



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

LANGUAGE ARTS

CURRICULUM GUIDELINES

GRADE 1

2022-2027

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PREFACE

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

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

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

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

ACKNOWLEDGEMENTS

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

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MINISTRY OF EDUCATION

VISION

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

MISSION STATEMENT

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

BELIEF STATEMENTS

We believe that:

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

PROFILE OF THE IDEAL GRADUATE

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

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

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

RATIONALE

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

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

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

DEFINITION OF TERMS

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

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

OVERARCHING GOAL

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

SUB-GOALS

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

ORACY STANDARDS AND BENCHMARKS

Sub-Goal 1: Oracy (Listening and Speaking)

Standard: Communicate thoughts and feelings by listening and speaking.

Benchmarks for Grade 1

- O.1.1 Demonstrate behaviours of a good listener.
- O.1.2 Communicate personal information and needs.
- O.1.3 Listen to various forms of literature for enjoyment and to recall information.
- O.1.4 Tell a story in the correct sequence.
- O.1.5 Ask questions, express feelings/opinions and share ideas.
- O.1.6 Maintain a dialogue by taking turns, initiating and responding to comments.
- O.1.7 Speak clearly and audibly.
- O.1.8 Use formal and informal language appropriately.
- O.1.9 Follow directions.
- O.1.10 Use Standard English.
- O.1.11 Use vocal characteristics and gestures that influence language.
- O.1.12 Present simple oral reports.

READING STANDARDS AND BENCHMARKS

Sub-Goal 2: Reading

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

Benchmarks for Grade 1

Phonemic Awareness

- R.1.1 Understand that spoken words are composed of sounds which are represented by alphabetic letters.
- R.1.2 Segment words (2-5 letters in length) into initial, medial and final sounds.
- R.1.3 Identify rhyming words (onsets and rimes).
- R.1.4 Name all uppercase and lowercase letter forms.
- R.1.5 Identify their given names in print.
- R.1.6 Identify environmental print.
- R.1.7 Identify letters, words and sentences.
- R.1.8 State letter/sound relationships.
- R.1.9 Identify initial, medial and final sounds of spoken words.
- R.1.10 Blend sounds (phonemes) to make words or syllables.
- R.1.11 Match oral words to printed words.

Phonics/Spelling

- R.1.12 Apply the alphabetic principle (letter/sound correspondence).
- R.1.13 Match short and long vowel sounds to appropriate letters.
- R.1.14 Read at least 100 sight words.
- R.1.15 Identify common word patterns, e.g. CVC and CVCE patterns.
- R.1.16 Blend consonant-vowel sounds to make syllables or words.
- R.1.17 Associate the correct sounds with initial and final consonant blends, e.g. *r* blends, */* blends, etc.
- R.1.18 Identify consonant digraphs in initial and final positions.
- R.1.19 Identify contractions.
- R.1.20 Use inflectional endings.

Fluency

- R.1.21 Read aloud in a manner that sounds like natural speech.
- R.1.22 Read at a fluency rate of 50 -70 words per minute.

Comprehension

- R.1.23 Identify basic parts of a book.
- R.1.24 Identify elements of a story i.e. character, setting and plot.
- R.1.25 Tell events in the correct sequence.
- R.1.26 Use context clues to determine the meanings of unfamiliar words.
- R.1.27 Classify words, objects and events.

- R.1.28 Make predictions.
- R.1.29 Demonstrate understanding of a story by identifying the main idea and supporting details.
- R.1.30 Distinguish between fiction and non-fiction.
- R.1.31 Compare and contrast pictures and objects.
- R.1.32 Make inferences.
- R.1.33 Identify cause and effect.
- R.1.34 Make judgments.

WRITING STANDARDS AND BENCHMARKS

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

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

Benchmarks for Grade 1

Handwriting

- W.1.1 Demonstrate the correct posture for writing and holding pencils.
- W.1.2 Form upper and lower case manuscript letters using three lines.
- W.1.3 Space letters and words appropriately.
- W. 1.4 Write from left to right.
- W.1.5 Write personal information.
- W.1.6 Write dates.
- W.1.7 Write the numbers 0-9 using three lines.

Grammar and Usage

- W.1.8 Write complete sentences (telling and asking).
- W.1.9 Use capitalization rules correctly (first and last names, first word in sentences and pronoun 'I').
- W.1.10 Use the correct end marks in sentences.
- W.1.11 Identify nouns.

- W.1.12 Form plurals by adding 's' to words.
- W.1.13 Use pronouns in place of nouns.
- W.1.14 Identify action verbs.
- W.1.15 Use adjectives to describe nouns or pronouns.
- W.1.16 Identify compound words.
- W.1.17 Use prepositions in sentences.
- W.1.18 Identify common antonyms.
- W.1.19 State the correct gender nouns for members of a family.
- W.1.20 Give the names of parts of a collection.

Composition Writing

- W.1.21 Write a simple story (at least five sentences in length) with some descriptions and details.
- W.1.22 Compose ABC and List Poems.
- W.1.23 Create an invitation for an event.
- W.1.24 Produce picture reports with labels and short descriptions/informative sentences.
- W.1.25 Edit their work.

TEACHING FROM THE LANGUAGE ARTS CURRICULUM

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

access content and activities at their grade levels or other grade levels if they find it necessary to do so, in order to meet the needs of their students.

9. Currently, there are no periods allocated on the timetable for **Listening and Speaking** and **Reading Fluency**. Teachers are asked to incorporate the objectives from these areas as part of their morning routines as well as to integrate them into the other Language Arts sub-goals and across the content area subjects. A range of opportunities should be provided for students to practice what they have learned in a variety of settings and with various audiences. They should engage in collaborative conversations with partners as well as in small and large group settings. ZOOM, TEAMS and other virtual platforms make it possible for conversations and collaborative projects to be organized with students in other schools, districts, islands and other countries, once the necessary safety protocols have been put in place.
10. Efforts should be made to improve reading fluency rates through guided reading and one-on-one sessions with students. Records of students' oral reading progress should be kept and maintained.
11. There are some Language Arts skills that are connected to more than one of the sub-goals. In order to avoid duplication in the curriculum document, skills generally appear only once in the areas where they can be best applied. It is expected that once skills are taught, students will be encouraged to incorporate them across the strands and that they can be assessed across the Language Arts curriculum.
12. Students should be taught the Language Arts skills in the context of relevant/appropriate literature. This particularly refers to reading and written composition where the focused skills and techniques should be highlighted. Students are to be exposed to different types of literature as the various Language Arts skills are taught through teacher read-alouds and independent readings. Below is a list of suggested reading for each grade level.
 - Grades 1 and 2 – Nursery Rhymes, Fairy Tales and Bahamian Fables
 - Grades 3 and 4 – Bahamian and Caribbean Stories and Poems, Mysteries, Classics and Biographies
 - Grades 5 and 6 – Classics, Myths, Historical Novels and Science Fiction
13. Reading strategies should be utilized to assist students in navigating texts. They should be utilized before reading, during reading and after reading.

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

Visual → Listening → Speaking → Reading → Writing

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

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

16. Weekly Spelling lists should include **words that demonstrate the focus skill, words from other subject areas,** and words from the grade level **word list** included in the appendices of this document.

Scope and Sequence



Oralcy (Listening and Speaking)



Reading



Writing

SCOPE AND SEQUENCE

KEY:

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

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

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

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R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

SCOPE AND SEQUENCE

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

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

SCOPE AND SEQUENCE

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

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

SCOPE AND SEQUENCE

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D- Developing

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

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

Summary of Language Arts Topics Grade 1

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

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 3 Weeks p.44	Identify their names in print 1 Week p. 52	The Alphabetic Principle 1 Week p. 62	Using Visual Cues to Aid Reading Continuous p. 73	Text and Graphic Features 2 Week p. 75-76	Discriminating between Pictures, Letters and Numbers 1 Week p. 91	Sentences and Fragments 1 Week p. 101	The Writing Process 1 Week p. 123
Articulating Personal Needs 2 Weeks p.45	Common Words in the Environment 1 Week p.53	Associating Initial, Medial and Final Sounds with Letters 9 Weeks p. 63	Pacing, Intonation and Expression Continuous p. 74	Story Elements 3 Weeks p. 77	Distinguishing between Left, Right, Top and Bottom Continuous p. 92	Types of Sentences 3 Weeks p. 102	Qualities of Good Writing 1 Week p. 124
Performing Multi-Step Oral Instructions 2 Weeks p.46	Relationships Between Sounds and Letters Continuous p.54	Short Vowel Sounds (CVC Words) 5 Weeks p. 64		Context Clues 2 Week p. 78	Body Positioning Continuous p. 93	Types of Nouns 2 Week p. 103	The Four Types of Writing 1 Week p. 125

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols and Body Language 2 Weeks p. 47	Upper and Lower Case Letters 9 Weeks p. 55	Long Vowel Sounds (CVCE, CVVC, and CV Patterns) 5 Weeks p. 65		Classification 2 Weeks p. 79	Posture When Holding and Writing with a Pencil or Crayon Continuous p. 94	Forming Plurals by Adding “s” and “es” 1 Week p. 104	Narrowing Ideas and Elaborating on Them Continuous p. 126
Displaying Proper Etiquette When Communicating Across Various Platforms 8 Weeks p. 48	Identifying Letter/Sound Relationships 9 Weeks p. 56	Sight Words and High Frequency Words Continuous p. 66		Making Predictions 2 Weeks p. 80	Directional Strokes 1 Week p. 95	Identifying Compound Words 1 Week p. 105	Sequencing Ideas Continuous p. 127
Using Standard English and Dialect Expressions Appropriately 7 Weeks p. 49	Phoneme Isolation 1 Week p.56	Syllabication 1 Week p. 67		Main Idea and Supporting Details 3 Weeks p. 81	Writing Upper and Lower Case Manuscript Using 3 Lines Continuous p. 96	Using the Correct Gender of a Noun 1 Week p. 106	Organizing Ideas Using Topic Sentences and Supporting Details Continuous p. 128
Using Key Vocabulary that Good Communicators Use 6 Weeks p. 50	Phoneme Identification 2 Weeks p. 56	Initial, Medial and Final Blends 3 Weeks p. 68		Sequence of Events 2 Weeks p. 82	Writing Personal Information Continuous p. 97	Naming an Entire Collection of Food Items 2 Weeks p. 107	Composing Varied and Interesting Introductions Continuous p. 129

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking clearly, audibly and with appropriate volume and pacing 4 Weeks p. 51	Phoneme Categorization 3 weeks p. 56	Digraphs 4 Weeks p. 69		Realism/Fantasy /Fiction and Non-Fiction 2 Weeks p. 83	Writing Numerals 0-9 Continuous p. 98	Singular and Plural Possessive Nouns 1 Week p. 108	Concluding Writing Pieces Continuous p. 130
	Segmenting Words into Initial, Medial and Final Sounds Continuous p. 57	Alphabetizing 2 Weeks p. 70		Fact and Opinion 2 Weeks p. 84	Forming and Writing Punctuation Marks Continuous p. 99	Pronouns 1 Week p. 109	Demonstrating Voice Continuous p. 131
	Blending Sounds Continuous p. 58	Contractions 1 Week p. 71		Compare and Contrast 2 Weeks p. 85	Copying and Writing Dates Continuous p. 100	Action Verbs Helping Verbs 1 Week p. 110	Different Points of View. 2 Weeks (Ongoing) p. 132
	Phoneme Substitution Continuous p. 59	Inflectional Endings with and without Spelling Changes 2 Weeks p. 72		Make Inferences 2 Weeks p. 86		Verb Tenses 2 Week p. 111	Poems (List, Rhyming and Cinquains) 3 Weeks p. 133

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Phoneme Deletion Continuous p. 60			Cause and Effect 2 Weeks p. 87		Naming and Telling Parts of a Sentence 2 Weeks p. 112	Narrative Writing 5 Weeks p. 134
	Rhyming Words 3 Weeks p. 61			Drawing Conclusions 2 Weeks p. 88		Identify the simple subject and the simple predicate of a sentence 1 Week p.113	Descriptive Writing 4 Weeks p. 135
				Making Judgments 2 Weeks p. 89		Making Subjects and Verbs Agree 1 Week p. 114	Expository Writing 4 Weeks p. 136
				Common Proverbs 2 Weeks p. 90		Adjectives 2 Weeks p. 115 - 116	Composing Invitations 1 Week p.137
						Prepositions 1 Week p. 117	Persuasive Writing 5 Weeks p. 138

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
						Conjunctions 1 Week p. 118	
						Synonyms 1 Week p. 119	
						Antonyms 1 Week p. 120	
						Homophones 1 Week p. 121	
						Capitalization Rules 1 Week p. 122	

SCOPE OF WORK

SCOPE OF WORK

LISTENING AND SPEAKING

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

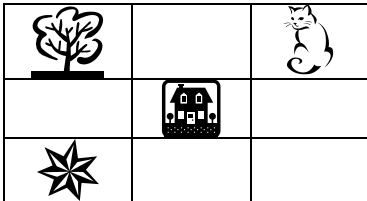
Objective 1.1: Display the characteristics of a good listener.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to listen attentively when someone is speaking so that important information is not missed. A good listener: - sits upright in the chair with feet firmly on the floor; - looks at the person who is speaking; - does not raise his/her hand when someone else is speaking; - has hands that are free of pencils, papers, toys or similar items that can distract; - does not speak while someone else is speaking; - focuses on what the speaker is saying; and - responds appropriately to questions.	Basic: Have students make clay models of figures that are demonstrating good listening characteristics. (Pictures can be substituted for clay models.) Intermediate: Select five (5) students. Have them sit in poses that reflect good listening characteristics as well as those that do not. Ask students to select the models that are displaying good listening habits. Discuss. Advanced: Show a video clip of an audience. Have students identify people who are demonstrating good listening habits. Discuss.	- Provide students with an assortment of pictures of individuals in varied listening positions. Have students circle the pictures where good listening characteristics are being displayed. - Ask students to strike their best listening poses. Have students identify the number of good listening characteristics displayed.	- clay - pictures - video clip of an audience

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal Information – name, names of parents, name of school, street address, telephone number, age, gender and birthday. Needs – There are many needs that people have. People need food to eat, clothes to wear, a place to live, to feel safe and love. These needs are best met within the family circle. However, there are times when family members may not be around. A teacher or another trusted adult can assist. Speak loudly and clearly so that the person can understand. Look up at the person when speaking. Examples of needs and what can be said to tell others about that need. 1. Use the bathroom – May I use the bathroom, please? 2. Sick – My stomach/head is hurting. 3. Bathroom Accident – My clothes are dirty. May I have another shirt or pants please? 4. Crossing the Street – Would you help me across the street, please?	Basic: Sing and act out the song, “Where Is...?” At the conclusion of the song, ask the students for their personal information. Song – “Where Is...?” (Sung to the tune of “Are you Sleeping”.) Teacher: Where is Sean? Where is Sean? Student: Here I am. Here I am. (stands up) Teacher: How are you today? Student: Very well, I thank you. Teacher: Come and play. Come and play. Intermediate: Have students complete an “All About Me” book that includes their pictures and personal information. Have students share their books with the class. Advanced: Have students role play instances where they must state a need or give personal information.	The teacher should present a particular situation that shows a need. Have students take turns demonstrating how that need should be expressed.	• coloured paper to make books • crayons

Objective 1.3: Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Listen closely when being given instructions so that they can be followed correctly. 1. Look at the person who is speaking. 2. Picture yourself following each step in order to help you remember the instructions. 3. Repeat the instructions to yourself if necessary. 4. Ask questions if you are still unsure. 5. Follow each step in the order in which they were given. 6. Review the directions to ensure that you have followed each step.	Basic: Have students take turns following directions in order to find objects that have been hidden around the room. Intermediate: Ask students to follow specific instructions to make a peanut butter and jelly sandwich. Advanced: Have students find places on a simple map by following multiple step oral instructions. e.g. Start at the star. Go right 2 spaces Go up 2 spaces Where are you? At the cat. 	Provide students with multi-step instructions that they need to perform. Using a scale of 1 to 5 (with 1 being poor and 5 being excellent), assign their performance a number.	• map

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Greetings: Some greetings and responses are: <i>Good Morning, Good Afternoon, Good Evening How are you? ...Fine thank you, and you?</i> - When greeting others, look them directly in the eyes and speak loudly and clearly. - There should never be just a plain “no” said. Respond to adults with “Yes, sir” or “No, Mr. _____” and “Yes, ma’am or “No, Ms. _____”. - Say “please” when asking for something and “thank you” once it has been received. - Say “pardon me” or “excuse me” when you are walking by someone or when you make inappropriate bodily noises. “May I” should be used when asking permission to do something.	Basic: Have students greet one another while singing the song, “Good Morning”. (See resources.) Have students introduce themselves. Provide feedback on how loudly and clearly they spoke. Intermediate: Display picture cards that show activities done at a particular time of day. Have students give the correct greeting for the time of day shown. Advanced: Present students with various scenarios where <i>please, thank you</i>, etc. should be used. Have them give the appropriate responses.	Use a rubric to provide oral feedback to students on their speech: - Eye contact - Posture - Volume - Clarity	- picture cards <i>The Good Morning Song</i> by: The Singing Walrus https://www.youtube.com/watch?v=Cul_p7a9VGs

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

Content	Suggested Activities	Suggested Assessment	Resources
Always display proper etiquette when making and receiving voice or video calls. 1. Accept or make voice or video calls only from people who have been approved by your parents. 2. When attending an event, phones should be turned off or set to vibrate. 3. Answer calls promptly unless speaking with someone. If it is important, ask the other person's permission to take the call. 4. Answer by saying "hello" and not "yeah", "hey" etc. 5. Voice should be lowered when taking a call in public. Personal matters should not be discussed in public. 6. Listen attentively. 7. Do not interrupt while the other person is speaking. 8. Avoid taking calls during mealtimes. 9. Dress appropriately to make or take video calls. Ask an adult to help you choose the best place to take the call. 10. Apologize if you dial a wrong number. 11. Return calls promptly.	Basic: Present the rules in picture format. Have students match the rule with the correct picture. Intermediate: Present pictures of people using their phones in a variety of settings. Have students discuss whether or not they are using their phones properly. Advanced: Present students with different scenarios of people using their phones. Have students discuss whether it is being done correctly or incorrectly and why (e.g. talking on the phone while paying your telephone bill and making the cashier wait until you have finished the conversation).	Present students with various situations. Have them use a telephone, tablet or computer to demonstrate the appropriate behavior.	• communication props

Objective 1.6: Use Standard English and dialect expressions appropriately.

Content	Suggested Activities	Suggested Assessment	Resources		
There should be a difference when speaking to family and friends and when speaking to a teacher in the classroom or another adult that we might not know very well. We need to adjust the way in which we speak to suit where we are. <table><tr><td>Family and Friends</td><td>Unrelated Adults away from Home</td></tr></table> 1. I guh see you on duh beach. 2. Da chirren dem is watchin da fish. 1. I am going to see you on the beach. 2. The children are watching the fish. Use Standard English in formal settings: - in the classroom - speaking with an adult - during assembly Use dialect in more casual settings: - playing with friends - at home	Family and Friends	Unrelated Adults away from Home	Basic: Have students listen to a word or phrase in Bahamian dialect. Have them say it in Standard English. Have them decide which is best to use on the playground or in class. Intermediate: Have some familiar phrases available to say in Standard English and Bahamian dialect. Display pictures of members of a family. Have pictures available of professional adults. As you say the phrases in both Standard English and Bahamian dialect, have students identify the appropriate group in which the phrases should be said. Advanced: Present students with a few common phrases in dialect. Have them say the phrases in Standard English. Present students with different scenarios. Have them indicate whether they would use Standard English or Bahamian dialect.	Present students with different scenarios. Ask them to respond appropriately in Bahamian Dialect or Standard English.	- pictures of family members - pictures of professionals
Family and Friends	Unrelated Adults away from Home				

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

Content	Suggested Activities	Suggested Assessment	Resources
There are key vocabulary that can be used for different purposes. To give information • I would like to add... • I would like to note that... • In addition to... • The first thing we need to do is... To get clarification • I do not understand why... • Can you explain...? • What do you mean when you say...? • Please show an example of... • Is that the same as...? To share an opinion • I believe... • I think... • I feel... • In my opinion...	Basic: Have students do a taste test. Ask them to give their opinions on which item tastes best. They must use the sentence stems provided. Intermediate: Read a factual statement about a key concept related to another subject area. Have students add more information to the statement using one of the stems for giving information. Advanced: Organize students into two lines side by side. Have students turn so that they are directly across from a partner. Provide a topic on which students on one side have to give their opinions. Have them speak to the person opposite them (using appropriate stems). Have the other students ask for clarification. Select a few students to share with the wider class.	Monitor students as they use these stems in other subject areas.	• <i>Talking in Class</i> by: George Lucas

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

Content	Suggested Activities	Suggested Assessment	Resources
When speaking, ensure that others can understand what is being said without having to strain to hear. To avoid mumbling, do the following: • Use lips, tongue and teeth when speaking. • Pronounce the words clearly. • Include all the endings. • Slow down your words. • Keep breathing so that you do not run out of air. The volume of our voice should be suitable for the location. Sometimes we may have to be silent, whisper, talk quietly, speak in a medium-loud voice, speak loudly or scream depending on where we are and the situation. Church – silence Funeral Parlour – whisper or talk quietly Hospitals – low volume Supermarket – medium-loud voice Park – loud voice Being attacked by a robber – scream	Basic: Show pictures of various locations. Have students discuss what would be an appropriate volume level for that location. Intermediate: Have students say tongue twisters to help them practice speaking audibly and clearly. Advanced: Have students practice various consonant and vowel combinations such as va, ve, vi, vo, vu.	Provide students with continuous feedback on their speech.	

SCOPE OF WORK

PHONEMIC AWARENESS

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

Objective 2.01: Identify their given names in print.

Content	Suggested Activities	Suggested Assessment	Resources
A name is a special way of identifying people and items that belong to them. Most people have a first and a last name. Different letters of the alphabet are used to make up a person's name. It is important that people learn the order of the letters in their names.	Basic: Write students' names on individual cards. Place cards on the board. Have students participate in a name sorting activity by identifying their names from the cards on the board. Intermediate: Print students' names about four times on cards with a few letters missing each time the names are written. Have students fill in the missing letters to form their names. Advanced: Give students individual letter tiles with the letters to spell their names. Have students place letters to form their names. Allow students to write their names.	Have students write their names.	<i>D'Nealian Handwriting</i>

Objective 2.02: Identify common words in the environment.

Content	Suggested Activities	Suggested Assessment	Resources
Environmental print is everywhere in our world. It is the print seen in our immediate surroundings or natural environment and used in our everyday lives. The print is sometimes recognized because of the shapes, pictures and colours surrounding the print. Some examples are: Street Signs: Stop Pedestrian crossing Slow Caution Signs to Access Places: Boy's/Male/Men's/Restroom Girl's/Female/Women's Restroom Exit Enter Push Pull Open Close Emergency/Warning: Ambulance Police Danger Hospital	Basic: Have students identify the names of environmental print (logos, tags, pictures, etc.) that begin with the same letters as their names. Intermediate: Collect various labels, pictures of signs, etc. and cut them into puzzles. Place each in a separate bag or small box. Have students fix puzzle pieces to create the given environmental print. Have them identify the completed puzzle. Advanced: Have students create an 'Alphabet Book' using environmental print words (use actual logos/images). (This activity can be completed digitally).	Display pictures of environmental print and have students state what they represent.	• <i>Reading Is All Around Us: Using Environmental Print to Teach Beginning Literacy Skills</i> by: Jennifer Overend Prior and Maureen Gerard

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

Content	Suggested Activities	Suggested Assessment	Resources
Letters and their various patterns are used to represent the sounds of spoken language. This is known as the alphabetic principle. Example: The word 'bat' is made of the phonemes /b/ /a/ and /t/.	Basic: Distribute sound boxes (Elkonin boxes) and markers to students. Say a word and have students listen to and repeat the sounds heard. Have them place a marker into a box for each sound that they hear. Intermediate: Distribute specific letter cards. Have students listen as given words are called. Ask students to raise letter cards to show the letter that represents the initial sound in the words. Advanced: Have students listen to words/picture names. Then, have them write letter(s) which represents the initial or final sound in the words given.	Have students listen to a group of words and tell which two words have the same beginning, medial or final sounds.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore • <i>Inclusive Literacy Lessons for Early Childhood</i> by: Pam Schiller and Clarissa Willis

Objective 2.04: Distinguish between upper case and lower case letters.

Content	Suggested Activities	Suggested Assessment	Resources
The alphabet consists of twenty-six letters. Each letter has an upper case and a lower case form. Letters can be distinguished according to their position on the line, their length, size, shape or the direction in which they lay.	Basic: Have students identify the letters of the alphabet using the song “The Crabs Go Rushing” from the <i>Junka and Noo Anthology of Songs</i> (Tune: The Ants Go Marching). Intermediate: Have students participate in a matching game. Give students cards with upper case and lower case letters. Have students move around the class to find their partners with the matching upper and lower case letters. Advanced: Have students play ‘Alphabet B ingo’. Give students Bingo cards with letters of the alphabet. Have the children look for the upper case and lower case letters that are called. If students have the letter called, they then cover the letter with a game marker. Students play until a card is full.	Have students write letters in the case specified.	• <i>Junka and Noo Anthology of Songs</i>, p. 16 • <i>Improving Reading Strategies and Resources</i> by: Jerry L. Johns and Susan Davis Lenski

Objective 2.05: Identify letter/sound relationships.

Content	Suggested Activities	Suggested Assessment	Resources
There is a specific relationship between a letter and its sound/s. Letters are written and sounds are spoken. Letters are divided into consonants and vowels. Sounds when blended form/make words. Example: The letter 'n' makes the /n/ sound in these words: <u>n</u>et pi<u>n</u> ca<u>n</u>	Basic: Use the song “There’s a Sound in My Head” (Sung to the tune of “There’s a Hole in My Bucket”) and have students listen for specific sounds in spoken words and identify the positions the sounds are in: beginning, middle or end. Intermediate: Give students letter tiles. Have students place letters on the desk to form words said by the teacher. Have students say the letters/sounds and identify the word. Advanced: Give students words that may begin or end with a specific letter/sound. Have students identify other words that begin or end with the same sound.	Complete a checklist for students, ticking ‘Yes’ or ‘No’ for: - recognizing letter(s); - recognizing sound(s); - producing consonant sound(s).	• <i>Teaching Phonics</i> by: Wiley Blevins • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

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

Content	Suggested Activities	Suggested Assessment	Resources
Segmentation is breaking a word into its separate phonemes (beginning, medial, and ending) and saying each phoneme as it is tapped out, counted, or signalled. Example: The word 'pan' has three (3) individual sounds. /p/ /a/ /n/ The word 'desk' has four (4) individual sounds: /d/ /e/ /s/ /k/	Basic: Model examples of how to segment a word using finger puppets, tapping, clapping or stomping. Have students practice segmenting the words using the same methods. Intermediate: Show students picture cards. Have students say how many sounds (phonemes) are heard in the word, then give the sounds (beginning, medial and ending). Advanced: Place three chairs in the front of the class. Distribute letter cards to students. Segment words. As the sounds (phonemes) are heard, students will take a seat in the chair representing the position in which their letter sound is heard. Have the class determine if the students sit in the correct chairs.	Have students segment words.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 28 • <i>Junka and Noo Anthology of Songs</i>, p. 14

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

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme blending is listening to a sequence of separately spoken sounds (phonemes) and then combining the sounds (phonemes) to form a word. Example: The sounds /l/ /i/ /d/ make the word 'lid' when blended.	Basic: Using objects in the classroom, say the sounds for the name of an object in a segmented fashion. Have students identify the object by combining the sounds. (Example: /d/ /e/ /s/ /k/ would be desk). Intermediate: Have students use letter cards/tiles to blend phonemes together for the names of the pictures displayed. Advanced: Have students participate in the activity 'baseball.' Divide the class into two teams. The pitcher (teacher) says aloud a word in parts, such as /p/e/n/. If the child who is 'at bat' can blend the phonemes correctly, he/she goes to first base. Play just as in baseball, with each team earning a point when a child makes it to home plate.	Have students blend sounds to read words. /f/ /a/ /n/ /b/ /e/ /g/ /p/ /a/ /n/ /n/ /e/ /t/	• <i>Phonemic Awareness Activities for Early Reading'</i> by: Wiley Blevins

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

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme substitution is changing one word into a new word by changing any one of its phonemes. Example: If the /s/ phoneme in the word 'sit' is changed to /f/, the new word is 'fit'.	Basic: Say two words. Have students give 'thumbs up' to indicate whether or not a phoneme substitution took place. Have students say where the substitution was and give the sounds that were changed. Intermediate: Have students participate in the activity 'Consonant Riddles'. Say a word. Have students think of a word that rhymes with the word said, but begins with a given sound. (Example: What rhymes with man and starts with /f/?) Advanced: Display a picture. Have students show substitution by, substituting the initial, medial or final phoneme to form a new word.	Have students substitute phonemes to make new words.	• <i>Phonemic Awareness Activities for Early Reading</i> by Wiley Blevins • <i>Phonics from A-Z</i> by Wiley Blevins

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

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme deletion: A new word is formed when a sound (phoneme) is removed from a word. Example: If the /b/ is taken away from the word 'bit,' the new word is 'it.' Phoneme addition: A new word is formed when a sound (phoneme) is added to a word. Example: If the /c/ is added to the word 'lap', the new word is 'clap'.	Basic: Play the game 'Good-bye Block'. Blocks or cubes are used to represent sounds in given words. Form a word using the blocks or cubes. Have students give the new word formed when a given block is removed or added. Intermediate: Show students a picture card. Ask them to say the word without a given sound. (Example: Show a pin. Ask students what word would be left if the /p/ sound is taken away from pin? (in)) Advanced: Say a word and asks students to say the word without a given sound. (Example: Say the word /s/ /a/ /t/ (sat). What word would be left if the /s/ sound is taken away from sat? (at))	Have students say the new word when sounds are deleted from or added to given words.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 33 • <i>Phonemic Awareness Activities for Early Reading</i> by: Wiley Blevins

Objective 2.10: Produce rhyming words (onsets and rimes).

Content	Suggested Activities	Suggested Assessment	Resources
The onset is the initial consonant or consonant blend/digraph of the word. Example: the ‘b’ in ball or the ‘bl’ in black. The rime is the part of the word that contains the vowel and consonants that follow it. Example: the ‘all’ in ball or the ‘ack’ in black. A rhyme is when two words have the same, or very similar, final sounds. Words that usually rhyme have the same rime. Example: ball and fall. However, words with different rimes can rhyme like ‘ate’ and ‘eight’.	Basic: Have students listen as a rhythmic big book or poem is read. Have students identify rhyming words in the story/poem. Intermediate: Have students recite a poem in whispers but say the rhyming words aloud. Then have them do the reverse where they recite the poem in loud voices but whisper the rhyming words. Advanced: Have students match picture/word cards that rhyme.	Have students match rhyming words and identify another word to add to the set of rhyming words.	• <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 45-47

SCOPE OF WORK

PHONICS/SPELLING

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual material (including literacy and information resources) by using various comprehension strategies and literary skills.

Objective 2.11: Apply the alphabetic principle (letter and sound correspondence).

Content	Suggested Activities	Suggested Assessment	Resources
Letters have a name and represent sounds in words. Letter names remain the same, whereas sounds can vary.	Basic: Distribute alphabet cards. Have students stand in a circle. As the teacher points to each card, have students say the name of each letter and its sound. Intermediate: Divide the class into two teams. Play the game 'I Spy'. Have students locate objects in the class that begin with a given letter sound. Advanced: Have students make an alphabet book by cutting pictures from magazines that begin with each letter of the alphabet. Place pictures in the book along their names. Digital version: Have students create an Alphabet Video, in which they will show pictures or objects beginning with each letter of the alphabet.	Have students match letters to pictures beginning with the letter sounds.	• <i>Phonics from A to Z 2nd Edition</i> By: Wilney Blevins • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

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

Content	Suggested Activities	Suggested Assessment	Resources
Consonants are the letters in the alphabet that are not vowels. The consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. Consonants can appear at the beginning, in the middle or at the end of words. Consonants usually represent one sound. However, there are some consonants that have two sounds like g, c and x. When teaching the letter q and the /kw/ sound, remember that q is almost always followed by u in English words. (Please note that for advanced students you may introduce three letters in a week, average students 2 letters and the more challenged students 1 letter. As students build their repertoire of letters, each letter sound taught should be reviewed daily.)	Basic: Play the game ‘Odd One Out’. Have students listen to words in a series to identify the word whose beginning sound is different. (This activity can be used for middle and final consonants as well.) Intermediate: Have students sort pictures according to beginning or ending sounds. Advanced: Using a worksheet, have students write the missing consonant in words for given pictures. Please note that this activity can be digitized using Live Worksheets or Teacher-Made Google Forms/Microsoft Forms	Have students complete a worksheet where they match letters to pictures whose names make their sounds.	• <i>Modern Curriculum Press, Level A–Teacher’s Edition</i> • <i>Phonics They Use</i> by: Patricia Cunningham • <i>Literacy Through the 21st Century</i> by: Gail Tompkins • <i>Literacy Resource Handbook</i>, by: Dr. Ruth Sumner and Mary Ann Lotmore p. 61

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

Content	Suggested Activities	Suggested Assessment	Resources
A vowel is a speech sound which is produced without any closure or obstruction by the tongue, lips or teeth of air flow. The letters a, e, i, o and u are vowels. Short Vowels – CVC pattern CVC stands for consonant - vowel - consonant. A vowel is usually short when it appears between two consonants in a one syllable word. Examples: /bat/, /sip/, /pen/ VC pattern VC stands for vowel - consonant. When a single vowel letter in a word or syllable is followed by a consonant letter, digraph, or blend, it usually makes its short sound. Examples: /at/, /it/, /up/	Basic: Give students a set of counters and picture cards whose names have short vowel sounds. Have students say the name of their picture and listen to the number of sounds heard in the word. Ask students to place that number of counters on their picture card. Intermediate: Distribute vowel cards to students. Say a word with a short vowel sound. Have students repeat the word and then hold up the correct letter card for the vowel sound heard in the word. Advanced: Have students participate in a picture sort. Divide students into groups. Give each group various pictures and have them place the cards under the correct vowel according to the sound. (Example: The picture of the 'cat' will be placed under short vowel a.)	Show the class various pictures that have short vowel sounds and have them call the picture names. Have the children write the vowel sound heard in each picture name.	• <i>Modern Curriculum Press Levels K and A.</i> • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

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

Content	Suggested Activities	Suggested Assessment	Resources
Long Vowel: An open phoneme (speech sound) in which there is no obstruction by the tongue, lips or teeth of air flow. CVCE pattern - CVCE stands for consonant - vowel -consonant - final e. In a one syllable word that has the CVCE pattern, the first vowel is usually long and the 'e' is silent. Examples: /rake/, /dime/, /nose/. CVVC pattern- CVVC stands for consonant - vowel - vowel - consonant. VV refers to two adjacent vowels. Two adjacent vowels- When two vowels appear together in a word, the first vowel usually gives its long sound and the vowel that follows is silent. Examples: /meat/, /coat/, /tail/	Basic: Display a short poem/rhyme. Have students circle or underline CVCE / CVVC words in the poem/rhyme. Intermediate: Let students participate in the activity 'Rhyming Tic-Tac-Toe' using long vowels. Each of the boxes on the game board should contain a word that has a long vowel sound. Have students choose a square on the game board. If they provide a rhyming word with a long vowel sound to correctly match the word in the given box, they can write or place an X or O in the box. The regular rules of Tic-Tac-Toe can be followed. Advanced: Have students create word flip books with long vowel phonograms. (Example: /ake/, /eet/, /oat/)	Have students complete sentences using long vowel words. Have them indicate the long vowel sound that is heard.	• <i>Modern Curriculum Press Levels K and A</i> • <i>literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 87 • <i>Phonics in Proper Perspective</i> by: Arthur W. Heilman

Objective 2.15: Identify sight words and high frequency words.

Content	Suggested Activities	Suggested Assessment	Resources
Sight words and high frequency words are words that are very common (encountered frequently) in print and used in writing). Sight words can sometimes be difficult to decode.	Basic: Have students play the game ‘Simon Says’ using sight words. Give a sight word to each child. Teacher calls a word and names an action. Child with the word called performs the action. Example: Simon says “it” must clap four (4) times. Intermediate: Play game ‘Wordo’ (similar to the game Bingo). Have students write sight or high frequency words in blocks on a Wordo sheet. Distribute markers. Have students place a marker on words as they are called one at a time. The first student to have a complete row covered wins. Advanced: From a group of high frequency word cards, have students select words to form sentences. Ask them to read and write the sentences formed.	Give students sentences with the words being taught. Have students circle the word that is called in each sentence.	• <i>Scholastic Systematic Sight Word Instruction</i> • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

Objective 2.16: Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment	Resources
Words are made up of parts called syllables. Every syllable has one vowel sound. Example: The word /hit/ has one syllable. The word /hit-ting/ has two syllables.	Basic: Have students pull a picture or real object from a bag. Have them say the word and then tap out the syllables in the word. Intermediate: Choose students whose names have one, two, three or four syllables to stand in the classroom. Have other students take turns saying their names and figuring out which name has the same number of syllables as theirs. Ask them to stand behind that person with the same number of syllables in his/her name. Advanced: Have students participate in the game 'Mother, May I?' Provide directions that require students to count the number of syllables in a word.	Have students use their knowledge of syllabication to identify the number of syllables in a word.	• <i>Comprehensive Literacy Resource for Kindergarten Teachers</i> • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore p. 21

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

Content	Suggested Activities	Suggested Assessment	Resources
A consonant blend is two or more consonants together in which the speech sounds of all consonants are heard. Blends to be taught are L-blends, S-blends and R-blends. Examples: /fl/ – flower /sl/ – slow /br/ – brush /cr/ – crab	Basic: Place blend letter cards on the chalk/white board. Distribute picture cards. Have students place the pictures under the blend heard in each picture's name. Intermediate: Provide students with a list of blends. Have them pronounce the blend. Allow them to practice saying the blend followed by different vowel sounds. Have them read complete words with the blends. Advanced: As each blend is introduced, have students read sentences that incorporate words with that blend. Have students practice reading the sentences daily. Include a mix of previously taught blends and blends that are currently being taught in the sentences for continuous reinforcement.	Have students read aloud sentences or stories that contain blends.	• <i>Modern Curriculum Press Level A</i> • <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

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

Content	Suggested Activities	Suggested Assessment	Resources
A consonant digraph is two adjacent consonants in a word that produce only one sound. Consonant digraphs can be found at the beginning, middle or end of words. Examples: /th/ – thin, teeth /sh/ – shut, flash /ch/ – church, lunch	Basic: As the digraphs are introduced, have students say the sound and words that contain the digraphs. Once students are comfortable with the sound of a particular digraph, have them read other simple words that contain that sound. Intermediate: In pairs have students find, then draw and label objects in the classroom that contain digraphs. Have them read the words and incorporate them into a sentence. Advanced: Have students read sentences that contain the digraph that is being introduced. As new digraphs are studied, incorporate them in sentences along with the ones that were previously studied. Have students practice reading the sentences daily.	Have students read sentences that contain digraphs in initial, medial and final positions.	• <i>Teaching Consonant Blends & Digraphs in Context</i> by: Frances Crinklaw • <i>Literacy Resource Handbook</i>, by: Dr. Ruth Sumner and Mary Ann Lotmore p. 136

Objective 2.25: Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment	Resource
Alphabetical order is the organization of words or names in an order that follows the sequence of the alphabet.	Basic: Have students place letters of the alphabet in order using letter cards or letter tiles. Intermediate: Have students arrange distributed word cards in alphabetical order using the first letter. Advanced: Have students write given words in alphabetical order using the first letter.	Have students organize a word list in alphabetical order.	• <i>Webster Dictionary Online</i>

Objective 2.27: Spell contractions.

Content	Suggested Activities	Suggested Assessment	Resources
A contraction is a shortened form of two words that have been placed together. An apostrophe (') is used to indicate the letters that have been removed. Examples: I + am = I'm he + is = he's you + are = you're	Basic: Explain the definition of a contraction. Demonstrate how to form contractions using the think aloud strategy. Provide lots of examples and hands-on practice. Intermediate: Distribute dice with contractions written on them to students in groups. Have students roll the die and give the two words that make up the contraction that comes up. Advanced: Have students read a short passage and circle the contractions. Have them write them and the two words that make them up.	Have students write simple contractions as part of a spelling test.	• <i>Modern Curriculum Press A</i>

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

Content	Suggested Activities	Suggested Assessment	Resources								
An inflectional ending is a letter or group of letters added to a base word to change its meaning. Examples: -ing: The ending -ing added to a word tells about something that is happening now. (Example: The children are <u>playing</u>.) -ed: When -ed is added to the end of a word, it tells of something that happened in the past. (Example: The boy walk<u>ed</u> home from school.)	Basic: Give each student two index cards. Have them write -ing on one and -ed on the other. Call a word and instruct them to hold up the card for the ending that they hear at the end of the word that is said. Intermediate: Provide students with a passage that contains inflectional endings. Have students circle words with inflectional endings. Have them read the words. Advanced: Have students complete a word sort by grouping words about the present and words that talk about the past. Let them use words from their reading textbooks and the classroom. Example: <table><tr><th>-ing</th><th>-ed</th></tr><tr><td>blowing</td><td>talked</td></tr><tr><td>growing</td><td>jumped</td></tr><tr><td>keeping</td><td>crawled</td></tr></table>	-ing	-ed	blowing	talked	growing	jumped	keeping	crawled	Dictate simple sentences to students that include words with inflectional endings for them to write.	• <i>Modern curriculum Press Level A</i>
-ing	-ed										
blowing	talked										
growing	jumped										
keeping	crawled										

SCOPE OF WORK FLUENCY

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual material (including literacy and information resources) by using various comprehension strategies and literary skills.

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

Content	Suggested Activities	Suggested Assessment	Resources
There are certain punctuation marks that give cues as to how a particular sentence should be read. Period – Pause and take a breath before reading the next sentence. (Example: Ma is baking bread today.) Comma – Give a slight pause when there is a comma. Reading too fast or too slowly can change the meaning of a sentence. (Example: Auntie Mae, mommy sent me for the flour.) Question Mark – The voice is normally raised at the end of a sentence when there is a question mark. This indicates that a response may be required. (Example: Would you like to have some bread?) Exclamation – When there is an exclamation mark, the reading must be completed with a certain emotion. (Example: This bread is hot!)	Basic: Read aloud to students so that they can hear how a particular piece should be read. Use a chant or poem. Have students model it. Intermediate: Provide students with a written copy of a recorded reading. Point out the punctuation marks. Have pupils listen to the piece being read especially as it pertains to the punctuation marks. Have students imitate the person on the recording as it is played a second time. Advanced: Place students in pairs. Have them listen to each other reading while focusing on the visual clues. Have students record each other until they are satisfied with their recordings.	Use an oral reading rubric to assess them on the use of visual clues while reading.	• <i>Backpack Level 1</i> • <i>Literacy Resource Handbook</i>, by: Dr. Ruth Sumner and Mary Ann Lotmore p. 191

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

Content	Suggested Activities	Suggested Assessment	Resources
To make what is being read interesting to others, it is important to vary our volume, pace and pitch to match what is happening in the passage. Volume – Refers to how loud or how soft something is read. When reading to an audience, the voice should be clear and loud so that everyone can hear. The voice may change according to who is speaking. Something may be read loudly – for instance, if a great big giant is speaking or if someone is angry. A piece may be read softly when a person is whispering or trying to sneak up on someone. Pace – This refers to how fast or how slowly something is read. When there is excitement or fear in the story, it can be read faster. If there is sadness in the piece it may be read more slowly. Pitch – This refers to how high or low the voice is. If a cute baby is speaking, the voice would be higher than if a man is speaking.	Basic: Have students read familiar nursery rhymes. Intermediate: Have students read a particular text using different voices to reflect different characters and moods: game announcer, baby, robot, lion, anger, sadness, happiness, etc. Advanced: Have students read text that can be converted into a news story. Pupils can report class or school news.	Use a rubric to assess for pacing, intonation and expression as students read.	• <i>Teacher's Edition Backpack Starter</i>, p. T21 • <i>Literacy Resource Handbook</i>: by: Dr. Ruth Sumner and Mary Ann Lotmore

SCOPE OF WORK

COMPREHENSION/LITERATURE OBJECTIVES

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual material (including literacy and information resources) by using various comprehension strategies and literary skills.

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

Content	Suggested Activities	Suggested Assessment	Resources
When reading, move from left to right and top to bottom on a page. Books are read from the front to the back of a book. Authors use text features to help readers understand what they are reading. Book Text Features: Book Cover – Gives the name or title of the book, a picture about the book and the author(s). Spine – Holds the pages of a book together Title Page – Tells the title, author(s) and illustrator(s) Title – Identifies the topic and tells what the book or story will be about. <i>Cont'd on next page.</i>	Basic: Using a worksheet, have students draw a line to match the word to the text feature displayed. Online – Students will play the online 'Boom Card Game'. They will look at the picture displayed and click on the correct answer/word that describes the text feature shown. Intermediate: Students will use an appropriate book to play the 'Scavenger Hunt' game. The teacher will identify a text feature and then ask students to search the book to locate that feature. Online – Students will drag and drop the text feature pictured to the text feature word it describes. Advanced: Have students use the Table of Contents to identify the page	Ask students to complete live worksheets where they must use various text features to locate information.	<i>Complete Library Skills</i> McGraw Hill Children's Publishing K-2

Content	Suggested Activities	Suggested Assessment	Resources
Table of Contents – Tells the page number on which certain topics can be found. It is found at the beginning of the book. Bold – The word is placed in darker print than the rest of the text. Illustrations – A picture drawn by an artist that shows what something looks like. Photographs – A picture taken with a camera by a photographer. Digital Text 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 – Click the photo icon or a picture to view a single picture or a series of pictures.	number for certain topics. Have them locate the pages.		

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

Content	Suggested Activities	Suggested Assessment	Resources				
The people or animals in a story are the characters. When reading a story, you can discover what characters look like, what they think, how they feel and what they say and do. A story usually has a beginning, middle, and an end. Every story has a problem. This is called the plot. When and where a story takes place is called the setting. The setting can be a real or a make-believe place.	Basic: Before reading, give each student story cards with the words ‘character’, ‘setting’ and ‘plot’ written on them. Reread parts of a familiar story or book. During the readings, have students raise the correct card to identify the story element. For example, when you say a character’s name, the students will raise the character card. Intermediate: Have students recall the character, setting and plot from a familiar Disney movie or Bahamian fable. Advanced: Have students cut out pictures from old magazines news or download them from online. Have students use these to tell their own simple stories involving characters, settings and plot. Have students share their stories with the class and discuss the characters, setting and plot.	The students will read a story and complete a story map. Identify the elements of a story by writing the story elements or drawing the elements for each section. Story Map <table><tr><td>Who are the characters?</td><td>What was the setting?</td></tr><tr><td>What was the problem?</td><td>How was the problem solved?</td></tr></table>	Who are the characters?	What was the setting?	What was the problem?	How was the problem solved?	• <i>Better Than Book Reports</i> By: Christine Moen Boardman • <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff • <i>Comprehension Plus Level A</i> By: Dr. Dianne Lapp and Dr. James Flood
Who are the characters?	What was the setting?						
What was the problem?	How was the problem solved?						

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

Content	Suggested Activities	Suggested Assessment	Resources
Clues are sometimes given to help us understand the meaning of hard or difficult words. These clues may be picture clues or words in the sentence. Picture Clues – Sometimes there are pictures of the difficult words to help readers. Once readers can identify what is happening in the pictures, they can understand the words. Prior Knowledge – Readers must sometimes use their own knowledge and experiences along with the clues in the passage to figure out the meanings of words.	Basic: Show the meaning of unfamiliar words using pictures. Discuss them with students. Intermediate: Have students read a sentence where picture clues are given to help them understand the meanings of unfamiliar words. Have them discuss what they think the words mean. Advanced: Introduce new words to students. To assist them in understanding the new words, place them in context by relating them to students' experiences.	Have students complete a worksheet where they must use the clues provided in order to complete sentences.	• http://www.proteacher.org/c/359_Context_Clues.html Printables: • http://www.teachervision.fen.com/tv/printables/RC-13.pdf

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

Content	Suggested Activities	Suggested Assessment	Resources
Classifying involves grouping things that are alike together. Example: Dogs, cats and mice belong to a group called animals. Chicken, steak and turkey belong to a group called meats.	Basic: Conduct a nature walk around the school. Have students collect leaves from various trees and plants. Then classify leaves based on shape, size and colour. Intermediate: Present students with a group of pictures. Have students classify the pictures base on certain characteristics. Advanced: Using a magnet, paper clips and string, have students fish for words that belong in the same group (e.g. cat, mat, hat). Discuss why they belong together.	Give students a variety of food wrappers/boxes. Have them classify wrappers/boxes as healthy or unhealthy foods. Have them discuss what information helped them to group the items.	• <i>Comprehension Plus Level B</i>

Objective 2.41: Make predictions.

Content	Suggested Activities	Suggested Assessment	Resources
When making predictions, readers must think about clues the author has given along with what they already know to make a good guess as to what will happen next. As readers follow the story, their ideas of what may happen next might change.	Basic: Role play a familiar scene like the school bell ringing at the start of the day. Ask students what will happen next. Have them make their predictions. Relate it to what happens when we read. Intermediate: Show students the cover of a story book. Read the title and draw attention to the illustration. Asks students to predict what they think the book will be about based on that information. Have them give their reasons. Advanced: Begin reading a story that is appropriate for making predictions. Stop at certain points along the way. Have students make predictions as to what will happen next. Have them give reasons for their predictions.	Present a variety of pictures. Have students use their prior knowledge to make predictions using the following prompts: • I think... • I believe ... • As a result of.... I think...	• <i>Comprehension Plus Level B</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
The main idea is what the story is all about. Sometimes one sentence tells the main idea. Other sentences give details that say more about the main idea.	Basic: Present students with a group of objects (actual objects or pictures of the objects). Have them give the objects a label. (Example: Display bananas, oranges, grapes, mangoes, etc. Students label them as fruits. Do this with several other groups of items.) Intermediate: Have students listen to a song like “Head and Shoulders Knees and Toes” or a story. Ask students to tell you what the song is about (parts of the body). A variety of songs can be used. Advanced: Have students trace the outline of their hands on a sheet of paper. Let them read a short simple paragraph. Ask them to write a few words in the palm of their drawing that would talk about what they read. Have them record the details on each finger.	Have students read several different paragraphs at their level. Ask students to identify the main idea. Provide them with several options. Students can also be asked to select details that would relate to the main idea.	• http://www.protea-cher.org/c/230_Main_Idea.html • <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff

Objective 2.43: Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment	Resources
Things that happen in a story follow a specific order. Knowing the order helps the reader to understand and remember the story. Clue words such as 'first', 'next', and 'last' help the reader to understand the order in which certain events happened. Words such as 'morning', 'night' and 'evening' also tell the order in which events happened.	Basic: Provide students with picture cards. Ask them to put the pictures in the correct sequence in order to tell the story Intermediate: Use a digital camera and record someone cooking/making something. Take snapshots of each step in the process as well. Have students view the recording. Then provide students with the snap shots. Ask students to put them in the order in which the events happened. If you do not have access to a digital camera, record a cooking show from the television. You can also draw the steps if you are unable to provide photos. Advanced: Read a story to the class. Provide students with sentence strips from the story. Have them put the strips in order to re-tell the story.	Give students a set of pictures that tell a story but are not in the correct sequence. The students will write the numbers under each picture to show the correct sequence of events. This can be done with sentences also.	• <i>Comprehension Plus Level B</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
Authors sometimes use their imaginations to help them write interesting stories. Stories about fairies, talking animals and objects are not real. We call these types of stories make-believe. Books that give us information about a person's life, things that actually happened and places that people can actually visit are considered real life.	Basic: Have students look at pictures and clap if they are showing real-life or stand if they are showing something make-believe. Have students explain their responses. Intermediate: Distribute pictures/sentences to students. Play music and have students dance to the front of the class to put their picture/sentence under the correct column (make-believe or real life). Have them explain the reason for their classifications. Advanced: Have students read the titles of various stories. Ask them to classify them as make-believe or real life.	Have students look at story pictures. Ask them to write 'M' next to things that cannot really happen and 'R' to things that could really happen. Read given story events to students. Ask them to write 'M' if what is being described cannot really happen and 'R' next to things that can really happen.	• <i>Comprehension Plus Level B</i> by: Dr. Dianne Lapp and Dr. James Flood • <i>Successful Strategies for Reading in the Content Area 2nd Edition</i> by: Conni Medina

Objective: 2.45 Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment	Resources
A fact is a statement that can be proven true or false. This may be done through further reading, observation or by asking an expert. Example: “There are 30 students in my class.” This is a statement of fact. It can be proven true or false by counting the number of students. An opinion tells what someone thinks or feels about a particular subject. As a result, it cannot be proven true or false. Words that tell how someone feels such as ‘thinks’ or ‘likes’ can be used to tell opinions. Example: “My teacher is the best in the world.” This is an opinion because it expresses how the person feels about his/her teacher.	Basic: Read a few statements to students. Have them put their thumbs up if the statement is a fact and put their thumbs down if the statement provides an opinion. Have students give reasons for their responses. Intermediate: Provide students with tangible objects such as a doll or truck. Have them take turns providing a statement of fact about the object and a personal opinion about the object. Advanced: Provide students with simple statements of facts and opinions. Have them underline the statements that provide facts and circle the ones that provide opinions.	Have students complete a worksheet where they must identify statements of fact and opinion.	• <i>Comprehension Plus Level B</i> by: Dr. Dianne Lapp and Dr. James Flood • <i>Successful Strategies for Reading in the Content Area 2nd Edition</i> by: Conni Medina

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

Content	Suggested Activities	Suggested Assessment	Resources
When you tell how two or more things are alike, you are telling in what ways they are the same or similar. Example: “My brother and my sister like to read.” When you tell how two things are not alike you are showing ways in which they are different. Example: “My sister is tall, but my brother is short.”	Basic: Divide students into small groups. Give each group of students two objects (e.g. pen and pencil). Have students tell two ways they are alike and two ways they are different. Have them share the similarities and differences of their objects with the class. Intermediate: Take students on a walkabout around the campus. Have them select two objects to compare and contrast. Let them share their findings with the class. Advanced: After reading a passage, have students complete a ‘Same and Different’ table, which will identify how two things are alike and and different.	Select two objects. Have students state how they are the same and how they are different.	• <i>Literacy Resource Handbook</i> by: Ruth Sumner and Mary Ann Lotmore p. 232 • <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff

Objective 2.48: Make inferences.

Content	Suggested Activities	Suggested Assessment	Resources
When making inferences, use the word clues left by the author and personal experiences to understand what is happening.	Basic: Have students work in groups. Provide pictures. Ask students to use clues to answer inference questions. Have them discuss the reasons for their answers. Intermediate: Have students look at pictures. Ask them to choose from two sentences what has happened based on the clues and their prior experiences. Advanced: Have students view a picture. Read a short story about that picture to students. Have students answer inference-type questions about the picture.	Have students draw lines to correctly match pictures, word clues and inferences together.	• <i>Comprehension Plus Level B</i> by: Dr. Dianne Lapp and Dr. James Flood • <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff

Objective 2.49: Identify cause and effect.

Content	Suggested Activities	Suggested Assessment	Resources
Sometimes one action causes another action to happen. The words 'because' or 'since' usually show this type of relationship. Example: - Mr. and Mrs. Smith used an umbrella because it was raining. Since it was raining, Mr. and Mrs. Smith decided to use an umbrella.	Basic: Have students view several pictures to determine the initial action that caused another action to happen. Have them respond in sentences using the words 'because' or 'since'. Intermediate: Have students watch a clip from an appropriate children's movie. Have them identify the initial action that caused another action to happen. Have them respond in sentences using the words 'because' or 'since'. Advanced: Divide students into groups. Provide them with the effect part of the sentence. Have them compete to complete the sentences they have been given using 'because' or 'since'. Have them share their sentences with the class.	Have students match pictures with the simple sentences that tell how the actions in the pictures are related to another action.	<i>Comprehension Plus Level B</i> by: Dr. Dianne Lapp and Dr. James Flood <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff

Objective 2.52: Draw conclusions.

Content	Suggested Activities	Suggested Assessment	Resources
Artists sometimes leave clues to help viewers understand the message in a picture. In stories, authors use words to give clues. Readers will need to put all the clues together along with what they already know to figure out things that the artist or the author did not say.	Basic: Give out pictures and have students tell what is happening based on the clues and their experience. Have students orally state what clues they used in order to come to their conclusions. Intermediate: Have students look at pictures and choose from two sentences what is happening based on the clues given. After they have made their choices, have them share which clues helped them to make the choices that they did. Advanced: Ask students to read a short story. Have them write one sentence on a graphic organizer that tells what is happening based on the clues read. The students will then write the clues that helped them come to their conclusion.	The students will look at pictures or read short stories and chose the sentence from two or three sentences that tells what has happened, what is happening or what will happen based on the picture or the clues read.	• <i>Comprehension Plus Level B</i> by: Dr. Dianne Lapp and Dr. James Flood • <i>First Graphic Organizers: Reading</i> by: Rhonda Silver Graff

Objective 2.53: Make judgments.

Content	Suggested Activities	Suggested Assessment	Resources
Making judgments means using the facts provided and personal experiences to decide if something is good/bad or fair/unfair.	Basic: Present students with various pictures of different types of shoes that they wear. Present them with different scenarios and have them use the facts to determine the best pair of shoes to wear. Have them give reasons for their decisions. Intermediate: Present students with a few scenarios where they must decide what they would do and give reasons for their choices. (Example: Your mom leaves \$5.00 on the bed, and you hear the ice cream truck coming. Should you use the \$5.00 to buy ice cream?) Advanced: Have students read a story and make judgments about the characters. Have them give reasons for their views.	Have students complete a worksheet where they must make judgments about certain characters.	• https://www.youtube.com/watch?v=-J2p8UKaxoE&ab_channel=

Objective 2.54: Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment	Resources
A proverb is a common saying or phrase that is used to give advice or explain what is believed to be true based on experience. Some common ones are: An apple a day keeps the doctor away. Eat healthy and you will not have to visit the doctor. Always put your best foot forward. Do your best at whatever you are working. All that glitters is not gold. Not everything that looks good is the best thing for you. Beggars can't be choosers. When you are relying on others to help you, you must take whatever they give you. Better late than never. It is better to follow through on what we are doing than to quit before it is finished.	Basic: Present students with pictures promoting a few proverbs. Have them match the picture with the proverb and explain its meaning. Intermediate: After explaining a few of the proverbs in context, provide students with a scenario and have them identify a proverb that can apply to that situation. Advanced: Have students listen to a few of Aesop's Fables. Have them discuss the morals or proverbs created from them.	Have students match certain proverbs with certain situations.	• <i>First Aid in English</i> by: Agus Maciver • <i>The Student's Companion</i> by: Wilfred D. Best

SCOPE OF WORK

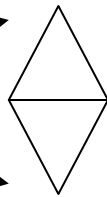
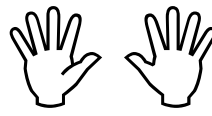
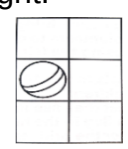
HANDWRITING

Sub-Goal 2: Demonstrate competence in writing and speaking while skilfully applying grammatical and mechanical conventions.

Objective 3.01: Discriminate between pictures, letters and numbers to identify similarities and differences.

Content	Suggested Activities	Suggested Assessment	Resources
It is important to be able to distinguish between the symbols that are written. Letters are symbols used in the alphabet. They help to make words. Each letter has its own shape. Example: A, S, and T Numbers are symbols used to tell how many. Numbers all have their own shape. Example: 3, 5, and 7 Shapes provide the form of something. Example: Circle ○ Line — Pictures are drawings of objects or people. Example: The sun ☀ Things are said to be the same when they look alike. Things are said to be different when they do not look alike.	Basic: Present students with groups of pictures or objects. Sort and classify the pictures that are the same.  Intermediate: Have students circle pictures/letters/numbers that are the same. 7 c 7 e d Advanced: Present students with a series of letters or numbers. Have them identify the object in each group that is different. g g q g g	From a group of pictures, students will identify groups of objects that are the same, as well as group objects (e.g. items around the classroom can be used as well as pictures, letters and numbers).	<i>D’Nealian Handwriting Book K</i>, p. 9-10

Objective 3.02: Distinguish among various positions on a page, line or a letter.

Content	Suggested Activities	Suggested Assessment	Resources
Knowing the position of something is important. There are special words used to tell the location of something. Left ← Right → Up ↑ Down ↓ Front ☺ Back ○ Top ↗ Middle → Bottom → 	Basic: Identify and label the hands as left and right. Label top and bottom of hands.  Intermediate: Organize pictures/letters/objects/numbers according to instructions. Example: Place the circle on the left side of the desk. Place the pencil at the top of the desk. Place the chair in front of the desk. Place the paper on the right side of the desk. Advanced: Present worksheet with randomly placed pictures/objects in a grid (six boxes). Have students color or circle the object: in the top row, in the middle row, in the top left, in the bottom right. 	Students can independently demonstrate the poem “Up to the Ceiling”, indicating various positions. Poem: Up to the Ceiling Up to the ceiling, down to the floor, left to the window, right to the door, this is my left hand wave it high, this is my right hand touch the sky, left hand wave them high, right hand left hand “stretch to the sky”. Author Unknown	<i>D’Nealian Handwriting Book K</i>, p. 11-14

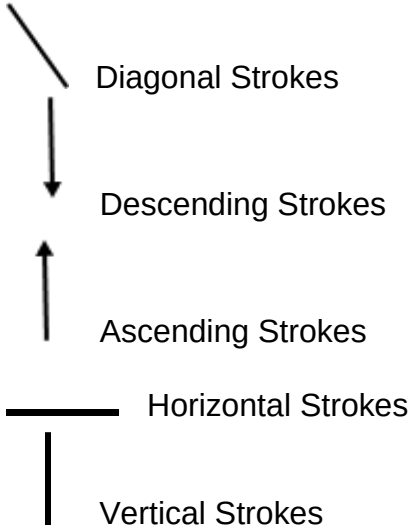
Objective 3.03: Determine appropriate positioning of body and paper when writing.

Content	Suggested Activities	Suggested Assessment	Resources
When writing, it is important to sit correctly in front of a leveled writing surface like a desk or table. Feet: Both feet should be placed flat on the floor to aid in balancing the body. Body: Sit upright in the chairs facing the front. The back should be straight. Right forearm (for right-handed students): The right forearm almost up to the elbow should rest on the table. Left forearm (for left-handed students): Left-handed students should have the entire forearm resting on the writing surface. The paper or book should be leveled with the edge of the table or slanting slightly upwards at an angle of about 15 degrees. Left-handed students should be encouraged to tilt their paper in a clockwise direction, bottom corner of the paper pointing slightly to the middle of the body.	Basic: Using various writing materials, have students place the materials in the appropriate positions to write based on their hand dominance (left or right-handed). Intermediate: Have right-handed students pick up the paper by the upper right-hand corner and hold it straight out in front of them. Have students identify the most comfortable angle. Have left-handed students pick up the paper by the upper left-hand corner and hold it straight out in front of them. Have students identify the most comfortable angle. Advanced: Have students demonstrate the correct posture for writing. Provide them with feedback.	Self Evaluation: - Is my paper slanted properly? - Are my feet flat on the floor? - Do I feel relaxed? - Am I sitting up straight and tall?	• <i>D’Nealian Handwriting Book K</i>, p. 6-8

Objective 3.04: Assume the correct posture for holding and writing with a pencil or crayon.

Content	Suggested Activities	Suggested Assessment	Resources
In order to develop good handwriting, it is important to learn how to hold the pencil and or writing tool correctly. Correct pencil grip: • The pencil should be held 'lightly' between the thumb and forefinger with the middle finger providing support. • The pencil should rest on the end joint of the middle finger. The other two fingers should rest lightly on the paper along with the side of the hands. • The pencil should rest in the hollow between the thumb and index finger. Left hand Right hand (https://www.scoilbarra.ie/correct-pencil-grip/)	Basic: Using beads of different sizes, have students thread beads on string/yarn. This task will assist with eye-hand coordination and grip. Be sure to observe all safety protocols and warn students not to put beads in their mouths. Intermediate: Practice forming play dough. Use play dough to roll, press, and form various patterns. This helps with the students' grip, control and thumb flexibility. Advanced: Using jumbo crayons/ pencils/ or large pieces of chalk, have students grip and position the writing tool to write given patterns or strokes.	Use jumbo/regular pencils to demonstrate correct posture and position of the pencil.	• <i>D'Nealian Handwriting Book K</i>

Objective 3.05: Write directional strokes: vertical, horizontal, diagonal, ascending, descending (using non-standard means: painting, sand, clay, string, macaroni, etc.).

Content	Suggested Activities	Suggested Assessment	Resources
All letters and numbers are a combination of strokes and shapes. Teaching students how to form these shapes is important to proper formation of letters, numbers and shapes.  Other strokes: squiggle, zig zag, loops, circles, waves	Basic: Have students use non-standard materials to form strokes (e.g. Teacher provides an example of a vertical stroke or combination of other strokes). Have students recreate stroke using glue and sand. Intermediate: Using large crayons, have students trace strokes. Advanced: Have students use pencils and/or crayons to form stroke patterns.	Upon instruction, have students form strokes on a blank sheet of paper.	• <i>Teacher Edition D'Nealian Handwriting Book K</i>, p. 16-20

Objective 3.06: Write upper and lower case D’Nealian manuscript letters in three (3) lines.

Content	Suggested Activities	Suggested Assessment	Resources
Forming and writing lower and upper case letters begins with strokes and stroke patterns. Review: downward loop strokes, squiggles, slanted strokes and horizontal strokes. - Mm, Ss, Tt - Aa, Pp Review: zigzag, curve, horizontal and vertical strokes - Nn, Cc, Ff - Dd, Rr, Ll - Oo, Kk Review: zigzag, slanted line, diagonal strokes, circles and semi-circles - Bb, Gg, Ww - Ee, Xx - Vv, Jj, Qq - Uu, Yy, - Zz NB. Letter groupings should be introduced in a weekly progression. As letters are introduced, review the strokes or patterns used to form the specific letter/s.	Basic: In pairs, have students take turns using their fingers to write the letters called on their partner’s back. Intermediate: Have students use string or yarn to form letters on three-lined paper. Advanced: Have students write letters using three-lined sheets of paper. Have them repeat letters to fill each line with appropriate spacing. You may use these terms to help students with placement (top line = sky, middle line = plane, bottom line = grass and space = worm). 	Have students form letters on lined sheets of paper.	• <i>Teacher Edition D’Nealian Handwriting Book K</i>, p. 42-160 Letter formation verbiage: • <i>Teacher Edition D’Nealian Handwriting Book K</i>, p. T33-T36 Digital Lesson: • https://teacher.gynzy.com/#/en-us/docent/board/009336d6-a68c-48aa-ac72-47f79b067862 Instructional Videos: Lower Case D’Nealian: • https://www.youtube.com/watch?v=eZlI9t2L0yw Upper Case D’Nealian: • https://www.youtube.com/watch?v=1kuS3p5Ys8I

Objective 3.07: Write personal information.

Content	Suggested Activities	Suggested Assessment	Resources
Personal information of a person includes details in which a person can be uniquely identified. This information includes: • Name (first & last) • Age • Gender • Phone Number These specific details relate to information that is uniquely yours.	Basic: Have students complete sentences with their personal information: My name is _____. I am a _____. My mother's name is _____. Intermediate: Distribute a 4x5 card to each student with the labels: • Name: • Age: • Phone Number: Have students fill out the information Advanced: Using printed form/chart, have students complete a 'Student Profile' with their personal information, inclusive of: • Name (first & last) • Age • Gender • Phone Number	Have students write personal information independently in exercise books using three lines. Observe writing for the appropriate positions, formation, spacing and size of letters and numbers.	• <i>Teacher Edition D'Nealian Handwriting Book K</i>, p. 42-160 • Parents/Guardians • Registers/Students' Confidentials (to check accuracy of students' information)

Objective 3.08: Write 0-9 using the D’Nealian style of writing.

Content	Suggested Activities	Suggested Assessment	Resources
To form or write numerals, writers will need to use a combination of strokes and patterns. Numerals should be written on three lines, as was done with the letters. The numbers are formed as explained below: 1. Top start; slant down 2. Start below the top; curve up, around; slant down left; and over right. 3. Start below the top; curve up, and around halfway; around again, up, and stop. 4. Top start; down halfway; over right. Another top start, to the right; slant down, and through. 5. Top start; over left; slant down halfway; curve around, down, up and stop. 6. Top start; slant down, and curve around; up; and close. 7. Top start; over right; slant down left, 8. Start below the top; curve up, around, down; a snake tail; slant up right; through; and touch, 9. Top start; curve down, around, close; slant down. 10. Top start; slant down. Another top start to the right; curve left and down, around, and close.	Basic: Have students use cotton/macaroni/beans or other non-standard materials to form numerals. Intermediate: Using powder/shaving cream/salt/flour, sprinkle on desks, have students use their fingers to form numerals. Advanced: Have students trace strokes using pencils on three lined and blank sheets of paper.	Have students write numerals to label objects in a group/set.	• <i>Teacher Edition D’Nealian Handwriting Book K</i>, p. 24-38 Instructional Video: • https://www.youtube.com/watch?v=dTdtDhKQDrQ

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

Content	Suggested Activities	Suggested Assessment	Resources
Punctuations are used in writing sentences. Period – The period is written as a dot on the bottom line at the end of a sentence. Press down with the pencil in one spot on the bottom line to make a period. Question Mark – The question mark is written similarly to the number 2. Start below the top line, curve up, around and then go straight down almost to the bottom line. On the line, make a dot (press down with the pencil in one spot). Exclamation Mark/Point – The exclamation mark/point is written similarly to the number one. Start at the top, go straight down and stop just above the bottom line. Make a dot on top of the bottom line.	Basic: Using cardboard or poster paper, have students create stencils of punctuation marks. Have them draw punctuation marks on the cardboard or poster paper and then cut them out. Have them label the punctuation cut-outs. Intermediate: Have students place correct punctuation marks at the end of sentences. Advanced: Have students rewrite sentences correctly using the correct punctuation marks.	Present students with a group of sentences. Have students complete each sentence by writing the correct punctuation marks.	• <i>Teacher Edition D’Nealian Handwriting Book K</i>

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

Content	Suggested Activities	Suggested Assessment	Resources
Dates: The full format of the date includes the date, month and year written without any abbreviations. Example: Monday, 17th October, 2020 OR Monday, October 17th, 2020 The date in the full format is always written using the ordinal numbers.	Basic: Have students use the full format for the date to head up their books. Intermediate: Write the full format of dates using a calendar where needed to answer the following questions: • What is your date of birth? • When did school reopen? • When will school close? • What is the full date of Christmas this year? Advanced: Have students write the date in the full format for holidays such as Easter, National Heroes Day, Labour Day, and Emancipation Day	Present students with a group of dates. Have students indicate which dates are written correctly. If dates are written incorrectly, have students write the correct format.	• <i>Teacher Edition D’Nealian Handwriting Book K</i>

SCOPE OF WORK

GRAMMAR & USAGE

Sub-Goal 2: Demonstrate competence in writing and speaking while skilfully applying grammatical and mechanical conventions.

Objective 3.17: Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment	Resources
A sentence is a group of words that express a complete idea or thought. Example: “The hen is brown.” Sentences should begin with a capital letter and end with an end mark. There are three different end marks: period (.), question mark (?) and exclamation point/mark (!) A fragment is a group of words that does not express a complete thought or idea and does not make sense. Example: “One day the dog.” Words in a sentence should be placed in the correct order to make sense. Example: • blue hat I a see. X • I see a blue hat.✓	Basic: Students will listen to the reading of a group of words. Ask students to put their thumbs up if it is a sentence and thumbs down if it is not a sentence. Intermediate: Present a group of simple rebus sentences and fragments using known sight/high frequency words. Using crayons, have students circle the complete sentences. Example: I see a  . cat Advanced: Students will be given a mixture of simple sentences and fragments. Have students paste the sentences on one side of a T-Chart and fragments on the other side.	Have students draw a picture and write a sentence about it. If students are unable to write sentences independently, provide students with word cards and pictures to be used to construct a rebus sentence. Example: I see a  . house	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 222 • <i>Houghton Mifflin English</i> Level 2, p. 53

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

Content	Suggested Activities	Suggested Assessment	Resources
There are four types of sentences. A telling sentence tells something. The end mark is called a full stop or a period (.). It is used at the end of each telling sentence. An asking sentence asks something and is also called a question. End an asking sentence, or a question, with a question mark (?). Asking sentences begin with specific words such as can, why, who, what, when, where, how and will. An exclamatory sentence shows strong feelings such as surprise, amusement or annoyance. An exclamatory sentence can sound like a question, but it does not require a response. It ends with an exclamation mark (!). Exclamatory sentences can begin with words like wow, oh, hooray.	Basic: Have students show a picture of their favourite pets. Have them tell one or two facts about their pets. Have other students ask questions about the pet. Discuss the different types of sentences that were used. Intermediate: Have students play the game 'Pin It!'. Post sentences in sections of the room. Issue students clothespins labelled with the end marks: period, exclamation mark and question mark. Have students read sentences in groups of four and pin the correct end mark at the end of each sentence. Advanced: Have students search in books, newspapers, flyers, bulletin boards, etc. for exclamatory, asking and telling sentences. Have students use their tablets to take a picture of two examples of each type of sentence. Ask students to share and discuss their pictures.	Complete sentences by choosing the correct punctuation mark. Example: • Sally has a dog • this is my favourite book • the dog up • I like to play in the sand. Write or compose different types of sentences about a picture.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 542 • <i>Houghton Mifflin English Level 2</i>, p. 57, 58, 61

Objective 3.20: Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment	Resources										
Nouns, also called naming words, are words that name a person, place, animal or thing. Example: Person: girl, boy Place: park, home Animal: cat, dog Thing: cereal, hat The words above are known as common nouns because they do not name a particular person, place, animal or thing. Proper nouns name a special person, place, animal or thing. Proper nouns begin with a capital letter. Days of the week, months of the year and holidays are proper nouns. Example: Person: Tom Smith Place: Abaco Animal: Max Thing: Pops cereal	Basic: Provide a simple picture for students to look at and discuss. Ask students to locate and name different common nouns in the picture. Intermediate: Display a colourful illustration depicting a place. Ask students to provide special names for the people, places and things they find in the picture. Advanced: Have students read sentences that contain common and proper nouns. Have them underline the common nouns and circle the proper nouns.	Provide students with a table labelled 'Common Nouns' and 'Proper Nouns' along with a word bank. Have students categorize words as common or proper nouns. Tuesday school girl Rice Krispies <table><tr><th>COMMON NOUNS</th><th>PROPER NOUNS</th></tr><tr><td>girl</td><td></td></tr><tr><td>school</td><td></td></tr><tr><td></td><td>Tuesday</td></tr><tr><td></td><td>Rice Krispies</td></tr></table>	COMMON NOUNS	PROPER NOUNS	girl		school			Tuesday		Rice Krispies	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 222 • <i>Houghton Mifflin English Level 2</i>, p. 13-95, 105
COMMON NOUNS	PROPER NOUNS												
girl													
school													
	Tuesday												
	Rice Krispies												

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

Content	Suggested Activities	Suggested Assessment	Resources
Singular nouns name one person, place, animal or thing. Plural nouns name two or more persons, places, animals or things. Some nouns add 's' to name more than one. Example: coat coats fan fans duck ducks	Basic: Present a picture worksheet with a collection of items. Have the singular and plural form of the nouns that name the pictures. Ask students to circle the correct form of the noun to match the pictures represented. Intermediate: Have students change six nouns to name more than one from a set of pictures provided by adding 's' to the nouns. Advanced: Have students write the correct form of each noun to match the picture represented.	Provide students with a simple passage. Have students rewrite sentences to represent the correct plural form of the specific nouns from the passage.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 223 • <i>Houghton Mifflin English Level 2</i>, p. 115-116

Objective 3.23: Identify compound words.

Content	Suggested Activities	Suggested Assessment	Resources
A compound word is made up of two smaller words. Each small word can stand alone and have a meaning. Examples: sand + box = sandbox sail +boat = sailboat	Basic: Have students play the game ‘Concentration.’ Have them match picture cards to create compound words and then say the words. Intermediate: Have students complete a compound word by writing the missing word. Advanced: Have students read a short story with compound words. Ask them to circle the compound words and then write the two words that form the compound words.	On word cards place part of a compound word such as grand, mother, father, can, not, cup, cake, foot, ball. Have students manipulate the cards to make compound words.	• <i>Teaching Phonics</i> by: Wiley Blevins

Objective 3.24: Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment	Resources
Masculine: words for males. Word List: boy, father, grandfather, uncle, brother, son, nephew, gentleman, husband Feminine: words for females. Word List: mother, grandmother, aunt, daughter, sister, niece, wife Neutral: words denoting people of neither sex. Word List: parent, sibling, cousin, grandparent, family, child, person, and people	Basic: Provide students with a picture of an extended family. Have the students identify the different members by pasting feminine words on the females and the masculine words on the males from the list of words provided. Intermediate: Have students create a family tree labeling the members of the family tree with feminine, masculine and neutral words. Advanced: Present a worksheet to students. Have students complete a table inserting the missing gender name using the clues provided.	Have students provide the answers to questions based on different roles in the family.	<i>Illustrated First Aid in English</i>, p. 10-13 by: Angus Maciver

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

Content	Suggested Activities	Suggested Assessment	Resources
Collective nouns name groups of objects, people or animals. Parts of a Collection of Food Items: bowl of rice piece of chocolate slice of pizza box of cereal cup of tea glass of water bottle of water bottle of milk slice of bread can of soda jar of jam batch of cakes pile/batch of cookies loaf of bread	Basic: Provide students with pictures and phrases. Have students match pictures with the correct phrases. Intermediate: Have students complete rebus sentences inserting the appropriate phrase. Advanced: Have students create 'My Favourite Food' book with pictures and sentences representing the appropriate phrases.	Write complete sentences about part or entire collection of pictures related to food.	<i>Illustrated First Aid in English</i> by: Angus Maciver p. 22-25

Objective 3.26: Form singular and plural possessive nouns.

Content	Suggested Activities	Suggested Assessment	Resources
A possessive noun shows ownership. Add an apostrophe (') and 's' to form the possessive of most singular nouns. Example: The <u>frog's</u> legs are long.	Basic: Ask students to conduct a class tour quietly. During the tour, have students identify three items belonging to their classmates. Have them say who the items belong to. Example: <i>Shanda's bag</i> <i>Bronson's tennis</i> <i>Bambi's books</i> <i>Timon's water bottle</i> Intermediate: Read a pair of words. Write the correct form of the noun to show possession. Example: Adam pants = Adam's pants Jen hair = Jen's hair Advanced: Present students with various pictures. Have students write sentences showing ownership based on the pictures shown.	Students will rewrite possessive nouns in sentences correctly.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 224-227 • <i>Checking Your Grammar and Getting it Right</i> by Marvin Terban p. 84 • <i>Houghton Mifflin English Level 2</i>, p. 113-114

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

Content	Suggested Activities	Suggested Assessment	Resources
Pronouns are words that are used to replace nouns. They include the following: he, she, it, we, they, them, I, you and me. He, she and it are pronouns that are often used. They represent one person, animal or thing. I and me are used to talk about ourselves. I is always capitalized when used as a pronoun. We and us are plural pronouns. They are used when referring to a group to which the writer or speaker belongs. They and them are plural pronouns that refer to others.	Basic: Have students play a matching game where they will link pictures of nouns to appropriate pronouns. Intermediate: Distribute pronoun word cards. Ask students to listen to the reading of short sentences. Read each sentence twice. During the second reading, leave out the noun by saying, “Blank”. Have students display the pronoun card that can be used to replace the noun that was deleted. Examples: • Shayla went home. • _____ went home. (She) Advanced: Have students read a short paragraph and then exchange underlined nouns for pronouns. Have them re-write the sentences.	Have students work individually to provide the correct pronouns to complete sentences.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 224-227 • <i>Checking Your Grammar and Getting it Right</i>, by: Marvin Terban p.41

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

Content	Suggested Activities	Suggested Assessment	Resources
A word that shows action is called a verb and is sometimes referred to as an action word or verb (e.g. run, kick, throw) Some verbs do not show action, but they help other verbs. They can be singular or plural. Singular Plural is are was were am Pronoun 'I': Use 'am' when the subject is 'I' in present tense. Pronouns 'he', 'she' and 'it': Use 'is' when the subject is a singular noun or pronoun in present tense. Use 'was' when the subject is a singular noun or pronoun in the past tense. Pronouns 'you', 'we', and 'they': Use 'are' when the subject is a plural noun or pronoun in the present tense. Use 'were' when the subject is a plural noun or pronoun in the past tense.	Basic: Have students pick an action word from a grab bag. Have them mime the word on the card. The student who guesses the action will perform the next action. Remind students that these words are examples of verbs. Intermediate: Have students find pictures of people performing different actions from old books, magazines, newspapers, etc. Have students cut out pictures, paste them on construction paper and label them with the action word. Pages can be bound together to make booklets. Advanced: Have students conjugate verbs as shown below. Verbs can be substituted with 'was' and 'were'. I am You are He, She, It is We are You are They are	Present students with several sentences with the verb missing. Have students select the correct verbs to fill in the blanks.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 228-229 • <i>Checking Your Grammar and Getting it Right</i>, by: Marvin Terban p. 53

Objective 3.30: Apply the correct tenses to verbs.

Content	Suggested Activities	Suggested Assessment	Resources
There are special ways to say or write verbs to tell when something happens. For actions that are happening now, the present tense is used. For actions that have already happened, the past tense is used. Present Tense: To show the present tense, -ing can be added to a verb to tell that something is happening now. Example: “She is playing in the park.” Past Tense: To show the past tense, -ed is added to tell that something has already happened. Example: “John worked on his car.”	Basic: Have students listen to a list of verbs. Ask students to stand if the verb is in the present tense and sit if it is not. Intermediate: Have students sing the nursery rhyme “Hey Diddle, Diddle”. Ask students to list all past tense verbs mentioned in the nursery rhyme. Advanced: Present students with a group of sentences on a worksheet. Have students choose the correct verb tense to complete each sentence.	Have students work individually to complete sentences using the correct verb tense.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 230-231 • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 55

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

Content	Suggested Activities	Suggested Assessment	Resources
A sentence has two parts: the naming part and the telling or action part. The subject of a sentence tells who or what the sentence is about. Example: <u>The man</u> has a big hat. The sentence is about the man. The predicate of a sentence tells about the subject. Example: The man <u>has a big hat</u>. It can also tell what the subject is doing or did. Example: The boy <u>ran all the way to school</u>.	Basic: Using familiar nursery rhymes, have students tell the naming parts and the telling parts of sentences. Intermediate: Have students read a sentence and draw a line to separate the naming and telling parts. Advanced: Using a magnet and a string, have students fish for the naming or telling parts of a sentence. When a part of a sentence is caught, a naming or telling part should be added by the student for completion.	Have students underline the complete subject in sentences.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 48-53 • <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 11-12

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

Content	Suggested Activities	Suggested Assessment	Resources
The simple subject is the main word in the subject. It tells who or what the sentence is about. e.g. The puppy ran after the boy. Who ran after the boy? The puppy did The simple predicate is the main word in the predicate. It tells what the subjects is or does. e.g. The puppy ran after the boy. What did the puppy do? It ran.	Basic: Place a few action words in a bag. Have students take turns coming to the front of the class to select a word from the bag. Have them perform that action. Record a sentence on the board that tells about the action. Ask students the cue questions to have them identify the simple subjects and simple predicate of the sentences. Intermediate: Using rebus sentences, have students identify the simple subjects and simple predicate of the sentences. Advanced: Distribute word cards that make a sentence. Have those students with word cards come to the front of the room to form the sentence. Once the sentence has been made correctly formed, the student holding the simple subject will sit and the simple predicate will dance. Discuss with the class whether or not they were correct.	Present students with a group of sentences (worksheets or white board). Have students circle the simple subject, then colour the circle green (or any other colour). Then have students draw a rectangle around the simple predicate, then colour the rectangle orange (or any other colour).	• <i>Checking Your Grammar and Getting it Right</i>, by: Marvin Terban p. 11-12

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

Content	Suggested Activities	Suggested Assessment	Resources
The naming part of a sentence can name one or more than one. If the noun is singular (representing one) an ‘s’ is added to the verb. Example: <u>John</u> works on his project. When using the pronouns ‘he’, ‘she’ and ‘it’, add an ‘s’ to the verb. Example: <u>He</u> kicks the ball. If the noun is plural, no ‘s’ is added to the verb. Example: <u>The girls</u> walk to school every day. When using the pronouns ‘we’, ‘you’ or ‘they’, no ‘s’ is added to the verb. Example: <u>We</u> walk to school every day.	Basic: Have students conjugate different action verbs. Intermediate: Read several sentences to the class or project sentences on a screen. Have students determine whether or not the subjects and verbs agree. Have them give reasons for their responses. Advanced: Using a worksheet, have students insert the correct verbs to complete sentences.	Have students provide the correct verbs to complete the subjects provided.	• <i>Checking Your Grammar and Getting it Right</i>, by: Marvin Terban p. 20-21

Objective 3.35: Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment	Resources
An adjective tells more about a noun. An adjective is used to describe a person, place, thing or animal. Adjectives answer the questions “What kind?”, “Which one?” and “How many?” Some adjectives describe colour. Some colour words are red, green, blue, yellow, orange. Some adjectives tell how many. Some words that tell how many are some, few, many, one, two, three, four, five, etc. Some adjectives describe size and shape. Some words that tell size & shape are big, small, long, short, round, square etc. Some adjectives tell how things taste, feel, sound and smell. Some sensory words are salty, sweet, soft, sticky, loud, spicy etc. <i>Cont'd on next page.</i>	Basic: Provide students with pictures of six objects. From a list of adjectives have students select the one that best describes each object presented. Intermediate: Display a banana. Ask a student to provide one adjective to describe the banana. Have the next student build on to the sentence by adding another adjective. Example: Student 1: “A banana is long.” Student 2: “A banana is long and yellow.” Student 3: “A banana is long, yellow and smooth.” Advanced: Organize for students to visit a local farm or to experience one virtually. Have students draw and colour pictures of at least five things they saw. Have students compose sentences to describe each item. Remind students to use different types of adjectives as they build their sentences.	Have students add adjectives to sentences in order to make them more interesting. Have students insert ‘a’ or ‘an’ before nouns correctly.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al p. 238-239

Content	Suggested Activities	Suggested Assessment	Resources
‘A’ and ‘an’ are known as articles. They come before nouns that name one. ‘A’ comes before a word that begins with a consonant. ‘An’ comes before a word that begins with a vowel.			

Objective 3.37: Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A preposition tells the position or direction of something. It can also show the relationship between words in a sentence. Some prepositions that tell position are at, by, to, for, up, in, on, of, over, up, under, after, behind and before. The fish jumped over the boat. He climbed up the hill.	Basic: Have students play a game of ‘Simon Says’. Use prepositions such as under, up, behind, down, etc. Intermediate: Show students selected pictures. Have students describe the location of items in the picture using prepositions. Example: The fish is in the water. Advanced: Present students with a picture. Have students write a sentence that tells the location of an object in the picture.	Have students highlight prepositions in given sentences.	• <i>Checking Your Grammar and Getting it Right</i> by: Marvin Terban p. 74

Objective 3.38: Use conjunctions to join words or phrases.

Content	Suggested Activities	Suggested Assessment	Resources
Conjunctions join words or groups of words. The conjunction ‘and’ adds information. Combining Naming Parts: In sentences with the same naming parts, use ‘and’ to join the telling parts to make one sentence. Example: <u>This game</u> is fun. <u>This game</u> is easy. <u>This game</u> is fun and easy. Combining Telling Parts: In sentences with the same telling part, use ‘and’ to join the two naming parts to make one sentence. Example: <u>Peter</u> is going to the beach. <u>Jan</u> is going to the beach. <u>Peter</u> and <u>Jan</u> are going to the beach.	Basic: Have students pass a ball around the classroom. When the teacher says ‘stop’, have the student with the ball select a word card from the bag. The word cards should have two similar words on it (e.g. desk, chair or hop, skip Have the student use a conjunction to join the words in a sentence. Intermediate: Provide students with pairs of sentences. Have students use ‘and’ to join naming parts/telling parts correctly. Advanced: Present students with related props. Have students use the props to compose sentences using and. Example: Prop: bread, jam Sentence: “She likes to eat bread and jam.”	Rewrite a presented passage combining sentences using ‘and’.	• <i>Houghton Mifflin English Level 2</i>, p. 171-172

Objective 3.42: Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
Synonyms are words which have the same or nearly the same meaning. Example: big/huge small/little good/awesome happy/glad pretty/gorgeous cry/sob	Basic: Play 'Synonym Marco Polo'. Students will call out their word, after which the student with the synonym will call out a synonym in response (e.g. cry - sob) Intermediate: Issue synonym word cards to students. Have students play the game 'A Hunting We Will Go'. When selected, students will search around the room to find the matching synonym for the words they are holding. Advanced: Have students read sentences and substitute a synonym for the underlined words.	Have students substitute underlined words in a paragraph with synonyms.	• <i>The Little Red Hen</i> • <i>Junka and Noo Vocabulary Development Programme 2003</i>, p. 75-77

Objective 3.43: Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
A word meaning the opposite of another word is known as an antonym. Example: in/out wet/dry big /little come/go open/close up/down empty/full hot/cold hard/soft sweet/sour slow/fast sad/mad	Basic: Have students match picture cards with their opposites. Intermediate: Draw an antonym for the word given. Example: sit =  stand Advanced: Present students with a short poem. Have them fill in the blanks with an antonym for the word in bold. Example: I have a big dog with a ____ nose. He likes to jump up and _____. I love my dog.	Have students replace words in sentences with their antonyms.	<i>Junka and Noo Vocabulary Development Programme Anthology of Songs and Poems</i> <i>Literacy Resource Handbook</i> by: Dr. Ruth Sumner and Mary Ann Lotmore

Objective 3.44: Differentiate among homophones, homonyms and homographs.

Content	Suggested Activities	Suggested Assessment	Resources
Homophones are words that sound the same but have different spellings and meanings. Example: see – sea sun – son to – two for – four one – won ate – eight hear – here	Basic: Have students match pictures to the correct spelling of the homophone. Example:  sun son Intermediate: Have the class create a ‘class story/poem’ using homophones. Example: Mr. Brown and his son went for a walk in the hot sun. He asked his son, “What do you see in the sea?” Advanced: Present students with sentences. Have them identify pairs of homophones.	Have students complete the pairs of homophones. Providing a picture/word, have students write the accompanying word or draw the picture to complete the homophone pair.	• <i>Write Source Grade 1</i>, by: Kemper, Reigel et al p. 284-285

Objective 3.44: Apply capitalization rules appropriately.

Content	Suggested Activities	Suggested Assessment	Resources
The first letter in every sentence is capitalized. Always write the pronoun ‘I’ as a capital letter when showing ownership. Example: “Bob, Dan and I went fishing.” Proper nouns that name a special person, place or thing are also capitalized. Example: Lickety Split James Rolle	Basic: Have students take out their rulers. Tell them that you have given them special powers to turn letters into capitals. Display various prompts that show incidences where words need to be capitalized. Students must then wave their “magic” wands and state which letter should be capitalized and why. You can also make up a short jingle that students could sing about capitalization rules as they wave their rulers. Intermediate: Give each pair of students a set of cards with sentences, titles, names, etc. Have them determine which ones have the correct capitalization and rewrite the ones that do not. Advanced: Have students complete a worksheet where they must capitalize certain words.	Students will read a nursery rhyme or short poem with no capitalizations. Have them under line each word that should be capitalized using three lines (used in editing).	• <i>Write Source Grade 1</i>, by: Kemper, Reigel et al p. 275-277

SCOPE OF WORK

COMPOSITION WRITING

Sub-Goal 2: Demonstrate competence in writing and speaking while skilfully applying grammatical and mechanical conventions.

Objective 3.48: Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment	Resources
There are certain steps to follow when writing a story: Prewriting – The writer thinks about what to write. The writer may draw a picture or make a list about the topic. Writing – Draw/Write your ideas. Revising – Try to find ways to make the piece better. Editing – Check for mistakes. Use proofreading marks for: - capitalizing a letter; - making a capital letter lowercase; - adding a period; - correcting a spelling error. Publishing – Share writing with others.	Basic: Present pictures to represent each step in the writing process. Have students match the word for each stage of the writing process with its picture. Intermediate: Have students rearrange pictures to follow the correct sequence in the writing process. Advanced: Have students take turns selecting a stage in the writing process and its matching picture. Have them describe what happens in that process.	Orally quiz students on what happens during each phase of the writing process.	<i>Write Source</i> Grade 1, by: Kemper, Reigel et al <i>Grammar and Writing</i> Scott Foresman, Grade 1 <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
When telling a story, make sure that it is interesting to those who will be hearing or reading it. A good story: 1. has great ideas; 2. has an interesting beginning and ending; 3. is easy to follow; 4. has specific details; 5. has the best words to describe what can be seen, heard, felt, tasted and smelled to help the readers to picture exactly what is happening; 6. has short and long sentences; 7. follows the writing rules; 8. looks neat and attractive; 9. includes pictures.	Basic: Have students associate the qualities of good writing with specific gestures. Incorporate the gestures into a game to help students remember the qualities. Intermediate: Have students recite the nursery rhyme “Old Mother Hubbard.” Have them discuss the things that they like about the nursery rhyme. Connect responses to the qualities of a good writing piece. Advanced: Have students listen to various pieces of writing. Have them decide if they reflect the qualities of good writing or not.	Have students orally identify two qualities of a good piece of writing. Have them explain why it is important.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culhan

Objective 3.50: Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment	Resources
There are four reasons why authors write: 1. Writing to tell a story - A story can tell about what happened to you or someone else. 2. Writing to describe – The senses are used to tell how something looks, feels, tastes, sounds or smells. 3. Writing to explain – The writer gives information or gives directions. 4. Writing to say how you feel or what you think about a particular topic.	Basic: Teach students a jingle about the different types of writing that they can easily remember. Intermediate: Have students match a type of writing with what it does. Provide an example for each. Advanced: Have students take turns fishing a type of writing out of a bowl. Let them explain the type of writing and give an example of the type.	Have students answer oral questions related to the four types of writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1

Objective 3.51: Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment	Resources
Before beginning to write, it is important to stop and get your ideas ready for writing. There are several ways to do this. • Look at or draw pictures about the topic. • Ask questions like “Who?”, “What?”, “Where?” and “When?” to help you write about your ideas • Think about what you already know about the topic and make a list. • Talk to someone about the topic. • Pick the best ideas about which to write.	Basic: Have students draw pictures of things that they like to do. Have them choose one of the activities and dictate or write a sentence about something that is happening in the picture. Intermediate: Have students make clay models or draw pictures of members of their family. Have them choose a family member about which to write. Have them ask the 5W questions to help them write about the person. Advanced: Have students make a list of things that they do before they go to bed. Have them select one about which to write. Have them ask the 5W questions to help write more about the activity.	Provide students with a topic. Have them provide ideas on how it can be narrowed.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

Objective 3.52: Sequence ideas appropriately using transitional words.

Content	Suggested Activities	Suggested Assessment	Resources
When telling a story, tell what happened in the correct order. Put ideas in order by telling what happened in the beginning, in the middle and at the end. Use words like ‘first’, ‘next’, ‘then’ and ‘last’ to help you. When talking about a particular time, use words like ‘morning’, ‘afternoon’, ‘evening’, ‘yesterday’, ‘today’, ‘last night’, etc. This will help the readers understand when events are taking place.	Basic: Have three students come to the front of the class. Use “order” words to have them stand in a particular formation. Have the class use order words to explain where a particular student is standing. Intermediate: Make a pitcher of lemonade with the assistance of students. Take a picture that corresponds with each step in the process. Using the LCD projector and power point, display the pictures. With the class, use time order words to write what happened under each picture. Put the completed slides together to make a class book to which students can refer. Advanced: Have students use time order words to write what steps they take to get ready in the morning.	Have students share three things that they did at school for the day in the correct order using transitional words.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
When writing about a particular topic, include a sentence that tells about what you are writing. Make sure that all the sentences are about that topic.	Basic: Display pictures of furniture, animals and fruits. Have students put the pictures that are alike together. Ask them to think of a title for each of the three groups. Explain that, when we write, the sentences should all be about the topic. Below is an example from the animal group: <i>There are many wild animals in the forest. The monkeys play in the trees. The snakes hide in the grass. The birds fly high in the sky. The animals have fun in the forest.</i> Intermediate: Have students spot the sentence that does not belong. Example: Read a paragraph about a dog. Include one sentence about a fish. Ask them to find the sentence that does not belong and explain why it should be taken out. Advanced: Have students listen to a popular nursery rhyme. Have them identify what it is about and some of the details from it.	Place a sentence strip (on which a main idea sentence is written on the board. Give students sentence strips that have some supporting details that pertain to that main idea sentence and some that do not. Have students select the ones that are related to the main idea and place them under the main idea. Discuss their responses.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
When writing, how the story or piece begins is very important. The writer should try to grab the attention of the person who is reading the piece right away. This can be done in several ways. • Begin with a question. Do you have a dog as a pet? • Start with lots of action. Max the dog gave a loud bark and ran quickly to the door. • Use sound words. “Bow-wow,” said the cute, fluffy puppy in the little basket. • Use a word that expresses strong feelings or emotions such as: <i>Ouch!</i> <i>Oops!</i> <i>Hooray!</i>	Basic: Have students listen to stories being read that have sound words, like “Jack & the Beanstalk” and “The Three Billy Goats Gruff”. Have them identify the sound words in the story. Ask them to use some of the sound words in their stories. Intermediate: Present students with a topic from one of the social science subjects. Ask them to share what they know about that topic. Have them begin a writing piece on the topic by asking a “What” or a “Why” question. Have them answer it in their writing. Advanced: Have students write about a very good or very bad day. Ask them to begin it with lots of action.	Provide students with a topic on which to write. Have them compose an interesting introduction. Use a simple rubric to evaluate their responses.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
When writing, it is important to bring the pieces to an end. There are several ways to do this. • Solve the problem. • Give the lesson that was learned. • Say what you think about what happened in the piece.	Basic: Provide students with the problem and endings to three very famous fairy tales. Have them match the problem and ending. Discuss how important it is to solve the problems in the stories that are written. Intermediate: Present students with very short stories. Have them identify the endings. Discuss how the author ended the pieces. Have them choose one of the ways to end their stories. Advanced: Have students write about a problem that occurs at school such as garbage on the ground. Have them conclude with a way to solve the problem.	Share a story with students but do not give them the ending. Have students create their own ending to the story. Give them feedback on their responses.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
When writing, it is important to sound interested in what is being written. Stories should be written as if they are being told to a friend. Be funny if it suits what is being said. If there is something sad being said, use words that would make the reader feel sad. Be as detailed as possible. Be sure to use the senses in describing people, places and things. Be clear when writing. Give good explanations when sharing the steps to complete something. Give strong reasons to support any opinions you are sharing. Keep it serious so that the reader pays attention to what is being said.	Basic: Have students pay attention to the music in a Walt Disney fairytale when there is happiness, sadness, fear or anger. Discuss how the music changes to suit the mood. Relate this to the moods when writing. Intermediate: Record students telling about times when they were happy, sad or angry or use suitable videos. Discuss their voices, gestures, posture as the stories were being relayed so that students can relate them to the message. Advanced: Provide students with pictures of emoticons such as happy, sad, angry and scared. Read short passages to students that reflect these emotions. Have them raise the correct emoticon that reflects that mood. Have them discuss why they chose particular emoticons.	Have students write about a particular topic. Use a rubric to assess their use of voice.	• <i>Write Source Grade 1</i>, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

Objective 3.57: Write from different points of view.

Content	Suggested Activities	Suggested Assessment	Resources
Many people can tell the same story about an experience, but it will be different for each of them because they all looked at what happened in different ways. Use words like ‘I’, ‘me’, ‘my’ and ‘we’ to tell a story about yourself.	Basic: Have two students take turns looking at a picture through the long tube of a hand towel roll (one really close up and the other a little further away). Ask the students to share what they think the picture is about. Show them the picture and discuss the differences in what they saw and the fact that they both had different views based on what they had seen. Relate this to writing. Intermediate: Read the story of the “Three Little Pigs” from the pigs’ perspectives and then from the wolf’s perspective. Have students discuss the differences. Advanced: Have students watch a video of a dog playing with its owner. Stop the video and ask students what they think the dog is thinking at certain points. How is the dog feeling? Use this to write a story with them from the perspective of the dog.	Have students write about an event they experienced with their mothers. Then, have them write the same story as if their mothers were telling the story. Use a rubric to evaluate their writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
Poems are a fun way of expressing our ideas and thoughts. They can come in many different forms. Rhyming Poems: In rhyming poems, the words at the end of line pairs rhyme. There should be about the same number of words in the line pairs that rhyme so that the flow of the poem is consistent. ABC Poem: An ABC poem lists words in alphabetical order to create a poem. The poem can use all 26 letters of the alphabet, or it can use just a part of the alphabet, but it is important that the words appear in alphabetical order. No letter can be skipped in the sequence. List Poems: List poems are written as lists. There may simply be a list of words, or there may be a common phrase in each line. All the lines must refer to the person or thing that the poem is about.	Basic: Have students listen to nursery rhymes and select the words that rhyme. Have students create a list of other words that rhyme with these words. Have them use these words to create poems of their own. Intermediate: Ask students to write a list poem about school. Advanced: Have students write ABC poems about a particular social science topic.	Have students write a poem on a particular topic. Assess their writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
Writing stories is a way of telling about something that happened. Stories should have a beginning, middle and an end. Stories should tell about animals or people that are included in the events. These are called story characters. What did they say? How did they look? Where did they go? Stories should also give an idea of where the events are happening. At the beach? In a park? In the mall? This is called the setting or the place where the stories are taking place. Stories should give a problem and explain how the problem is solved.	Basic: Read a short story to students. Have them identify the characters in the story, the place where the story takes place and the problem that needed to be solved. Intermediate: Have students tell a story about something exciting that happened to them. Have them state who was there, where it happened and what the events were that happened. Relate this to what should happen when writing a story. Advanced: Have students use a story outline to tell what happened first, next and last. Have them use this to write their stories. They should include details about the characters and setting.	Have students write a story that includes character, setting and plot. Use a rubric to assess their writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
In descriptive writing, it is important to describe people, animals, places, items, etc. in such detail that readers can picture them in their minds as they read. Using the senses to help build descriptions is key. Include what you can see, feel, taste, smell or hear. Comparing one thing to another is another way of helping with descriptions. Example: “The man was tall and skinny like a flagpole.”	Basic: Have students create a “Favourites Book”. On the cover, have them draw a picture of their favourite food and identify it on the cover. On each page, have them write sensory words related to how it looks, sounds, feels, smells and tastes. Intermediate: Have students compare food to other things. Example: • The bread was as soft as a pillow. • The candy was as hard as a rock. • The Kool-Aid was as sweet as cotton candy. Advanced: Have students write sentences that include descriptions of their favourite foods. Please note that the activities above can be used as separate activities, or all can be used to help write the book referred to in Activity one.	Provide students with a prompt. Have them write sentences that include descriptive words related to that prompt.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

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

Content	Suggested Activities	Suggested Assessment	Resources
In addition to writing stories and describing events or people, there is a type of writing that just gives directions or provides information. We call this type of writing, expository writing. Examples of expository writing are: • Classroom Rules • Textbooks • Instructions • Recipes • Flyers • Invitations • Reports When providing information, begin with a sentence that tells about what you will be writing. Then, give the details. End with a sentence that tells about what you have just written in another way.	Basic: Read examples of expository writing to students. Discuss their purpose. Have students identify examples of expository writing in their environment. Intermediate: Have students write about themselves (autobiography). Advanced: Have students tell how to do some chores at home such as washing the dishes, sweeping the floor or bathing a pet.	Provide students with an expository prompt. Have them write sentences about that prompt. Use a rubric to assess their responses.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

Objective 3.63: Compose an invitation to an event.

Content	Suggested Activities	Suggested Assessment	Resources
Invitations are used to invite someone to attend a particular event such as a birthday party, graduation, etc. When composing an invitation, include the following: • Name of the event • Date • Time • Location/Place	Basic: Have students look at an invitation that is missing some key information. Have them discuss what is missing. Intermediate: Have students colour an invitation to a birthday party. Leave one or two areas blank for students to complete the information. Advanced: Provide students with a template for a simple birthday invitation. Have them complete the relevant information.	Have students use a template to complete an invitation. Use a rubric to assess their writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

Objective 3.65: Write an essay utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment	Resources
An opinion tells how a person thinks or feels about a particular thing. Sometimes, writers want to convince others to believe the same thing that they do. When writing to persuade, writers should state how they feel and then provide at least two reasons why they feel that way. They should end by saying once again how they feel about that particular thing.	Basic: Have students share the reasons they have given their parents to take them to a particular place like the movies or the carnival. Connect this to persuasive writing. Intermediate: Revisit the story of “Little Red Riding Hood”. Discuss how the wolf tried to convince Little Red Riding Hood that he was her grandmother. Apply this to students’ writing. Advanced: Have students select a favourite cereal. Have them write to persuade their parents/guardians to purchase the cereal. They should include at least two reasons in their writing.	Assign a persuasive topic to students. Use a rubric to assess their writing.	• <i>Write Source</i> Grade 1, by: Kemper, Reigel et al • <i>Grammar and Writing</i> Scott Foresman, Grade 1 • <i>6 + 1 Traits of Writing</i> by: Ruth Culham

APPENDICES

Language Arts Instructional Periods

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

The Reading Block

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

Useful Information about the Teaching of Reading

THE READING LEVELS

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

Basal Readers

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

Examples of Basal Readers are:

- Harcourt Trophies
- Story Town
- Journey's
- Scott Foresman
- Reading Street

The Language Experience Approach

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

TYPES OF READING

Guided Reading:

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

Oral Reading:

Suggested Checklist for Oral Reading

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

Sample Checklist

1. Determines the mood or tone of the selection (humour, sadness, excitement, suspense, etc.)
2. Reads in thought phrases or units.
3. Observes punctuation marks.
4. Reads smoothly without jerkiness or hesitation.
5. Uses appropriate volume.
6. Enunciates clearly and distinctly
7. Uses a suitable pitch and voice quality.
8. Is free from strain, tension or nervous habits.
9. Reads at an appropriate rate so the listeners can understand.
10. Does not omit, substitute, repeat, or insert words.
11. Holds the book properly.
12. Keeps place when reading without difficulty.

SILENT READING

Functional Reading:

As students progress in their abilities to decode printed symbols, their readings in relation to the content subjects and daily living experiences become increasingly important. The pupil encounters basic texts and supplementary texts in social studies, science and arithmetic, as well as many others. The more highly specialized the subject matter becomes, the more demand for reading skill mastery.

Recreational Reading:

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

(Adapted from Draft Curriculum Guide for Reading in the Primary School 1980)

Important Phonics Rules

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

Adapted from Language Arts by Gail Tompkins

Silent Consonants

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

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

Vowel Generalizations

The following are some of the most common vowel generalizations.

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

Common Consonant Blends and Digraphs

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

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

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

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

Common Rimes or Word Families

(Literacy Resource Handbook)

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

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

Commonly Mispronounced Words

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

(Draft Curriculum Guide for Reading in the Primary Schools 1980)

Grade 1 Word List

a	bar	cake	dot	Fox Hill	happy
about	Bay Street	call	down	Friday	has
Adam	be	came	drink	friend	have
after	bed	can	ear	from	head
all	been	car	eat	fry	head
am	before	care	eight	fun	help
an	big	cat	end	funny	hen
and	bike	cell	Eve	game	her
Andros	bird	clap	fall	germ	here
any	black	clean	fan	get	high
apple	block	clear	fast	gift	him
are	blue	colour	father	girl	his
as	book	come	feet	give	hold
at	boy	cry	fern	go	home
away	bread	cut	five	God	house
baby	brother	daddy	flat	good	how
bad	brown	day	food	got	I
bake	bus	did	foot	green	if
ball	but	do	for	had	in
band	by	dog	four	hand	into

is	man	old	read	stem	took
it	many	on	red	stop	touch
Jesus	Mary	one	rest	sun	toy
jig	mat	open	ride	Sunday	tree
joy	me	or	rot	sunny	trust
jump	men	other	run	take	tune
just	Mike	our	said	Ted	turn
key	Monday	out	school	ten	two
kind	morning	page	see	thank	up
know	mother	pen	sent	that	us
lamp	much	pet	seven	the	use
like	music	pig	she	their	very
line	my	play	sign	them	wait
little	name	played	sit	there	wall
long	nest	pot	six	they	want
Long Island	new	pull	skin	think	was
look	night	puppy	slow	third	wash
love	nine	put	so	this	we
low	no	rain	solo	three	went
made	not	rake	some	tied	were
make	nut	ran	song	to	wet
mall	of	rat	stand	too	what

wig
will

wish
with

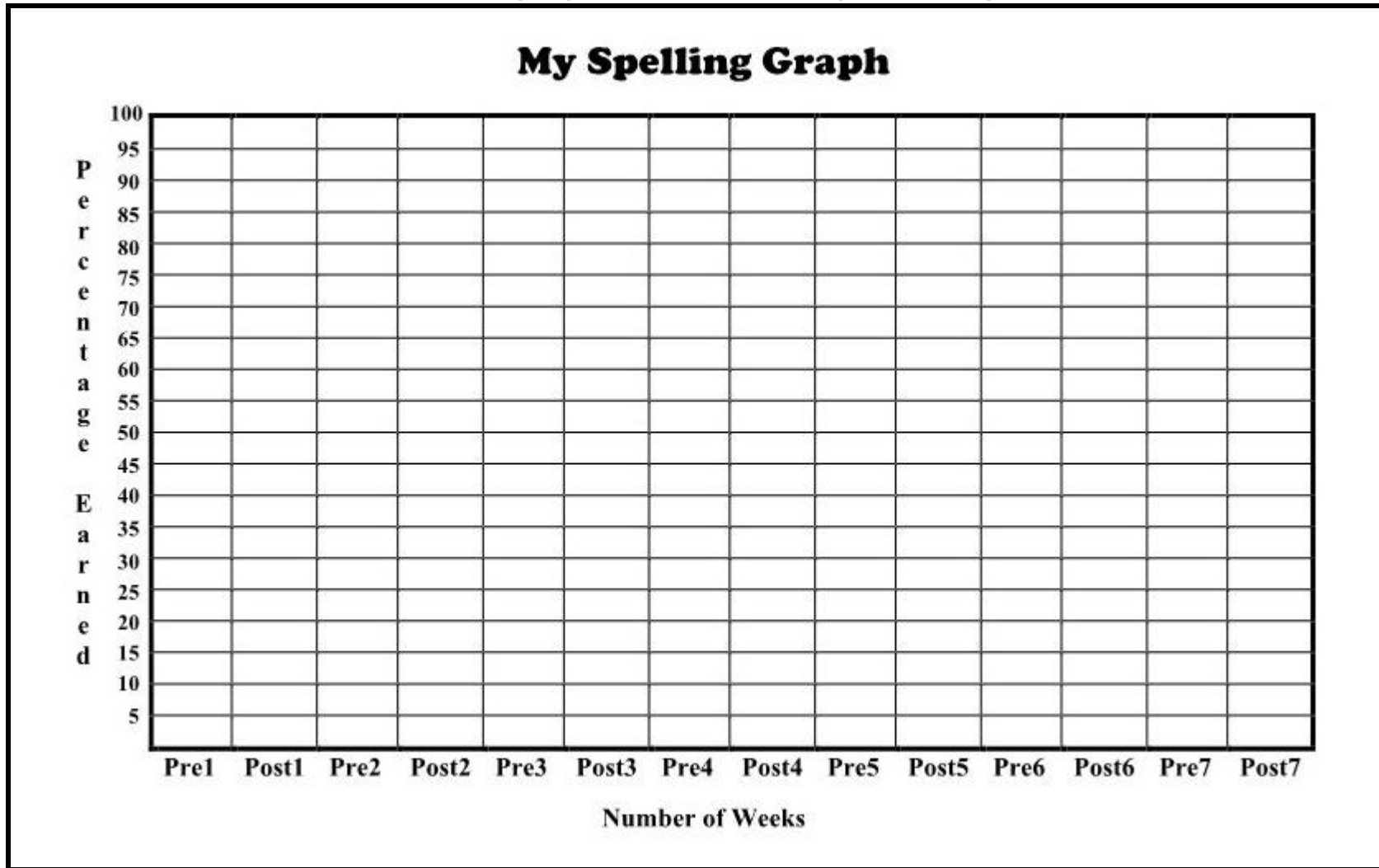
wood
work

would
yellow

yes
you

your

Self-Tracking System for Weekly Spelling Words



WORD MAP
Grades 1 and 2

What is it?

What is it like?

Word:

Draw a picture using the word.

My very own sentence

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

ad – add
air - ear
ant – aunt
be- bee
beat –beet
beer – bear
bean – been
blue – blew
bye – by – buy
cent – sent
chews- choose
eight –ate
eye- I

four – for
hear – here
him – hymn
hour - our
in – inn
know - no
knows - nose
mail - male
made – maid
meat - meet
plain - plane
right - write
road - rode

sail - sale
sea - see
son - sun
steal - steel
storey – story
Tow -toe
tail - tale
their - there
to - two
wear - where
wood - would

List of Homonyms

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

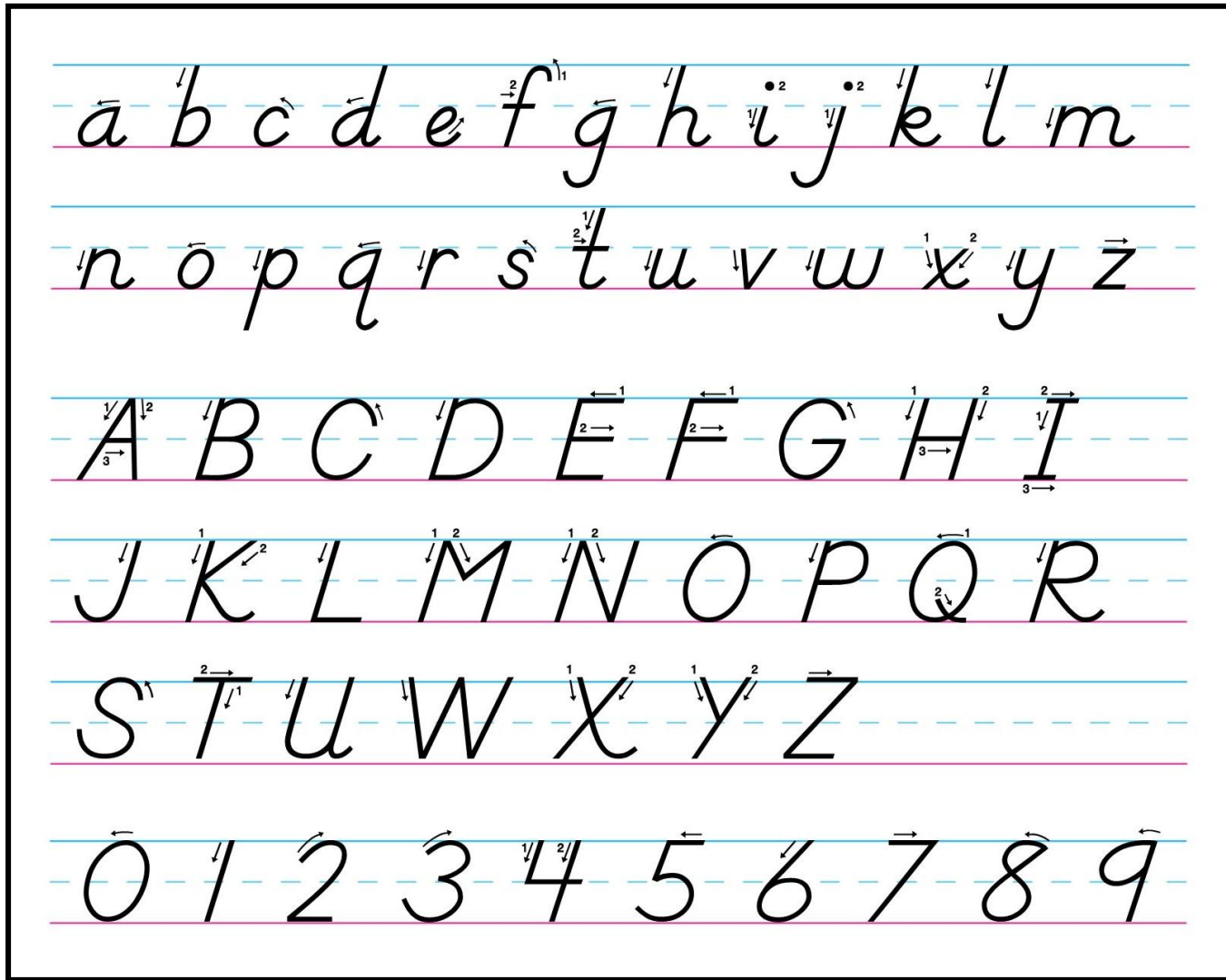
List of Common Compound Words

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

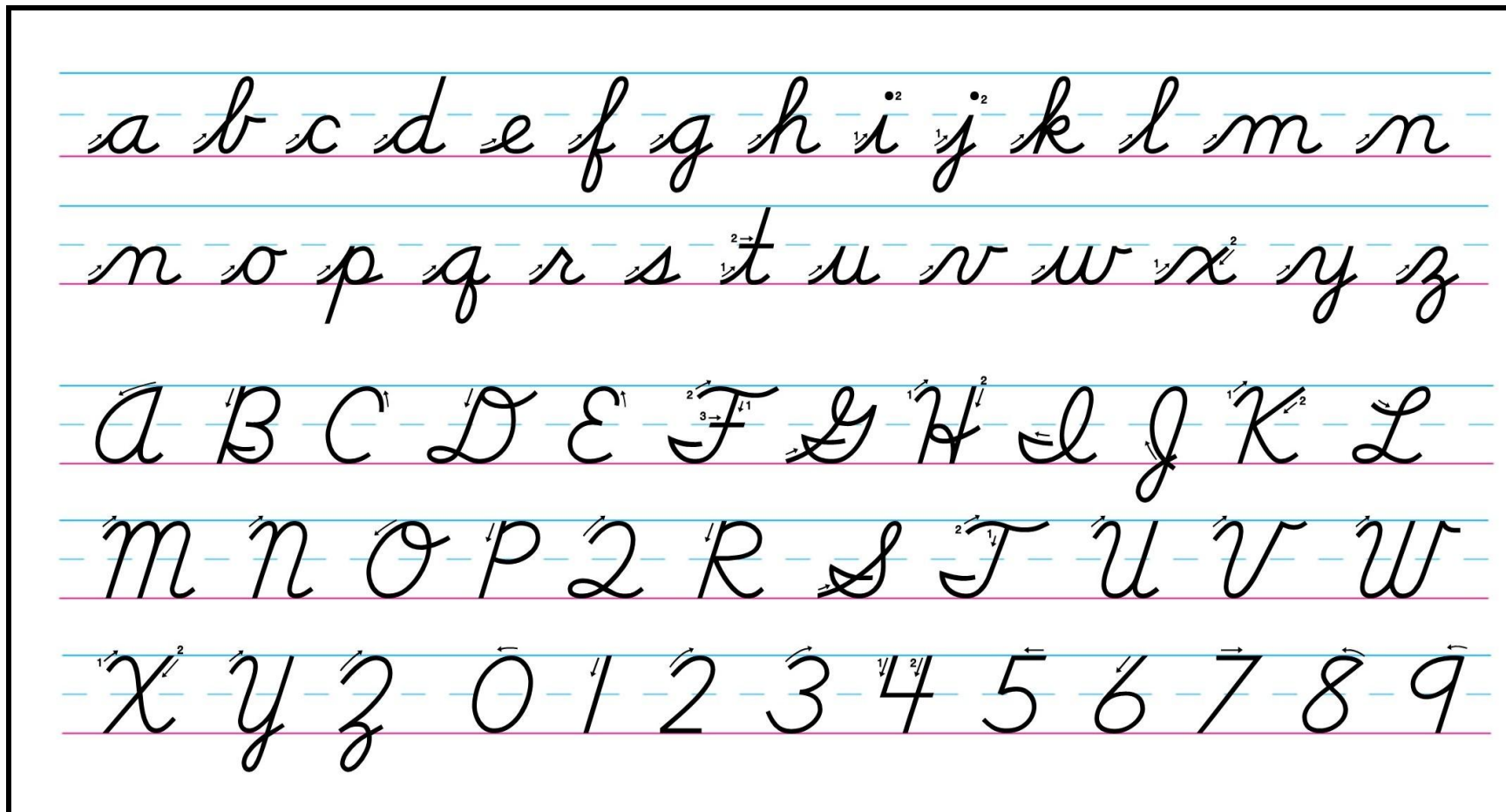
List of Contractions

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

D'Nealian Manuscript Handwriting Pattern



D'Nealian Cursive Handwriting Pattern



Writing Instruction

Daily Written Composition

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

Instructional Strategy: 10 Day Writing Plan

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

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

The **W.A.V.E** is an acronym that is used to indicate what should be included a good piece of writing. The letters refer to:

Wonderful Introduction
Add a Topic Sentence
Very Specific Detail
Exciting Ending

SAMPLE PLAN - GRADE 3: WEEK 8

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

TOPIC: A DAY IN THE LIFE OF A CRAB

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

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

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

TOPIC: A DAY IN THE LIFE OF A CRAB continued

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
A) Revising/Peer Review https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F538109855454980400%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAD	A) Extending the Focus Skill and Vocabulary Based on observations, the teacher will provide support for given areas. - Focus on varied approaches to the Writing skill - Organization: ways to organize writing - Incorporate additional components of the writing skill. Ensure that quotations are written correctly, placed in the appropriate positions, capitalizations are correct, commas are correctly placed and used. - Why learn about proofreading? REAL WORLD CONNECTION: As an author you must re-read your writing for readers to understand the message being conveyed.	A) Editing the Piece of Writing	A) Presenting / Publishing Create an illustrated mini book. Assess published piece of writing using rubric. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ	A) Impromptu Writing POST TEST: Have students write a composition that includes dialogue. “A Day in the Life of a Crab”. Students will have the opportunity to rewrite their piece without guidance by the teacher. The purpose of rewriting the piece is to monitor students’ progress and ability to apply the skills independently. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ

Useful Websites and Links

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

Writing Rubrics:

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

[RU NAR GK.pdf \(parkhill.k12.mo.us\)](#)

[GK M1 TG.indb \(eleducation.org\)](#)

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

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

[Stevepeha@ttms.org](#)

Reading:

[systematic sight word instruction.pdf \(weebly.com\)](#)

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

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

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

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

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

[ReadWorks](#)

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

Comprehension Strategies:

(Comprehension Strategies) <https://theministryofeducation->

[my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3uqgdutRDlx8rWPYrid0B0zqbbstaT0kWxiS4iyWh6w?e=njz8yx](https://theministryofeducation-my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3uqgdutRDlx8rWPYrid0B0zqbbstaT0kWxiS4iyWh6w?e=njz8yx)

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

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

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

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

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

(Story Recording) <https://theministryofeducation->

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

Spelling:

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

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

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

Handwriting:

https://www.youtube.com/watch?v=1gnx_vwx3jA

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

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

[Interactive Handwriting Practice Lessons \(Numbers & Letters\) \(gynzy.com\)](https://www.gynzy.com/)

https://www.ncmcs.org/UserFiles/Servers/Server_19566293/File/Academics/English Language Arts/Handwriting Guides/3-5 Handwriting Manual-Moore County.pdf

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

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

Grammar:

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

[Grammar Lesson Plans from Gynzy](#)

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

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

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

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

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

General Accommodations and Modifications for Students with Academic Difficulties

The purpose of implementing accommodations is to ensure equal access to the full school experience for students with learning disabilities or difficulties. Accommodations are usually created for individual students after formal or informal assessments have been completed.

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
Use larger print.	Utilize flexible scheduling.	Calculator
Place fewer Items per page.	Employ time managing tools like a timer.	Speech-to-text Software
Use visual prompts or cues (for example an arrow pointing on a page).	Provide opportunities for retelling as soon as possible after a lesson.	Text-to-speech
Highlight texts	Have students put new learning into their own words as soon as possible after class discussions.	Electronic dictionary
Provide alternative answer sheets.	Utilize graph paper to organize math problems.	Spell checker
Present information (facts and definitions) in songs or poem.	Encourage visualization.	Grammar checker
Provide opportunities for individual or small group work.	Provide photo copied notes.	Live scribe pen
Reduce visual and/or auditory distractions. It may be necessary to separate desks or change location within the classroom.	Modify assignments as necessary.	Response choices emphasized

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
• Provide a distraction-free setting.	• Have read alouds.	• Typed responses (keyboard)
• Utilize alternative furniture arrangement.	• Use peer tutoring.	• Highlighters to mark text
• Take advantage of colour coding. Match subjects with specific colours. Use colours to categorize information within notes.		• Modified Grading
• Provide extended time as needed.		• Planners for tracking assignments
• Give preferential seating to those students with specific needs.		• Shorter tests

Provided by Zhen Rolle, Marjorie Davis Institute

Websites for Information and Resources Related to Accommodations and Modifications

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

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