COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION

AND TECHNICAL AND VOCATIONAL TRAINING

LANGUAGE ARTS

CURRICULUM GUIDELINES

GRADE 6

2022-2027

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PREFACE

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

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

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

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

ACKNOWLEDGEMENTS

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

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MINISTRY OF EDUCATION

VISION

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

MISSION STATEMENT

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

BELIEF STATEMENTS

We believe that:

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

PROFILE OF THE IDEAL GRADUATE

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

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

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

RATIONALE

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

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

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

DEFINITION OF TERMS

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

Overarching Goal: defines the ultimate outcome of learning and outlines the intended purpose of the curriculum document.

Sub-Goals: form the major contextual framework for instruction.

Standards: show what students should be able to do at the end of schooling at a particular grade level.

Benchmarks: show the level of progression for students at each grade level, upon the completion of the year of instruction.

Scope and Sequence: shows the content to be covered for each grade level along with an indication of the level of proficiency at which students should be performing for each grade level.

Pacing Guide: shows the sequence of topics and estimated length of time that should be spent on each topic.

Scope of Work: provides the basic content that should be included in lessons along with suggested activities, assessments, and resources.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process spoken, viewed, and written information while skilfully 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 skilfully applying grammatical and mechanical conventions.

ORACY STANDARDS AND BENCHMARKS

Sub-Goal 1: Oracy (Listening and Speaking)

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

Benchmarks for Grade 6

O.6.1 Demonstrate behaviours of a good listener.

O.6.2 Listen to a variety of literary genres for enjoyment.

O.6.3 Summarize and evaluate the main idea and important details of the information orally presented in various forms of literature.

O.6.4 Provide well-sequenced narratives, logical explanations, and descriptions with adequate details for different audiences and tasks *(speeches, reports, etc.).*

O.6.5 Use figurative language and persuasive techniques to enhance oral communication.

O.6.6 Use precise vocabulary and culturally sensitive language to express ideas, experiences, opinions, emotions, and needs during oral communication *(interviews, impromptu speeches, etc.)*.

O.6.7 Ask well-structured questions on a specific topic to gather information, clarify meaning and seek further explanations during collaborations and presentations.

O.6.8 Rephrase, interpret and respond appropriately to the questions of others.

O.6.9 Engage in dialogue using the accepted rules of communication *(taking turns without interruptions, etc.).*

O.6.10 Engage in communicative tasks requiring collaboration *(conversations, etc.)* by taking a position, providing reasons, staying on topic, responding to the contributions of others, and asking questions.

O.6.11 Show empathy and respect when presenting a different viewpoint during collaborative tasks.

O.6.12 Speech has a few or no articulation errors.

O.6.13 Adjust volume, pace, and tone of voice when speaking to suit the communicative task and audience.

O.6.14 Modify the use of formal and informal language to enhance communication, suit the audience and purpose.

O.6.15 Use nonverbal cues (gestures, tone of voice, etc.) to achieve a particular effect on the audience.

O.6.16 Examine the nonverbal cues of a speaker to draw conclusions about the topic being represented.

O.6.17 Give clear, well-sequenced, detailed multi-step directions and instructions using nonverbal and verbal cues.

O.6.18 Respond to nonverbal and verbal cues to follow multi-step directions and instructions precisely.

O.6.19 Apply the conventions of Standard English when speaking.

O.6.20 Prepare and deliver a focused, well-organized oral presentation for different purposes and audiences.

O.6.21 Incorporate simple multimedia *(sound, visuals, etc.)* to enhance the delivery of the main points of a topic.

O.6.22 Provide supporting evidence to elaborate on a topic or information being presented.

O.6.23 Identify and critically evaluate the evidence a speaker gives to support the main points of the topic.

O.6.24 Paraphrase information presented by a speaker to confirm understanding of what was said.

O.6.25 Interact with others using proper digital etiquette on various technological platforms.

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 6

Phonics/Spelling/Word Building

R.6.1 Identify and spell with automaticity, high-frequency, irregularly spelt, and academic words at grade level.

R.6.2 Use knowledge of letter combinations and their sounds to decode and spell unfamiliar words with increasing precision.

R.6.3 Apply knowledge of base words and affixes to decode unfamiliar words and deduce their meanings in context with increasing skill.

R.6.4 Add inflectional endings to words (with or without spelling changes) to show tense, quantity, quality, or possession in context and proficiently.

R.6.5 Use a variety of syllabication strategies (patterns and types) to aid their decoding, pronouncing, and spelling of multisyllabic words at grade level.

R.6.6 Spell and use the different types of abbreviations in context with correct punctuation and capitalization *(contractions, shortened forms, acronyms, and initials).*

R.6.7 Apply alphabetizing skills independently to the sixth letter to use reference sources (dictionary and thesaurus) to correct spelling, confirm pronunciations, improve word choice, and acquire meanings.

R.6.8 Use word origins to determine the spelling and meaning of words (Greek and Latin) with less guidance.

R.6.9 Differentiate between the pronunciations and spelling of common British and American words in context and with minimal support.

Fluency

R.6.10 Use visual clues *(punctuation marks, italics etc.)* to read aloud texts with appropriate phrasing and intonation.

R.6.11 Read aloud from a variety of grade-level texts with appropriate pacing and accuracy.

R.6.12 Read at a fluency rate of 110-150 words per minute.

R.6.13 Recognize and self-correct errors during oral reading *(such as rereading, etc.)*.

Comprehension/Literature

R.6.14 Read various forms of grade-appropriate text for different purposes *(solve problems, check facts, etc.).*

R.6.15 Gain a greater appreciation of self, others, literature, and cultures *(local and international)* from reading various genres.

R.6.16 Interpret and respond appropriately to questions about information read.

R.6.17 Identify the structure of a nonfiction text with accuracy.

R.6.18 Identify and explain the functions of the different text features.

R.6.19 Use knowledge of different genres, text features, and text structures to assist in understanding grade-appropriate texts with some support *(fiction, informational texts, plays, poems, etc.).*

R.6.20 Differentiate between factual statements and opinions accurately in various forms of literature and media.

R.6.21 Recognize, with little or no guidance, the use of propaganda techniques in context.

R.6.22 Judge with increasing accuracy the trustworthiness of a source of information *(point of view, authority, purpose, etc.).*

R.6.23 Explain the differences between the main literary genres concisely.

R.6.24 Recognize and self-correct errors during reading to achieve comprehension *(reread, adjust reading speed, ask questions, etc.).*

R.6.25 Select and apply with some guidance various strategies to understand a text *(skimming, predictions, etc.).*

R.6.26 Recount a story, process, or event in the correct sequence accurately.

R.6.27 Make reasonable predictions based on textual evidence, experiences, and background knowledge with increasing skilfulness.

R.6.28 Deduce an author's purpose in text and media with increasing accuracy.

R.6.29 Distinguish between figurative and literal language.

R.6.30 Identify and interpret different types of figurative language in context.

R.6.31 Determine the main idea and its supporting details in a variety of texts and media.

R.6.32 Explain how the supporting details relate to the main idea without assistance.

R.6.33 Identify and predict complex cause and effect relationships in context and with increased precision.

R.6.34 Evaluate, critically, the accuracy of cause-and-effect relationships with guidance.

R.6.35 Compare and contrast pictures, ideas, characters, events, and information from texts.

R.6.36 Make inferences, conclusions and judgements based on textual evidence and background knowledge with increasing accuracy.

R.6.37 Evaluate, critically, the soundness of inferences, conclusions, and judgements made by self and others, with increasing accuracy.

R.6.38 Use classification and categorization to access and analyze information *(ideas, events, etc.).*

R.6.39 Use context clues to deduce and confirm the meanings of unfamiliar words *(restatement clues, etc.)*.

R.6.40 Apply context clues skills to read and understand a text with increasing fluency.

R.6.41 Detect when generalizations are being made in literature and media with increasing accuracy.

R.6.42 Summarize and evaluate the important details of information in literature and media.

R.6.43 Paraphrase information read with increasing precision.

R.6.44 Use context and background knowledge to interpret the meaning of common colloquial expressions and proverbs with some assistance.

R.6.45 Identify and critically analyze the elements of a story (character, plot, theme, point of view, and setting).

R.6.46 Recognize an author's viewpoint and possible bias in literature and media with assistance.

WRITING STANDARDS AND BENCHMARKS

Sub-Goal 3: Writing (Handwriting, Grammar and Usage, and Written Composition)
Standard: Demonstrate competence in writing and speaking, while skilfully applying grammatical and mechanical conventions.

Benchmarks for Grade 6

Handwriting

W.6.1 Position their paper, writing instrument and body correctly, when writing.

W.6.2 Write uppercase and lowercase D'Nealian-styled cursive letters, within an assigned time.

W.6.3 Explain the benefits of good handwriting and drawbacks of illegible handwriting, when sharing ideas.

W.6.4 Adapt handwriting size to the writing task and amount of writing space.

W.6.5 Evaluate their handwriting and self-correct writing errors.

W.6.6 Produce legible cursive writing with proper letter formation, sizes, proportion, and slant.

W.6.7 Space letters, words, sentences, and paragraphs appropriately and consistently when writing in cursive.

W.6.8 Join cursive letters to lower-case letters at their appropriate points with some precision.

W.6.9 Apply cursive handwriting skills to copy and write for different audiences, formats *(invitations, lists, messages, etc.)* and for different purposes *(to express ideas, opinions, personal needs, etc.).*

W.6.10 Copy and write ordinal numbers, time, and abbreviations for measurements using the D'Nealian style.

W.6.11 Write D'Nealian numbers with six or more digits with proficiency.

W.6.12 Write Roman Numerals 1 to 1000 using the D'Nealian style with proficiency.

W.6.13 Select and use an appropriate computer font and style to match the writing task and audience *(letters, etc.).*

W.6.14 Form and write various punctuation marks and symbols, in context with little or no assistance.

W.6.15 Record dictated notes legibly within an allotted time.

Grammar and Usage

W.6.16 Apply the conventions of Standard English to convey ideas clearly and produce grammatically accurate writing.

W.6.17 Recognize and self-correct fragmented and run-on sentences to produce complete sentences.

W.6.18 Construct different types of sentences with correct punctuation and capitalization.

W.6.19 Produce and expand simple sentences to form compound and complex sentences.

W.6.20 Apply knowledge of different types of nouns to use more precise nouns in a written context *(abstract, etc.).*

W.6.21 Form plural nouns *(regular and irregular)* and use them accurately in a written context.

W.6.22 Form and use complex compound word, in a written context *(plural, hyphenated).*

W.6.23 Use gender-specific nouns for leaders and royalty in a written context.

W.6.24 Use collective nouns for things in a written context.

W.6.25 Show ownership, using possessive nouns, pronouns, and adjectives (singular and plural) in context.

W.6.26 Substitute nouns with different types of pronouns in a written context.

W.6.27 Differentiate and use various types of verbs *(regular and irregular)* in context.

W.6.28 Form and use a consistent verb tense when writing *(past, present, future, perfect, regular, irregular, etc.)*.

W.6.29 Use shifts in verb tenses appropriately when writing.

W.6.30 Ascertain the subject and predicate in a sentence *(simple, complete, compound)*.

W.6.31 Use knowledge of subjects and predicates to independently write and edit complete sentences.

W.6.32 Use different kinds of conjunctions to join phrases, words, and correct run-on sentences *(correlative, coordinating, and subordinating).*

W.6.33 Use interjections in sentences in a written context accurately.

W.6.34 Apply knowledge of synonyms and antonyms to improve word choice in context with increasing skillfulness.

W.6.35 Differentiate and use commonly confused words in context increasing accuracy *(homonyms, etc.).*

W.6.36 Apply the conventions of capitalization rules in various written contexts.

W.6.37 Recognize prepositions, in context, and link them to their objects.

W.6.38 Use modifiers accurately, in context, to provide clear descriptions of subjects, predicates, and other modifiers.

W.6.39 Use positive, comparative, and superlative modifiers.

W.6.40 Use acronyms appropriately, in a written context, to suit the audience and purpose with minimal support.

W.6.41 Identify and independently write sentences with pronoun-antecedent and subject-verb agreement in context.

W.6.42 Use correct punctuation and capitalization with dialogue *(interrupted and uninterrupted)* and quotes in context.

W.6.43 Punctuate sentences, dialogue, and separate elements, in context, using commas, semi-colons, and colons with increasing precision.

W.6.44 Apply the grade-appropriate conventions of punctuation in various written contexts.

W.6.45 Use independent and subordinate clauses to create complex sentences with assistance.

Written Composition

W.6.46 Gain a greater appreciation for written work produced by themselves and peers.

W.6.47 Examine and judge, with increasing skilfulness, the quality of a piece of writing.

W.6.48 Apply understanding of the writing process and traits to produce creative, coherent, legible written pieces.

W.6.49 Use a variety of strategies to select and narrow ideas for writing *(research, discussions, surveys, etc.).*

W.6.50 Organize the key ideas and supporting details of a topic, according to the writing purpose and task with increasing skilfulness.

W.6.51 Arrange similar ideas and information in a paragraph with a topic sentence and supporting details.

W.6.52 Use a variety of relevant details to elaborate on a topic in a written context with minimal guidance.

W.6.53 Utilize transitional words and phrases in a written context to signal the order of ideas, a process, or an event with increasing accuracy.

W.6.54 Connect ideas, information, and paragraphs using transitional words with increasing fluency.

W.6.55 Use various methods to add creative and appropriate introductions and conclusions to their writing, with little or no guidance.

W.6.56 Use specific and creative vocabulary that promotes specific mental imagery with increasing precision.

W.6.57 Incorporate academic and content-specific vocabulary into writings across the curriculum with prompting.

W.6.58 Demonstrate a clear voice and awareness of an audience in their writing pieces.

W.6.59 Include different types and structures of sentences to maintain an appropriate flow, in a written context, with increasing skilfulness.

W.6.60 Write fictional and factual narratives that use well-sequenced events, detailed descriptions, figurative language, and dialogue to develop the various story elements.

W.6.61 Write a five-paragraph descriptive essay with a single focus, figurative language, and well-structured paragraphs elaborated with clear, detailed descriptions.

W.6.62 Write a five-paragraph expository essay with a clear focus and well-structured paragraphs elaborated with relevant, varied, and specific details.

W.6.63 Produce a variety of informational writings across the curriculum using different formats and for different audiences *(invitations, reports, messages, etc.).*

W.6.64 Write a five-paragraph persuasive essay with a clear position statement, strong supporting details, logical sequence of ideas, well-structured paragraphs, and the use of persuasive techniques.

W.6.65 Produce a variety of persuasive writings across the curriculum using different formats and for different audiences *(advertisement flyers, letters to the editor, etc.).*

W.6.66 Conduct research using more than one source and then produce a three-page report.

W.6.67 Use a rubric to conduct peer assessments and self-evaluations of written work with greater precision.

W.6.68 Compose different types of poetry *(diamante, autobiographical, etc.).*

W.6.69 Write a friendly letter and independently address an envelope.

W.6.70 Select and maintain a consistent point of view, in a written context with increasing accuracy.

W.6.71 Adjust the use of formal and informal language, in a written context to suit the audience, format, and purpose.

TEACHING FROM THE LANGUAGE ARTS CURRICULUM

1. It is expected that the Language Arts Curriculum will guide classroom instruction. To ensure standardisation, teachers should familiarise 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 apply these skills authentically in both the physical and virtual contexts.

3. The Language Arts Curriculum should also be supported by a learning environment where students' curiosity and senses are continually piqued through stimulating discussions, challenging questions, physical and virtual field trips, exposure to a wide variety of reading materials, interactive and attractive instructional charts, challenging games, interactive learning centres, etc.

4. Standards and Benchmarks are supplied for each grade level to provide teachers and parents with a guide for what students are expected to be able to do after a year of instruction at a particular grade level. This information should be used to monitor students' progress throughout the year.

5. The **Scope and Sequence** identifies the content and skills to be covered for each grade level. It also indicates the level of proficiency at which students should be performing. Once students have become proficient in a particular area, teachers should find ways to continually reinforce their learning.

6. As teachers plan their lessons, some of the objectives in the Scope and Sequence may need to be adjusted to make them developmentally appropriate. The objectives state what students should be able to do at the end of the course of study. Teachers should be guided by the content, which indicates what students should know or be able to do.

7. The Language Arts Curriculum is divided into three Sub-Goals: **Oracy** (Listening and Speaking), **Reading** (Phonemic Awareness, Phonics/Spelling, Fluency and Comprehension) and **Writing** (Handwriting, Grammar, and Written Composition).

8. Many of the topics in the Language Arts Curriculum are repeated from year to year. Each successive year builds on the previous one with more depth to the content and rigour in the activities. The suggested activities are divided into three

categories: **basic**, **intermediate,** and **advanced**. Depending on the level of students, teachers can access content and activities at their grade levels or other grade levels, as they find it necessary.

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 in small and large group settings. ZOOM, TEAMS, and other virtual platforms make it possible for conversations and collaborative projects to be organized with students in other schools, districts, islands, and other countries once the necessary safety protocols have been put in place.

10. Efforts should be made to improve reading fluency rates through guided reading and one-on-one sessions with students. Records of students' oral reading progress should be kept and maintained.

11. There are some Language Arts skills that are connected to more than one of the Sub-Goals. To avoid duplication in the curriculum document, skills generally appear only once in the areas where they can be best applied. It is expected that once skills are taught, students will be encouraged to incorporate them across the strands and that they can be assessed across the Language Arts curriculum.

12. Students should be taught Language Arts skills in the context of relevant/appropriate literature. This particularly refers to reading and written composition where the focused skills and techniques should be highlighted. Students are to be exposed to different types of literature and the various Language Arts skills should be taught through teacher read-alouds and independent readings. Below is a list of suggested reading for each grade level.

    Grades 1 and 2 – Nursery Rhymes, Fairy Tales, and Bahamian Fables
    Grades 3 and 4 – Bahamian and Caribbean Stories and Poems, Mysteries, Classics, and Biographies
    Grades 5 and 6 – Classics, Myths, Historical Novels, and Science Fiction

13. Reading strategies should be utilized to assist students in navigating texts. They should be utilized before reading, during reading, and after reading.

14. Comprehension skills should be taught moving from the concrete to the abstract.

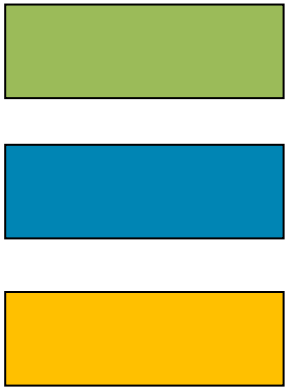
Visual ⟶ Listening ⟶ Speaking ⟶ Reading ⟶ Writing

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

15. **Grammar**, **Spelling,** and **Handwriting** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' composition writing and in the case of Grammar, where applicable, in their speech as well. When scoring students' writing, exercises should only be scored for what has been taught. Teachers should develop a running checklist. Each week, the number of items on the checklist should increase as new skills that have been taught are added. The taught items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their writing before it is even submitted for marking. Students' writing should be marked for **content**, **mechanics,** and **handwriting/presentation**. **Handwriting:** Grade One students should begin writing utilising 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 Bahamian Dialect expressions appropriately.	B	D	D	D	D	D
1.7	Employ key vocabulary/phrases that good communicators use.	B	B	D	D	D	D
1.8	Speak clearly, audibly and with appropriate volume, pacing and expression.	B	D	D	P	R	R

SCOPE AND SEQUENCE

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

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

Phonemic Awareness Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.01	Identify their given names in print.	B/D	P	R	R	R	R
2.02	Identify common words in the environment.	B	D	D	P	R	R
2.03	Understand that spoken words are composed of sounds that are represented by alphabetic letters.	B/D	D	P	R	R	R
2.04	Distinguish between uppercase and lowercase 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 /l/ spelt ‘al’, ‘el’ and ‘le’.		B	D	D	D	D

SCOPE AND SEQUENCE

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

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

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

SCOPE AND SEQUENCE

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

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

	Phonics/Structural Analysis/Spelling Objectives	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.32	Distinguish between the British and American spellings of commonly used 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 practiced daily in isolation as well as integrated across the curriculum.

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

SCOPE AND SEQUENCE

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

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

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

SCOPE AND SEQUENCE

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

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

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

SCOPE AND SEQUENCE

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

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

Objectives 3.01 – 3.04 should be practiced 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 the numbers 0-9 using the D'Nealian style of writing.	B/D/P	R	R	R	R	R
3.09	Write uppercase and lowercase manuscript letters in two (2) lines, using the D'Nealian style of writing.		B/D	P	R	R	R

SCOPE AND SEQUENCE

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

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

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

SCOPE AND SEQUENCE

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

Sub-Goal 3: Demonstrate competence in writing and speaking while skilfully 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 skilfully 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 skilfully 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, phrases or sentences	B	B	D	D	P	R
3.39	Use independent and subordinate clauses.				B	D	D
3.40	Join simple sentences and expand simple sentences into compound and complex sentences.	B	B	D	D	D	D
3.41	Use interjections in sentences.		B	D	D	P	R
3.42	Provide synonyms for given words.	B	B	D	D	D	D
3.43	Provide antonyms for given words.	B	B	D	D	D	D
3.44	Differentiate among homonyms, homophones, and homographs.		B	B	D	D	D
3.45	Apply capitalization rules appropriately.	B	B	D	D	P	R
3.46	Punctuate sentences using commas, semi-colons, colons, and quotation marks.			B	B	D	D
3.47	Use acronyms appropriately.		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 skilfully applying grammatical and mechanical conventions.

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

SCOPE AND SEQUENCE

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

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

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

Summary of Language Arts Topics
Grade 6

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(s) on which it can be found in the curriculum. It is expected that once topics are taught, they will be constantly reinforced and integrated into other areas of the curriculum.

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 2 Weeks (ongoing) pp. 51-52	Syllabication 1 Week pp. 70-72	Using Visual Cues to Aid Reading Continuous pp. 114-115	Text and Graphic Features 2 Weeks (ongoing) pp. 118-121	Writing Personal Information 2 Weeks (ongoing) pp. 173-174	Sentences and Fragments 1 Week pp. 185-186	The Writing Process 1 Week (ongoing) pp. 241-242
Articulating Personal Information, Needs, Experiences and Opinions 7 Weeks (ongoing) pp. 53-56	Soft 'C' and 'G' 1 Week pp. 73-74	Pacing, Intonation, and Expression Continuous pp. 116-117	Non-Fiction Text Structures 2 Weeks (ongoing) pp. 122-123	Writing Uppercase and Lowercase Cursive, Using Two Lines 3 Weeks (ongoing) pp. 175-177	Types of Sentences 1 Week p. 187	Qualities of Good Writing 1 Week (ongoing) p. 243
Performing Multi-Step Oral Instructions 2 Weeks p. 57	Initial, Medial, and Final Blends 2 Weeks pp. 75-76		Story Elements 2 Weeks (ongoing) pp. 124-128	Joining Letters 3 Weeks (ongoing) p. 178	Run-On Sentences 2 Weeks (on-going) p. 188	The Four Types of Writing 1 Week (ongoing) p. 244

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols, Speech, and Body Language 3 Weeks (ongoing) pp. 58-59	Consonant Digraphs 2 Weeks pp. 77-78		Context Clues 1 Week (ongoing) pp. 129-130	Copying Sentences, Paragraphs, Messages, Letters, and Invitations 6 Weeks (ongoing) pp. 179-180	Types of Nouns 1 Week pp. 189-190	Narrowing and Elaborating on Ideas 2 Weeks (ongoing) p. 245
Displaying Proper Etiquette When Communicating Across Various Platforms 2 Weeks (ongoing) pp. 60-62	'R'-Controlled Vowel Sounds 1 Week pp. 79-80		Classification 1 Week pp. 131-132	Using Appropriate Computer Fonts 3 Weeks (ongoing) p. 181	Forming Plurals by Adding 's' and 'es' 1 Week p. 191	Sequencing Ideas 2 Weeks (ongoing) pp. 246-247
Using Standard English and Dialect Expressions Appropriately 2 Weeks (ongoing) p. 63	Words with 'al', 'le' and 'el'. 2 Weeks pp. 81-82		Making Predictions 1 Week (ongoing) pp. 133-134	Forming and Writing Punctuation Marks 1 Week (ongoing) pp. 182-183	Forming Irregular Plurals 2 Weeks p. 192	Organizing Ideas Using Topic Sentences and Supporting Details 2 Weeks (ongoing) pp. 248-252
Using Key Vocabulary that Good Communicators Use 4 Weeks (ongoing) pp. 64-65	Decoding Words with 'dge' and 'ge' spelling 1 Week pp. 83-84		Main Idea and Supporting Details 2 Weeks (ongoing) pp. 135-136	Copying and Writing Dates 1 Week (ongoing) p. 184	Compound Words 1 Week pp. 193-194	Composing Varied and Interesting Introductions 2 Weeks (ongoing) pp. 253-254

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking Clearly, Audibly, and with Appropriate Volume and Pacing 6 Weeks (ongoing) pp. 66-69	Diphthongs/ Vowel Digraphs 3 Weeks pp. 85-86		Sequence of Events / Process 2 Weeks (ongoing) p. 137		Using the Correct Gender of a Noun (People) 1 Week p. 195	Concluding Writing Pieces 2 Weeks (ongoing) pp. 255-256
	Silent Consonants 2 Weeks pp. 87-88		Realism/ Fantasy /Fiction and Non-Fiction 2 Weeks (ongoing) pp. 138-141		Collective Nouns – Fruits 1 Week pp. 196-197	Demonstrating Voice 2 Weeks (ongoing) pp. 257-258
	Alphabetizing 1 Week pp. 89-91		Fact and Opinion 2 Weeks (ongoing) pp. 142-144		Singular and Plural Possessive Nouns 1 Week pp. 198-199	Different Points of View. 2 Weeks (ongoing) pp. 259-260
	Using a Dictionary and Thesaurus 2 Weeks (ongoing) pp. 92-93		Summarize and Paraphrase 1 Week (ongoing) pp. 145-146		Pronouns 1 Week pp. 200-201	Poetry (Haiku and Shape) 3 Weeks pp. 261-262
	Contractions 1 Week pp. 94-95		Compare and Contrast 2 Weeks pp. 147-148		Possessive Pronouns 1 Week pp. 202-203	Quotation Marks 1 Week (ongoing) pp. 263-264

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Abbreviations 1 Week (ongoing) pp. 96-98		Make Inferences 2 Weeks (ongoing) pp. 149-153		Action, Helping, and Linking Verbs 2 Weeks pp. 204-205	Narrative Writing 3 Weeks pp. 265-267
	Base Words, Prefixes, and Suffixes 4 Weeks (ongoing) pp. 99-102		Cause and Effect 2 Weeks pp. 154-155		Verb Tenses 1 Week pp. 206-207	Descriptive Writing 4 Weeks pp. 268-271
	Inflectional Endings with and without Spelling Changes 4 Weeks (ongoing) pp. 103-106		Generalizations 1 Week (ongoing) p. 156		Complete Subject and Predicate 1 Week pp. 208-209	Expository Writing 4 Weeks pp. 272-273
	British and American Spelling of Words 1 Week (ongoing) pp. 107-108		Author's Purpose 2 Weeks pp. 157-163		Simple Subject and Simple Predicate 1 Week p. 210	Composing Invitations 1 Week p. 274
	Word Origins 3 Weeks (ongoing) pp. 109-113		Drawing Conclusions 2 Weeks (ongoing) pp. 164-165		Making Subjects and Verbs Agree 2 Weeks (ongoing) pp. 211-212	Friendly Letters 2 Weeks pp. 275-276

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
			Making Judgements 2 Weeks pp. 166-167		Compound Subjects and Predicates 1 Week p. 213	Persuasive Writing 4 Weeks pp. 277-279
			Common Proverbs 1 Week (ongoing) p. 168		Adjectives 2 Weeks pp. 214-217	
			Colloquial Expressions 1 Week (ongoing) p. 169		Adverbs 2 Weeks pp. 218-219	
			Figures of Speech 2 Weeks (ongoing) pp. 170-172		Prepositions 2 Weeks pp. 220-222	
					Conjunctions 2 Weeks pp. 223-224	
					Using Independent and Subordinate Clauses 2 Weeks pp. 225-226	

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Simple, Complex, and Compound Sentences 2 Weeks (ongoing) pp. 227-229	
					Interjections 1 Week p. 230	
					Synonyms 1 Week p. 231	
					Antonyms 1 Week p. 232	
					Homophones, Homonyms, and Homographs 2 Weeks pp. 233-234	
					Capitalization Rules 1 Week (ongoing) p. 235	

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Punctuating Sentences Using Commas, Semi-Colons, Colons, and Quotation Marks 2 Weeks (ongoing) pp. 236-238	
					Acronyms 1 Week (ongoing) pp. 239-240	

SCOPE OF WORK

SCOPE OF WORK

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

LISTENING AND SPEAKING

Objective 1.1 Display the characteristics of a good listener.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A good listener is someone who engages in active listening. Good listeners strive to understand the total meaning of a communicated message. During **informal settings,** a good listener: • maintains eye contact; • shows empathy; • respects the opinions of others; • repeats key information, when appropriate, to convey understanding; • uses non-verbal communication (nod of head etc.) to show that he/she is listening; and • asks questions at the appropriate times.	**Basic:** Have students watch a clip from the Parliamentary Channel of the House in Session. Ask them to identify those members who are exhibiting good listening habits. Have them explain the characteristic(s) that are being displayed. (Any appropriate clip that shows an audience listening to a speaker may be used.) **Intermediate:** Have students role play situations where listening is critical (doctor/patient, friend/friend, principal/student etc.) Have them demonstrate good listening skills.	As a whole-group, challenge students to create a Listening Rubric. Then, have students assess themselves on how well they listened.	• Video clips • The Parliamentary Channel (live or pre-recorded on YouTube) https://znsbahamas.com/parliament/

Content	Suggested Activities	Suggested Assessment(s)	Resources
During **formal settings,** a good listener: • maintains appropriate posture (sits or stands upright.); • looks at the person who is speaking; • listens/observes for clues (both verbal and non-verbal) that would assist in making the message clearer; • respects the opinions of others; • provides non-verbal cues to let the speaker know that he/she is listening, making notes etc. • asks questions or comments about what is being said at the appropriate times.	**Advanced:** Invite a guest speaker to talk about subject-related content. Have students display characteristics of good listening. Give them feedback on their listening behaviour.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information - full name; address (island, settlement/sub-division); gender; date of birth; parents' names, places of work, email addresses and phone contacts; names of siblings etc. 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 and maintain eye contact with the people with whom you are speaking. • Think about the important details of the experience to tell about. • Tell the events in the order in which they happened.	**Basic:** Have students listen to a variety of songs that tells stories, such *'Flowers Are Red'*. They can include songs that tell stories from a historic perspective. Have students retell the stories. **Intermediate:** Have students research an area connected with a content area subject. Have them use props etc. to help them give an oral report on the topic. **Advanced:** Have students present oral arguments to persuade tourists to visit our Family Islands.	Have an oral quiz where students must retell a story, share about an event, or debate a topic.	• 'Flowers are Red' (Chapin, 1978). https://www.youtube.com/watch?v=18cwpzZNsjk • Opinion Words and Phrases Link to Student Handout for Opinion Stems • Useful Words to Express your Opinion, Agreement or Disagreement Link to Useful Words (Opinions and Discussion) • Banish Boring Words! (Shelton, 2009) • Upper Primary Oral Presentation Rubric (see

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Use sequence words to help: **first**, **second**, **third**, **later**, **after** etc. • Use hand gestures to give the story more meaning. • Vary the volume of the voice when appropriate to do so *(Talk softly or loudly.)* Vary the pitch/tone of your voice when appropriate to do so, for instance, talking in a high squeaky voice or a low booming voice. • Incorporate facial expressions. Open your eyes wide to express fear, smile when talking about a happy experience, and frown when expressing feelings of anger. • Give details about the characters. How did they look? sound? • Change the quality of your voice to reflect the mood. a. **Happy –** light tone b. **Sad –** Sobbing voice c. **Scared –** stutter d. **Angry –** "suck teeth", short responses, speaking through gritted teeth			Appendices)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Give details about the characters. How did they look? sound? • Provide information that would tell listeners about the actions of the characters. Were they brave? mean? polite? • Include information related to facial expressions, gestures, and movement of the characters. **Sharing Descriptions** When providing descriptions include sensory words along with similes, metaphors, onomatopoeia, and hyperbole. **Sharing Knowledge/Information:** • Plan what needs to be said for the allotted time. • Have necessary props available. • Provide an opening hook that will capture the attention of your audience. Ask a question, share a quote, provide action etc. • Explain the topic. • Provide any steps, facts, or details. • Conclude by sharing the main idea worded another way, providing final thoughts or by giving advice.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sharing Opinions An opinion tells how a person thinks or feels about a particular thing. **Example:** Sky diving is the most dangerous sport! When expressing an opinion on a more serious topic, do the following: 1. Think about the pros and cons. 2. Weigh the pros and cons carefully before deciding how you actually feel. 3. Gather all the facts and details you will need to support your opinion. 4. Begin speaking by introducing startling facts, making generalizations, using percentages etc. that will support your view. 5. Use words or phrases that indicate an opinion is being made: "I strongly believe that", "I agree that", "It is my conviction…" 6. Provide at least three reasons that support the opinion. Begin with the most important reason. 7. Use props such as pictures, tables, or charts to show the audience. 8. End by stating again how you feel.			

Objective 1.3 Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Following instructions or directions precisely is an important life skill. The following are suggestions to help you become better at following multi-step directions. • Focus on the speaker. • Tune out distractions. • Listen for sequence clues such as cue words: **step one**, step two, or **first**, **next,** or **finally**. Listen for speaking cues such as a pause. • Visualize yourself completing each step as it is said. • Repeat the instructions to yourself. • Ask questions if you are uncertain. • Follow each step in the order stated. • Review the instructions to ensure that you have followed each step.	**Basic:** Provide the required materials to make a cardboard Junkanoo shirt. Give oral instructions for students to follow. Show a model. **Intermediate:** Have students bring in pre-cut items to prepare conch salad or another interesting type of food. Have them follow oral instructions to make the item. **Advanced:** Have students create a paper model by following verbal instructions relayed in sets of three or more.	Have students complete a set of multi-step oral instructions. Assess their ability to complete the task as instructed.	• Preserving Our Heritage Level 3, Part 1 p. 22

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to display good manners when speaking. **Greeting Adults**: • Greet adults and others with salutations such as "good morning", "good afternoon", and "good night". • When someone asks how you are doing, after you answer, thank the person for asking 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, ma'am" or "no, ma'am" to adult females and "yes, sir" or "no, sir" to adult males. You can also use the person's surname 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	**Basic:** Set up a ZOOM or TEAMS meeting with students from another island at the same grade level. Initiate discussion on differences in protocols observed. Have students share their experiences. **Intermediate:** Have students research greetings and protocols from other countries, particularly as they relate to engaging with adults. Challenge students to discuss the differences between Bahamian culture and other cultures. Have them demonstrate one or two differences. **Advanced:** Have scheduled visitors enter the classroom. Ask students to introduce themselves. Have the visitors rate their confidence level, eye contact and firmness of handshake.	Set up various scenarios to which students must respond with appropriate speech, protocols, and body language. Provide feedback on their responses. **EXAMPLES:** • Greeting a guest speaker • Meeting a new administrator or staff member • Speaking to a service worker *(hotel, store, etc.)*	• ZOOM or TEAMS Communication Platforms • The Amazing Shake https://www.theamazingshake.com/ • The Essential 55 (Clark, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• loudly. • If the adult extends his/her hand, you may extend your hand on the opposite side of the body and shake it firmly. • Look the person in the eye. • Listen and respond to questions. **When Making Requests** • Do not interrupt anyone but especially 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(s)	Resources
Always display proper etiquette when making/receiving voice or video calls. **Receiving Phone Calls** 1. Pick the phone up by the second ring. 2. Answer the phone with a polite greeting like “hello” or something similar. 3. Politely ask, "May I ask who's calling?" if the caller doesn't identify himself/herself. 4. Respond with "Just a moment please," if you need to give the phone to somebody else. 5. Do not shout the individual’s name and say “telephone”. Go to the individual and inform him/her of the call. 6. If the individual that the caller is asking for is not at home or busy, inform the caller by saying, "I'm sorry, he/she isn't available right now, may I take a message?" Write the caller's message, including name, phone number, date, and time of the call, so that the call can be returned.	**Basic:** Play clips of recorded telephone conversations from movies etc. Have students discuss what they observed. **Was there any evidence of appropriate or inappropriate behaviour by the users of the telephone?** **Intermediate:** Play recordings of ZOOM classes. Identify and discuss appropriate and inappropriate behaviour. **Advanced:** Present students with various scenarios. Using a telephone model or old cell phone, have students dramatize the task on their card. **Examples:** 1. You have a friend who is ill. Call his mother to check up on him. 2. Your food order was incorrect. The staff refuse to change it. You call back to the fast-food restaurant to speak with the	Set up various scenarios to which students must display proper etiquettes on voice and video calls. **<u>WHAT NOT TO DO?</u>** Divide students into groups. Have some groups demonstrate a scene of improper behaviours and others the parallel scenes with the correct etiquettes. Use props and personalities such as telephones, a secretary, etc. Provide feedback on their responses.	• Movie clips • ZOOM recordings

Content	Suggested Activities	Suggested Assessment(s)	Resources
7. Limit the amount of information that you give to callers. Avoid saying when the individual, who might have left the home, will be back. 8. End calls with a “goodbye”. Do not just hang up the phone. **Making Phone Calls** 1. Speak clearly. If a parent answers the phone, identify yourself and ask to speak with the person for whom you are calling. Example: “Hello, Mrs. Rolle. This is Tavia. May I please speak with Renee?” If a sibling/child answers the phone, just say, “Hello, may I speak with Renee, please.” 2. If you dial a wrong number, say “Sorry, wrong number”. Do not just hang up the phone. **Leaving Voice Messages** 1. Provide your name and number. 2. State the name of the person for whom you are leaving the message. 3. State your message clearly and briefly.	manager.		

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

Objective 1.6 Use Standard English and Bahamian Dialect expressions appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Standard English is a term applied to language that is grammatically correct. It encompasses grammar, vocabulary, pronunciation, and spelling. 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 like with family or friends. It has its own special vocabulary and pronunciation. It includes words like: • bin = been • een = am not • tanks = thanks • dun = done In addition to being used in informal conversations, the Bahamian dialect is often featured in **Bahamian songs, commercials, plays, and novels.**	**Basic:** Have students create a rap about the proper use of dialect. Have them give examples in the lyrics. **Intermediate:** Have students listen to parts of a Bahamian play in dialect. Have students translate parts of it into Standard English for a non-Bahamian audience. **Advanced:** Have students research online Bahamian dialect phrases or common sayings. Compare them with the dialect and common phrases from another Caribbean country like Jamaica or Barbados. Ask: 1. How are they similar? 2. How are they different? 3. Are there similar occasions when they are used?	Have students stand behind their desks. Present students with various scenarios. Have them move to the left side of the desk if Standard English is the more appropriate option or move to the right if the dialect would be more appropriate.	• Tablets • Internet Access

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are specific phrases that can be useful in communicating effectively. **To give information** • In addition to… • The first thing we need to do is… • Additionally… • May I add that… • Equally important, is the idea that… **To get clarification** • Can you explain…? • What do you mean when you say…? • Please show an example of… • I don't quite understand when you say… • To be clear, what do you mean by… **To share an opinion** • It is my belief that… • I think… • In my opinion… • I concur with… • I agree… • I disagree…	**Basic:** Have students listen to a part of a debate or some type of informative video. Have them make note of phrases that are used to give information and to rebut statements that the opposing side has made. Discuss their findings. **Intermediate:** Have students debate a content-related topic. Have them use stem phrases to inform as well as to provide their opinions. **Advanced:** Have students debate a content-related topic. Have students use stem phrases to provide counter arguments or to disagree with statements made by the opposing side.	Make various statements to the class. After each one, provide students with an opportunity to give additional information, make a request to clarify what was presented, provide an opinion or challenge or argue. Provide feedback on their use of the phrases	Informative Videos: • Size of Feelings (SEL Sketches, 2020) https://www.youtube.com/watch?v=ToQn9EIz_yg&t=120s • Anxiety Explained (SEL Sketches, 2020) https://www.youtube.com/watch?v=16EoZOsCJgs Google Slides Editable Templates (Casa-Todd, 2021) • Conversation Starters • Constructive Criticism • Discussion Starters Teaching Communication Skills PDF Downloads (Stott, 2018) • Communication Skills Framework • Discussion Roles

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Furthermore, I think that… **To challenge/argue** • I would argue the point that… • If that is the case, then why...? • What about…? • One reason… • Furthermore… • This confirms that… • I disagree with the last point that was made regarding…			Teaching Students How to Have an Academic Discussion PDF Downloads (Blumberg, 2022) • The Progression of Talk Teacherspayteachers.com • Talk Prompts • Discussion Sentence Starters • Accountable Talk Stems and Posters

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
When speaking, consideration must be given to the audience, occasion, and location. Sometimes adjustments must be made to our regular speech. **Volume** refers to the loudness or softness of the speaker's voice. Be aware of the environment and adjust the volume of speech accordingly. **Examples:** • Danger – very loud • At the beach – loud • Observing in the House of Assembly - silent **Rate** means how fast or how slowly the person is speaking. The rate should vary depending on the occasion. When speaking ordinarily, speak at a pace where people can comfortably understand what is being said. If the person speaks too quickly, key information may be missed. If the person speaks too	**Basic:** Repeat lines from a story or movie clip and act out dialogue. Have students repeat lines in various ways: sad, happy, etc. Have the class determine the emotion that is being portrayed. **Intermediate:** Group students and give them a choral speaking item to learn. For example, ***"Yinna Ever Hear About Ole Con Jessie"*** by Susan Wallace. Have students present their item, while their peers critique them, using a rubric that includes intonation, volume, gestures, etc. **Advanced:** Have students watch a ***Ted Talk*** delivered by someone close to their age. Discuss what was effective and what was not. Have students deliver a talk to the class on a topic about which they are passionate. They should incorporate the effective strategies observed, where appropriate to do so.	Have students take turns sharing about a momentous day in their lives. Use a rubric to assess clarity of speech, volume, pacing etc.	• The Mindset of a Champion Ted Talk (Byblow, 2018) https://www.youtube.com/watch?v=px9CzSZsa0Y&t=26s • Upper Primary Oral Presentation Rubric (see Appendices)

Content	Suggested Activities	Suggested Assessment(s)	Resources
slowly, the listeners might lose interest. When speaking for dramatic purposes, the pace of speaking can sometimes fluctuate with the mood of the piece. **Example:** running – read a little faster dreamy – slow the pace down a bit **Pitch** refers to how high or how low the person is speaking. Some people normally may have high-pitched voices, others may have low-pitched voices. When completing dramatic activities, the speaker may vary the pitch depending on who is speaking. **Example:** mouse- high squeaky voice giant – low deep voice **Intonation** refers to the rising and falling of the voice. The voice may rise or fall if a question is being asked or a demand is being made. The intonation may vary depending on the purpose of the statement. A person speaking in a monotone does not have the rhythmic rise and			

Content	Suggested Activities	Suggested Assessment(s)	Resources
fall of the voice. There is only one tone being used. **Pause** – Sometimes speakers pause to conclude a point, for emphasis, to get the audience's attention and to allow the audience a time to think about what has transpired. Think about when the winner of a competitive event is about to be announced. Quite often the speaker pauses, leaving the audience in suspense before continuing to announce the winner. **Example:** "And the winner of the 2022-2023 Miss Bahamas Competition is..." **Pronunciation** – This refers to the correctness of sound in a word. When speaking formally, ensure that sounds like the following are said correctly: • Words beginning with **th**. • Endings of words like **ing, ed** and **s**.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Use tongue, teeth, and lips to produce the correct sounds. Facial **expressions** and **gestures** are a form of non-verbal communication that help to convey the emotions of the speaker. **Example:** If happy news is being delivered, the speaker might wear a smile. If something important is being shared, the speaker might have a serious expression. Facial expressions and gestures can help to keep the listeners engaged. They should not be overused as they can also distract.			

SCOPE OF WORK

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

PHONICS/SPELLING/WORD BUILDING

Objective 2.16 Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **syllable** is **a unit of pronunciation**. It is a word or part of a word with a single vowel sound. The number of syllables in a word is determined by the number of vowel sounds. Words can be divided into syllables. **Syllabication helps in:** a. Decoding words b. Reading fluently c. Spelling words accurately d. Dividing words at the end of a line when writing **Example:** in the word murmur, it would be **mur-mur** and not **mu-rmur** or **murmu-r.**	**Basic:** After presenting each syllabication rule, have students take turns dividing the words into syllables. **Technology Adaptation:** Use a gamification platform such as *Quizizz*, *Blooket*, and *Quizlet* to formatively assess students through an engaging activity. **Intermediate:** Play the *"Concentration Category"* game. Set the categories to two syllable words, words with prefixes, suffixes, or 'r'-controlled syllables. Students must produce a word that falls in a particular category and then divide it into syllables. As an alternative activity, have	Provide students with a list of unfamiliar words. Have them use their knowledge of syllabication to divide and decode them.	• Literacy Resource Handbook, (Sumner et al, 2009) • Blooket Gamification Platform https://www.blooket.com/set/6171a1091e571700301707716

Content	Suggested Activities	Suggested Assessment(s)	Resources
Syllabication Rules: When a word ends in /**le**/ preceded by a consonant, divide the word before that consonant. **Example:** cir/cle **<u>Sample Words for Syllabication</u>** ob-sta-cle nim-ble strug-gle spec-ta-cle crum-ple throt-tle When a multisyllabic word has a prefix(es) and suffix(es), separate/divide the prefix and the suffix from the root word. **Examples:** un-pre-dict-able thank-ful-ness **<u>Sample Words for Syllabication</u>** re-ha-bil-i-tate or-gan-i-za-tion com-mu-ni-cate un-con-di-tio-nal noc-tur-nal non-re-fun-dab-le ir-re-spon-si-ble	students compose a haiku poem with the correct number of syllables indicated on each line. **Advanced:** Using a newspaper article or familiar text from Science or Social Studies, have students apply their knowledge of syllabication to decode unfamiliar words within the text.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
In ‘r’ controlled words, divide the word after the ‘r’. **Example:** tar-get **<u>Sample Words for Syllabication</u>** his-tor-i-cal ver-sion mur-mur blur-ted a-ffor-ded churn-ing swer-ving nerv-ous pref-er-ence			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The letter ‘**c**’ can be pronounced as /k/ or /s/. When ‘**c**’ is followed by ‘**a**’, ‘**o**’ or ‘**u**’, it is usually pronounced /k/ - the hard ‘**c**’ sound. **Sample Words** **c**alcium **c**amaraderie **c**antaloupe **c**onsider **c**onductor **c**ontaminate **c**oncise **c**onscience **c**onstable **c**ouncil When ‘**c**’ is followed by ‘**e**’, **‘i’** or ‘**y**’, it is usually pronounced /s/ which is the soft ‘**c**’ sound. **Sample Words** anti**c**ipate **c**ytoplasm cemetery **i**nnocence **c**innamon pro**c**edure **c**irculate resistan**c**e **c**ircumference toleran**c**e	**Basic:** Show students unfamiliar words containing the hard and soft ‘c’ and ‘g’ sounds. Have students sort words into their correct sound category. **Intermediate:** Play spelling Jeopardy. Have students select a category: *Hard C*, *Soft C*, *Hard G*, *Soft G*. Give them words in that category to spell. **Advanced:** Provide students with a passage where they have to use their decoding skills to figure out unfamiliar words with the hard and soft ‘c’ and ‘g’ sounds. You may also have them use context clues to explain what the words mean.	Provide students with a list of unfamiliar ‘c’ and ‘g’ words. Have them use the rules to decode the words.	• Spell Zone https://www.spellzone.com/word_lists/list-2901.htm • Free Dictionary https://www.thefreedictionary.com/Consonants.htm • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
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. **Sample Words** **g**allery **g**overnment **g**allant **g**uarantee **g**argantuan ju**g**ular **g**arnishes lan**g**uage **g**oogle re**g**ulate When '**g**' is followed by '**e**', '**i**' or '**y**' it is usually pronounced /j/ - the soft '**g**' sound. **Sample Words:** apolo**g**ize refri**g**erator biolo**g**ical ille**g**ible **g**enerosity ima**g**ination emer**g**ency lon**g**itude hy**g**iene sur**g**ical			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **consonant blend,** also referred to as a ***'consonant cluster',*** is when two or more consonants come together in a word. Each consonant keeps its sound when blended. There are four main basic forms of initial, medial, and or final consonant blends which are: **'r'-blends, 's'-blends, 'l'-blends, and 'n'-blends**. These blends may appear at the beginning, middle or end of words. **Sample Words:** assignme**nt** recomme**nd** **dr**owsy **sl**ipped **dr**amatic **sw**indle mini**st**erial **sw**ivel preside**nt**ial **tr**easure Some blends contain three consonants. Common three consonant blends include: **str, spl, shr, thr, scr** and **spr.** **str** words**:** **str**angle**, str**ength**, str**awberry **spl** words**:** **spl**urge, **spl**inter, **spl**een **shr** words**:** **shr**ivel, **shr**ugged, **shr**edded **thr** words**:** **thr**one, **thr**ush, **thr**illing **spr** words**:** **spr**uce, **spr**ite, **spr**awl	**Basic: Word Building** Build unfamiliar words with letter tiles. Have the students identify the consonant blend in each word and state whether the word has an initial, middle, or final blend. Have students go back to the beginning of the word and allow students to decode the word. **Intermediate: Word Search and Say:** Create a word search containing consonant blend words that have not been introduced to the students. Have students find and highlight as many words as they can. Then, allow the students to decode each word out loud. **Advanced:** Display a bag with objects containing various blends. Without looking, have students pull an object out of the bag. Have them say what the object is and identify the blend in the word. Have the students	Using any online platform such as *Teachermade, Quizzes, Liveworksheets, etc.* Formatively assess students' knowledge of using the skills taught on initial, medial, and final blends to decode unfamiliar words displayed. **(Students will select the correct spelling of each word heard).**	• Make Word Search Puzzles Link to Puzzle Website • Literacy Resource Handbook, (Sumner et al, 2009) • Preserving our Heritage Level 3 Pt. 1 pp. 13; 41

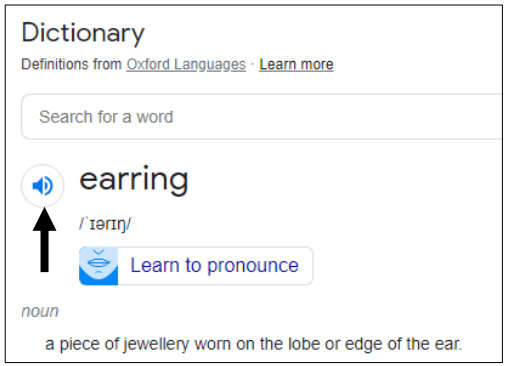
Content	Suggested Activities	Suggested Assessment(s)	Resources
scr words**:** **scr**eeched, de**scr**iption, **scr**abble	sound out the words with a partner before writing the word on the board. The class will then discuss the response given.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Digraphs are two or more consonants that appear together in a word but stand for only one sound. **Consonant digraphs are:** /ch/ as in chaos; /sh/ shyster; /zh/ as in amnesia /th/ as in therapeutic (voiceless) /th/ as in thoroughly (voiced) /wh/ as in whisper /ng/ as in kingdom /gn/ as in feign; gnome /kn/ as in knowledge /wr/ as in wreath; writhe /mb/ as in womb There are some digraphs that are comprised of a consonant and a vowel. /qu/ as in quantity; quaint and sequential **Sample Words:** **/ch/-** chaos, monarch, choreograph /**sh**/- shyster, shimmer, shuttle	**Basic:** Give students a list of words and have them write each list word under the heading of its corresponding digraph sound. Then, have the students decode each word. **Intermediate:** Students can use a soft type of ball to shoot baskets once they have identified and spelled given words containing digraphs correctly. **Advanced:** Teacher can divide the class into small groups and allow students to create their own Jeopardy games based on the various digraphs in the initial, medial, and final position in words. **Option A:** Students will select about three or four digraphs as Jeopardy categories. Words from the spelling list or unfamiliar words can be used as the game questions. Players will have to	Dictate to students, sentences that contain words with digraphs. Provide feedback on their responses.	• Jeopardy PowerPoint Template https://slidelizard.com/en/blog/jeopardy-powerpoint-template • Preserving our Heritage Level 3: Part 1, pp. 9-10 • Voiced and Voiceless Sounds in The English Language (Gibbons, 2021) Link to Literacy Website • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
/th/ (voiceless)***** - therapeutic, marathon, beneath /**th**/ (voiced)****** - thoroughly, theatre, authentic /**wh**/-whisper, whimsical, whimper /**ng**/- kingdom, anguish, hungry /**gn**/- gnome, gnashed, feign /**kn**/- knowledge, knapsack, knots /**wr**/-wreath, writhe, wrinkle /**mb**/- womb, numb, plumb /**qu**/- quantity, quaint sequential **/zh/** - supervision, delusion, aversion ***Voiceless:** No vocal cords are used in pronouncing the sound. **** Voiced:** Vocal cords are used. Place your hands on your vocal cords to feel them vibrate as the word is pronounced.	decode words given by the host. **Option B:** Students will select about three or four digraphs as Jeopardy categories. Words from the spelling list or unfamiliar words can be used as the game questions. Players will be asked to spell the words given by the host.		

Objective 2.20 Use words with 'r-controlled' vowel sounds.

Content	Suggested Activities	Suggested Assessment(s)	Resources
When the consonant '**r**' comes after a vowel it sometimes changes the vowel sound. The letter '**r**' makes the vowel have a sound that is different from the usual short or long sound. This special sound is considered '**r-controlled**'. Sometimes the letters '**ear**' can make the /**ɪə**/ sound as in '**years**', **'earrings',** and '**appeared**'. Sometimes the letters '**ear**' can make the /**ur**/ sound as in '**earth', 'earnest**', and '**earning**'. The /**eə**/ sound can be spelled **'air'** as in **'stairway'** and '**are**' as in '**barely**'. **Sample Words** appeared barely carefully compared despair earnest earnings millionaire questionnaire rehearsal research searching silverware stairway	**Basic:** Provide students with a list of words with the **'ear', 'r'-controlled** vowel sound. Have students create a T-chart and have them separate the words into two columns: those that make the /ɪə/ sound and those that make the /ur/ sound. Have students say the words. Repeat the activity with the /ɪə/ and /eə/ sounds. **Technology Integration:** Allow students to search for each word using any online dictionary and listen to their pronunciations. 	Use a gamification platform such as *Quizizz*, *Blooket*, and *Quizlet* to formatively assess students in an engaging activity.	• English Pronunciation – Diphthong - /ɪə/ (BBC, 2013) https://www.youtube.com/watch?v=vC0h4S0YPJc • English Pronunciation – Diphthong - /eə/ (BBC, 2013) https://www.youtube.com/watch?v=0J7-5maJJIk • Hear Phonetic Sounds: 'Letters to Sounds' and 'Sounds to Letters' Keyboards https://teachphonics.co.uk/phonics-resources.html

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Intermediate: Have students fill in blanks in sentences with appropriate **'r-controlled'** words. **Advanced:** In pairs or in break-out rooms virtually, have students prepare a Bahamian Restaurant's menu with ten items containing **'r-controlled'** words. **Examples:** • P**ear** and grits • Eleuth**er**a Fried snapp**er** Allow students to be creative by drawing pictures. **Technology Adaptation:** Allow students to use a platform of their choice to present their work. **Examples:** Canva, PPT, YouTube, Flipgrid, TikTok		• Blooket Gamification Platform https://www.blooket.com/set/6171a1091e57170030170716 • Free Graphic Organizer Templates (Shaped Staff, 2021) https://www.hmhco.com/blog/free-graphic-organizer-templates • Literacy Resource Handbook, (Sumner et al, 2009)

Objective 2.21 Decode words with the final /l/ spelled 'al', 'el' and 'le'.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The **/l/** sound at the end of words can be spelled in several different ways. Generally, '**al**' is used when adding a suffix on to a base word. Example: concept - conceptual **Sample Words** accidental collateral commercial individual judicial judgemental mechanical periodical When **'le**' is used, a consonant normally forms a part of this end syllable. The 'le' ending is seen mainly after the following letters: **b**, **c**, **d**, **f**, **g**, **k**, **p**, **st**, **t** and **z**. **Sample Words** **ble** – reasonable, acceptable, impossible **cle** – semicircle, motorcycle, receptacle **dle** – doorhandle, manhandle mishandle **fle** – kerfuffle, reshuffle, souffle **gle** – entangle, intermingle, quadrangle	**Basic:** Have students match definitions with spelling words. Have students circle the letters that make the **/l/** sound at the end. **Intermediate:** Have students listen to a song and write words that contain the **/l/** sounds. Have students use a three-column table to categorise the words. **Advanced:** Have students categorise their spelling words. Have students incorporate into a paragraph at least five spelling words with the /l/ sound.	Have students complete the spelling of the word by inserting the correct **'al'** spelling. Have students write dictated sentences that include words that have 'al', 'el' and 'le'.	• Words that End in 'el' https://www.thefreedictionary.com/words-that-end-in-el • Cracking the ABCcode https://crackingtheabccode.com/le-or-al/ • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
kle- outsparkle, periwinkle, ramshackle **ple** – particle, pineapple, quadruple **tle** – dismantle, disgruntle, subtitle **zle** – bamboozle, embezzle, outdazzle In some words, the **/l/** is spelled **'el'**. **Sample Words** decibel dishtowel infidel personnel pumpernickel shrivel supermodel			

Objective 2.22 Decode words with 'dge' and 'ge' spelling.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **trigraph** is a group of three letters that together form a single specific sound. The letter combination '**dge**' is a **trigraph** because the three letters always function together to form the same sound as the letter 'j'. When the **/j/** sound is heard at the end of a syllable and it is immediately preceded by a short vowel, it is spelt **-dge**. **Example:** bu**dge**t, fi**dge**t '**dge**' will never come at the beginning of a word. It can be in the middle or end of a word. If the **/j/** sound is immediately preceded by a long vowel, **r-controlled** vowel or consonants, the **/j/** sound is spelt 'ge'. **Example:** pa**ge**, gor**ge**ous	**Basic:** Have students listen to and sing the rap about the 'dge' and 'ge sounds. Create a set of unfamiliar words that contain 'dge' and 'ge'. Have students listen to the vowel sound to determine whether it will be spelt 'dge' or 'ge'. **Intermediate:** Create a list of unfamiliar words containing the 'dge' spelling and provide each student with the list. Have students do the following: • Circle every misspelt word in the list. • Write the misspelt word correctly on the blank line provided. • Write a funny sentence for every odd word in the list. **Advanced:** Pair students together. Have the students stand one behind the other. The last student at the end of the line will mimic writing a word given to him/her on the back of the student	Have students read words that contain 'dge' and 'ge' spelling within the context of a passage. Have students participate in an in-class Spelling Bee where students compete to spell words	• DGE vs. GE https://www.youtube.com/watch?v=GMF7hYgGKcE • Spelling Rule Rap https://www.youtube.com/watch?v=uXA3PfE_4Qc • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sample List: abridge acknowledge misjudged budget drawbridge judgement dodged edgeless widget gorge barge siege	in front of him/her. The student in front will have a writing tool and paper to aid in deciphering each letter of the word being drawn on his/her back. The student in the front must then say the word aloud. Once the word is spelt and decoded correctly, the team members must swap positions until all the words in their pile have been properly decoded and pronounced. Have them share the results.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Diphthongs are types of vowels where two vowel sounds are connected in a continuous, gliding motion (to make one sound). They are often referred to as gliding vowels. **Examples of diphthongs are:** /oi/, /oy/, /ow/, /ou/ The diphthongs /ou/ and /ow/ can have two distinct sounds. • /ou/ can sound like **ou** as in h**ou**se, and like **ou** as in spr**ou**t. • **ow** as in p**ow**erful, and **ow** as in bell**ow**. **Sample Words:** counterf**oi**ls expl**oi**tation m**ou**ntainous ann**ou**ncement fl**ou**nder pl**ou**gh hall**ow** sparr**ow** cr**ow**ning pr**ow**ling bu**oy**ancy ann**oy**ance If two vowels are beside each other in a word or syllable, the first vowel is usually long while the second vowel remains silent. This is called a **vowel digraph**.	**Basic:** Provide students with a sheet that has columns for each diphthong. Give them a list of words that have diphthongs. Have students categorise a list of words according to the diphthong in each word. Have students add two additional words of their own to each column. **Intermediate:** Have students complete a crossword puzzle using words with diphthongs and vowel digraphs. **Advanced:** Have students write a poem about a content- related subject that contains diphthongs and digraphs.	Have students read words in context that have the diphthongs and vowel digraphs. Have students complete a word study worksheet that incorporates diphthongs and vowel diagraphs.	• Spelling Game: Dipthongs ou/ow (Bagyan, 2014) https://www.youtube.com/watch?v=UX8b6bKxwTA • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples of vowel digraphs are: 'ai', 'ee', 'ea', 'ei', 'ie', 'oa', 'ay', 'ue'. The vowel pairs '**ie**' and '**ei**' can also be **vowel digraphs**. Vowel pair '**ei**' can spell the **long e** sound, as in '**conceit**'**.** In most words, the vowel '**i**' comes before '***e***', except after the consonant '**c**' as in '**receive**'***.*** **Vowel digraph 'ei'** can spell the **long a** sound, as in '**veil**'. There are some exceptions to this rule, as in '**weird**' and '**height**'**.** **Vowel digraph** '**ie**' can make the **long e** sound, as in **diesel**. **Sample Words:** repr**oa**chful p**oa**cher ven**ue** stat**ue** acqu**ai**ntance entert**ai**nment h**ea**dquarters commonw**ea**lth inconc**ei**vable r**ei**nforcement sw**ay**ing displ**ay**ed sw**ee**ten d**ee**pening pl**ie**rs windsh**ie**ld			

Objective 2.24 Use words with silent consonants.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Silent Consonants are letters that appear in a word but are not heard when the word is pronounced. **Silent Consonant Letter Combinations:** • The letters **gn** give the /**n**/ sound. **Example:** gnome • The letters **wr** give the /**r**/ sound. **Example:** wrong • The letters **tch** make the /ch/ sound. **Example:** twitch • The letters **gh** are silent in some words after 'au' and 'ou'. They make the /f/ sound. **Examples:** laugh, cough • The letters **wh** make the /w/ sound. **Example:** whether	**Basic:** Present students with words that contain silent consonants. Have them circle the letter combination that includes the silent letters. Have them say the words. **Intermediate:** Have students complete a crossword puzzle where the clues are words with silent letters. **Advanced:** Have students complete a cloze passage that utilises words with silent consonants.	Have students write dictated sentences that utilise words with silent consonants.	• Crossword Generator Link to Online Crossword Generator • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• The **p** is silent in the letter combinations **ps** and **pn**. **Examples:** psychology and pneumonia **Sample Words:** designer blotch wrath hatch foreign haughty champagne slaughter awry wholesome playwright whosoever psychology pneumonia			

Objective 2.25 Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Alphabetical order refers to the organizing of a list of words in the order of the alphabet, based on the letters in their names. This makes information easier to find in a dictionary, thesaurus, phone book, index, filing system etc. There are specific rules as to how words are organized in alphabetical order. **Arrange words in order using their first letters**. If the first letters are the same, then use the second letters to determine the order in which the words should appear. If those are the same, then move to third, fourth, fifth letters etc. **Examples:** appendage, appendix, appetite **Numbers are alphabetized according to their number order.** The Arabic numbers are followed by Roman Numerals. Also, numbers are placed in the order they would be if	**Basic:** Have students organize words in alphabetical order, based on their fourth and fifth letters. **Intermediate:** Have students organize the names of businesses that include numbers, in alphabetical order. **Advanced:** Have students organize a list of Government Ministries and Departments in order. Have them locate these Ministries in the telephone directory and provide a number for them.	Give students a spelling test. Have them place the words in alphabetical order at the end of the test.	• Telephone Directory • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
they were spelt out. **Examples:** 1. 5th Ave Hair Products 2. 6000 Fruits and More 3. 200 East Street 4. IV Ave. Veggies and Fruits **Names that are acronyms are alphabetized according to the order of the letters.** 1. BAM Wholesale 2. BCM Construction 3. SE Holdings **Government Ministries and Departments are organized by their main names in the telephone directory.** They can be found in the blue pages of the telephone directory. See the next page for how the Ministries below would be ordered alphabetically. • Ministry of Health and Wellness • Department of Archives • Ministry of Education and Technical and Vocational Training			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Ministry of Agriculture and Marine Resources **Listed Alphabetically** 1. **Agriculture** and Marine Resources Ministry of 2. **Archives** Department of 3. **Education** and Technical and Vocational Training Ministry of 4. **Health** and Wellness Ministry of			

Objective 2.26 Use the dictionary and thesaurus effectively.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **dictionary** contains a list of words arranged alphabetically. The meaning of each word is explained, and other important information is provided. **Guide words** - These words are at the top of the page in a dictionary or thesaurus. They name the first and last words found on that page. **Etymology** is the history or origin of a word. It often appears in brackets at the end of the definition. **Entry Word** - This shows how the word is spelt. The entry word has dots to divide the word into syllables. **Pronunciation -** Pronunciations are found in a bracket immediately after the spelling of the word. Its phonetic respelling is given. Accent marks show where a word has **primary (*) and secondary (') stress.** In some cases, the vowel in an unstressed syllable can make the "**schwa**" /**ə**/ sound. This gives the vowel a softer sound, as in the word ***begin*****.** A pronunciation key at the	**Basic:** Have students use the guide words on a page to help them identify whether the given words would be found on that page or not. Using their dictionaries, have students compete to see who can find and read the definition for the word identified first. **Intermediate:** Have students practice using the pronunciation key to call words correctly. **Advanced:** Provide students with a dictionary hunt sheet, using any online platform *(Teachermade, Liveworksheets, Quizizz, etc).* Students race to complete the sheet in as little time as possible. **Example:** • What is the longest word you can find in your dictionary? • Find a word with four syllables. • What is the first word	Use a learning device to allow students to sign in and complete individual assessments on the IXL Language Arts website (*Vocabulary, Section II: Reference Skills)*	• Dictionaries • Literacy Resource Handbook, (Sumner et al, 2009) • Vocabulary Section II: Reference Skills, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Banish Boring Words! (Shelton, 2009) • Comprehension Plus, Level E. pp. 143-146

Content	Suggested Activities	Suggested Assessment(s)	Resources
foot of each page explains the phonetic symbols. **Part of speech** – the part of speech of the entry word is often abbreviated. This label can be a clue to choosing a definition that you need. **The meaning of a word -** forms the main part of a dictionary entry. If there is more than one definition each one is numbered. **Plural Form or Verb Form-** These are shown when the spelling of the base word changes. A **thesaurus** contains lists of words that are arranged alphabetically and for each word you can see: • **similar words:** words that have nearly the same meaning or the same meaning **(synonym).** • **opposite words:** one or two words that have the opposite meaning **(antonym)** or nearly opposite meaning	beginning with **str**? • What is the last word in the dictionary? • What part of speech is the word_____.		

Objective 2.27 Spell contractions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Contractions can be made by shortening a word or a pair of words by omitting certain letters or sounds. An apostrophe is used to indicate missing letters or words. Contractions can be used when writing informally. Words should be written fully when writing formally. **Pronoun and Verb Contractions:** I'd - I would he'd – he would she'd – she would we'd – we would they'd – they would you'd – you would **Verbs and Adverbs Contractions** mightn't – might not mustn't – must not shouldn't – should not shan't – shall not oughtn't – ought not that'd – that would where'd – where did	**Basic: Contraction Match Up** Have students match the contraction cards to the words they comprise of. Select four of the words and have students compose sentences. **Intermediate:** Play a game of Sparkle in which a contraction is identified for students to spell. Have students stand. Each student calls a letter of the contraction until the entire word is spelt. The apostrophe must be placed correctly. To indicate that the spelling of the word is done, the next student says sparkle. If a student calls an incorrect letter, he/she is out of the game. The last student standing wins. **Advanced:** Have students go on a word hunt in newspapers and magazines for words that could have been shortened to contractions. Students should cut out the sentence containing the words, circle the words with a	Have students write dictated sentences that contain contractions.	• Sparkle Game https://www.icebreakers.ws/small-group/sparkle-game.html • List of Contractions (see Appendices) • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Question Words with Verbs How's - How is When's - When is? Where've - Where have? What's - What is? Who's - Who is? (Different from Whose) Why's - Why is? When's - When is? Where's - Where is? **Missing Letters from a Word** ma'am - madam o'clock – "of the" clock **Contracted Numbers** '90s - 1990's	colouring pencil, then paste the cut section on a chart. They would then write the contraction next to the cut-out. **For example**, students would circle the words "There is" in the sentence, "There is no way to determine how long it may take." They would then cut and paste it on a chart and write next to it, "There's".		

Objective 2.28 Use common abbreviations.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An **abbreviation** is a shortened form of a word that ends with a period. In abbreviations you will notice that: 1. Most are spelled with the first letters of the word. **Example: Ave**nue – Ave. **2.** Some are spelt with a combination of letters from the word. **Example: cont**inue**d** – cont'd. **3.** Others are spelled with letters not found in the current word. **Example:** pound – lb (from the original Latin 'libra') **4.** Many abbreviations begin with a capital letter. **Example:** Mister – Mr. **5.** Some abbreviations that include unit of measurements or capital letters do not need a period. **Example:** Celsius - C	**Basic:** Have students create a matching card game. The card set should include the word and its matching abbreviation. Students can shuffle the cards, give out a hand, then begin matching. **Intermediate:** Allow students to work in pairs to create a spinner wheel. Each section on the spinner should have a word that can be abbreviated. The students will then use the spinner to land on a word. They will then have to give the abbreviation for the word and give themselves a point if it is correct. **Advanced:** Put students into interest groups. Have them use the computer to create a visual aid to teach abbreviations to their peers. Their classmates will use a rubric to evaluate them on content as well as public speaking skills.	Administer a rote memorization test. Assess differentiated activities. Have students complete a word study worksheet.	• The Students' Companion, Caribbean Edition, (Best, 2015) pp. 98-102,104 • The Students' Companion Practice Book (Coates, 2015; pp. 39-41) • Abbreviations: Measurement and Time (Hollingsworth, 2021) https://www.youtube.com/watch?v=v8JU1xEiu8A • Abbreviations: Titles (Hollingsworth, 2021) https://www.youtube.com/watch?v=

Content	Suggested Activities	Suggested Assessment(s)	Resources
6. Add a period to an abbreviation when it does not include the last letter of the whole word. **Example:** miscellaneous – misc. **Sample Abbreviations:** *Saint* ***St.*** *Avenue* ***Ave.*** *Bachelor of Arts* ***B.A.*** *Bachelor of Science* ***B.S.*** *each* ***ea.*** *miles per hour* ***mph*** *Boulevard* ***Blvd.*** *President* ***Pres.*** *Celsius, Centigrade* ***C*** *for example* ***e.g.*** *Minister* ***Min.*** *Senator* ***Sen.*** *et cetera* ***etc.*** *date of birth* ***D.O.B.*** *Prime Minister* ***PM*** *Member of Parliament* **MP**			uW72vF6u9ZY&t=4s

Content	Suggested Activities	Suggested Assessment(s)	Resources
More than One Abbreviation Form: There are some words that have more than one abbreviation. For example, the word **'centre'** has **four (4) common** abbreviations. • **Cent.** • **Cen.** • **Ctr.** • **Cntr.** **Text Messaging:** There are words and phrases that have been abbreviated for the purpose of social media and are acceptable in that context. However, on school-based assignments and other types of formal writing, they should not be used. **cu** – see you **imo** – in my opinion **ic** – I see **l8r** – later **np** – no problem **thnx** - thanks **wdyt** – what do you think?			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words often contain base words. A base word is the part of a word that can stand alone and has meaning. It is the simplest form of the word. **Example:** '**Legal**' is a **base word** that means '**permitted by law**'. Prefixes and Suffixes can be added to base words to change the meanings of these words. **Prefix** – A prefix is a word or syllable that is added at the beginning of a base word. Prefixes have their own special meanings too. **Example:** The prefix **'il**' means '**not**'. The word '**illegal**' means '**not permitted by law**'. A **hyphen** may sometimes be placed between the prefix and base word. This is done in several instances.	**Basic:** Provide students with a list of words. Have them use the rules related to hyphens to identify the words to which hyphens should be added. **Intermediate:** Categorise suffixes into groups. Have students search for other related words. **For example,** -**ist** refers to a focused area of study. Have students find words that relate: chemist, biologist, psychiatrist, botanist etc. Have them share their words with the class. **Advanced:** Have students use the meanings of prefixes, base words, and suffixes to determine the meanings of unfamiliar words.	Have students read a paragraph. Ask them to identify base words that contain prefixes or suffixes. Have them write the meaning of the base word and its new meaning based on the prefix or suffix that was added.	• The Student's Companion, Caribbean Edition, (Best, 2012; pp. 105,108) • The Student's Companion Practice Book (Coates, 2012; pp. 39-41) • Vocabulary Packets, Prefixes and Suffixes (Onish, 2010) • Most Common Affixes (see Appendices) • Common Root Words, Roots, and Affixes https://www.readingrockets.org/article/root-

Content	Suggested Activities	Suggested Assessment(s)	Resources
• If a word could be read incorrectly without it. **Example:** recover – to find or get better re-cover – to cover something again • If the double vowels **aa**, **ii**, **oo**, or **uu** would appear together. **Example:** co-organize • If a word begins with **ex** or **self** and refers to people or their status. **Example:** ex-employee, self-discipline • If the word following the prefix is capitalized because it is a proper noun or adjective. **Example:** un-Bahamian There can be several prefixes with similar meanings. A prefix can also have multiple meanings. **Examples of prefixes and their meanings** • anti – against • counter – against, opposite • ex – former • fore – before • hemi - half			words-roots-and-affixes

Content	Suggested Activities	Suggested Assessment(s)	Resources
• im – not, into • in – not • ir **–** not • post - after • super - above, beyond • trans – across/ beyond • ultra - excessive **Sample Words:** **anti**bacterial **anti**clockwise **counte**rargument **counter**clockwise **ex**-employee **fore**hand **fore**knowledge **hemi**sphere **im**mobile **in**capable **ir**responsible **post**graduate **post**retirement **super**human **trans**portation **trans**fusion **ultra**fast **ultra**violet A **suffix** is a letter or group of letters added after a base word to alter its meaning and form a new word. • '**Care**' is a base word meaning 'to be concerned with' or 'interested in'. • **'Ful**' is a suffix meaning 'full of' or 'filled'.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
care + ful = careful • '**Careful**' would now mean 'full of care' or 'concern'. **Examples of Suffixes and their Meanings** • dom – state or condition • ary – place for • ory - place for • ance - condition of • ence - condition of • ish – characteristic of • ism - action, belief • ist - knowledge of/focused area • ive - able to • ity - condition **Sample Words** free**dom**, slugg**ish** parliament**ary**, critic**ism** inflammat**ory**, biolog**ist** compli**ance**, psycholog**ist** reli**ance**, impress**ive** indulg**ence**, visibil**ity**			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An i**nflectional** ending is a word part that is added to a base word. This ending can make a word plural, change word tense, or help to make comparisons. Some inflectional endings are: **'s'**, **'es'**, **'ing'**, **'ed'**, **'er'** and **'est'**. 1. Adding '**er**' and '**est**' If the word ends in a '**consonant**' and '**y**', change the '**y**' to '**i**' and add '**er**' or '**est**'. **Example:** pretty - prettiest If the word ends in '**consonant**' and '**e**', remove the '**e**' and add '**er**' or '**est**'. **Example:** fine - finest If the word ends in a '**consonant, vowel, consonant**', double the last letter and add '**er**' or '**est**'. **Example:** slim - slimmer	**Basic:** Have students make a list of as many words with the **'ing'** ending that they could think of in two minutes. The student with the most **correctly** spelt words may win a prize. Do the same with the other endings. Students can then categorize words according to their inflectional ending. **Intermediate:** Set up a television game show. Have students *name that ending*. Each contestant chooses an item from a category. Each item is worth a sum of money. When the sentence or phrase is read that the student chooses, they must indicate which word in the sentence has an inflectional ending. Additionally, they must spell the entire word. The contestant with the most money is the winner. **Advanced:** Have students research an era in Bahamian History and write a brief account. They should use as many words that end with inflectional endings as possible.	Have the students complete sentences by adding inflectional endings to base words.	• Write Source, Grade 5 (Kemper, 2012; p. 528) • Plural Nouns: Rules and Examples (Grammarly, 2020) Link to Grammarly Website • Literacy Resource Handbook, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sample Words: bumpiest glimmer heavier flatter funnier cutest easiest hottest juicier biggest 2. Adding '**ed**' and '**ing**' rules: If the base word ends in 'consonant, vowel, consonant' and a stressed syllable, double the final consonant and add 'ing' or 'ed'. **Example:** slip – slipping, slipped If the base verb ends in a '**consonant**' and '**e**', remove the '**e**' and add '**ing**' or '**ed**'. **Example:** bottle – bottling/bottled If the base verb ends in '**ie**', change the '**ie**' to '**y**' and add '**ing**'. **Example:** lie – lying You make no changes to the '**ie**' and add the letter '**d**' to make it past tense (ed). **Example:** lie - lied			

Content	Suggested Activities	Suggested Assessment(s)	Resources
If the verb ends in '**c**', add a '**k**' and add '**ed**' or '**ing**' (also er). **Example:** picnic - picnicking **Sample Words** kidnapping vying slapped vied striking spied fading trafficking untying frolicking 3. Adding '**s**' and '**es**' rules: If the word ends in '**ch**', '**s**', '**ss**', '**sh**', '**x**' or '**z**', just add the inflectional ending '**es**' to the word. **Example:** lunch - lunches There are some words that end in '**o**'. Add '**es**' to make them plural. **Example:** mango - mangoes mangos (also accepted). However, words that usually end in '**o**', just add '**s**'. **Example:** memo - memos If the word ends in '**f**' or '**fe**', remove the '**f**' or '**fe**' and add '**ves**'. **Example:** knife - knives			

Content	Suggested Activities	Suggested Assessment(s)	Resources
If the word ends in consonant and '**y**', change the '**y**' to to 'ı' and add '**es**'. **Example:** liberty – liberties **Sample Words:** quartzes mosquitoes spritzes tornadoes screeches igloos impeaches kangaroos			

Objective 2.32 Distinguish between the British and American spellings of commonly used words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The two main spellings we use in The Bahamas are British English and American English. It is important to distinguish between the two because of the spelling and pronunciation differences. **British English** keeps the spelling of words it has used from other languages, mainly French and German. **American English** spellings are based mostly on how the word sounds when it is spoken. Some spelling differences can be found at the end of words or the spelling changes completely. When writing, do not switch between the British and American spelling. Be consistent with the spelling you choose. The table on the next page shows the different types of endings that are common to both languages.	**Basic:** Provide students with a list of words that are of American and British origin. Using the cooperative groups in your class, have students place the words in the correct category (British or American) by looking at their endings. **Intermediate:** Have students identify grocery items that may be British or American based on their spelling and other information. **Alternate Activity: *Dictionary Detective*** Place students in groups, give each group a list or words and instruct them to indicate the part of speech of the word, its origin, definition and then write a sentence using the word. **Advanced:** Have students watch clips from an American news show and a British news show. Have them observe differences. Have them make note of any words that were different, that were used to name the same things. Also have them indicate spelling differences.	Have students complete a worksheet.	• Important American and British Spelling Differences You Should Know (2018) https://www.youtube.com/watch?v=A-KyynN0qMY • American vs British Spelling Differences Worksheet Link to Worksheet

Content	Suggested Activities	Suggested Assessment(s)	Resources

British	American
-ce	*-se*
-re	*-er*
-our	*-or*
-t	*-ed*
-que	*-k*
-se	*-ze*
-l	*-ll*
-ogue	*-og*
-oe/-ae	*-e*

Sample Words:

British	American
defence	defense
theatre	theater
neighbour	neighbor
dreamt	dreamed
chequer	checker
critcise	critcize
enrolment	enrollment
analogue	analog
plough	plow
jewellery	jewelry
judgement	judgment
anaemia	anemia
oestrogen	estrogen

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Not all the words spoken in English are English words. Their roots were formed in another language. Being able to recognize certain roots can assist with spelling and understanding what particular words mean. Recognizing roots can also help to see connections between words. **Latin** Latin has a major influence on words used in English. It can often be found in words related to science, religion, and education. Knowing the meaning of the root words can assist with understanding the meaning of the whole word. • In some Latin words, the **/k/** is represented by a '**c**'. Example: canine and collaborate • The /**ü**/ sound as in 'cool' is spelled with a '**u**' when followed by a '**d**', '**j**', '**l**', '**r**' or '**s**'. Example: frugal and persecute	**Basic:** Give students a root word from a Science or Social Studies lesson. Give them the meaning of the root and the language from which it comes. Have them work in groups to create webs of related words on charts. Encourage them to use dictionaries and textbooks as resources. Charts may be displayed in the classroom. **Intermediate:** Have students plan a meal using an Italian dish. Have students compile a shopping list of all the ingredients they will need. Give students an informal spelling test on these words. **Advanced:** Have students review the spelling rules related to a specific language. Present them with unfamiliar words that follow that same pattern. Have them use the rules to spell the words.	**Create a Learning Game** In groups of three, challenge students to create a simple game that helps fifth-grade students practice matching common Latin, Greek, and Italian roots to their meanings. The game must include the 3 types of languages, sample words, clear rules, game pieces, and the answer key. Allow students to test their game on classmates and make changes based on feedback. Students can then ask fifth-grade students to play. The following Game Rubric can be used to obtain a numerical grade.	• 50 Greek and Latin Root Words https://www.thoughtco.com/common-word-roots-in-english-1692793 • Common Root Words, Roots, and Affixes https://www.readingrockets.org/article/root-words-roots-and-affixes • Spell It! Tricks & Tips for Spelling Bee Success Merriam Webster 2019 • Vocabulary Section T: Greek and Latin Roots, IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
• The /**s**/ sound can also be spelled '**sc**'. Example: scene and discern **Latin Roots** • ab - to move away • aqua - water • audi - hear • bene - good • con – with, jointly • inter – between • manu – with the hand • non - not • omni - all • port – carry • scrib - write **Sample List** **ab**sent **ab**dicate **aqua**rium **aqua**marine **audi**obook **audi**ometer **bene**fit **bene**factor **con**versation **con**dominium **inter**lude **inter**sect **manu**al **manu**script **omni**present **omni**vore **port**able trans**port**ation tran**scrib**e pre**scrib**e **non**flowering **non**transparent		**CRITERIA:** 1. **Presentation (___/ 4 pts.)** • Neatness • Organization • Use of Colour • Suitable Font Size 2. **How to Play (___/ 4 pts.)** • Clear Directions • Answer Key • Game Pieces such as cards, spinners, etc. • Suitable Size of Game Pieces 3. **Accuracy (___/ 6 pts.)** • Used Three (3) Languages • Accurate Meanings • Samples Words	https://www.ixl.com/ela/grade-6 • Vocabulary Packets, Prefixes and Suffixes (Onish, 2010) • Most Common Affixes (see Appendices) • 2019 Spell it Tricks and Tips for Spelling Bee Success (Merriam Webster, 2018) Link to Spell It PDF

Content	Suggested Activities	Suggested Assessment(s)	Resources
Greek Like Latin, Greek has formed the foundation of many important English words. • In some words, the '**e**' at the end of a word makes the long ***/e/***. **Examples:** acn**e** and apostroph**e** • The **/k/** sound is spelled 'ch'. **Examples:** matriarch and melancholy • Short '**i**' is spelled with a 'y'. **Examples:** cal**y**pso and s**y**nonym • A long '**i**' is spelled with a **y**. **Examples:** h**y**giene and sk**y**light • The **/f/** is spelled '**ph**'. **Examples:** am**ph**ibian and meta**ph**or **Greek Roots** • anti – against • auto – self • bio – life • dyna – power		4. Creativity of the Game **(___/ 3 pts.)** 5. Grammar and Spelling **(___/ 3 pts.)** **TOTAL: ___/ 20 pts.** **GRADE: ___%**	

Content	Suggested Activities	Suggested Assessment(s)	Resources
• geo – earth • graph – written • hydr – water • phon - sound **Sample Words** **anti**histamine **anti**social **auto**biography **auto**matic **bio**logy **bio**graphy **dyna**sty **dyna**mite **geo**graphy **geo**logy **hydr**ate **hydro**power **phon**etics tele**phon**e **Italian** Italian words used in English are most visible in the areas of food and music. • Long ***/e/*** is spelled with an '**i**'. **Examples:** confetti and spaghetti • Long ***/o/*** is spelled with an **o**. **Examples:** crescendo and mezzo piano			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Words with the double consonant '**zz**' are pronounced with a /**ts**/. **Examples:** pizza and mozzarella **Sample Italian Words** archipelago ballerina broccoli crescendo fiasco finale incognito influenza lasagne macaroni malaria opera paparazzi presto piano scenario soprano unison zucchini			

SCOPE OF WORK

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

FLUENCY

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Signals are used to help readers clearly understand the author's message. When reading aloud, attention should particularly be given to these cues. **Comma** – Give a slight pause. It is important to pause at the correct time, otherwise the meaning of the sentence might change. **For example:** "Dan likes cooking, his baby brother and swimming." "Dan likes cooking his baby brother and swimming." **Period** – Give a little longer pause	**Basic**: Record the names of all students on the blackboard or using PowerPoint. Place the names in different formations: one, two or three names on a line. Have students place punctuation marks at differing points in the list. Have students read the list of names with focus on the punctuation marks. **Intermediate:** Provide students with a brief history behind Martin Luther King's, ***"I Have a Dream"*** speech. Allow them to practice reading portions of it, before reading it to the class. Allow them to hear an actual recording of the	Have students read a particular passage. Provide feedback on their responses to the punctuation marks.	• Fluency: Hearing Punctuation (Smekens, 2006) Link to Download Fluency PDF

Content	Suggested Activities	Suggested Assessment(s)	Resources
Question Mark – Voice should have a little raise at the end **Exclamation Mark** – Read with strong emotion to reflect what is happening in the text. **Quotation Marks** – Voice may need to be changed to indicate that a person is speaking, to reflect what is happening in the passage and to reflect who is speaking. For example, the person may be an annoying character with a squeaky voice or someone who is a fast talker who likes to con people. Someone who is being thoughtful may speak more slowly. **Parenthesis** – This can represent a side comment, or something said under the breath or in secret. The volume of the voice may have to be lowered or a whisper may be used. **Ellipses** – Voice drops or trails off. It could be that the person is unsure what to do or has several thoughts spinning in his/her head at one time.	speech by Martin Luther King Jr. **Advanced:** Download the lyrics to a popular appropriate song. Have students read the song instead of singing it. Discuss the impact that the punctuation marks have on the reading piece and discuss how the actual phrasing might differ from actually singing the song.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important when reading, to pay attention to the rate of speed at which you are reading, the rise and fall of your voice and 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. Breathing can indicate the rate or pace. If someone is running or crying, use quick short breaths between the words. If someone is relaxed, this can be portrayed by breathing out slowly. **Intonation** – The rise and fall of the voice to reflect what is happening in the reading piece. Intonation can communicate up to **70% of the meaning** of a sentence. Read the same sentence below, but each time, only place emphasis on the bold word to show the influence of intonation.	**Basic**: Have students practice saying the same phrase repeatedly but using their voices to portray a variety of emotions. They should be able to switch on command. Have them apply this to the reading of texts. **Intermediate**: Have students use proper pacing, intonation, vocal expression, and pitch while reading the lyrics to a Bahamian song like *"Church out, Crab Crawlin"*. **Advanced**: Have students read a poem set to music of their choosing. The music should be selected carefully to ensure that it reflects the mood of the poem. Have students discuss the effectiveness of the delivery.	Have students record themselves reading a particular passage. Have the class provide feedback on their pacing, intonation, volume, and expression.	• 9 Ways to Increase Fluency (Emily, 2020) https://educationtothecore.com/2020/03/9-ways-to-increase-fluency-in-students/ • The Fluent Reader (Rasinski, 2010) • "Church Out, Crab Crawlin" (Minnis, 2020) • Intonation Speaks Volume! (Dunnigan, 2001)

Content	Suggested Activities	Suggested Assessment(s)	Resources
1. **I** didn't say Joshua was fired. 2. I **didn't** say Joshua was fired. 3. I didn't **say** Joshua was fired. 4. I didn't say **Joshua** was fired. 5. I didn't say Joshua was **fired**. **Each sentence communicates a different meaning.** **Vocal Expression –** The tone of the reader should reflect the mood of the piece. **Examples** • **Sad –** Read slowly, lower the voice • **Angry –** Loud, booming voice • **Happy –** light voice • **Afraid –** stuttering voice • **Surprise –** Inhale sharply before speaking • **Disgust –** short, clipped words read quickly. **Pitch of Voice** - Refers to the highness and lowness of the voice. **Volume** - Refers to the loudness or softness of the voice.			

SCOPE OF WORK

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

COMPREHENSION/LITERATURE

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text features are elements that are included in a non-fiction text that help readers to understand and locate information. **Book Text Features** **Book Cover –** Includes the title, a picture, and the names of the author(s) **Title Page -** States the title, author, illustrator, copyright information and publisher **Table of Contents -** Provides topics and page numbers on which information can be found	**Basic:** Ask students to choose any five (5) of the text features. Have them make a booklet explaining or demonstrating each text feature chosen. Be sure to include the definition and give an example to illustrate. **Intermediate:** Have students look through several books to find specific text features. Have them identify the pages that contain the feature and explain why that feature is important. **Advanced:** Have students create their own nonfiction text feature article or book on content	Have students complete a worksheet where they have to use certain text and graphic features to locate information.	• Using Text Features to Locate Information (Khan Academy, 2020) https://www.youtube.com/watch?v=v6EDEr_20sc

Content	Suggested Activities	Suggested Assessment(s)	Resources
Subtitles/Subheadings - These appear under a title or heading to provide specific related categories of information **Illustrations/** **Photographs with Captions -** Images that include a title explaining what they are about **Diagrams** – Drawings used to identify different parts or how things relate **Maps** – Show the location of something **Charts/Tables -** Information that is organized into a visual format that is quick and easy to read. **Graphs –** Pictorial representations, using figures presented in visual form on the axes. **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.	currently being studied in Social Studies or Science. Using the rubric, they can give examples for each text feature and write how that text feature helped them to understand the topic.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Special Print Features **Bold -** The important words are placed in darker print than the rest of the text so that they stand out. **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 **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			

Content	Suggested Activities	Suggested Assessment(s)	Resources
series of pictures. **Pop Up** – Gives the reader more information, such as the meaning of a word. **Interactive Diagrams/Maps** - Hover over or click on the diagram or map to learn more **Hyperlink** – Refers the user to information on another website. It may be in a different colour or underlined. **Side Bar** – Additional information that is located on the side or at the bottom of a webpage. **Comments:** This is a way of asking the author questions or providing feedback. **Pencil icon**- allows the ability to type, highlight, or draw on the page. **Textbox-** gives the ability to type or insert information on a page.			

Objective 2.37 Explain the different non-fiction text structures.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text structure refers to how an author organizes information in a text. Being aware of non-fiction text structures and their purpose helps readers to make connections, recognize patterns, understand what is important and summarize information. There are five basic structures that authors use. • **Description** - Provides information on a particular topic that is vivid and clear. The thing being described can be a living thing like a person, animal, or plant. It can also be an event, a process, or a place. **Example:** a travel brochure, menus. **Key words/phrases -** for example, the characteristics of • **Sequence** Provides the order in which something happened or should happen. **Example:** recipes, calendars **Key Words**: first, next, finally	**Basic:** Have students 'buddy-read' selected paragraphs and explain which text structure is being used. Students can identify key words found in the paragraphs. **Intermediate:** Given authentic reading materials such as menus, obituaries, brochures, flyers, diary entries, advertisements, have students indicate the text structure being used. Ask students to defend or justify their choice of text structure. **Advanced:** Provide students with a specific topic related to a content area subject such as *"Plants".* Have them research articles that can fit all five of the various text structures. Have them share the materials they found and explain why it fits a particular text structure.	Have students find non-fiction texts that fit the five different text structures. Have them explain how each text fits that structure.	• Non-Fiction Text Structures PowerPoint (Jack, 2020). Link to PowerPoint Lesson (Text Structures) • Reading Strategies E: Text Structure, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • The 5 Types of Text Structure (Flocabulary, 2017) https://www.youtube.com/watch?v=7kWGQ-_ipBY&t=66s

Content	Suggested Activities	Suggested Assessment(s)	Resources
• **Problem/Solution -** Identifies a need and shows ways in which it can be addressed **Example:** Advertisements for pain medicine, newspaper editorials **Key Words/Phrases:** The issue is, to solve the problem... • **Cause and Effect** - Shows the impact that a particular event had on something **Example:** Environmental studies related to climate change, weather report, **Key Words/Phrases:** because, as a result of • **Compare/Contrast** - Shows how two things are similar and how they are different **Example:** Political advertisements **Key Words/Phrases:** in the same way, in comparison to			

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

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
<tr>
<td>A well-written story has five core elements. Being able to identify these elements and know how they work together in a story helps a reader to better understand, appreciate and evaluate an author's work.

The five core elements of a narrative are:

Characters: the people or personified animals and objects in the story

To learn more about the nature of a character, a good reader pays attention to his/her words, thoughts, actions, and appearance. An individual's nature is his/her usual attitude or behaviour. In most stories, the nature of a character remains the same throughout the story or changes after a dramatic event.

To figure out the nature of a character, ask yourself:
• What thoughts is the character having?
• What is the character saying?
• How is the character behaving?</td>
<td>Basic: Use direct instruction, any familiar story, and the Think Aloud Strategy to model how to complete the SWBS Plot Chart below. Provide guided and independent practice with other short stories for students to demonstrate their ability to use the graphic organiser.

<table>
<tr><th colspan="2">SWBS PLOT CHART</th></tr>
<tr><td>Somebody
(character)</td><td></td></tr>
<tr><td>Wanted
(goal/motivation)</td><td></td></tr>
<tr><td>But
(conflict)</td><td></td></tr>
<tr><td>So
(solution)</td><td></td></tr>
</table>

Allow students to now read a traditional version of "The Three Little Pigs". Lead students to complete the SWBS Plot Chart for this story. Then, have students read "The True Story of the 3 Little Pigs!" and complete an SWBS Plot Chart</td>
<td>Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website.

See 'Theme and Point of View' under the Reading Strategies section.

Challenge learners to complete the 'Comparing Point of Views from Two Texts' assignment.</td>
<td>• Comprehension Plus, Level E, pp. 95-110

• Reading Strategies Section B and D: Theme, and Point of View, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

• Literacy Resource Handbook, (Sumner et al, 2009; pp. 234-246)

• The True Story of the 3 Little Pigs! (Scieszka, 1996).</td>
</tr>
</table>

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Which attitude do these types of thoughts, actions and words suggest? • How are the other characters reacting to him/her? **Point of View:** refers to ***'who'*** is telling the story. This speaker is known as the **narrator**. Narrators can be a **character** in the story or a witness who is speaking about what happened. Pronouns used by the narrator give clues to help the reader figure out the point of view. **The First Point of View:** the narrator is a character in the story • **Pronoun Clues:** I, me, my, mine, we, us **The Third Point of View:** the narrator is **a witness** to the events. • **Pronoun Clues:** they, them, their, he, him, his, her, she, it Figuring out the ***thoughts, opinions, and feelings*** of the narrator can help the reader decide how **trustworthy** is the information being given.	for this story. Use both charts to compare the narrative elements, discuss the importance of point of view, and trustworthiness of sources. Relate this to the courts and having witnesses during a trial. Challenge students to rewrite this traditional fairy tale as a witness to the story events using their point of view. **Intermediate: *Elements of Display!*** Select a familiar text and assign each student a narrative element. Have students create and present a simple PowerPoint that evaluates the text using their elements. Ensure that students: 1. Answer the relevant guide questions to interpret how the element works in the story. 2. Support each answer with at least two phrases quoted from the text. 3. Display each question on a separate PowerPoint slide. 4. Have a page reference for each		• 25 Most Common Themes in Children's Literature https://examples.yourdictionary.com/25-most-common-themes-childrens-literature • Learn Types of Conflict Using TV and Movie Examples https://www.youtube.com/watch?v=J73wkkf0WYo • Free Graphic Organizer Templates (Shaped Staff, 2021) https://www.hmhco.com/blog/free-graphic-organizer-templates

Content	Suggested Activities	Suggested Assessment(s)	Resources
Think about the narrator and ask yourself: • Does the narrator have any strong feelings, opinions, and thoughts? • How do these strong feelings, opinions, and thoughts change the way the story is told? **Setting:** the ***location and time*** of a story. It can be about a place that is **real or fictional** and about a time that is in the **past, present, or future.** Sometimes, to help figure out the setting, a good reader must look for details such as the weather, time of day, landscape, and seasons. The setting can be used to change the actions of the characters, events of the story, and the audience's mood. To determine if the setting is important, a good reader asks: • Would the story change if the events were happening in a different time and place? • Would the characters behave and feel differently in another time and place?	quote. Encourage presenters to connect any aspect of the story element to their personal life. Students without access to PowerPoint can create a flipbook or use flash charts. **Advanced: *Viewpoint Postcards*** Show students samples of postcards and explain how the card usually has a picture, addresses of the sender and recipient, a stamp, and a brief message. Using a popular cartoon character, demonstrate how to take on the point of view of a character and write a message from his/her perspective. Be sure to highlight the use of pronouns and capture the personality of the character. Select a familiar story read by the entire class. Assign each student a character from the story and encourage them to pretend to be this character, sending a postcard to another character. Ensure that students: • Write the message from the		• 100 Task Cards: Literary Texts (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Plot: the order of the most important events in a story. The **four (4) main parts** of a plot: the ***background*** (introducing the setting and characters), a ***conflict***, the ***climax,*** and a ***resolution.*** The **conflict of a story** is something that goes wrong for the main character. The main character can face a conflict with [1] himself, [2] another character, [3] culture, or [4] nature. In most cases, the character then takes action to solve this problem. Good readers know that there may be more than one major conflict in a story. The **climax** is the most exciting part of the story. In most stories, this happens right before the problem is solved. Being able to follow a clear plot helps a reader to better understand, enjoy and evaluate an author's work. The **resolution** is how the conflict/problem is solved and happens near the end of the story. **Theme:** the **message or lesson** that the author wants the reader to learn from a story	point of view of the character. • Create the picture on the postcard to show the most important setting in the story. • Include the character's opinions on the conflict or resolution in the story. Allow students to use a hard copy of a postcard template or visit the online Postcard Creator to construct their cards (see Resources section for links). Encourage learners to support conclusions drawn about the nature of the character, the type of conflict, and the importance of the setting, with evidence from the text. Allow students to share their products and encourage peers to evaluate the accuracy of the perspective.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is usually a lesson to better the reader's life and his/her relationships with others. Some common themes are **hope, forgiveness, identity, friendship, and power.** These themes are known as **universal themes**. To figure out the theme of the story, ask yourself: • Did the main character change after solving the problem? • What lesson did this experience teach the main character about being a better person? • Can this lesson also help me become a better person or have a better relationship with others? There can be more than one theme in a story. In this case, ask yourself: "Which theme seems to be more important to the story?"			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Context Clues are the words that surround an unfamiliar word. These words give clues about the meaning of the new word. Some context clues are: **Synonyms** – Words that mean the same or almost the same as an unfamiliar word. **Example:** The water tower stands 126 feet tall and offers a **breath taking** or **amazing** view of Nassau. **Antonyms** – Sometimes a context clue would contrast with a new word. **Example:** The guineps from Ms. Thurston's tree were **succulent**, but the ones from Mr. Mason's tree were **hard and dry**. **Definition** – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence.	**Basic:** Introduce the different types of context clues, one at a time. Have the students complete questions related to each type before presenting more than one type. **Intermediate:** Present students with sentences that contain different types of context clues. Have them use the clues to explain the meanings of unfamiliar words. **Advanced:** Have students read a paragraph where they have to use the different types of context clues to explain the meaning of underlined words.	Provide students with a passage that utilizes context clues. Have students use the clues to figure out the meanings of the words identified. Require students to provide textual evidence to support their responses.	• Preserving our Heritage Level 3 Pt. 1 pp. 98-100 • Vocabulary Section Z: Context Clues, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • 100 Task Cards: Context Clues (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Horseflesh, a type of hardwood found primarily on the island of Andros, is excellent for framing boats because as it ages, it is hard for insects and moisture to penetrate. **Previous Sentence** – An explanation is provided in a previous sentence that explains the unfamiliar word. **Example:** On Bahamasair's flight to Freeport, **one passenger who did not pay**, entered the baggage part of the aircraft, undetected. Just before departure, the **stowaway** was discovered. **Following Sentence** – The explanation comes in a sentence after the word has been used. The mail boat, Current Pride, will be taking **freight** this morning. **Cars, groceries,** and **other goods** will not be received after 12 noon.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Classification refers to the grouping of items based on characteristics that they **have in common**. The name of each group is called **a category**. Categories have **a heading or a label** that tells what their classified items have in common. Authors often **organize their ideas, descriptions, and details** into categories during the researching and planning stages of writing. Outlines are developed to assist in classifying the information in an organized manner. Understanding the existing relationships among categories can help the reader navigate the text quickly and successfully. It also helps a reader to detect and ignore details unrelated to the main idea of the material.	**Basic:** Using the Classified Ads, have students identify which area they would have to look to find certain information. **Example:** Where would you look to find a truck to buy? **Intermediate:** Using the Television Guide, present various scenarios to students where several criteria must be met. Have them select the best channels that meet those requirements. Have them justify their responses. **Example:** Mr. Smith is a retired Math teacher. He spends lots of time in nature working in his garden. Which channel(s) would you recommend for him to watch? Give reasons to support your recommendation. **Advanced:** Using the Classified Ads, present scenarios to students where they must use certain criteria to select the ad that most suitably meets that need.	Have students complete a worksheet on classification that uses a 'real life' resource.	• Preserving our Heritage Level 3 Pt. 1 pp. 93 - 94 • Classified Ads (digital or hard copy) • Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston & Bain, 2020; pp. 27, 56, 75)

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Example: Mr. Jones is looking for an apartment. The rent must be under $600 per month, with 2 bedrooms and located in the eastern portion of the island. Have students select the ad that most suitably meets that need.		

Objective 2.41 Make predictions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Making predictions involves using the information that has been provided by the author along with what you know already from past experiences or personal knowledge, to figure out what will happen next. Predictions must be relevant to the situation and logical. A reader can make inferences and draw conclusions to make better predictions during reading, when more information is provided. To make a good prediction before and during reading **a fictional text**, ask yourself: • What is the title telling me about the characters? The setting? The events? • What are the clues in the story telling me about the main problem? • What do I think the main character will do next to solve this problem? • What would I have done next in this situation?	**Basic:** Have students read various short scenarios and choose the most logical prediction from a given list as to what might happen next. Have students share why they chose the option they did. **Intermediate:** Have students read or watch a weather report and then make predictions about what a meteorologist's advice would be for boaters and the public. **Advanced**: As students read a passage or watch a short Pixar film, have them stop at certain points. Provide students with various possible predictions. Have students read each prediction and determine whether it is logically based on evidence from the text. Students will continue reading to see if the prediction they chose was correct.	Have students complete a standardized worksheet on making predictions.	• Comprehension Strategies: Making Predictions https://www.classroomnook.com/blog/predicting#categories • Pixar Shorts for The Classroom Collection Link to Videos Platform • Comprehension Plus, Level E, pp. 25-28 • 100 Task Cards: Literary Texts (Scholastic, 2020) • 5 Ways to Teach Making Predictions in Reading with Elementary Students (Cass, 2021)

Content	Suggested Activities	Suggested Assessment(s)	Resources
To make a good prediction before and during reading **a nonfictional text**, ask yourself: • According to the title and illustrations, what would this text be about? • What are the headings, subheadings, and charts telling me that what this text will be about? • What do I know about this topic already? After reading a fictional or nonfictional text, ask yourself: • Which of my predictions were correct? • Why were these predictions correct? • Which of my predictions were incorrect? • Why were these predictions incorrect?			https://raisethebarreading.com/2021/01/24/makingpredictions/

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The main idea of a text is the **most important idea** that the writer wants readers to know about the topic. It is **what is mostly being talked about** in the text. Knowing the main idea helps a reader to **better understand and organize** the lesser details of the text when summarizing, paraphrasing, and retelling. Sometimes, a writer directly states the main idea in the text. It can be stated at the beginning of a paragraph as the **topic sentence** or the end as the **concluding sentence**. However, the main idea can also appear anywhere in the text. Sometimes, the main idea is unstated and the reader must figure it out from the supporting details. The **supporting details** are the sentences that **tell us more information** about the main idea.	**Basic: *A to Z Ideas*** As a whole group, have students produce a list of random topics beginning with each letter of the alphabet. In groups of three, challenge students to pick and classify 10 of the 26 topics, based on their similarities. Have students then create a main idea label for each category formed. Allow each group to share the labels of their categories. Encourage peers to ask questions for clarification or give suggestions for corrections. Lead from the activity to discuss main ideas and supporting details. **Intermediate:** Provide students with different colour highlighters and a short passage with a stated main idea. After reading, allow learners to highlight the main idea sentence and discuss its location in the passage. Have students then highlight the supporting details with a different colour. Gradually introduce passages with unstated main ideas and model how details are used to draw a conclusion about the most important idea.	Use a learning device to allow students to sign in and complete individual assessments on *IXL Language Arts* website. See *'Main Idea'* under the Reading Strategies section.	• Comprehension Plus, Level E, pp. 5-10 • Preserving our Heritage Level 3: Part 1, pp. 9-10 • Reading Strategies Section A: Main Idea, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • 100 Task Cards: Informational Texts (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are **five main types of supporting details**: [1] examples, [2] facts and figures, [3] descriptions, [4] reasons or explanations and [5] steps. Good readers also understand that the main idea and the theme of the text are different. The main idea helps you to figure out the lesson or theme of a text.	**Advanced: *All Mixed Up!*** Provide students with a skeleton of a short essay by removing all the supporting sentences and leaving the main idea for each paragraph intact. In pairs, give students the strips of sentences with the details, but also include extra sentences that are off-topic. Challenge learners to reconstruct the essay and exchange their finished work with other groups for peer evaluation. Encourage peers to ask questions for clarification or give suggestions for corrections. Allow students to use the reflective questions and compare their approaches to solving this puzzle: 1. What did I know before I began the activity? 2. How did that help me to solve this problem? 3. What did I try, but it didn't work? 4. What is one thing I now understand better?		

Objective 2.43 Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen. Sequence also refers to **steps in a process** such as a recipe or directions. Authors may use key words or phrases to help readers understand sequence. **Key/Signal Words:** while, previously, eventually, over time, suddenly, in conclusion, meanwhile and finally. **Dates** tell you a specific month or year. Key words such as '**meanwhile**' and '**simultaneously**' are clues that two or more events are happening at the same time. If there are no clue words, you can visualize the story in your mind and ask yourself what happened first, next, then and last. In written pieces/texts, bullets, numbers, and numerals can be used to indicate sequence.	**Basic:** Provide small groups with directions to locate an item hidden around the school. Have students highlight all sequence key words. Next, have students read and follow the directions. After students have located the item have them answer questions about the process/steps they followed. **Intermediate:** Have students listen to a portion of a news story, using the radio. Provide students with a written copy so they can follow along. After students have listened to the recording twice, have them highlight all the key words that indicate sequence. Have them use some of these key words to help answer questions related to sequence. **Advanced:** Have students read directions that have been mixed up, on how to make a paper boat or kite. There should be no sequence keywords. Have students read each step and visualize what is being made. After students have rearranged the steps in sequential order, they should insert key sequence words.	Have students read a short passage and recall the events using key words.	• Preserving our Heritage Level 3: Part 1, pp. 15-16 • Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston & Bain, 2020; pp. 821, 36, 51) • Comprehension Plus, Level E, pp. 15-24 • 100 Task Cards: Informational Texts (Scholastic, 2020)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Most stories are divided into two major **genres: fiction and non-fiction.** The Latin word **genre** means '*group' or 'kind'.* Knowing the genre of a text can help the readers to make reasonable predictions and adjust their reading speed to match the genre. Readers can skim read non-fiction material to find information or read it slowly-word for word. **Fiction** is a story that is created from the author's imagination. It refers to things that are invented or that are not true. Examples of fictional stories include: **fairy tales, legends, science fiction, historical fiction, folklore and realistic fiction.** **Realistic Fiction** - Stories that can happen in real life but didn't happen. **Fairy Tale** - stories about magical creatures with happy endings usually written for children.	**Basic: Book Summaries** Have the class visit the school or community library and read the summary at the back of various books. Encourage students to also examine the book covers. Have students then record the titles of five non-fiction books and five fiction books. During this time, circulate throughout students and challenge them to identify the sub-genre of their selected books. Provide corrective feedback, as required. **Intermediate: "If Books Could Talk!"** Assign each student a type of literature. Allow students to prepare a speech given by the literature as if it was human. Challenge learners to creatively include its main characteristics, how it is often perceived by most readers, and any challenges it may experience in the literary world. The literature can be humanised with thoughts and emotions. Encourage students to use relevant props or visuals.	**Pre-Assessment *(before teaching):*** Have students complete a worksheet designed to identify genres and sub-genres, based on descriptions. Let students document their scores in their notebooks. **Example:** **"My Vacation in Abaco" by Jerome Gardiner** Jerome describes his trip to the island in five thrilling paragraphs. **Genre: _____** **Post-Assessment *(after teaching):*** Have students complete the same worksheet. Let students compare their new score with their pre-score. Have learners ask themselves:	• Preserving our Heritage Level 3: Part 2, page 84 • Scholastic News Leveled Informational Texts (Grade 5) • The New York Times: What's Going on in this Picture? https://www.nytimes.com/column/learning-whats-going-on-in-this-picture • Reading Strategies: H Analyzing Informational Texts, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
Fable - stories where animals, plants or objects are behaving like humans. The purpose is to teach a life lesson known as the ***moral***. **Mystery** - A story in which the reader or character must use clues, to solve a problem. **Drama** - stories written as a dialogue between characters to be performed in a theatre. **Fantasy** - stories that are so fantastic that they can't possibly be true. They often have strange and unworldly settings. **Tall Tale** - Humorous stories with huge exaggerations & heroes **Folklore** - stories used to orally pass down through generations the beliefs and customs of a community. The original author is often 'unknown'. **Historical Fiction** - stories with made-up characters and events from the past.	Create and provide students with a rubric to conduct peer evaluations. **Advanced: Ask the Experts** Assign each student a genre to study in which to become an expert. Ask students with the same genre to become a group and provide them with YouTube teaching videos, handouts, Kindle books, and other resources to learn more about their topic. Circulate in the groups to answer any questions, clarify any misconceptions, and keep groups on task. Encourage teams to create visuals to support their teaching and have questions to check the understanding of their learners. Set aside time for the new experts to teach their type of genre to their classmates or other classes.	1. Did my score change? 2. What would I do differently if I could have done this again? 3. How will I use what I have learned?	• 100 Task Cards: Informational Texts (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Science Fiction - stories about technology, life, with characters and settings in the future or on other planets. **Mythology –** stories about ancient culture that often include supernatural elements. **Nonfiction** refers to a truthful account of things about real people, places, things, and events. Examples of non-fiction writings include: **biographies, autobiographies, journals, and narrative non-fiction.** **Biography** - written about another person's life. **Autobiography** - written by a person about his/her own life. **Narrative Non-fiction** - a story about true events. Not all nonfiction writings tell a story. Texts such as textbooks, schedules, newsletters, handbooks, manuals, and brochures give the readers information. This type of non-fiction			

Content	Suggested Activities	Suggested Assessment(s)	Resources
is called **informational text.** **Schedule** - informs readers about the times and dates in which a list of events should happen or tasks should be done. **Newsletter** - gives information about the services, events, goals, and people of an organization.			

Objective 2.45 Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment(s)	Resources
In a world filled with free-flowing information, "fake news", and persuasive techniques, it is important that individuals can tell the difference between a fact and an opinion. A **fact** is something that has happened or something that can be proven as *true* or *false*. **Facts** can be proven through observation, measuring or by checking reference books and credible internet resources. ***Example**:* The House of Assembly and the Senate are in Parliament Square. This fact can be checked by visiting a credible government website or Parliament Square. A statement of **opinion** cannot be proved true or false because it tells someone's **ideas, feelings**, or **beliefs**. Opinions are normally associated with phrases such as '**I think**', '**I feel**', '**I believe**' and '**In my**	**Basic: *Fastest in the West!*** In a large group, read aloud a Letter to the Editor on a topic of interest to the students. A review of a hotel, book, movie, or restaurant can be used as a passage substitute for the letter. Engage students with the basic recall questions about the text such as: '**who**', '**what**', '**where**', '**when**' and '**how**'. Have each student create two (2) large flashcards and give each card one label: '**Fact**' or '**Opinion**'. To play the game, read aloud phrases and sentences from the letter - some opinions and some facts. Challenge students on the count of three to identify if the statements are factual statements or opinions by displaying the correct card. Provide corrective feedback, as needed. **Intermediate: *Persuasive Speeches:*** Have students watch and listen to the speech, *"The Girl Who Silenced the World For 5 Minutes"* or any political speech that includes facts and opinions. Provide students with a	**Make Your Quiz** In groups of three, have students create a quiz about facts and opinions for their peers. Encourage students to have at least 12 questions on the quiz and stress that they <u>should not</u> be extremely difficult. Allow students to use any two of the following test formats. • true/false • multiple choice • matching • fill in the blank Have students write or type the final copy of the quiz with clearly numbered questions, clear instructions, and labelled sections. On a separate sheet of	• Comprehension Plus, Level E, pp. 57-60 • Preserving our Heritage Level 3: Part 1, p. 33 • Preserving our Heritage Level 3: Part 2, p. 86 • "The Girl Who Silenced the World For 5 Minutes" Transcript <u>Link to the Speech's Transcript</u> • "The Girl Who Silenced the World For 5 Minutes" Video <u>https://www.youtube.com/watch?v=XdK0uYjy85o</u>

Content	Suggested Activities	Suggested Assessment(s)	Resources
opinion'. They may also contain verbs such as '**should**', '**must**' and '**ought**'. Comparative words such as '**best**' and '**worst**' and descriptive words such as '**beautiful**' and '**funny**' may also point to an opinion. **Example:** Some Bahamians **feel** the House of Assembly should be relocated to a larger building. Readers should be careful of opinions that can be disguised as facts because they are partially true.	transcript of the speech. Lead a discussion about the main points of the persuasive speech. Have students underline three factual statements and circle three statements of opinion in the transcript. Then invite students to discuss the reasoning behind their choices and decide if this source of information is trustworthy. Have students research different sources (Social Studies textbooks, Kids Discover site, Google, news sites, etc.) to provide support for the factual statements underlined in the speech. Have students provide their references found and discuss whether the sources are reliable. **Advanced:** ***Jury Duty*** Download and provide students with the mock courtroom script of the Trial of Goldie Locks vs The Villagers. Assign the script (pages 4-23) as independent reading or a read-aloud with assigned roles and a mock courtroom. Carve out time for students to practice their roles for maximum fluency and creativity. Instruct the jury members to listen to the case and only take notes	paper, have students create the answer key. Encourage learners to make sure that the answers are correct. Have a 'Quiz Day' where groups will exchange and take the quizzes. Be sure to display completed quizzes on the classroom bulletin board.	• Trial of Goldie Locks vs The Villagers https://rendellcenter.org/wp-content/uploads/2020/08/Goldie-Locks-Mock-Trial.pdf • 100 Task Cards: Informational Texts (Scholastic, 2020) • Writing Strategies Section O: Fact and Opinion, IXL Learning https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
	of the facts that are presented. Have the jury decide and vote if Goldie Locks is guilty or innocent. Require each jury member to provide evidence from the case to support their collective decision. Also, allow them to discuss which opinions were most distracting and give a reason for their choice. Be sure to extend the learning activity to incorporate the Social Studies lesson on “The Work of the Law Courts” in Book 6.		

Objective 2.46 Summarize and paraphrase texts.

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
<tr>
<td>To summarize means to restate a text in a shortened form.

A summary is different from the retelling of an event because a summary should only include the main points of the selection. A retelling of an event or story includes as many details as possible.

It is important that a summary does not include any added opinions and feelings.

To paraphrase is to make a restatement of a text using other words.

It shows that the reader understands the text well enough to explain the author's ideas using his or her own words and voice.

A paraphrase should not have all the same words as the</td>
<td>Basic: Have students listen to songs by Bahamian singers such as Eddie Minnis, Ronnie Butler, and Phil Stubbs that tell a story. Have them make a list of the most important events. Let them use this list to summarize the song.

Intermediate: Summarize a newspaper story using the SWBST graphic organizer or five finger strategies.
<table>
<tr><th colspan="2">SWBST CHART
For Narrative Texts</th></tr>
<tr><td>Somebody (main character)</td><td></td></tr>
<tr><td>Wanted (goal/motivation)</td><td></td></tr>
<tr><td>But (conflict)</td><td></td></tr>
<tr><td>So (solution)</td><td></td></tr>
<tr><td>Then (final resolution)</td><td></td></tr>
</table>
Advanced: Provide students with a portion of the transcript of a famous speech. Have each student use the 4-R Strategy to paraphrase the speech.</td>
<td>Have students complete a book report or a graphic organizer summarizing or paraphrasing information from the text.

Alternative Assessment: Identify and Correct Plagiarism Use a learning device to allow students to sign in and complete individual assessments on the IXL Language Arts website. (Writing Strategies, Section R: Research Skills)</td>
<td>

Free Graphic Organizer Templates (Shaped Staff, 2021) https://www.hmhco.com/blog/free-graphic-organizer-templates
Summarizing Fiction with SWBST Organizers https://www.cms.k12.nc.us/northstarreadingpartners/Documents/3rdgrade_lesson_25_somebody_wanted_practice.pdf
Summarizing Nonfiction Texts Link to Nonfiction Summaries
Comprehension Plus, Level E, pp. 41-50

</td>
</tr>
</table>

Content	Suggested Activities	Suggested Assessment(s)	Resources
original text. This is called **plagiarism**. When paraphrasing, synonyms can be used to restate key words. **Follow the 4-R Steps to paraphrase a text** 1. **READ** the passage. Look for the most important ideas and details. 2. **REMOVE** the passage. Try to explain aloud and then write down what you understood. 3. **REVIEW** the passage. Did you include all the important ideas? 4. **REVISIT** your paraphrased writing and add or correct information. (Adapted from ASC, 2022)	Allow the students to publish their writings and display them along with the original text. Have learners offer their peers feedback.		

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

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
<tr>
<td>Comparing and contrasting requires a person to look at people, objects or situations and think about how they are different or alike.

Authors often compare or contrast for three (3) reasons:
1. To persuade a reader that one thing is better than the other.
2. To help a reader pay closer attention to details.
3. To explain something unfamiliar using something that is more familiar.

Sometimes authors use clue words to signal comparison and contrasts. Some words and phrases that signal comparisons are: ‘like’, ‘are similar’, ‘still’, ‘in the same way’ and ‘in comparison’.

Some words and phrases that signal contrasts are: ‘however’, ‘on the other hand’, ‘although’, ‘but’, ‘yet’, ‘nevertheless’, ‘on the contrary’, ‘nonetheless’ and ‘in contrast’.</td>
<td>Basic: Allow students to go online to read the weather report for another country and The Bahamas. Record it on a Venn Diagram. Compare and contrast the weather in both countries chosen. Students can include terms related to weather like cold front, warm front, partly clouded, rainfall etc.

Intermediate: Have students read a Social Sciences textbook describing different Bahamian festivals. Have students then complete a graphic organizer, where they will have to list their similarities and differences.

Example:
<table><tr><th>FEATURE</th><th>Festival 1</th><th>Festival 2</th></tr><tr><td>Purpose</td><td></td><td></td></tr><tr><td>Music</td><td></td><td></td></tr></table>
Advanced: Have students read a written review of three name brand products and complete a triple Venn diagram. Students will compare and contrast prices, ingredients etc. and justify why they would buy one</td>
<td>Have students use a graphic organizer to compare and contrast pictures, people, events, opinions and ideas. Use topics from the Social Studies and Science curricula.

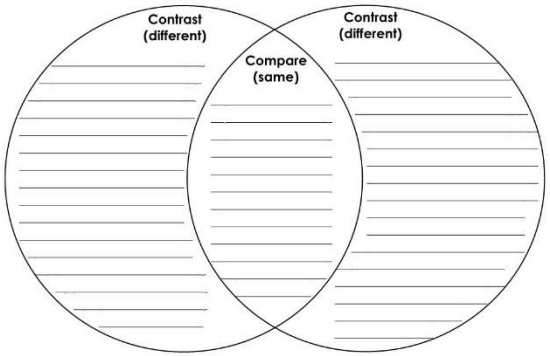
Examples of Cross-Curricular Topics:
• Plant and Animal Cells
• Different Biomes
• House of Assembly and the Senate
• Cultures from around the World (Brazil, Japan, Bahamas, Switzerland, and Australia)</td>
<td>• Preserving our Heritage Level 3: Part 1, pp. 75-77

• Literacy Resource Handbook, (Sumner et al, p. 243

• Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston & Bain, 2020; pp. 8, 27, 47, 56, 62, 69, 75)

• Comprehension Plus, Level E, pp. 37-40

• 100 Task Cards: Informational Texts (Scholastic, 2020)</td>
</tr>
</table>

Content	Suggested Activities	Suggested Assessment(s)	Resources
The graphic organizer that is commonly used to compare and contrast is called a **Venn Diagram.**  	particular item over another.		

Objective 2.48 Make inferences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The author does not always directly tell the reader everything that is happening in the story. However, the writer gives hints or clues so that the reader can figure out what is not stated directly. Good readers use **the information given**, along with **what they already know**, to make **inferences**. There are several different types of inferences that can be made. 1. **Cause and Effect** – The author may provide clues to what happened (the event) or what might have caused the event. To figure out clues about an event or what might have caused the event, ask the following questions. • What is happening in the environment? • Under what circumstances have I seen or experienced such a thing? • How are the characters reacting? **Example:** When we got home, my mom let out a **loud gasp in dismay**! It was then that we children noticed that the **front door was wide open,** and **furniture had been thrown all around the room**.	**Basic:** Introduce each inference type one at a time. Have students complete several activities related to each type of inference. **Intermediate:** Have students read a paragraph or watch Bre' Bookie and Rabbie short stories (Sands, 2020). Have them answer questions that cover various inference types. **Advanced:** Have students read an authentic piece of literature. Have them make inferences as they read.	Have the students complete exercises where they have to make inferences.	• Systematic Guided Practice: Making Inferences (Jack, 2022) • Various Short Stories (Sands, 2020) https://www.youtube.com/channel/UCGWJKsWXQlGqPd4XOCC4bBg/videos • Preserving our Heritage Level 3: Part 1, pp. 110-111 • 100 Task Cards: Making Inferences (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Why was the furniture thrown all around the room? **The family's home had been burglarized.** **2. Feeling and Attitude –** Authors sometimes give clues as to how a character is feeling through the actions or movements of the character. To figure out clues as to how a character is feeling, ask the following questions: • What is the character doing? • What is the character's body movement like? • How is the character responding? **Example:** Miriam **glared** at the customer as she gave him a refund. Is Miriam happy to be giving the customer a refund? **No.** How do you know? **She is angry because the passage states that she was "glaring" at the customer.** **3. Action -** Authors sometimes give clues as to what a character is doing, by indicating the environment, identifying items that are in the environment and describing the character's movements.			• Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston and Bain, 2020; pp. 16, 21, 62)

Content	Suggested Activities	Suggested Assessment(s)	Resources
To figure out what the character is doing, ask the following questions. • Where is the character? • What are the movements of the character like? • Who or what is in the environment? **Example:** Mummy **gathered onions**, **sweet peppers**, **cucumbers**, **celery**, **tomatoes**, a **lime,** and an **orange** and **placed** them on the kitchen counter. She began **dicing** them. She grabbed the **conch** soaking in **salt** and **lemon juice** and placed it on the **board**. What is mummy getting ready to do? **She is getting ready to make conch salad.** What information did you use to make this inference? **She gathered ingredients used in making conch salad and she was dicing them.** 4. **Problem-Solution** – A character in the story might be presented with a problem. The author may not indicate directly how it was solved but would provide clues as to how it was resolved.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
To help figure out the solution, ask the following questions: • What is the problem? • What action is taking or has taken place? • What does it normally mean when something like that is happening? **Example:** Jeremy was **extremely hungry**. He had forgotten to take his lunch to school that day. When he arrived at home, he saw an **apple pie cooling on the rack**. At dinner time his mom wondered why **he could only take a few bites of food**. How did Jeremy solve his problem? **He ate the pie that was cooling on the rack.** 5. **Character** – Authors provide clues as to the character and personality of the characters in their stories. To learn more about the characters about which you are reading, ask the following questions: • What is the character doing? • How is he/she behaving? • What is he/she saying? • How is he/she feeling?			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Joanne went to her **room**. There were **books everywhere** on the floor. The **plates from yesterday's breakfast were resting on Joanne's nightstand**. She made her way to the centre of the room where the **pile of clothes** was. There resting on **top was her missing homework**. Is Joanne an organized person? **No.** How do you know? **Her room was a mess, she had used plates in her room and her homework was resting on her clothes and not on a desk or in her school bag.** Quite often inferences that are made must be defended. These questions or commands can come in many different forms, but they are all asking the reader to provide the clues from the passage that helped them to make their inferences. 1. How do you know? 2. Support your answer using information from the passage. 3. Why do you think this is the case?			

Objective 2.49 Identify cause and effect.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **cause** is an event or idea that leads to a result called an **effect**. Signal words such as ***because, since, so, therefore, due to*** and ***as a result***, help us to identify cause and effect relationships. A cause can have more than one effect as well as an effect can have more than one cause. To find the cause-and-effect relationship during reading, a good reader will ask: • What happened? **(Effect)** • Why did this happen? **(Cause)** Sometimes sentences that include cause and effect relationships **do not** use signal words. In this case, it is up to the reader to make the connection. **Example:** Jermaine smiled and did his happy dance as the big slice of guava duff that was placed in front of him. In this sentence the cause is – "**The big slice of guava duff being placed in front of him**".	**Basic:** In pairs, have students play a game of Charades where they are given scenarios to act out. For example, throwing stones and a crying person who was hit with a stone. The remaining students will identify the cause-and-effect relationships portrayed. **Intermediate:** Have students create cause and effect posters using headlines or pictures from local newspapers. Students can add cause and effect sentences to caption pictures or headlines used. **Example:** Use a headline from a newspaper that says something about the lockdown and curfews that were in place in 2020. Show a picture of an empty road. Sentence: As a result of the lockdown in April 2020, roads and highways were devoid of vehicles.	Have students complete task cards or a worksheet on cause and effect.	• Preserving our Heritage Level 3: Part 2, pp. 98-99 • 100 Task Cards: Informational Texts (Scholastic, 2020) • Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston & Bain, 2020; pp. 21, 43, 51, 62, 75, 84, 89, 97, 102, 106) • Comprehension Plus, Level E, pp. 29-32

Content	Suggested Activities	Suggested Assessment(s)	Resources
The effect is "**Jermaine smiled and did his happy dance**". A clue to finding a cause-and-effect relationship is to remember that the cause must happen **first** (although it may not be stated first). The effect happens second.	**Advanced:** Have students read news from the courts. Have them identify cause and effect relationships. Discuss the importance of being able to think through actions being contemplated ahead of time, to determine the effects before an action is taken.		

Objective 2.50 Detect when generalizations are being made.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **generalization** is a broad statement that tells how a group of people, animals or things are similar. Many times, generalizations are not entirely true because there are usually exceptions. **Example:** Many **Bahamians** would rather reside on a Family Island instead of New Providence Generalizations are either **valid** or **faulty**. **Valid generalizations** are based on **facts** or **logic**, whereas **faulty generalizations** are **not supported by facts**. Clue words/phrases that often signal valid generalizations are: **some**, **most**, **many**, **sometimes**, **often**, **probably**, **few**, **in general**, and **rarely**. Clue words that often signal faulty generalizations are: **everyone**, **nobody**, **all**, **none**, **always** and **never**. Faulty generalizations usually do not have signal words. **Example:** Bahamians are industrious and hard working.	**Basic**: ***Odd Man Out****:* Give students sentence strips with statements on them. Some sentences should be generalizations while some should not. Have students, in groups of four, stand in front of the classroom with their sentence strips. One student must not be holding a generalization while the others are. The seated students will vote on which student is not holding a generalization. Lead a discussion on how they were able to identify t*he 'odd man'*, as well as the key words used. **Intermediate**: Invite students to take turns reading passages aloud. Have classmates listen for generalizations. Ask students to explain how they determined if a statement was a generalization. Discuss whether each generalization is valid or faulty. For valid generalizations, students must provide the details that proved the statement was valid. **Advanced**: Have students complete a detailed Generalization Graphic Organizer where they must use details to make appropriate (valid) generalizations.	Have students detect generalizations being made in a paragraph.	• Preserving our Heritage Level 3: Part 2, pp. 40-41 • Generalization Diagram Link to Diagram

Objective 2.51 Interpret the author's purpose.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Every author has a reason for writing. This is known as the **author's purpose**. There are **four common reasons** for writing: **To Inform -** When writing **to inform or explain**, the author uses facts. This is known as **expository writing.** **Examples:** cookbooks, science, history, textbooks, and biographies **To Entertain -** Many stories, plays, and poems are written to teach a lesson or simply amuse their audience. This is also known as **narrative writing.** **To Describe -** An author may describe an event, scene, or person in detail. Words that appeal to the senses of the reader or listener are used. This is known as **descriptive writing**. **To Persuade -** Sometimes an author tries to persuade readers to agree with him or her or to take a particular action. This is known as **persuasive writing.** **Examples:** most commercials, campaign speeches, and advertisements.	**Basic:** Present clips of television shows that can fit into each of the four common purposes for writing. Have students identify the author's (script writer's) purpose and discuss the reasons for his/her decisions. **Intermediate:** Have students browse appropriate magazines. Students can find examples of propaganda techniques. Have students share their selections with the class. Discuss their responses. **Advanced:** Divide the class into four groups. Select a common topic. Have each group produce a piece of writing that reflects one of the four common purposes for writing.	Have students read short paragraphs to determine the author's purpose.	• Author's Point of View (Oldenkamp, 2021) https://www.youtube.com/watch?v=g0iDV9rxRbY • 100 Task Cards: Informational Texts (Scholastic, 2020) • 100 Task Cards: Literary Texts (Scholastic, 2020) • Comprehension Plus, Level E. pp. 89-94; 51-56 • Reading Strategies C: Author's Purpose, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
Authors sometimes use **propaganda techniques** to influence the opinions, emotions, attitudes, or behaviours of readers. There are several main propaganda techniques. • **Bandwagon** – Gives the impression that everyone is doing a particular thing and that is why readers should do it as well, so that they are not left out. **Example: Nobody** wants to be at home for the Boxing Day Parade, so you had better get your tickets now before they are all gone! • **Glittering Generalizations** – These are statements that make people feel good. They can be based loosely on people's beliefs and morals. They are positive in nature. **Example:** This air conditioner is **environmentally friendly**! • **Name Calling** – This is used to show a person or a product in a bad light. **Example:** One brand of cereal might be called "crunchy" and "fresh" while another may be called "soggy" and "stale".			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• **Testimonial** – Celebrities, social media personalities, public figures and movie stars may be used to endorse a product or a belief. **Example:** "Baseball player, Don Roberts, drinks Vitamalt to keep him hitting those home runs." • **Transfer** – This is the transfer of a good quality or bad quality onto something else, by association. **Example:** During the Covid-19 Pandemic there was a campaign for people to get vaccinated. Prominent people in the community such as the Prime Minister, church leaders etc. were shown on television getting their shots. It was felt that since people have a level of trust in these leaders, then they would transfer that trust to the vaccine and think it was safe to take. • **Card Stacking** – Involves focusing on the positive qualities of a product and leaving out the negative. **Example**: An ice-cold drink may be touted as the best thing to cool you on a hot day. It has a terrific flavour that makes your taste buds come alive.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
The fact that it is loaded with calories or sugar would be ignored. • **Plain folks –** This is where a product is associated with everyday people. Example: To encourage people to attend a particular event, the advertisers use a typical family to promote it. Regardless of the author's purpose, there are clue words in his or her writing that tell us how the author feels or his/her viewpoint about what has been written. This is referred to as "**author bias**". To find out how the author feels about a piece of writing, ask the following questions: 1. Are there "feeling" words included in the piece, such as 'good', 'bad', 'great', 'fantastic', 'terrible' etc.? 2. How is the event, person, thing, or idea being described? 'irresponsible', 'organised', 'interesting', 'boring' etc. 3. Are negative or positive words being used in the piece? 'distasteful', 'tasty', 'satisfying', 'dissatisfied', 'filling' etc. 4. Does the author appear to be arguing for one side over another?			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: **Informative Piece** – Cricket, the national sport of The Bahamas, is an **interesting game**. Although I have never played it myself, it is fascinating to watch teams play on the Cricket Field at Clifford Park. • **How does the author feel about cricket?** He likes the game. • **Are there clue words that tell us how the author feels?** The words "interesting" and "fascinating" are used to describe the game. **Descriptive Piece**- Have you visited a mall lately? The **limited parking**, **long lines** at the food court and **crowded stores** are always a **challenge**. • **How does the author feel about her trip to the mall?** The author does not enjoy shopping at the mall. • **Does the author use descriptive words to describe the experience at the mall?** He complains about the limited parking, long lines in the food court and crowded stores. He describes it as being a "challenge".			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Expository Piece – Catching the bus is **relatively easy**. You must first know the number of the bus you need to catch to take you where you want to go. Stand on the side of the road where traffic is moving towards your destination. You may also wish to sit on one of the covered benches so you can feel the **calm breeze as you wait**. As you see your bus approaching, stretch out your arm and move it up and down quickly to signal the driver. Pay the driver as you enter and sit on the **nice, sturdy seats**. **Enjoy the cool air-conditioned ride** as you see the sights. There is always **something interesting to see**. When you are getting close to your destination, say "bus stop". • **Are the words used to explain the process of catching the bus negative or positive**? positive • **Which words help us to identify how the author is feeling about catching the bus?** The author uses words such as "**relatively easy**", "**calm breeze**", "**sturdy seats**", "**cool air-conditioned ride**" and "**something interesting to see**"…very positive words. We can conclude that the author enjoys catching the bus.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Persuasive Piece- As a young person, it is **very important** that you read for at least 20 minutes every day, for several reasons. It **expands** your vocabulary. You will **learn new and unique words** that you can include in your writing and in your speech. You will also be able to **travel the world**. Reading books can help you to learn about countries that are close to you and those that are far away. Finally, it will make you a **better reader**. Just like an athlete, you must **practice reading to become better at** it! Keep reading those books! • **What are the clue words and phrases that tell us how the author feels about reading for 20 minutes each day? "very important", "expands your vocabulary", "learn new and unique words" and "travel the world".** The author also encourages readers to "**keep reading**". • Is this author trying to persuade students to read? Definitely!			

Objective 2.52 Draw conclusions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers use details and what is already known to **draw conclusions.** A **conclusion** is a decision that the reader reaches after identifying details and facts from the text as well as using prior knowledge. This conclusion should be logical. Good readers can use the following guided questions to help them draw conclusions: • What are the facts? • What do the facts reveal? • Do the characters' appearance, thoughts, words, or behaviour tell anything about them? **Example:** Jeffrey closed the front door and sat on the steps. He had just moved into the neighbourhood with his mother and father. He was still angry about having to leave his friends in his old neighbourhood. The street was empty. There was not a child in sight. In his old neighbourhood there would have been children outside playing tag or	**Basic:** Have students listen to sounds or dialogue and draw conclusions about what is happening. **Example:** loud banging after a storm – students can draw conclusions that repairs are happening or hurricane shutters are being removed. Other examples can be doors slamming, child crying, car starting, etc. **Intermediate: Who dunnit?** Present a simple case to students where they can pretend to be a detective. Have them use clues to draw conclusions about the case. Students document their clues and conclusions in a graphic organiser. **Advanced:** Have students read several short passages. Students have to draw conclusions based on text details. Students will underline or highlight text details that help them draw conclusions.	Have students complete a reading comprehension worksheet centred around drawing conclusions.	• Preserving our Heritage Level 3: Part 2, pp. 10-11 • Reading Skills in Science: Simple Science Workbook Gr. 6 (Thurston & Bain, 2020; pp. 8, 36, 69, 80, 84) • Comprehension Plus, Level E, pp. 11-14 • 100 Task Cards: Literary Texts (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
shooting basketball. He was bored to death. Suddenly, he felt something wet on his leg. When he looked down, there was the cutest puppy staring up at him with its little tongue sticking out of its mouth. Jeffrey gave the puppy a little pat and a tiny smile began to form on his lips. **What are the facts?** • Jeffrey is feeling angry about having to move to a new neighbourhood. • He is lonely and he misses his friends. • There are no children outside in the new neighbourhood. • Jeffrey gave the puppy a pat. **What do the facts reveal?** Jeffrey is bored and feeling lonely. **Does Jeffrey's behaviour indicate what he might do with the puppy?** He will probably keep it or play with it because he smiled when he looked down.			

Objective 2.53 Make judgements.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Making judgements is more than just forming an opinion about characters, things, events, and ideas in a story or article that may have no consequence. **Judgements are decisions** that are made **based on evidence** found in the passage, **what the readers know** and **the reader's own experiences**, **beliefs, morals,** and **values**. When reading fiction, readers make judgements about the decisions and actions of characters in a story. They may agree or disagree with a character's actions. They may also decide if a character or an action is fair or unfair, wise, or foolish, or generous or selfish. When reading nonfiction, readers make judgements about the author and the ideas, facts and opinions presented. To do this, readers should consider the following: • What is the author's reason for	**Basic: Character Profile!** Show students a picture of characters from their story before reading. Have students make an initial judgement of that character based on the image. Then, have student read the passage to confirm if their judgements were correct. If correct, students should provide details that confirmed their judgements and if incorrect the students should modify their judgements and provide supporting details. **Intermediate: Weigh it Out!** After students have read a passage, ask: • What do you think about (character's name) decision to (character's action)? • Do you agree with (character's name) decision to (character's action)? Have students draft a list of pros	Have students read a passage where they are required to make judgements. Have them support their judgements.	• Preserving our Heritage Level 3: Part 2, pp. 73-74 • Comprehension Plus, Level E, pp. 61-64 • Banish Boring Words! (Shelton, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
writing the selection? • What are the author's qualifications for writing about the topic? • Has the author provided enough information to support his/her viewpoint? • Has the author given correct information? A judgement should be supported by facts and examples for it to be valid.	and cons and then make their judgement. Students can write their opinion and supporting details (pros or cons) in a short paragraph using one of the sentences below as a guide. I agree/disagree with _____ decision to _____ because _____. In my opinion _____ was _____ for _____ because _____. **Advanced**: Provide students with a newspaper article or blog to read. Have students identify the author's opinion and then evaluate whether it is valid by checking to see if it is adequately supported by facts and examples. Students can also use online resources to check the qualifications of the author and the accuracy of the information presented.		

Objective 2.54 Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **proverb** is a common saying or phrase that is used to give advice or explain what is believed to be true based on experience. Some common ones are: **Absence makes the heart grow fonder.** Being away from someone or something for a period of time makes you appreciate that person or thing more when you see him/her or it again. **A journey of a thousand miles begins with a single step.** It is necessary to take the first step to reach your goal. **As you sow, so shall you reap**. Your actions determine your results. **Blood is thicker than wate**r. Family relationships are always stronger than other relationships. **Cleanliness is next to godliness.** Cleanliness is just as important as being a good, moral person.	**Basic:** Have students choose the correct word or phrase from a list that completes the proverb. **Intermediate:** Place students into small groups. Have them unscramble words to make a proverb. Students should explain and discuss the proverbs**.** **Advanced:** Have students research and explain different types of proverbs found around the world (Chinese, African, etc.) or research related proverbs around a central theme such as friendship, freedom, love, or wisdom.	Have students complete a worksheet explaining commonly used proverbs.	• The Students' Companion, Caribbean Edition (Best, 2012 pp. 67-80) • 150 Common Proverbs and their Meanings https://leverageedu.com/blog/common-proverbs/

Objective 2.55 Explain popular colloquial expressions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Every country has its own unique way of expressing itself. The Bahamas is no different. This type of expression is called **colloquial expression.** This is an informal way of speaking to others. Below is a list of common expressions used. **Examples:** • **What you saying?** - How are you? • **Spilligate** - to go out and have fun • **Switcha** - lemonade • **Jitney** – bus • **Fire engine** – corned beef and white rice • **Jounser/junesa** – a vagrant, homeless person, a beggar, a drug addict • **Potcake** – (1) a stray dog (mutt/mongrel), or (2) the burnt part of grits or rice • **Titta** – the oldest sister in the family	**Basic**: Have students view and read cartoons created by Bahamian artists such as Stan Burnside and Jamaal Rolle. Have them identify and explain, the colloquial expressions found. **Intermediate:** Have students create a play or skit, using colloquial expressions and then role play welcoming tourists to our country. **Advanced:** Have students research the work of at least two Bahamian playwrights, poets, or musical artists. Students will list colloquial expressions used and give an oral presentation on these expressions and their meanings.	Have students complete a worksheet where they explain colloquial expressions.	• 15 Phrases to Know Before Visiting The Bahamas https://theculturetrip.com/caribbean/the-bahamas/articles/15-phrases-to-know-before-visiting-the-bahamas • Various Short Stories (Sands, 2020) https://www.youtube.com/channel/UCGWJKsWXQlGqPd4XOCC4bBg/videos

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A Figure of Speech is a phrase or word that means something different altogether from what is being said. Knowing how each figure of speech works can help a reader see a clearer picture of what is being described and correctly figure out the author's message. **Personification** gives human qualities to non-human things. **Example:** The **stars danced as the sea breeze whistled** the Caribbean beat. When trying to find and interpret personification, a reader can ask: 1. Which object is performing the action? 2. What human action is the thing doing that cannot really happen? 3. What is the author trying to tell me about this thing being described? **Hyperbole:** This is an exaggeration. It is over-emphasizing or stretching the	**Basic: *Character Web*** Play a commercial that contains a nonhuman object acting like a human. **Examples:** *Mucinex, Geico, Cheetos, or M&Ms.* Use the actions of the object to discuss personification and hyperboles. Choose any short, fictional text with a personified character. Fables are best. Guide students to complete a web about the character's actions, words, etc. Incorporate the guiding questions for "Interpreting Personification and Hyperboles" to figure out how the author wants the readers to feel or think. **Intermediate: *Telephone Talkers*:** In pairs of two, randomly assign two types of figures of speech to each group. Challenge students to create a telephone conversation (verbal or text messaging) that contains at least two examples of each type of figure given. Encourage students	**Student Goal Setting:** Using any device, allow students to visit "Reading Strategies" Section F: *Literary Devices on IXL Learning Language Arts* website (Grade 6) Have students complete the tasks focused on identifying and determining the meanings of figurative language. Challenge learners to also complete the questions on analyzing the effects of figures of speech. Encourage students to monitor their own progress by asking: 1. ***Where am I now?*** Have them record their scores achieved, and the time elapsed during	• Preserving our Heritage, Level 3: Part 1, pp. 60-61 • Preserving our Heritage, Level 3: Part 2, pp. 22 and 110-111 • Reading Strategies Section F: Literary Devices, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Comprehension Plus, Level E, pp. 123-126 • 100 Task Cards:

Content	Suggested Activities	Suggested Assessment(s)	Resources
truth to make a point to the readers, be dramatic or add humour. "She was the best worker that has ever lived," her manager sobbed. When trying to find and interpret a hyperbole, a reader can ask: 1. Is this statement literally true? 2. Which part of the statement is being exaggerated? 3. Is the author trying to emphasize a point or just add humour? **Alliteration and Onomatopoeia** act as the sound effects of the text. **Alliterations** are created by repeating the beginning sound in two or more neighbouring words. **Onomatopoeias** are words that are actual sounds. Example: The instructor kissed his teeth, "tsk, tsk, tsk", with disgust. When trying to interpret an alliteration or onomatopoeia, a reader can ask: 1. What person, place, thing, or idea is being described?	to naturally include the interpretation of their meanings in the conversation as well. Allow students to perform their chat for classmates and challenge the audience to identify the types of figurative language displayed. Have peers provide corrective feedback, as needed. Instruct learners to submit the revised scripts for their conversation (typed preferably) and use scripts as a resource during re-teaching. **Advanced: *Headline News*** Provide students with newspapers and ask them to choose one headline of interest without reading its story. Have students take the perspective of an interviewee and create a comedic response to a reporter on the topic of the headline chosen. The response should include each type of figurative language and a written script must be turned in with the figure of speeches highlighted. Allow students to record their performances with any device.	the first attempt. • ***Where do I want to go?*** Challenge learners to set a goal of the score and time they desire. • ***What action would help me reach where I am going?*** Have students write down their intended learning plan. Carve out time for learners to engage in independent practice. At any point, a grade can be collected and students can share their progress with others.	Figurative Language (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
2. What is the sound effect telling me about this _____? 3. What does the author want me to think or feel about the thing being described? **Similes and Metaphors** make comparisons of two unlike things. **Similes** are phrases that begin with "**like**" or "**as**"**.** However, **metaphors** are phrases that do not use the words "**like**" or "**as**"**.** When trying to interpret a simile or metaphor, a reader can ask: 1. What two things are being compared? 2. What does the author say that these things have in common? 3. What does the author want me to think or feel about the thing being described?	Permit students who can use editing apps to add words to their videos. Craft out a time for videos to be played for other students to enjoy and provide corrective feedback, if necessary. Challenge the audience to use the guiding questions to interpret each figure of speech presented in the videos.		

SCOPE OF WORK

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

HANDWRITING

Objective 3.07 Write personal information.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information of a person includes details in which a person can be uniquely identified. This information includes: • Name (first and last/surname) • Age • Gender • Country • Date of Birth • Name of Island • Name of Settlement/ Neighbourhood • Place of Birth • Parents' Names • Parents' Places of Work • Address • Phone Number • Emergency Contact • Teacher's Name	**Basic:** Have students write the information required to register to vote. **Intermediate:** Have students complete the form to volunteer at The Bahamas Humane Society or a similar organization. **Advanced:** Have students complete an application form to pack groceries in the food store.	Have students practice writing their personal information in their exercise books. Use a rubric to assess their handwriting.	• Practice Completing Forms (Miller, 2008) https://fivejs.com/life-skills-for-kids-filling-out-forms/ • Upper Primary Handwriting Assessment Rubric (see Appendices) • D'Nealian Cursive Handwriting Pattern (see Appendices)

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

Objective 3.10 Write uppercase and lowercase cursive letters, using the D'Nealian style of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Cursive writing is writing in which the letters are joined together. When forming and writing lowercase and uppercase letters, pay attention to strokes and stroke patterns. Ensure that all letters slant slightly to the right. **Stroke Patterns:** • uphill stroke • over hill stroke • sidestroke **Lower Case Cursive Letters** • Begin the lowercase letters ***i, e, and 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**. • Ensure that each letter reaches the top line and ends at the bottom line with a hook. The letters **l, h**, and **k** should include a loop. • Begin lowercase letters **j** and **p** with	**Basic**: Have students write in cursive, the names of government buildings that have been named after people. **Intermediate**: Have students google airlines that fly to The Bahamas. Have them record the names in cursive. **Advanced**: Have students write the names of Members of Parliament and the constituencies that they represent.	Have students write the names of former Prime Ministers and Governor Generals of The Bahamas. Use a rubric to evaluate their writing. Provide them with feedback.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see Appendices) • D'Nealian Cursive Handwriting Pattern (see Appendices)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
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 uppercase letters **A** and **O** with the curve down stroke. Ensure that each letter touches both top and bottom lines. • Begin uppercase letters **E** and **C** on the upward curve. • Ensure that each letter starts below the top line. • Begin uppercase letters **H**, and **K** with an upward curve. Ensure that the letter **H** has a loop and that the letter **K** ends with a right hook. • Begin uppercase letters **N, M, U, V, W, Y, T, F, B, P, R, Q, D, Z, J, L and X** just below the top line with an upward curve. Each letter must touch both the top and bottom lines. Ensure that each letter ends with the appropriate stroke.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Letters are joined when the final stroke of one letter in a word is connected to the initial stroke of another letter. When joining letters, it is important to maintain some space between them. When lowercase letters **o, v, w,** and **b** end with a sidestroke, it changes the beginning stroke of the letter being joined to it. These letters are joined in the middle of the line. Lowercase letters **i, e,** and **m** are joined by the end stroke on the bottom line to the letter following it.	**Basic:** Have students write their Spelling words for the week. Have students exchange papers with a partner to critique their writing. **Intermediate:** Have students copy class notes into their exercise books using correctly joined letters. **Advanced:** Have students write a thank-you note to someone who has mentored them. Provide feedback on their writing.	Using a rubric, have students write a piece and provide feedback on their writing.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see Appendices) • D'Nealian Cursive Handwriting Pattern (see Appendices)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Handwriting can tell a lot about a person. Is this person neat, organized, and careful? This means that it is important to pay careful attention to our handwriting. Ensure that the letters are of the appropriate size and height. Leave sufficient space between words. When writing sentences on lined paper, ensure that the margins are observed. There is a left red margin and a right red margin. Unless you are writing a paragraph, begin the line of writing at the left margin and end it at the right margin. Use **syllabication rules** to break up a word that may be too long to include without going over the right margin. When writing a paragraph, indent the first line. This means that space about the size of a "thumb" is left between the left margin and the start of your sentence. The second line in the paragraph should begin right at	**Basic:** Have students watch a YouTube video on Graphology (The Study of Handwriting). Have them use this information to analyze their own handwriting. Have them share their findings. Have them discuss the changes that they will make to their writing to create a better impression. **Intermediate:** Have students read up on famous cases that were solved by Handwriting or watch a related YouTube video and discuss. Have students research other jobs where handwriting is important. Have students write a paragraph about their findings. Project their writing for other students to provide feedback using the designated rubric. **Advanced:** Have students watch a YouTube video on Calligraphy. Have them use calligraphy to design an	Have students write a paragraph. Use a rubric to assess their writing.	• How to do Crayola Calligraphy https://www.youtube.com/watch?v=38r7hjYK9vI • 4 Success Traits that Will Get you Where you Want to Go https://www.youtube.com/watch?v=tkH4fuc5eRs • How Forensic Scientist Fight Crime by Analyzing Handwriting https://www.youtube.com/watch?v=qaTBSwds73c

Content	Suggested Activities	Suggested Assessment(s)	Resources
the left margin. Letters of invitations and special messages can be written using **cursive** or a decorative form of writing called *calligraphy*. They can also be designed using a computer.	invitation.		• Do you Read Me? Famous Cases Solved by Handwriting Analysis! (Webber, 2007) • D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see Appendices) • D'Nealian Cursive Handwriting Pattern (see Appendices)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The computer can be a useful tool when creating and printing reports, letters, invitations etc. Choosing a font that is easy to read, and is a reasonable size is very important. Font sizes between 12 and 14 are acceptable sizes to use in documents such as reports. Font styles that should be used when creating reports or letters are: 1. Arial 2. Times New Roman 3. Calibri Letters, reports, and assignments should always be typed using a black font colour. More creativity can be used when designing invitations, flyers, posters etc. Font sizes can be bigger, and letters can be bolder and more colourful, to emphasize important information. The fonts used can be more of a fun style. **Party Invitations:** Jokerman, **Arial Round**, **Aharoni**, Curlz, Comic Scans **Posters**: **Britannic Bold**, **Broadway**, **Ravie**, **Impact**	**Basic:** Have students design a poster related to content in Social Studies or Science that reflects what they have been learning. Have them display their posters in the classroom. **Intermediate:** Have students design and create their own game that reinforces what they have learned in a content area subject. Ensure that the appropriate font is used. Allow students to try out the games. **Advanced:** Have students create a brochure about their school, using the appropriate fonts.	Have students create a flyer using the computer. Use a rubric to assess their work. Provide feedback.	• Device preloaded with a Microsoft Suite

Objective 3.15 Form and write various punctuation marks and symbols.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Punctuation marks are used in writing sentences. **Period**: The period is written as a dot. To write it, press down with the pencil in one spot. The dot should be placed on top of the bottom line at the end of a sentence. **Question mark**: The question mark is written similarly to the number 2. Start below the top line, curve up and around, go straight down and stop just above the line. **Exclamation mark/point:** The exclamation mark/point is written similar to the number 1. Start at the top. Draw a line straight down. Stop just above the bottom line. Place a dot on the line just below where you stopped. **Apostrophe**: The apostrophe is used before and sometimes after an **'s'** to show possession. When writing it, begin below the top line with a dot. Move up, around and slant down. **Commas** are used to separate words	**Basic:** Have students practice writing the various punctuation marks. Provide feedback. **Intermediate:** Have students search their textbooks for sentences that contain various punctuation marks. Have them copy the sentences. **Advanced:** Have students write an original paragraph related to a content area subject that utilizes all the punctuation marks covered.	Have students copy sentences that contain the punctuation marks. Use a rubric to evaluate their writing.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see Appendices)

Content	Suggested Activities	Suggested Assessment(s)	Resources
in a series, when writing dates and 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 dates or before presenting a series of related items. It is represented by two dots. One dot is placed above the other. **Semi Colons** can be used to join two independent clauses. Semi colons are represented by a dot above a comma.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The full format of a date includes the day, date, month, and year. This is normally written as the heading of students' books daily. **Example:** Monday, 17th January, 2024 Monday, January, 17th, 2024 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 Jan., 2024 The date can also be abbreviated just using numbers. The first number tells the day of the week. The second number tells the month, and the third number tells the year. **Example:** 1st January, 2024 can be written as 01/01/24.	**Basic:** Have students interview family members to record five important dates in their history: wedding dates, births, deaths, graduations etc. **Intermediate:** Have students create a timeline of historical events. Have them write the date in the desired format. **Advanced:** Have students record the release dates of certain movies or songs.	Have students record dates in the various formats. Use a rubric to assess their writing.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see Appendices)

SCOPE OF WORK

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

GRAMMAR AND USAGE

Objective 3.17 Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **sentence** is a group of words that express a complete thought. It begins with a capital letter and ends with a punctuation mark. It has two parts: a **subject** and a **predicate**. A f**ragment** is a group of words that only make up part of a sentence. A fragment **does not** express a complete thought or idea.	**Basic:** Have students race against the clock to identify whether each statement read is a **Sentence** or **Fragment.** In pairs, one student will flash sentence strips in front of the other, placing them in the correct pile after they have been identified. The pair that is the first to shout, "finish" wins. These students must present and support their classified strips to the class. Peers will provide feedback regarding the correctness of the groupings. **Intermediate:** Distribute **fragment** cards and tell students that they are going shopping for items to complete a "sentence meal". Display conjunctions, punctuation marks as well as predicates and subjects that	Use a learning device to allow students to sign in and complete individual assessments on the IXL Language Arts website (*Grammar and Mechanics Section CC: Sentences, Fragments)*	• Write Source Grade 5; p. 420 • Grammar and Mechanics CC: Sentences, Fragments, and Run-ons IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
	are available for purchase. Display price tags and give students a budget. Challenge them to buy all the words and punctuation marks they need to make their fragment a sentence without going over budget. **Advanced:** Using YouTube, project the lyrics for an appropriate, trending song. Have students identify fragments and revise them into complete sentences**.**		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four basic types of sentences. Each sentence type has a different purpose. **Declarative** sentences tell something or make a statement. They end with a period (.) **Interrogative** sentences ask a question. They end with a question mark (?) **Imperative** sentences give commands. They end with a period (.) **Exclamatory** sentences show strong feelings or emotions. They end with an exclamation mark (!) Knowing the different sentence types and how to use them will make your writing more interesting to read.	**Basic:** Provide students with vibrant, engaging photographs. In pairs, have students take turns dictating and recording exclamatory and imperative sentences about the pictures. Allow them to share their sentences with the class. **Intermediate**: In small groups, present students with a copy of a story that includes the four (4) types of sentences. Read aloud the story with appropriate expression. Challenge students to listen and identify the exclamatory, declarative, interrogative, and imperative sentences in the story. Project the story for the class to confirm or adjust their answers. **Advanced**: **Conducting Interviews** Have students interview their parents or guardians about what it was like when they were in school. Have students compose questions and conduct the interview. Using the information gathered, have students compose a report including the other three types of sentences. Students can share their reports.	Have students include different types of sentences in their written composition pieces.	• Write Source Grade 5; p. 429 • Grammar and Mechanics CC: Sentences, Fragments, and Run-ons IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Preserving our Heritage Level 3: Part 1, p. 14

Objective 3.19 Identify run-on sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **run-on** sentence is two or more simple sentences not separated by correct **punctuation** and **connecting words** or **conjunctions**. A run-on sentence does not mean a sentence is too long; longer sentences are likely to be run-ons only when they contain more than one complete idea. **Example of a Run-On Sentence and Ways to Correct it:** "Steven Gardiner is the fastest runner in the world he wins all the races!" 1. Steven Gardiner is the fastest runner in the world. He wins all the races! 2. Steven Gardiner is the fastest runner in the world, so he wins all the races! 3. Steven Gardiner is the fastest runner in the world; he wins all the races.	**Basic:** Read aloud several examples of run-on sentences as well as complete sentences. As each sentence is read, instruct students to **'stand up'** if the sentence is correct, but to **'remain seated'** if it is a run-on sentence. Allow students to defend their choices. Record all run-on sentences and in a large group, demonstrate how to correct run-on sentences. **Intermediate:** In groups, give students several sentence strips containing run-on sentences. Have them use scissors to cut the strips at the correct place to make each into two sentences. Allow them to write the two new sentences with the correct punctuation and capitalization. **Advanced:** Have students work in groups for this *"Runaway Paragraph"* activity. Give each group a lengthy paragraph that is made up of one sentence *(a capital letter at the beginning and one end mark).* Have them take turns to collaboratively correct this paragraph. Allow the learners to share their edited paragraph with others.	Have students complete a worksheet where they have to identify and correct run-on sentences.	• Write Source Grade 5; pp. 213, 425 • Grammar and Mechanics CC: Sentences, Fragments, and Run-ons IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Objective 3.20 Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Nouns are words that name a person, place, animal, thing, or idea. They are known as **common nouns**, if they do not name a particular person, place, animal, thing, or idea. **Common nouns** are usually not capitalized unless they begin a sentence or are part of a title. **Example:** **Person:** policeman **Place:** downtown **Animal:** dog **Thing:** building **Idea:** fear A **proper noun** is the name of a particular person, place, or thing. A proper noun begins with a capital letter. Days of the week, months of the year, holidays, historical documents, institutions, and organizations are examples of proper nouns. **Example:** **Person:** Jalen Pinder **Place:** Princess Margaret Hospital	**Basic**: Make two sets of cards: one set with common nouns and the other set with their matching nouns. Combine both sets of cards and randomly give each student one card. Have students work together to match each common noun with its proper noun by looking for their partner card. For instance, the student with the noun "cereal" will have to find the student with the "Lucky Charms" proper noun card. Lead from this activity to introduce the difference between these concrete nouns and the term 'abstract nouns. **Intermediate**: **My Favourite!** Have students ask each member of staff to name their favourite: **1.** thing, person, place, or holiday. **2.** feeling or character quality. Instruct students to record each person's response and job title under their name. Lead from these answers to explain the difference between concrete and abstract nouns. Allow learners to then edit their writing to	**Spot the Error:** Fill in the answers on a worksheet designed to identify concrete and abstract nouns. Intentionally include errors with the identification. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	• Write Source Grade 5; pp. 396, 470.2

Content	Suggested Activities	Suggested Assessment(s)	Resources
Animal: Max **Thing:** Apple Computer **Idea:** Valentine's Day **Proper nouns** help to make one's writing more specific. **Example:** • Take these books to the school. • Take these **Social Studies** books to **Gerald Cash Primary School**. **Concrete nouns** are nouns that can **be physically seen** and **experienced** with your five (5) senses. They can be common or proper nouns. **Examples:** table, The Mall at Marathon **Abstract nouns** cannot be **physically seen** or **touched**. They are ideas, feelings, thoughts, or character qualities. **Examples:** freedom, January, brave, patience, friendship, joy, peace, wise	ensure that proper capitalization was used for proper nouns. **Advanced**: **Editing Like a Pro!** Present students with a typed Bible passage that has all the capital letters removed. Have students underline, then capitalize proper nouns in the passage *(like the names of people, countries, mountains, etc.).* Using a green highlighter, ask students to highlight three abstract nouns used in the passage.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A singular noun names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea. Most nouns become plural by adding an '**s**' **Examples:** holiday - holidays, veterinarian - veterinarians Nouns ending in **ch**, **sh**, **s**, **ss** or **x**, add '**es***'* to show more than one. **Singular** **Plural** bus buses dish dishes box boxes bench benches success successes Nouns ending in a consonant and **y** become plural by changing the '**y**' to '**i**' and adding '**es**'**.** **Examples:** country – countries party – parties	**Basic**: Accompany the students on a nature walk around the school. Have students compile a list of ten objects written as singular words to convert to their plural form. **Intermediate**: Allow students to choose a noun card from a box. For each one chosen, they must write on the reverse side, the plural of the given noun by adding an '**s**' or '**es**'. Students can compete in a noun relay game to see which team would be the first to complete all the cards correctly. **Advanced**: Have students discuss marine animals in The Bahamas. Have them generate a list of fifteen singular and plural nouns. Have students compose a descriptive paragraph using at least five singular and five plural words from their lists.	**Crossword Puzzle:** Create a crossword puzzle that requires students to fill it in with the correct plural form of each singular noun given. Be sure to include nouns that are formed with and without spelling changes.	• Write Source Grade 5; p. 396 • Grammar and Mechanics Section, IXL Learning Language Arts website

Objective 3.22 Form irregular plurals.

Content	Suggested Activities	Suggested Assessment(s)	Resources
To form the plural of some nouns, you do not add '**s**' or '**es**'. Rather, the spelling of the noun must change. These are called **irregular plural nouns**. **Examples:** bacteria – bacterium curriculum – curricula chateau – chateaux oasis - oases Add '**s**' to nouns ending in '**f**', '**fe**' or '**ff**'. **Examples:** handkerchief – handkerchiefs giraffe – giraffes mastiff – mastiffs. For some nouns, drop the '**f**' or '**fe**' and add '**ves**'. **Examples:** scarf- scarves wharf – wharves. Some nouns have the same singular and plural forms. **Examples:** aircraft – aircraft grapefruit– grapefruit gallows- gallows	**Basic**: Have students work in pairs to produce the irregular plural for the noun given. **Intermediate**: Have students brainstorm as many irregular plural nouns as they can think of. Using a T-chart, have students create a learning visual chart. Make a web of these words to mount in the classroom. **Advanced**: Have students proofread a passage with errors in forming plural nouns. Have them rewrite the passage with the corrected forms of the irregular verb.	Have students complete a worksheet where they must form irregular plurals.	• Write Source Grade 5; p. 518 • Grammar and Mechanics Section, IXL Learning Language Arts website • Free Graphic Organizer Templates (Shaped Staff, 2021) https://www.hmhco.com/blog/free-graphic-organizer-templates

Objective 3.23 Identify compound words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **compound word** is made up of two or more words. *sand* + *box* = **sandbox** *shoe* + *laces* = **shoelaces** Compound words can come in various forms: **Open form** – This means that there is a space between the two words. **Example:** real estates **Closed form** – There is no space between the words. **Example:** godmother **Hyphenated Form** - Some compounds have a hyphen between the words. This helps to show that the words being together have their own special meaning. **Example:** up-to-date - current When using 'high' or 'low' before a noun, use a hyphen. **Example:** He came into the clinic with a low-grade **fever**.	**Basic:** The teacher can place words in a box that can be used to make compound words. One by one, students can pick cards out of the box. Students whose words can form a compound word should pair up and stand at the front of the classroom. Using their spelling words, students can make bookmarks with the words to keep handy as they read and complete other tasks. **Intermediate:** Disseminate newspaper articles to the students. Have them search for ten compound words. Have students create a glossary with their set of compound words. **Advanced:** Have students write a short narrative about '**The Spookiest Halloween Ever**.' They should use at least five (5) compound words in their story. For instance: *tombstone*	**Revising Like a Professional!** Provide each student with a short passage. Instruct students to enhance the text by adding compound words *(two open, three closed, and two hyphenated forms).* Give an extra point for each combination of verb/noun and adjective/noun used. Be sure to have students peer edit and display their writings.	• Hyphenated and Open Compound Words (Hollingsworth, 2021) https://www.youtube.com/watch?v=H-uY5kaxaEk • Checking your Grammar, Scholastic (Terban, 2002; pp. 34, 90) • List of Common Compound Words (see Appendices) • Hyphens in Compound Words Link to Grammarly Website for Hyphenated Words

Content	Suggested Activities	Suggested Assessment(s)	Resources
When using 'high' or 'low' after a noun, **do not** use a hyphen. **Example:** This **purse** is of a high quality. When using comparative and superlative adjectives, use a hyphen. **Example:** Students will draft **well-developed** essays. Compound words can be formed from various combinations of parts of speech. **Compound Words from Nouns:** firefighter lunchtime **Verbs and Nouns:** haircut blindside **Compound Words from Adjectives and Nouns:** smartphone red-handed			• Compound Words https://7esl.com/compound-words/ • Banish Boring Words! (Shelton, 2009)

Objective 3.24 Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Gender nouns refers to someone or something specifically male or female. **Masculine nouns** are words for men, boys, male animals, and male professions. Some things/items are also considered to be masculine. • King • Duke • Prince **Feminine nouns** are words for women, girls, female animals, and female professions. Some things/items are also considered to be feminine. • Queen • Duchess • Princess **Neutral words** that do not denote gender: Prime Minister, clergy, security officer etc.	**Basic**: Have students use word cards to match gender pairs. **Example:** King and Queen **Intermediate:** Have students research titles that are given to royalty as well as employees that work in a palace. Have them pair each set with their counterparts. **Examples:** Count and Countess Butler and Maid **Advanced:** Direct students to think about five professions in which they have some interest. On a sheet of paper, have them make a note of each profession, its gender, and the opposite gender (if applicable). **Example:** waiter (masculine); waitress (feminine). They will also indicate if the name of the profession is of a neutral gender.	Have students complete a cloze passage where they must supply the correct gender.	• The Students' Companion, (Best, 2012; p. 109)

Objective 3.25 Use exact words to name a part of or an entire collection of people, animals, or things.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Collective nouns name groups of objects, people, or animals. Some collective nouns are flexible and can be used to name different groups of things. For example, a collection of keys is called a *"bunch".* A group of bananas on a tree is also called a *"bunch".* However, some collective nouns are specific to naming one kind of thing. For example, the term *"fleet"* always describes a group of vehicles such as a *'fleet of ships' and a 'fleet of cars'.* **Collections of Things:** • *case of sardines* • *batch of cookies* • *cluster of grapes* • *ream of paper* • *library of books* • *fleet of cars / ships* • *stack of wood* • *galaxy of stars* • *cluster of diamonds* • *bundle of rags* • *heap of rubbish* • *flight of stairs*	**Basic:** Display a collective noun, crossword puzzle on a whiteboard. Have students use the clues to complete the puzzle. **Intermediate:** Ask students to imagine they are assisting a family member in a small convenience store, during their school breaks. Have students create a flyer with five of the most popular items being sold and their costs. Students must use collective nouns in their listing. **Example:** *bunch of bananas* On their flyer, have students use a persuasive technique to draw customers to the convenience store. Advertisements should include five collective nouns and any other suitable collective nouns.	**Make Your Quiz** In groups of three, have students create a quiz about collective nouns for their peers. Encourage students to have at least 12 questions on the quiz and stress that they should not be extremely difficult. Allow students to use any two of the following test formats. • true/false • multiple choice • matching • fill in the blank Have students write or type the final copy of the quiz with clearly numbered questions, clear instructions, and labelled sections. On a separate sheet of paper, have students	• The Students' Companion, (Best, 2012) • First Aid in English, (Maciver, 2004 pp. 15-29). • Collective Nouns Song (2020) https://www.youtube.com/watch?v=c_HgpqPfNBA • Collective Nouns Teaching Video (2019) https://www.youtube.com/watch?v=9cdJI1aEbZQ&t=212s • Crossword Generator Link to Online Crossword Generator

Content	Suggested Activities	Suggested Assessment(s)	Resources
• *archipelago of islands* • *album of photographs* • *collection of coins* • *anthology of poems*	**Advanced:** Have students view a nature video or some scenes of nature. Instruct them to pay attention to all collective nouns that they see and to make a list of them. Then have students compose a four or five paragraph, narrative essay entitled "An *Exciting Nature Trip*." Their stories must include three to five of the collective nouns from their lists.	create the answer key. Encourage learners to make sure that the answers are correct. Have a 'Quiz Day' where groups will exchange and take the quizzes. Be sure to display completed quizzes on the classroom bulletin board.	

Objective 3.26 Form singular and plural possessive noun.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The possessive form of a noun is used to show ownership or to describe an attribute. The possessive form of a noun is used to show ownership or to describe an attribute. A **singular possessive** noun is used to show ownership by one person or thing. The possessive of a singular noun is formed by adding an **apostrophe (')** and the letter /**s**/ at the end of the word. **Example:** the apple's core A **plural possessive** noun is used to show ownership by more than one person or thing. There are two rules for forming a plural possessive noun. 1. If the plural noun ends with the letter /**s**/, add an **apostrophe (')** after the /**s**/. **Example:** The babie**s'** shoes	**Basic**: Place students in groups. Have students play a game "Happy Families". Have students collect an occupation card from the deck. On the occupation card should be a picture of the character and three items that belong to that character that need to be collected. The second deck of cards should contain pictures of the items to be collected. These cards should be distributed evenly face down. The students should take turns asking their classmates if they have the items that belong to their characters using the correct possessive terminology. **Example:** The Speaker of the House would have his wig, robe, and the Mace of the House. When asked, the student may reply as follows: "Sorry I do not have the Speaker's wig." **Intermediate**: Dictate a paragraph containing singular and plural possessive nouns for students to	Have students form singular and plural possessive nouns using a worksheet.	• Write Source Grade 5; pp. 397, 490-492 • Grammar and Mechanics Section DD, Nouns IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Happy Families Card Game PDF Download (Teigland, 2012) Link to Downloadable Card PDF

Content	Suggested Activities	Suggested Assessment(s)	Resources
2. If the plural noun <u>does not</u> end with the letter /**s**/, add an **apostrophe (')** and the letter /**s**/ at the end of the word. **Example:** people**'s** ideas	transcribe in their books. **Technology Adaptation**: Using their devices, students will listen to a recorded paragraph containing singular and plural possessive nouns. Students can transcribe the paragraph on their devices or in their books. **Advanced**: Have students rewrite a paragraph using the correct possessives.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **pronoun** is a word that takes the place of a noun. **Examples: I, he, she, we, they, us, it, you, me, her, him *etc.*** A **subject pronoun** is a pronoun that can be used as the subject of a sentence **Examples: I, you, he she, it, we, they** An **object pronoun** is used as the object of a verb or the object of a preposition. They are also called **objective pronouns**. **Examples:** me, you, him, her, it, us, them An **interrogative pronoun** is a pronoun that is used when forming a question and it refers to a person or thing.	**Basic:** Give students a list of nouns using the current Social Studies topic. Have students compose sentences using these nouns. Then re write these sentences, replacing the nouns with appropriate pronouns. **Intermediate:** Have students complete a cloze text with the appropriate subject and object pronouns. **Advanced:** Work with students to identify the different names and roles ascribed to leaders and workers in the House of Assembly. Example: Mr. Speaker, Mr. Deputy Speaker, Honourable Member, Member of Parliament etc. View a session from the House of Assembly on YouTube. Access the transcript for the session ahead of time by clicking on the three dots next to *Save*. This will show the transcript of the session. Have students substitute appropriate subject and object pronouns for the nouns identified.	Have students complete a worksheet where they have to provide the correct pronouns for the nouns they replace.	• What are Pronouns? (Flocabulary, 2017) https://www.youtube.com/watch?v=aSwTlQNLqPA • Write Source, Grade 4; pp. 400-403 • Write Source, Grade 5; pp. 580-581 • Grammar and Mechanics Section EE & FF, Pronouns, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: who, **whose**, **whom**, **which**, **what** An **indefinite pronoun** refers to a single person or a group that has not been identified. **Examples: all, both, each, everybody, no one, nobody, someone, somebody, everything**			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Possessive pronouns are pronouns that show ownership. Like all pronouns, they are substitutes for nouns or noun phrases. Examples of possessive pronouns are: **mine, yours, his, hers, its, ours** and **theirs.** Possessive pronouns **do not** need apostrophes. **Example:** That is **Ava's** Alcatel phone. That is **her** Alcatel phone. That is **hers.**	**Basic:** Have students select a noun and an object from a given list. Have them write a sentence with a possessive pronoun to show that the subject selected owns the noun selected. For example, if a student selects "baby" and "bottle", the sentences that the student can write are: "The bottle belongs **her**." "The bottle is **hers**." **Intermediate**: Present students with a worksheet of several sentences that include errors related to possessive pronoun use. Instruct students to edit and rewrite each sentence, ensuring that the correct possessive pronouns are used. **Advanced:** Present students with a short paragraph that tells about the different types of influences that they might encounter in high school. Leave eight to ten (8 to 10) blank spaces where students will fill in appropriate possessive pronouns.	Have students complete a standardized worksheet where they have to produce the correct possessive pronouns for the nouns they replace.	• Checking your Grammar (Terban, 2002; p. 43) • Write Source, Grade 4; pp. 217, 492, 578 • Write Source, Grade 5; p. 578 • What are Pronouns? (Flocabulary, 2017) https://www.youtube.com/watch?v=aSwTlQNLgPA

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Example: “First of all, there might be bullies. These students might not want to do work and will find a way for others to do _____ instead.” After completing the paragraph, instruct students to write a paragraph in which they share how they plan to handle the various types of influencers that they will encounter. Instruct them to include at least four possessive pronouns in their paragraph.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A verb is a word that tells what the subject of a sentence does, did or will do. A verb can also express the state of being. An **action verb** is a word that expresses action. **Example:** The school of Jacks **jumped** out of the water to escape the approaching barracuda. **Linking verbs** do not express action. Instead, they connect the subject of the verb to additional information about the subject. **Example:** • Keila **is** a prefect. • Irene always **feels** tired after her dance routines. The following verbs are *true* linking verbs: **am**, **is**, **are**, **was**, **were**, **become** and **seem**. There are also verbs with 'multiple personalities': **appear**, **feel**, **grow**, **look**, **remain**, **smell**, **sound**, **taste**, and **turn**.	**Basic**: Using a graphic organizer labelled "Action Verbs" and "Helping Verbs" have students categorize a list of verbs as helping or action verbs. **Intermediate**: Have students read sentences and determine if the underlined verb is an action, helping or linking verb. **Advanced**: Have students read a paragraph about a national hero. Have them identify the type of verbs that are underlined.	Provide students with a paragraph. Have them underline the verbs in the paragraph. Have them place an 'A", "L" or 'H' underneath the verbs to indicate whether they are **Action**, **Linking** or **Helping** Verbs.	• Write Source, Grade 5; pp. 404-405 • Checking your Grammar (Terban, 2002; pp. 53-60)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sometimes these verbs are linking verbs; sometimes they are action verbs. To tell whether the verb is linking, substitute "**is**" in its place. If it still makes sense, then the verb is behaving like a linking verb. **Examples:** The peas 'n rice **smells** good! • Can "is" be substituted for "smells" and still make sense in the sentence? • The peas 'n rice **is** good. The sentence still makes sense. "**Smells**" is a linking verb that connects peas 'n rice with "good". In the sentence "Felix **smelled** the peas 'n rice cooking on the stove," the word "**is**" cannot be substituted, as it would not make sense. "**Smelled**" is an action verb in this case. **Helping verbs** come before main verbs and provide more details about the time of an action. Helping verbs include: **has, have, had, can, does, shall, would, may** and **must**. **Example:** The sea's movements <u>have been</u> shaping our coastlines.			

Objective 3.30 Apply the correct tenses to verbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The **tense of a verb** shows the time of an action. There are **three basic verb tenses:** past, present, and future. The **present tense of a verb** expresses an action that is taking place now or happens repeatedly. A verb written in the present tense needs to agree with the subject of the sentence. **Example:** The volunteer **assists** us daily. The **past tense of a verb** expresses an action that took place in the past. Most past tense verbs end with an '**ed**'***.*** **Example:** The group of athletes **walked** for miles. Irregular verbs have **special past tense forms** which must be memorized. **Example:** The girls **bought** tickets to the movie.	**Basic:** ***Concentration Game*** Provide students with a list of verbs that form the past tense in an irregular manner. Have students make cards that contain verbs and their irregular verb tense forms. Play the game by placing each card face down in even rows. Students can take turns turning two cards over. If the verb and its irregular past tense match, the player keeps the cards, and the winner is the person who has collected the most cards. **Intermediate**: ***Favourite Television Show*** Organize students in small groups based on their favourite genre of television series (comedy, action, fantasy, mysteries, etc.*)*. Allow students to talk about the past and present events of their favourite show. Encourage them to also speculate about what might happen on future shows. Using the table below, have students document the events under each	**Exit Ticket:** Create flashcards using sentences from a worksheet designed to test verb tenses. Place at least two or three sentences (varying tenses) on each flashcard for each student. Quickly assess students, using the flashcards as exit tickets out of the door and identify who needs further instruction.	• The Grammar & Writing Book, Grade 5; pp.110-113 • Write Source, Grade 5; p.406

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
<tr>
<td>Examples of Verbs with Irregular Past Tense
choose chose
catch caught
do did

The future tense of a verb expresses an action that will happen in the future. This tense is formed by using ‘will’ or ‘shall’ with the simple form of the verb.

Example:
Our teacher <u>will treat</u> us to lunch.

A writer should maintain the same verb tense in a piece of writing unless there is a special reason for a shift.</td>
<td>column (past, present, and future). Instruct students to highlight the main verb in each sentence. Allow students to share their ideas. Encourage peers to evaluate the accuracy of the tenses used.

<table><tr><th>Present</th><th>Past</th><th>Future</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
Advanced: Assign students to find or write a short story written in the past tense. Have students exchange their stories with a partner and challenge them to rewrite the story in the present tense. Encourage pairs to decide if the story was best written in the past or present tense.</td>
<td></td>
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</table>

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good writing starts with well-written sentences. A sentence has two parts: the **complete subject** and the **complete predicate.** The **complete subject** of a sentence includes the main **noun or pronoun** and the additional words that tell who or what the sentence is about. The subject is **usually found** at the beginning of the sentence. **Example:** **<u>The major islands of The Bahamas</u>** are popular tourist destinations. However, the subject of an imperative sentence is often not written in the sentence. It is understood that the subject is '**you**'***.*** **Example:** Take a moment to reflect on the sacrifices made by our ancestors. The **complete predicate** of a	**Basic: *Reading Pictures*** Display a picture from the newspaper showing action. Lead students to read the picture by asking "**Who or what is doing something in the picture?*"*** and **"What is being done?"** Leading from their responses, write one declarative sentence that the students agree describes the main idea of the picture. Encourage them to add descriptive details. Ask students to then draw a line between the complete subject and the complete predicate of their sentence. Guide students to repeat the process using other newspaper pictures. **Intermediate: *Sentence Building*** In pairs, assign each group a noun related to the current Science topic. This simple subject must reflect the core idea of the topic. Then, the pair must agree on a simple predicate to use with their noun. Taking turns, challenge each partner to elaborate on the topic by adding	**Spot the Error:** Fill in the answers on a worksheet designed to identify and label the complete subject or complete predicate of each sentence. Intentionally include errors with the identification and labelling of the sentence parts. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	• The Grammar & Writing Book, Grade 5, pp. 56-59 • Write Source, Grade 5, pp.421, 560-563

Content	Suggested Activities	Suggested Assessment(s)	Resources
sentence includes the **main verb** and all the additional words that tell about the verb. **Example:** Caterpillars **change into butterflies.** Sometimes parts of the complete predicate can be found before the subject in an interrogative sentence. **Example:** **Will** the big wheels on my bike **be too difficult to use?**	one word to the subject or the predicate. Encourage students to add as many details as possible to build the complete subject and complete predicate without adding another sentence. **Model the process of expanding the sentence for students**. Allow students to share their sentences and critique the sentences of others for content and mechanics. Repeat the process with different types of sentences. **Advanced**: ***Create a Learning Game*** In groups of three, challenge students to create a simple game that helps fifth-grade students practice finding the complete subject and complete predicate of a sentence. The game must include four types of sentences, clear rules, game pieces, and the answer key. Allow students to test their game on classmates and make changes based on feedback received. Students can then ask fifth-grade students to play.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The **simple subject** is the main word or words in the complete subject. **Example:** Those **cats** are hissing at the moon. The **simple predicate** is the main word or words in the complete predicate. The simple predicate is always a verb or a verb phrase. It tells what the subject is or does. **Example:** SuperValue food store **closes** at 10 p.m.	**Basic:** Using sentences from a content area subject, have students differentiate the complete subject from the complete predicate with a slash. Then circle the simple subjects and underline the simple predicates. **Intermediate**: Have each student compose a sentence about him/herself (family, dreams, sports etc.) noting the simple subject and simple predicate. Have students read their sentences to their classmates. Have them identify the simple subject and simple predicate. Students and the teacher can verify all answers. **Advanced**: Have students view one of the videos on bullying. Engage students in a discussion on their experiences and on preventative measures for bullying. Have student duos compose a summary paragraph on bullying. Have students identify the simple subjects and simple predicates writing SS for simple subject and SP for simple predicate above the word.	Have students identify the simple subject and predicate in given sentences.	• Write Source, Grade 5; pp. 422, 560 • What is Bullying? (SEL Sketches, 2020) https://www.youtube.com/watch?v=pDG1-BCZvTE • What to do about...Bullying! (SEL Sketches, 2020) https://www.youtube.com/watch?v=5l6mDwanphM

Objective 3.33 Apply the rules of subject-verb agreement.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The **simple subject** of a sentence can be **singular** or **plural**. When it is **singular**, an **'s**' is added to the **verb**. **Example:** <u>The Hon. Patricia Deveaux</u> **maintains** order in the House of Assembly. If the **subject** is plural, then no **'s'** is added to the **verb**. **Example:** Our <u>mothers</u> **make** the best coconut tarts in the world! **I** and **you** normally take the plural form of the verb. Do not add '**s**' at the end of the verb. **Example:** <u>I</u> **encourage** my friends to try their best. <u>You</u> **create** amazing TikTok videos! There are some variations when using the ***forms of to be:*** **I am** **I was** **I have** **I do** **you are** **you were** **you have** **you do**	**Basic:** Have students work in teams to sort out a set of sentence strips. Some will have the correct use of subjects and verbs and others will not. Have students identify the sentences where subjects and verbs do not agree. This can be a timed activity to increase the level of excitement. Correct the sentences. **Intermediate:** Tell students that they have been deputised as "The Grammar Patrol". They must seek out and arrest any sentences hidden around the classroom that do not correctly use the subject and verbs correctly. Once they have spotted a "lawbreaker", they must read the charges. For instance, say why it is incorrect. Then give the proper way of forming the sentence. **Advanced:** Present students with the lines from a song that	**Pre-Assessment *(before teaching):*** Have students complete a worksheet designed to edit for subject-verb agreement errors. Let students document their scores in their notebooks. **Post-Assessment *(after teaching):*** Have students complete the same worksheet. Let students compare their new score with their pre-score. Have learners ask themselves: 1. Did my score change? 2. What would I do differently if I could have done this again? 3. How will I use what I have learned?	• Write Source, Grade 5; p. 426

Content	Suggested Activities	Suggested Assessment(s)	Resources
Singular pronouns take the singular form of the Verb to be. **He/she/ it - is, was, has, does** Plural pronouns take the plural form of the Verb to be. **We/they- are, were, have, do**	have errors in subject- verb agreement. Have students make the correction to these lines.		

Objective 3.34 Identify compound subjects and predicates

Content	Suggested Activities	Suggested Assessment(s)	Resources
A compound subject contains two or more simple subjects that have the same predicate. They can be joined by using the words '**or**' or '**and**'. **Example:** My **aunt** and **uncle** invite our family to their farm each year. My **aunt or cousins** help my uncle bale the hay. **Uncle George, Aunt Mae and my cousin Veronica** went to Cat Island on vacation. A **compound predicate** contains two or more simple predicates that have the same subject. They can be joined by using the words 'or' or 'and'. **Examples:** Mr. Cruz **boards** the plane, **stows** his luggage and **finds** his seat. Grade six students can **visit** the library or **read** the newspaper to research the information.	**Basic:** Present students with a sentence where the compound subject or compound predicate is missing**.** Have students play a game called *"Fishing in the Compound".* Present students with a fishing line. Have students take turns fishing in the pond to collect the missing compound subject or compound predicate to complete the sentence. Place paper clips on top of the word cards. Use magnets tied at the end of a string to fish for the cards. **Intermediate:** Have students underline the compound subjects and predicates in a story. **Advanced:** Place students in groups. Present each group with three sentences. Have students rewrite each sentence by using a conjunction word and creating compound subjects and predicates of their own.	Have students identify the compound subjects and predicates in sentences.	• Write Source, Grade 5; pp. 423 • Grammar and Mechanics CC: IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Objective 3.35 Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Adjectives are words that modify or describe nouns and pronouns. Authors use sensory adjectives to "*show*" their readers what they are talking about rather than just "*telling*" them with facts. Sensory words help the readers see, hear, feel – and sometimes even smell or taste what is being described. **Example:** The conch fritters were deep-fried in **sizzling** oil to a **golden** brown. Chunks of **sweet green** pepper, onions and conch caused its skin to bulge out in parts, giving some of the fritters **odd** shapes. Fritz dipped the **hot** fritter in a **creamy** sauce before placing a piece of it in his mouth. **Adjectives** may also be used to compare nouns and pronouns. There is the **comparative form** in which two nouns are being compared. When comparing two things add '**er**' on to the word.	**Basic**: Students should go on a nature walk around their school and write at least ten sentences about what they hear, see, and feel with the use of an adjective in each sentence. **Intermediate**: Give students sentences to complete with an adjective that compares. **Example:** *Andros is the _____ of all the Bahama Islands.* **Advanced**: Students can read a short story containing no adjectives. They can work in small groups to include adjectives to make the story more interesting and share it with the class. Students should ensure that they use different types of adjectives discussed such as demonstrative, proper and predicate adjectives.	Have students focus on including adjectives in their composition writing. Use a rubric to evaluate word choice.	• Write Source, Grade 5; pp. 590-592 • Checking your Grammar (Terban, 2002; pp. 64-68) • Banish Boring Words! (Shelton, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: The canary's wingspan is **larger** than the hummingbird's. The **superlative form** compares more than two nouns. When comparing two or more nouns, '**est**' is added to the end of the word. **Example:** The ostrich is the **tallest** bird of all. The ostrich is being compared to all birds. The endings '**er**' and '**est**' are often used to compare adjectives with **one** syllable. '**More**' and '**most**' are usually used to compare adjectives with two or more syllables. Use ***more*** to compare two persons, places, or things. Use ***most*** to compare three or more persons, places, or things. **Examples:** • Mayaguana is **more peaceful** than New Providence. • The Bahamas is the **most** beautiful country in the world.			

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<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
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<td>
Some adjectives use different words to form the comparative and superlative forms.

Examples:

<table>
<tr><th></th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>1. bad</td><td>worse</td><td>worst</td></tr>
<tr><td>2. good</td><td>better</td><td>best</td></tr>
</table>

The Articles
The words ‘a’, ‘an’ and ‘the’ are known as articles. The word ‘a’ is used before singular words that begin with a consonant sound and the long /u/ sound.

Example: The clown rode a unicycle at the circus.

The word an is used before any singular word that begins with a vowel except in the case of words with the long /u/ sound.

Example: We composed an exciting narrative.

Proper Adjectives
Proper adjectives are adjectives that are formed from a noun. They should be capitalized.
</td>
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</table>

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: American celebrities love to visit The Bahamas**.** The word American is formed from the noun America and is used to describe a special group of people. **Demonstrative Adjectives** **This**, **that**, **these,** and **those** are known as demonstrative adjectives. They answer the question which one(s). **Example: That** assignment will take less than five minutes to be completed. **Predicate Adjectives** Predicate adjectives follow linking verbs and describe the subject of a sentence. **Example:** The guineps were **juicy**.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An **adverb** is a word that gives more information about a verb, an adjective or another adverb. It tells how, when, where or to what degree. Adverbs that tell **how** an action took place, often end in **ly**. **Example:** gracefully, powerfully, skilfully, brilliantly, and cleverly. There are some adverbs that describe ***when*** something happens. This can also include **how often** and **how long**. **When** – frequently, eventually **How often** – periodically, frequently **How long** – momentarily, continuously Adverbs can also tell **where**. **Example:** nearby, neighbouring, somewhere Adverbs can also indicate '**to what degree**' or '**to what extent**'. When comparing **two things** use '**er**'. For **more than two** use '**est**'.	**Basic:** Provide the students will sentences that contain adverbs. Have them underline the adverbs. **Intermediate:** Have students provide the adverb to complete sentences. **Examples:** 1. Deirdre <u>sang</u> the song ____. 2. He runs _____. 3. Place the glass on the table _____. **Advanced:** Allow students to watch a television news report from one of the local stations. Tell them that they have been given the job to review this report. They will describe what they saw and how they felt about it. They must be sure to include the different kinds of adverbs.	Have students improve a piece of writing by including adverbs.	• Write Source, Grade 5; pp. 594-595 • Checking your Grammar (Terban, 2002; pp. 69-73)

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment(s)</th><th>Resources</th></tr>
<tr>
<td>
Examples:
<table>
<tr><th></th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>1. hard</td><td>harder</td><td>hardest</td></tr>
<tr><td>2. wild</td><td>wilder</td><td>wildest</td></tr>
</table>

More and most can be used to compare adverbs. They are often used to compare adverbs having two or more syllables.

Example:
effective - more effective
most effective

An irregular adverb that compares
<table>
<tr><th></th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>far</td><td>farther</td><td>farthest</td></tr>
</table>
</td>
<td></td>
<td></td>
<td></td>
</tr>
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Objective 3.37 Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **preposition** is a word placed before a noun to show its relationship to some other word in the sentence. Prepositions can tell **location**, **direction**, **time,** and **relationships**. **Examples** of commonly used prepositions are: *about, above, across, after, against, around, at, before, behind, beneath, beside, between, by, despite, down, during, except, for, from, in, near, of, off, on, over, through, to, toward, under, up and with.* **Location** The skilled diver swam **into** the depths of the Blue Hole. **Direction** The mouse bolted **under** the large container in the warehouse. **Time** Joshua did not go inside **until** the movie had started. **Relationships** Marjorie is going to the library **with** her brother.	**Basic**: Students can look at newspaper articles and highlight as many prepositions as they can find. The student finding the most prepositions wins. Mount their highlighted newspapers on the bulletin board. **Intermediate**: Play the song, *"Going Down Burma Road"*, in small sections. Ask students to listen closely for the prepositional phrases used in the song. Have them make a list of the phrases and circle the preposition in each one. Ask them to identify the words that are linked by the prepositions. **Advanced**: Have students design a *Preposition Treasure Hunt* for their classmates. They can work in groups to compose the instructions using prepositions. **Example:** Look under the cupboard and behind the math books. What have you found?	Have students use prepositions in their composition writings to make their sentences more interesting.	• Write Source, Grade 5; pp. 598-599 • Checking your Grammar (Terban, 2002; pp. 74-77) • "Going Down Burma Road" (Butler, 2013) https://www.youtube.com/watch?v=sotGsLJ2jMc • Grammar and Mechanics Section KK: Prepositions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **prepositional phrase** includes the **preposition**, the **object**, and **all the words that come between** them. The object of the preposition can be a noun or pronoun. **Example:** The skilled diver swam down **into the depths of the blue hole**. **There are two prepositional phrases:** • into the depths • of the blue hole. Sometimes words that appear on the list of prepositions may not actually perform the duty of a preposition in a sentence. They must be followed by an object to be considered a preposition. **Example:** Fritz went **outside**. • The word ***outside*** is an adverb in this sentence telling where. Fritz went **outside the classroom door**. • The word ***outside*** now has the object 'door' and can be considered a preposition.	Have students underline the prepositional phrases.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Prepositions help to make our writing more interesting as they help to give more details. **Example:** • **Plain Sentence** They walked **to the park**. • **Interesting Sentence** **In the pouring rain,** they walked **to the park at the end of the street.** **Compound Prepositions:** A compound preposition consists of two or more words that come together to behave like a one-word preposition. **Examples:** • up to • as of • in spite of • in front of • because of • out of			

Objective 3.38 Use conjunctions to join words, phrases or sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Coordinating Conjunctions join words, phrases, clauses, and sentences of equal rank. The **coordinating conjunctions** are: ***for, and, nor, but, or, yet,*** and ***so.*** **Examples:** **Joining words** Massive **and** mega are suitable synonyms for the word big. **Joining phrases** At Atlantis, you can enjoy a memorable experience in the pool, **or** at a restaurant. **Joining Sentences** My grandmother has lots of elegant hats, **but** she never wears them! When a conjunction separates two sentences, a comma can be placed after the first sentence and before the conjunction as shown above. When coordinating conjunctions join two sentences into one, the sentence is called a **compound sentence**.	**Basic**: Present students with specific scenarios. Have students construct and orally present sentences using appropriate conjunctions about the scenarios. • A student is in the food store and can only purchase one type of cereal. • You want to explain why an accident happened. **Intermediate**: Have students design a conjunction poster. Instruct students to write a sample sentence for each conjunction, demonstrating its correct use. **Advanced:** Have students write information related to a content area subject, where they incorporate sentences that include conjunctions that join words, phrases, and sentences.	**Revising Like a Professional!** Provide each student with a short passage. Instruct students to improve the sentences by adding different types of conjunctions.	• Write Source, Grade 5; pp. 417, 601 • Checking your Grammar (Terban, 2002; p. 78) • Vocabulary Section MM: Conjunctions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
Each conjunction has a different purpose. • ***For -*** *shows reason or purpose* • ***And -*** *connects two or more ideas, addition* • ***Nor -*** *neither* • ***But -*** *shows contrast* • ***Or-*** *shows choice or option* • ***Yet -*** *shows contrast, difference, or exception* • ***So -*** *shows a result* **Subordinating Conjunctions (Covered in Objective 3.39**			

Objective 3.39 Use independent and subordinate clauses.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **clause** has a subject and a verb. There are parts of a sentence that can stand alone, they are referred to as **independent clauses** because they make a complete thought. In the sentence below there is a part of it that can stand alone. • Although Jake had an explanation, **he remained quiet.** • "**He remained quiet**" makes a complete thought and can stand alone. This is an independent clause. **Dependent clauses or subordinate clauses** do not make a complete a thought. In the sentence below there is a part of it that **cannot** stand alone. • **Although Jake had an explanation**, he remained quiet.	**Basic:** Have students familiarize themselves with the list of subordinating conjunctions. Using a one-minute timer, have students record as many of them as they can remember. **Intermediate:** Provide a set of sentences for students to underline the independent clauses. Discuss what makes them independent. **Advanced:** Have students practice adding dependent clauses on to given independent clauses using subordinating conjunctions.	Have students incorporate sentences that contain dependent and independent clauses in their composition writing.	• Write Source, Grade 5; pp. 432, 482, 500, 564

Content	Suggested Activities	Suggested Assessment(s)	Resources
• **"Although Jake had an explanation**", does not make a complete thought and is known as a **dependent clause,** because it needs the rest of the sentence to make sense. It cannot stand on its own. The word '**although**' in the sentence is known as a **subordinating conjunction**. Subordinating conjunctions help to join a **dependent clause** to an **independent clause**. **Dependent clauses** are often separated from the rest of the sentence by a **comma**. There are various types of subordinating conjunctions: **because**, **since**, **if**, **when**, **until**, **while**, **after**, **as**, **whenever**, **before**, **although**, **unless**, **whereas**, **even though**, **as if**, **so that** and **wherever**.			

Objective 3. 40 Join simple sentences and expand simple sentences into compound and complex sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
When writing, it is important to use a variety of sentences to keep readers interested. A **Simple Sentence** has a subject and a verb and expresses a complete thought. Simple sentences can be expanded in several ways. **1. Combining key information in two or more sentences.** **Example:** • **Blue Holes** can be found on the island of **Andros**. **People love to swim** in the Blue Holes. **New Sentence:** People love to swim in the Blue Holes on the island of Andros. **2. Combining words in a series and phrases.** **Example:** • White crabs can be found on the island of Andros. • Black crabs can be found on the island of Andros.	**Basic:** Have students use coordinating conjunctions to join pairs of simple sentences. **Intermediate**: Using information from content area subjects, have students compose sentences that contain compound subjects and compound predicates. **Advanced:** Present students with simple sentences. Have them work in small groups to turn simple sentences into complex sentences. They must each take a turn at adding a word or phrase to build the sentences.	Have students build simple sentences into compound and complex sentences.	• Write Source, Grade 5; p. 432

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Soldier crabs can be found on Andros. **New Sentence:** **Black, white and soldier crabs** can be found on some of the islands of Andros. **3. Make compound subjects or predicates.** **Example 1** • Matthew peeled the sugar cane. • Angel peeled the sugar cane. **New Sentence:** **Matthew and Angel** peeled the sugar cane. **Example 2** • David purchased fruits from City Market. • David made delicious bowls of fruit salad. **New Sentence:** David **purchased** fruits from City Market **and made** delicious bowls of fruit salad.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
4. Joining simple sentences to make compound sentences **Example:** • We stayed up late. • We made a late-night snack. **New Sentence:** We stayed up late, so we made a late-night snack. **5. Joining independent and dependent clauses to make complex sentences.** Add a dependent clause with a subordinating conjunction. **Example:** • Uncle Dave saw that the crawfish trap was full. **New Sentence:** **As he dove into the deep blue sea**, Uncle Dave saw that the crawfish trap was full.			

Objective 3.41 Use interjections in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Interjections are words or groups of words that express strong feelings or emotions. **Interjections** are usually used as a greeting, an expression of surprise, or an expression of anger or pain. **Examples:** Yikes! Well! Hooray! Oops! Good grief! Ugh! Great! Oh Gee! Dear me! My goodness! **Strong** interjections are followed by an exclamation mark (!), and **milder** ones are followed by a comma (,) **Examples:** "Ouch! That hurts!" "Well, I am happy to learn that information."	**Basic:** Present students with various video captions, or picture squares. Have students use interjections to compose an appropriate sentence for each one. **Intermediate**: Watch a segment from an action film or a 'surprise' media posting on mute. Have student groups compose a dialogue for this video that includes interjections. **Advanced:** Have students compose a narrative essay titled "*The Great Surprise*". They should be sure to include interjections.	Have students include interjections in their narrative pieces where appropriate.	• Write Source, Grade 5; pp. 486, 602 • Checking your Grammar (Terban, 2002; p. 81)

Objective 3.42 Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Synonyms are words that have the same or similar meanings. Synonyms are valuable tools for readers and writers as they can make writing more interesting and enriching. **Examples:** **1.** baffle – confuse, deceive **2.** beautiful – attractive, stunning **3.** bossy – controlling, tyrannical **4.** funny – humorous, comical **5.** important – required, essential **6.** shy – introverted, bashful Words may have the same dictionary meaning, but certain synonyms have strong feelings and images attached. These words can impact the audience **positively or negatively.** For example, the synonyms ***'filthy'*** and ***'unclean'*** both describe something that is 'dirty'. However, an object that is *'filthy'* **seems to be in a worse state** than an object that is *"unclean".* It is important that good readers and writers carefully select the correct synonym to invoke the right emotions and images.	**Basic:** Have students play Synonym Hangman. Present students with a word and the blanks for its synonym. Follow the usual rules for Hangman. **Intermediate:** Have students complete a "Synonym Line". Provide them with words to which they have to provide at least five different synonyms. Have them order the synonyms based on degree of severity. Have them share their words and discuss the varying degrees. **Example:** annoyed, mad, frustrated, angry, furious **Advanced:** As a class, have students assess the Word Choice of a passage, using a rubric and a scale of 1 to 5. Have students work in groups to add synonyms and other words to make it interesting. Groups can share their revised passages with the synonyms and the class can use the rubric to determine a new rating for the Word Choice.	Have students proofread a given passage to improve writing using synonyms.	• Write Source, Grade 5; pp. 318, 465 • Banish Boring Words! (Shelton, 2009) • Vocabulary Section U & X: Synonyms and Word Choice, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Preserving our Heritage Level 3: Part 1, p. 40

Objective 3.43 Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Antonyms are words that have opposite meanings. Antonyms are used to show contrast. Some words have more than one antonym. **Examples** **1.** believe – distrust, doubt **2.** busy – idle, inactive **3.** common – rare, unusual **4.** transparent – opaque, cloudy **5.** immune - susceptible, vulnerable **6.** realistic – imaginative, impractical **7.** democracy - dictatorship **8.** division – agreement, unity **9.** simple – complex, complicated **10.** interior – exterior, outside	**Basic:** Present students with ten disposable cups with a word written on each one. Have students write antonyms and place them in each cup. **Intermediate:** Divide the class into two teams. Have them compete against each other to be the first to provide antonyms for the words provided by the teacher. **Advanced:** Have students view a recording of a National High school debate. Challenge learners to record words that communicate strong feelings or pique their interest. They can then add these words to their word banks, along with at least three antonyms for each word.	Have students complete a worksheet on antonyms.	• Write Source, Grade 5; pp. 318, 465 • Preserving our Heritage Level 3: Part 1, p. 12 • Thesaurus (online or hardcopy) • Vocabulary Section U: Antonyms, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Banish Boring Words! (Shelton, 2009)

Objective 3.44 Differentiate among homonyms, homophones, and homographs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Homonyms are words that have the same pronunciation, same spelling but different meanings, based on the context. **Examples:** • **bill** - money **bill** - the mouth part of a bird • **current** – electricity **current** – flow of water **current** – up-to-date • **spring** – season of the year **spring** – move quickly • **volume** – how loud or soft **volume** – output • **change** – to alter **change** – coins **change** – money left over after payment • **fence** – barrier **fence** – sport that features a sword • **hammer** – tool **hammer** – beat into **Homophones** are words that have the same pronunciation, but different meanings and spellings.	**Basic:** Have two baskets labelled 'Homophones' and 'Homographs'. Give students word cards with two words indicated. Have them place the word pairs in the basket to which they belong. **Intermediate:** Have students complete a cloze passage with the correct homograph. **Advanced:** Have students create their own dictionary of homonyms, homophones, and homographs.	Have students complete a worksheet on homophones, homographs, and homonyms.	• The Students' Companion, The Caribbean Edition, (Best, 2012; pp. 126-127) • List of Homonyms and List of Homophones (See Appendices) • Vocabulary Section V: Homophones, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Teaching Vocabulary Words with Multiple Meanings (Lamb, 2010)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: • **red** – colour • **read** - past of reading • **principal** – head of a school • **principle** – a standard to be upheld • **stares** – to look intently **stairs** – steps for climbing • **compliment** – to praise **complement** - complete **Homographs** are words that are pronounced differently but are spelled alike and have different meanings. **Examples:** • **lead** - to direct **lead** - a metal ore • **wound** – injury to the body **wound** – past tense of wind • **dove** – a type of bird **dove** – past tense of dive • **object** – to protest **object** – an item • **minute**-unit of time **minute**- very tiny • **desert**-to leave **desert**-hot, dry area of land			

Objective 3.45 Apply capitalized rules appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to know when to capitalize letters. In the following instances, capital letters should be used. • The first letter of the first word of each sentence • The first letter in a proper noun • The days of the week and months of the year • The pronoun "I" • Proper adjectives • A person's title when using it with the person's name or when addressing the person - **Example: M**inister, would you like to take a seat on the platform? • The title of family members when they are followed by a name. **Example: A**unt **M**ichelle • The first letter of important words in a title of a book, story, song, movie, etc. • The first word in a direct quotation • The first word in the salutation of a letter • The first word in the complimentary closing of a letter.	**Basic:** Tell students that they will be acting as capital detectives. Have students search the classroom and magazines for examples of where capital letters are used. In pairs, give learners the list of Capitalization Rules and challenge them to match the real-life examples collected to the rule explaining its use. Allow students to share findings. **Intermediate:** Distribute a list of sentences with proper and improper capitalization usage. In groups, allow students to separate the examples and be prepared to explain why the sentences are either examples of correct capitalization rules or not. **Advanced:** Have students write a letter to a friend about a country studied in Social Studies Unit 2 (*Australia, Brazil, Japan, Switzerland).* Encourage them to include names of places, people, and special events in the country. Allow learners to then edit their writing to ensure correct capitalization was used.	**Pre-Assessment *(before teaching):*** Have students complete a worksheet designed to edit for capitalization errors. Let students document their scores in their notebooks. **Post-Assessment *(after teaching):*** Have students complete the same worksheet. Let students compare their new score with their pre-score. Have learners ask themselves: 1. Did my score change? 2. What would I do differently if I could have done this again? 3. How will I use what I have learned?	• Checking your Grammar (Terban, 2002; pp. 98-101) • Write Source, Grade 5; pp. 508-515

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A **comma** can tell where to pause when reading text. Correctly placed commas, help to make the meaning of what is being read clear. Use a comma (,) in the following instances: • When writing dates **Example:** 26th January, 2024 or January 26th, 2024 • To separate three or more words or phrases in a series. **Examples:** 1. She screamed, jumped, and ran out of the way of the charging frog. 2. The chef greased the pan, turned on the oven and began preparing the dough for baking. • To separate two adjectives that describe the same noun. **Example:** The tourist admired the beautiful, even plait of the straw basket. • To set off the words '**yes**', '**no**', or '**well**' at the beginning of a	**Basic**: Have students line up against the board, facing the front of the class. Give each a word card, which when put together in the right order, would make a sentence. Give a student a comma card. Once the sentence has been revealed, have the student with the comma card stand in between the cards for the part of the sentence where a comma belongs. Have students provide feedback. It may be necessary to use several comma cards, depending on the sentence. **Intermediate**: Have students work in pairs to choose a sentence strip from a bag. They must read the sentence carefully and correctly punctuate it. Have them share their responses with the class. **Advanced**: Have students edit a paragraph for punctuation.	**Spot the Error:** Fill in the answers on worksheets designed to punctuate sentences with commas, semi-colons, colons, and quotation marks. Intentionally include answers that are inaccurate. Provide students with the incorrect worksheets. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	• Write Source, Grade 5; pp. 482-489, 500-501 • Preserving our Heritage Level 3: Part 1, p. 24

Content	Suggested Activities	Suggested Assessment(s)	Resources
sentence **Example:** Well, maybe you should come too. • To set off the name of someone being directly addressed **Example:** Ava, are you finished with your homework? • When joining two independent clauses to make a compound sentence **Example:** The meteorologist said that today would be a good beach day, but I can see the rain clouds starting to form. • With direct quotes **Example:** “I will take turkey and stuffing,” she said. • After soft interjections **Example:** Ah, it is time to take a break! • After the salutation and closing in a friendly letter			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Dear Mr. McPhee, Yours truly, • After a dependent clause in a complex sentence **Example:** When Daddy comes home, we will go fishing. **Semicolons** can be used to join two independent clauses. In this case no coordinating conjunctions are used. **Example:** Our national sport is cricket; more students should learn how to play it. A **colon** is used to provide further clarity or explanation on the information that preceded it. **Example:** Shepherd Needle, a local native plant, is good for: lowering blood pressure, treating diabetes and oral health. **See Objective 3.59 for information relative to quotation marks.**			

Objective 3.47 Use acronyms appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Acronyms are words that are formed from the first letters or first syllables of two or more words. **Example: ZNS** – Zephyr Nassau Sunshine Sometimes more than the initial letters may be used in forming the acronym. **Example: COVID** - Corona Virus Disease Acronyms quite often refer to businesses, companies, or ideas. Quite often letters in people's first or last names are used to describe them during special ceremonies. **Example:** Don • **D** – Diligent • **O** – Optimistic • **N** - Neat **Acronyms are:** • usually written in all capital letters. • never separated by or end with a	**Basic:** Have students create booklets with acronyms used in Social Studies. Have students write the words that they represent. Be sure that students can tell the difference between acronyms and abbreviations. **Intermediate:** Have students write the correct acronyms for the names of local companies. **Advanced:** Have students research popular international acronyms and the words that they represent.	Dictate sentences where students must use acronyms.	• Checking your Grammar (Terban, 2002; p. 136) • The Students' Companion, Caribbean Edition (Best, 2012; p. 103) • 20 Common Abbreviations and Acronyms (2020) https://www.youtube.com/watch?v=Kotn0CyK2ys

Content	Suggested Activities	Suggested Assessment(s)	Resources
period like other abbreviations. • often pronounced like a series of letters and not pronounced as a word. **Examples of acronyms are:** • **CB** – Commonwealth Bank • **CIBC** – Canadian Imperial Bank of Commerce • **RBC** – Royal Bank of Canada • **BORCO** – Bahamas Oil Refining Company • **UNESCO** – United Nation's Educational, Scientific and Cultural Organization • **UNICEF** - United Nation's International Children's Emergency Fund • **NASA** – National Aeronautics and Space Administration • **CARICOM** – Caribbean Community and Commons Market • **ZIP** – Zone Improvement Plan • **NAD** – Nassau Airport Development • **STEM** – Science Technology Engineering and Math • **ASAP** – As soon as possible			

SCOPE OF WORK

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

COMPOSITION

Objective 3.48 Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The five steps in the Writing Process are: **Prewriting** – The writer brainstorms ideas about a particular topic and organizes thoughts using a web or outline. **Writing** – The writer follows the outline and begins writing, by adding details to those ideas in the plan. **Revising** – The writer reads the essay and shares it with others to get their feedback. The writer adjusts the essay, based on the feedback, and focuses on using more vivid vocabulary.	**Basic**: Host a ***Writing Process Pageant***. Have students dress like a particular stage of the writing process and describe their costumes which should explain the step in the writing process. Add music and a runway so that students can model their costume for the class to see. Encourage students to be creative, but also focus on the including the correct content. **Intermediate:** Have students work together in groups to compose a musical piece that explains one of the steps in the writing process. Have them include the consequences of omitting this	Have students take a simple poem through the writing process. Have them explain the steps they took in writing it.	• Write Source, Grade 5; pp. 9-20 • In the Write Direction (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Editing – The writer reviews the piece to find errors in mechanics (grammar, capitalization, punctuation, and spelling). Use proofreading marks for: • adding capital letters or making capital letters lowercase • adding periods • correcting spelling errors • deleting or adding a letter or word • inserting punctuation marks • starting new paragraphs • inserting quotation marks **Publishing** – The writer makes a clean copy of the piece (handwritten or typed) and shares it with others.	specific step from the process. Encourage students to be creative, but also focus on the including the correct content. **Advanced:** Divide students into six groups. Assign a step in the writing process to each group. Have the groups consider the following scenario: **The "*Writing Government*" decides that there will be a referendum on whether your step should be abolished from the writing process.** Challenge groups to *defend* their status in the process and *persuade* writers to vote for them to remain.		

Objective 3.49 Discuss the qualities of good writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main reasons for writing: **to inform**, **to entertain**, **to describe** and **to persuade**. Whatever the purpose, there are some basic qualities that are in all good pieces of writing. 1. fresh and exciting ideas. 2. captivating introduction 3. vivid details 4. well-organized with a distinct beginning, middle and end. 5. keeping the audience in mind and answers any questions they may have 6. written in a voice that connects with the readers 7. interesting and advanced vocabulary that includes specific nouns and vivid adjectives. 8. transitional words to keep the piece flowing 9. different types of sentences with varying lengths 10. correct grammar, spelling, and advanced punctuation. 11. neat and well-presented	**Basic**: Have students watch a few commercials. Lead a discussion about the commercials and how they represent particular qualities of good writing. **Intermediate:** Have students conduct a talk show about the qualities found in good writing. The talk show host should make sure that each quality is covered in the radio broadcast. **Advanced:** Discuss how a team of doctors work on a patient in an emergency room to restore an organ to good working condition. Divide students into groups. Each group represents a team of doctors working on a ward at the *writing hospital*. Present each group of "doctors" with a writing piece that is weak in one or two areas. The piece is referred to as the "patient." Doctors in each ward must save their "patients" by ascertaining what is making the piece of writing sick, and then take measures to strengthen the piece.	Select four passages and divide the class into four large groups. Assign students in each group a copy of one of the passages. Using the basic qualities of a good piece of writing as a checklist, have students evaluate the quality of their passages. Encourage students to present their review to their other group members for feedback. Allow learners to then revise their evaluations, if desired. Students are to write a one-paragraph review about the quality of the assigned passage.	• In the Write Direction (Miller, 2019)

Objective 3.50 Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main types of writing. They each serve a different purpose. 1. **Narrative Writing** – This type of writing tells a story. It is mainly written for entertainment. A personal narrative tells a story about you. 2. **Descriptive Writing** – Uses figurative language and provides sensory 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 feels about a particular subject and attempts to get others to feel the same way.	**Basic:** Have students listen to recorded commercials from the radio. Have them decide the type of writing involved and give reasons for their choices. **Intermediate:** Divide students into groups to participate in the *Different Types of Writing Amazing Race*. Teachers will have to use a QR code generator to represent the different types of writing. Place the QR codes around the school. Have students use their devices to scan them to reveal a particular type of writing. Students should identify the type of writing and its location before returning their answer sheets to the teacher, who will record their times. **Advanced:** Provide students with different written scenarios. For example, one that talks about the garbage on the beach after a holiday. Have students decide which type of writing might be necessary to address the issue, and then give reasons for their choices.	Have students respond to oral questions on the four types of writing.	• In the Write Direction (Miller, 2019; pp. 4-8,16) • Write Source, Grade 5; pp. 51-232 Commercials • DasQuay explains the 4Bidden four (2019). https://www.facebook.com/242MENR/videos/771553569951469/ • BCLIBL medical insurance (2019). https://www.facebook.com/242MENR/videos/771553569951469/ • Burger King think they slick (2019). https://www.facebook.com/dasquay/videos/387154529011514

Objective 3.51 Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Before writing there are several prewriting steps to follow: 1. **Generate ideas.** Strategies that can be utilized to help generate ideas include: peer discussions, brainstorming, grouping ideas that are alike, conducting research in textbooks or on the internet, talking to people who might be knowledgeable about the topic, conducting a survey, making a list etc. 2. **Select the best ideas.** Review the ideas and then select based on those that are most important, most interesting and have information that is readily available. 3. **Refine ideas**. Ask leading questions that will give specific details on which the writer can elaborate. **Who? What? When? Where? Why? How?**	**Basic:** Have students list the national symbols that were created for an independent Bahamas. Have them select one on which to write. **Intermediate:** Have students watch a video surrounding the events of Independence. Ask them to discuss some of the things that they observed. Have them use the information presented and the discussion to write about three ways in which Independence was celebrated. **Advanced:** Have students brainstorm about what it means to be an independent country. They should refer to their Social Studies text for ideas. Have them select one on which to write (constitution, governor general, parliament, government structure etc.) Ensure that they explain its importance,	Have students show the process that they used to narrow their ideas on a particular topic.	• Write Source, Grade 5; pp. 58, 80, 136, 192 • In the Write Direction (Miller, 2019; pp. 22, 76, 129, 173) • National Symbols: The Primary Social Studies Curriculum 2022-2027

Objective 3.52 Sequence ideas appropriately, using transitional words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen or should happen. Sequential order is very important when one is relaying a story, writing directions or instructions for performing a particular task or describing something. The words we select to indicate sequence are very important. • **Before Words:** 'previously' and 'preceding that' • **Words that Show First: '**at the onset' and 'initially' • **Words that Show Next:** 'consequently' and 'subsequently' • **Words that Show Last:** 'ultimately' and 'in conclusion' Another way to put ideas in order is to use space order, particularly when describing the location of something. Space order tells about something from **top to bottom** or from **left to right** or vice versa. Prepositions like **'in front of**' and '**behind**' relay	**Basic:** Have students list the steps involved in conducting research in the library. Then have them write an explanation of how they would find the book entitled, *"The Cat in The Hat"* in the school's library. An alternative is to have them indicate how they can shop for the book on-line. **Intermediate:** As a whole class activity, have students discuss the steps involved in creating and sending a text message using a mobile phone. An alternative can be having students write clear, detailed, sequential instructions on how to download photos or videos to the computer. Have them list the steps in sequential order and then compose an expository paragraph explaining the text-messaging or downloading processes. **Advanced:** Have students visit "Google Map of Nassau" online. Using the computer and LCD	Have students write an essay where the sequencing of ideas is very important. Use a rubric to assess the sequencing of ideas and the transitional words used.	• Write Source, Grade 5; pp. 58, 80, 136, 192 • In the Write Direction (Miller, 2019; pp. 76, 22,129, 173) • Writing Strategies Section Q: Organizing Writing, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Google Maps Bahamas Link to Map of Bahamas • The Cat in The Hat (Suess, 1957)

Content	Suggested Activities	Suggested Assessment(s)	Resources
specific images. Compare and contrast order tells how things are alike at first and then how they are different, or vice versa. '**Similar**' and '**like**' are words that compare. '**In contrast to**' and '**unlike**' contrast. Sometimes transitional words help to move from one idea to another. Examples of these words are: '**furthermore**' and '**besides**'**.**	projector, write the address of the school in Google Maps and show students an aerial view of the area surrounding their schools. Have them use the map to give directions on how to get from one identified place on the map to another.		• Banish Boring Words! (Shelton, 2009)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An essay is divided into several paragraphs. A **good paragraph** has a topic sentence that clearly states the main idea and details that support that idea. Good paragraphs also have transitional words and phrases that show clear relationships or connections between ideas, sentences, or paragraphs. There are three main types of transitions. They are transitions of **time**, **comparison and contrast** and **transitions for exemplifying**. **Time:** first, then, next, before, finally, at last, later **Compare/Contrast:** however, but, although, like **Examples:** for example, namely, that is, along with The last sentence in a paragraph should tie the supporting sentences together. It is called the **concluding** sentence.	**Basic:** Present students with a piece that reflects good use of paragraphing and structure and good use of transitional words and phrases. Passages from the *Preserving our Heritage* series are great examples. Have students identify topic sentences and supporting details. Have them circle the transitional words used in the piece and discuss how ideas are connected. **Intermediate:** Have students listen to a song about "bullying". Have them discuss ways in which to deal with bullying. Have students use a graphic organizer to display their ideas. Have students use the information to write an essay that contains at least three paragraphs with topic sentences and supporting details. **Advanced:** Have students write a speech about something about which they are passionate. Tell them to use at least one of the	Have students write a paragraph that includes a topic sentence and supporting details. Use a rubric to assess their writing.	• Write Source, Grade 5; pp. 59, 82, 139, 193 • In the Write Direction (Miller, 2019; pp. 23, 84,134, 181-182) • Banish Boring Words! (Shelton, 2009) • Writing Strategies Section T & U: Organizing Writing, Developing and Supporting Arguments (3, 4, 5), IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
Narrative Writing – When telling a story, the topic sentence should indicate what the story will be about. The supporting details should all provide information related to that topic. Do not include unrelated information. **Example: The best line fishing experience happens after a storm.** We had planned a fishing trip for the night leading into the Labour Day Holiday. We were all excited. We had our special food that included delicious chicken from KFC. As we motored to our special fishing spot, just beyond Clifton Pier, we got caught in the worst storm ever. Lighting flashed, thunder roared, and the sea produced giant waves that crashed on to the bow of the boat. We hunkered down under the tarp that we had in the boat. We were terrified! The next morning after the storm passed, we threw our lines overboard. Within seconds, all of us had beautiful snappers on our lines. This continued throughout the day. We went home that day with a boatload of fish!	three different kinds of transitions. Have students partner with a peer to edit speeches for paragraph structure/organization, use of topic sentences and supporting details, and use of transitions.		• Preserving Our Heritage Level 3, Part 1 p & 2

Content	Suggested Activities	Suggested Assessment(s)	Resources
Descriptive Writing – The topic sentence should tell what is being described. The supporting details should provide vivid descriptions of that person, place, thing, or animal. **Example: The new girl was a sight to behold!** Her uniform jumper was too tight and too short. Her blouse was a crumpled mess beneath it. Her hair was matted to her head like it had not been combed in weeks. She barely looked up as she took her seat. I wondered what her story was. Did she not have someone to take care of her? **Expository Writing**: If your purpose is to inform your reader, then the topic sentence should clearly state the topic or what is being explained. Your supporting details should be facts and they should all be linked to the topic sentence. **Example: Queen Elizabeth II was a much-loved queen!** Her death at the age of 96 (after spending 70 years on the throne) was felt around the world, even in The Bahamas. For example, all Anglican churches in The Bahamas			

Content	Suggested Activities	Suggested Assessment(s)	Resources
rang their bells 96 times to commemorate each year of her life. Also, the current and former Prime Ministers spoke of her humble attitude, her warm and kind nature, and her excellent memory. Finally, several of the Queen's Medal recipients remembered how special it was to receive such an honour. Her passing has been felt in the hearts of many and indeed signals the end of an era. **Persuasive Writing:** If the purpose is to persuade, then the topic sentence should clearly state the opinion of the writer on a particular topic and then have solid reasons in the details to support that viewpoint. **Example: Reading daily for at least 20 minutes a day will accelerate your ability to read at warp speed.** Just as athletes practice at least four to five times a week to improve their skills, you can do the same and experience great benefits. Reading a wide variety of materials often will increase your vocabulary, as you will be exposed to new words. Reading often will also			

Content	Suggested Activities	Suggested Assessment(s)	Resources
help your reading fluency. As words are encountered more often, they will become easier to read. Finally, as you learn new words, it will help you to understand the material that you are reading better. Practice makes perfect, so go pick up a good book and read today!			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The introduction of an essay is key, as its function is to capture the attention of the readers, to draw them into the piece and to provide the topic sentence. There are many ways to begin a piece. The writer must decide which one would be best for the type of writing and the topic. • **Begin with action.** Dwayne gave a loud scream, leaped over the fence, and sprinted towards his house. • **Use onomatopoeia.** Achoo! Achoo! Achoo! Melissa wiped her already red and swollen nose. • **Use alliteration.** Proud, petty, and persistent were good words to describe old lady Simms. • **Start with the end.** Kirk grimaced in pain as the ambulance doors closed shut. Why had he decided to steal that motorcycle? It had started out as a normal day. • **Begin with a quote**. “Free at last,	**Basic:** Have students listen to various sounds in nature (waves crashing on the beach, howling wind, birds chirping etc.) and just let their imaginations take them away to that place. Have them share what might be happening. Have them create a story around the sounds. They should use the sound(s) in the introduction of their writing pieces. **Intermediate:** Have students listen to songs about our Bahamian culture. Discuss aspects of our culture with them. Have then write about an aspect of our culture in which a tourist might be interested. Have them begin the piece with a question. **Advanced:** Have students research reviews of tourists related to their visit to The Bahamas. This can be gathered using various travel websites. Have them use this to write a piece on what we need to do to improve our tourism industry. Ask them to gather	Have students construct an interesting introduction with a good hook. Provide feedback on their writing.	• Write Source, Grade 5; pp. 60, 87, 143, 199 • 6 + 1 Traits of Writing (Culham, 2005; pp. 88-89) • In the Write Direction (Miller, 2019; pp. 26) • Writing Strategies Section R: Introductions and Conclusions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

Content	Suggested Activities	Suggested Assessment(s)	Resources
free at last, thank God almighty I am free at last!" The words of the late Martin Luther King rang in the air as we marched towards town. • **Begin with interesting statistics.** Some schools only had 50% of their population attending school on-line during the pandemic. • **Begin with a dialogue**. "Freeze!", said the policeman as he made his way towards the young man. "But I did not do anything, came the reply.	statistics on the local tourism industry, to strengthen their ideas.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The conclusion of a writing piece brings everything to an end in a way that is satisfying for readers. A good writer does not have to "announce" that it is the "end" but should move the readers through the piece in such a way that they realize the piece is concluding. There are several ways to conclude a piece of writing. • **End with a quote.** Like Dr. Seuss says, "Why fit in, when you were born to stand out?" • **Restate the topic sentence from the introductory paragraph in a different way.** If everyone would obey the laws of the road, we would have far less traffic accidents each year. • **Summarize the main points. Do not introduce new ideas.** To recap, the best way to do well in school is to review your work daily, complete your homework and do	**Basic:** Schedule an author to visit your class, either virtually or face-to-face. Have students interview the real-life author by asking general questions related to writing and specific ones on the process of writing conclusions. **Intermediate:** Discuss the meaning behind several quotes that are familiar to the students. Have them end a story using one of them. **Advanced:** Have students read several pieces related to saving our natural resources, such as the grouper, conch etc. Have students pay attention to how the pieces are concluded. Have students write about a cause that they feel is important. Have them use one of the types of conclusions discussed in their writing.	Have students write an interesting conclusion. Provide feedback on their responses.	• Authors who Skype with Classes and Book Clubs (Messner, 2009) https://katemessner.com/authors-who-skype-with-classes-book-clubs-for-free/ • How to Make the Best Skype Author Visits (2017) https://thebookingbiz.com/2017/03/benefits-skype-author-visits/ • Write Source, Grade 5; pp. 62, 90, 146, 202 • 6 + 1 Traits of Writing (Culham, 2005; pp. 88-89)

Content	Suggested Activities	Suggested Assessment(s)	Resources
extra reading. • **Provide your opinion.** I too feel like the best way to maintain good health is to ensure that you exercise at least three times a week. • **State the lesson learned or moral of the story.** Rodney learned never to venture into the water alone again. • **Give a challenge.** If you want to keep The Bahamas beautiful, ensure that you pick up all the trash with which you come into contact. • **Add a surprise.** Angry that she had overslept and missed her flight, Suzette put the pillow over her head and screamed. Suddenly her phone rang. It was her friend Jackie. The flight had been delayed. She could make it after all!			• In the Write Direction (Miller, 2019; pp. 51, 115) • Writing Strategies Section R: Introductions and Conclusions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Voice refers to how much of the writer can be felt in a piece. Is the writer interested and passionate about what is being written? The work of many famous authors can be recognized by their voice and writing style. The writer's voice comes through in the **tone** and **mood** of the piece. **Tone** refers to the feeling that an author creates. Is the piece serious? Playful? Angry? etc. The **mood** is the feeling that the reader gets after reading the piece. Is the reader happy? sad? fearful? It is important that the tone matches the messages that the writer is trying to send. If the subject is serious for example, the language should not be light or funny.	**Basic**: Give students a particular scenario on which to write. Have them share their pieces. Discuss the different voices that are represented although they were all given the same scenario. **Intermediate:** Have students re-enact their experiences with service at the Tuck Shop or a restaurant. They should re-tell in such a way that the voice of the server is evident, such as frustrated, angry, etc. Discuss the voices used with the class. **Advanced:** Have the class brainstorm a list of letters and notes that people might write and audiences for them. Make a three-column chart listing all types of letters and notes in the first column. In the second column, list the primary audiences for each of those types. Then, write a list of voices in the third column to match the right voice to each type of letter or note.	Have students write a paragraph about something about which they are passionate. Provide feedback on the voice used.	• Write Source, Grade 5; p. 27 • 6 + 1 Traits of Writing (Culham, 2005; pp. 100-138) • In the Write Direction (Miller, 2019; pp. 11-12) • Free Graphic Organizer Templates (Shaped Staff, 2021) https://www.hmhco.com/blog/free-graphic-organizer-templates

<table>
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Discuss why some voices are only appropriate in certain circumstances. Have students select one letter or note on which to write with the identified audience and voice.
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Objective 3.57 Write from different points of view.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The viewpoint from which material is written affects the voice. Writing can be done from different perspectives. Be careful when writing that you do not move from one perspective to another. **First Person** – This perspective uses pronouns like **I**, **me**, **my**, **mine**, **myself,** and **we** to tell the story. The story is only being told from one person's perspective. Because it is personal, an easy connection can be made with the reader. **Second Person** – This viewpoint uses pronouns like **you** and **yours**. The story is being told by someone who is looking on. **Third Person** – **He**, **she**, **it**, and **they** are used when writing from this perspective. When writing from this viewpoint, you are the person who is looking on. Readers get to experience the inner thoughts of the characters.	**Basic:** Have students watch an episode from a court case where witnesses are giving different accounts of an incident that happened. Have students discuss their similarities and differences. Relate it to the different viewpoints in writing. **Intermediate:** Have students visit the library to search for writing samples from different perspectives. Ask them to share with the class. Students can also look on-line for writing samples. **Advanced:** Have students complete a piece of writing written in the third person.	Have students complete a piece from a pre-determined point of view. Provide feedback on their responses.	• Point of View (Gardiner, 2020) https://www.youtube.com/watch?v=g3yOfkJVhHA

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personification – This is when the writing is done from the perspective of an animal or object. This is accomplished by giving the animal or object human characteristics such as speaking or gesturing.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Poems have sounds. Two types of sounds found in poems are: **alliteration** and **onomatopoeia.** Alliteration is the repeating of beginning consonant sounds of words that occur close together. Many clichés are written as alliteration. **Examples:** • Jump for joy • Sweet smell of success Onomatopoeia refers to words that sound like the noises they make (buzz, crunch). **Diamante Poem:** The Diamante is a form similar to the Cinquain. The text forms the shape of a diamond. Each line has specific requirements. **Line 1:** Noun or subject - one word **Line 2:** Two Adjectives that describe line 1 **Line 3:** Three 'ing' words that describe line 1 **Line 4:** Four nouns - the first two are	**Basic:** Show a clip from Junkanoo. Solicit sounds words and have students use any one sound to write an alliteration poem about Junkanoo in the form of a Diamante poem. **Intermediate:** Have students work in to write a Diamante Poem about The Bahamas and its islands. **Advanced:** Have students write an autobiographical poem.	Provide students with feedback on the poems that they have written.	• Banish Boring Words! (Shelton, 2009) • 100 Task Cards: Figurative Language (Scholastic, 2020) • Diamante Poems for Kids https://www.youtube.com/watch?v=HEVxTVkSRYY

Content	Suggested Activities	Suggested Assessment(s)	Resources
connected with line 1; the last two are connected with line 7 **Line 5:** Three 'ing words that describe line 7 **Line 6:** Two adjectives that describe line 7 **Line 7:** One noun synonym for the subject **Autobiographical Poem** This is a poem about the poet. Its purpose is to share personal details about the poet, including information about family and things that the poet enjoys.			

Objective 3.59 Use quotation marks effectively in their writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Writers often use dialogue in their narrative pieces to make them more interesting. Quotation marks are used to set apart the exact words of the speaker from the rest of the sentence. One of the quotation marks appears at the beginning of what was said and the other at the end. The first word in a quote is capitalized. **Example:** "Did Jason leave?" I asked. Commas are used to separate who is speaking from what is being said. The **dialogue tag** is the part that tells which character spoke and describes how they spoke. **Example:** "Prince," Karen questioned with a smile, "What is your favourite planet?" • **The Dialogue Tag:** Karen questioned with a smile. He shrugged his shoulders, "I did not see your bag!" he mumbled. • **The Dialogue Tag:** he mumbled.	**Basic**: Have students place quotation marks and commas correctly in given sentences. Ask learners to circle the dialogue tag in each sentence. **Intermediate:** Have students collect famous quotes and their authors that focus on popular themes such as honesty, hard work etc. Assign them a piece of writing in which they are to use some of these quotes. Have them use these quotes in their writing to make an interesting introduction, support a point, or conclude a piece. **Advanced**: Cut and paste a small section of chats from Zoom or Team's class conversations. Have them write the conversation using appropriate grammatical conventions (quotation marks, commas, etc.). Encourage students to use various verbs and adverbs in the dialogue tags.	**Cartoon Strips:** Collect several cartoon or comic strips that contain a lot of dialogue. In pairs, give students a strip to write the conversation using paragraphs and correct punctuation (quotation marks, commas, etc.). Challenge learners to use a variety of specific verbs and adverbs in the dialogue tags. For example: • exclaimed • blurted • hollered • laughed • stuttered	• Write Source, Grade 5; pp. 494-495 • In the Write Direction (Miller, 2019; p. 82) • Cartoon Strips • Banish Boring Words! (Shelton, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Quotation marks are used to identify the title of a song or a piece of writing. The first quotation mark goes at the beginning of the title and the second quotation mark at the end of the title. **Example:** "Who Let the Dogs Out" is the name of a favourite Bahamian song by Baha Men. To increase the impact of their writing, writers often use familiar quotes or quotes from famous people to get the attention of the reader. These quotes are set off by commas. They begin with a capital letter and quite often a comma separates them from the rest of the sentence. "Thou shalt not steal," is one of the Ten Commandments.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources

Narrative writing tells a story or part of a story. Narrative writing can be seen in short stories, biographies, autobiographies, essays, poems, and plays. A narrative essay should have an introduction, body, and a conclusion. The general characteristics of a narrative includes:
 	
• Characterization
• Setting
• Plot structure
  ○ Introduction
  ○ Development
  ○ Conclusion
 	
Characters are the people or animals in a story. The protagonist is the word used to describe the hero. The antagonist is the villain in the story. Time should be spent developing descriptions of major characters. Use specific words to describe some of their **unique physical** characteristics as they relate to their **faces**, **hair,** and **bodies.** *(See Grade 4 Curriculum)*
	Basic: Have students spend time developing particular traits of characters for a story that they will write. They can look at pictures from magazines etc. and develop a character from them. Have them include these traits in their story (physical features, facial features, movement etc.).
	
	Intermediate: Have students watch video clips depicting the preparation made for a general election (dissolving of parliament, election day announced, nomination day, campaigning etc). Have them write a story from the voter's point of view. They should interview an actual voter to help with ideas. Special attention should be given to describing the setting, characters in the story and developing the plot in a seamless way. Suggestions for topics:
	• Election Day Disaster
		Have students compose a narrative, inclusive of story elements, following a standardized prompt. Use a rubric to evaluate their essay.	• The Importance of Setting to a Story (Flocabulary 2017) https://www.youtube.com/watch?v=30CPmgVQNks
			
			• Banish Boring Words! (Shelton, 2009)
			
			• Write Source Grade 5; pp. 71-125
			
			• In the Write Direction (Miller, 2019; pp. 71-123)
			
			• Preserving our Heritage Level 3: Part 1, p. 69

Content	Suggested Activities	Suggested Assessment(s)	Resources
Provide more depth to a writing piece by giving more information on facial expressions, gestures, and movement. **Facial gestures:** grimaced, smiled slyly, wrinkled brow, pursed lips, wide eyed etc. **Gestures:** waving the hand in dismissal, pointing with the mouth, beckoning with the hands etc. **Movement:** Jerking of the head, crawling, limping, pacing back and forth etc. Also, give insight into their **character traits** by detailing their actions and using interesting words. Like **bravery**, **hostility**, **humility** etc. *(See Grade 5 Curriculum)* The **setting** is the time and place where the story takes place. Use the senses to tell what can be seen, heard, felt, tasted, or smelled. Provide evidence of the time of day. This can be stated clearly in the piece.	• The Best Election Day Ever • Losing My Voter's Card **Advanced:** Have students create a timeline of events leading up to Majority Rule Day. They should then use the timeline to write a story about the events that took place. Special attention should be given to describing the setting of various events, describing the characters in the story and developing the plot in a seamless way.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Mitzi had just started her morning routine when there was a knock on the door. It can also be left up to the reader to infer the time of day. **Example:** ZNS television had just signed off for the day when there was a surprising knock at the door. In the body 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. Sentences should be linked using transitions. The **end** of the story or **conclusion** wraps everything up.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A descriptive essay is a group of paragraphs that can describe a person, place, event, or idea. The author uses descriptive details, phrasing, and literary devices to make the writing come alive and make it easier for the reader to visualize what the writer is describing. A descriptive essay should have a captivating introduction that provides the reader with an overview of what the essay will be about. The body of the essay should provide specific details about what is being described. The writer should end with a concluding thought about the thing, place or person that was described. There are several strategies that authors use when writing descriptively. The words that are used to describe, should be carefully selected so that they convey detailed images to the readers.	**Basic:** Display a poorly written descriptive essay. Have students evaluate its *'descriptive strength'*, using a rubric. As a whole class, have students revise and re-write this descriptive essay using literary devices and other descriptive details. Have them re-score the passage. **Intermediate: Caterpillar Essays** In groups of five (5), provide students with a mediocre descriptive essay to read and rate. Each student is given lined sheet in the shape of a circle. Have them choose one of the paragraphs to revise, by adding sensory details, vivid words, literary devices etc.) to improve its interest and quality. Have students write their new paragraph on their circles and publish their essays by connecting their five circles with paper clips. Groups can orally present. Peers can critique.	Have students write a descriptive essay. Use a rubric to evaluate their work. Provide feedback.	• Banish Boring Words! (Shelton, 2009) • Reading Strategies Section F: Sensory Details, IXL Learning Language Arts website https://www.ixl.com/ela/grade-6 • Write Source Grade 5; pp. 51-68 • In the Write Direction (Miller, 2019; pp. 17-70) • Preserving our Heritage Level 3: Part 1, p. 103

Content	Suggested Activities	Suggested Assessment(s)	Resources
• **Show Me, Don't Tell Me** is a strategy that authors use. For example, instead of saying that a person is afraid, authors show that a person is afraid. **Example:** Robert's **voice began to tremble**, as his **lips quivered,** and his **saucer-like eyes** shifted to the door that was slowly beginning to open. • **Sensory details** are words used to appeal to the five senses. They also include describing **emotions and attitudes.** **Example:** Madison, a **one-year-old Labrador dog** with a **black**, **shiny coat**, was hungry. Directly opposite her was food, but one thing stood between her and the **delightful delectables**, Max, the **biggest dog** in the yard. Madison moved closer to the plate, inch by inch. When she was close enough, she leaned over. **Huge globs of saliva fell to the ground**. Her head was almost to the plate when she was stopped short by the	**Advanced**: Have students watch a portion of the animated version of "*James and The Giant Peach*" (Dahl, 1996) with the caption on or use the Read Aloud version. As '**Descriptive Detectives'** student pairs will read and listen to collect as many literary devices and descriptive details as possible. Discuss their effectiveness. Have students incorporate similar ones in a writing piece of their own.		• "James And The Giant Peach" (Dahl, 1996) Read Aloud version (https://www.youtube.com/watch?v=gFoYBO5ZFwo

Content	Suggested Activities	Suggested Assessment(s)	Resources
loudest growl that she had ever heard. • **Literary Devices** are also used as a tool for making writing interesting. There are several of them that can be used. ○ **Similes** are comparisons that use ***like*** or ***as*****.** **Example:** He ran as fast as a hungry cheetah. ○ **Metaphors** are comparisons that **do not** use like or as. **Example:** Shaunae Miller Uibo is a cheetah in the 400m race. ○ **Alliteration** is repeating the beginning consonant sound in two or more consecutive words. **Example:** Dorothy's dog Ditto dangled in the wind. ○ **Onomatopoeia** refers to words that are actual sounds **Example:** Zoom, Oink, Boom, Pop, Urghh etc.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
○ **Hyperbole:** This is an exaggeration. It is **o**ver emphasizing the truth or stretching the truth. **Example:** Stephanie's suitcase weighs a ton! ○ **Personification:** Giving human qualities to non-human things. **Example:** The wind began to sing during the monstrous storm**.**			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An expository essay explains, describes, provide information on a particular topic. There are also various kinds of patterns for expositions: **Cause and Effect**: In the cause-and-effect essay, the writer tries to find the cause of something; why did something happen? and what effects it might have. **Comparison and Contrast:** The writer compares the similarities between two selected subjects and contrasts the differences in those subjects. **Description**: The writer gives a complete description of the topic and explains what the term or the topic of the essay exactly means. **Sequence or Process:** The process essay refers to the process of completing something Example: how to fix a leaky pipe. **Problem and Solution:** The writer examines the subject from various aspects and perspectives prior to	**Basic:** Teacher will provide students with three different snacks (chips, cookies, vegetable, etc). Have students taste each snack and state which snack they did not like. Have them write an exposition providing a solution to making the snack better. **Intermediate:** Show students a video clip from YouTube about poachers overfishing in The Bahamas. Have students write an expository paragraph explaining how overfishing occurs. **Advanced:** Have students research articles about the different strands of Covid 19. Have students write an article about the cause and effect of this virus. Encourage them to include the origin of the virus, how it is transmitted (passed on) and what effects it might have.	Have students write an expository essay based on a given prompt. Use a rubric to evaluate their essay. Provide feedback	• The True Extent of Fishing in The Bahamas (Smith, 2017) https://www.youtube.com/watch?v=hJSMpCQ9I0g • Write Source Grade 5; pp. 127-178 • In the Write Direction (Miller, 2019; pp. 127-165) • Andros Hand-Made Batik Factory • 100 Task Cards: Informational Texts (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
providing a solution. In the introduction, the writer will grab the reader's attention with an opening hook (ask a question, action, Onomatopoeia, alliterations, start with the end, quotes, dialogue etc.). The writer gives three clear statements or points as to what will be explained or what information will be provided. In the body of the writing, the writer explains the most important details of each thesis point. If steps in a process are being explained, transitional words should be used as a guide to the steps. In the conclusion, the writer, summarize the main points, or provides final thoughts, advice etc. There are many examples of expository writing: • Flyers • Invitations • Encyclopaedia • Wikipedia Entries • Classroom handouts • Articles • Commercials • Reports • Reviews • Want Ads			• Preserving our Heritage Level 3: Part 1, pp. 22-23 • Banish Boring Words! (Shelton, 2009)

Objective 3.63 Compose an invitation to an event.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Invitations are requests that are used to ask someone to attend a particular event. Examples of events include a birthday party, wedding, and graduation. When composing an invitation, include the following: • Name of invited person • Name of the event • Purpose or description of the • event • Host(s) of the event • Date and Time • Location • Directions (if necessary) • Special instructions such as: ▪ Dress Code (optional) ▪ RSVP details (optional) Include deadline by which to respond and contact information.	**Basic:** Students have permission to invite other sixth graders to join a Movie Day that their class is hosting. Instruct students to write the main details needed for the invitation. **Intermediate:** Direct students, within groups, to discuss plans for a celebration of thanks in honour of janitress responsible for their classroom. Instruct them to create invitations for the school's staff that include all the major elements that an invitation should include. Have students transfer the details into a digital format using a programme such as Microsoft Publisher or Microsoft PowerPoint. **Advanced:** Instruct students to create an invitation for someone whom they admire to have lunch with them on ***"Hero's Day,"*** which is hosted by their school. The event will take place in the school's dining area during their lunch break. Have students use the programme "Canva" or a similar programme to create video invitations. Have them share the invitations with the class.	Have students compose an invitation based on an event of their choice.	• How to Create an Invitation with Canva Link to Canva Tutorial Video • Party Invitations: Motivating Students to Write Informatively (2011) https://www.youtube.com/watch?v=t9Nik16C2tM • FREE Editable Invitations Downloads https://www.teacherspayteachers.com/Browse/Search:editable+invitations/Price-Range/Free

Objective 3.64 Write friendly letters.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Friendly letters are written to our family, friends, and anyone with whom we have a personal relationship. They are examples of informal writing, and the tone is friendly. Friendly letters should include the following: • **The heading** - This includes the address of the sender and the date. It is normally written in the right-hand corner at the top of the page. • **Salutation or Greeting** - This is the way to identify to whom the letter is being written. It usually begins with "Dear". A comma follows the name of the person to whom you are writing. • **The Body of the Letter** – This is considered the main part of the letter. Include all the interesting details about family and friends and write about what you have been doing (hobbies etc.). Indent at the beginning of each paragraph. • **The Closing** – This is a way of ending the letter or signing off.	**Basic:** Have students, within small groups, create an infomercial for the friendly letter, in which they creatively define it and all its components. Each group member will have a different letter component to highlight. The teacher can allow students to record their ads or to present them. **Intermediate:** In pairs, instruct students to discuss their ideas about their upcoming end-of-year church service. Have them compose a letter of invitation to a family member to attend the service. The body of the letter should consist of an introduction, body and concluding paragraph. **Advanced:** Have students write a friendly letter to a teacher who has been most influential to them. Instruct students to express their gratitude to their teacher. Students must include	Have students write a friendly letter. Use a rubric to assess their writing. Provide feedback.	• Write Source Grade 5; p. 476 • Preserving our Heritage Level 3: Part 2, p. 20

Content	Suggested Activities	Suggested Assessment(s)	Resources
"Love," "Sincerely" and "Your friend" are examples that are used. The first word in the closing is always capitalized and a comma is placed at the end of the closing. • **Signature** – This identifies by name the person who is writing the letter. There are many ways in which a letter can be sent to the recipient. Letters can be posted using the Post Office, emailed, faxed, or sent via WhatsApp. If a letter is being sent the traditional way using the post office, it will need to be placed in an envelope. On the envelope in the left-hand corner, should be the mailing address of the person sending the letter. If the person lives in The Bahamas, the information should include the name of the sender, the mailing box number and the island and country. **Example:** Ms. Courtney Brown P.O. Box CB 1128 Nassau, Bahamas The address of the person who is to receive the letter is placed in the middle section (centre) of the envelope.	all required letter components and the body should be written in at least three distinct paragraphs (introduction, body, and conclusion). Have students use their LMS accounts to email them to the teacher.		

Objective 3.65 Write essays utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Opinions express your thoughts and feelings about a subject. **Persuasive writing** is a type of opinion writing, as it provides the author's views on a particular topic along with supporting details. The persuasive essay should have an introduction, a body, and a conclusion. **Introductory Paragraph:** Begin the persuasive essay with an introductory statement that captures the attention of the readers. Begin with a **startling statement,** a **question**, a **metaphor,** or a **simile.** **Examples:** • Did you know that you can get protein from beans instead of eating meat from animals? • The potholes in the road are caves to unsuspecting motorists. The introductory paragraph should also have a topic sentence that indicates the writer's opinion on the topic and mention the supporting reasons that will	**Basic**: Have students bring in an object like a toy or device to sell or trade. Redesign the class as a market. Have students compose a persuasive paragraph using persuasive techniques to convince a customer to buy or trade. Allow them to share their pieces. **Intermediate:** Have students discuss ways we pollute. Then have students watch a video showing students volunteering and removing pollutants from our land and sea. Students will compose a persuasive essay presenting their opinions and arguments to convince residents and visitors not to pollute. Have students use at least two persuasive techniques. **Advanced:** Have students discuss and create a web detailing the benefits of using the internet. Then announce to students that their parents have decided to cancel their internet service so that they can save money for the annual	Have students write a persuasive piece and assess with a rubric. Provide feedback.	• Write Source Grade 5; pp. 183-236 • In the Write Direction (Miller, 2019; pp. 166-202) • Preserving our Heritage Level 3: Part 2, pp. 106-108

Content	Suggested Activities	Suggested Assessment(s)	Resources
be discussed in the paragraphs that follow. **The Body of the Essay:** This is where the writer develops the reasons to support his/her opinions. Each paragraph in the body should represent one of those reasons, with supporting evidence. Writers normally present their reasons in order of importance. They begin with the most important reason to support their opinion and then present the others in descending order. Several persuasive techniques can be used to develop the body of the persuasive essay. **Using Facts:** Using information that is true to strengthen your position and explanations **Example:** Well water can become easily contaminated when present in heavily populated areas. **Using Generalizations:** Using phrases to describe something that is acceptable by all.	family vacation. Ask if they agree or disagree. Have students compose a five-paragraph essay presenting their arguments for their position. Have students use at least three persuasive techniques.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: ‘all my friends, ‘the entire team’, ‘nobody in grade six’ etc. **Superlatives:** Using phrases to describe the highest quality of something **Example:** 'the greatest’, ‘the most’, ‘the best’ etc. **Data:** Writing with numbers, percentages, fractions, quantities to make your explanations more believable. **Appealing to the Emotions:** Using phrases that pull on the emotions to convince **Example:** “I am your only child,” “You love me,” “Don’t you want me to be happy?” **If....Then:** This technique shows a cause-and-effect relationship. Using phrases such as “If you want me to get better grades, then buy me a phone.” “If we want The Bahamas to be the best, then we must stop polluting.			

APPENDICES

Language Arts Instructional Periods

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

UPPER PRIMARY SCHOOL
ORAL PRESENTATION RUBRIC

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

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

CONTENT Score: _____ / 8

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

DELIVERY Score: _____ / 12

OVERALL SCORE: _____ / 20 (____%)

USEFUL INFORMATION ABOUT THE TEACHING OF READING

THE READING PROCESS

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

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

BEFORE READING THE TEXT	DURING READING OF THE TEXT	AFTER READING THE TEXT

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

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

BASAL READERS

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

Examples of Basal Readers are:

- Harcourt Trophies
- Story Town
- Journeys

- Scott Foresman
- Reading Street

THE LANGUAGE EXPERIENCE APPROACH

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

TYPES OF READING

Oral Reading:

Suggested Checklist for Oral Reading

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

Sample Checklist

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

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

Guided Reading:

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

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

SILENT READING

Functional Reading:

As students progress in their abilities to decode printed symbols, their readings about the content subjects and daily living experiences become increasingly important. The student encounters basic texts and supplementary texts in Social Studies,

Science, and Arithmetic, as well as many others. The more highly specialised the subject matter becomes, the more demand for reading skill mastery.

Recreational Reading:

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

THE READING LEVELS

- **Independent:** The highest level at which a child can read with at least a 95% accuracy rate and a 90% comprehension rate.

- **Instructional:** The child can read with an accuracy rate that is between 90% - 94% and can understand the information with at least a 75% comprehension rate.

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

SAMPLE READING ENRICHMENT DAY MENU

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

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

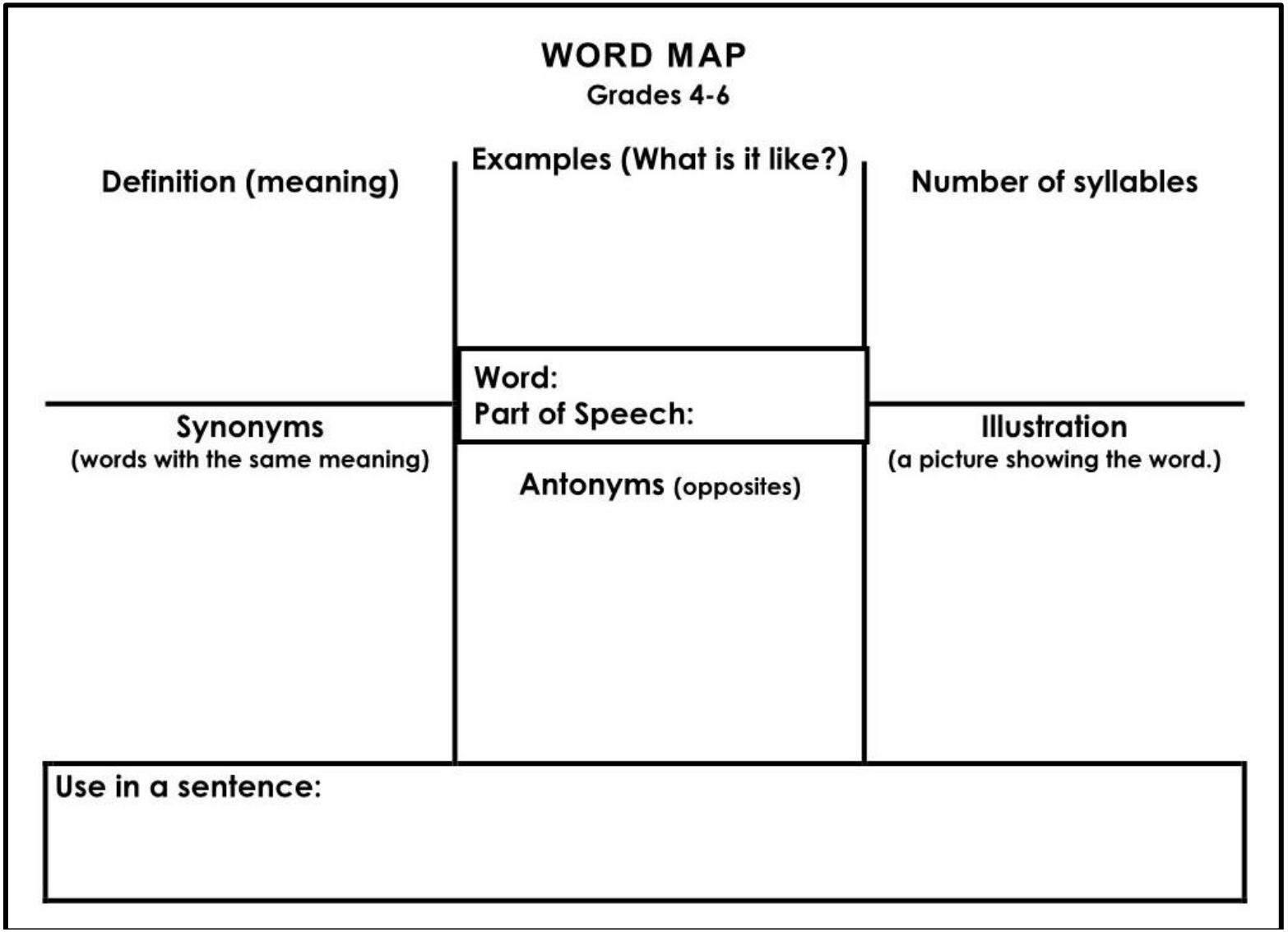
DAILY ROUTINE FOR VOCABULARY INSTRUCTION

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

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

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

VOCABULARY GRAPHIC ORGANIZER: DEEPENING WORD KNOWLEDGE



COMMONLY USED AFFIXES

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

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

COMMONLY USED SILENT CONSONANTS

B: The **b** is silent in some words when followed by the letter '**t'** as in **debt, subtle,** and **doubt**.

B: The **b** is silent when preceded by the letter '**m'** as in **lamb, thumb, climb,** and **succumb**.

C: The **c** is usually silent when preceded by the letter **'s'** as in **science, muscle,** and **ascend.**

D: The **d** is silent in some words such as **Wednesday, sandwich, handsome,** and **handkerchief**.

D: The **d** is silent when followed by the letter **g** as in **pledge, gadget, and grudge**.

GH: The **gh** is usually silent when preceded by a vowel as in **daughter, thought, straight,** and **weigh**.

G: The **g** is usually silent when followed by the letter **n** as in **foreign, campaign, design,** and **gnat**.

H: The **h** is usually silent when it is preceded by the letter **w** as in **where, whether, why,** and **while**.

H: The **h** is silent when it is preceded by the letters **c, g,** or **r** as in **ghost, ghetto, chorus, rhyme,** and **rhythm**.

H: The **h** is silent in some words such as **honest, heir, honour,** and **hour**.

K: The **k** is silent when followed by the letter **n** at the beginning of words as in **knowledge, knife,** and **knight**.

L: The **l** is silent in some words such as **talk, should, half,** and **yolk**.

N: The **n** is silent when preceded by the letter **m** as in **hymn, solemn, column,** and **autumn**.

P: The **p** is silent in some words such as **coup, cupboard,** and **receipt**.

P: The **p** is silent when followed by the letters **n** or **s** at the beginning of words as in **pneumonia** and **psalm**.

S: The **s** is silent when followed by the letter **i** as in **island, islet,** and **aisle**.

T: The **t** is silent in some words such as **listen, Christmas, whistle, gourmet,** and **often**.

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

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

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

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

COMMONLY MISPRONOUNCED WORDS

1.	Film	one-syllable word; one vowel = “film” not “fil/um”
2.	Our	pronounced /ow/er; two syllables = “our” not “are”
3.	hour	pronounced /ow/er; h is silent = “hour” not “are”
4.	oil	pronounced /oy/l; not “earl”
5.	kettle	this word contains <u>et</u> 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 (which are underground caves)
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** is silent in this word; pronounced “off-en”

(Draft Curriculum Guide for Reading in the Primary School)

Grade 6 Word List

abandon	adamant	against	analogy	ballot	binoculars
abbreviate	addition	agile	analyze	bandana	biodegradable
abbreviation	address	agreement	ancient	banner	biography
abilities	adjective	agriculture	anoint	banquet	biome
abolish	adjourn	aisle	apologies	barbecue	biscuit
aborigine	admiration	alliance	apostle	barometer	bizarre
absence	admired	alligator	apostrophe	baseball	bladder
acceleration	admission	allowance	appealing	bay	blood
accident	admitted	alphabet	appointed	beach	bloom
accidentally	adolescence	alphabetical	appreciated	beautiful	blossom
accidental	adolescent	already	apprentice	became	blouse
according	adopt	alteration	argue	beginning	board
account	advanced	altogether	ascending	behaviour	boastful
accumulate	advancement	amateur	assemble	belief	boat
accurate	advantage	amazing	astronaut	believe	bomb
ache	adventure	ambulance	Atlantic	beneficial	borrow
achievement	adverb	amendment	auditorium	benefit	bosses
acne	advertise	American	automobile	beverage	both
acquaintance	advertisement	amount	avenue	bicycle	bother
actively	affair	amusement	background	bikini	Boxing Day

bragged	career	classroom	common	conclusion	declarative
braille	carriage	clause	commotion	concrete	decoration
brake	caterpillar	climate	communicate	condition	deep
brand	celebration	climbing	communication	conduct	definition
brave	centuries	clothes	communion	conference	delectable
bravery	ceremony	clues	community	confirm	delicate
breakfast	character	coaches	companion	congratulate	delicious
breathe	chattering	collect	company	consider	democracy
breech	childish	college	compare	consonant	departure
bridge	choir	collide	comparison	consume	dependent
bristle	chromatic	cologne	compete	content	depth
British	chronic	colony	competitor	contraction	descending
broccoli	circle	colour	complaining	contribute	describe
brochure	circular	Columbus	complete	controllable	description
brought	circulation	column	complicate	conversation	desert
bruise	cities	combination	composer	council	design
budget	citizen	comedy	composition	counter	designer
bureau	civilize	comma	compound	creature	desperate
business	clarinet	command	comprehension	crucify	dessert
calamity	clashes	comment	computer	culture	destination
calves	classification	commercial	concerto	custom	destructive
captive	classify	committee	conclude	decision	develop

devotion	dissolve	efficient	exponent	film	fragrant
divine	distributor	election	expression	finishes	French
diagnose	district	emancipation	extremely	first	frequent
diaries	divisible	emerald	extricate	fixture	fresh
dictionary	division	employee	facilitate	flagpole	friction
diesel	dizziness	emptiness	fact	fleece	friend
diet	dodge	enclose	faith	flexible	furthermore
difference	dolphin	energy	famous	flight	gallant
different	dominant	entertaining	fancy	foam	gallon
difficulties	doorknob	environment	fantastic	focus	garbage
dinner	double	equal	fantasy	forbidden	garment
dinosaur	doubt	errand	fascinating	force	glossary
direction	draft	ethics	fasten	foreign	graph
disappear	dragon	examination	favourite	forfeit	grasp
discovered	dress	exchange	February	forgetful	guilty
Discovery Day	drown	exercise	ferocious	formula	handkerchief
discuss	drowsy	exhaust	fertilizer	Fort Fincastle	harmonic
disease	dungeon	exoskeleton	fever	fortunate	honest
disgraceful	dynamics	experience	fidget	forty	honesty
disguise	dynamite	experiment	fierce	fountain	honourable
dishonest	Easter	explain	fiery	fraction	horrible
dispute	echoes	explanation	fifty	fragile	hostess

humorous	important	innocent	licence	marrying	midday
hundred	impossible	install	lightening	massive	milligram
hungry	Inagua	instance	liquid	Mathematics	millimetre
hurricane	incident	instant	listening	maturity	million
husband	inclement	instead	located	May	minister
hygiene	inclined	institution	lodge	Mayaguana	minus
hymn	increase	instrument	lonesome	meaning	minute
idea	independence	insurance	loveable	meanwhile	mirror
identity	indicate	intelligent	luggage	measurement	misdemeanour
ignorance	individual	interfere	lunch	mechanic	Miss
ignore	industrious	intermediate	lungs	mechanical	missile
illustrate	industry	international	machinery	medicine	missionary
illustration	infection	irritate	magazine	mediocre	mixture
illustrated	inference	joint	magnificent	memorize	moderately
image	inflate	journey	magnify	memory	moisture
imagine	influence	Junkanoo	mammal	menstruation	molluscs
immediate	inform	justice	manager	Messiah	money
immense	information	kneeling	manufacture	metal	mosquitoes
immoral	ingredient	knives	mapped	meteorologist	motive
impart	inherit	knockout	marathon	Mexican	mountain
imperative	injuries	leather	March	microscope	mystery
impolite	injury	lecture	married	microscopic	national

native	paralyze	perceive	pirate	present	quart
nominal	parasite	percussion	pitcher	presentation	quarter
nourishment	parents	performance	pitied	presume	question
oboe	parliament	perfume	plantation	priest	questionnaire
officer	partial	perhaps	plastic	prisoner	queue
operation	particular	perimeter	pleasant	product	quietly
opinion	passage	period	please	professional	quotation
opponent	passenger	periodic	pleasure	programme	quotient
opportunity	pastor	perish	plight	pronounce	rabbit
orchestra	pathetic	personal	poet	pronunciation	radiant
organisms	patience	perspiration	poetry	protein	radio
organize	patriot	persuade	populate	proverb	Ragged Island
orphan	pause	pesticide	population	puberty	rain
orthopaedics	pealing	physical	possessive	public	reaction
oxygen	pebble	piano	possible	pumpkin	reading
oyster	peculiar	picture	postage	punctuation	rebellion
paddle	pedestrian	piece	poster	puncture	recording
palm	peer pressure	pigeon	postpone	purchase	receipt
panic	penalize	Pilate	posture	puzzle	receive
pantomime	penalty	pillar	potato	quadrille	reciprocal
pants	penicillin	pillow	practice	quality	recognize
paragraph	people	pint	praise	quarrel	rectangle

redundant	responsibility	satellite	sinister	spelling	stretcher
reference	restaurant	scanner	situate	spent	student
reflector	resulting	scariest	situation	spherical	study
regard	retract	screeching	skinned	spirit	subject
regardless	retrieve	sculptor	slipped	square	submarine
regular	revealing	secure	slowly	squawk	subscribe
regulation	review	security	smash	squids	substance
rehearsal	revise	senate	smooth	staccato	substitute
relationship	rhyme	sensible	Social Studies	stagnant	subtract
relative	rhythm	separate	soldier	stamina	subtraction
religious	ridicule	separately	solution	stampede	succeed
remainder	ridiculous	sequence	somebody	standard	succeeded
remedy	riot	serenity	sophomore	statement	successful
remember	robber	seriously	southern	stationary	suffering
replies	rodent	service	spaceship	stepped	supported
report	rogue	settlement	spaghetti	sterilized	surface
representative	rough	seventeen	Spanish	stimulant	suspect
reproduction	royal	sexuality	special	stomach	suspicious
reptile	rustling	shadow	species	storms	sweater
reservoir	salmon	sheltered	specific	stove	swimming
resource	salvation	signature	spectacle	strange	symbols
respond	sandwich	silence	spectator	strength	synagogue

tailor
Taylor Street
tease
technique
teenage
telephone
temperature
tension
terrible
territory
testament
theatre
thermometer
thousand
tinkle
toffee
tomatoes
tournament
traditional
tragic
traits
transmission

travel
treasure
trespass
triangle
trophy
tropical
trout
trust
turkey
turquoise
twelfth
typist
umpire
unaware
understand
understandable
unfortunate
universe
unknown
unsafe
unskilful
unwrap

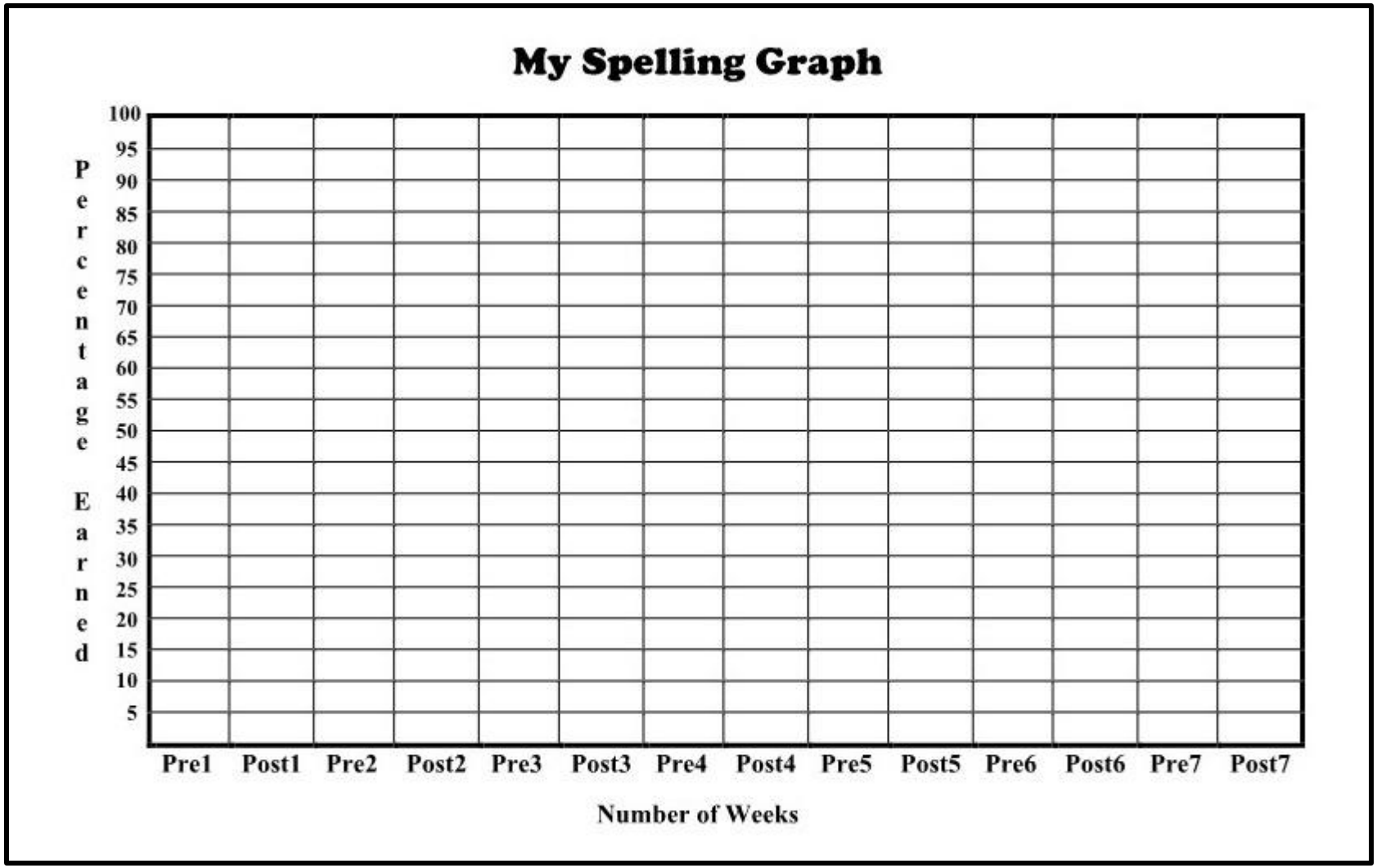
usually
vacation
vacuum
vagabond
vagina
vague
valley
value
vanish
variety
vegetable
vehicle
vein
venomous
ventilation
vertebrae
Vesey Street
vessel
victim
victory
villain
vinegar

violence
violinist
virus
visible
visit
vitamin
vocabulary
vocalist
volume
volunteer
vulnerable
wade
wandered
warrant
washable
waste
watermelon
wave
weather
weight
western
we’d

whimsical
whirring
whistling
wilderness
windy
winter
witness
woman
woodwind
worse
worship
wracked
wrangle
wreath
wreck
wrench
wrestled
wrinkle
writing
wrote
xylophone
yacht

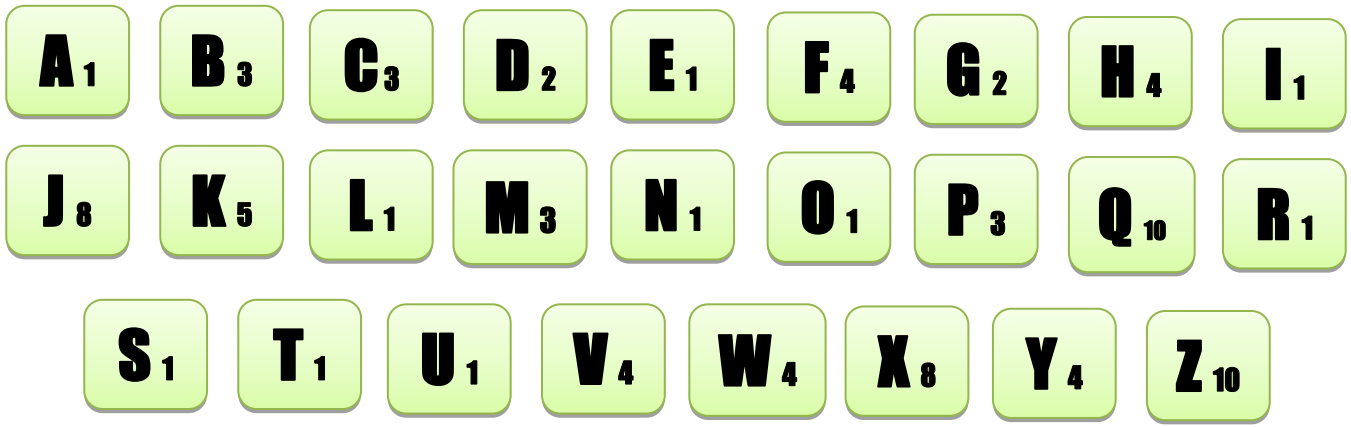
yearn
yesterday
yield
youngest
youth
you’d
zenith
zucchini

STUDENT SELF-TRACKING SYSTEM FOR WEEKLY SPELLING WORDS



INCREASED ENGAGEMENT: Sample of Spelling Scrabble Game

The Value of Letters! Use your spelling words to play the game. Each letter of your spelling word is worth a specific amount. Find out how much each spelling word is worth by writing and then solving the mathematical equation. Challenge yourself or your peers to work out the problems mentally.



SPELLING WORD	EQUATION	SUM
Example: flag	F=4, L=1, A=1, G=2 **4 + 1 + 1 + 2 =**	**8**

LEARNING TO SPELL A WORD ROUTINE

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

LIST OF HOMOPHONES

(Draft Curriculum Guide for Reading in the Primary School)

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

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

meat – meet
pare – pear – pair
peace – piece
plain – plane
pole – poll
poor – pour – pore
prays – preys – praise
principle – principal
rain – rein – reign
right – write
road – rode
roll – role – Rolle
sail – sale
scene – seen
sea – see
sew – so – sow
sight – site – cite
son – sun
stairs – stares

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

LIST OF HOMONYMS

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

LIST OF COMMONLY USED COMPOUND WORDS

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

LIST OF CONTRACTIONS

I will – I'll

you will – you'll

he will – he'll

she will – she'll

it will – it’ll

we will – we'll

they will – they'll

what will – what'll

when will – when'll

how will – how'll

where will – where'll

I am – I'm

you are – you’re

we are – we're

they are – they're

he is – he's

she is – she's

it is – it's

who is – who's

where is – where's

when is – when's

how is – how's

what is – what’s

he has – he's

she has – she's

it has – it's

I have – I've

you have – you've

they have- they’ve

I had – I'd

you had – you'd

he had – he'd

she had – she'd

it had – it'd

I would – I'd

you would – you'd

he would – he'd

she would – she'd

it would – it'd

they would – they’d

we would- we'd

cannot – can't

will not – won't

shall not – shan't

could not – couldn't

should not – shouldn't

would not – wouldn’t

must not – mustn't

have not – haven't

has not – hasn't

had not – hadn’t

is not – isn’t

are not – aren't

was not – wasn't

do not – don’t

does not – doesn't

did not – didn't

of the clock – o'clock

let us – let's

over – o'er

ever – e'er

it was – ‘twas

WRITING ENRICHMENT DAY MENU

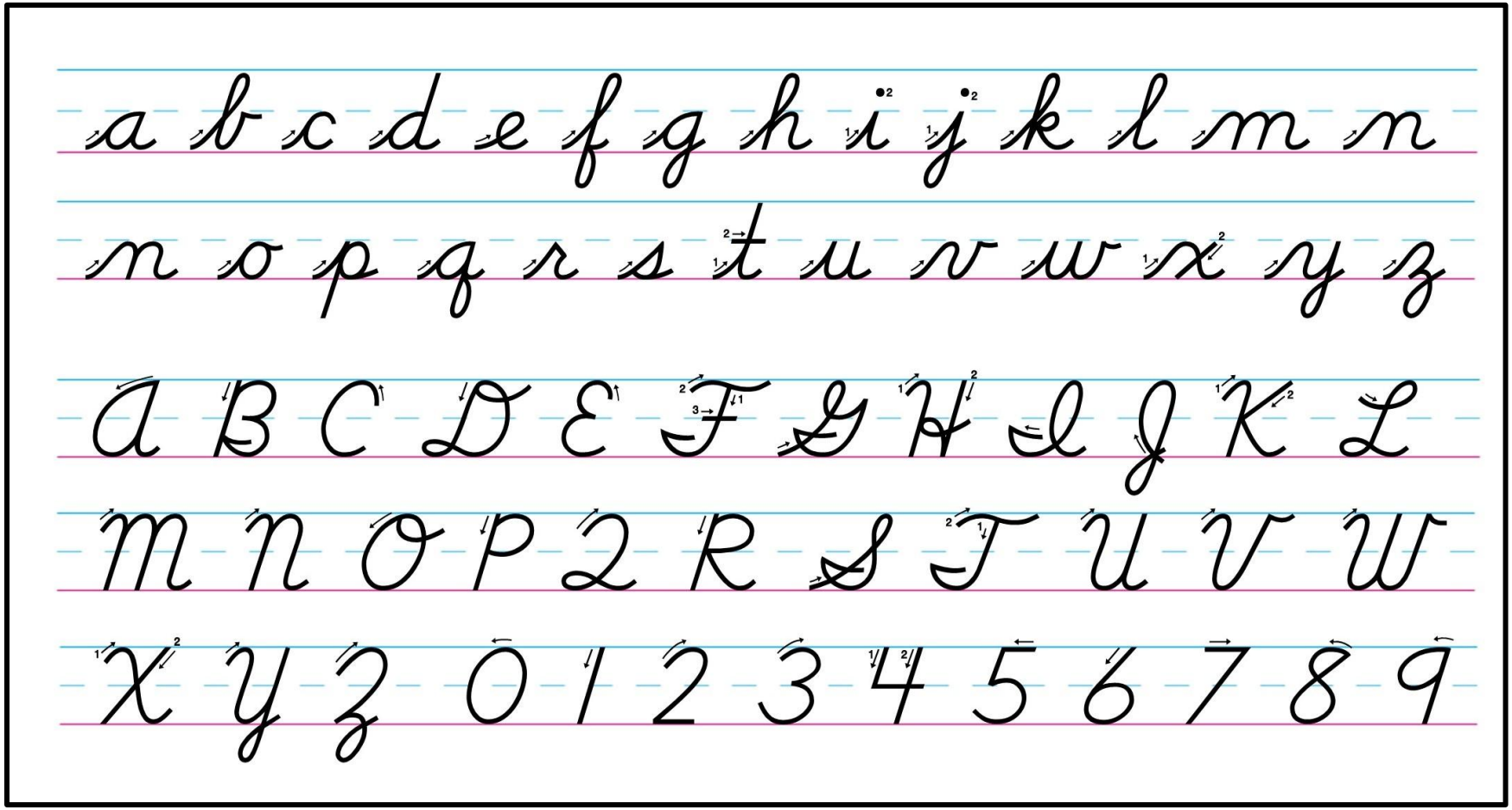
The Power of Choice! Here is a sample of a Writing Learning Menu that can be used on Enrichment Day. Just as with the Reading Learning Menu, students are to complete all activities from the *'Must Do'* category and choose activities from the *'Can Do'* category according to their preference.

<table>
<tr><th>MUST DO</th><th colspan="3">CAN DO</th></tr>
<tr><td>Book Report
Read a book of your choice, then write a summary of what you read.</td><td>Say Thank You!
Write a letter thanking someone for a kind act they performed.</td><td>Vocabulary
Write a paragraph using at least five of your vocabulary or spelling words.</td><td>Guess What?
Write a paragraph describing an object, without naming the object. Read the paragraph to someone and let them guess what the object is.</td></tr>
<tr><td rowspan="2">Brainstorm, Look, Write and Check
Find a picture online or in a book. Use that picture to brainstorm ideas. Write ten (10) sentences about the picture. Read over the sentences and correct your mistakes. Read your sentences to someone.</td><td>Journal Writing
In your journal or diary, write about what's on your mind.</td><td>Poetry
Write a poem about any topic. Be ready to share it with your class.</td><td>Playwriting
Write a play about your favourite holiday.</td></tr>
<tr><td>How-to
Write a step-by-step manual on how to make or do something.
BONUS: Memorise the lines and record yourself.</td><td>Stand Up!
Watch the evening news, choose a topic, and write an essay about your thoughts, feelings, and stance on the topic.</td><td>Be an Editor
Write at least five questions you would ask The Prime Minister of The Bahamas.</td></tr>
</table>

SAMPLE OF A WRITING PROMPT LEARNING MENU

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

D'NEALIAN CURSIVE HANDWRITING



UPPER PRIMARY SCHOOL: HANDWRITING ASSESSMENT RUBRIC
OVERALL LEGIBILITY

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

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

LETTER FORMATION Score: _____ / 16

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

PRESENTATION Score: _____ / 8

Overall Legibility Score: _____ / 24 (____%)

Useful Websites, Webpages, and Links

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

Lesson Plans, Professional Readings and Development:

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

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

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

Writing:

Writing Practice and Assessments: https://www.ixl.com/ela/grade-6

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

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

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

Reading:

Reading Practice and Assessments: https://www.ixl.com/ela/grade-6

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

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

Comprehension:

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

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

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

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

Spelling and Vocabulary:

Vocabulary Words - Spelling Practice - Phonics Games for Kids (spellingcity.com)

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

Free Spelling Activities - Mrs. Winter's Bliss (mrswintersbliss.com)

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

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

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

Grammar:

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

Grammar Practice and Assessments: https://www.ixl.com/ela/grade-6

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

General Accommodations and Modifications for Students with Academic Difficulties

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

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

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

Provided by Zhen Rolle, Marjorie Davis Institute

Websites for Information and Resources Related to Accommodations and Modifications

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

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