



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

**LANGUAGE ARTS
CURRICULUM GUIDELINES**

GRADE 5

2022-2027

TABLE OF CONTENTS

	Page
Preface -----	4
Acknowledgements -----	5-6
Vision and Mission -----	7
Belief Statements -----	8
Profile of the Ideal Graduate -----	9
Rationale -----	10
Definition of Terms -----	11
Overarching Goal and Sub-Goals -----	12
Standards and Benchmarks -----	13-23
Teaching from the Language Arts Curriculum -----	24-26
Scope and Sequence -----	27-42
Summary of Language Arts Topics -----	43-49
Scope of Work -----	50-261
Listening and Speaking-----	51-68
Phonics/Spelling/Word Building-----	69-107
Fluency-----	108-111
Comprehension/Literature-----	112-159
Handwriting-----	160-172
Grammar and Usage-----	173-224
Written Composition-----	225-258
Appendices	259
Language Arts Instructional Periods-----	260
Oral Presentation Rubric-----	261-262

Useful Information about the Teaching of Reading-----	263-267
Sample Reading Enrichment Day Menu-----	268
Daily Routine for Vocabulary Instruction-----	269
Vocabulary Graphic Organizer-----	270
Commonly Used Affixes-----	271-272
List of Silent Consonants-----	273
Commonly Mispronounced Words-----	274
Grade Four Word List-----	275-278
My Spelling Graph-----	279
Sample of Spelling Scrabble Game-----	280
Learning to Spell a Word Routine-----	281
List of Homophones-----	282
List of Homonyms-----	283
List of Commonly Used Compound Words-----	284
List of Contractions-----	285
Writing Enrichment Day Menu-----	286
Sample of a Writing Prompt Learning Menu-----	287
D’Nealian Cursive Handwriting Pattern-----	288
Handwriting Assessment Rubric-----	289-290
Useful Websites, Webpages, and Links-----	291-292
General Accommodations and Modifications for Students with Academic Difficulties-----	293-294
Websites for Information and Resources Related to Accommodations and Modifications-----	295
Bibliography-----	296-303

PREFACE

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

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

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

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

ACKNOWLEDGEMENTS

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

Department of Education

Vanria L. Jack, Actg. Assistant Director of Education

Gwendelene Conliffe, Education Officer

Yienderia Martin, Education Officer

Ingrid Johnson, Education Officer

Original Core Team Members

Dr. Sharmane C. Miller, Team Leader

Janatha Johnson

Latia Johnson

Marjorie Pennerman

Mary J. Roberts

Yolanda Rolle

Victoria Russell

Tossie Strachan

Additional Writers

Dr. Andrea Adderley
Desirene Adderley
Mikalla Adderley-Deal
Lucile L. Bowleg
Anne Renee Burrows
Latoya Smith-Burrows
Shaleathia Burrows
Paula Ceres
Keidra Cooper-Pinder
Chantell R. Cox
Nikera Culmer
Joyce Darville
Patricia B.L. Dean
Karan Duncombe
Theodora Fernander

Le-Ann Forbes
Veronica Henderson
Dien Hinsey
Zelma Horton
Abigail V. Johnson
Dijon Theresa Johnson
Jamila Jones
Leahnora M. Knowles
Selma Knowles
Robertha Lindsay
Johnette Lockhart
Stephen McQueen
Violet P. Major
Dedrie Martin
Janica McCardy

Delicia N. Morris
Rosemary Moss
Edie Nairn
Diannia Neat
Clarinda Ramsey
Kendra Robinson-Spencer
Shashauna Russell
Shannalee Sands
Glendena Sawyer-Mills
Anistacia Seymour-Dawkins
Eldiqua Thompson
Audra Tynes
Kendia Ferguson-Simmons

Other Contributors:

SEO Daphne Barr, Department of Education
SEO Felamease Sawyer, Department of Education
Actg. DS Althea Gibson, Department of Education
Dellarese Adderley, Department of Education

SEO Pamela Moultrie, Examinations and Assessment
Dr. Ruth Sumner, University of The Bahamas
Dr. Norissa Newton, University of The Bahamas
Zhen Rolle, Marjorie Davis Institute

MINISTRY OF EDUCATION

VISION

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

MISSION STATEMENT

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

BELIEF STATEMENTS

We believe that:

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

PROFILE OF THE IDEAL GRADUATE

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

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

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

RATIONALE

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

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

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

DEFINITION OF TERMS

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

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

OVERARCHING GOAL

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

SUB-GOALS

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

ORACY STANDARDS AND BENCHMARKS

Sub-Goal 1: Oracy (Listening and Speaking)

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

Benchmarks for Grade 5

- O.5.1. Demonstrate behaviours of a good listener.
- O.5.2. Listen to a variety of literary genres for enjoyment.
- O.5.3. Summarize the main idea and important details of the information orally presented in the literature.
- O.5.4. Provide well-sequenced narratives, logical explanations, and descriptions with adequate details for different audiences and tasks (*speeches, reports, etc.*).
- O.5.5. Use figurative language to enhance oral communication.
- O.5.6. Use acceptable vocabulary and culturally sensitive language to express ideas, experiences, opinions, emotions, and needs during oral communication (*interviews, impromptu speeches, etc.*).
- O.5.7. Ask questions to gather information, clarify meaning and seek further explanations during collaborations.
- O.5.8. Interpret and respond appropriately to the questions of others.
- O.5.9. Engage in dialogue using the accepted rules of communication with little or no corrections needed.
- O.5.10. Engage in communicative tasks requiring collaboration (*discussions, etc.*) by taking a position, providing reasons, staying on topic, responding to the contributions of others, and asking questions.
- O.5.11. Show empathy and respect when presenting a different viewpoint during collaborative tasks.

- O.5.12. Use speech that has few articulation errors with volume and pace that suit the communicative task and audience.
- O.5.13. Adjust the use of formal and informal language to enhance communication, suit the audience and purpose.
- O.5.14. Select suitable nonverbal cues (*gestures, body language, tone of voice, etc.*) to enhance communication for different audiences and communicative tasks.
- O.5.15. Examine the nonverbal cues of a speaker to make inferences about the topic being represented.
- O.5.16. Give clear, well-sequenced, detailed multi-step directions and instructions using nonverbal and verbal cues.
- O.5.17. Interpret nonverbal and verbal language to follow multi-step directions and instructions with some precision.
- O.5.18. Apply the conventions of Standard English when speaking.
- O.5.19. Prepare and deliver a focused, well-organized oral presentation for different purposes and audiences.
- O.5.20. Incorporate simple illustrations to enhance the delivery of the main points of a topic
- O.5.21. Provide supporting details to elaborate on a topic or information being presented.
- O.5.22. Identify the types of supporting details a speaker gives to support the main points of the presented topic.
- O.5.23. Paraphrase information presented by a speaker to confirm understanding of what was said.
- O.5.24. Interact with others using proper digital etiquette on various technological platforms with little or no support.

READING STANDARDS AND BENCHMARKS

Sub-Goal 2: Reading

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

Benchmarks for Grade 5

Phonics/Spelling/Word Building

- R.5.1 Identify and spell with automaticity high-frequency irregularly spelt, and academic words at grade level.
- R.5.2 Use knowledge of letter combinations and their sounds to decode and spell unfamiliar words with increasing precision.
- R.5.3 Apply knowledge of base words and affixes to decode unfamiliar words and deduce their meanings in context with increasing skill.
- R.5.4 Add inflectional endings to words (with or without spelling changes) to show tense, amount, quality, or possession in context with increasing accuracy.
- R.5.5 Use a variety of syllabication strategies (patterns and types) to aid their decoding, pronouncing, and spelling of multisyllabic words at grade level.
- R.5.6 Spell and use different types of abbreviations in context with correct punctuation and capitalization (*contractions, shortening, acronyms, and initials*).
- R.5.7 Apply alphabetising skills independently to the fifth letter to use reference sources (*dictionary and thesaurus*) to correct spelling, confirm pronunciations, improve word choice, and acquire meanings.

- R.5.8 Use word origins (Greek and Latin) to determine the spelling and meaning of words, with some guidance.
- R.5.9 Differentiate between the pronunciations and spelling of common British and American words in context, with some support.

Fluency

- R.5.10 Use visual clues (*punctuation marks, italics etc.*) to read aloud texts with appropriate phrasing and intonation.
- R.5.11 Read aloud from a variety of grade-level texts with appropriate pacing and accuracy.
- R.5.12 Read at a fluency rate of 110-140 words per minute.
- R.5.13 Recognize and correct errors during oral reading (*such as re-reading, etc.*), with some prompting.

Comprehension/Literature

- R.5.14 Read various forms of grade-appropriate texts for different purposes (*to research a topic, etc.*).
- R.5.15 Gain a greater appreciation of self, literature, and cultures (local and international) from reading various genres.
- R.5.16 Interpret and respond appropriately to questions about information read.
- R.5.17 Identify the structure of a non-fiction text, with increasing accuracy.
- R.5.18 Identify and explain the functions of different text features.
- R.5.19 Use knowledge of different genres, text features, and text structures to assist in understanding grade-appropriate texts with some support (*fiction, informational texts, plays, poems, etc.*).
- R.5.20 Differentiate between factual statements and opinions in literature and media with increasing accuracy.
- R.5.21 Recognize with some guidance the use of propaganda techniques in context.
- R.5.22 Develop an ability to judge the trustworthiness of a source of information (*point of view, purpose, etc.*).
- R.5.23 Explain the differences between the main literary genres.

- R.5.24 Demonstrate the ability to independently recognize and self-correct errors during reading to achieve comprehension (*re-read, adjust reading speed, ask questions, etc.*).
- R.5.25 Select and apply, with some guidance, various strategies to understand a text (*skimming, predictions, etc.*).
- R.5.26 Recount a story, process, or event in the correct sequence.
- R.5.27 Make reasonable predictions based on textual evidence, experiences, and background knowledge with increasing skilfulness.
- R.5.28 Deduce an author's purpose in text and media with increasing accuracy.
- R.5.29 Distinguish between figurative and literal language.
- R.5.30 Identify and interpret different types of figurative language in context.
- R.5.31 Determine the main idea and its supporting details in a variety of texts and media.
- R.5.32 Explain how the supporting details relate to the main idea with minimal assistance.
- R.5.33 Identify and predict complex cause and effect relationships in context with some assistance.
- R.5.34 Compare and contrast pictures, ideas, characters, events, and information from texts.
- R.5.35 Make inferences, conclusions and judgements based on textual evidence and background knowledge with increasing accuracy.
- R.5.36 Use critical thinking skills to evaluate the soundness of inferences, conclusions, and judgements made by self and others with increasing accuracy.
- R.5.37 Use classification and categorisation to access and analyze information (*ideas, events, etc.*).
- R.5.38 Use context clues to deduce and confirm the meanings of unfamiliar words (*restatement clues, synonyms, etc.*) with greater precision.
- R.5.39 Apply context clues skills to read and understand a text with increasing fluency.
- R.5.40 Detect when generalizations are being made in literature and media with increasing accuracy.

- R.5.41 Summarize the important details of information in literature and media with increasing accuracy.
- R.5.42 Paraphrase information read with some precision.
- R.5.43 Use context and background knowledge to interpret the meaning of common colloquial expressions and proverbs with some assistance.
- R.5.44 Identify and critically analyze the elements of a story (character, plot, theme, point of view, and setting).
- R.5.45 Develop the ability to recognize an author's viewpoint and possible bias in literature and media.

WRITING STANDARDS AND BENCHMARKS

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

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

Benchmarks for Grade 5

Handwriting

- W.5.1 Position their paper, writing instrument, and body correctly when writing.
- W.5.2 Write uppercase and lowercase D'Nealian-styled cursive letters within an assigned time.
- W.5.3 Explain the benefits of good handwriting and drawbacks of illegible handwriting when sharing ideas.
- W.5.4 Adapt handwriting size to the writing task and amount of writing space.
- W.5.5 Evaluate their handwriting and correct errors with little or no prompting.
- W.5.6 Produce legible cursive writing with proper letter formation, sizes, proportion, and slant with precision.
- W.5.7 Space letters, words, sentences, and paragraphs appropriately and consistently when writing in cursive.
- W.5.8 Join cursive letters to lower-case letters at their appropriate points with some guidance.
- W.5.9 Apply cursive handwriting skills to copy and write for different audiences, formats (*invitations, lists, messages, etc.*) and for different purposes (*to express ideas, opinions, personal needs, etc.*).
- W.5.10 Copy and write ordinal numbers, time, and abbreviations for measurements using the D'Nealian style with precision.
- W.5.11 Write D'Nealian numbers with six or more digits with proficiency.

- W.5.12 Write Roman Numerals 1 to 1000 using the D'Nealian style with proficiency.
- W.5.13 Select and use an appropriate computer font size and style to match the writing task and audience (*letters, etc.*).
- W.5.14 Form and write various punctuation marks and symbols in context with some assistance.

Grammar and Usage

- W.5.15 Apply the conventions of Standard English to convey ideas clearly and produce grammatically accurate writing with minimal errors.
- W.5.16 Recognize and self-correct fragmented and run-on sentences to produce complete sentences.
- W.5.17 Construct different types of sentences with correct punctuation and capitalization.
- W.5.18 Produce and expand simple sentences to form compound and complex sentences.
- W.5.19 Apply knowledge of different types of nouns to use more precise nouns in a written context (*abstract, etc.*).
- W.5.20 Form plural nouns (*regular and irregular*) and use them in a written context with increasing accuracy.
- W.5.21 Form and use complex compound words in a written context (*plural, hyphenated*).
- W.5.22 Use gender-specific nouns for people in a written context.
- W.5.23 Use collective nouns for fruits in a written context.
- W.5.24 Show ownership, using possessive nouns, pronouns, and adjectives (singular and plural) with assistance.
- W.5.25 Substitute nouns with different types of pronouns in a written context.
- W.5.26 Differentiate and use various types of verbs (regular and irregular) in context with increasing accuracy.
- W.5.27 Form and use a consistent verb tense when writing (*past, future, irregular, etc.*) with minimal assistance.
- W.5.28 Use shifts in verb tenses appropriately when writing.
- W.5.29 Ascertain the subject and predicate in a sentence (*simple, complete, compound*) with minimal assistance.
- W.5.30 Use knowledge of subjects and predicates to independently write and edit complete sentences.

- W.5.31 Use different kinds of conjunctions to join phrases, words, and to correct run-on sentences (*coordinating and subordinating*).
- W.5.32 Use interjections in sentences in a written context accurately.
- W.5.33 Apply knowledge of synonyms and antonyms to improve word choice in context, with increasing skillfulness.
- W.5.34 Differentiate and use commonly confused words in context with increasing accuracy (*homophones, etc.*).
- W.5.35 Apply the conventions of capitalization rules in various written contexts.
- W.5.36 Recognize prepositions in context and link them to their objects.
- W.5.37 Use modifiers accurately in context to provide clear descriptions of subjects, predicates, and other modifiers.
- W.5.38 Use positive, comparative, and superlative modifiers, with increasing precision.
- W.5.39 Use acronyms appropriately in a written context to suit the audience and purpose, with minimal support.
- W.5.40 Identify and independently write sentences with pronoun-antecedent and subject-verb agreement in context.
- W.5.41 Use dialogue and quotes in context with correct punctuation and capitalization (*interrupted and uninterrupted*).
- W.5.42 Punctuate sentences, dialogues, and separate elements in context using commas, semi-colons, and colons with increasing precision.
- W.5.43 Apply the grade-appropriate conventions of punctuation in various written contexts.
- W.5.44 Use independent and subordinate clauses to create complex sentences with assistance.

Written Composition

- W.5.45 Demonstrate a greater appreciation for written work produced by themselves and peers.
- W.5.46 Develop an ability to examine and judge the quality of a piece of writing.
- W.5.47 Apply understanding of the writing process and traits to produce creative, coherent, legible written pieces.
- W.5.48 Use a variety of strategies to select and narrow ideas for writing (*freewriting, listing, research, etc.*).

- W.5.49 Organize the key ideas and supporting details of a topic according to the writing purpose and task with increasing skilfulness.
- W.5.50 Arrange similar ideas and information in a paragraph with a topic sentence and supporting details.
- W.5.51 Use a variety of relevant details to elaborate on a topic in a written context with some guidance.
- W.5.52 Utilize transitional words and phrases in a written context to signal the order of ideas, a process, or an event with some assistance.
- W.5.53 Connect ideas, information, and paragraphs using transitional words with increasing fluency.
- W.5.54 Use various methods to add creative and appropriate introductions and conclusions to their writing with guidance.
- W.5.55 Use specific and creative vocabulary that promotes specific mental imagery with increasing precision.
- W.5.56 Incorporate academic and content-specific vocabulary into writings across the curriculum with prompting.
- W.5.57 Demonstrate a clear voice and awareness of an audience in their writing pieces.
- W.5.58 Include different types and structures of sentences to maintain an appropriate flow in a written context with some skilfulness.
- W.5.59 Write fictional and factual narratives that use well-sequenced events, detailed descriptions, figurative language, and dialogue to develop the various story elements.
- W.5.60 Write a five-paragraphed descriptive essay with a single focus, figurative language, and well-structured paragraphs elaborated with clear, detailed descriptions.
- W.5.61 Write a five-paragraphed expository essay with a clear focus and well-structured paragraphs elaborated with relevant, varied, and specific details.
- W.5.62 Produce a variety of informational writings across the curriculum using different formats and for different audiences (*invitations, reports, messages, etc.*).

- W.5.63 Write a five-paragraphed persuasive essay with a clear position statement, strong supporting details, a logical sequence of ideas, well-structured paragraphs, and the use of persuasive techniques.
- W.5.64 Produce a variety of persuasive writings across the curriculum using different formats and for different audiences (*advertisement flyers, letters to the editor, etc.*).
- W.5.65 Conduct research using more than one source and produce a three-page report about the information gathered with some support.
- W.5.66 Use a rubric to conduct peer assessments and self-evaluations of written work with some precision.
- W.5.67 Compose different types of poetry (haiku, shape, 5W, etc.).
- W.5.68 Write a friendly letter and independently address an envelope.
- W.5.69 Select and maintain a consistent point of view in a written context with increasing accuracy.
- W.5.70 Adjust the use of formal and informal language in a written context to suit the audience, format, and purpose.

TEACHING FROM THE LANGUAGE ARTS CURRICULUM

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

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

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

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

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

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

Visual → Listening → Speaking → Reading → Writing

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

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

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

Scope and Sequence



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 Bahamian Dialect expressions appropriately.	B	D	D	D	D	D
1.7	Employ key vocabulary/phrases that good communicators use.	B	B	D	D	D	D
1.8	Speak clearly, audibly and with appropriate volume, pacing and expression.	B	D	D	P	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

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

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

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking while skilfully 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 the numbers 0-9 using the D'Nealian style of writing.	B/D/P	R	R	R	R	R
3.09	Write upper and lower case manuscript letters in two (2) lines, using the D'Nealian style of writing.		B/D	P	R	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

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

SCOPE AND SEQUENCE

KEY:

B- Beginning

D- Developing

P – Proficient

R- Reinforcing

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

Written Composition Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.58	Compose different types of poetry such as limericks, cinquains, free verse etc.	B	D	D	D	D	D
3.59	Use quotation marks effectively in their writing.			B	D	D	D
3.60	Develop narrative pieces that include characters, setting and plot.	B	D	D	D	D	D
3.61	Write descriptive essays that utilize interesting words and literary devices (similes, metaphors, and personifications).	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 5

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

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 2 Weeks (ongoing) pp. 51-52	Syllabication 1 Week pp. 69-71	Using Visual Cues to Aid Reading Continuous pp. 108-109	Text and Graphic Features 2 Weeks (ongoing) pp. 112-115	Writing Personal Information 2 Weeks (ongoing) pp. 160-161	Sentences and Fragments 1 Week pp. 173-174	The Writing Process 1 Week (ongoing) pp. 225-226
Articulating Personal Information, Needs, Experiences and Opinions 7 Weeks (ongoing) pp. 53-56	Soft C and G 1 Week pp. 72-73	Pacing, Intonation, and Expression Continuous pp. 110-111	Non-Fiction Text Structures 2 Weeks (ongoing) pp. 116-117	Writing Upper and Lower Case Cursive Using 2 Lines 3 Weeks (ongoing) pp. 162-164	Types of Sentences 1 Week p. 175	Qualities of Good Writing 1 Week (ongoing) p. 227
Performing Multi-Step Oral Instructions 2 Weeks p. 57	Initial, Medial, and Final Blends 2 Weeks pp. 74-75		Story Elements 2 Weeks (ongoing) pp. 118-122	Joining Letters 3 Weeks (ongoing) p. 165	Run-On Sentences 2 Weeks (on-going) p. 176	The Four Types of Writing 1 Week (ongoing) p. 228

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols and Body Language 3 Weeks (ongoing) pp. 58-59	Consonant Digraphs 2 Weeks p. 76		Context Clues 1 Week (ongoing) pp. 123-124	Copying Sentences, Paragraphs, Messages, Letters, and Invitations 6 Weeks (ongoing) pp. 166-167	Types of Nouns 1 Week pp. 177-178	Narrowing and Elaborating on Ideas 2 Weeks (ongoing) p. 229
Displaying Proper Etiquette When Communicating Across Various Platforms 2 Weeks (ongoing) pp. 60-62	R-Controlled Vowel Sounds 1 Week p. 77		Classification 1 Week p. 125	Using Appropriate Computer Fonts 3 Weeks (ongoing) p. 168	Forming Plurals by Adding "s" and "es" 1 Week pp. 179-180	Sequencing Ideas 2 Weeks (ongoing) pp. 230-231
Using Standard English and Dialect Expressions Appropriately 2 Weeks (ongoing) p. 63	Words with 'al', 'le' and 'el'. 2 Weeks pp. 78-79		Making Predictions 1 Week (ongoing) p. 126-127	Writing Roman Numerals 1 Week p. 169	Forming Irregular Plurals 2 Weeks p. 181	Organizing Ideas Using Topic Sentences and Supporting Details 2 Weeks (ongoing) pp. 232-235
Using Key Vocabulary that Good Communicators Use 4 Weeks (ongoing) pp. 64-65	Decoding++ Words with 'dge' and 'ge' spelling 1 Week pp. 80-81		Main Idea and Supporting Details 2 Weeks (ongoing) pp. 128-129	Forming and Writing Punctuation Marks 1 Week (ongoing) pp. 170-171	Compound Words 1 Week pp. 182-183	Composing Varied and Interesting Introductions 2 Weeks (ongoing) pp. 236-237

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking clearly, audibly, and with appropriate volume and pacing 6 Weeks (ongoing) pp. 66-68	Diphthongs/ Vowel Digraphs 3 Weeks pp. 82-83		Sequence of Events / Process 2 Weeks (ongoing) p. 130	Copying and Writing Dates 1 Week (ongoing) p. 172	Using the Correct Gender of a Noun (People) 1 Week p. 184	Concluding Writing Pieces 2 Weeks (ongoing) pp. 238-239
	Silent Consonants 2 Weeks p. 84		Realism/ Fantasy /Fiction and Non-Fiction 2 Weeks (ongoing) pp. 131-133		Collective Nouns – Fruits 1 Week p. 185	Demonstrating Voice 2 Weeks (ongoing) p. 240
	Alphabetizing 1 Week pp. 85-87		Fact and Opinion 2 Weeks (ongoing) pp. 134-136		Singular and Plural Possessive Nouns 1 Week p. 186	Different Points of View. 2 Weeks (ongoing) p. 241
	Using a Dictionary and Thesaurus 2 Weeks (ongoing) pp. 88-89		Summarize and Paraphrase 1 Week (ongoing) p. 137		Pronouns 1 Week p. 187	Poetry (Haiku and Shape) 3 Weeks p. 242
	Contractions 1 Week pp. 90-91		Compare and Contrast 2 Weeks p. 138		Possessive Pronouns 1 Week pp. 188-189	Quotation Marks 1 Week (ongoing) pp. 243-244

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Abbreviations 1 Week (ongoing) pp. 92-94		Make Inferences 2 Weeks (ongoing) pp. 139-141		Action, Helping, and Linking Verbs 2 Weeks pp. 190-191	Narrative Writing 3 Weeks pp. 245-246
	Base Words, Prefixes, and Suffixes 4 Weeks (ongoing) pp. 95-98		Cause and Effect 2 Weeks pp. 142-143		Verb Tenses 1 Week pp. 192-193	Descriptive Writing 4 Weeks pp. 247-249
	Inflectional Endings with and without Spelling Changes 4 Weeks (ongoing) pp. 99-101		Generalizations 1 Week (ongoing) pp. 144		Complete Subject and Predicate 1 Week pp. 194-195	Expository Writing 4 Weeks pp. 250-252
	Spelling words with 'ought', and 'aught' 1 Week p. 102		Author's Purpose 2 Weeks pp. 145-150		Simple Subject and Simple Predicate 1 Week p. 196	Composing Invitations 1 Week pp. 253
	British and American Spelling of Words 1 Week (ongoing) pp. 103-104		Drawing Conclusions 2 Weeks (ongoing) pp. 151-152		Making Subjects and Verbs Agree 2 Weeks (ongoing) pp. 197-198	Friendly Letters 2 Weeks pp. 254-255

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
	Word Origins 3 Weeks (ongoing) pp. 105-107		Making Judgements 2 Weeks pp. 153-154		Compound Subjects and Predicates 1 Week p. 199	Persuasive Writing 4 Weeks pp. 256-258
			Common Proverbs 1 Week (ongoing) p. 155		Adjectives 2 Weeks pp. 200-202	
			Colloquial Expressions 1 Week (ongoing) p. 156		Adverbs 2 Weeks pp. 203-204	
			Figures of Speech 2 Weeks (ongoing) pp. 157-159		Prepositions 2 Weeks pp. 205-207	
					Conjunctions 2 Weeks pp. 208-209	
					Using Independent and Subordinate Clauses 2 Weeks pp. 210-211	

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Simple, Complex, and Compound Sentences 2 Weeks (ongoing) pp. 212-214	
					Interjections 1 Week p. 215	
					Synonyms 1 Week p. 216	
					Antonyms 1 Week p. 217	
					Homophones, Homonyms, and Homographs 2 Weeks p. 218	
					Capitalization Rules 1 Week (ongoing) p. 219	

Listening and Speaking	Phonics/Spelling /Word Building	Fluency	Comprehension	Handwriting	Grammar	Written Composition
					Punctuating sentences using commas, semi-colons, colons, and quotation marks 2 Weeks (ongoing) pp. 220-222	
					Acronyms 1 Week (ongoing) pp. 223-224	

SCOPE OF WORK

SCOPE OF WORK

LISTENING AND SPEAKING

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

Objective 1.1 Display the characteristics of a good listener.

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
During formal settings, a good listener: • maintains appropriate posture (sits or stands upright.) • looks at the person who is speaking • listens/observes for clues (both verbal and non-verbal) that would assist in making the message clearer • respects the opinions of others • provides non-verbal cues to let the speaker know that he/she is listening, making notes etc. • asks questions or comments about what is being said at the appropriate times	Advanced: Ask students to use the characteristics of a good listener as they complete the following activity: Provide materials and oral instructions for the class on how to make a particular item. Have students listen to and follow the instructions. Display what the item should have looked like. Discuss reasons for students' results, as they relate to listening.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information - full name; address (island, settlement/sub-division); gender; date of birth; parents' names, places of work, email addresses and phone contacts; names of siblings etc. Communicate personal information when in danger, in need of help, when lost or when asked by a trusted adult like a teacher, principal, police officer or nurse. Expressing Needs • Speak clearly to a trusted adult. • Speak audibly. • Speak confidently. • Look at the person to whom you are speaking. Sharing Stories • Make and maintain eye contact with the people with whom you are speaking. • Think about the important details of the experience to tell about. • Tell the events in the order in which they happened.	Basic: Have students observe Bahamian storytellers. Discuss their observations. Have students take turns retelling a story, incorporating what they have learned. Have them include all the vivid descriptions and details. Intermediate: Have students take turns talking about their experiences at a local eatery. Have them describe their meal. Advanced: Using information from a content area subject, have students make an opinion statement supported by facts. Example: "Bahamians are at fault for the diminishing conch supply."	Have students retell a story. Use a rubric to assess their retelling. Provide feedback.	• Storytelling Tips (Korroch, 2015) https://www.youtube.com/watch?v=8dLWG-uQVUM • Upper Primary Oral Presentation Rubric (see <i>Appendices</i>)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Provide information that would tell listeners about the actions of the characters. Were they brave? mean? polite? Sharing Descriptions When providing descriptions include sensory words along with similes, metaphors, onomatopoeia, and hyperbole. Sharing Knowledge/Information: • Plan what needs to be said for the allotted time provided. • Have necessary props available. • Provide an opening hook that will capture the attention of your audience. Ask a question, share a quote, provide action etc. • Explain about what you will be speaking. • Provide the steps, facts, or details. • Conclude by sharing the main idea worded another way, providing final thoughts or by giving advice.			• <i>Banish Boring Words!</i> (Shelton, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sharing Opinions An opinion tells how a person thinks or feels about a particular thing. Example: Travelling by air is more comfortable than travelling by boat. When expressing an opinion on a more serious topic, do the following: 1. Think about the pros and cons. Weigh the pros and cons carefully before deciding how you actually feel. 2. Gather all the facts and details you will need to support your opinion. 3. Begin speaking by introducing startling facts, making generalizations, using percentages etc. that will support your view. 4. Use words or phrases that indicate an opinion is being made: “from my point of view”, “I am convinced that”, “as far as I am concerned...” 5. Provide at least three reasons that support the opinion. Begin with the most important reason. 6. Use props such as pictures, tables, or charts to show the audience. 7. End by stating again how you feel.			

Objective 1.3 Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Following instructions or directions precisely is an important life skill. The following are suggestions to help you become better at following multi-step directions. • Focus on the speaker. • Tune out distractions. • Listen for sequence clues such as cue words: step one, <i>step two</i>, or first, next, or finally. Listen for speaking cues such as a pause. • Visualize yourself completing each step as it is said. • Repeat the instructions to yourself. • Ask questions if you are uncertain. • Follow each step in the order stated. • Review the instructions to ensure that you have followed each step.	Basic: Have students perform a series of tasks that require them to move around the classroom and locate objects. Intermediate: Have students follow verbal instructions relayed in sets of three or more to create a simple musical instrument. Advanced: Have students create simple origami, or straw baskets by following oral instructions.	Have students perform a set of multi-step oral instructions. Assess their ability to complete the task as instructed.	• <i>4 Musical Instruments Crafts you can do anytime</i> (2018) https://www.youtube.com/watch?v=7sUNXA4NYKI

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to display good manners when speaking. Greeting Adults: - Greet adults and others with salutations such as “good morning”, “good afternoon”, and “good night”. - When someone asks how you are doing, after you answer, thank the person for asking and then inquire as to how the person is doing. - Look the person in the eyes. If a question is asked, answer the question politely. - Say “yes” or “no, ma’am” to adult females and “yes” or “no sir” to adult males. You can also use the person’s surname instead of saying “sir” or “ma’am”. Do not shake your head to indicate “yes” or “no”. - Say “please”, “thank you” or “no thank you”.	Basic: Read a story like Bre Bookie and Bre Rabbie or a fable. Have students identify protocols that were not properly followed and suggest ways in which they could be corrected. Intermediate: Organize for students to interview a person who is knowledgeable about a particular topic in a current content area subject. Record the session. Provide feedback on how students observed the protocols. Advanced: Have someone trained in protocols for different areas like House of Assembly, Government House etc. speak with students. Provide students with the opportunity to interact with the speaker and to ask questions. Provide them with feedback on how protocols were observed.	Set up various scenarios related to the various protocols taught to which students have to react. Provide feedback on their responses.	- Bre Bookie and Bre Rabbie’s stories - Upper Primary Handwriting Assessment Rubric (see Appendices)

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

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Always display proper etiquette when making/receiving voice or video calls Receiving Phone Calls 1. Pick up the phone by the second ring. 2. Answer the phone with a polite greeting like “hello” or something similar. 3. Politely ask, "May I ask who's calling?" if the caller doesn't identify himself/herself. 4. Respond with "Just a moment please," if you need to give the phone to somebody else. 5. Do not shout the person's name and say “telephone”. Go to the person and inform him/her of the call. 6. If the person that the caller is asking for is not at home or busy, inform the caller by saying, "I'm sorry, he/she isn't available right now. May I take a message?" Write the caller's message, including name, phone number, date, and time of the call so that the call can be returned.	Basic: Have a volunteer student answer the telephone as you pretend to be their mother's friend calling her. Have students discuss whether proper etiquette was observed. Intermediate: Have students call a neighbour asking about a job (Examples: walking the dog or mowing the lawn). Have the class provide feedback on the call. Advanced: Have students watch a clip of students in a virtual class. Have them discuss which protocols are correctly being observed and make recommendations for those that are not. Provide students with an opportunity to role play a Zoom call. Have the class provide feedback.	Set up various scenarios to which students have to react. Provide feedback on their responses.	• Telephone/Tablet prop

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

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

Objective 1.6 Use Standard English and Bahamian Dialect expressions appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Standard English is a term applied to language that is grammatically correct and with no Bahamian Dialect. It encompasses grammar, vocabulary, pronunciation, and spelling. There are times when using dialect or slang can get in the way of good communication. Use Standard English when in class or with a more formal audience. Other occasions could be when conducting a class assembly, participating in a Christmas play etc. The Bahamian Dialect can be used when speaking in more informal settings like with family or friends. It has its special vocabulary as well as a specific way of pronouncing words. It includes words like: dey = they he'en = he is not ta = to erry = every dat= that In addition to being used in informal conversations, the Bahamian dialect is often featured in Bahamian songs, commercials, plays, and novels.	Basic: Show pictures of different functions. Have students determine whether it would be appropriate to use Standard English or Bahamian Dialect. Examples: House of Assembly in Session, Junkanoo etc. Intermediate: Play clips from a radio talk show on a topic to which students can relate. Have students determine whether the dialect was used appropriately. Advanced: Have students translate the Bahamian Dialect into Standard English. Examples: • "I does make up my bed erry mornin'." • "I make up my bed every morning." Have students provide suggestions for the context in which the phrases/sentences would be appropriate.	Take students outside. Draw a line to use as a divider. Have students form a line on the divider. Call off a list of several places or occasions one at a time. Have students indicate whether Standard English or dialect would be appropriate by jumping to the left for Bahamian Dialect and to the right for Standard English.	• Radio Clips of Bahamian Talk Shows • The Parliamentary Channel (live or pre-recorded on YouTube) https://znsbahamas.com/parliament/

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are specific phrases that can be useful when communicating effectively. To give information • In addition to... • The first thing we need to do is... • Additionally... • Furthermore... • May I add that... • Another suggestion is to... To get clarification • Can you explain...? • Would you clarify your earlier statement? • What do you mean when you say...? • Please show an example of... • I don't quite understand when you say... • To be clear, what do you mean by...?	Basic: Have students create a bookmark with the various phrases that can be used. Have them keep the bookmark nearby so that they can select phrases to use at the appropriate times in class. Intermediate: Have students watch a news story. Ask them to use the stem words to ask clarifying questions. Advanced: Present students with a political cartoon from the newspaper. Have them provide their interpretation of what it means and express how they feel about it.	Make various statements to the class. After each one, provide students with an opportunity to give additional information, make a request to clarify what was presented, provide an opinion or challenge or argue. Provide feedback on their use of the phrases.	Google Slides Editable Templates (Casa-Todd, 2021) • Conversation Starters • Constructive Criticism Discussion Starters <i>Teaching Communication Skills</i> PDF Downloads (Stott, 2018) • Communication Skills Framework • Discussion Roles <i>Teaching Students How to Have an Academic Discussion</i> PDF Downloads (Blumberg, 2022) • The Progression of Talk Teacherspayteachers.com • Talk Prompts • Discussion Sentence Starters • Accountable Talk Stems and Posters

Content	Suggested Activities	Suggested Assessment(s)	Resources
To share an opinion • I believe that... • I think... • In my opinion... • I concur with... • I agree... To challenge/argue • I disagree... • I would argue the point that... • But if that is the case, then why...? • But what about...? • One reason... • Furthermore... • This confirms that....			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
When speaking, consideration must be given to the audience, occasion, and location. Sometimes adjustments have to be made to our regular speech. Volume refers to the loudness or softness of the speaker's voice. Be aware of the environment and adjust the volume of speech accordingly. Examples: • At Junkanoo – very loud • At a Fair – loud • Near a sleeping baby – whisper/silent Rate means how fast or how slowly the person is speaking. The rate can vary depending on the occasion. When speaking ordinarily, speak at a pace where people can comfortably understand what is being said. If the person speaks too quickly, key information may be missed. If the person speaks too slowly, the listeners might lose interest. When speaking for dramatic purposes, the pace of speaking can sometimes fluctuate with the mood of the piece.	Basic: Have students repeat sentences like robots without intonation. Then have students say them with proper expression. Discuss the impact on understanding the message that is being communicated. Intermediate: Listen to a recording of the same song, like our National Anthem, by two different artists. Discuss how the renditions are similar and how they differ. Relate this to the different ways in which we express ourselves. Advanced: Have students watch a clip of a motivational speaker delivering a message. Discuss the vocal characteristics that he/she used and the impact on the audience. Have students write short speeches on something about which they are passionate. Have them deliver the speeches to the class. Provide feedback on their delivery.	Have students tell a story about something that happened to them. Use a rubric to assess their ability to speak clearly, audibly and with appropriate volume, pacing and expression.	• <i>March on Bahamaland version 1</i> <u>Link to National Anthem Video 1</u> • <i>March on Bahamaland version 2</i> <u>Link to National Anthem Video 2</u>

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: • running – read a little faster • sad – slow the pace down a bit Pitch refers to how high or how low the person is speaking. Some people normally may have high-pitched voices, others may have low-pitched voices. When completing dramatic activities, the speaker may vary the pitch depending on who is speaking. Examples: baby- high squeaky voice giant – low deep voice Intonation refers to the rising and falling of the voice. The voice may rise or fall if a question is being asked or a demand is being made. The intonation may vary depending on the purpose of the statement. A person speaking in a monotone does not have the rhythmic rise and fall of the voice. There is only one tone being used. Pause – Sometimes speakers pause to conclude a point, for emphasis, to get the audience's attention and to allow the audience time to think about what has transpired.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Think about when the winner of a competitive event is about to be announced. Quite often the speaker pauses, leaving the audience in suspense before continuing to announce the winner. Pronunciation – This refers to the correctness of sound in a word. When speaking formally, ensure that sounds like the following are said correctly: • Words beginning with th. • Endings of words like ing, ed and s. Use tongue, teeth, and lips to produce the correct sounds. Facial expressions and gestures are a form of non-verbal communication that help to convey the emotions of the speaker. Examples: • If happy news is being delivered, the speaker might wear a smile. • If the listener wanted to show how big something was, they may spread their arms apart to demonstrate this. Facial expressions and gestures can help to keep the listeners engaged. They should not be overused as they can also distract.			

SCOPE OF WORK

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

PHONICS/SPELLING/WORD BUILDING

Objective 2.16 Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A syllable is a unit of pronunciation. It is a word or part of a word with a single vowel sound. The number of syllables in a word is determined by the number of vowel sounds. Words can be divided into syllables. Syllabication helps in: - Decoding words - Reading fluently - Spelling words accurately - Dividing words at the end of a line when writing Example: In the word graceful, it would be “grace-ful” and not “gr-aceful” or “gracef-ul”	Basic: Place students in groups. Give students word cards and rubber bands. Have students use the rubber bands to indicate where the word should be divided. Have them use this to call the words. Have them match the correct syllabication rules to each word. Technology Adaptation: Write words on the whiteboard using the video conferencing tool or “whiteboard.fi” and allow students to annotate to divide words into syllables. Intermediate: Divide the class into two teams. Have students	Provide students with a list of unfamiliar words. Have them use their knowledge of syllabication to decode them.	Digital whiteboard Link to Fig.Jam Online Whiteboard Platform <i>Literacy Resource Handbook</i>, (Sumner et al, 2009) - Word cards - Rubber bands - Gamification platforms: ‘Quizizz’, ‘Blooket’, and ‘Quizlet’

Content	Suggested Activities	Suggested Assessment(s)	Resources																								
Syllabication Rules: When a word ends in ‘le’ preceded by a consonant, divide the word before that consonant. Example: fiz-zle Sample Words <table><tr><td>gargle</td><td>cuddle</td><td>tentacle</td></tr><tr><td>beagle</td><td>wrestle</td><td>mantle</td></tr><tr><td>steeple</td><td>sizzle</td><td></td></tr></table> When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix. Example: laugh-ing Sample Words <table><tr><td>spotless</td><td>breakable</td><td>cooperate</td></tr><tr><td>sprinter</td><td>nonfiction</td><td>preaching</td></tr><tr><td>graceful</td><td>disagree</td><td></td></tr></table> When a word has a prefix, divide the word between the prefix and the base word. Example: re-new Sample Words <table><tr><td>postpone</td><td>rebuild</td><td>preview</td></tr><tr><td>reinforce</td><td>misbehave</td><td>reread</td></tr></table>	gargle	cuddle	tentacle	beagle	wrestle	mantle	steeple	sizzle		spotless	breakable	cooperate	sprinter	nonfiction	preaching	graceful	disagree		postpone	rebuild	preview	reinforce	misbehave	reread	play a game of “Syllabication Baseball.” The pitcher gives words that each student (batter) divides into syllables. To score a home run, the batter must correctly divide the word and identify which syllabication rule or rules apply. Technology Adaptation: Use a gamification platform such as ‘Quizizz’, ‘Blooket’, and ‘Quizlet’ to formatively assess students in an engaging activity. Advanced: Have students create “increasing sentences.” The first word in the sentence should have one syllable, the second, two syllables, and so on. Example: They shouted joyfully, “congratulations”! Have students divide selected words into syllables.		
gargle	cuddle	tentacle																									
beagle	wrestle	mantle																									
steeple	sizzle																										
spotless	breakable	cooperate																									
sprinter	nonfiction	preaching																									
graceful	disagree																										
postpone	rebuild	preview																									
reinforce	misbehave	reread																									

Content	Suggested Activities	Suggested Assessment(s)	Resources															
When a word has two or more medial consonants (same or different) divide the word between the two middle consonants. Example: let-ter Sample Words <table><tr><td>drizzle</td><td>embrace</td><td>hunger</td></tr><tr><td>cottage</td><td>laughter</td><td>explode</td></tr><tr><td>monster</td><td>address</td><td></td></tr></table> In 'r' controlled words, divide the word after the 'r'. Example: tar-get Sample Words <table><tr><td>perfume</td><td>merchant</td><td>worship</td></tr><tr><td>furnace</td><td>bargain</td><td>mermaid</td></tr></table>	drizzle	embrace	hunger	cottage	laughter	explode	monster	address		perfume	merchant	worship	furnace	bargain	mermaid			
drizzle	embrace	hunger																
cottage	laughter	explode																
monster	address																	
perfume	merchant	worship																
furnace	bargain	mermaid																

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

Content	Suggested Activities	Suggested Assessment(s)	Resources																				
The letter ‘c’ can be pronounced as /k/ or /s/. When ‘c’ is followed by ‘a’, ‘o’ or ‘u’, it is usually pronounced /k/ - the hard ‘c’ sound. Sample Words <table><tr><td>Buccaneers</td><td>coconut</td></tr><tr><td>captured</td><td>conceal</td></tr><tr><td>Caribs</td><td>condition</td></tr><tr><td>canyon</td><td>convince</td></tr><tr><td>couple</td><td>cutlery</td></tr></table> When ‘c’ is followed by ‘e’, ‘i’ or ‘y’, it is usually pronounced /s/ which is the soft ‘c’ sound. Sample Words <table><tr><td>ceiling</td><td>citizens</td></tr><tr><td>celebrate</td><td>embrace</td></tr><tr><td>census</td><td>introduce</td></tr><tr><td>celebration</td><td>piracy</td></tr><tr><td>certain</td><td>vacancy</td></tr></table> The letter ‘g’ can be pronounced as /g/ or /j/.	Buccaneers	coconut	captured	conceal	Caribs	condition	canyon	convince	couple	cutlery	ceiling	citizens	celebrate	embrace	census	introduce	celebration	piracy	certain	vacancy	Basic: Divide students into pairs. Provide them with ten cards on which they can write five words from their spelling list with the hard ‘c’ sound and five with the soft sound. Have them shuffle the cards and place them face down on the desk in two rows. Students should take turns turning over two cards at a time. The student should say the words and identify whether they have a hard ‘c’ or a soft ‘c’ sound. If they have both hard ‘c’ words or soft ‘c’ words, the student can keep the cards. If not, then they should be returned face down to the table. The student with the most cards at the end wins. Intermediate: Using content reading material, have students identify words with a specific sound (hard ‘c’, soft ‘c’, hard ‘g’ or soft ‘g’). Have them record the sentence. Provide them with an opportunity to share their sentences.	Provide students with a list of unfamiliar words that contain the hard and soft ‘c’ and ‘g’ words. Have them use the rules to decode these words.	• Spell Zone https://www.spellzone.com/word_lists/list-2901.htm • Free Dictionary https://www.thefreedictionary.com/Consonants.htm • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)
Buccaneers	coconut																						
captured	conceal																						
Caribs	condition																						
canyon	convince																						
couple	cutlery																						
ceiling	citizens																						
celebrate	embrace																						
census	introduce																						
celebration	piracy																						
certain	vacancy																						

Content	Suggested Activities	Suggested Assessment(s)	Resources																				
When ‘g’ is followed by ‘a’, ‘o’ or ‘u’, it is usually pronounced as /g/ - the hard ‘g’ sound. Sample Words <table><tr><td>frugal</td><td>gourmet</td></tr><tr><td>fungus</td><td>gossip</td></tr><tr><td>gadget</td><td>gourd</td></tr><tr><td>galaxy</td><td>guava</td></tr><tr><td>gateway</td><td>guidance</td></tr></table> When ‘g’ is followed by ‘e’, ‘i’, or ‘y’, it is usually pronounced /j/ - the soft g sound. Sample Words <table><tr><td>apology</td><td>gesture</td></tr><tr><td>challenge</td><td>gigantic</td></tr><tr><td>dangerous</td><td>legend</td></tr><tr><td>energy</td><td>meteorology</td></tr><tr><td>engineer</td><td>religious</td></tr></table>	frugal	g ourmet	fungus	g ossip	gadget	g ourd	galaxy	g uava	gateway	g uidance	apology	g esture	challenge	g igantic	dangerous	l egend	energy	meteorology	engineer	religious	Advanced: Have students read aloud a passage that utilizes hard and soft ‘c’ and ‘g’ words so that they can practice decoding words using the rule.		
frugal	g ourmet																						
fungus	g ossip																						
gadget	g ourd																						
galaxy	g uava																						
gateway	g uidance																						
apology	g esture																						
challenge	g igantic																						
dangerous	l egend																						
energy	meteorology																						
engineer	religious																						

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

Content	Suggested Activities	Suggested Assessment(s)	Resources																					
A consonant blend refers to two or more consonants that are sounded together. Each consonant keeps its own sound when blended. There are four main basic forms of initial, medial, and or final consonant blends which are: r-blends, s-blends, l-blends, and n-blends. Sample Words: <table><tr><td>Beginning</td><td>Middle</td><td>End</td></tr><tr><td>trophy</td><td>children</td><td>rant</td></tr><tr><td>pressure</td><td>windy</td><td>bond</td></tr><tr><td>sculpture</td><td></td><td></td></tr><tr><td>swept</td><td></td><td></td></tr><tr><td>plague</td><td></td><td></td></tr><tr><td>clever</td><td></td><td></td></tr></table> There are also blends that contain three consonants. Common three consonant blends include: str, spl, shr, thr, scr, and spr. str words: strange, straight, struggle spl words: splendid, splatter, splurge shr words: shrink, shrimp, shriek	Beginning	Middle	End	trophy	children	rant	pressure	windy	bond	sculpture			swept			plague			clever			Basic: Prepare a set of cards by writing words that begin and end with blends. Divide the cards into two stacks. Distribute the cards to each group. Have students decode and read the words aloud. Have group members determine the initial or final blends and write them. Intermediate: Show a pre-selected list of words that contain initial, medial, and final blends to students. Once the timer is set (30 seconds), invite the students one at a time to sound-talk and then read the unfamiliar words aloud. Advanced: Create an online Hangman activity where students guess letters to a particular word that contains three letter blends. Once the students have guessed the correct letters, allow them to decode each word and pronounce it out loud.	Dictate sentences that contain three-letter blends for students to write. Check their spelling of the words containing the blends. Have students read aloud what they have written.	• Make your own Hangman Game https://www.hangmanwords.com • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)
Beginning	Middle	End																						
trophy	children	rant																						
pressure	windy	bond																						
sculpture																								
swept																								
plague																								
clever																								

Content	Suggested Activities	Suggested Assessment(s)	Resources
thr words: through, thrive, thrift scr words: scramble, describe, scruff spr words: sprinkle, sprout, sprint			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A consonant digraph consists of two consonants that together represent one sound. Consonant digraphs are: /ch/ as in scratch /sh/ as in shiver /zh/ as in treasure /th/ as in thermometer (voiceless) /th/ as in therapy (voiced) /wh/ as in whether; whimper /ng/ as in hanger /gn/ as reign /kn/ as in knight /wr/ as in wring, wrench /mb/ as in comb; combing Sample Words: /ch/- character, sketch, scratch /sh/- shiver, shampoo, shadow /wh/- whether, whimper, whirlpool /zh/ - closure, measure, azure /th/- thermometer, therapy, thimble /ng/- hanger, flung, belong /gn/- reign, design, gnaw /kn/- knight, knuckle, kneel /wr/- wring, wrench, wreck /mb/- plumber, crumb, limb	Basic: Provide students with a list of words. Have them pronounce the words and tell if they hear an initial, middle, or final digraph. Example: march, that, washing. Intermediate: Divide students into small groups. Have them listen to an audio recording of the reading of a word list. Ask them to determine the digraphs heard in the words. Students should be able to replay the list, start and stop it as necessary. Have them use a chart to categorize words with the same digraphs. Have them add additional words that utilize those same digraphs. Advanced: Give students a variety of sentences containing words with initial, middle, and final digraphs. Have students decode words to determine the digraphs used. Example: Whales brush their teeth with swishing water.	Have students decode words in context that have digraphs in the initial, medial, and final positions. Dictate sentences to them that utilize these digraphs as well.	• Audio recording of word list • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)

Objective 2.20 Decode words with r-controlled vowel sounds.

Content	Suggested Activities	Suggested Assessment(s)	Resources														
When the consonant ‘r’ comes after a vowel or vowel, it sometimes changes the vowel sound. The letter ‘r’ makes the vowel have a sound that is different from the usual <i>short</i> or <i>long</i> sound. This special sound is considered ‘r-controlled’. (Examples: heart /ar/, sports /or/, and curb /ur/) <u>Sample Words</u> <table><tr><td>serpent</td><td>fortress</td></tr><tr><td>purpose</td><td>farther</td></tr><tr><td>department</td><td>clerks</td></tr><tr><td>permit</td><td>sternly</td></tr><tr><td>thirsty</td><td>battery</td></tr><tr><td>portion</td><td>charming</td></tr><tr><td>criteria</td><td>smirk</td></tr></table>	serpent	fortress	purpose	farther	department	clerks	permit	sternly	thirsty	battery	portion	charming	criteria	smirk	Basic: Have students scan a newspaper for “r-controlled” words. Have them create a table containing the “r-controlled” words with the /ar/, /ir/ or /or/ sounds. Ask them to underline the “r-controlled” vowel sounds. Have them decode the words. Intermediate: Allow students to write a poem of their choice using “r-controlled” words. Students should place emphasis on rhyming patterns and figurative language. Advanced: Students can be an “r-controlled” detective by searching the newspaper, storybooks, and magazines for words linked to the spelling rule. Students will then make a bar graph and indicate how many times r -controlled vowels occurred. Have students use ten of these words to build sentences. Technology Adaptation: Allow students to use their devices to create an electronic bar graph using the ‘Create a Bar Graph’ website.	Have students complete a worksheet related to r-controlled vowels.	• <i>Literacy Resource Handbook</i>, (Sumner et al, 2009) • Newspapers • Magazines • Create a Bar Graph https://nces.ed.gov/nceskids/graphing/classic/bar.asp
serpent	fortress																
purpose	farther																
department	clerks																
permit	sternly																
thirsty	battery																
portion	charming																
criteria	smirk																

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

Content	Suggested Activities	Suggested Assessment(s)	Resources								
The // sound at the end of a word can be spelt in several different ways. Generally, ‘al’ is used when adding a suffix on to a base word. Example: period - periodal Sample words <table><tr><td>carnival</td><td>criminal</td></tr><tr><td>electrical</td><td>functional</td></tr><tr><td>intestinal</td><td>maternal</td></tr><tr><td>principal</td><td>tutorial</td></tr></table> Use ‘le’ if the sound is part of the word. A consonant normally forms a part of this end syllable. The ‘le’ ending is seen mainly after the following letters: b, c, d, f, g, k, p, sl, st, t and z. Sample Words ble – capable, possible, valuable cle –bicycle, particle, tentacle dle – saddle, rekindle, straddle fle – truffle, sniffle, unruffle gle – gullible, rectangle, struggle	carnival	criminal	electrical	functional	intestinal	maternal	principal	tutorial	Basic: Have students unscramble spelling words. Technology Adaptation: Use a whiteboard platform or the Whiteboard in the video conferencing tool to allow students to type their responses. Intermediate: Allow students to create two sets of word cards using words with the // sounds. Students will then play “Go Fish” by describing the word so that another classmate can figure out if they have that same word. If they do, they can use the words in a sentence and test each other on the spelling of the word. Advanced: Divide the class into teams. Instead of just calling the words for students to spell, provide the meanings. Students will have to figure out the word that goes with that meaning before spelling the word. The	Have students read words that incorporate the different spelling representations of ‘l’. Have students write dictated sentences that include words that have the ‘al’, ‘el’ and ‘le’.	• Spelling- Words Ending in L, EL and AL. (Dyson, 2017) https://www.youtube.com/watch?v=K5V-CCUgOYY • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)
carnival	criminal										
electrical	functional										
intestinal	maternal										
principal	tutorial										

Content	Suggested Activities	Suggested Assessment(s)	Resources
kle – sparkle, twinkle, speckle ple – example, principle, grapple sle – aisle, isle stle – hustle, whistle, apostle, epistle tle – subtle, throttle, bottle zle- bedazzle, drizzle, frazzle In some words, the ll is spelt ‘el’. Sample Words caramel colonel channel dishevel flannel parallel snorkel quarrel	team with the most words spelt correctly wins.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources														
A trigraph is a group of three letters that together form a single specific sound. The letter combination ‘dge’ is a trigraph because the three letters always function together to form the same sound as the letter “j”. Examples: widget, grudge, fidget When the /j/ sound is heard at the end of a syllable and it is immediately preceded by a short vowel, it is usually spelt ‘dge’. Example: porridge If there is a vowel and consonant team before the /j/ sound, it is spelt ‘ge’. Example: ‘forge’ Sample List: <table><tr><td>smudge</td><td>cadge</td></tr><tr><td>ecolodge</td><td>cartridge</td></tr><tr><td>straightedge</td><td>wedge</td></tr><tr><td>fridge</td><td>grudge</td></tr><tr><td>nudge</td><td>Cambridge</td></tr><tr><td>revenge</td><td>splurge</td></tr><tr><td>hinge</td><td></td></tr></table>	smudge	cadge	ecolodge	cartridge	straightedge	wedge	fridge	grudge	nudge	Cambridge	revenge	splurge	hinge		Basic: Have students create a set of picture word cards that represent words spelt with the ‘dge’ or ‘ge’ combination of letters. Pair them up to present their pictures to a partner. The partner will then have to identify the word using the picture and spell it. Example: Students take/draw a picture of a ‘smudge’ to be presented to a partner. Intermediate: Write a list of unfamiliar words in white font/colouring pencil. Have students change the background colour in each box or colour over the words with different colouring pencils to reveal a word. They must then decode and pronounce each word aloud. Advanced: Divide students into groups (two-six) depending on size and space of classroom. Dictate an unfamiliar word with and or without the ‘dge’ spelling (knowledge, etc.). Each team member must race to the board or annotate on whiteboard (via Zoom or whiteboard.fi) the correct spelling of the word called. Team	Have students read words that contain ‘dge’ and ‘ge’ spelling within the context of a passage. Have students participate in an in-class Spelling Bee where they compete to spell words.	• Word Cards • Camera/drawing materials • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)
smudge	cadge																
ecolodge	cartridge																
straightedge	wedge																
fridge	grudge																
nudge	Cambridge																
revenge	splurge																
hinge																	

Content	Suggested Activities	Suggested Assessment(s)	Resources
	members are asked to assist (verbally or through chat) to ensure that each word written has been decoded and spelt correctly.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources										
Diphthongs are types of vowels where two vowel sounds are connected in a continuous, gliding motion (to make one sound). They are often referred to as gliding vowels. Examples of diphthongs are: /oi/, /oy/, /ow/, /ou/ The diphthongs ‘ou’ and ‘ow’ can have two distinct sounds. • /ou/ can sound like ‘ou’ as in ‘ground’ and like ‘ou’ as in ‘soup’. • /ow/ can sound like ‘ow’ as in ‘coward’, and ‘ow’ as in ‘glow’. Sample Words: <table><tr><td>needlepoint</td><td>steroid</td></tr><tr><td>counsellor</td><td>accountant</td></tr><tr><td>showered</td><td>marrow</td></tr><tr><td>employer</td><td>voyage</td></tr><tr><td>turquoise</td><td>fountain</td></tr></table> If two vowels are beside each other in a word or syllable, the first vowel is usually long while the second vowel remains silent. This is called a vowel digraph.	needlepoint	steroid	counsellor	accountant	showered	marrow	employer	voyage	turquoise	fountain	Basic: Have students identify the diphthongs and vowel digraphs by viewing words on flash cards that contain them. Allow students to circle the diphthongs and underline the vowel digraphs in each word. Intermediate: Students can unscramble words with diphthongs and match each with its correct meaning. Advanced: Have students write a cinquain using as many words as possible with diphthongs and digraphs.	Have students read words in context that have the diphthongs and vowel digraphs. Have students complete a word study worksheet that incorporates diphthongs and vowel digraphs.	• Spelling Game: Diphthongs ou/ow (Bagyan, 2014) https://www.youtube.com/watch?v=UX8b6bKxwTA • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)
needlepoint	steroid												
counsellor	accountant												
showered	marrow												
employer	voyage												
turquoise	fountain												

Content	Suggested Activities	Suggested Assessment(s)	Resources												
Examples of vowel digraphs are: ai, ee, ea, oa, ay, ue Sample Words: <table><tr><td>aimlessly</td><td>acquaintance</td></tr><tr><td>discreet</td><td>needless</td></tr><tr><td>squeal</td><td>readable</td></tr><tr><td>coastguard</td><td>offload</td></tr><tr><td>holiday</td><td>jaywalking</td></tr><tr><td>continue</td><td>pursue</td></tr></table>	aimlessly	acquaintance	discreet	needless	squeal	readable	coastguard	offload	holiday	jaywalking	continue	pursue			
aimlessly	acquaintance														
discreet	needless														
squeal	readable														
coastguard	offload														
holiday	jaywalking														
continue	pursue														

Objective 2.24 Use words with silent consonants.

Content	Suggested Activities	Suggested Assessment(s)	Resources														
Silent consonants are consonants that appear in a word but are not heard when the word is pronounced. Silent Consonants: Silent b often comes before ‘t’. Silent p often before or after ‘s’. Silent k often comes before ‘n’. Silent s often comes after an ‘l’. Silent t often comes before ‘en’ or ‘le’. The ‘t’ can also be silent in a consonant cluster. Silent c often comes between two consonants. Sample Words: <table><tr><td>debt</td><td>castles</td></tr><tr><td>Christmas</td><td>knickers</td></tr><tr><td>mortgage</td><td>aisle</td></tr><tr><td>doubt</td><td>succumb</td></tr><tr><td>knowledge</td><td>island</td></tr><tr><td>raspberry</td><td>psychic</td></tr><tr><td>ascend</td><td>muscle</td></tr></table>	debt	castles	Christmas	knickers	mortgage	aisle	doubt	succumb	knowledge	island	raspberry	psychic	ascend	muscle	Basic: Have students look at a list of words with silent consonants. Have them read the words aloud and identify the silent consonants. Technology Adaptation: Use a gamification platform such as <i>Quizizz</i>, <i>Blooket</i>, and <i>Quizlet</i> to formatively assess students in an engaging activity. Intermediate: Allow students to match consonants in columns. Column B will include partial words and Column A silent consonants. Students should be able to combine the partial word and silent consonant to form a spelling list word. Advanced: Have students create silent consonant bookmarks. At the top of the bookmark the students will write the silent consonant, then write a list of words that all include that silent consonant. Students can use a dictionary or search engine to find a variety of words.	Have students complete a crossword puzzle where they have to use the clues to provide words with silent consonants.	• Crossword Puzzle Generator Link to Crossword Puzzle Platform • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009) • Common Silent Consonants List (see <i>Appendices</i>) • Gamification platforms: ‘Quizizz’, ‘Blooket’ and ‘Quizlet’
debt	castles																
Christmas	knickers																
mortgage	aisle																
doubt	succumb																
knowledge	island																
raspberry	psychic																
ascend	muscle																

Objective 2.25 Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Alphabetical order refers to the organizing of a list of words in the order of the alphabet based on the letters in their names. This makes information easier to find in a dictionary, thesaurus, phone book, index, etc. There are specific rules as to the way in which words are organized in alphabetical order. Arrange words in order using their first letters. If the first letters are the same, then use the second letters to determine the order in which the words should appear. If those are the same, then move to the fourth and fifth letters. Example: <i>detergent, determine, deterrent</i> The names of people should be alphabetized based on their last names. The first and last names should be separated by a comma. Example: Dominic Turnquest, Carl Smith, and Inez Major	Basic: Have students take turns organizing small groups of students in order by their last names. Intermediate: Have students organize words in alphabetical order based on apostrophes and abbreviations. Advanced: Using the names of famous Bahamians like politicians, musicians, educators, sports, and religious figures etc., have students place them in order.	- Have students alphabetize a mixed list of words in order. - Have students find telephone numbers for different people using the telephone directory.	- Telephone Directory <i>Literacy Resource Handbook</i>, (Sumner et al, 2009)

Content	Suggested Activities	Suggested Assessment(s)	Resources
1. Major, Inez 2. Smith, Carl 3. Turnquest, Dominic Names with Mac or Mc are alphabetized in the order of the letters as they appear. Example: 1. Mackey 2. MacMillian 3. McCartney 4. McDonald 5. McIntosh 6. McKay Names with apostrophes are alphabetized as if the apostrophes were not there. Example: 1. Oakes 2. O'Brien 3. O'Hara 4. Oliver			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Names with the abbreviation ‘St.’, should be alphabetized as if they were spelt <i>Saint</i>. Example: 1. Safety Solutions 24/7 2. St. Agnes 3. St. Anne’s 4. St. Thomas 5. Sand’s Barber Shop			

Objective 2.26 Use the dictionary and thesaurus effectively.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A dictionary contains a list of words arranged alphabetically. The meaning for each word is explained and other important information is provided. Guide words - These words are at the top of the page in a dictionary or thesaurus. They are the first and last words found on that page. Etymology (origin of word) often appears in brackets at the end of the definition. Entry Word- This shows how the word is spelt. The entry word has dots to divide the word into syllables. Pronunciation- Pronunciations are found in a bracket immediately after the spelling of the word. This tells how to say the word. It is given in symbols that stand for certain sounds. Part of Speech- This tells how a word may be used in a sentence. Meaning- The different meanings of the word are numbered.	Basic: Place a spelling word on several index cards, then place cards face down. Choose a card and have students compete to be the first to find the word in the dictionary. Have them look for the target information. Examples: etymology, part of speech, pronunciation Technology Adaptation: Call a word. The students (individually or in teams) must find the word as quickly as possible. The first person to unmute and call out the correct origin, spelling, synonym, or part of speech etc. wins the point. Intermediate: Place students in groups. Have students pass around words on word cards as a piece of music plays. When the music stops, have students locate the word in the dictionary and record its meanings, synonyms, and spelling on a chart. The first team to record their information wins a point. The team with the	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website (<i>Vocabulary, Section II: Reference Skills</i>)	• <i>Literacy Resource Handbook</i>, (Sumner et al, 2009) • Dictionaries (<i>online and hard-copy</i>) • Dictionary Relay <u>Link to Dictionary Relay Website</u> • Vocabulary Section II: <i>Reference Skills</i>, IXL Learning Language Arts website <u>https://www.ixl.com/ela/grade-5</u>

Content	Suggested Activities	Suggested Assessment(s)	Resources															
Plural Form or Verb Form - These are shown when the spelling of the base word changes. A thesaurus contains a list of words that are arranged alphabetically. Instead of providing the meanings of the words as in a dictionary, synonyms for these words are provided. Words that have the opposite meaning (antonyms) or nearly opposite meaning may be provided also.	most points at the end wins. Advanced: Project dictionary relay cards on your whiteboard. Separate students into two groups. Colour code both groups and number each player in the groups. Then, instruct each player to read and follow the instructions of the card for their group and let students annotate their answer as they move through the relay. <table><tr><th>TEAM 1</th><th>TASK</th><th>ANSWER</th></tr><tr><td>PLAYER 1</td><td>Write the word.</td><td></td></tr><tr><td>PLAYER 2</td><td>Look up the word in the dictionary. Write the page number</td><td></td></tr><tr><td>PLAYER 3</td><td>What are the guide words for the page?</td><td></td></tr><tr><td>PLAYER 4</td><td>Write the plural form of the word.</td><td></td></tr></table>	TEAM 1	TASK	ANSWER	PLAYER 1	Write the word.		PLAYER 2	Look up the word in the dictionary. Write the page number		PLAYER 3	What are the guide words for the page?		PLAYER 4	Write the plural form of the word.			
TEAM 1	TASK	ANSWER																
PLAYER 1	Write the word.																	
PLAYER 2	Look up the word in the dictionary. Write the page number																	
PLAYER 3	What are the guide words for the page?																	
PLAYER 4	Write the plural form of the word.																	

Objective 2.27 Spell contractions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Contractions can be made by shortening a word or a pair of words by omitting certain letters or sounds. An apostrophe is used to indicate missing letters or words. Contractions can be used when writing informally. Words should be written fully when writing formally. Pronoun and Verb Contractions: I'd - I would he'd – he would she'd – she would we'd – we would they'd – they would you'd – you would Verbs and Adverbs Contractions mightn't – might not mustn't – must not shouldn't – should not shan't – shall not oughtn't – ought not that'd – that would where'd – where did should've- should have	Basic: In small groups have students play Contraction Concentration where they have to match words with their contracted forms Intermediate: Give students groups of words to change into contractions. In addition to writing the contraction, the students should indicate which letter(s) has/have been omitted. Advanced: Have students listen to radio commercials and then write the contractions heard.	Dictate sentences to students that contain contractions.	• Contractions (Virtual School, 2020) https://www.youtube.com/watch?v=gVFMU_kqBQg&ab_channel=VirtualSchoolBahamas • <i>Literacy Resource Handbook</i>, (Sumner et al, 2009) • List of Contractions (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Question Words with Verbs How's - How is? What's - What is...? Who's - Who is...? (Different from Whose) Why's - Why is...? When's - When is...? Where's - Where is...? Missing Letters from a Word ma'am - madam o'clock – “of the” clock Contracted Numbers '80s - 1980's			

Objective 2.28 Use common abbreviations.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An abbreviation is a shortened form of a word that ends with a period. In abbreviations you will notice that: - Most are spelt with the first letters of the word. Example: advertisement – ad. - Some are spelt with a combination of letters from the word. Example: international – intl. - Others are spelt with letters not found in the original word. Example: pound – lb - Many abbreviations begin with a capital letter. Example: Doctor – Dr. - Add a period to an abbreviation when it does not include the last letter of the whole word. Example: negative – neg.	Basic: Provide students with a list of words. Have them provide the abbreviations for words on the list. Intermediate: Provide students with different ways in which abbreviations are formed. Have them use newspapers and magazines to find three examples of abbreviations that are formed in the same way. Advanced: Have students replace words in a paragraph with appropriate abbreviations.	Have students write abbreviations for words provided.	<i>The Students' Companion, Caribbean Edition</i>, (Best, 2015) pp. 98-102,104 <i>The Students' Companion Practice Book</i> (Coates, 2015) pp. 39-41

Content	Suggested Activities	Suggested Assessment(s)	Resources																										
<u>Sample Abbreviations:</u> <table><tr><td>pound</td><td>lb</td></tr><tr><td>edition</td><td>ed.</td></tr><tr><td>Assistant</td><td>Asst.</td></tr><tr><td>package</td><td>pkg.</td></tr><tr><td>Before Christ</td><td>B.C.</td></tr><tr><td>subject</td><td>subj.</td></tr><tr><td>department</td><td>dept.</td></tr><tr><td>Honourable</td><td>Hon.</td></tr><tr><td>Fahrenheit</td><td>F</td></tr><tr><td>manager</td><td>mgr.</td></tr><tr><td>born (indicating a birth date)</td><td>b.</td></tr><tr><td>Miscellaneous</td><td>misc.</td></tr><tr><td>Reverend</td><td>Rev.</td></tr></table> 6. Some abbreviations that include unit of measurements or capital letters do not need a period. Example: centimeter – cm Text Messaging: There are words and phrases that have been abbreviated for the purpose of social media and are acceptable in that context. However, on school-based assignments and	pound	lb	edition	ed.	Assistant	Asst.	package	pkg.	Before Christ	B.C.	subject	subj.	department	dept.	Honourable	Hon.	Fahrenheit	F	manager	mgr.	born (indicating a birth date)	b.	Miscellaneous	misc.	Reverend	Rev.			
pound	lb																												
edition	ed.																												
Assistant	Asst.																												
package	pkg.																												
Before Christ	B.C.																												
subject	subj.																												
department	dept.																												
Honourable	Hon.																												
Fahrenheit	F																												
manager	mgr.																												
born (indicating a birth date)	b.																												
Miscellaneous	misc.																												
Reverend	Rev.																												

Content	Suggested Activities	Suggested Assessment(s)	Resources
other types of formal writing, they should not be used. Examples: • dk – don't know • cu2 – see you too • cul8r – see you later • f2f – face to face • rotfl – rolling on the floor laughing • ttyl – talk to you later • wdymbt? – what do you mean by that?			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words often contain base words. A base word is the part of a word that can stand alone and has meaning. It is the simplest form of the word. Example: 'Write' is a base word that means 'compose'. Prefixes and Suffixes can be added to base words to change the meanings of these words. Prefix – A prefix is a word or syllable that is added at the beginning of a base word. Prefixes have their own special meanings too. Example: The prefix 're' means 'again'. The word 'rewrite' means to 'write again'. Sometimes prefixes have similar meanings, like 'im' and 'non'. They both mean 'not'.	Basic: Distribute several cards with root/base words, prefixes, and suffixes. Students will manipulate the word cards to form as many words as possible. • Examples: cycle, un, re, ful, wrap, help, like • Possible Words: recycle, unwrap, helpful Intermediate: Have students match prefixes/suffixes and their meanings. Advanced: Have students play "Word Builders" game. Each student will be given a sheet of paper divided into three column headings – <i>Prefix, Base Word, and Suffix</i>. Each student will write ten base words in the appropriate column. They will then exchange papers with a partner who would add a prefix and a suffix to each base word to form a new word. Students will have to provide the meaning of the new word formed.	Have students read a paragraph. Ask them to identify base words that contain prefixes or suffixes. Have them write the meaning of the base word and its new meaning based on the prefix or suffix that was added.	• <i>The Students' Companion</i>, Caribbean Edition, (Best, 2012; pp. 105,108) • <i>The Students' Companion Practice Book</i> (Coates, 2012; pp. 39-41) • <i>Vocabulary Packets, Prefixes and Suffixes</i> (Onish, 2010) • Most Common Affixes (see <i>Appendices</i>) • <i>Preserving our Heritage Level 2: Part 2</i>, p. 69 • Vocabulary

Content	Suggested Activities	Suggested Assessment(s)	Resources																																
Examples of prefixes and their meanings • deci – ten • kilo – one thousand • im – not • inter - between • non - not • pre - before • over – above, too much • under – below, not enough • mis – badly, wrong • multi- many, varied • semi - half • sub – below, under Sample Words <table><tr><td>decimeter</td><td>nonprofit</td></tr><tr><td>decigrams</td><td>nontraditional</td></tr><tr><td>kilograms</td><td>overdone</td></tr><tr><td>kilowatts</td><td>overstocked</td></tr><tr><td>improper</td><td>preview</td></tr><tr><td>immoral</td><td>preregister</td></tr><tr><td>interisland</td><td>semicircle</td></tr><tr><td>interstate</td><td>semiannual</td></tr><tr><td>misfortune</td><td>substandard</td></tr><tr><td>misstep</td><td>subway</td></tr><tr><td>multipart</td><td>understated</td></tr><tr><td>multipurpose</td><td>underutilized</td></tr></table>	decimeter	nonprofit	decigrams	nontraditional	kilograms	overdone	kilowatts	overstocked	improper	preview	immoral	preregister	interisland	semicircle	interstate	semiannual	misfortune	substandard	misstep	subway	multipart	understated	multipurpose	underutilized	Example: <table><tr><th>Prefix</th><th>Base Word</th><th>Suffix</th><th>Meaning</th></tr><tr><td>im</td><td>perfect</td><td>ion</td><td>Containing a fault or flaw / not perfect</td></tr></table>	Prefix	Base Word	Suffix	Meaning	im	perfect	ion	Containing a fault or flaw / not perfect		Section Y: Text Structure, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5
decimeter	nonprofit																																		
decigrams	nontraditional																																		
kilograms	overdone																																		
kilowatts	overstocked																																		
improper	preview																																		
immoral	preregister																																		
interisland	semicircle																																		
interstate	semiannual																																		
misfortune	substandard																																		
misstep	subway																																		
multipart	understated																																		
multipurpose	underutilized																																		
Prefix	Base Word	Suffix	Meaning																																
im	perfect	ion	Containing a fault or flaw / not perfect																																

Content	Suggested Activities	Suggested Assessment(s)	Resources
A suffix is a letter or group of letters added after a base word to alter its meaning and form a new word. Example: 'Mother' is a base word meaning 'a person who has given birth'. 'Hood' is a suffix meaning 'condition, state of'. mother + hood = motherhood 'Motherhood' would now mean person who is in the state of being a mother. Examples of Suffixes and their Meanings • able – capable of • ible – capable of • ary – place for • ant – person that performs an act • er – one who performs an act • ee/ent- one who does a specific act • hood - state or condition • ment – the act of doing something or state or condition • ion – state of, act of • tion – act of, state of			

Content	Suggested Activities	Suggested Assessment(s)	Resources																								
Sample Words: <table><tr><td>advisable</td><td>flexible</td></tr><tr><td>applicant</td><td>government</td></tr><tr><td>assistant</td><td>knighthood</td></tr><tr><td>attendee</td><td>passenger</td></tr><tr><td>childhood</td><td>perfection</td></tr><tr><td>comfortable</td><td>reflection</td></tr><tr><td>confident</td><td>repression</td></tr><tr><td>dependent</td><td>reversible</td></tr><tr><td>depression</td><td>salivary</td></tr><tr><td>development</td><td>speaker</td></tr><tr><td>employee</td><td>urinary</td></tr><tr><td></td><td>webmaster</td></tr></table>	advisable	flexible	applicant	government	assistant	knight hood	attende e	passenger	child hood	perfection	comfortable	reflection	confident	repression	dependent	reversible	depression	salivary	development	speaker	employee	urinary		webmaster			
advisable	flexible																										
applicant	government																										
assistant	knight hood																										
attende e	passenger																										
child hood	perfection																										
comfortable	reflection																										
confident	repression																										
dependent	reversible																										
depression	salivary																										
development	speaker																										
employee	urinary																										
	webmaster																										

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

Content	Suggested Activities	Suggested Assessment(s)	Resources									
An inflectional ending is a word part that is added to a base word. This ending can make a word plural, change word tense or help to make comparisons. Some inflectional endings are: s, es, ing, ed, er and est. 1. Adding ‘e’ and ‘est’ If the word ends in a ‘consonant’ and ‘y’, change the ‘y’ to ‘i’ and add ‘er’ or ‘est’. Example: crazy - craziest If the word ends in a ‘consonant’ and ‘e’, remove the ‘e’ and add ‘er’ or ‘est’. Example: wide - widest If the word ends in a consonant vowel consonant, double the last letter, and add ‘er’ or ‘est’. Example: fat – fatter/fattest Sample Words: <table><tr><td>closest</td><td>ghastliest</td><td>whiter</td></tr><tr><td>cuter</td><td>prettiest</td><td>strangest</td></tr><tr><td>fanciest</td><td></td><td></td></tr></table>	closest	ghastliest	whiter	cuter	prettiest	strangest	fanciest			Basic: Create a worksheet for students to complete where they have to follow the rules to add inflectional endings. Intermediate: Using a newspaper, or magazine, have students work in groups to list at least 50 inflectional words, as they appear in articles. Advanced: Have students create a pop-up book which explains the use of inflectional endings. They must use a lot of examples with pictures.	Have students complete a quiz where they have to add inflectional endings to words.	• <i>Write Source</i>, Grade 5 (Kemper, 2012; p. 528) • Plural Nouns: Rules and Examples (Grammarly, 2020) Link to Grammarly Website • Make Your Own www.quia.com
closest	ghastliest	whiter										
cuter	prettiest	strangest										
fanciest												

Content	Suggested Activities	Suggested Assessment(s)	Resources								
2. Adding ‘ed’ and ‘ing’ If the base word ends in consonant vowel consonant and a stressed syllable, double the final consonant and add ‘ing’ or ‘ed’. Example: patrol - patrolling If the base verb ends in a ‘consonant’ and ‘e’, remove the ‘e’ and add ‘ing’ or ‘ed’. Example: belief - believing If the base verb ends in ‘ie’, change the ‘ie’ to ‘y’ and add ‘ing’. Example: untie - untying To make it past tense, make no changes to the ‘ie’ and add the letter ‘d’ to make it past tense. Example: lie - lied If the verb ends in a ‘c’, add a ‘k’ and add ‘ed’ or ‘ing’ (also er) Example: panic - panicking Sample Words: <table><tr><td>kidnapped</td><td>journeying</td></tr><tr><td>mimicking</td><td>agonizing</td></tr><tr><td>picnicking</td><td>congratulated</td></tr><tr><td>underlying</td><td></td></tr></table>	kidnapped	journeying	mimicking	agonizing	picnicking	congratulated	underlying				
kidnapped	journeying										
mimicking	agonizing										
picnicking	congratulated										
underlying											

Content	Suggested Activities	Suggested Assessment(s)	Resources												
3. Adding ‘s’ and ‘es’ If a word ends in ‘ch’, ‘s’, ‘ss’, ‘sh’, ‘x’ or ‘z’, just add the inflectional ending ‘es’ to the word. Example: church – churches There are some words that end in ‘o’ where you add ‘es’. However, words that usually end in ‘o’ you just add ‘s’. Example: video - videos If the word ends in ‘f’ or ‘fe’, remove the ‘f’ or ‘fe’ and add ‘ves’. Example: leaf - leaves If the word ends in a consonant and ‘y’, change the ‘y’ to ‘i’ and add ‘es’. Sample Words: <table><tr><td>cinches</td><td>discusses</td></tr><tr><td>peaches</td><td>waxes</td></tr><tr><td>marshes</td><td>blitzes</td></tr><tr><td>crosses</td><td>mementos</td></tr><tr><td>sheaves</td><td>mottos</td></tr><tr><td>strawberries</td><td>believes</td></tr></table>	cinches	discusses	peaches	waxes	marshes	blitzes	crosses	mementos	sheaves	mottos	strawberries	believes			
cinches	discusses														
peaches	waxes														
marshes	blitzes														
crosses	mementos														
sheaves	mottos														
strawberries	believes														

Objective 2.31 Spell words containing ough, ought and aught combination of letters.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Both ought and ought can make the /ort/ sound. Ought Words - fought - bought - sought - brought - overwrought Aught Words - caught - daughter - distraught - haughty - naughty - slaughter - taught	Basic: Have students write a rhyming poem that utilizes the ought and ought words. Ensure that they have the correct spelling. Intermediate: Have students go on a timed on-line scavenger hunt to take screenshots of ‘ought’ and ‘ought’ words in use. Have them share their photos. Advanced: Have students research the meaning of the words. Have them use the words in sentences.	Administer a rote memorization test. Assess differentiated activities. Have students complete a word study worksheet.	Spelling List: Ought and Aught Sounds https://www.spellzone.com/word_lists/list-frame-33.htm The Free Dictionary: Words Containing Aught https://www.thefreedictionary.com/words-containing-ought

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The two main spellings used in The Bahamas are a mixture of British English and American English. It is important to distinguish between the two because of the spelling and pronunciation differences. British English keeps the original spelling of words that is used from other languages, mainly French and German. American English spellings are usually based on how the word sounds when it is spoken. When writing, do not switch between the British and American spelling. Be consistent with the spelling selected throughout. Some spelling differences can be found at the end of words or the spelling changes completely. The endings of words may differ depending on whether the British or American Spelling is used.	Basic: Allow students to complete a worksheet distinguishing between British and American words (<i>see Resources</i>). Intermediate: Give students five to ten words to decode, using a cipher key. Have them write the word on a sheet, then state whether it follows American or British spelling. Example: A= 7 B= 10 C = 26 Advanced: Engage students in a quiz using a gamification platform of your choice, where they identify the British and American spelling/pronunciation differences in commonly used words.	Have students complete a word study worksheet.	- Important American and British Spelling Differences You Should Know (2018) https://www.youtube.com/watch?v=A-KyynN0qMY American vs British Spelling Differences Worksheet Link to Differences Worksheet

Content	Suggested Activities	Suggested Assessment(s)	Resources																																										
For Example: <table><tr><th>British</th><th>American</th></tr><tr><td>-ce</td><td>-se</td></tr><tr><td>-re</td><td>-er</td></tr><tr><td>-our</td><td>-or</td></tr><tr><td>-t</td><td>-ed</td></tr><tr><td>-que</td><td>-k</td></tr><tr><td>-se</td><td>-ze</td></tr><tr><td>-l</td><td>-ll</td></tr><tr><td>-ogue</td><td>-og</td></tr></table> Sample Words: <table><tr><th>British</th><th>American</th></tr><tr><td>licence</td><td>license</td></tr><tr><td>litre</td><td>liter</td></tr><tr><td>favourite</td><td>favorite</td></tr><tr><td>burnt</td><td>burned</td></tr><tr><td>cheque</td><td>check</td></tr><tr><td>analyse</td><td>analyze</td></tr><tr><td>skillful</td><td>skillfull</td></tr><tr><td>catalogue</td><td>catalog</td></tr><tr><td>moustache</td><td>mustache</td></tr><tr><td>programme</td><td>program</td></tr><tr><td>mould</td><td>mold</td></tr></table>	British	American	-ce	-se	-re	-er	-our	-or	-t	-ed	-que	-k	-se	-ze	-l	-ll	-ogue	-og	British	American	licence	license	litre	liter	favourite	favorite	burnt	burned	cheque	check	analyse	analyze	skillful	skillfull	catalogue	catalog	moustache	mustache	programme	program	mould	mold			
British	American																																												
-ce	-se																																												
-re	-er																																												
-our	-or																																												
-t	-ed																																												
-que	-k																																												
-se	-ze																																												
-l	-ll																																												
-ogue	-og																																												
British	American																																												
licence	license																																												
litre	liter																																												
favourite	favorite																																												
burnt	burned																																												
cheque	check																																												
analyse	analyze																																												
skillful	skillfull																																												
catalogue	catalog																																												
moustache	mustache																																												
programme	program																																												
mould	mold																																												

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Not all the words spoken in English are English words. Their roots were formed in another language. Being able to recognize certain roots can assist with spelling and in understanding what particular words mean. It can also help to see connections between words. Japanese Japanese is one of the newer languages to have some of its words adopted into the English language. Symbols are used to represent words in this language. The long /e/ is often spelt with an i at the end of words. • emoji • hibachi • origami • sushi • tsunami In some words, however, the /e/ is spelt e. • karate • karaoke	Basic: Play audio clips of the language so that students can hear how certain words are pronounced. Have students use this information to practise saying their spelling words correctly. Intermediate: Have students use their smart phones to take pictures of other words that have originated from the target language. Have students give each other mock spelling tests on these words. Advanced: Have students review the spelling rules related to a specific language. Present them with unfamiliar words that follow that same pattern. Have them use the rules to spell the words.	Have students compete in a Spelling Bee Competition.	• Where Do Words Come from? (Danesi, 2017) https://www.youtube.com/watch?v=Ytr28t5VzAs • Words of German Origin (2020) https://www.youtube.com/watch?v=ePnjVSyQXqA • 2019 Spell it Tricks and Tips for Spelling Bee Success (Merriam Webster, 2018) https://edgemont.provo.edu/wp-content/uploads/2020/06/Spell_It_2019_full_color-PDF.pdf

Content	Suggested Activities	Suggested Assessment(s)	Resources
'U' gives the /ü/ sound as in cool. - haiku - jujitsu - tofu Long /ol/ is spelt "o" at the end of a word. - dojo - judo - sumo Other familiar Japanese words are: - Ninja - ramen French came to influence the English Language after France conquered England in 1066. French The /sh/ is often spelt with ch. Examples: - chauffeur - chic - crochet Words ending in /azh/ are spelt age. Examples: - camouflage - entourage			Reading Strategies Section Z: <i>Greek and Latin Roots</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
- The /k/ sound at the end of a word is spelt que. Example: boutique physique German German words and English words are closely related. Some German words found their way into the English Language because of their interactions during World War I and World War II. Some words that we get from the German are: - angst - iceberg - kindergarten - pretzel - glitz - pumpernickel - seltzer - spareribs - spritz - Volkswagen - waltz - wanderlust			

SCOPE OF WORK

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

FLUENCY

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Signals are used to help readers understand clearly the author's message. When reading aloud, attention should particularly be given to these cues. Comma – Give a slight pause. It is important to pause at the correct time, otherwise the meaning of the sentence might change. Example: “I like riding, my dog and kites.” “I like riding my dog and kites.” Period – Give a little longer pause. Question Mark – Voice should have a little rise at the end of the sentence.	Basic: Have students experiment with writing the months of the year and placing various punctuation marks to separate them. Have students read the months of the year while utilizing the punctuation marks. Intermediate: Have students work in small groups to practice choral reading of selected poetry. Have them share their poem with the class. Advanced: Have students share a particularly expressive part from their favourite book. Have them share the impact that the punctuation marks had on the actual reading.	Have students read a particular passage. Provide feedback on their responses to the punctuation marks.	• Fluency: <i>Hearing Punctuation</i> (Smekens, 2006) Link to Download Fluency PDF • Free Radio Scripts for Kids (Scirri, 2022) https://a2zhomescchooling.com/all_time_favorites/free-scripts-for-kids/

Content	Suggested Activities	Suggested Assessment(s)	Resources
Exclamation Mark – Read with strong emotion to reflect what is happening in the text. Quotation Marks – Voice may need to be changed to indicate that a person is speaking, to reflect what is happening in the passage, and to reflect who is speaking. Example: a big burly criminal may have a rough voice while a woman might have a soft voice. Ellipses – Voice drops or trails off. It could be that the person is unsure what to do or has several thoughts spinning in his/her head at one time. Example: “Should I drop Tim first or should I go to...”			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important, when reading, to pay attention to the rate of speed at which you are reading, the rise and fall of your voice and expression. Rate – Refers to how fast or how slowly one speaks. Be careful not to speak so slowly that listeners lose interest. Do not read too quickly, otherwise the words may not be clear and the listeners may find it difficult to follow. The control of breathing when reading can be used to influence rate or pace. If someone is running or crying, use quick short breaths between the words. If someone is relaxed, this may be portrayed by breathing out slowly. Intonation – This refers to the rise and fall of the voice to reflect what is happening in the reading piece. Vocal Expression – The tone of the reader should reflect the mood of the piece.	Basic: Have students practise reading texts at different rates to portray excitement, fear, and sadness. Intermediate: Have students listen to a Bahamian storyteller sharing a local tale. Ask them to discuss the effective use of voice and breathing. Advanced: Have students practise reading a Bahamian dialect poem like “O Con Jessie” by Susan J. Wallace. Have them focus on appropriate pacing, intonation, and expression.	Have students record themselves reading a particular passage. Have the class provide feedback on their pacing, intonation and expression.	• 9 Ways to Increase Fluency (Emily, 2020) • https://educationtothecore.com/2020/03/9-ways-to-increase-fluency-in-students/ • <i>The Fluent Reader</i> (Rasinski, 2010)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Examples: • sad – read slowly, lower the voice • angry – loud, booming voice • happy – light voice • afraid – stuttering voice • surprise – inhale sharply before speaking Pitch of Voice - Refers to the loudness or softness of the voice.			

SCOPE OF WORK

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

COMPREHENSION/LITERATURE

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text features are elements that are included in a non-fiction text that help readers to understand and locate information. <u>Book Text Features:</u> Book Cover – Includes the title, a picture, and the names of the author(s) Title Page - States the title, author, illustrator, copyright information and publisher Table of Contents - Provides topics and page numbers on which information can be found	Basic: Provide students with a worksheet that contains examples of different text features. Have students label the features. Intermediate: After skimming a nonfiction book of their choice, have students use a checklist and indicate the page numbers of where certain text features are found. Advanced: Have students complete a nonfiction text feature scavenger hunt on-line where they must use the text feature to locate specific	Have students complete a worksheet where they have to use certain text and graphic features to locate information in a book.	• Text Features and Graphic Sources (Patterson, 2015) https://www.youtube.com/watch?v=pTUVv6oNMqU • Reading Strategies Section J: Text Features, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
Subtitles/Subheadings - These appear under a title or heading to provide specific related categories of information. Illustration/ Photograph with Captions - An image that includes a subtitle/caption explaining what it is about Diagram – A drawing used to identify different parts or show how things relate Map – A drawing showing the location of something Chart/Table - Information that is organized into a visual format that is quick and easy to read Index - Found in the back of the book and includes the page number where key words can be found. Glossary - Provides the definition for key words.	content in the book to answer questions provided.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
<u>Special Print Features:</u> Bold - The important words are placed in darker print than the rest of the text so that they stand out. Italics - Words that are written with a right slant and are often found in the glossary. Underlined - Key words may have a line drawn underneath to identify their importance. Bullets - Used to identify a list of words <u>Digital Features:</u> Back Button - Goes back to the last page visited. Audio – Click on the speaker icon or press play to listen to information Video – Click on the play icon to view a video Photographs – Press on the photo			

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

Objective 2.37 Explain the different non-fiction text structures.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Text structure refers to how an author organizes information in a text. Being aware of non-fiction text structures and their purpose, helps readers to navigate the text that they are reading. There are five basic structures that authors use. Description - Provides a variety of information about something that is alive, such as a person, animal or plant; something that is not alive like an object (weather wind vane); an event such as when The Bahamas gained Independence on 10th July, 1973; a process (liquid changing to gas) or a place (the Hermitage on the island of Cat Island). • Examples: brochures, menus. • Keywords/phrases: for example, the characteristics of Sequence - Provides the order in which something happened or should happen. • Examples: agenda, directions to locate something or some place • Key Words: first, next, finally	Basic: Create a text structure, student-made anchor chart that outlines the definitions, examples, key words and graphic organizers that are used for that specific component. Intermediate: Have students read various short passages. Ask them to highlight key words and identify text structures. Advanced: Have students read two passages on the same topic with different text structures. Then have them discuss and evaluate which text structure used was more effective.	Give students 10 different samples of non-fiction text. Have them identify the text structure used in each and give reasons for their choice.	• Text Structure PowerPoint (Jack, 2020) Link to PowerPoint Resource (Jack 2020) • The 5 Types of Text Structure (Flocabulary, 2017) https://www.youtube.com/watch?v=7kWGQ-ipBY&t=66s • Reading Strategies Section D: Text Structure, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
Problem/Solution - Identifies a need and shows ways in which it can be addressed • Examples: ads, newspaper editorials, hacks for common problems • Key Words/Phrases: the issue is, to solve the problem... Cause and Effect - Shows the impact that a particular event had. • Examples: Environmental studies, natural disaster/pandemic report, weather report • Key Words/Phrases: because, as a result of Compare/Contrast - Shows how two things are similar and how they are different. • Examples: political ads, graphic organizer • Key Words/Phrases: in the same way, in comparison to.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A well-written narrative has five core elements. Being able to identify these elements and knowing how they work together in a story, helps a reader to better understand and appreciate the text. The five core elements of a narrative are: Character: the people or animals and objects behaving like humans in the story. To learn more about the nature of a character, a good reader pays attention to his/her words, thoughts, actions, and appearance. A person's nature is his/her usual attitude or behaviour. In most stories, the nature of a character remains the same throughout the story or changes after a dramatic event. To figure out the nature of a character, ask yourself: • What thoughts is the character having? • What is the character saying? • How is the character acting?	Basic: Bigger than Life Choose a story familiar to the students and select a character. Using the Think-Aloud Strategy, draw a large life-size sketch of this character based on any descriptions given in the story. Quote phrases directly from the book and place evidence of the character's [1] thoughts and words on the head and [2] actions on the feet and hands. Use the "<i>Interpreting the Nature of Character</i>" guiding questions to infer about and place [3] their personality on the heart. Working in Pairs: In groups of two, assign familiar characters to each student group. Allow them to follow the same procedure as above to create a life-size sketch of this character. Carve out time for students to present their models. Extend this activity to incorporate teachings on the character's point of view and conflict. Intermediate: It's in the Lyrics Supply students with the song lyrics, "<i>Church Out, Crab Crawlin</i>". Play the	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See '<i>Theme, Point of View and Story Elements</i>' under the Reading Strategies section. Challenge learners to complete the '<i>Comparing Point of Views from Two Texts</i>' assignment.	• The Importance of Setting to a Story (Flocabulary 2017) https://www.youtube.com/watch?v=30CPmgVQNks • Comprehension Plus, Level D, pp. 73-88 • Reading Strategies Section B, G, and I: Theme, Point of View, and Story Elements, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5 • "<i>Church Out, Crab Crawlin</i>" (Minnis, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Which attitude do these types of thoughts, actions and words suggest? Point of View: is about '<i>who</i>' is telling the story. This speaker is known as the narrator. Narrators can be a character in the story or a witness who is speaking about what happened. Pronouns used by the narrator give clues to help the reader figure out the point of view. The First Point of View: the narrator is a character in the story. Pronoun Clues: I, me, my, mine, we, us The Third Point of View: the narrator is a witness to the events. Pronoun Clues: they, them, their, he, him, his, her, she, it Figuring out the thoughts, opinions, and feelings of the narrator can help the reader decide how trustworthy is the information being given.	song and allow students to sing along with the lyrics. Use the interpretation guide questions and Think-Aloud Strategy to model for students how to identify and discuss each narrative element in the song. Working in Pairs: Give students the song lyrics, "<i>Naughty Johnny</i>", and have a sing-along. In groups of two, assign students a narrative element and provide its matching interpretation questions. Have them follow the same procedure demonstrated. Circulate pairs and provide corrective feedback. Allot time for students to present their thinking. Repeat more guided practice with short stories. Advanced: Elements of Display! Select a familiar text and assign each student a narrative element. Have students create and present a simple PowerPoint that evaluates the text using their elements. Ensure that students: 1. Answer the relevant guide questions to interpret how the		"<i>Naughty Johnny</i>" (Minnis, 2012) https://www.youtube.com/watch?v=f-OTdCRRDqU <i>Literacy Resource Handbook</i>, (Sumner et al, 2009; pp. 234-246) 25 Most Common Themes in Children's Literature https://examples.ourdictionary.com/25-most-common-themes-childrens-literature <i>100 Task Cards: Literary Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Think about the narrator and ask yourself: - Does the narrator have any strong feelings, opinions, and thoughts? - How do these strong feelings, opinions, and thoughts change the way the story is told? Setting: the <i>location and time</i> of a story. It can be about a place that is real or fictional and about a time that is in the past, present or future. If the author does not identify the setting, a good reader looks for details to figure it out such as the weather, time of day, buildings, and seasons. The setting can put the audience in a certain mood while reading the text. However, not every setting is important to the story. To determine if the setting is important a reader should ask: - Would the story change if the events were happening in a different time and place? - Would the characters behave and feel differently in a different time and place?	element works in the story. - Support each answer with at least two phrases quoted from the text. - Display each question on a separate PowerPoint slide. - Have a page reference for each quote. Encourage presenters to connect any aspect of the story element to their personal life. Students without access to PowerPoint can create a flipbook or use flash charts.		

Content	Suggested Activities	Suggested Assessment(s)	Resources
Plot: the order of the most important events in a story. The four (4) main parts of a plot are: the background (introducing the setting and characters), a conflict, the climax, and a resolution (how the problem is solved). The conflict of a story is something that goes wrong for the main character. The main character can face a conflict with [1] himself, [2] another character, [3] culture or [4] nature. In most cases, the character then takes action to solve this problem. Good readers know that there may be more than one major conflict in a story. The climax is the most exciting part of the story. In most stories, this happens right before the problem is solved. Being able to follow a clear plot helps a reader to better understand, enjoy and evaluate the author's work. Theme: The hidden message or lesson that the author wants the reader to learn from a story. It is			

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

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Context Clues are the words that surround an unfamiliar word. These words give clues about the meaning of the new word. Some context clues are: Synonyms – Words that mean the same or almost the same as an unfamiliar word. Example: The oldest lighthouse in The Bahamas is situated or located Paradise Island. Antonyms – Sometimes a context clue would contrast with new word. Example: Unfortunately, it was not the drizzling type of rain, but the drenching kind as Audra emerged from the hairdresser’s shop. Definition – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence.	Basic: Provide each group of students with a paragraph (large print) that contains a few words. Have “synonyms” for these words available. Provide students with glue and have them paste the words in the correct positions on the chart. Have students then read the paragraph with the replaced words. Ask them to explain what helped them to make their choices. Intermediate: Prepare dominoes (index cards) with a sentence on one end and a word on the opposite end. Students will follow the rules of dominos and match unfamiliar words with their synonyms. This could be done as a group or class activity. Example- “The tall, slender girl was selected for the basketball team.” Will match a domino with the word slim on one half. Advanced: Have students read an article adapted from a professional	Using an article in the Tribune or the Nassau Guardian, highlight unfamiliar words. Have students use context clues to determine the meaning of each identified word.	• <i>Preserving Our Heritage</i> Level 2, Part 1; pp. 95- 97 • The Nassau Guardian Newspaper (hard-copy or online) https://thenassauguardian.com/ • The Tribune Newspaper (hard-copy or online) http://www.tribune242.com/ • Vocabulary Strategies Section HH: Context Clues, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: The jaws of life, a piece of equipment used to cut metal, was used to free the family from their car after the accident. Word Parts – Prefixes, root words and suffixes are used to determine the meaning of unknown words. Example: “After the race, all the runners got orange juice to hydrate themselves.” (Students will use the knowledge of the Greek root ‘hydra’, which means ‘water’ to figure out that hydrate means to drink something to quench thirst.)	travel agent on The Bahamas and use context clues to determine the meaning of unfamiliar words or terms. Example: The itinerary, or travel plan, was filled with exciting things to do.		• <i>100 Task Cards: Context Clues</i> (Scholastic, 2020)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Classification refers to the grouping of items based on characteristics that they share in common. Understanding the relationships that exist between these groupings will help the reader to navigate the material successfully.	Basic: Provide students with a list of food items. Have them use this list to create a menu for a restaurant, which should include drinks, appetizers, entrées and dessert. Pair students. Have them take turns ordering appetizers, drinks, entrees and desserts from each other's menus. Intermediate: Provide students with copies of the same newspaper. Provide the title for a story in the newspaper. Have students identify the section of the newspaper in which it can be found. The first one to locate the article wins. Advanced: Choose a popular shopping website (Kelly's, Walmart, Amazon, etc). Have students preview the labelled groupings. Present them with a list of items that could possibly be found in those groups. Example: Electronics, Home, Health, etc. Have them place the items in the correct groups. Discuss and ask them to justify some of the items that may fit in several groupings and the 'best' place to put them.	Have students complete a worksheet where they have to use the skill of classification to locate information.	• <i>Preserving Our Heritage</i> Level 2, Part 2; pp. 57- 58

Objective 2.41 Make predictions.

Content	Suggested Activities	Suggested Assessment(s)	Resources						
Making predictions involves using the information that has been provided by the author along with what you know already from past experiences or knowledge, to figure out what will happen next. Predictions must be relevant to the situation and logical. A reader can make inferences and draw conclusions to make better predictions during reading when more information is provided. To make a good prediction before and during reading a fictional text, ask yourself, • What is the title telling me about the characters? The setting? The events? • What are the clues in the story telling me about the main problem? • What do I think the main character will do next to solve this problem? • What would I have done next in this situation? To make a good prediction before and	Basic: Place students in small groups. Instruct them to use the title and other text features to make an initial prediction about the story's plot. Have students write their predictions and the clues that were used on a chart. Groups can share these predictions as well as those made throughout the reading of the passage. Intermediate: Allow students to read short passages and then use the graphic organizer to write their predictions. Have students explain why each prediction was made. <table border="1"><thead><tr><th>My Predictions</th><th>What Happened</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table> Advanced: As students read, have them pause and make predictions. Have students cite specific evidence from the story that led to their predictions. If the predictions of students do not match what happened, have students reread the passage and identify any clues that they may have missed.	My Predictions	What Happened					Have students make predictions as they read a story.	• <i>Preserving Our Heritage</i> Level 2, Part 1, pp. 102-103 • <i>5 Ways to Teach Making Predictions in Reading with Elementary Students</i> (Cass, 2021) https://raisethebarreading.com/2021/01/24/makingpredictions/ • <i>100 Task Cards: Literary Texts</i> (Scholastic, 2020)
My Predictions	What Happened								

Content	Suggested Activities	Suggested Assessment(s)	Resources
during reading a nonfictional text, ask yourself, • According to the title and illustrations, what would this text be about? • What are the headings, subheadings, and charts telling me that what this text will be about? • What do I know about this topic already? After reading a fictional or nonfictional text, ask yourself, • Which of my predictions were correct? • Why were these predictions correct? • Which of my predictions were incorrect? • Why were these predictions incorrect?			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The main idea of a text is the most important idea that the writer wants you to know about the topic. It is what is mostly being talked about in the text. Knowing the main idea helps a reader to better understand and organize the lesser details of the text when summarizing, paraphrasing, and retelling. Sometimes, a writer directly states the main idea in the text. It can be stated at the beginning of a paragraph as the topic sentence or the end as the concluding sentence. However, the main idea can also appear anywhere in the text. Sometimes, the main idea is unstated and the reader must figure it out from the supporting details. The supporting details are the sentences that tell us more information about the main idea. There are five main types of supporting details: [1] examples, [2] facts and figures,	Basic: <i>What is The Big Idea?</i> Give each student a card with a list of words and phrases that supports an unknown topic. One at a time, read aloud a topic and challenge students to decide if it is the matching main idea for their details. Pause to allow students to self-correct or challenge the matches of others. Lead from the activity to discuss main ideas and supporting details. What's the Big Idea? cleaning your room taking out the trash washing the dishes mopping the floor Provide students with a short passage with a stated main idea and a graphic organizer. After reading, allow learners to find the main idea sentence and discuss its location in the passage. Challenge learners to identify which questions are answered with the given details: <i>5W's and how</i>. Have students then record answers on the graphic organizer. Gradually introduce passages with unstated main ideas and model how details are used to draw a conclusion about the most important idea. Intermediate: Provide students with a short paragraph with a stated main idea. After	Use a learning device to allow students to sign in and complete individual assessments on IXL Language Arts website. See 'Main Idea' under the Reading Strategies section. Challenge learners to complete the 'Combining Main Ideas from Two Texts' assignment.	• <i>Comprehension Plus</i>, Level D, pages 5-8 • <i>Preserving our Heritage</i> Level 2: Part 1, pp. 8-10 • <i>Reading Strategies Section A: Main Idea</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5/determine-the-main-idea-of-a-passage • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
[3] descriptions, [4] reasons or explanations, and [5] steps. Good readers also understand that the main idea and the theme of the text are different. The main idea helps you to figure out the lesson or theme of a text.	reading, allow learners to find the main idea sentence and discuss its location in the paragraph. Challenge learners to identify the different types of supporting details given. Gradually introduce passages with unstated main ideas and model how details are used to draw a conclusion about the most important idea. Repeat guided and independent practice with other short paragraphs and passages. Advanced: All Mixed Up! Provide students with a skeleton of a short essay by removing all the supporting sentences and leaving the main idea for each paragraph intact. In pairs, give students the strips of sentences with the details, but also include extra sentences that are off-topic. Challenge learners to reconstruct the essay and exchange their finished work with other groups for peer evaluation. Encourage peers to ask questions for clarification or give suggestions for corrections. Allow students to use the reflective questions and compare their approaches to solving this puzzle: 1. What did I know before I began the activity? 2. How did that help me to solve this problem? 3. What did I try, but it didn't work? 4. What is one thing I now understand better?		

Objective 2.43 Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen. Sequence also refers to steps in a process such as a recipe or directions. Authors may use key words or phrases to help readers understand sequence. Key/Signal Words: <i>after, before, while, then, next, first, last, later meanwhile, during, finally, Wednesday, and in the morning</i> Dates tell you a specific month or year. Key words such as ‘meanwhile’ and ‘during’ are clues that two or more events are happening at the same time. If there are no clue words, picture the events from the story in your mind and ask yourself, “<i>What happened first, next, then and last?</i>” In writing, bullets, numbers, and numerals can be used to indicate sequence.	Basic: Have students read and follow directions for a science experiment. Ask students to recall the steps orally, using sequence key words/phrases. Assign sequence related questions based on the experiment. Intermediate: Have students read a play/skit. Provide them with sentence strips containing different events from the skit. Allow students to paste the sentence strips in sequential order according to the skit. Advanced: Provide students with copies of an obituary or a biography of a Bahamian icon. An example is Debbie Ferguson’s biography ‘<i>Born to Run</i>’. Have them identify words/phrases that indicate sequence and then answer questions related to sequence. Students can also use sequence words/phrases to write their autobiography.	Have students read a short passage and recall the events using key words.	• <i>Preserving our Heritage</i> Level 2: Part 1, pp. 59-60 • Born to Run: The Debbie Ferguson Story (Mills, 2014) • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Most stories are divided into two major genres: fiction and non-fiction. The Latin word genre means ‘<i>group</i>’ or ‘<i>kind</i>’. Knowing whether a story is fictional or realistic can help the reader to better understand the ideas of the author and make reasonable predictions. Good readers slow down when reading nonfiction to think about what is being communicated. The fiction genre has stories that are created from the authors’ imaginations. It refers to things that are invented or not true. Examples of fictional stories include: fairy tales, legends, historical fiction, science fiction, folklore, mythology and realistic fiction. Fairy Tale - stories about magical creatures with happy endings, usually written for children. Fable - stories where animals, plants or objects are behaving like humans. The purpose is to teach a life lesson known	Basic: On the Move! Divide a worksheet designed to identify sub-genres into their individual descriptions. Place them in a bag and have each student randomly choose a description. Assign labelled spots around the classroom for each genre. Allow students to classify their descriptions by moving under the correct label. Have students take turns reading their descriptions aloud and defending their choice. Provide corrective feedback, as required. Intermediate: Compare and Contrast Present each student with two different kinds of literature for comparison and contrast. Allow students to use a Venn Diagram or the following sentence stems to present their responses. Sample Question: <i>How are folklore and autobiographies the same?</i>	Pre-Assessment (<i>before teaching</i>): Have students complete a worksheet designed to identify genres and sub-genres based on descriptions. Let students document their scores in their notebooks. Example: “PS5 Game Game Operations Manual” by PlayStation Explains how to operate the PS5 Game Console and includes a troubleshooting guide. Genre: _____ Post-Assessment (<i>after teaching</i>): Have students complete the same worksheet. Let students compare their new score with their pre-score. Have learners ask themselves: 1. Did my score change? 2. What would I do	• Preserving our Heritage Level 2: Part 1, p. 24 • The New York Times: <i>What’s Going On in this Picture?</i> https://www.nytimes.com/column/learning-whats-going-on-in-this-picture • Scholastic News Levelled Informational Texts grade 4 (2019) • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
as the <i>moral</i>. Mystery - A story in which the reader or character must use clues to solve a problem. Drama - stories written as a dialogue between characters to be performed in a theatre. Fantasy - stories that are so fantastic that they can't possibly be true. They often have strange and unworldly settings. Tall Tale - Humorous stories with huge exaggerations and heroes Folklore - stories passed down orally through generations. The original author is often 'unknown'. Realistic Fiction - stories that can happen in real life but didn't happen. The non-fiction genre refers to a truthful account of things about real people, places, things, and events. Examples of non-fiction writings include: biographies, autobiographies, journals, and	Comparison Sentence Stem: _____ is the same as _____ because they both: _____. Sample Question: <i>How are folklore and autobiographies different?</i> Contrast Sentence Stem: _____ and _____ are different because _____ is _____. On the other hand, _____ is _____. Begin with literature pairs that are simple to complete. Gradually increase the challenge by pairing those whose likenesses are not so obvious such as a tall tale and a flyer. Encourage students to think critically and provide thoughtful responses. Allow learners to share their ideas. Advanced: "If Books Could Talk!" Assign each student a type of literature. Ask students to prepare a speech given by the literature as if	differently if I could have done this again? 3. How will I use what I learned?	

Content	Suggested Activities	Suggested Assessment(s)	Resources
narrative non-fiction. Biography - written about another person's life. Autobiography - written by a person about his/her own life. Narrative Nonfiction - a story about true events. Not all nonfiction writings tell a story. Texts such as textbooks, applications, menus, flyers, recipes, and articles give the readers information. This type of non-fiction is called an informational text. Menus- gives details about the kinds of food and drinks that can be ordered at a restaurant. Menus usually organize their information into categories and show the cost for each item. Flyers- gives details to the reader about an event, idea, or product for sale. It usually includes big print words and numbers to grab the reader's attention.	it were a human. Challenge learners to creatively include its main characteristics, how it is often perceived by most readers, and any challenges it may experience in the literary world. The literature can be humanized with thoughts and emotions. Encourage students to use relevant props or visuals. Create and provide students with a rubric to conduct peer evaluations.		

Objective 2.45 Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment(s)	Resources
In a world of free-flowing information, “fake news”, and persuasive techniques, it is important that a person can tell the difference between a fact and an opinion. A fact is something that has happened or something that can be proven <i>true or false</i>. Facts can be proven through observation, measuring or by checking reference books and credible sources. Example: “The hurricane season begins June 1st and ends November 30th.” This can be proven by checking with experts or a credible government website. A statement of opinion cannot be proved true or false because it tells someone’s ideas, feelings, or beliefs. Opinions are normally	Basic: <i>On the Move!</i> Divide a worksheet designed to test the difference between facts and opinions into individual statements. Place them in a bag and have each student randomly choose a statement. Assign two labelled spots in the classroom: one for facts and one for opinions. Allow students to classify their statements by moving under the correct label. Have students take turns reading their sentences aloud and defending their choice. Provide corrective feedback, as required. Challenge learners to convert all the factual statements into opinions. Intermediate: <i>Product Labels</i>: Give each pair of students an empty cereal box or any other product with persuasive language. Ask students to read the information on the box and answer basic recall questions about the product such as: <i>who, what, where, when, and how</i>. Have students then find and record three factual phrases or statements written on the box in the chart below. Repeat the same step for three statements of opinion. Then invite	Spot the Error: Fill in the answers on a worksheet asking students to decide whether a statement is factual or opinionated. Intentionally include answers that are inaccurate. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	- Comprehension Plus, Level D, pages 49-52 <i>Preserving our Heritage</i> Level 2: Part 1, p. 32 “Save the Endangered Pacific Northwest Tree Octopus” https://zapatopi.net/treeoctopus/ <i>Banish Boring Words!</i> (Shelton, 2009) Writing Strategies Section T: Developing and Supporting Arguments (1 and 2 Fact and Opinion), IXL Learning

Content	Suggested Activities	Suggested Assessment(s)	Resources						
associated with phrases such as <i>I think, I feel, I believe</i>, and <i>in my opinion</i>. They may also contain verbs such as <i>should, must</i>, and <i>ought</i>. Comparative words such as best and worst and descriptive words such as beautiful and funny may also point to an opinion. Example: “Hurricane season is the worst time of the year for Bahamians.” Readers should be careful of opinions that can be disguised as facts because they are partially true.	students to record the reasoning behind each choice on the chart. Provide corrective feedback, as required. <table><tr><th>Statement</th><th>Fact or Opinion</th><th>How do you know?</th></tr><tr><td></td><td></td><td></td></tr></table> Have students discuss how manufacturers use labels to convince customers to buy a product and the trustworthiness of certain labels. Repeat guided practice with informational and advertisement flyers. Advanced: Fact-Checking Scavenger Hunt: Have students visit and explore the “<i>Save the Endangered Pacific Northwest Tree Octopus</i>”. Allow students to read about its scientific information, testimonials, research studies, records of sightings, and the organizations that help the endangered animal. Ask students to judge the trustworthiness of the website and support their answers with evidence. Reveal to the students that the site is fake news, and the animal does not exist. Discuss the importance of using	Statement	Fact or Opinion	How do you know?					Language Arts website https://www.ixl.com/ela/grade-5 100 Task Cards: <i>Informational Texts</i> (Scholastic, 2020)
Statement	Fact or Opinion	How do you know?							

Content	Suggested Activities	Suggested Assessment(s)	Resources
	multiple sources to check facts. Provide students with the answers to questions from an upcoming Social Studies or Science lesson. Have students research different sources (Social Studies textbooks, Kids Discover site, Google, news sites, etc.) to provide support for the factual answers. Instruct students to record at least three [3] sources for each question. Have students exchange papers and rate the trustworthiness of the sources listed		

Objective 2.46 Summarize and paraphrase texts.

Content	Suggested Activities	Suggested Assessment(s)	Resources
To summarize means to restate a text in a shortened form. Summaries should only include the main points of the selection. To paraphrase is to make a restatement of a text using other words. A paraphrase should not have all of the same words as the original text. When paraphrasing, synonyms can be used to restate key words.	Basic: Have students read a passage and then read a pre-written summary of that passage. Instruct students to put a line through sentences that do not belong. These sentences can include unimportant details, the writer's opinion or inaccurate facts. Intermediate: Have students read a selection and complete a Summary Ladder. The ladder should include the following: topic, gist/theme, short summary, structure, and details in sequence. See page 254 of the Literacy Handbook. Advanced: Have students send a telegram to a friend talking about a story read. Tell them each word costs 10 cents, and they have a budget of \$4.00. Encourage students to stick to the main points of the story. To add a greater layer of challenge, adjust the amount they have to spend according to the text they are summarizing.	Have students read a passage and write a summary of the events.	• Difference between Summarizing and Paraphrasing (Kaushik, 2011) http://www.differencebetween.net/language/difference-between-paraphrasing-and-summarizing/ • How to Write a Summary (Wood, 2015) https://www.youtube.com/watch?v=dsB73dRuGcE • <i>Literacy Resource Handbook</i>, (Sumner et al, 242, 254) • Writing Strategies Section S: <i>Summarizing</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Comparing and contrasting requires a person to look at people, objects or situations and think about how they are different or alike. Some words and phrases that signal “comparisons” are: like, similar to, still, in the same ways and in comparison. Some words and phrases that signal “contrasts” are: however, on the other hand, but, yet, nevertheless, on the contrary, nonetheless and in contrast. The graphic organizer that is commonly used to compare and contrast is called a Venn Diagram.	Basic: Have students read two short stories (fables or fairy tales). Students will compare and contrast the characters, setting, plot, and theme of the short stories. Students can put information on a Character Comparison Frame (Literacy Resource Handbook). Intermediate: Instruct students to compare prices and products of two stores in their neighbourhood or two lunch vendors at school. Allow them to write a paragraph that makes a comparison between the two. Encourage them to use keywords. Advanced: Have students read articles on the same topic from two local newspapers. Have them compare and contrast the articles and/or the authors’ perspectives or styles.	Have students complete a standardized worksheet or a graphic organizer.	• <i>Preserving our Heritage</i> Level 2: Part 1, pp. 19-20 • <i>Literacy Resource Handbook</i>, (Sumner et al, p. 243) • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Objective 2.48 Make inferences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The author does not always directly tell the reader everything that is happening in the story. However, the writer gives hints or clues so that the reader is able to figure out what is not stated directly. Good readers use the information given, along with what they already know, to make inferences. There are several different types of inferences that can be made. 1. Object – Authors may give clues as to what an object might be. To figure out clues about the object, ask the following questions. 1. For what purpose is the object being used? 2. What sensory details are being provided? 3. Where is the object located? Example: Its diamond shape moved easily in the wind. We tied bows on its tail so that it would dance gracefully for us. What is the object? It is a kite.	Basic: Have students review several store receipts with purchased items and make inferences about what the person is going to make. Example: • Flour • Yeast • Lard Using the store receipt, have students infer what the person is about to make. Intermediate: Have students write riddles where inferences must be made in order to solve them. The riddles should be related to objects, categories and instruments. Have students share riddles and discuss word clues. Example: I am a native Bahamian dish. You can purchase me at the Fish Fry. My main ingredient is a mollusk. I also contain lime and various herbs? What am I? Conch	Have students complete a task card where they have to make inferences.	• <i>Systematic Guided Practice: Making Inferences</i> (Jack, 2022) • <i>Preserving our Heritage</i> Level 2: Part 1, pp. 91-94 • Shorts Video: <i>For the Birds</i> (Pixar, 2000) https://www.youtube.com/watch?v=nYTrIcn4rjg • Reading Strategies Section H: <i>Inference</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources									
2. Category - Authors may sometimes use names or words with which the reader is not familiar. If they provide more than one example, the reader can use this information to identify the group to which the items or objects belong. To figure out clues about the object, ask the following questions. 1. What is the location of the items/objects? 2. What type of items/objects are they? 3. For what are the items/objects used? Example: Bahamasair and American Eagle were the only ones present on the runway. What type of objects are Bahamasair and American Eagle? Airplanes 3. Instrument – An instrument refers to an object that is possibly being used by the character or is present in the environment. If the instrument has not been	Advanced: Have students view a short video and complete a graphic organizer to make inferences. Teachers are encouraged to stop periodically and ask questions so students can think critically and make inferences (<i>See Resources Section</i>) <table><tr><th>VIDEO EVIDENCE</th><th>PRIOR KNOWLEDGE</th><th>MY INFERENCE</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	VIDEO EVIDENCE	PRIOR KNOWLEDGE	MY INFERENCE								• <i>100 Task Cards: Making Inferences</i> (Scholastic, 2020)
VIDEO EVIDENCE	PRIOR KNOWLEDGE	MY INFERENCE										

Content	Suggested Activities	Suggested Assessment(s)	Resources
identified, ask the following questions: 1. Who is using the instrument? 2. For what purpose is the instrument being used? 3. What is the character's reaction to the instrument? Example: With the experience of years, the old nurse pricked the little boy's skin. He grimaced briefly in pain. What is the object that the nurse is holding? A needle. Quite often inferences made, have to be defended. These questions or commands can come in many different forms, but they are all asking the reader to provide the clues from the passage that helped them to make their inferences. 1. How do you know? 2. Give evidence to support your answer. 3. Support your answer using information from the passage. 4. Why do you think this is the case?			

Objective 2.49 Identify cause and effect.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A cause is an action or idea that makes something happen. An effect is what happens because of this action or idea. A cause can have more than one effect as well as an effect can have more than one cause. To find the cause-and-effect relationship during reading, a good reader asks: - What happened? (Effect) - Why did this happen? (Cause) Sometimes, an author or speaker may use a signal word to show a cause-and-effect relationship. Key/Signal Words: <i>because, since, when, as a result, therefore</i> and <i>so</i> Example: The pirate in charge became angry when some crew members lost hold of the anchor. - In this sentence the cause is “some crew members lost hold	Basic: <i>Let’s Talk About It!</i> Have students discuss cause-and-effect relationships in their lives. For example, the relationship between overeating and obesity or not studying and getting poor grades. Intermediate: <i>Weather Watch!</i> Have students listen to or watch a recording of a weather report. Have them identify the cause-and-effect relationships in the report. Then, have the students write cause and effect sentences based on the weather report. Example: Due to the eminent thunderstorm, the field trip will be cancelled. Advanced: <i>Natural Disasters</i> Have students read a report on a natural disaster in our region such as the earthquake in Haiti, a Hurricane (See <i>Preserving our Heritage</i> Level 2 part 1 Have students identify the cause-and-effect relationships and share with the class. Students can also write additional effects that could have	Have students complete a standardized worksheet where they have to show cause and effect relationships.	<i>Preserving our Heritage</i> Level 2: Part 1, pp. 38-41 <i>Preserving our Heritage</i> Level 2: Part 2, p. 106 <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
of the anchor.” In this sentence the effect is “The pirate in charge became angry.” When key words are not used, it is up to the reader to make the connection.	possibly happened.		

Objective 2.50 Detect when generalizations are being made.

Content	Suggested Activities	Suggested Assessment(s)	Resources						
A generalization is a broad statement that tells about a group of people, animals or things and what they have in common. Example: <i>All Bahamians love Junkanoo.</i> Generalizations can be valid or faulty. Valid generalizations are supported by facts, while faulty generalizations are not supported by facts. Clue words that often signal valid generalizations are: some, most, sometimes, often, probably, few, many, rarely Clue words that often signal faulty generalizations are: everyone, nobody, all, none, always, never. Some generalizations do not have signal words. Example: Regatta is a traditional event that Bahamians enjoy.	Basic: <i>Spot the Generalization</i> Provide students with groups of sentences. One sentence in each group should be a generalization while the others are not. Have students highlight the one that is a generalization and circle the signal words that were used. Intermediate: Have students read a speech or passage. Ask them to write the generalizations as well as determine if the generalizations are faulty or valid based on facts in the speech or passage. This information can be placed in a graphic organizer. <table><tr><th>Generalization</th><th>Faulty or Valid</th><th>How do you know?</th></tr><tr><td><i>Everyone in Eleuthera likes pineapples.</i></td><td></td><td></td></tr></table> Advanced: Conduct a survey of the class (or grade level or school) and present the information in a graph to the students. Have students analyze the information and record valid generalizations based on the data in the survey/graph.	Generalization	Faulty or Valid	How do you know?	<i>Everyone in Eleuthera likes pineapples.</i>			Provide students with a passage. Have them identify the generalizations.	<i>Preserving our Heritage</i> Level 2: Part 2, p. 38
Generalization	Faulty or Valid	How do you know?							
<i>Everyone in Eleuthera likes pineapples.</i>									

Objective 2.51 Interpret the author's purpose.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Every author has a reason for writing. This is known as the author's purpose. There are four common reasons for writing: To Inform - When writing to inform or explain, the author uses facts. This is known as expository writing. Examples: cookbooks, science, history textbooks, and biographies To Entertain - Many stories, plays, and poems are written to teach a lesson or simply amuse its audience. This is also known as narrative writing. To Describe - An author may describe an event, scene, or person in detail. Words that appeal to the senses of the reader or listener are used. This is known as descriptive writing. To Persuade - Sometimes an author tries to persuade readers to agree with him or her or to take a particular action. This is known as persuasive writing. Examples: most commercials, campaign speeches, and advertisements.	Basic: Newspaper Search Have students look through newspapers and work in groups to find articles that match each author's purpose. Intermediate: Talk Shows Record the opening lines for several local talk shows or a vlog posted to YouTube. Have students use the opening lines to identify the purpose for the talk show or vlog. Have them identify the author's viewpoint. Advanced: Have students work in pairs to write a skit in which a salesperson is trying to sell something to a reluctant buyer. Students have to use propaganda techniques. After performing the skit, the other students can identify the propaganda techniques used.	Have students complete a worksheet where they have to identify the purpose for different pieces of writing.	• <i>Preserving our Heritage</i> Level 2: Part 2, pp. 9-11 • <i>Author's Point of View</i> (Oldenkamp, 2021) https://www.youtube.com/watch?v=g0iDV9rxRbY • <i>Preserving our Heritage</i> Level 2: Part 2, pp. 9-11 • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Authors sometimes use propaganda techniques to influence the opinions, emotions, attitudes, or behaviours of readers. There are several main propaganda techniques. • Bandwagon – Gives the impression that everyone is doing a particular thing and that is why readers should do it as well, so that they are not left out. Example: “Everyone will be paying a dollar for ‘Dress up Day’. You will be the only one in uniform.” • Glittering Generalizations – Are statements that make people feel good. They can be based loosely on people’s beliefs and morals. They are positive in nature. Examples: 1. “You are worth it!” 2. “You deserve a break.” 3. “Eat fresh...pick from our organic veggies.” • Name Calling – This is used to show a person or a product in a bad light. Example: One brand of ketchup might be called “thin” and “watery” while another may be called “thick” and “flavourful”.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Testimonial – Celebrities, social media personalities, public figures and movie stars may be used to endorse a product or a belief. Example: “Basketball player, Tim Smith, eats Wheaties to keep him making those jump shots.” • Transfer – This is the transfer of a good quality or a bad quality on to something else by association. Example: Shauna Miller-Uibo and Aliv. Because Shauna Miller-Uibo is fast on the track, Aliv’s internet is also fast. Regardless of the author’s purpose, there are clue words in his or her writing that tell us how the author feels or his/her viewpoint about what has been written. To find out how the author feels about a piece of writing, ask the following questions. 1. Are there “feeling” words included in the piece, such as good, bad, great, fantastic, terrible etc.? 2. How is the event, person, thing, or idea being described? irresponsible, organized, interesting, boring etc. 3. Are negative or positive words being			

Content	Suggested Activities	Suggested Assessment(s)	Resources
used in the piece? distasteful, tasty, satisfying, dissatisfied, filling etc. 4. Does the author appear to be arguing for one side over another? Examples: Informative Piece – Crabbing is so much fun! Before going, you need to make sure that you have all your tools such as a searchlight, a bag to put the crabs in, a stick and perhaps a pair of gloves. Once you have these materials, you are all set. Let the adventure begin! • How does the author feel about crabbing? • Are there clue words that tell us how the author feels? The word “fun” is used to indicate that crabbing can be an enjoyable experience. The author also looks at it as an adventure. Descriptive Piece- The ground was soggy and wet! What was once soil was now gathered into little mounds of mud. Our shoes made irritating, squishing sounds as we stomped through it to get to the cars. Our brand-new uniforms were not only soaked, but splattered with little brown spots. Our much-anticipated			

Content	Suggested Activities	Suggested Assessment(s)	Resources
afternoon baseball game was ruined! • How does the author feel about what he is writing? Does the author use descriptive words to describe the playing field and their uniforms? The author describes the field as being “soggy”, “wet” and “muddy”. He also refers to “<i>irritating squishing sounds</i>”. The uniforms were “soaked” and covered in “brown spots”. They were stomping through the mud which indicates anger. He indicates that the game they had been waiting to play is now ruined. The author is probably feeling disappointed and a little angry about the rain. Expository Piece – Visiting the island of Inagua is one of the best decisions you can make. It has the lovely flamingos, the curious, wild donkeys, and the magnificent salt ponds. There is also a special place by the pumps where fish can be found in abundance. • Are the descriptive words negative or positive? Do they give us clues as to how the author is feeling? The author uses words such as “best”, “lovely”, “magnificent”, “special” and			

Content	Suggested Activities	Suggested Assessment(s)	Resources
“abundance”...very positive words. We can conclude that the author loves Inagua. Persuasive Piece- One of the best things you can do in this life is to take care of your teeth. Brush and floss after every meal and you will not be sorry. This will help you to avoid getting harmful cavities and discoloured teeth. You would never have to get needles in your gums to numb the pain while the dentist fills the cavities. Work hard to keep them milky white and strong! You won’t be sorry. • What are the clue words that tell us how the author feels about taking care of our teeth? “best”, “you won’t be sorry”, “avoid getting harmful cavities and discoloured teeth”. The author also encourages readers to “work hard...” and indicates that “You won’t be sorry”. • Is this author trying to persuade readers to take care of their teeth? Definitely!			

Objective 2.52 Draw conclusions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers use details and what is already known to draw conclusions. A conclusion is a decision that the reader reaches after identifying details and facts from the text as well as using prior knowledge. This conclusion should be logical. Good readers can use the following guided questions to help them draw conclusions: • What are the facts? • What do the facts reveal? • Do the characters' appearance, thoughts, words, or behaviour tell anything about them? Example: The Moxey's had planned all year to take a vacation where they could relax and enjoy themselves. As the taxi driver drove up to their hotel, they observed that there was construction next door, and the jackhammer was making a very loud sound as the workers tried to cut through the concrete. Building debris was everywhere and it made the place quite dusty. As they walked into the lobby, the first sign that	Basic: Where am I Going? Provide students with a collection of items. Let them use the items to draw conclusions about the person who owns the items, such as age or sex and to determine where the person may be going. Example: a Dora towel, spade and shovel, sunscreen, goggles, and tuna sandwiches. Intermediate: Have students read a few short passages on different characters. Have them use information from the passages such as the character's thoughts, speech, and actions to answer questions focused on drawing conclusions about the characters. Advanced: Drawing Conclusions Interview Have students compile three questions on a current or past event that evokes strong emotions. Allow them to interview five people at school or at home to get their feedback. Have students draw conclusions based on the data	Have students read a passage and complete questions on drawing conclusions.	• <i>Preserving our Heritage</i> Level 2: Part 1, p. 76

Content	Suggested Activities	Suggested Assessment(s)	Resources
greeted them was that the “pool was not in service”. Mr. Moxey also was told by the receptionist that the room would not be available for several hours. Mr. Moxey turned around abruptly with a suitcase in hand and moved quickly in the direction of the taxi that was still waiting. What are the facts? • The Moxey’s had been planning and saving up for this vacation. • Noisy and dusty construction was happening next to their hotel. • The pool was not accessible. • Their room was not ready. • Mr. Moxey turned abruptly. What do the facts reveal? The Moxey’s would probably not enjoy this vacation for which they had been planning and saving if they stayed at this hotel. Does Mr. Moxey’s behaviour indicate what decision he has made? Mr. Moxey turned abruptly and headed towards the waiting taxi. This probably means that he has made the decision that the family would not be staying at that hotel.	collected.		

Objective 2.53 Make judgements.

Content	Suggested Activities	Suggested Assessment(s)	Resources									
Making judgements is more than just forming an opinion about characters, things, events, and ideas in a story or article that may have no consequence. Judgements are decisions that are made based on evidence found in the passage, what the readers know and the reader’s own experiences, beliefs, morals, and values. When reading fiction, readers make judgements about the decisions and actions of characters in a story. They may agree or disagree with a character’s actions. They may also decide if a character or an action is fair or unfair, wise or foolish, or generous or selfish. When reading nonfiction, readers make judgements about the author and the ideas, facts and opinions presented. To do this, readers should consider the following: What is the author’s reason for writing the selection?	Basic: You be the judge! Invite students to be judges for the lesson. Have volunteers read cases aloud where a defendant is being accused of something. This could include accusations such as being a horrible friend and eating the last piece of cake. Allow the other students to make judgements about the ‘suspect’ and his/her actions based on the information read in each case. Intermediate! Character Profile! Have students read a story/article and choose the best adjective to describe the characters. Have them underline the evidence in the passage that supports the judgements made. This information can be presented in the graphic organizer below. <table><tr><th>Character’s Name</th><th>Adjective</th><th>Evidence from the Text to Support the Description</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr></table> Advanced: Hot Seat! Direct students	Character’s Name	Adjective	Evidence from the Text to Support the Description	1.			2.			Have students read a passage and complete questions where they have to make judgements.	<i>Preserving our Heritage</i> Level 2: Part 2, p. 9
Character’s Name	Adjective	Evidence from the Text to Support the Description										
1.												
2.												

Content	Suggested Activities	Suggested Assessment(s)	Resources
- What are the author's qualifications for writing about the topic? - Has the author provided enough information to support his/her viewpoint? - Has the author given correct information? A judgement should be supported by facts and examples for it to be valid.	to read an article/passage and form a judgement based on the information provided. Next, invite students, one at a time, to take the hot seat as the remaining students ask questions about his/her judgement. All judgements must be defended using the information from the text. Example of Possible Questions: What is your opinion of Woodes Rogers as a leader? Possible Student Responses: I believe that Woodes Rogers was a fair Royal Governor because he offered a pardon to the pirates. He didn't set out to just kill them, but he offered forgiveness, which is <i>commendable</i>.		

Objective 2.54. Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A proverb is a common saying or phrase that is used to give advice or explain what is believed to be true based on experience. Some common ones are: A picture is worth a thousand words. An image can tell a story better without words being written or spoken. The early bird catches the worm. One who arrives first gets the best chance at success. Honesty is the best policy. It is important to tell the truth always. Beauty is in the eye of the beholder. Different people have different opinions about what is beautiful. Birds of a feather flock together. People who are alike tend to spend time together.	Basic: Have students match proverbs to their correct meanings. Intermediate: Have students read a few short stories and identify proverbs that might apply to the plot of the story. Have them explain why they matched the proverbs with the stories. Advanced: In pairs or small groups have students create a dialogue/drama using commonly used proverbs.	Have students explain the meaning behind selected proverbs.	• <i>The Students' Companion, Caribbean Edition</i> (Best, 2012 pp. 67-80) • 150 Common Proverbs and their Meanings https://leverageedu.com/blog/common-proverbs/

Objective 2.55 Explain popular colloquial expressions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
People in different countries have their own unique way of expressing themselves. The Bahamas is no different. This type of expression is called colloquial expression. This is an informal way of speaking to others. Below is a list of common expressions used. Examples: • Toter- Someone who carries food from a party or function, wrapped in foil. • What you sayin'! – A greeting that invites the other person to share how they have been doing • Well mudda sick! - Oh my gosh! or You're kidding! • Slop bucket - a pail that is used as a toilet • Monkey Tambrin -poison bush that causes itching • Benny - a grain (Sesame) cooked with sugar to make sweet cakes.	Basic: Play portions of several Bahamian songs like “Toters” and “Naughty Johnny”. Have students identify colloquial expressions and explain their meanings. Intermediate: Have students interview family members to gather popular colloquial expressions. Have them create a booklet or poster in which they can record ten colloquial expressions and their meanings. Advanced: After reading short stories by local authors, have students identify and explain the meaning of the colloquial expressions found in the short story. (see Resources Section)	Have students incorporate popular colloquial expressions in a writing piece.	• Various Short Stories (Sands, 2020) https://www.youtube.com/channel/UCGWJKsWXQIGqPd4XOC4bBg/videos • Toters (K.B, 2010) https://www.youtube.com/watch?v=MwKVpKepI8Y • “Naughty Johnny” (Minnis, 2012) https://www.youtube.com/watch?v=f-OTdCRRDqU • 15 Phrases to Know before Visiting The Bahamas (McLeod, 2017) Link to 15 Phrases Article

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Good readers recognize when an author is using figurative language. A figure of speech is a phrase or words that mean “something different altogether from what is being said”. Knowing how each figure of speech works can help a reader see a clearer picture of what is being described. Personification gives human qualities to non-human things. Example: The computer screen winked at the man who pressed its reset button. When trying to find and interpret personification, a reader can ask: • Which object is performing the action? • What human action is the thing doing that cannot really happen? • What is the author trying to tell me about this thing being described? Hyperbole: This is an exaggeration. It is over-emphasizing or stretching the truth to make a point to the readers, to be dramatic or to add humour. Example: Shall I say this for the millionth time?	Basic: <i>On the Move!</i> Place cards that identify the different types of figurative language by question type or a descriptive sentence in a bag. Have students randomly choose a card. Assign labelled spots around the classroom for each figure of speech. Allow students to classify their descriptions by moving under the correct figure of speech. Have students take turns reading their descriptions aloud and defending their choice. Provide corrective feedback, as required. Intermediate: <i>Character Sketch</i> Play the movie clip of the song, “<i>You’re a Mean One, Mr. Grinch</i>”. Supply students with the song lyrics and lead them to highlight the lines which contain a figure of speech. Identify each type of speech and use the guiding questions to help students interpret the meaning of each line that describes the mean grinch (<i>appearance, speech, thoughts,</i>	Student Goal Setting: Using any device, allow students to visit <i>Reading Strategies Section F: Literary Devices</i> on IXL Learning Language Arts website (grade 5) Have students complete the tasks focused on identifying and determining the meanings of figurative language. Challenge learners to also complete the questions on analysing the effects of figures of speech. Encourage students to monitor their own progress by asking: 1. <i>Where am I now?</i> Have them record	• Reading Strategies Section F: <i>Literary Devices, IXL Learning Language Arts website</i> https://www.ixl.com/ela/grade-5 • Comprehension Plus, Level D, pp. 97-100 • “<i>You’re a Mean One, Mr. Grinch</i>” https://www.youtube.com/watch?v=c8m6M4RV8p0 • <i>Banish Boring Words!</i> (Shelton, 2009) • <i>100 Task Cards: Context Clues</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
When trying to find and interpret a hyperbole, a reader can ask: • Is this statement literally true? • Which part of the statement is being exaggerated? • Is the author trying to emphasize a point or just add humour? Alliterations and Onomatopoeia act as the sound effects of the text. Alliterations are created by repeating the beginning sound in two or more neighbouring words. Example: “The clowns can count on me to carefully count their funds”, smirked Shantell. Onomatopoeia refers to words that are actual sounds. Example: “<i>Snip, snip, snippy, snip</i>”, the scissors teased the model as it cut her hair. When trying to interpret an alliteration and onomatopoeia, a reader can ask: 1. What person, place, thing, or idea is being described? 2. What is the sound effect telling me about this _____? 3. What does the author want me to think or feel about the thing being described?	<i>attitude, behavior, and usual relationship with others</i>). Repeat more guided practice with other songs and short passages (Examples: “<i>This Girl is on Fire</i>” by Alicia Keys, Disney, and Pixar songs) Advanced: What a Character! Have students create and present a simple PowerPoint that evaluates a fable or folktale character. Ensure that: 1. Three qualities of the character are presented. 2. Each conclusion about the character’s trait is supported with at least two figurative phrases quoted from the text. 3. Each type of figurative language is identified and has a page reference. Encourage presenters to use the guiding questions to explain their interpretation of the quoted phrases. Students without access to PowerPoint can create a flipbook or use flash charts.	their scores achieved, and the time elapsed during the first attempt. 2. Where do I want to go? Challenge learners to set a goal of the score and time they desire. 3. What action would help me reach where I am going? Have students write down their intended learning plan. Carve out time for learners to engage in independent practice. At any point, a grade can be collected, and students can share their progress with others.	

Content	Suggested Activities	Suggested Assessment(s)	Resources
Similes and Metaphors make comparisons of two unlike things. Similes are phrases that begin with “like” or “as”. Example: The toddler moved with as much grace as a raging bull. However, metaphors are phrases that do not use the words “like” or “as”. Example: The older twin is the early bird, unlike his brother who is a night owl. When trying to interpret a simile or metaphor, a reader can ask: 1. What two things are being compared? 2. What does the author say that these things have in common? 3. What does the author want me to think or feel about the thing being described?			

SCOPE OF WORK

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

HANDWRITING

Objective 3.07 Write personal information.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal information includes details in which a person can be uniquely identified. This information includes: • Name (first and last) • Age • Gender • Country • Date of Birth • Name of Island • Name of Settlement/ Neighbourhood/Constituency • Place of Birth • Parents' Names • Parents' Places of Work • Address • Phone Number • Emergency Contact • Teacher's Name • School	Basic: Have students complete an emergency contact form. Intermediate: Have students complete a form to get a library card. Advanced: Have students complete a form to join AWANA or another youth organization.	Have students complete personal information on a form.	• Practice completing forms (Miller, 2008) https://fivejs.com/life-skills-for-kids-filling-out-forms/ • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D'Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

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

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Cursive writing is writing in which the letters are joined together. When forming and writing lower- and upper-case letters, pay attention to strokes and stroke patterns. Ensure that all letters slant slightly to the right. Stroke Patterns: • uphill stroke • over hill stroke • sidestroke Lower Case Cursive Letters • Begin the lowercase letters i, e, and u with an uphill stroke. Ensure that all letters are the same height. They should be half as tall as the letter “l”. These letters should end on the bottom line with a hook. • Begin lowercase letters l, h, k and t with the uphill stroke. • Ensure that each letter reaches the top line and ends at the bottom line with a hook. The letters l, h, and k should include a loop. • Begin lowercase letters j and p with the	Basic: Have students practise writing in cursive the names of primary schools in The Bahamas. They may use the telephone directory for assistance. Intermediate: Have students make a list of different types of restaurants: Fast Food, Greek, Bahamian, Chinese etc. Have them use the Yellow Pages to find restaurants that fit under each category. They should write the names of the restaurants in cursive in the appropriate categories. Advanced: Have students listen to recordings of the Shipping Report in the Community Announcements over a period of several days. Ask them to write the names of mailboats heard and the island(s) that they service in cursive.	Using a rubric, have students write a piece related to a content area subject. Provide feedback on their writing.	• <i>D’Nealian Handwriting Manual</i> (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D’Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

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

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

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Letters are joined when the final stroke of one letter in a word is connected to the initial stroke of another letter. When joining letters, it is important to maintain some space between them. When lowercase letters o, v, w, and b end with a sidestroke, it changes the beginning stroke of the letter being joined to it. These letters are joined in the middle of the line. Lowercase letters i, e, and m are joined by the end stroke on the bottom line to the letter following it.	Basic: Display flashcards of letters written in cursive. Have students discuss from where they should be joined to other letters. Intermediate: Have students write short sentences. Anonymously select student's writing to share, using a document camera or photographs from a phone camera. Have the class provide feedback on their writing particularly as it relates to the joining of letters. Advanced: Have students copy class notes into their exercise books using correctly joined letters.	Using a rubric, have students write a piece and provide feedback on their writing.	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D'Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Handwriting can tell a lot about a person. Is this person neat, organized, and careful? This means that it is important to pay careful attention to our handwriting. Ensure that the letters are of the appropriate size and height. Leave sufficient space between words. When writing sentences on lined paper, ensure that the margins are observed. There is a left red margin and a right red margin. Unless you are writing a paragraph, begin the line of writing at the left margin and end it at the right margin. Use syllabication rules to break up a word that may be too long to include without going over the right margin. When writing a paragraph, indent the first line. This means that space about the size of a “thumb” is left between the left margin and the start of your sentence. The second line in the paragraph should begin right at the left margin. Letters of invitations	Basic: Have students analyze several types of writing. Have them share their thoughts about the writer and give reasons for their opinions. Example: Was the person in a rush? meticulous? careful? Have them discuss how they can apply this information to their writing. Intermediate: Have students write a favourite poem in their books. Provide feedback on their writing. Advanced: Have students copy their School Song. Provide feedback on their writing.	Have students write a paragraph. Use a rubric to assess their writing.	• D’Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>) • D’Nealian Cursive Handwriting Pattern (see <i>Appendices</i>)

Content	Suggested Activities	Suggested Assessment(s)	Resources
and special messages can be written using cursive or a decorative form of writing called <i>calligraphy</i>. They can also be designed using a computer.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The computer can be a useful tool when creating and printing reports, letters, invitations etc. Choosing a font that is easy to read, and is a reasonable size is very important. Font sizes between 12 and 14 are acceptable sizes to use in documents such as reports. Font styles that should be used when creating reports or letters are: 1. Arial 2. Times New Roman 3. Calibri Letters, reports, and assignments should always be typed using a black font colour. More creativity can be used when designing invitations, flyers, posters etc. Font sizes can be bigger and letters can be bolder and more colourful to emphasize important information. The fonts used can be more of a fun style. Party Invitations: ~~Jokerman~~, Arial Round, Aharoni, ~~Curly~~, Comic Scans Posters: Britannic Bold, Broadway, ~~Revue~~, Impact	Basic: Have students review several flyers. Discuss their observations as they relate to the font(s) used. Have them design a flyer, advertising an upcoming event at the school such as Fun Day or a Book Fair, using the appropriate computer font(s). Intermediate: Have students create a worksheet to provide their classmates with practice on a particular topic. Discuss the fonts used. Advanced: Have students inspect several juice bottles. Discuss what they notice about the font used for the name of the drink and possible tag line and the font used at the back of the drink that contains nutritional information. Have students design a label to appear on the front of a bottle for a drink that they are making from local fruits and a label for the back of the bottle that contains the nutritional information. Have them share their labels.	Have students design an invitation to an event. Use a rubric to assess their work.	• Internet access

Objective 3.14: Write Roman Numerals correctly.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Over 3,000 years ago, the Ancient Romans invented symbols to write numbers, which included letters from the Latin alphabet. I represents 1 V represents 5 X represents 10 L represents 50 C represents 100 D represents 500 M represents 1,000 To represent some numerals, a combination of symbols is used. Example: 8 = VIII or viii Roman numerals can be written using capital letters or small letters.	Basic: Have students write numbers in a series up to 75, using Roman numerals. Intermediate: Have students write dictated Roman Numerals. Advanced: Have students write the year certain events happened in history, using Roman Numerals. Example: The year of independence for The Bahamas.	Have students write dictated Roman Numerals. Use a rubric to assess students' writing.	• <i>The Primary Mathematics Curriculum 2022-2027</i> • <i>D'Nealian Handwriting Manual</i> (Savvas, 2022) • <i>D'Nealian Cursive Handwriting Pattern</i> (see <i>Appendices</i>)

Objective 3.15 Form and write various punctuation marks and symbols.

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

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

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The full format of a date includes the day, date, month, and year. This is normally written as the heading of students' books daily. Example: Monday, 17th October, 2022 Monday, October, 17th, 2022 The date in the full format is always written using the ordinal number. Dates can also be written in the abbreviated format. Abbreviations for the day and month are used. Example: Mon., 17th Oct., 2022 The date can also be abbreviated just using numbers. The first number tells the day of the week. The second number tells the month and the third number tells the year. 1st September, 2024 can be written as 01/09/24.	Basic: Have students create a table where they identify the major news stories for a week from one of the daily newspapers as well as the dates on which they occurred. Identify the format that you want the date written. Intermediate: Have students record on a table the dates for the next five PTA meetings. Let them incorporate the dates into a flyer and distribute. Advanced: Have students research and record the dates in office of the last five Prime Ministers of The Bahamas.	Use a rubric to assess students writing of dates	• D'Nealian Handwriting Manual (Savvas, 2022) • Upper Primary Handwriting Assessment Rubric (see <i>Appendices</i>)

SCOPE OF WORK

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

GRAMMAR

Objective 3.17 Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A sentence is a group of words that express a complete thought. It begins with a capital letter and ends with a punctuation mark. It has two parts: a subject and a predicate. A fragment is a group of words that only make up part of a sentence. A fragment does not express a complete thought or idea.	Basic: Divide the class into teams and have them stand on a line. Place a set of sentence strips in front of each team with sentences and fragments written on them, along with two boxes labelled 'sentences' and 'fragments'. Have students take turns selecting a strip, reading it and placing it into the correct box. When done, have students tag the next person in line and run to the back of the line. The winner is the first team that completes the relay with all strips in the correct boxes. Intermediate: Have students convert headlines found in newspapers and magazines into sentences	Have students complete a worksheet where they have to identify sentences and fragments.	• <i>Write Source</i> Grade 4; pp. 212, 424 • <i>Write Source</i> Grade 5; p. 420

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Advanced: Copy the lyrics to a specific song. Have students identify the fragments and record them on a sheet of paper. Give each group an opportunity to share what they have done with the class. Discuss the correctness of their responses.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four basic types of sentences: Declarative sentences tell something or make a statement. They end with a period (.) Interrogative sentences ask a question. They end with a question mark (?) Imperative sentences give commands. They end with a period (.) Exclamatory sentences show strong feelings or emotions. They end with an exclamation mark (!)	Basic: Give groups of students several sentences that are not punctuated. Have them compete to be the first group that identifies the type of sentences and to write the correct punctuation marks. Intermediate: Have students watch video clips about different weather conditions. Have students compile five declarative sentences and five interrogative sentences about the weather using the correct punctuation marks. Have students watch a hurricane preparedness video. Have students select five imperative sentences to convert to exclamatory sentences using the correct punctuation. Advanced: With the exception of the teacher have groups of students select a member of staff to interview about his/her childhood or career. Have students compose questions and conduct the interview. Using the information gathered, have students compose a report including the other three types of sentences. Students can share their report.	Have students include different types of sentences in their Written Composition pieces.	• <i>Write Source</i> Grade 4; p 429 • <i>Write Source</i> Grade 5; p. 429

Objective 3.19 Identify run-on sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A run-on sentence is two or more simple sentences not separated by correct punctuation and connecting words or conjunctions. A run-on sentence does not mean a sentence is too long; longer sentences are likely to be run-ons only when they contain more than one complete idea. Example of a Run-On Sentence and Ways to Correct it: “Chocolate is a wonderful treat too much can cause a sugar rush!” 1. Chocolate is a wonderful treat. Too much can cause a sugar rush! 2. Chocolate is a wonderful treat, but too much can cause a sugar rush! 3. Chocolate is a wonderful treat; too much can cause a sugar rush!	Basic: Give each group of students a set of sentence strips containing run-on and properly written sentences. Have students read each sentence. Ask them to separate the sentences into two groups: “Run-on Sentences” and “Correctly Written Sentences”. Intermediate: Give small groups of students an extremely lengthy run-on sentence on a long construction paper. Have them read their sentence aloud in one breath, then have them read it where they think punctuations should be inserted. Next, allow students to use scissors to cut the sentence apart and edit for correctness. Remind students to add capital letters and punctuation marks to show where one sentence ends and the new one begins. Advanced: Have students edit and rewrite a paragraph containing run-on sentences.	Have students complete a worksheet where they have to identify and correct run-on sentences.	• <i>Write Source</i> Grade 4; p. 425 • <i>Write Source</i> Grade 5; pp. 213, 425

Objective 3.20 Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Nouns are words that name a person, place, animal, thing, or idea. They are known as common nouns, when they do not name a particular person, place, animal, thing, or idea. Common nouns are capitalized when they begin a sentence or are part of a title. Example: Person: police Place: downtown Animal: dog Thing: building Idea: fear A Proper Noun is the name of a particular person, place, or thing. A proper noun begins with a capital letter. Days of the week, months of the year and holidays are proper nouns. Example: Person: Stephanie Jones Place: Exuma Animal: Potcake Thing: Ivy L. Dumont Building Idea: Christmas	Basic: Have students work in groups to find examples of the different types of nouns (common, proper) in the local newspaper. Have students cut them out and tape them under the correct heading on a large piece of construction paper that is divided into sections. Intermediate: Arrange students into groups. Provide each group with chart paper divided into columns and rows. Instruct the students to label the columns using the words 'Animals', 'People', 'Places', 'Ideas' and 'Things'. Choose a letter and tell the students that they have thirty seconds to find a noun for each category that begin with a specific letter. Complete several rounds using a different letter each time. Advanced: Have students use a list of common and proper nouns to write original sentences that include both types. Have them underline the nouns and indicate, using 'C' or 'P' whether they are common or proper.	Have students complete a worksheet where they have to identify common and proper nouns. Have them edit their writing pieces to include interesting proper nouns.	• <i>Write Source</i> Grade 4; pp. 396, 570.2 • <i>Write Source</i> Grade 5; pp. 396, 470.2

Content	Suggested Activities	Suggested Assessment(s)	Resources
Proper nouns allow writing to be more specific. Example: Turn on your device. Turn on your Toshiba tablets.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources						
A singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea. Most nouns become plural by adding an 's'. Example: dog – dogs Nouns ending in ch, sh, s, x, or z become plural by adding 'es'. Examples: dress – dresses tax – taxes lunch – lunches brush – brushes. Nouns ending in a consonant and 'y' become plural by changing the 'y' to 'i' and adding 'es'. Examples: baby – babies lady – ladies	Basic: Have students compile a list of breakfast or lunch items. Have students write the plural form for each item they have chosen Examples: sausage – sausages pancake – pancakes juice – juices Intermediate: Have students complete a table by writing plural nouns for given singular nouns. Have them write a sentence that includes the plural form of the word. Example: <table><tr><th>Singular</th><th>Plural</th><th>Sentence</th></tr><tr><td>beach</td><td>beaches</td><td>There are lovely beaches in The Bahamas.</td></tr></table> Advanced: Have students view a YouTube clip of 'Adventure Learning	Singular	Plural	Sentence	beach	beaches	There are lovely beaches in The Bahamas.	Have students complete a standardized worksheet.	• <i>Write Source</i> Grade 4; p. 396 • <i>Write Source</i> Grade 5; p. 396 • Grammar and Mechanics Section, IXL Learning Language Arts website
Singular	Plural	Sentence							
beach	beaches	There are lovely beaches in The Bahamas.							

Content	Suggested Activities	Suggested Assessment(s)	Resources
	Center' or 'Ardastra Gardens'. Have students make a list of singular nouns that have been mentioned or seen. Have them write sentences that include the plural form of these nouns.		

Objective 3.22 Form irregular plurals.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Irregular nouns are those that do not use the regular plural endings. A few nouns have irregular plural forms. Examples: man – men child – children tooth – teeth For some nouns, drop the ‘f’ or ‘fe’ and add ‘ves’. Examples half- halves life – lives. Add ‘s’ to some nouns ending in ‘f’, ‘fe’ or ‘ff’. Examples: roof – roofs safe – safes cliff – cliffs. Some nouns have the same singular and plural forms. Examples: music – music reindeer – reindeer salmon - salmon	Basic: Give each group of students a set of irregular plural noun cards. Using a projector, display a singular noun on the board so that each group can see it. The person in each group with the correct irregular plural form for that word will hold up their card. Continue the process until all of the cards have been used. Intermediate: Present students with a list of irregular singular and plural nouns. Have students match their irregular singular and plural nouns using different colour yarns. Have students explain their rule and say how the rule is applied to make the plural form. Example: knives – Drop the - fe and add –ves Advanced: Give students a paragraph containing several misspelt irregular plural nouns. Each student will locate the misspelt noun, write it with the correct spelling and give the plural rule for the spelling changes made.	Have students complete a worksheet where they have to form irregular plurals.	• <i>Write Source</i> Grade 4; p. 518 • <i>Write Source</i> Grade 5; p. 518 • Grammar and Mechanics Section, IXL Learning Language Arts website • <i>Preserving our Heritage</i> Level 2: Part 2, pp. 13-14

Objective 3.23 Identify compound words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A compound word is made up of two or more words. <i>shoe + lace = shoelace</i> <i>class + room = classroom</i> <i>mail + box = mailbox</i> Compound words can come in various forms: Open form – This means that there is a space between the two words. Example: seat belt Closed form – There is no space between the words. Example: grandmother Hyphenated Form - Some compounds have a hyphen between the words. This helps to show that the words being together have their own special meaning. Example: up-to-date - current When using ‘high’ or ‘low’ before a noun, use a hyphen. Example: A low-grade oil can clog your engine. When using ‘high’ or ‘low’ after a noun,	Basic: Disseminate newspaper articles to the students. Have them search for ten compound words. Have students cut and paste them in their books. Intermediate: Have students go on a web hunt to locate open, closed and hyphenated compound words. Have them share their lists with the class. Advanced: Have students write a short paragraph where they incorporate at least five compound words that include all three forms and are formed using nouns, verbs and adjectives.	Have students circle the compound words in a paragraph.	• Hyphens in Compound Words Link to Grammarly Website for Hyphenated Words • Compound Words https://7esl.com/compound-words/ • List of Common Compound Words <i>(see Appendices)</i>

Content	Suggested Activities	Suggested Assessment(s)	Resources
do not use a hyphen. Example: This oil is of a low grade. When using comparative and superlative adjectives, use a hyphen when it comes before the noun. Example: He is best-suited for the job. This well-done steak is delicious. Compound words can be formed from various combinations of parts of speech. Compound Words from Nouns: landlord sunset cowboy Verbs and Nouns: babysit rainfall washing machine Compound Words from Adjectives and Nouns: big-eye greenhouse sky-blue			

Objective 3.24 Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Gender nouns refer to someone or something as specifically male or female. Masculine Nouns referring to people: groom, host, hero, Master of Ceremony, bachelor, fiancé, gentleman, beau, widower and male. Feminine words referring to people: bride, hostess, heroine, Mistress of Ceremony, spinster, bachelorette, fiancée, lady, belle, widow and female. Neutral words that do not denote gender: barber, mechanic, police officer, tourist and baby	Basic: Give students 'F', 'M' and 'N' cards. Then place ten cards with various nouns on the ledge of the whiteboard. Have students select a card randomly and turn it over to reveal it to the class. Have students hold up either the letter 'F' (feminine), 'M' (masculine) or "N" (neutral) to indicate the gender of the revealed noun. Intermediate: Have students work in groups to create a dictionary of nouns. Instruct group members to include masculine, feminine and neutral gender sections in their dictionaries with five entries per section. Entries will include the definition and a sentence for each word. Advanced: Create a few gender noun riddles for students to solve. Example: "She rules the kingdom with her king." Have student pairs compose five gender noun riddles of their own. Have students share them with the class to see if they can answer them correctly.	Have students complete a cloze passage where they have to provide the correct gender of the noun.	<i>The Students' Companion</i>, (Best, 2012; p. 109)

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Collective nouns name groups of objects, people or animals. Some collective nouns are flexible and can be used to name different groups of things. For example, a collection of keys is called a “<i>bunch</i>”. A group of bananas on a tree is called a “<i>bunch</i>”. However, some collective nouns are specific to naming one kind of thing. For example, the term “<i>fleet</i>” always describes a group of vehicles such as a ‘<i>fleet of ships</i>’ and a ‘<i>fleet of cars</i>’. Collection of Fruits • <i>bunch of bananas</i> • <i>bunch of grapes</i> • <i>hand of bananas</i> • <i>cluster of fruits</i> • <i>cluster of coconuts</i> • <i>bowl of fruits</i> • <i>basket of fruits</i> • <i>crate of fruits</i> • <i>cluster of grapes</i> • <i>bushel of apples</i> • <i>bushel of bananas</i> • <i>punnet of strawberries</i> • <i>orchard of oranges</i>	Basic: Have students participate in a round of Kahoot. Have them quickly identify the single unit or collective noun using their devices. Intermediate: Have students use collective nouns to compose two examples for the literary devices Similes, Hyperboles, Metaphors, Onomatopoeia and Personification. Students can share their responses. Advanced: Ask students to imagine that they will be assisting a family member in selling fruits, vegetables, drinks and other food items at a Farmers’ Market on Saturdays. Have students create a flyer with at least five of the items being sold. Students must use collective nouns and an adjective to describe each item. Example: <i>Sweet bunches of grapes just \$1.25!</i>	Have students write collective nouns for identified words.	• <i>The Students’ Companion</i>, (Best, 2012) • <i>First Aid in English</i>, (Maciver, 2004 pp. 15-29). • Collective Nouns Song (2020) https://www.youtube.com/watch?v=c_HgpgPfNBA • Collective Nouns Teaching Video (2019) https://www.youtube.com/watch?v=9cdJl1aEbZQ&t=212s

Objective 3.26 Form singular and plural possessive nouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The possessive form of a noun is used to show ownership or to describe an attribute. A singular possessive noun is used to show ownership by one person or thing. The possessive of a singular noun is formed by adding an apostrophe (') and the letter /s/ at the end of the word. Example: the pirate's hat A plural possessive noun is used to show ownership by more than one person or thing. There are two rules for forming a plural possessive noun. 1. If the plural noun ends with the letter /s/, add an apostrophe (') after the /s/. Example: The ladies' suitcases 2. If the plural noun <u>does not</u> end with the letter /s/, add an apostrophe (') and the letter /s/ at the end of the word. Example: geese's eggs	Basic: Have students make phrases written on the board show possession by adding an apostrophe or an apostrophe and an /s/. Intermediate: Have students write the possessive form of given nouns. Examples: Balloon of the child = the child's balloon Sheep of the farmers = the farmers' sheep Advanced: Divide the class into groups. Have each group write the names of objects in the classroom and apply possessive rules to them. Students might write, for example: Sarah's coat, the students' drawings the clock's hands Have them create sentences from their classroom possessives.	Have students complete a worksheet where they have to form singular and plural possessive nouns.	• <i>Write Source</i> Grade 4; pp. 216, 397, 490-492 • <i>Write Source</i> Grade 5; pp. 397, 490-492 • Grammar and Mechanics Section, IXL Learning Language Arts website

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A pronoun is a word that takes the place of a noun. Examples: I, he, she, we, they, us, it, you, me, her, him A subject pronoun is a pronoun that is the subject of a sentence. Examples: I, you, he she, it, we, they An object pronoun is a pronoun that is used as the object of a verb or object of a preposition. They are also called objective pronouns. Examples: me, you, him, her, it, us, them An interrogative pronoun is a pronoun that is used when forming a question and it refers to a person or thing. Examples: who, whose, whom, which, what An indefinite pronoun refers to a single person or a group that has not been identified. Examples: all, both, each, everybody, no one, nobody, someone, somebody, everything	Basic: Focusing on different rooms at school or at home, have students brainstorm a list of living and non-living nouns. Have them write appropriate pronouns for these nouns. Intermediate: Show students a suitable music video. Have them watch again with the lyrics visible. Have students identify the pronouns and whether they are object or subject pronouns. Advanced: Pair students with a partner. Have students use the interrogative pronouns to form questions related to a content area subject. Have them exchange their questions with a partner for them to answer. In their responses, students should include indefinite pronouns where appropriate to do so.	Have students complete a cloze passage where they have to use the correct pronouns in the blanks.	• What are Pronouns? (Flocabulary, 2017) https://www.youtube.com/watch?v=aSwTIQNLqPA • <i>Checking your Grammar</i> (Terban, 2002; pp. 41-42) • <i>Write Source</i>, Grade 4; pp. 400-403 • <i>Write Source</i>, Grade 5; pp. 580-581 • Grammar and Mechanics Section, IXL Learning Language Arts website

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Possessive pronouns are pronouns that show ownership. Like all pronouns, they are substitutes for nouns or noun phrases. Examples of possessive pronouns are: mine, yours, his, hers, its, ours and theirs. Example: Do you want some of ours?	Basic: Invite students to bring a picture (or drawing) of an item to school that is special to them or to someone in their family. Have them take turns presenting those items to their classmates. Have students select any five classmates to write a pair of sentences stating the item that belongs to them or their family. The teacher will present a model for students to follow. For example. A. The _____ belongs to _____. B. The _____ is _____. If George brought the picture of a bicycle to school, the sentences would read: A. The bicycle belongs to George. B. The bicycle is <u>his</u>. Another example: A. The game console belongs to Pat's brothers. B. The game console belongs to <u>them</u>. Intermediate: Lead students on a short observation walk around the campus. Encourage them to make note of	Have students replace nouns in sentences with the correct possessive pronouns.	• <i>Checking your Grammar</i> (Terban, 2002; p. 43) • <i>Write Source</i>, Grade 4; pp. 217, 492, 578 • <i>Write Source</i>, Grade 5; p. 578 • What are Pronouns? (Flocabulary, 2017) https://www.youtube.com/watch?v=aSwTIQNLqPA

Content	Suggested Activities	Suggested Assessment(s)	Resources
	persons and animals (in one column) and the things that belong to them (in another column). For example, red car- Ms. Hall; tiny wings- bird. Encourage students to include adjectives to describe the items seen. Once they return to class, instruct students to write five pairs of sentences to describe their findings. Example: The red car in the parking lot is Ms. Hall's. The red car in the parking lot is hers. Advanced: Present students with three math (application) word problems related to the math skills being taught. Each word problem can be edited to include a possessive pronoun. Instruct students to rewrite each problem and to include the appropriate possessive pronouns. Students will work on solving each problem. Example: Denise has a book with 120 stickers. She gives 30 stickers to her sister, and she gives 40 to her best friend. After this, how many stickers will be <u>Denise's</u>? Change Made: Replace the noun "Denise's" with "hers."		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A verb is a word that tells what the subject of a sentence does, did or will do. A verb can also express the state of being. An action verb is a word that expresses action. Example: Mr. Burrows skipped the 'Whitty K' during the recent Exuma Regatta. Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. Example: The beach is a peaceful place. The following verbs are <i>true</i> linking verbs: These include: <i>am, is, are, was, were, seem, become</i>. The following can be both linking or action verbs: feel, look, grow, appear, taste, smell, sound and remain. Example: The choir appears rather	Basic: (Action Verbs) Have students play a game of 'Teacher May I' (similar to 'Mother May I'). Students will ask their teacher a question using vivid verbs to help make the actions clear. If used correctly, the teacher will ask them to perform that action verb. Example: Teacher may I skip across the classroom? Teacher's response: "Yes, you may!" (Linking Verbs) Project groups of words and ask students what is needed to make the words a sentence: Example: The class painted green. (is). Intermediate:(Action Verbs) Have students work in groups to use a graphic organizer to record verbs that show movement. (Linking Verbs) Using sentence strips with complete	Provide students with a paragraph. Have them underline the verbs in the paragraph. Have them place an 'A', "L" or 'H' underneath the verbs to indicate whether they are Action, Linking or Helping Verbs.	• <i>Write Source</i>, Grade 4; pp. 404-405 • <i>Write Source</i>, Grade 5; pp. 404-405 • <i>Preserving our Heritage</i> Level 2: Part 2, pp. 15, 46

Content	Suggested Activities	Suggested Assessment(s)	Resources
large. Helping verbs come before main verbs and provide more details about the time of an action. Helping verbs include: has, have, had, can, do, does, did, shall, would, may and must. Example: Waves can cause erosion over time. The forms of 'to be' can also used as helping verbs: am, is, are, was and were. We were going by the Regatta site, but it started to rain.	subjects and parts of the predicate, the students will match the correct linking verb to complete the sentences. When they find their match they will link elbows, while holding the strips for the class to read. Have students identify the linking verbs and what is being connected in each sentence. Advanced: (Action Verbs) Have students write five sentences about a day at the beach. Ask them to include vivid action words as well as figurative language. Example: He swam as fast as a shark. (Linking Verbs and Helping Verbs) Have students use the correct linking or helping verbs to complete sentences. Example: Carla _____ late again. (is, are)		

Objective 3.30 Apply the correct tenses to verbs.

Content	Suggested Activities	Suggested Assessment(s)	Resources																
The tense of a verb shows the time of an action. There are three main tenses: <i>past, present, and future</i>. The present tense of a verb means that the action is taking place now or happens regularly. A verb written in the present tense needs to agree with the subject of the sentence. Examples: The children attend virtual classes. The Bible tells us about God's grace. The past tense of a verb means that the action has happened already. Most past tense verbs end with an 'ed'. Example: My sister answered the phone yesterday. The future tense of a verb means that the action has not happened yet, but it will happen. This tense is formed by using 'will' or 'shall' with the simple form of the verb. Example: Next year, Jeff will enter	Basic: Present students with a chart with the following columns: 'Subject', 'Present', 'Past', and 'Future'. Provide one verb tense for each subject and challenge students to fill in the missing verb tenses. An example of the chart is seen below. <table border="1"> <thead> <tr> <th>Subject</th><th>Present</th><th>Past</th><th>Future</th></tr> </thead> <tbody> <tr> <td>classmates</td><td>_____</td><td>laughed</td><td>_____</td></tr> <tr> <td>Julia</td><td>claps</td><td>_____</td><td>_____</td></tr> <tr> <td>The frog</td><td>_____</td><td>_____</td><td>will jump</td></tr> </tbody> </table> Intermediate: <i>Fastest Tense in the West!</i> Have each student create three (3) large flashcards and give each card one label: 'Present', 'Past', or 'Future'. To play the game, read aloud sentences from a worksheet designed to test verb tenses. Challenge students on the count of three to identify the verb tense by displaying the correct card. Provide corrective feedback, as needed. Advanced: Have students watch several clips of local and	Subject	Present	Past	Future	classmates	_____	laughed	_____	Julia	claps	_____	_____	The frog	_____	_____	will jump	Exit Ticket: Create flashcards using sentences from a worksheet designed to test verb tenses. Place at least 2-3 sentences (varying tenses) on each flashcard for each student. Quickly assess students using the flashcards as their 'exit tickets' out of the door and identify who needs further instruction.	• <i>The Grammar and Writing Book</i>, Grade 4; pp. 128-131 • <i>Write Source</i>, Grade 4; p. 406 • <i>Write Source</i>, Grade 5; p. 406
Subject	Present	Past	Future																
classmates	_____	laughed	_____																
Julia	claps	_____	_____																
The frog	_____	_____	will jump																

Content	Suggested Activities	Suggested Assessment(s)	Resources
the competition. A writer should maintain the same verb tense in a piece of writing unless there is a special reason for a shift.	international newscasts from YouTube. Lead students to discuss whether each story covers an event that is happening now (breaking news), has happened or is a future event. Point out how the reporter uses the same tense throughout most of the report. Have students write a short script about a school or community event and pretend to be a radio announcer who reports the details. Encourage peers to evaluate the accuracy of the tenses used.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources												
Good writing starts with well-written sentences. A sentence has two parts: the complete subject and the complete predicate. The complete subject of a sentence includes the main noun or pronoun and the additional words that tell who or what the sentence is about. The subject is usually found at the beginning of the sentence. Example: Pirates such as Edward Teach stole ships. He was known as one of the most feared pirates. However, the subject of an imperative sentence is often not written in the sentence. It is understood that the subject is ‘you’. Example: Go and wipe that messy mirror. (You) Go and wipe that messy mirror. The complete predicate of a	Basic: On the Move! Attach a sentence strip with a complete subject on the backs of several students and a complete predicate on the backs of others. Have their remaining peers navigate them to match each complete subject to its correct complete predicate. Ask students to read the newly formed sentences aloud. Start this activity with declarative sentences only and repeat the exercise gradually adding the other types of sentences. Intermediate: Have students either compose or copy from a text an example of each of the four types of sentences. Then, have them trade their sentences with classmates. Students will dissect their given sentences into two parts: <i>the complete subject and the complete predicate (see table below)</i>. Allow students to share their work and provide corrective feedback to their peers. <table><tr><th>Sentence</th><th>Complete Subject</th><th>Complete Predicate</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></table>	Sentence	Complete Subject	Complete Predicate	1.			2.			3.			Spot the Error: Fill in the answers on a worksheet designed to identify and label the complete subject or complete predicate of each sentence. Intentionally include errors with the identification and labelling of the sentence parts. Provide students with the incorrect worksheet. Ask learners to spot and correct all the errors. Require students to provide a rationale for each correction made.	<i>The Grammar & Writing Book</i>, Grade 5; pp. 56-59 <i>Write Source</i>, Grade 4; pp. 421, 560-563
Sentence	Complete Subject	Complete Predicate													
1.															
2.															
3.															

Content	Suggested Activities	Suggested Assessment(s)	Resources
sentence includes the main verb and all the additional words that tell about the verb. Example: The earth revolves around the sun. Sometimes parts of the complete predicate can be found before the subject in an interrogative sentence. Example: Are the players allowed to talk to the coach?	Advanced: Sentence Building In pairs, assign each group a noun related to the current Social Studies or Science topic. This simple subject must reflect the core idea of the topic. Then, the pair must agree on a simple predicate to use with their noun. Taking turns, challenge each partner to elaborate on the topic by adding one word to the subject or the predicate. Encourage students to add as many details as possible to build the complete subject and complete predicate without adding another sentence. Model the process of expanding the sentence for students, if necessary. Allow students to share their sentences and critique the sentences of others for content and mechanics.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The simple subject is the main word in the complete subject. It tells who or what the sentence is about. Example: Every school has a library. The simple predicate is the main word or words in the complete predicate. The simple predicate is always a verb or a verb phrase. It tells what the subject is or does. Example: The students played basketball yesterday.	Basic: Have students watch a news report from a local channel with close captioning. At various points stop the recording and have students read a sentence and identify the simple subject and simple predicate. Intermediate: Have student groups watch different videos on The Lucayans. Allow students to view the video twice and instruct students to take notes. Have students write 10 factual statements about the Lucayans. Have them identify the simple subject and simple predicate. Have students present their work. Advanced: Have students interview a classmate about their <i>favourite</i> food, shows, activities, etc. Then have students use this information to compose a paragraph about their classmate. Students will identify all simple subjects and simple predicates.	Have students complete a worksheet where they have to identify the simple subject and simple predicate in sentences.	• <i>Write Source</i>, Grade 4; p. 421 • <i>Write Source</i>, Grade 5; pp. 422, 560 Lucayans YouTube Videos: • 'The Arrival of the Lucayans' https://www.youtube.com/watch?v=ml0pEOWa4PM • 'Lucayans: The First Settlers in The Bahamas' https://www.youtube.com/watch?v=Mli_bYsEreA

Objective 3.33 Apply the rules of subject-verb agreement.

Content	Suggested Activities	Suggested Assessment(s)	Resources								
The simple subject of a sentence can be singular or plural. When it is singular, an ‘s’ is added to the verb. Example: Jimmy plays with his younger siblings. If the subject is plural, then no ‘s’ is added to the verb. Example: Jimmy and his pals play on their Play Station 5. ‘I’ and ‘you’ normally take the plural form of the verb. Do not add ‘s’ at the end of the verb. Example: I download Disney movies on the weekends. There are some variations when using the forms of be: <table><tr><td>I am</td><td>you are</td></tr><tr><td>I have</td><td>you were</td></tr><tr><td>I do</td><td>you have</td></tr><tr><td>I was</td><td>you do</td></tr></table>	I am	you are	I have	you were	I do	you have	I was	you do	Basic: Hold up two sets of cards: one with a subject and the other with a verb. Have students identify whether they agree. If they do not, have students correct them. Intermediate: Have students complete a worksheet where they have to read sentences with the subject or verb left blank. Have them select the correct subject or verb to fill in the blank. Advanced: Without disclosing the names of the students, share pieces of writing that contain subject and verb agreement errors. Have the class identify and correct them.	Have students complete a worksheet where they have to read sentences and identify whether or not the subjects and verbs agree. If they do not agree, have students correct them.	• <i>Write Source</i>, Grade 4; p. 426 • <i>Write Source</i>, Grade 5; p. 426
I am	you are										
I have	you were										
I do	you have										
I was	you do										

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

Objective 3.34 Identify compound subjects and predicates.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A compound subject contains two or more simple subjects that have the same predicate. They can be joined by using the words ‘or’ or ‘and’. Example: Grand Bahama <u>and</u> Andros are two islands in The Bahamas. Jitneys <u>or</u> taxis can be used by tourists to move around the island. A compound predicate contains two or more simple predicates that have the same subject. They can be joined by using the words ‘or’ or ‘and’. Example: Jamie ran, swam, and rode across the county. Ms. Tynes uses Kahoot or Quizizz to create learning activities.	Basic: Have students play a game called <i>‘Drop the Compound’</i>. Present students with sentence strips and a marker. The teacher will ask students to identify the compound subject or predicate. Once identified, the runner will drop the sentence strip in the box. Responses should be discussed. Intermediate: Present students with a <i>Live Worksheet</i> link where they have to choose the correctly written compound sentence. Advanced: Place chart paper on the board labelled ‘Compound Subject’ and ‘Compound Predicate’. Arrange students into groups. Present each group with sentence strips. Have groups create two sentences with compound subjects and two sentences with compound predicate. Allow students to tape their sentence strips under the correct label. Discuss their responses.	Have students complete a worksheet where they have to identify compound subjects and compound predicates.	• <i>Write Source</i>, Grade 4; pp. 422 • <i>Write Source</i>, Grade 5; pp. 423 • Live Worksheet: Compound Subjects and Predicates: https://www.liveworksheets.com/hl1526047pr

Objective 3.35 Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An adjective describes a noun or a pronoun. They can tell <i>what kind</i>, <i>how many</i>, or <i>which one</i>. Adjectives can be used to add detail to your writing. Example: The road stretched before us as we left Deadman’s Cay to make our way to Cape Santa Maria. The long and winding road stretched before us as we left Deadman’s Cay to make our way to Cape Santa Maria where the powdery sand meets crystal clear waters. Adjectives may be used to compare two things that may be the same or different in some way. If they are different, we compare them by adding ‘er’ to the end of the adjective (comparative). Example: A cruise ship is longer than a mailboat. Use the –est form of an adjective to compare three or more persons, places, or things (superlative). The endings ‘er’ and ‘est’ are often used to compare adjectives with one syllable.	Basic: Have students use a thesaurus or dictionary to find synonyms for given adjectives that describe people. Have students use the synonyms to create sentences. Intermediate: Have students cut-out pictures of different people from the newspaper or a magazine. Have them work in groups to write sentences that include adjectives to describe the individuals. Advanced: Have students write a character sketch about one of their peers. Have them pose their own questions. Have students use the answers given to write a paragraph describing their peer. They should include adjectives that compare.	Provide all students with the same five simple sentences without adjectives. Allow learners to share their writing with the class.	• <i>Write Source</i>, Grade 4; pp. 590-592 • <i>Write Source</i>, Grade 5; pp. 590-592 • <i>Preserving our Heritage</i> Level 2: Part 2, pp. 70-71

Content	Suggested Activities	Suggested Assessment(s)	Resources									
‘More’ and ‘most’ are usually used to compare adjectives with two or more syllables. Use more to compare two persons, places or things. Use most to compare three or more persons, places, or things. Examples: • Hog plums are more delicious than scarlet plums. • I think sugar apples are the most delicious fruit of all. Some adjectives use different words to form the comparative and superlative forms. Examples: <table><tr><td></td><td>Comparative</td><td>Superlative</td></tr><tr><td>1. many</td><td>More</td><td>most</td></tr><tr><td>2. few</td><td>less</td><td>least</td></tr></table> The Articles The words ‘a’, ‘an’ and ‘the’ are known as articles. The word ‘a’ is used before singular words that begin with a consonant sound and the long /u/ sound.		Comparative	Superlative	1. many	More	most	2. few	less	least			
	Comparative	Superlative										
1. many	More	most										
2. few	less	least										

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: She needs a uniform for her basketball game. The word 'an' is used before any singular word that begins with a vowel except in the case of words with the long /u/ sound. Example: Marvin ate an apple for his snack. Proper Adjectives Proper adjectives are adjectives that are formed from a noun. They should be capitalized. Example: Italian food can be spicy. The word Italian is formed from the noun Italy and is used to describe a special group of people. Demonstrative Adjectives This, that, these and those are known as demonstrative adjectives. They answer the question which one(s). Example: This country of ours is very unique.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources															
An adverb is a word that gives more information about a verb, an adjective or another adverb. It tells how, when, where, or to what degree. Adverbs that tell how an action took place, often end in ly. Examples: eagerly, easily, patiently and wildly. There are some adverbs that describe when something happens. This can also include how often and how long. When – never, tomorrow How often – seldom, sometimes How long – endlessly, briefly Adverbs can also tell where. Examples: there, everywhere, above, beneath Adverbs can also indicate ‘to what degree’ or to ‘what extent’. When comparing two things use ‘er’. For more than two use ‘est’.	Basic: Creating a Collection of Adverbs Using the letters of the alphabet, have the students write an adverb for each letter that tells how, when, where, why or to what extent. Examples: <table><tr><th>Letters</th><th>Adverb</th><th>Tells</th></tr><tr><td>B</td><td>boldly</td><td>how</td></tr><tr><td>C</td><td>coldly</td><td>how</td></tr><tr><td>S</td><td>soon</td><td>when</td></tr><tr><td>T</td><td>tomorrow</td><td>when</td></tr></table> Have students select five adverbs to use in sentences. Intermediate: Write three adverbs describing various activities like eating and playing a sport. Have students write a sentence about each activity. (group activity) Advanced: Using an adverb worksheet, have students circle the adverb and underline the verb, adjective or another adverb that it	Letters	Adverb	Tells	B	boldly	how	C	coldly	how	S	soon	when	T	tomorrow	when	Have students improve a piece of writing by including adverbs.	• <i>Write Source</i>, Grade 4; pp. 594-595 • <i>Write Source</i>, Grade 5; pp. 594-595 • <i>Preserving our Heritage</i> Level 2: Part 2, p. 103
Letters	Adverb	Tells																
B	boldly	how																
C	coldly	how																
S	soon	when																
T	tomorrow	when																

Content	Suggested Activities	Suggested Assessment(s)	Resources																		
Examples: <table><tr><td></td><td>Comparative</td><td>Superlative</td></tr><tr><td>1. quick</td><td>quicker</td><td>quickest</td></tr><tr><td>2. early</td><td>earlier</td><td>earliest</td></tr></table> ‘More’ and ‘most’ can be used to compare adverbs. They are often used to compare adverbs having two or more syllables. Example: recently, more recently, most recently There are some irregular adverbs that compare. Examples: <table><tr><td></td><td>Comparative</td><td>Superlative</td></tr><tr><td>1. much</td><td>more</td><td>most</td></tr><tr><td>1. good</td><td>better</td><td>best</td></tr></table>		Comparative	Superlative	1. quick	quicker	quickest	2. early	earlier	earliest		Comparative	Superlative	1. much	more	most	1. good	better	best	provides more information about. Have students also state whether the adverb tells how, when, where or to what extent.		
	Comparative	Superlative																			
1. quick	quicker	quickest																			
2. early	earlier	earliest																			
	Comparative	Superlative																			
1. much	more	most																			
1. good	better	best																			

Objective 3.37 Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A preposition is a word placed before a noun to show its relationship to some other word in the sentence. Prepositions can tell location, direction, time and relationships. Examples of commonly used prepositions are: about, above, across, after, against, among, around, at, before, behind, beneath, beside, between, by, despite, down, during, except, for, from, in, near, of, off, on, over, through, to, toward, under, up and with. Location Jim sailed the boat into the marina. Direction The old lady's gaze wandered over the other side of the Glass Window Bridge. Time Celine got a slice of pizza after completing her homework. Relationship My prom dress was made by my favourite aunt.	Basic: Present students with several flyers. Have them identify the prepositions. Discuss their importance in the flyer. Intermediate: Have students take a walk around the campus. Ask them to locate certain objects and give a sentence using a preposition to describe their location. Example: The bulletin board is next to the office. Advanced: Have students compose sentences using compound prepositions.	Have students include prepositions in their composition pieces to make their writing more precise and interesting.	• <i>Write Source</i>, Grade 4; pp. 598-599 • <i>Write Source</i>, Grade 5; pp. 598-599

Content	Suggested Activities	Suggested Assessment(s)	Resources
A prepositional phrase includes the preposition, the object, and all the words that come between them. The object of the preposition can be a noun or pronoun. In the sentence – “The old lady’s gaze wandered over the other side of the Glass Window Bridge,” there are two prepositional phrases. <i>over the other side of the Glass Window Bridge.</i> Sometimes, words that appear on the list of prepositions may not actually perform the duty of a preposition in a sentence. They must be followed by an object to be considered a preposition. Example: Frankie went outside. The word ‘outside’ is an adverb in this sentence telling where. Frankie went outside the classroom door. ‘Outside’ now has the object door and can be considered a preposition.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Prepositions help to make our writing more interesting as they help to give more details. Plain Sentence She strolled to the beauty store. Interesting Sentence After the pouring rain she strolled to the beauty store near her home. Compound Prepositions: A compound preposition consists of two or more words that come together to behave like a one-word preposition. Examples: • up to • as of • in front of • because of • out of			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Coordinating Conjunctions join words, phrases, clauses and sentences of equal rank. Some coordinating conjunctions are: for, and, nor, but, or, yet, and so. Examples: Joining words Is <u>basketball</u> or <u>soccer</u> the greater sport? Joining phrases Flamingos can be trained to stand <u>at attention</u> and <u>in order.</u> Joining Sentences <u>Grace loves the ocean,</u> but <u>she doesn't know how to swim.</u> When a conjunction separates two sentences, a comma should be placed after the first sentence and before the conjunction as shown above. When coordinating conjunctions join two sentences into one, the sentence is called a compound	Basic: Provide students with a conjunction card. Have them take turns explaining what their conjunction means. Have students orally present a sentence with the conjunction on their card. Intermediate: Present the students with an excerpt from a current Health and Family Life topic. Have students locate examples of conjunctions being used. Explain their function in the sentences. Have students select conjunctions to construct sentences in which they join two phrases. Advanced: Have students complete a cloze paragraph, using the list of conjunctions provided. The provided paragraph should include conjunctions that join words, phrases and sentences.	Have students improve sentences by adding different types of conjunctions.	• <i>Write Source</i>, Grade 4; pp. 417, 600.1 • <i>Write Source</i>, Grade 5; pp. 417, 601 • Writing Strategies Section Q: <i>Organizing Writing</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

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

Objective 3.39 Use independent and subordinate clauses.

Content	Suggested Activities	Suggested Assessment(s)	Resources
A clause has a subject and a verb. There are parts of a sentence that can stand alone, they are referred to as independent clauses because they make a complete thought. In the sentence below there is a part of it that can stand alone. Since the teacher had to go to the office, the students conducted morning devotions. “The students conducted devotions”, makes a complete thought and can stand alone. This is an independent clause. Dependent clauses do not make a complete thought. In the sentence below there is a part of it that cannot stand alone. Since the teacher had to go to the office, the students conducted devotions.	Basic: Project sentences using PowerPoint. Have students take turns highlighting the independent clauses. Have them explain what identifies them as independent clauses. Intermediate: Provide students with sentences that contain dependent and independent clauses. Have students draw a line to separate the independent clause from the dependent clause. Ask them to circle the subordinating conjunctions. Advanced: Have students respond to questions by including dependent and independent clauses in their answers.	Have students add independent clauses to dependent clauses to complete the sentences. Have students share their responses.	• <i>Write Source</i>, Grade 4; pp. 432, 500, 564 • <i>Write Source</i>, Grade 5; pp. 432, 482, 500, 564

Content	Suggested Activities	Suggested Assessment(s)	Resources
“Since the teacher had to go to the office”, does not make a complete thought and is known as a dependent clause, because it needs the rest of the sentence to make sense. It cannot stand on its own. The word ‘since’ in the sentence is known as a subordinating conjunction. Subordinating conjunctions help to join a dependent clause to an independent clause. There are various types of subordinating conjunctions: because, since, if, when, until, while, after, as, whenever, before and although.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
When writing, it is important to use a variety of sentences in order to keep readers interested. A Simple Sentence has a subject and a verb and expresses a complete thought. Simple sentences can be expanded in several ways. - Combining key information in two or more sentences. Example: - Jeff helped his mom to prepare a meal. It was delicious. Jeff helped his mom to prepare a delicious meal. - Combining words in a series and phrases. Example: - She viewed a video on YouTube. She viewed a video on WhatsApp. - She viewed a video on the LMS.	Basic: Provide students with pairs of simple sentences that have related information. Have students join the two simple sentences into one, by using a coordinating conjunction to combine the information contained in them. Intermediate: Using two spinning wheels that contain nouns and verbs, have students spin to select either one noun and two verbs or two verbs and one noun to create sentences with compound subjects and compound predicates. Advanced: Provide students with either an independent clause or a dependent clause and have them add to it in order to make a complex sentence.	Have students add a few complex sentences to an essay they are currently writing.	<i>Write Source</i>, Grade 4, pp. 157, 432 <i>Write Source</i>, Grade 5; p. 432 - Spinning Wheels

Content	Suggested Activities	Suggested Assessment(s)	Resources
• She viewed a video on YouTube, WhatsApp and on the LMS. 3. Making compound subjects or predicates Example 1: • Nathan planted a mango tree. • Jessica planted a mango tree. • Nathan and Jessica planted mango trees. Example 2: • Jason purchased a sandwich from Brandon's Deli. • Jason ate the sandwich at the deli. • Jason purchased and ate a sandwich at Brandon's Deli. 4. Joining simple sentences to make compound sentences Example: • I visited Cat Island this summer. • Next summer I will visit Long Island. • I visited Cat Island this			

Content	Suggested Activities	Suggested Assessment(s)	Resources
summer, and I will visit Long Island next summer. 5. Joining independent and dependent clauses to make complex sentences. Begin the dependent clause with a subordinating conjunction. Example: • The angry dog snapped at him. • When Nathan ran by, the angry dog snapped at him. Complex sentences are formed when we join dependent and independent clauses.			

Objective 3.41 Use interjections in sentences.

Content	Suggested Activities	Suggested Assessment(s)	Resources												
Interjections are words that express sudden or strong emotions. Interjections are usually used as a greeting, an expression of surprise, or an expression of anger or pain. Examples: <table><tr><td>hey</td><td>great</td><td>really</td></tr><tr><td>wow</td><td>ouch</td><td>alas</td></tr><tr><td>yay</td><td>oh</td><td>yippee</td></tr><tr><td>shh</td><td>bingo</td><td></td></tr></table> Strong interjections are followed by an exclamation mark (!), and milder ones are followed by a comma (,). Examples: • "Hey! Look at that!" • "Oh, that looks pretty cool."	hey	great	really	wow	ouch	alas	yay	oh	yippee	shh	bingo		Basic: Have students complete a mini virtual tour of an island. Have them write a review of the island. They should include interjections in their reviews. Intermediate: Have students use comic strip "balloons" to write cartoon conversations, using interjections, quotation and exclamation marks to tell how the characters speak. Advanced: Have students create a rap all about interjections. It must demonstrate the appropriate use of the interjections.	Have students complete a standardized worksheet.	• <i>Write Source</i>, Grade 4; pp. 157, 432 • <i>Write Source</i>, Grade 5; pp. 486, 602
hey	great	really													
wow	ouch	alas													
yay	oh	yippee													
shh	bingo														

Objective 3.42 Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Synonyms are words that have the same or similar meanings. Synonyms are valuable tools for readers and writers as they can make writing more interesting and enriching. Examples: - dirty – filthy, unclean - sad – depressed, unhappy - abrupt – quick, sudden - grant – allow, permit Remember, words may have the same dictionary meaning, but certain synonyms have strong feelings and images attached. These words can impact the audience positively or negatively. For example, the synonyms ‘filthy’ and ‘unclean’ both describe something that is ‘dirty’. However, an object that is ‘filthy’ <u>seems to be in a worse state</u> than an object that is “unclean”. It is important that good readers and writers carefully select the correct synonym to invoke the right emotions and images.	Basic: Using emojis, have students write a pair of synonym words for each emoji shown. Intermediate: Have students record words after skimming selected passages, including newspapers, magazines, etc. Have them cut out the words and use them to begin a synonym word bank. Advanced: Provide students with a menu from a restaurant that includes a description of the meals that are available. Have them add synonyms to make the dishes sound more appealing.	Have students improve their writing pieces by adding interesting synonyms to their essays.	<i>Write Source</i>, Grade 4; pp. 210, 318, 465 <i>Write Source</i>, Grade 5; pp. 318, 465 <i>Banish Boring Words!</i> (Shelton, 2009) Vocabulary Section BB and GG: Synonyms & Shades of Meaning, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5 Comprehension Plus, Level D, pp. 89-92, 101-104

Objective 3.43 Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Antonyms are words that have opposite meanings. Antonyms are used to show contrast. Some words have more than one antonym. Examples 1. dangerous - safe, secure 2. jolly - sad, depressed 3. kind-hearted - mean, selfish 4. least – greatest, most 5. friend – enemy, foe 6. pride – shame, disgrace 7. summer - winter	Basic: Play a game of match-me if- you- can. Match words in Column A to their opposite in Column B. Intermediate: Have students say a word then throw the ball to other classmates to challenge their ability to provide antonyms. Advanced: Have pairs of antonym index cards. Distribute cards among the class. Have students work to find the person who is their match and sit together. Have them work to create analogies using both words.	Have students complete a worksheet where they have to provide antonyms for given words.	• <i>Write Source</i>, Grade 4; pp. 318, 465 • <i>Write Source</i>, Grade 5; pp. 318, 465 • <i>Banish Boring Words!</i> (Shelton, 2009) • <i>Preserving our Heritage</i> Level 2: Part 2, p. 44

Objective 3.44 Differentiate among homophones, homonyms and homographs.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Words that have the same sound and spelling but different meanings are called homonyms. Example: • fair - a place to play games, win prizes and buy food • fair - reasonable Words that are pronounced the same but differ in meaning and spelling are called homophones. Example: • pear - fruit • pair - couple Homographs are words that are spelt the same but differ in meaning and sound. Example: • present – a gift • present – to show/to give • minute – a unit of time • minute – very small	Basic: Have students select the correct homophones to complete sentences. Intermediate: Present students with a list of word pairs. Have students organize words under the correct headings of 'Homonym', 'Homophone' and 'Homograph'. Advanced: Have students select homographs from a grab bag. Have them correctly use the words in sentences.	Have students complete a worksheet.	• <i>The Students' Companion</i>, The Caribbean Edition, (Best, 2012; pp. 126-127) • List of Homonyms and List of Homophones (See Appendices) • <i>Preserving our Heritage</i> Level 2: Part 2, p. 12

Objective 3.45 Apply capitalization rules appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to know when to capitalize letters. In the following instances, capital letters should be used. • The first letter of the first word of each sentence • The first letter in a proper noun • The days of the week and months of the year • The pronoun “I” • Proper adjectives • A person’s title when using it with the person’s name or when addressing the person - Example: Minister, would you like to take a seat on the platform now? • The title of family members when they are followed by a name. Example: Aunt Michelle • The first letter of important words in a title of a book, story, song, movie etc. • The first word in a direct quotation • The first word in the salutation of a letter • The first word in the complimentary closing of a letter	Basic: Divide students into small groups. Have them survey other students in the school to determine their favourite books, movies, songs etc. Have them make lists of their findings following the various capitalization rules and share with the class. Intermediate: Provide students with a letter that has capitalization errors, have them re-write the letter with errors corrected. Advanced: Have students write a friendly letter with the appropriate capitalization rules incorporated.	Have students correct a paragraph that contains capitalization errors.	• <i>Write Source</i>, Grade 4; pp. 508-515 • <i>Write Source</i>, Grade 5; pp. 508-515

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A comma can tell where to pause when reading text. Correctly placed commas, help to make the meaning of what is being read clear. Use a comma (,) in the following instances: - When writing dates Example: 26th December, 2021 or December 26th, 2021 - To separate three or more words or phrases in a series. Example: His skin suddenly turned pale, cold, and damp. Example: The sanitation worker rolled the garbage can to the truck, lifted it high, dumped its contents into the back and rolled it back to where it belonged. - To separate two adjectives that describe the same noun. Example: She wore a purple, crumpled dress to Fun Day.	Basic: Write sentences on the board that are in need of commas. Provide students with comma cut-outs. Have them place the commas where they are needed in the sentences. Discuss their responses. Intermediate: Have students complete a worksheet where they have to insert commas in sentences representing various scenarios. Example: Hugh Campbell Walter Parker Freeport Primary and Maurice Moore are all primary schools. Advanced: Have students add the missing commas and semi colons to an essay that is devoid of them.	Have students incorporate commas and colons in their essays.	<i>Write Source</i>, Grade 4; pp. 482-489, 500-501 <i>Write Source</i>, Grade 5; pp. 482-489, 500-501

Content	Suggested Activities	Suggested Assessment(s)	Resources
- To set off the words 'yes', 'no', or 'well' at the beginning of a sentence. Example: No, you cannot have a second helping. - To set off the name of someone directly addressed. Example: Florrie, come here now. - When joining two independent clauses to make a compound sentence Example: James is really hungry, so he made himself a healthy snack after he cleaned up. - With direct quotes Example: "Today is a good day," she said. - After the salutation and closing in a friendly letter Example: Dear Patrice, Yours truly,			

Content	Suggested Activities	Suggested Assessment(s)	Resources
- After soft interjections – Example: Oh, I almost forgot to tell you that I will be late today. - After a dependent clause in a complex sentence Example: While we were waiting, we were served a cool drink. Semicolons can be used to join two independent clauses. In this case, no coordinating conjunctions are used. Example: The ice cream started to melt; George ate it quickly. <i>See Objective 3.59 for information relative to quotation marks.</i>			

Objective 3.47 Use acronyms appropriately.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Acronyms are a type of abbreviation and are usually formed by using the initial letters of words in the name. Acronyms quite often refer to businesses, companies or ideas. Example: BPL – Bahamas Power and Light Sometimes more than the initial letters may be used in forming the acronym. Example: CARIFTA - Caribbean Free Trade Association. Quite often letters in people’s first or last names are often used to describe them during special ceremonies. Example: Joan • J - Joyful • O- Optimistic • A - Artistic • N – Nice Acronyms are: • usually written in all capital letters • never separated by periods	Basic: Have students create booklets with acronyms used in Social Studies, Science, Health and Family Life and Religious Studies. Have them include the words or terms that they represent. Intermediate: Have students work together to create their own acronyms for things in their school or community. They must follow the correct parameters for creating an acronym. Advanced: Have students record over a 24-hour period, a list of acronyms heard on the radio or observed on television or online.	Have students match given acronyms with the businesses or ideas with which they are associated. Have them select five of them to include in sentences of their own.	• <i>Checking your Grammar</i> (Terban, 2002; p. 136) • <i>The Students’ Companion, Caribbean Edition</i> (Best, 2012; p. 103)

Content	Suggested Activities	Suggested Assessment(s)	Resources
• often times pronounced like a series of letters and not pronounced as a word. Examples of acronyms are: • MOETVT – Ministry of Education, Technical and Vocational Training • MOH – Ministry of Health • BLC – Bahamas Learning Channel • BASRA – Bahamas Air Sea and Rescue Association • UB – University of The Bahamas • BTVI – Bahamas Technical and Vocational Institute • RBPF - The Royal Bahamas Police Force • RBDF – The Royal Bahamas Defence Force • CID – Criminal Investigation Department • AIDS – Acquired Immune Deficiency Syndrome • COVID – Coronavirus disease • HOA – Home Owner’s Association • CN – Cartoon Network • TW – Twitter			

SCOPE OF WORK

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

WRITTEN COMPOSITION

Objective 3.48 Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The five steps in the Writing Process are: Prewriting – The writer brainstorms ideas about a particular topic and organizes thoughts using a web or outline. Writing – The writer follows the outline and begins writing, by adding details to those ideas in the plan. Revising – The writer reads the essay and shares it with others to get their feedback. The writer adjusts the essay based on the feedback and focuses on using more vivid vocabulary.	Basic: Have students create illustrations that depict their perception of each step in the writing process. Have them label their drawings with the appropriate steps in the process and then describe what happens at each step to a partner. Intermediate: Have students watch a video clip of a Junkanoo costume being prepared or read about it in <i>Preserving our Heritage</i> Level 1 Part 1. Discuss the stages of making costumes leading up to their display on the actual parade. Have students compare these stages with the steps in the writing process.	Have students take a simple poem through the writing process. Have them explain the steps they took in writing it.	• <i>Write Source</i>, Grade 4; pp. 2-41 • <i>Write Source</i>, Grade 5; pp. 9-20 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
Editing – The writer reviews the piece to find errors in mechanics (grammar, capitalization, punctuation and spelling). Use proofreading marks for: • adding capital letters or making capital letters lowercase. • adding periods • correcting spelling errors • deleting or adding a letter or word • inserting punctuation marks • starting new paragraphs • inserting quotation marks Publishing – The writer makes a clean copy of the piece (handwritten or typed) and shares it with others.	Advanced: Assign students a step in the writing process. Host a debate during which students must defend why their step is the most important.		

Objective 3.49 Discuss the qualities of good writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main reasons for writing: to inform, to entertain, to describe and to persuade. Whatever the purpose, there are some basic qualities that are in all good pieces of writing. 1. fresh and exciting ideas. 2. captivating introduction 3. vivid details 4. well-organized with a distinct beginning, middle and end. 5. keeps the audience in mind and answers any questions they may have. 6. writes in a voice that connects with the readers 7. interesting and advanced vocabulary that includes specific nouns and vivid adjectives. 8. uses transitional words to keep the piece flowing 9. different types of sentences with varying lengths 10. good grammar, spelling and punctuation. 11. neat and well presented.	Basic: Have students critique the lyrics of their favourite Bahamian song or poem and list the good qualities found in the piece. Intermediate: Have students select a quality of good writing. From a group of pre-selected pieces have students select a piece of writing that suits that quality. Have them explain why they selected that particular piece. Advanced: Have students design a google survey to ascertain what their teachers, students and family members like in a good piece of writing. Have them discuss their findings and compare them with the original list of qualities of a good writing piece.	Have students identify a short piece of writing that they would describe as being excellent. Have them identify one or two qualities that stand out.	• <i>In the Write Direction</i> (Miller, 2019; pp. 10-11) • <i>Write Source</i>, Grade 4; pp. 21-30 • <i>Write Source</i>, Grade 5; pp. 21-30

Objective 3.50 Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
There are four main types of writing. They each serve a different purpose. 1. Narrative Writing – This type of writing tells a story. It is mainly written for entertainment. A personal narrative tells a story about you. 2. Descriptive Writing – Uses figurative language and provides sensory details about a person, place, thing or idea so that a clear picture is painted in the reader's mind. 3. Expository Writing – Provides information, gives an explanation or directions. 4. Persuasive/Opinion Writing - This type of writing expresses how the writer feels about a particular subject and attempts to get others to feel the same way.	Basic: Provide students with examples of writing related to travel: plane ticket/itinerary, airline advertisement, safety card, travel magazine, flight board etc. Have them classify them into a particular type of writing and give reasons for their choices. Intermediate: Have students work in groups to look through the newspaper to identify the four types of writing. They should provide reasons for their choices. Advanced: Divide students into four groups. Assign each group a type of writing. Have students prepare and debate why a particular type of writing is better than the others. Ensure that they give good reasons for their arguments.	Have students respond to oral questions about the four types of writing.	• <i>In the Write Direction</i> (Miller, 2019; pp. 4-8,16) • <i>Write Source</i>, Grade 4; pp. 51-225 • <i>Write Source</i>, Grade 5; pp. 51-232

Objective 3.51 Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Before writing there are several prewriting steps to follow: 1. Generate ideas. Strategies that can be utilized to help generate ideas include: peer discussions, brainstorming, grouping ideas that are alike, conducting research in textbooks or on the internet, talking to people who might be knowledgeable about the topic, conducting a survey, making a list etc. 2. Select the best ideas. Review the ideas and then make a selection based on those that are most important, most interesting and have information that is readily available. 3. Refine ideas. Ask leading questions that will give specific details on which the writer can elaborate: Who? What? When? Where? Why? How?	Basic: Ask students to create a list of famous pirates. Have them select one on which to write. Intermediate: Have students research information on the physical appearance of pirates. Ask them to select one feature on which to write. Have them provide examples. Advanced: Have students brainstorm what they know about pirates. Have them group certain ideas that are alike. Ask them to select one aspect on which to write. They can add details to their writing by asking the 5Ws and 1H questions (Who? What? When? Where? Why? How?) and by including examples.	Have students show the process that they used to narrow their ideas on a particular topic.	• <i>Write Source</i>, Grade 4; pp. 58, 80, 136, 192 • <i>Write Source</i>, Grade 5; pp. 58, 80, 136, 192 • <i>In the Write Direction</i> (Miller, 2019; pp. 22, 76, 129, 173)

Objective 3.52 Sequence ideas appropriately using transitional words.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Sequence is the order in which things happen or should happen. Sequential order is very important when one is relaying a story, writing directions or instructions for performing a particular task and describing something. • Before Words: ‘formerly’ and ‘prior to’ • Words that Show First: ‘initially’ and ‘originally’ • Words that Show Next: ‘shortly after’ and ‘a few seconds later’ • Words that Show Last: ‘to finish’ and ‘in conclusion’ Another way to put ideas in order is to use space order particularly when describing the location of something. Space order tells about something from top to bottom or from left to right or vice versa. Prepositions like ‘below’ and ‘beside’ relay specific images. Compare and contrast order tells how	Basic: Select ten random pictures from a magazine or newspaper. Place the students in small groups and have them examine the pictures, then put the pictures in an order that tells a story. Have each group share their arrangements of pictures and stories. Intermediate: Have students choose a household chore. Have them write a detailed explanation of the steps about how this chore should be completed. Advanced: Have students identify the nearest restaurant or take-a-way close to the school. Have them write the directions that they would give to a delivery person if they wanted to place an order to be delivered to them at school.	Have students write an essay where the sequencing of ideas is very important. Use a rubric to assess the sequencing of ideas and the transitional words used.	• <i>Write Source</i>, Grade 4; pp. 59, 82 • <i>Write Source</i>, Grade 5; pp. 58, 80, 136, 192 • <i>In the Write Direction</i> (Miller, 2019; pp. 76, 22,129, 173) • Writing Strategies Section Q: <i>Organizing Writing</i>, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
things are alike at first and then how they are different or vice versa. 'As well as' and 'likewise' are words that compare. 'However' and 'on the other hand' contrast. Sometimes transitional words help to move from one idea to another. Examples of these words are: 'further' and 'in addition to'.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An essay is divided into several paragraphs. A good paragraph has a topic sentence that clearly states the main idea. The other sentences in the paragraph provide the details that support that idea. Good paragraphs also have transitional words and phrases that show clear relationships or connections between ideas, sentences or paragraphs. There are three main types of transitions. They are transitions of time, comparison and contrast and transitions for exemplifying. Time: first, then, next, before, finally, at last, later Compare/Contrast: however, but, although, like Example: for example, namely, that is, along with The last sentence in a paragraph should tie the supporting sentences together. It is called the concluding	Basic: Show students a short paragraph that includes a topic sentence and supporting details and one sentence that does not belong. Have students read the paragraph and identify the topic sentence. Have them spot the supporting detail that does not belong. Repeat this with several other paragraphs. Intermediate: Have students discuss the safe use of technology. Have students use a graphic organizer to display their ideas. Have students use this information to write a paragraph that contains a topic sentence and supporting details. Advanced: Have students produce a plan for an interesting essay. The plan should have a title for the essay, three topic sentences and at least three supporting detail ideas for each topic sentence. Have students use the plan to write a well-developed essay. They should	Have students write a paragraph following a prompt of their choice. Use a rubric to assess their use of a topic sentence and supporting details.	• <i>Write Source</i>, Grade 4; pp. 59, 172, 193 • <i>Write Source</i>, Grade 5; pp. 59, 82, 139, 193 • <i>In the Write Direction</i> (Miller, 2019; pp. 23, 84,134, 181-182) • <i>Banish Boring Words!</i> (Shelton, 2009) • Writing Strategies Section T & U: Organizing Writing, Developing and Supporting Arguments (3, 4, 5), IXL Learning Language Arts website

Content	Suggested Activities	Suggested Assessment(s)	Resources
sentence. A strong conclusion sums up the main idea of the paragraph. Narrative Writing – When telling a story, the topic sentence should indicate what the story will be about. The supporting details should all provide information related to that topic. Do not include un-related information. Example: My birthday party was a disaster. To begin with, all of my friends came late. Then, there were no candles for the cake and most important of all, no one bought presents. I just want this day to end. Descriptive Writing – The topic sentence should tell what is being described. The supporting details should provide vivid descriptions of that person, place, thing or animal. Example: The beach in Orange Creek, Cat Island is gorgeous! The water is crystal clear. At the right tide, white sand dunes can be seen poking out of the water. Among them you may find tiny crabs, shells and other treasures. The sunset gives it	write all ideas in complete sentences, insert transitions where necessary, and use adjectives and strong verbs to create vivid pictures.		https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
all a gorgeous orange glow. You must visit this picturesque beach! Expository Writing: If your purpose is to inform your reader, your supporting details should be facts. Example: The crawfish season in The Bahamas is from 1st August to 31st March. It is important to establish a crawfish season for several reasons. First, it allows the crawfish time to reproduce and for the babies to grow. Secondly, it ensures that we do not consume too much crawfish which might cause them to become extinct. Finally, it also ensures that some crawfish are there to perform their jobs of keeping the reefs clean. If we follow these rules, we can enjoy crawfish for a long time. Persuasive Writing: If the purpose is to persuade, then the topic sentence should clearly state the opinion of the writer on a particular topic and then have solid reasons in the details to support that viewpoint.			

Content	Suggested Activities	Suggested Assessment(s)	Resources
Example: Keep your promises! Why is that important you may ask? First, God expects us to speak truth. When we don't, it disappoints Him. Secondly, it also helps to build trust with our parents and friends. If your parents can't trust you to keep your word, then they may not allow you to do certain things that you like or go certain places with your friends. Finally, you will earn the respect of your teachers. Keeping promises is one of the most important decisions you will ever make. .			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The introduction of an essay is key as its function is to capture the attention of the readers, to draw them into the piece and to provide the topic sentence. There are many ways to begin a piece. The writer has to decide which one would be best for the type of writing and the topic. • Begin with action. Michael ran down the field with the long pole in his hands. He planted it in the ground and leaped into the air over the high bar and then flopped onto the bed. • Use onomatopoeia. Swish! The wind blew the curtains into the flowerpot and sent it crashing to the ground. • Use alliteration. Pitter, patter, pitter, patter went the rain on the windowsill. • Start with the end. Brandon opened his room door to find all of his books and toys scattered on	Basic: Have students identify sounds related to food (crunch of a carrot, sizzle of meat frying in a pan, fizz of soda etc.) Have a few actual examples for them to experience. Have them make a list to which they can refer. Ask them to use at least one of these sounds in introducing their writing. Intermediate: Show students pictures of things that have happened, such as a broken dish, a spilled ice cream cone on the floor, a person all wet from the rain etc. Have students select a scenario to use in their introduction. Have them use the rest of the piece to explain the events that led up to it. Advanced: Have students imagine a conversation between a child who is getting ready for school and a parent who is late for work. Use the	Have students construct an interesting introduction with a good hook. Provide feedback on their writing.	• <i>Write Source</i>, Grade 4; pp. 60, 87, 143, 199 • <i>Write Source</i>, Grade 5; pp. 60, 87, 143, 199 • <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 88-89) • <i>In the Write Direction</i> (Miller, 2019; pp. 26) • Writing Strategies Section R: Introductions and Conclusions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
the ground. • Begin with a quote. “A word to the wise is sufficient” echoed in my mind as I walked to the principal’s office. • Begin with a dialogue. “Ouch!” I screamed, as the nurse touched my arm. “Relax child, I have not even given you the needle as yet,” she laughed.	dialogue to begin a piece of writing.		

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
The conclusion of a writing piece brings everything to an end in a way that is satisfying for readers. A good writer does not have to “announce” that it is the “end” but should move the readers through the piece in such a way that they realize the piece is concluding. There are several ways to conclude a piece of writing. • End with a quote or a proverb. Because he obeyed his mother, Byron escaped the jaws of the angry dog. “A word to the wise is sufficient” indeed! • Restate the topic sentence from the introductory paragraph in a different way. If we follow these rules, we can enjoy crawfish for a long time. • Summarize the main points. Do not introduce new ideas. Remember to ask questions during class when you do not	Basic: Have students watch the news and observe special news stories to see how the reporters conclude their pieces. Have them discuss the various endings and select one to incorporate in their writing. Intermediate: Have students listen to a few grade-level appropriate Bahamian songs. Discuss the themes running through the songs and how the themes are repeated at the end. Have them incorporate one of these techniques in their writing. Advanced: Examine stories with surprise endings with students. Discuss why they were effective. Have students write a piece with a surprise ending.	Have students write an interesting conclusion. Provide feedback on their responses.	• <i>Write Source</i>, Grade 4; pp. 62, 90, 146, 202 • <i>Write Source</i>, Grade 5; pp. 62, 90, 146, 202 • <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 88-89) • <i>In the Write Direction</i> (Miller, 2019; pp. 51, 115) • Writing Strategies Section R: Introductions and Conclusions, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5

Content	Suggested Activities	Suggested Assessment(s)	Resources
understand something, complete your homework, review your schoolwork daily and study hard for your exams so that you can be a successful student. • Provide your opinion. That is why I believe that the best response to someone who is being rude, is to be extra kind to that person. • State the lesson learned or moral of the story. After that hurricane I recognized the value of being prepared. • Give a challenge. Can you make someone's life better in a big or small way? Do not wait, do it today! • Add a surprise. In the distance she saw a figure moving towards her. It was Dereck! She could not believe her eyes. Her prayers had been answered.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Voice refers to how much of the writer can be felt in a piece. Is the writer interested and passionate about what is being written? The work of many famous authors can be recognized by their voice and writing style. The writer's voice comes through in the tone and mood of the piece. Tone refers to the feeling that an author creates. Is the piece serious? Playful? angry? etc. The mood is the feeling that the reader gets after reading the piece. Is the reader happy? sad? fearful? It is important that the tone matches the message that the writer is trying to send. If the subject is serious for example, the language should not be light or funny.	Basic: Play two different popular songs. Ask students to close their eyes and listen to the recordings as they are playing. Play the songs for the final time; ask students to record any feelings, emotions, connections, and images that may occur to them. Intermediate: Provide students with pictures of various emoticons. Project a short piece of writing on the screen. Have them raise the emoticons that best represent the voice of that passage. Have them discuss the various responses. Advanced: Have students watch a few movie trailers. Have them discuss the different tones present. Record these tones using a T-chart. Have students select a mood to portray in a short piece of writing.	Have students write a paragraph about something about which they are passionate. Provide feedback on the voice used.	• <i>Write Source</i>, Grade 4; p. 27 202 • <i>Write Source</i>, Grade 5; p. 27 • <i>6 + 1 Traits of Writing</i> (Culham, 2005; pp. 100-138) • <i>In the Write Direction</i> (Miller, 2019; pp. 11-12)

Objective 3.57 Write from different points of view.

Content	Suggested Activities	Suggested Assessment(s)	Resources
The viewpoint from which material is written affects the voice. Writing can be done from different perspectives. Be careful when writing that you do not move from one perspective to another. First Person – This perspective uses pronouns like I, me, my, mine, and myself to tell the story. The story is only being told from one person’s perspective. Because it is personal, an easy connection can be made with the reader. Second Person – This viewpoint uses pronouns like you and yours. The story is being told by someone who is looking on. Third Person – He, she, it and they are used when writing from this perspective. When writing from this viewpoint, the writer is the person who is looking on. Readers get to experience the inner thoughts of the characters. Personification – This is when the writing is done from the perspective of an animal or an object. This is accomplished by giving the animal or object human characteristics such as speaking or gesturing.	Basic: Show students the silent commercial from The Guardian that shows an incident from three different perspectives. Stop the video after the first and second perspectives to allow students a chance to share what they think is happening. Play the final perspective and reflect on how their perspectives differed from what was really happening. Intermediate: Have students identify the point of view from which different pieces of writings have been written. Advanced: Have students write a piece from a selected point of view.	Have students complete a piece from a pre-determined point of view. Provide feedback on their responses.	- Preserving our Heritage, Level 2 Part 2; pp. 64-65 <i>In the Write Direction</i> (Miller, 2019) 1986 'Points of View' Advertisement (The Guardian, 2012) Link to Advertisement Video

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Poems can be enhanced with the use of similes and metaphors. A simile is a comparison using like or as. It compares two similar objects. A metaphor states that one thing is something else. The comparison is made without the use of like or as. Colour Poem: This is a poem that can be used to tell about the author's favourite colour. Analogies, similes or list nouns which are (or remind you of) that colour may be used. Writers use their senses to tell what it looks like, sounds like etc. Free Verse Poems: Free verse poems have no set pattern. Parts of it can be rhymed or unrhymed. These types of poems sound like natural speech.	Basic: Have students make a list of things that are their favourite colour. Have them experiment with using some of them to create similes or metaphors. Ask them to incorporate what they have done into a Colour Poem. Intermediate: Have students review some of the Colour Poems on-line as a class. Discuss what they like and dislike about them. Have them write their own Colour Poem. Advanced: Have students review Free Verse Poems on-line. Discuss what they like and dislike about them. Have them write a free verse poem on a familiar theme like family or one from a Content Area subject.	Provide students with feedback on the poems that they have written.	• <i>Colour Me a Poem</i> (Schaub, 2022) Link to Colour Poems Website • <i>Free Verse Poems for Kids: How to Write and Examples</i> (Rebbapragada, 2022) Link to Free Verse Poems Website • <i>Banish Boring Words!</i> (Shelton, 2009) • <i>100 Task Cards: Figurative Language</i> (Scholastic, 2020)

Objective 3.59 Use quotation marks effectively in their writing.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Writers often use dialogue in their narrative pieces to make them more interesting. Quotation marks are used to set apart the exact words of the speaker from the rest of the sentence. One of the quotation marks appears at the beginning of what was said and the other at the end. The first word in a quote is capitalized. Example: “Should we wait?” I asked. Commas are used to separate who is speaking from what is being said. Example: “Ricky,” she shouted, “Look at that lovely specimen on the rock.” We drank the lemonade slowly, “That was refreshing!” Jack exclaimed. Quotation marks are used to identify the title of a song or a piece of writing. The first quotation mark goes at the beginning of the title and the second quotation mark at the end of the title. Example:	Basic: Provide students with a grammatically incorrect written dialogue. Have them scrutinize the way the conversation is presented and identify the changes that should be made. This can be done as a whole-class activity. Intermediate: Provide students with a transcript of an online chat between two friends. Have students rewrite the conversation, using appropriate grammatical rules (quotation marks, commas, etc.) Advanced: Have students write an interesting dialogue between two friends who are surprised to see each other at the mall. Have them write the conversation using appropriate grammatical conventions (quotation marks, commas, etc.)	Have students include dialogue in an essay. Provide feedback.	• <i>Write Source</i>, Grade 4; pp. 494-495 • <i>Write Source</i>, Grade 5; pp. 494-495 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
“March on Bahamaland” is the name of our national anthem. To increase the impact of their writing, writers often use familiar quotes or quotes from famous people to get the attention of the reader. These quotes are set off by commas. They begin with a capital letter and quite often a comma separates them from the rest of the sentence. Example: “It is better to give than to receive,” is advice that is worth following.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
Narrative writing tells a story or part of a story. Narrative writing can be seen in short stories, biographies, essays, autobiographies, poems, and plays. A narrative essay should have an introduction, body, and a conclusion. The general characteristics of a narrative include: • Characterization • Setting • Plot structure ○ Introduction ○ Development ○ Conclusion Characters are the people or animals in a story. The protagonist is the word used to describe the hero. The antagonist is the villain in the story. Time should be spent developing descriptions of major characters. Use specific words to describe some of their unique physical characteristics as they relate to their face, hair and body. Also give insight into their character traits by detailing their actions and using interesting words. Examples: • Brave – bold, valiant	Basic: Provide student with pictures of famous pirates. Have them brainstorm and write ideas about what is going on in the picture. Students should then write a story based on that picture, making sure that they sequence their ideas appropriately. Special attention should be given to describing the setting, describing the characters in the story and developing the plot. Intermediate: Provide students with information about the history of the Lucayans. Have them research the history and cultural significance of the Lucayans in The Bahamas and create their own historical narratives. Advanced: Have students develop interview questions they would ask an elderly person about his/her life. Have them interview someone aged 65 or older and write a narrative using that person's voice. Special attention should be given to describing the setting of various events, describing the characters in the story and developing the plot in a seamless way.	Have students compose a narrative, inclusive of story elements, following a standardized prompt. Use a rubric to evaluate their essay.	• The Importance of Setting to a Story (Flocabulary 2017) https://www.youtube.com/watch?v=30CPmgVQNks • <i>Banish Boring Words!</i> (Shelton, 2009) • <i>Write Source</i> Grade 4; pp. 71-113 • <i>Write Source</i> Grade 5; pp. 71-125 • <i>In the Write Direction</i> (Miller, 2019; pp. 71-123) • <i>Preserving our</i>

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Hostile – aggressive, combative • Determined – persistent, driven The setting is the time and place where the story takes place. Use the senses to tell what can be seen, heard, felt, tasted, or smelled. Provide evidence of the time of day. This can be stated clearly in the piece. Example: It was exactly 9:00 a.m. when she opened the door to the office. It can also be left up to the reader to infer the time of day. Example: The sun was directly overhead as they began their walk to the sandy beach. In the body of the writing, time should be taken to develop the plot. The plot tells what the problem in the story is and how it is resolved. This is the time to use action and dialogue to provide information about the characters. Sentences should be linked using transitions. The end of the story or conclusion wraps everything up.			<i>Heritage Level 2:</i> Part 2, p. 48

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
A descriptive essay is a group of paragraphs that can describe a person, place, event, or idea. The author uses descriptive details, phrasing, and literary devices to make the writing come alive and make it easier for the reader to visualize what the writer is describing. A descriptive essay should have a captivating introduction that provides the reader with an overview of what the essay will be about. The body of the essay should provide specific details about what is being described. The writer should end with a concluding thought about the thing, place or person that was described. There are several strategies that authors use when writing descriptively. The words that are used to describe, should be carefully selected so that they convey detailed images to the readers. • Show Me, Don't Tell Me is a strategy that author's use. For example, instead of saying that a building is old and unkempt, author's use words to	Basic: Have students write sentences where they have to indicate that a person or thing is in a particular condition or <i>state</i> ("<i>Show Me Don't Tell Me</i>"). Example: • old shoes • very tall man • starving dog Intermediate: <i>Delicious, Descriptive Plates</i>. Have students watch videos of Bahamian dishes being prepped, cooked, and served. Have students work in groups to discuss and generate ideas and descriptive details about the dish. Using these descriptive details, have students individually compose a descriptive essay about the Bahamian dish. This can be written on a paper plate. Display their plates around the room. Advanced: Have students review brochures about The Bahamas or view commercials about visiting The	Have students write a descriptive essay. Use a rubric to evaluate their work. Provide feedback.	• <i>Banish Boring Words!</i> (Shelton, 2009) • Reading Strategies Section E: Sensory Details, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5 • <i>Write Source</i> Grade 4; pp. 51-68 • <i>Write Source</i> Grade 5; pp. 51-68 • <i>In the Write Direction</i> (Miller, 2019; pp. 17-70) • <i>What is</i>

Content	Suggested Activities	Suggested Assessment(s)	Resources
show the condition. Example: Cobwebs hung over the ceiling above the creaky stairs and on the dusty windows that were peppered with tiny holes. • Sensory details are words used to appeal to the five senses. Example: As I passed Mr. Sawyer's house, there they were... the biggest, sweetest, darkest, purple sea grapes in the world! They hung in long, heavy clusters just over the wooden fence. Like a magnet, I was drawn to them. As I got closer to the tree, I stepped on a few that had fallen to the ground. A dark, purple liquid oozed out of them causing a strong, fruity scent to fill the air. • Literary Devices are also used as a tool for making writing interesting. There are several of them that can be used. ○ Similes are comparisons that use like or as. Example: He ran as	Bahamas. Have student groups compose a script for a commercial of at least two paragraphs, to entice visitors to come to The Bahamas. Students can create a video or perform their commercial in class. Peers can provide feedback. Have students listen to radio advertisements and their jingles (<i>B.O.B, Wendy's, Domino's Pizza</i> etc.) Have students discuss their use of descriptive details and use of literary devices. Have student groups compose a jingle for a radio advertisement of at least two verses, to appeal to the listening audience. Students can create a video or perform their jingles in class. Their peers can provide feedback.		<i>Hyperbole?</i> (2017) https://www.youtube.com/watch?v=kuzWLDWm6Zs • Writing Strategies Section U: Descriptive Details, IXL Learning Language Arts website https://www.ixl.com/ela/grade-5 • <i>100 Task Cards: Figurative Language</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
fast as a hungry cheetah. ○ Metaphors are comparisons that do not use like or as. Example: David is a shining star in Science. ○ Alliteration: Repeating the beginning consonant sound in two or more consecutive words. Example: Sally sold several silver Samsung phones on Saturday. ○ Onomatopoeia- These are words that are actual sounds. Examples: <i>Zoom, Oink, Urghh</i> etc. ○ Hyperbole: This is an exaggeration. It is over emphasizing the truth or stretching the truth. Example: I am so hungry I can eat a thousand hamburgers! ○ Personification: Giving human qualities to non-human things. Example: After three rainy days, the sun smiled on us.			

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

Content	Suggested Activities	Suggested Assessment(s)	Resources
An expository essay explains, describes, and provides information about a particular topic. There are various kinds of patterns for expositions: Comparison and Contrast: The writer contrasts the differences between two subjects and compares the similarities between those subjects. Description: The writer gives a complete description of the topic before explaining what the term or topic means. Sequence or Process: The process essay refers to the steps involved in completing something. Example: how to make an apple pie. Like the narrative essay, the expository essay has a beginning, middle and an end.	Basic: Show students a video clip from YouTube on how to tie die a white T-Shirt. Have them write sequential sentences explaining each step in the process. Encourage students to include the materials needed to complete this task. Allow students to use these steps to create a tie die T-Shirt. Intermediate: Have students choose two games with which they are familiar: card, board or video. Have students write a comparison and contrast exposition explaining the similarities and differences between both board games. Advanced: Show students a video clip about Androsia. Have them conduct research about the Androsia factory in Andros and write an article about the origin of Androsia cloth and large scale selling of the product.	Have students write an expository essay based on a given prompt. Use a rubric to evaluate their essay. Provide feedback.	• <i>Banish Boring Words!</i> (Shelton, 2009) • <i>Write Source</i> Grade 4; pp. 127-178 • <i>Write Source</i> Grade 5; pp. 127-178 • <i>In the Write Direction</i> (Miller, 2019; pp. 127-165) • <i>Andros Hand-Made Batik</i> Factory • <i>100 Task Cards: Informational Texts</i> (Scholastic, 2020)

Content	Suggested Activities	Suggested Assessment(s)	Resources
In the beginning the writer will grab the reader's attention with an opening hook (Ask a question, provide action, sound, quotes etc.) The reader is informed as to what will be explained or what information will be provided. In the middle the most important details are provided on the topic. If steps in a process are being explained, words like first, next, then, last, finally etc. should be used as a guide to the steps. In the end, the essay can be wrapped up by stating the main idea in another way, providing final thoughts, advice etc. There are many examples of expository writing: • Flyers • Invitations • Encyclopaedia Entries • The Tribune/Nassau Guardian newspaper articles • Commercials • Reports			

Content	Suggested Activities	Suggested Assessment(s)	Resources
• Reviews • Want Ads • Classroom handout			

Objective 3.63 Compose an invitation to an event.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Invitations are requests that are used to ask someone to attend a particular event. Examples of events include a birthday party, wedding, graduation, etc. When composing an invitation, include the following: • Name of invited person • Name of the event • Purpose or description of the event • Host(s) of the event • Date and Time • Location • Directions (if necessary) • Special instructions such as Dress Code (optional) RSVP details: Include deadline by which to respond and contact information.	Basic: Inform students that they are to create the invitations for Edward Teach's birthday party. The crew members are organizing the party under the theme "It's a Pirate's Party!" Present students with the headings that they will use to complete the invitation. Instruct them to work in pairs to create a poster size invitation, using chart paper and including a design suitable for the theme and occasion. Intermediate: Instruct students to compile details for an invitation for other children to attend their school's "Healthy Living Seminar for Kids" which is hosted by the school's Guidance Department. Direct students to compose a paragraph that includes all the necessary details for the invitation. Advanced: Have students use the programme 'Canva' or a similar programme to create a birthday invitation card or non-speaking video that contains the essential information in words. They can choose their graphics and animation. Have them share their videos with the class.	Have students compose an invitation based on an event of their choice.	• How to Create an Invitation with Canva Link to Canva Tutorial Video • Party Invitations: Motivating Students to Write Informatively (2011) https://www.youtube.com/watch?v=t9Nik16C2tM • FREE Editable Invitations Downloads https://www.teacherspayteachers.com/Browse/Search:editable+invitations/Price-Range/Free

Objective 3.64 Write a friendly letter.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Friendly letters are written to our family and friends. The purpose of a friendly letter is to share a message with persons with whom we are familiar. Friendly letters should include the following: • The heading - This includes the address of the sender and the date. It is normally written in the right-hand corner at the top of the page. • Salutation or Greeting - This is the way to identify to whom the letter is being written. It usually begins with “Dear” A comma follows the name of the person. • The Body of the Letter – This is considered the main part of the letter. Include all the interesting details about family and friends and write about what you have been doing, your hobbies etc. You should indent the first sentence in each paragraph. • The Closing – This is a way of ending the letter or signing off. “Love” and “Your best friend” are examples that are used. The first word in the closing is always	Basic: Present students with cut-out parts of an informal letter. Have students organize parts of the letter and paste them in the correct order. Alternatively, the teacher can also present this activity through an interactive/digital worksheet. Intermediate: Present students with a sample of a friendly letter as a model. Then instruct students, in pairs, to compose a letter to their classmates, offering two pieces of advice to them that would help them to finish the school year successfully. Allow students to share their letters with their classmates. Advanced: Ask students to reflect on their friendships and to think about someone whose friendship they truly value. Have students write a letter to their friend in which they express why they are grateful for the friendship. Students must include all required letter components and the body should be written in at least three distinct paragraphs	Have students write a friendly letter. Use a rubric to assess their writing. Provide feedback.	• <i>Write Source</i> Grade 4; p. 475 • <i>Write Source</i> Grade 5; p. 476 • <i>In the Write Direction</i> (Miller, 2019)

Content	Suggested Activities	Suggested Assessment(s)	Resources
capitalized, and a comma is placed at the end of the closing. • Signature – This identifies the person who is writing the letter. There are many ways in which a letter can be sent to the recipient. Letters can be posted using the Post Office, emailed, faxed, or sent via WhatsApp. If a letter is being sent the traditional way using the post office, it will need to be placed in an envelope. On the envelope in the left-hand corner, should be the mailing address of the person sending the letter. If the person lives in The Bahamas, the information should include the name of the sender, the mailing box number and the island and country. Example: Ms. Karen Green P.O. Box CB 11234 Nassau, Bahamas. The address of the person who is to receive the letter is placed in the middle section of the envelope.	(introduction, body and conclusion). Have them address an envelope		

Objective 3.65 Write essays utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment(s)	Resources
An opinion expresses a thought or feeling about a particular thing. Persuasive writing is a type of opinion writing, as it provides the author's views on a particular topic. The essay should have an introduction, a body, and a conclusion. Introductory Paragraph: Begin the persuasive essay with an introductory statement that captures the attention of the readers. Begin with a startling statement, a question, a metaphor or a simile. Examples: • Did you know that The Family Islands hold some of the best kept secrets in The Bahamas? • The broken glass in the road was as treacherous for the car's tyres as a trap filled with cheese for a mouse. The introductory paragraph should also have a topic sentence that indicates the writer's opinion on the topic and mention the supporting reasons that	Basic: Have students scrutinize the language of different advertisements (cell phones, pizza, cars, trips etc.) to determine the persuasive technique used, Example: Using Facts, Data or Superlatives. Intermediate: Using a topic that is currently being studied, select two places that would be good to visit for a field trip. Have students decide on the one that they think would be best. Have them write a persuasive essay to convince you to choose that one. Advanced: Have students view Adoption videos from The Bahamas Humane Society or another animal shelter. Have them write persuasive essays aimed at getting the public to adopt pets.	Have students write a persuasive piece and assess with a rubric. Provide feedback.	• <i>Write Source</i> Grade 4; pp. 183-236 • <i>Write Source</i> Grade 5; pp. 183-236 • <i>In the Write Direction</i> (Miller, 2019; pp. 166-202) • <i>Preserving our Heritage</i> Level 2: Part 2, pp. 17-18

Content	Suggested Activities	Suggested Assessment(s)	Resources
will be discussed in the paragraphs that follow. The Body of the Essay: This is where the writer develops the reasons to support his/her opinions. Each paragraph in the body should represent one of those reasons with supporting evidence. Writers normally present their reasons in order of importance. They begin with the most important reason to support their opinion and then present the others in descending order. Several persuasive techniques can be used to develop the body of the persuasive essay. Using Facts: Using information that is true to strengthen your position and explanations. Example: “Earth is considered the most valuable planet in the solar system. Billions of people live on Earth using its resources like oxygen, water and food sources. Therefore, I agree...” Generalizations: Using phrases to			

Content	Suggested Activities	Suggested Assessment(s)	Resources
describe something that is accepted by all. Example: ‘all of my friends, ‘the entire team’, ‘nobody in grade five’ etc. Superlatives: Using phrases to describe the highest quality of something. Example: ‘the greatest’, ‘the most’, ‘the best’ etc. Data: Writing with numbers, percentages, fractions, and quantities to make your explanations appear more believable. Example: Do you know that New Providence uses 11 million gallons of ground water per day? Appealing to the Emotions: Using phrases that pull on the emotions to convince Example: “I am your only child,” “You love me,” “Don’t you want me to be happy?”			

APPENDICES

Language Arts Instructional Periods

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

UPPER PRIMARY SCHOOL ORAL PRESENTATION RUBRIC

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

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

CONTENT Score: ____ / 8

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

DELIVERY Score: ____ / 12

OVERALL SCORE: ____ / 20 (____ %)

USEFUL INFORMATION ABOUT THE TEACHING OF READING

THE READING PROCESS

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

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

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

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

BASAL READERS

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

Examples of Basal Readers are:

- Harcourt Trophies
- Story Town
- Journeys

- Scott Foresman
- Reading Street

THE LANGUAGE EXPERIENCE APPROACH

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

TYPES OF READING

Oral Reading:

Suggested Checklist for Oral Reading

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

Sample Checklist

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

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

Guided Reading:

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

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

SILENT READING

Functional Reading:

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

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

Recreational Reading:

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

THE READING LEVELS

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

SAMPLE READING ENRICHMENT DAY MENU

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

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

DAILY ROUTINE FOR VOCABULARY INSTRUCTION

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

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

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

VOCABULARY GRAPHIC ORGANIZER: DEEPENING WORD KNOWLEDGE

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

COMMONLY USED AFFIXES

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

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

COMMONLY USED SILENT CONSONANTS

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

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

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

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

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

COMMONLY MISPRONOUNCED WORDS

1. Film one-syllable word; one vowel = “film” not “fil/um”
2. Our pronounced /ow/er; two syllables = “our” not “are”
3. hour pronounced /ow/er; h is silent = “hour” not “are”
4. oil pronounced /oy/l; not “earl”
5. kettle this word contains 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 (which are underground caves)
8. Thompson The **h** is silent; pronounced “Tompson” not “Thompson”
9. Furniture this word is a collective noun, therefore -s should not be attached = furniture, not furnitures
10. often the **t** is silent in this word; pronounced “off-en”

(Draft Curriculum Guide for Reading in the Primary School)

GRADE 5 WORD LIST

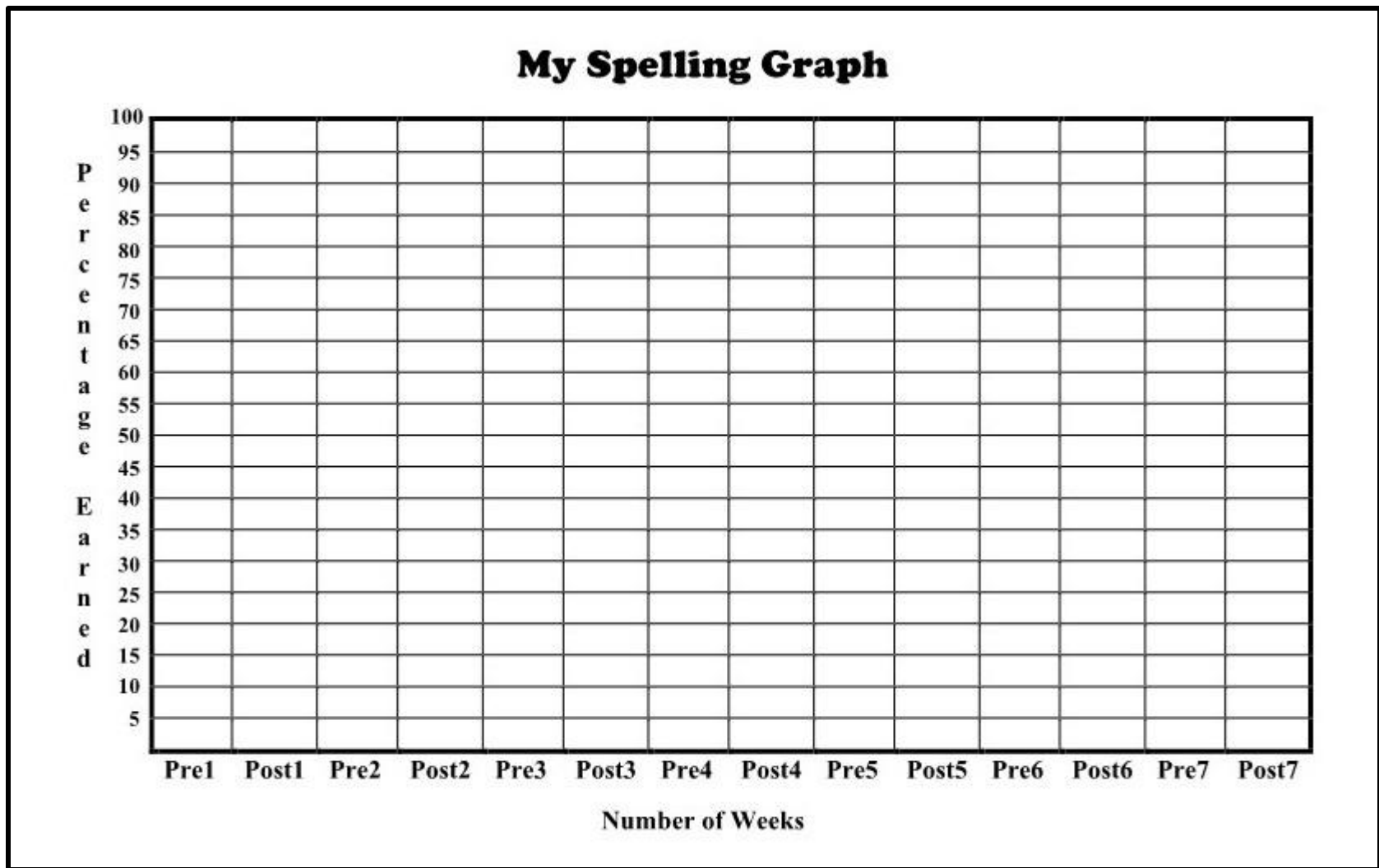
abandon	adventure	archaeologist	banjo	budget	chores
ability	advertise	archipelago	banner	burglar	Christian
abolish	affair	arithmetic	baptism	calories	Christmas
absolutely	affect	artificial	barometer	camera	chuckle
abstain	afraid	assignment	basement	campaign	citrus
academic	air traffic	astonish	bathing	capital	clashes
accident	alligator	asue	because	capture	classify
acclaim	allowed	athlete	beginning	carnival	classmate
accommodation	alphabetical	attention	behaviour	carried	climate
according	although	audience	belief	cassava	cocoon
accuse	ambulance	automatic	believe	caught	collapsed
acrobat	amendment	average	betrayed	cavity	collection
action	American	awkward	biography	cereal	college
activity	ancestor	bachelor	birthday	challenge	colonel
addition	angrily	bacteria	biscuit	champion	colony
adequate	antique	baggage	boundary	chatter	Columbus
adjective	apologize	Bahama	Boxing Day	chemical	Como Hill
admirable	appearance	Bahamaland	breathe	chicken	comfort
admittance	applause	Bahamian	breeze	chocolate	comfortable
adorable	aquarium	bandage	broccoli	choir	commissioner

committee	constitution	dangerous	diamond	emerge	extend
common	container	dangerously	dictionary	emotion	extravagant
Commonwealth	continent	darken	difference	emperor	Exuma
community	contradicted	daughter	digit	encourage	fabric
companion	contributor	daylight	direction	energetic	factor
comparison	control	dazzle	disease	enforce	farther
compassion	controller	deceitful	disguise	engage	fashionable
complain	convention	deceive	displeasure	engineer	fasten
compose	conviction	decided	distance	enjoyable	fatigue
comprehend	cooperate	decoration	dividend	enthusiastic	ferocious
concealed	coughing	decorator	divisor	envelope	festival
conception	counsellor	defenceless	document	equator	fidgety
concert	courage	deli	domestic	equipment	fierceness
confess	courageous	delicious	doubtful	escape	forbid
confession	create	delivered	dragon	essential	fortunate
conflict	criticize	demonstrate	dreadful	exaggerate	fraction
conserve	cruise	dentist	education	excellent	fraught
consistent	Cuba	desert	elegant	excitement	freedom
consolation	cucumber	dessert	Eleuthera	exclude	fright
consoled	custom	detective	eloquent	exhausted	frowning
constant	cymbals	development	emancipation	exhibition	funeral
constituency	dairy	device	embarrassed	experience	furniture

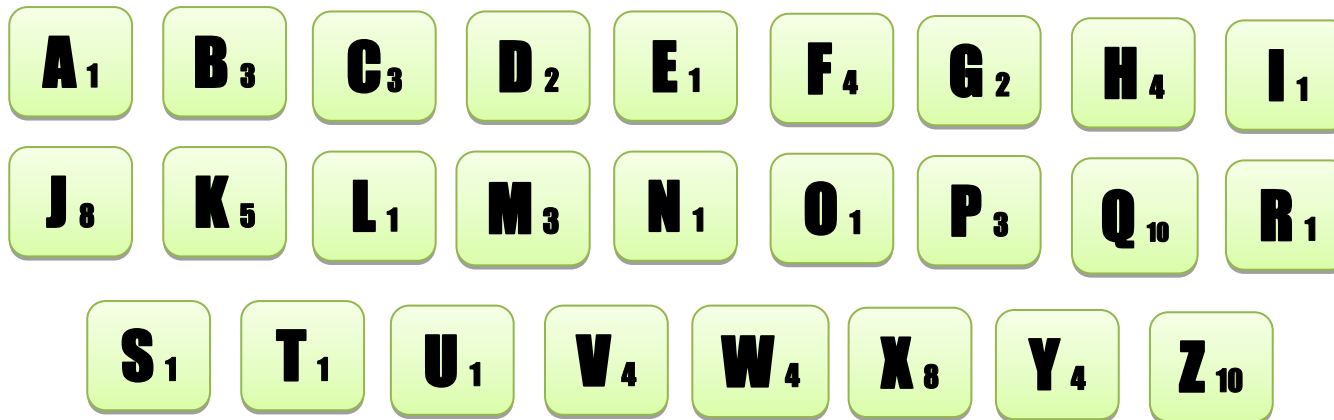
game fishing	human	jealous	ledger	memories	nominate
garage	hygiene	jeweller	legato	mental	North America
garlic	ignorance	jingle	leisure	Middle Passage	notation
gender	illustration	jitter	librarian	mineral	notes
ghost	images	junior	lifestyle	minute	noticeable
glance	imagination	junkanoo	liquid	miserable	obedient
gnome	immigration	justice	livestock	monarch	occasion
government	immortal	juvenile	lodge	monitor	ocean
gracious	impossible	keyboard	longitude	monster	octave
graphic	imposter	kidney	luxury	Morton's Salt	onion
grocery	independence	kitchen	magazine	motionless	operator
guava	indicator	knapsack	magnify	motto	opponent
gymnasium	infection	knowledge	mammal	mountain	ordeal
happiness	inquiry	ladies	mangoes	multiplication	original
harmony	installation	landmark	manufacturing	murmur	ostrich
hemisphere	insult	landscape	marathon	muscular	outrageous
Hispaniola	intercept	lantern	marijuana	musician	pardon
history	interest	latitude	Mayaguana	nation	passport
honourable	interior	laughter	measurement	natural	pasting
horrible	interval	launch	medicine	neglect	pattern
hospital	intrude	lawyer	melancholy	nerve	penguin
hotel	invasion	learn	melodies	new	personality

pheasant	recreation	scripture	stress	tonic	valuable
physical	regatta	seasonal	success	tractor	vane
picture	region	self-esteem	suffer	trade	voyage
plantation	regular	sentinel	suffrage	tradition	Water Tower
platform	reliable	serenade	sunshine	tranquillity	weapon
pleasure	religion	service	surveyor	Treasure Cay	welfare
poem	representative	shepherd	syllable	treaty	wellness
pollution	resort	sibling	symbol	treble	witness
poultry	revenge	Simon	telegraph	triangle	worship
power	revenue	slave	telephone	tropical	wrestle
precious	rhinoceros	social	tempo	unhealthy	written
progressive	rivalry	sorrow	terminate	uninhibited	yield
Providence	rotation	space	terrify	United States	Zacharias
query	rumble	spherical	timeshare	upper	
questionnaire	salaries	stadium	tobacco	vacant	
racial	sausage	stethoscope	together	vacation	

STUDENT SELF-TRACKING SYSTEM FOR WEEKLY SPELLING WORDS



INCREASED ENGAGEMENT: Sample of Spelling Scrabble Game



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

LEARNING TO SPELL A WORD ROUTINE

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

LIST OF HOMOPHONES

(Draft Curriculum Guide for Reading in the Primary School)

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

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

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

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

LIST OF HOMONYMS

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

LIST OF COMMONLY USED COMPOUND WORDS

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

LIST OF CONTRACTIONS

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

WRITING ENRICHMENT DAY MENU

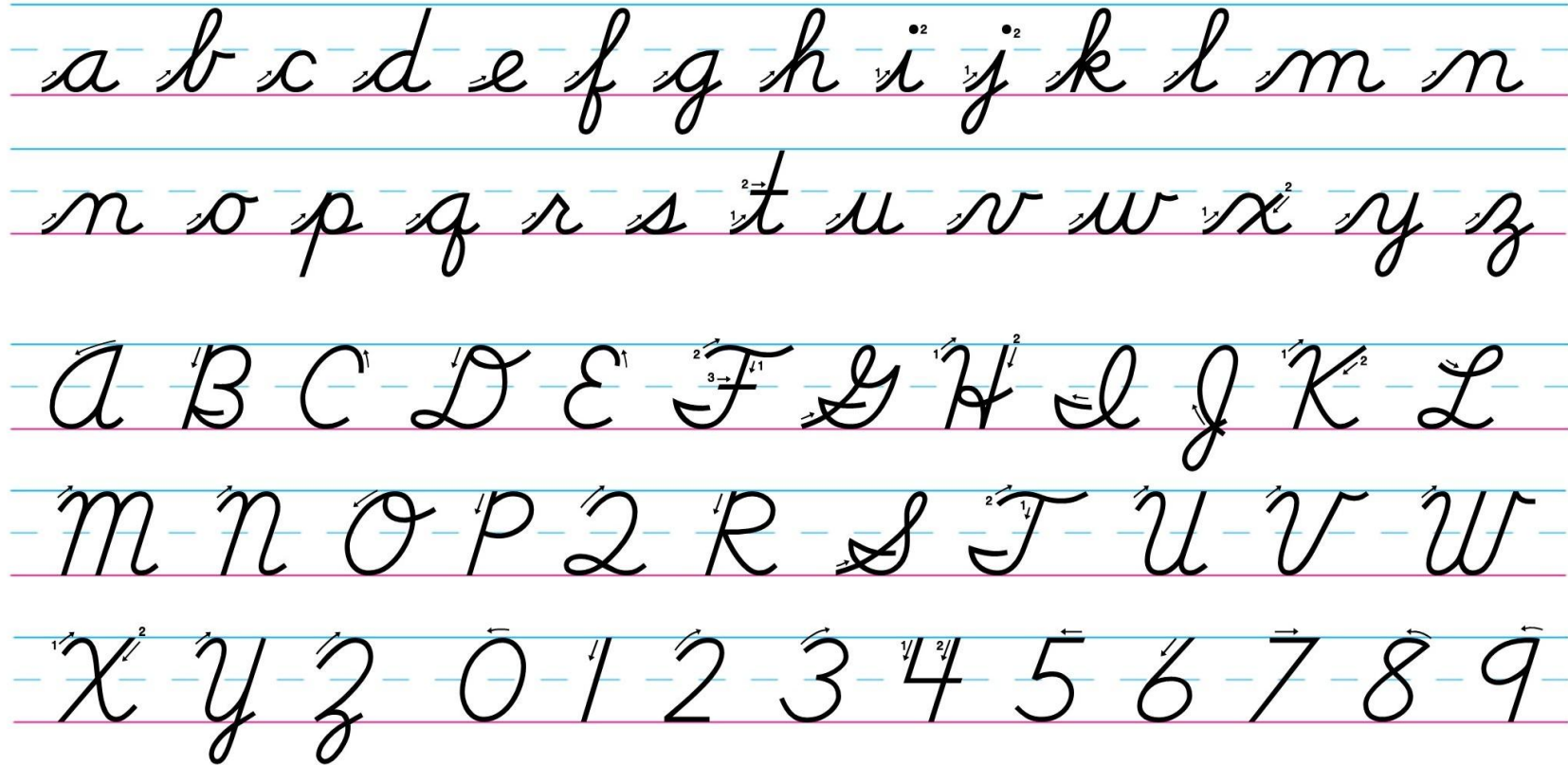
The Power of Choice! Here is a sample of a Writing Learning Menu that can be used on Enrichment Day. Just as with the Reading Learning Menu, students are to complete all activities from the *‘Must Do’* category and choose activities from The *‘Can Do’* category according to their preference.

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

SAMPLE OF A WRITING PROMPT LEARNING MENU

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

D'NEALIAN CURSIVE HANDWRITING



UPPER PRIMARY SCHOOL: HANDWRITING ASSESSMENT RUBRIC

OVERALL LEGIBILITY

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

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

LETTER FORMATION Score: ____ / 16

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

PRESENTATION Score: ____ / 8

Overall Legibility Score: ____ / 24 (____%)

Useful Websites, Webpages, and Links

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

Lesson Plans, Professional Readings & Development:

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

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

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

Writing:

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

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

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

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

Reading:

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

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

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

Comprehension:

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

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

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

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

Spelling and Vocabulary:

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

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

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

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

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

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

Grammar:

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

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

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

General Accommodations and Modifications for Students with Academic Difficulties

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

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

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

Provided by Zhen Rolle, Marjorie Davis Institute

Websites for Information and Resources Related to Accommodations and Modifications

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

BIBLIOGRAPHY

(n.d.). [Game]. Retrieved from <https://classmaster.io/>

1986 Points of view advertisement | Advertisement | Published by The Guardian (2012). Retrieved from <https://www.youtube.com/watch?v=SsccRkLLzU>

4 musical instruments: crafts you can do anytime | Teaching Ideas | Published by DIY Labs (2018). Retrieved from <https://www.youtube.com/watch?v=7sUNXA4NYKI>

Allen, R. (2002). *The Oxford student's dictionary*. Oxford University Press.

Author's point of view | Teaching Ideas | Published by Kami Oldenkamp (2021). Retrieved from <https://www.youtube.com/watch?v=g0iDV9rxRbY>

Bastian, F., Darville, W., Davis, D., Longley, A., Smith, A., McKenzie, L., . . . Pratt, M. (1982). *Draft curriculum guide for reading in the primary school*. Commonwealth of The Bahamas Ministry of Education.

Best, W. D. (2012). *The Students' companion: Caribbean edition*. Hodder Education.

Blumberg, G. (2022). *The progression of talk*. Teaching Students How to Have an Academic Discussion. Retrieved from <https://www.edutopia.org/article/teaching-students-how-have-academic-discussion>

Boardman-Moen, C. (1992). *Better than book reports*. Scholastic, Inc.

Cass (2012). *5 ways to teach making predictions in reading with elementary students*. Raise the Bar Reading. Retrieved from <https://raisethebarreading.com/2021/01/24/makingpredictions/>

Coates, N. (2012). *The Students' companion practice book*. Hodder Education.

Collective nouns song | Music | Published by Silly School Education (2020). Retrieved from https://www.youtube.com/watch?v=c_HgpgPfNBA

Collective nouns teaching video | Instruction | Published by Grammar Monster (2019). Retrieved from <https://www.youtube.com/watch?v=9cdJl1aEbZQ&t=212s>

Compound words (2022). 7ESL. Retrieved from <https://7esl.com/compound-words/>

Constructive criticism discussion starters. Peer Feedback: The Why and The How. | Google Slides Template | Published by Jennifer Casa-Todd (2021). Retrieved from <https://jcasatodd.com/peer-feedback-the-why-and-the-how/>

Contractions | Teaching Ideas | Published by Virtual School Bahamas (2020). Retrieved from https://www.youtube.com/watch?v=gvFMU_kqBQg&ab_channel=VirtualSchoolBahamas

Conversation starters. Peer Feedback: The Why and The How. | Google Slides Template | Published by Jennifer Casa-Todd (2021). Retrieved from <https://jcasatodd.com/peer-feedback-the-why-and-the-how/>

Culham, R. (2005). *6+1 traits of writing, primary grades*. Scholastic, Inc.

Davis, L. A. (2001). *Draft standards & benchmarks - Language Arts*. Commonwealth of The Bahamas Ministry of Education, Youth & Sports.

D'Nealian handwriting: Teacher's edition 5. (2022). Savvas Learning Company.

Education.com (n.d.). *Crossword puzzle reading worksheet generator*. IXL Learning. Retrieved from https://www.education.com/worksheet-generator/reading/crossword-puzzle/?gclid=EAlaIqObChMIzY6g3Kf09wIVeJizAB2s4w97EAAAYASAAEgJ9V_D_BwE

Emily. (2020, March 11). *9 Ways to increase fluency in students*. Education to the Core. Retrieved from <https://educationtothecore.com/2020/03/9-ways-to-increase-fluency-in-students/>

Figma. (n.d.). [Interactive Whiteboards] Retrieved from https://www.figma.com/figjam/?utm_source=google&utm_medium=cpc&utm_campaign=13483996552&utm_term=whiteboard&utm_content=594800263915&gclid=EAlaIqObChMIhfDC59Tx9wIVmpOzCh32uAf-EAAYASAAEgJmV_D_BwE

Fine, E. H., & Josephson, J. P. (2004). *Nitty-Gritty Grammar: A not-so-serious guide to clear communication*. Scholastic, Inc.

Florida Department of Education (2020). *Next generation sunshine state standards: Benchmarks for excellent student thinking (B.E.S.T) – English Language Arts*. Retrieved from <https://www.cpalms.org/Public/search/Standard>

For the birds | Short Videos | Published by Pixar (2000). Retrieved from <https://www.youtube.com/watch?v=nYTrIcn4rjg>

Fox Hill story-teller collection | Short Stories | Published by Portia Sands (2020). Retrieved from <https://www.youtube.com/channel/UCGWJKsWXQIGqPd4XOCC4bBg/videos>

Generalizations | Teaching Ideas | Published by Kassondra Musick (2017). Retrieved from https://www.youtube.com/watch?v=FV0z99Z2gYg&ab_channel=KassondraMusick

Gonzalez, M. C. (n.d.). *Compound subject and predicate practice*. [Game]. Quizlet, Inc. Retrieved from https://quizlet.com/_kuifs?x=1jqt&i=34jwnq

Grammarly. (2020). *Plural nouns: Rules and examples*. Retrieved from <https://www.grammarly.com/blog/plural-nouns/#:~:text=2%20If%20the%20singular%20noun,end%20to%20make%20it%20plural>

Grammarly. (2022). *Hyphens in compound words*. Retrieved from https://www.grammarly.com/blog/hyphen-in-compounds-with-high-low/?gclid=Cj0KCQjwuaiXBhCCARIsAKZLt3lorNAzKDHkf8Qq-41mLiZiX7skOanKNtiqDIRfpRYiCdAs1JvCD2YaAsiWEALw_wcB&gclsrc=aw.ds

Hangman Games. (n.d.). Retrieved from <https://www.hangmanwords.com/create>

Holbrook, S., Salinger, M., & Harvey, S. (2018). *From striving to thriving writers: Strategies that jump-start writing*. Scholastic.

How to create an invitation with Canva | Tutorial | Published by Kelly Leigh Creates (2018). Retrieved from https://www.youtube.com/watch?v=-YNjC1C1ynU&ab_channel=KellyMoore

How to write a summary | Teaching Ideas | Published by Kathy Wood (2015). Retrieved from <https://www.youtube.com/watch?v=dsB73dRuGcE>

Important American and British spelling differences you should know | Teaching Ideas | Published by 7ESL Learning English (2018). Retrieved from <https://www.youtube.com/watch?v=A-KyynN0qMY>

IXL Learning Language Arts. (n.d.). Retrieved from <https://www.ixl.com/ela/grade-5>

Jack, M. (2020). *Non-fiction text structures*. [PowerPoint Slides]. Retrieved from <https://docs.google.com/presentation/d/1mc1QChHrLsCc7J5uc1ACX7KzG2gVTnoB/edit?usp=sharing&ouid=101195503356744671098&rtpof=true&sd=true>

Kaushik, N. (2011). *Difference between paraphrasing and summarizing*. Difference Between Similar Terms and Objects. Retrieved from <http://www.differencebetween.net/language/difference-between-paraphrasing-and-summarizing/>.

Kemper, D., Nathan, R., Elsholz, C., & Sebranek, P. (2000). *Writers express: A handbook for young writers, thinkers, and learners*. Great Source Education Group.

Kids Zone. (n.d.). *Create a bar graph*. National Center for Education Statistics. Retrieved from <https://nces.ed.gov/nceskids/graphing/classic/bar.asp>

Lamb, R. (2010). *Best practices in action: Teaching vocabulary words with multiple meanings, grades 4-6*. Scholastic, Inc.

Lapp, D. D., & Flood, D. J. (2002). *Comprehension plus, level D*. Modern Curriculum Press.

Lucayans: The first settlers in The Bahamas | Teaching Ideas | Published by Virtual School Bahamas (2020). Retrieved from https://www.youtube.com/watch?v=Mli_bYsEreA

Lujan, M. L., & Love, S. L. (2013). *Student critical thinking wheel teacher guide, level 4-5*. Mentoring Minds.

Maciver, A. (2004). *First aid in English*. Hodder Education.

March on Bahamaland | Music | Written by Timothy Gibson | Performed by Berlicia Saunders (2012). Retrieved from https://www.youtube.com/watch?v=r1Foc63Xy4E&ab_channel=Navie242

March on Bahamaland | Music | Written by Timothy Gibson | Performed by Angelique Sabrina. Published by Cable Bahamas (2013). Retrieved from https://www.youtube.com/watch?v=r9_-JeJIXG0&ab_channel=REVfromCableBahamas

McConnell, C. (2011). *The essential questions handbook*. Scholastic Inc.

McKnight, K. (2014). *The commonsense guide to the common core teacher-tested tools for implementation*. Free Spirit Publishing.

McLeod, S. (2017). *15 Phrases to know before visiting The Bahamas*. Culture Trip. Retrieved from <https://leverageedu.com/blog/common-proverbs/>

Merriam-Webster, Inc. (2018). *2019 Spell it tricks and tips for spelling bee success*. Retrieved from https://www.wc.k12.wi.us/201819schoolyear/Spellingbee/Spell_It_2019_full_color%20PDF.pdf

Miller, J. (2008). *Teaching children how to fill out forms*. Five J's Homeschool Help Resources and Printables. Retrieved from <https://fivejs.com/life-skills-for-kids-filling-out-forms/>

Miller, S. C. (2019). *In the write direction: A workbook of practical writing exercises, grades 4-8*.

Mills, G. (2014). *Born to run: The Debbie Ferguson story*. Oxford University Press.

Minds in Bloom. (2022). *Dictionary relay*. [Game]. Retrieved from <https://minds-in-bloom.com/wp-content/uploads/2010/01/Dictionary-Relay-Blog-Pic.jpg>

Ministry of Education and Technical and Vocational Training (2002). *Preserving our heritage Language Arts: Integrated approach*, levels 2.1 & 2.2. Heinemann.

Ministry of Education and Technical and Vocational Training (2002). *The new primary mathematics curriculum, grade 5*. The Commonwealth of The Bahamas.

Ministry of Education, Youth & Sports (1998). *Let's spell, Bahamas: Grade levels (1-6) spelling lists*. The Commonwealth of the Bahamas.

Minnis, E. (2020). Church out, crab crawlin. *Tropical Waves*. Potluck Enterprises Ltd

Modern Curriculum Press. (2003). *Phonics level E: Teacher's resource guide*. Pearson Education, Inc.

Moen, C. B. (2012). *Instant PowerPoint lessons & activities literary elements*. Scholastic, Inc.

Naughty Johnny | Music | Eddie Minnis Greatest Hits. Published by Potluck Enterprises Ltd. (2012). Retrieved from <https://www.youtube.com/watch?v=f-OTdCRRDqU>

Oczkus, L. D. (2012). *Best ever literacy survival tips: 72 lessons you can't teach without*. International Reading Association.

Onish, L. B. (2010). *Vocabulary packets: Greek and Latin roots, grades 4-8*. Scholastic, Inc.

Onish, L. B. (2010). *Vocabulary packets: Prefixes and suffixes, grades 4-8*. Scholastic, Inc.

Oxford International English Schools. (n.d.). *The differences in British and American spelling*. Retrieved from <https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/#:~:text=The%20main%20difference%20is%20that,sounds%20when%20it%20is%20spoken>

Party invitations: motivating students to write informatively | Teaching Ideas | Published by The Balanced Literacy Diet (2011). Retrieved from <https://www.youtube.com/watch?v=t9Nik16C2tM>

Quia Web (2022). *Make your own*. IXL Learning. Retrieved from www.quia.com

Rasinski, T. (2003). *The fluent reader*. Scholastic, Inc.

Rebbapragada, S. (2022). *Free verse poems for kids: How to write and examples*. MomJunction Private Limited. Retrieved from https://www.momjunction.com/articles/how-to-write-free-verse-poems-for-kids-examples_00773880/

Rebbapragada, S. (2022). *Free verse poems for kids: How to write and examples*. MomJunction Private Limited. Retrieved from https://www.momjunction.com/articles/how-to-write-free-verse-poems-for-kids-examples_00773880/

Robb, L. (2005). *Meeting the needs of all students: a guide to flexible grouping*. Reading Advantage Development Professional Development Library. Great Source Education Group.

Schaub, M (2022). *Colour me a poem: Boost imagery and sensory details with color poems*. Retrieved from <http://www.poetryboost.com/2019/12/color-me-poem-boost-imagery-and-sensory.html>

Schaub, M (2022). *Colour me a poem: Boost imagery and sensory details with color poems*. Retrieved from <http://www.poetryboost.com/2019/12/color-me-poem-boost-imagery-and-sensory.html>

Scholastic Teacher Resources (2019). *Scholastic news leveled informational texts, grade 4*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Context clues, grade 4-6*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Figurative language, grade 4-6*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Informational texts, grade 4-6*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Literary Texts, grade 4-6*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Making inferences, grade 4-6*. Scholastic, Inc.

Scholastic Teacher Resources (2020). *100 Task cards: Text Evidence, grade 4-6*. Scholastic, Inc.

Scieszka, J. (1996). *The true story of the 3 little pigs!* Puffin Books

Scirri, M. (2022). *Free scripts for kids*. A2Z Homeschooling. Retrieved from https://a2zhomeschooling.com/all_time_favorites/free-scripts-for-kids/

Shelton, L. (2009). *Banish boring words!*. Scholastic, Inc.

Smekens, K. (2006). *Fluency: Hearing punctuation*. Smekens Education Solutions, Inc. Retrieved from https://www.smekenseducation.com/wp-content/uploads/archive/files/Hearing_Punctuation_for_TpT_use_ALL_PAGES_v2.pdf

Spelling - words ending in le, el and al | Teaching Ideas | Published by Chris Dyson (2017). Retrieved from <https://www.youtube.com/watch?v=K5V-CCUgOYY>

Spelling game: diphthongs ou/ow and oi/oy | Teaching Ideas | Published by Betsy Bagyan (2014). Retrieved from <https://www.youtube.com/watch?v=UX8b6bKxwTA>

Spellzone. (n.d.). Retrieved from https://www.spellzone.com/word_lists/list-1094382.htm

Spin the wheel template. (n.d.). Retrieved from <https://wheelofnames.com/>

Stewart, B. (2022). *Blooket* [Game].

Storytelling tips with Karrie Korroch | Teaching Ideas | Published by Michigan State University Center for Language Teaching Advancement (2015). Retrieved from <https://www.youtube.com/watch?v=8dLWG-uQVUM>

Stott, A. (2018). *Communication skills framework*. Teaching Communication Skills. Retrieved from <https://www.edutopia.org/article/teaching-communication-skills>

Stott, A. (2018). *Discussion roles*. Teaching Communication Skills. Retrieved from <https://www.edutopia.org/article/teaching-communication-skills>

Sumner, R., & Lotmore, M. (2009). *Literacy resource handbook: Techniques for improving literacy skills*. Ministry of Education, The Commonwealth of The Bahamas and The Organization of American States.

Team Leverage Education. (2022). *150 Common proverbs and their meanings*. Retrieved from <https://leverageedu.com/blog/common-proverbs/>

Terban, M. (2002). *Scholastic guides: Checking your grammar and getting it right*. Scholastic, Inc.

Text features and graphic sources | Teaching Idea | Published by Gail Patterson (2015). Retrieved from <https://www.youtube.com/watch?v=pTUVv6oNMqU>

That Reading Thing. (n.d.). *Spelling words with ough*. Retrieved from <https://thatreadingthing.com/spelling-words-with-ough/>

The 5 types of text structure | Teaching Song | Published by Flocaulary (2017). Retrieved from <https://www.youtube.com/watch?v=7kWGQ-ipBY&t=66s>

The Arrival of the Lucayans | Informational | Published by Bahamas Educational Express (2021). Retrieved from <https://www.youtube.com/watch?v=ml0pEOWa4PM>

The Free Dictionary (n.d.). *Words containing aught*. Retrieved from <https://www.thefreedictionary.com/words-containing-aught>

The grammar and writing book grade 4. (2008). Scott Foresman.

The importance of setting to a story | Teaching Song | Published by Flocaulary (2017). Retrieved from <https://www.youtube.com/watch?v=30CPmgVQNks>

The Nassau Guardian Newspaper (n.d.). Retrieved from <https://thenassauguardian.com/>

The Nassau Guardian Newspaper (n.d.). Retrieved from <https://thenassauguardian.com/>

The New York Times: What's going on in this picture? (n.d.). Retrieved from <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

The Tribune Newspaper (n.d.). Retrieved from <http://www.tribune242.com/>

The Tribune Newspaper (n.d.). Retrieved from <http://www.tribune242.com/>

Thurber, D. N. (1994). *D'Nealian handwriting: Teacher's edition, grade 5*. Scott Foresman & Pearson.

Toters | Music | Published by Kirkland Bodie. K.B.'s Bahamian Hits #3 (2017). Retrieved from <https://www.youtube.com/watch?v=MwKVpKepI8Y>

Trocki, P. K. (2002). *Modern curriculum press spelling workout level E: Teacher's resource guide*. Pearson Education, Inc.

Webster dictionary online. (n.d.). Retrieved from <https://www.merriam-webster.com/>

Werner, R. (2016). *Expressions through drama: Linking prosody, embodiment, and emotional awareness*. School for International Training Graduate Institute. Retrieved from <https://digitalcollections.sit.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1288&context=sandanona>

What are pronouns? | Teaching Song | Published by Flocaulary (2017). Retrieved from <https://www.youtube.com/watch?v=aSwTIQNLqPA>

What is hyperbole? | Song | Published by Flocaulary (2017). Retrieved from <https://www.youtube.com/watch?v=kuzWLDWm6Zs>

Where do words come from? | TED-Ed. | Presented by Marcel Danesi. (2017). Retrieved from <https://www.youtube.com/watch?v=Ytr28t5VzAs>
Words of German origin | Vocabulary Lesson | Published by Help Teaching (2020). Retrieved from <https://www.youtube.com/watch?v=ePnjVSyQXqA>
You're a mean one, Mr. Grinch | Music | How the Grinch Stole Christmas. Published by Movieclips (2011). Retrieved from <https://www.youtube.com/watch?v=c8m6M4RV8p0>
Your Dictionary. (n.d.). *25 Most common themes in children's literature*. Retrieved from <https://examples.yourdictionary.com/25-most-common-themes-childrens-literature>
Zapato, L. (1998). *Save the endangered pacific northwest tree octopus*. Retrieved from <https://zapatopi.net/treeoctopus/>
ZNS Network Broadcasting Corporation of The Bahamas. (n.d.). *The Parliamentary Channel*. Retrieved from <https://znsbahamas.com/parliament/>