composition

The timetable for the Lower Primary Grades provides daily periods for Written Composition instruction with a total of five (5) periods weekly. In some instances, a daily allotment of 30 minutes for written composition may not be feasible; hence, the time allotment for instruction is five periods per week. It is recommended based on research and best practices that composition writing should follow a balanced literacy approach.

Instructional Strategy: 10 Day Writing Plan

“**A Ten Day Writing Plan**” is a pilot writing model developed to support the daily teaching of written composition. This plan can be adapted for use at all primary grades. This Plan is research based and contains the following components of good writing instruction:

- Mentor Texts
- Providing Enriching Experiences to Build Background Knowledge
- Vocabulary Building Activities
- The Writing Process
- Writing Instructional Strategies
- Modeled Writing
- Interactive Writing

W.A.V.E –

Wonderful Introduction

Add a Topic Sentence

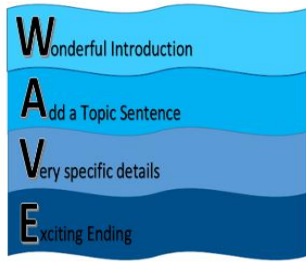
Very Specific Details

Exciting Ending

SAMPLE PLAN - GRADE 3: WEEK 8

*Before the 10 Day Plan begins, have students write a composition that includes dialogue. This should be an In-Class Assignment and used as a Pre-Assessment for the usage of the skill.

TOPIC: A DAY IN THE LIFE OF A CRAB

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
A) Identifying and Assessing the Writing Skill FOCUS SKILL: Conversation Dialogue - said - asked - shouted - yelled - exclaimed - laughed - questioned B) Focus Writing Trait FOCUS TRAIT: Conventions: Appropriate Use of Quotations C) Identify the Rubric for measuring the writing skill RUBRIC: Assessing Conventions in Writing Along with students, assess a few pieces of writing.	A) Using Mentor Texts Use mentor clips (<i>texts, video, audio</i>) to show examples of different techniques used by authors to demonstrate the writing skill. - Rainbow Fish - Chicken Little - The Little Red Hen B) Writing Skill Practice - Create a drag and drop cloze passage. Have students place quotation marks as well as dialogue of characters in the correct position. - Have students write something said by a selected character from the story shared. Observe students' use of punctuation marks used for dialogue. Ask	A) Creating Experiences FOCUS SKILL: Dialogue Introduce the writing topic related to Social Science content. THEME: CHANGES TOPIC: <i>Change is All Around Us</i> - Ecosystems - Rocky and Sandy Shores <i>Provide experiences to stimulate ideas about a particular topic</i> 1. YouTube Video Clip: <i>Bahamian Beaches Video</i> - Bahamian Song about the beach/sandy shore - Commercial about the beach	A) Building Vocabulary Review of experiences shared and documented on Day 3. Explore vocabulary associated to the topic and writing skill. VOCABULARY: (Based on experiences shared and topic) - Sandy - Rocky - Shore - Water - habitat - wave - Ecosystem - Ocean WORD PYRAMID: Choose five words to explore using the word pyramid. Peak: focus words Second level: Adjective (how did it	A) Planning & Drafting Writing Piece TOPIC: <i>Finding Treasure at the Beach</i> Choose your own characters. - Describe the setting - Include the dialogue between characters - B) FOCUS STRATEGY: <i>W.A.V.E</i> Complete a graphic organizer template. 

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	students to share their sentences with the class via shared screen/screen shot/ or picture.	Sandy Shore Habitat for OSS 3-5, Clip #3a for Session 2.2 - YouTube Rocky Shores Ecosystems with Judy Mann - YouTube 2. Audio book/Video Book: <i>Model of Dialogue in text</i> - The audiobook focuses on the content as well as the writing skill. Have students identify the dialogue in the book. In One Tidepool In One Tidepool Book Reading - YouTube Sandy Feet? Whose Feet! - YouTube 3. Touch Box Experience: - Have students handle, touch, or feel items from each of the shores. For examples: shells, sand, starfish, rocks, pebbles, coral, etc. 4. Discussion:	- look) Third level: Adjective (how did it feel) Fourth level: Adjective (how did it sound/smell) Foundation: A super sentence including all adjectives and focus word.	

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		<i>Shared/Interactive Writing</i> • Have students/teacher share their • experiences of visiting rocky and sandy shores. • Ask guiding questions: ✓ What colour was the sand? ✓ How did the waves move? ✓ What was visible on the shore? ✓ How did the sand/rock feel? ✓ How did it smell? Teacher should encourage students to use descriptive terms in their responses and should record the same. For example: the gritty sand, black sticky tar, sharp rocks		

TOPIC: A DAY IN THE LIFE OF A CRAB continued				
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
A) Revising/Peer Review https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F538109855454980400%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34R_oj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAD	A) Extending the Focus Skill and Vocabulary Based on observations, the teacher will provide support for given areas. • Focus on varied approaches to the Writing skill • Organization: ways to organize writing • Incorporate additional components of the writing skill. Ensure that quotations are written correctly, placed in the appropriate positions, capitalizations are correct, commas are correctly placed and used. • Why learn about proofreading? REAL WORLD CONNECTION: As an author you must re-read your writing for readers to understand the message being conveyed.	A) Editing the Piece of Writing	A) Presenting / Publishing Create an illustrated mini book. Assess published piece of writing using rubric. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34R_oj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ	A) Impromptu Writing POST TEST: Have students write a composition that includes dialogue. “A Day in the Life of a Crab”. Students will have the opportunity to rewrite their piece without guidance by the teacher. The purpose of rewriting the piece is to monitor students’ progress and ability to apply the skills independently. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34R_oj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ

Websites, Webpages & Links

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

Writing Rubrics:

[11 Fantastic Writing Rubrics for Kindergarten - Teach Junkie](#)

[RU_NAR_GK.pdf \(parkhill.k12.mo.us\)](#)

[GK_M1_TG.indb \(eleducation.org\)](#)

[Writing Portfolio Guide: Kindergarten Narrative Writing \(ct.gov\)](#)

[new-rubrics-k-2.pdf \(educationnorthwest.org\)](#)

[Stevepeha@ttms.org](#)

Reading:

[systematic_sight_word_instruction.pdf \(weebly.com\)](#)

[SPB.PhonicsAtoZ.1-176.Q \(weebly.com\)](#)

[Printable Phonics Activities From Wiley Blevins - WeAreTeachers](#)

[Microsoft Word - PA Activities.docx \(ufl.edu\)](#)

[UFLI Virtual Teaching Hub – UF Literacy Institute](#)

[Standards-Aligned English Lessons in Reading, Writing, & More \(gynzy.com\)](#)

[ReadWorks](#)

[Free Reading Comprehension Worksheets - Printable | K5 Learning](#)

Comprehension Strategies:

(Comprehension Strategies) [https://theministryofeducation-](https://theministryofeducation-my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3ugdutRDlx8rWPYrid0B0zgbbstaT0kWxiS4iyWh6w?e=njz8yx)

[my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3ugdutRDlx8rWPYrid0B0zgbbstaT0k](https://theministryofeducation-my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3ugdutRDlx8rWPYrid0B0zgbbstaT0kWxiS4iyWh6w?e=njz8yx)

[WxiS4iyWh6w?e=njz8yx](https://theministryofeducation-my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3ugdutRDlx8rWPYrid0B0zgbbstaT0kWxiS4iyWh6w?e=njz8yx)

[Strategies for Reading Comprehension :: Read Naturally, Inc.](#)

[Seven Strategies to Teach Students Text Comprehension | Reading Rockets](#)

[Teaching Reading Comprehension Strategies and Selecting Appropriate Text \(ed.gov\)](#)

[\(813\) Break down comprehension strategies by subskills - YouTube](#)

[12 Second Grade Reading Comprehension Activities \(weareteachers.com\)](#)

(Story Recording) [https://theministryofeducation-](https://theministryofeducation-my.sharepoint.com/:u:/g/personal/yienderia_martin_moe_edu_bs/EZ1bBORKZzpCieM9HNe7uLABGxXBrMW45rCR6-97Tf4DWg?e=AG04SN)

[my.sharepoint.com/:u:/g/personal/yienderia_martin_moe_edu_bs/EZ1bBORKZzpCieM9HNe7uLABGxXBrM](https://theministryofeducation-my.sharepoint.com/:u:/g/personal/yienderia_martin_moe_edu_bs/EZ1bBORKZzpCieM9HNe7uLABGxXBrMW45rCR6-97Tf4DWg?e=AG04SN)

[W45rCR6-97Tf4DWg?e=AG04SN](https://theministryofeducation-my.sharepoint.com/:u:/g/personal/yienderia_martin_moe_edu_bs/EZ1bBORKZzpCieM9HNe7uLABGxXBrMW45rCR6-97Tf4DWg?e=AG04SN)

Spelling:

[Vocabulary Words - Spelling Practice - Phonics Games for Kids \(spellingcity.com\)](#)

[Free Spelling Activities - Mrs. Winter's Bliss \(mrswintersbliss.com\)](#)

[Spelling Activities - Free Vocabulary Printables - JumpStart](#)

Hand Writing:

https://www.youtube.com/watch?v=1qnx_vwx3jA

<https://www.youtube.com/watch?v=QrrDruMyOoQ>

<https://www.youtube.com/watch?v=K1v4wVaEGqA>

[Interactive Handwriting Practice Lessons \(Numbers & Letters\) \(gynzy.com\)](#)

https://www.ncmcs.org/UserFiles/Servers/Server_19566293/File/Academics/English Language Arts/Handwriting

[Guides/3-5 Handwriting Manual-Moore County.pdf](#)

[Full Cursive Alphabet \(D'Nealian based\) using Cursive Writing Wizard App - YouTube](#)

[Learn Cursive Handwriting with 'Cursive Writing LetterSchool' - LOWERCASE ABC - YouTube](#)

Grammar:

[Grammar Worksheets for Elementary School - Printable & Free | K5 Learning](#)

[Grammar Lesson Plans from Gynzy](#)

[200 Common Homonyms List in English - English Study Here](#) (Homophones)

<http://lessonplans/profbooks/nounpoem.pdf> [p://teacher.scholastic.com/lessonrepro/](http://teacher.scholastic.com/lessonrepro/)

<http://www.learnnc.org/lp/pages/3742?ref=popular>

<http://www.bingocardcreator.com/>

<http://www.lessonplanet.com/search?keywords=run-on+sentences&rating=3>

General Accommodations and Modifications for Students with Academic Difficulties

The purpose of implementing accommodations is to ensure equal access to the full school experience 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 poem.	• Encourage visualization.	• Grammar checker
• Provide opportunities for individual or small group work.	• Provide photo copied notes.	• Live scribe pen
• 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

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
• Provide a distraction-free setting.	• Have read alouds.	• Typed responses (keyboard)
• Utilize alternative furniture arrangement.	• 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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