

**SCOPE OF WORK
PRIMARY LANGUAGE ARTS
GRADE 3**

Subgoal 3: Demonstrate competence in writing and speaking, while skilfully applying grammatical and mechanical conventions.

WRITING

Objective: 3.1 Describe the steps in the writing process.

Content	Suggested Activities	Suggested Assessment	Resources																					
Five steps in the Writing Process are: Prewriting- a topic is chosen and details are gathered; Writing- ideas are organized and written down in sentences; Revising- the writer reads the piece to a classmate and makes recommended changes; Editing- the writer checks capitalization, punctuation, spelling and other grammar mistakes; and Publishing- the writer makes a clean copy of the piece and shares it with others.	Basic: Have students draw a hand pattern on construction paper and cut it out. Have them label each finger with the steps of the writing process in sequential order with the pinky finger being labeled step one in the process (<i>pre-writing</i>). Have them use their “hand” to <i>guide them as they describe</i> the steps of the writing process to a classmate. Intermediate: Provide groups of students with a collage of five pictorial clues and the names of the five steps in the writing process. Have students label each photo with the step that it portrays and then arrange the photos in the proper order. Next, have students <i>write a description</i> of each step under the corresponding photo. Advanced: Present descriptions of the steps in the writing process out of sequence and incorrectly labelled. Have students change labels around so that each step matches the correct description. Have students sequence the steps appropriately and <i>justify</i> the changes they make to the original structure.	Present students with an interesting topic. Have them explain what action they should take at each step of the process as they respond to the topic. Below is an example of how this might look. <table><tr><th colspan="3">Topic: “My Bahamas: A Great Place To Live”</th></tr><tr><th>#</th><th>Step</th><th>My Actions</th></tr><tr><td>1</td><td>Pre-write</td><td>Gather details about The Bahamas and talk with a friend about why I think it’s a great place.</td></tr><tr><td>2</td><td>Write</td><td>Write my ideas down in sentences in a clear order.</td></tr><tr><td>3</td><td>Revise</td><td>Share my writing with a classmate and look for ways to make it better.</td></tr><tr><td>4</td><td>Edit</td><td>Check my writing for capitals, end marks, spelling and any other mistakes.</td></tr><tr><td>5</td><td>Publish</td><td>Re-write my piece neatly and share it with anyone and everyone!</td></tr></table>	Topic: “My Bahamas: A Great Place To Live”			#	Step	My Actions	1	Pre-write	Gather details about The Bahamas and talk with a friend about why I think it’s a great place.	2	Write	Write my ideas down in sentences in a clear order.	3	Revise	Share my writing with a classmate and look for ways to make it better.	4	Edit	Check my writing for capitals, end marks, spelling and any other mistakes.	5	Publish	Re-write my piece neatly and share it with anyone and everyone!	6+1 Traits of Writing (*Primary Grades) pages 46-65 Write Source (*Grade 2 Book) pages 14-25
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Objective: 3.2 Identify the qualities found in good writing.

Content	Suggested Activities	Suggested Assessment	Resources
Good writing is strong in six key areas: Ideas- These are the writer's thoughts and questions. Organization- Words and sentences are presented in order. Voice- The writing sounds like the writer is "talking" to an audience. Word choice- The best words are used to make a clear picture in the reader's mind. Sentence fluency- The writing is easy to read and is made up of long and short sentences. Conventions- The writer follows the writing rules.	Basic: Have students transform themselves into trait detectives. Have them listen to a short story and determine whether or not they think the writing is of good quality. They should give reasons why, using the language of the traits. Intermediate: Have students read samples of writing that are strong in various traits. Discuss specific things that the writer does to enhance the quality of each trait that is evident. Have students write a letter to the writer thanking him/her for publishing the writing piece and identifying the good qualities of the writing. Advanced: Present students with a piece that is weak in several traits. Have them work in pairs to strengthen the writing in specific areas by adding particular qualities.	Provide each student with a short quality-rich passage. Have students list the areas of strength and suggest any room for improvement. A variation to this is to present students with a checklist naming specific qualities found in good writing. After reading through the passage, have students tick the qualities that are evident and strong.	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 2-22 6+1 Traits of Writing (*Grades 3 and Up) Write Source (*Grade 2 Book) pages 18 and 23 Scott Foresman "The Grammar and Writing Book"(Grade 2) pages 4-17

Objective: 3.3 Use appropriate language to respond to the writing of an author.

Content	Suggested Activities	Suggested Assessment	Resources
It is important for writers to get feedback about their work. Rather than just stating whether one likes or dislikes a piece, comments can be made about specific things that an author does well or needs to improve on. When responding to the writing of an author, we can use the language of the 6+1 Traits of Writing to express how well the author was able to exhibit particular writing traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation). Before responding to a piece, it is a good idea to read the piece aloud several times. Each time, we may notice something different. We should also remember to note important things that makes a piece unique or humorous (like the use of figurative language). When pointing out weaknesses, also give suggestions for improvement.	Basic: Present students with a simile poem. As a whole class activity gather details about the poem for inclusion in a written response. Organize the response by outlining details for the beginning, middle and ending. Now have students work in peers to write their response to the simile poem. Intermediate: Have students choose one simile poem to write about (four poems are presented in their Write Source text on page 200). Have them write a response to the poem and share their response with a partner. Advanced: Have students read aloud in groups, the poem they wrote about. The members of the group must say if they agree or disagree with the response and justify their position. Challenge them to use creative movement to act out the poem or lines from it. Have students teach the movements to the class and explain why each is appropriate.	Have students fill out a response worksheet on which they are required to use appropriate language to respond to two different pieces: a strong piece and a weak piece.	6+1 Traits of Writing (Primary Grades) pgs 55-56. Write Source (*Grade 2 Book) pages 16-17 and 198-203

Objective: 3.4 Use a rubric to evaluate writing.

Content	Suggested Activities	Suggested Assessment	Resources
A rubric is a scoring chart that is used as a way of measuring how well you are doing in creative writing and identifying traits that can be improved as you work towards your goal of becoming a great writer. (A goal is something that you work hard to achieve or get.) Rubrics must be studied carefully and understood before they can be used effectively. The rubric you will use to score the various traits of writing will contain numbers and corresponding details that describe how well each trait was portrayed. The numbering system on a rubric is a scale that can help you to improve your writing. Each trait can be scored from 1-6. A score of 1 means that the writer has not done a good job on that particular trait and needs to keep trying to become better in that particular area. A score of six means that the writer has done a great job with that trait and that the trait really shines through in the piece.	Basic: As a whole class activity, have students examine a rubric for evaluating the trait of organization. Have students work in groups as they use the rubric to evaluate a sample piece for organization. Intermediate: Have students use a given rubric to evaluate a sample piece for the traits of ideas, organization, word choice and conventions. Conduct a whole class forum encouraging students to discuss and justify their evaluations and to make appropriate changes. Advanced: Provide students with a piece rich in ideas, organization, word choice and conventions. Have students use a given rubric to design a short commercial in which they would use “Trait Language” to convince the rest of the class to read the piece.	Have students work independently as they use a Trait rubric to evaluate a given piece by assigning appropriate scores for each trait. Request that students write corresponding comments for each score given.	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 26-45 Write Source- Grade 2 pg.34 Scott Foresman, The Writing & Grammar Book (Grade 3)

Objective: 3.5 Generate ideas for writing by participating in prewriting activities.

Content	Suggested Activities	Suggested Assessment	Resources									
Good authors make their writing interesting by including good ideas from all kinds of different places. Ideas can come from home, books, activities, or observation. Generally, ideas come from either reality or imagination. Given prompts and topics help to steer students towards great ideas. Good authors choose the best ideas for the topic on which they intend to write. Pre-writing activities may involve use of videos, music, drawings and pictures, read alouds, drama, cluster maps, scenarios, object prompts etc. When students participate in prewriting activities they have the opportunity to explore many different aspects of imagination and/or reality with reference to the topic or prompt.	Basic: Make a list of thematic words and place them in a bag (words like: share, anger, afraid, rescue, and trouble). Divide students into groups and have them use one of the theme words to guide a short dramatization to be performed in front of the class. At the end of each group’s performance have students create a cluster map of ideas for the theme word portrayed. Intermediate: Provide groups of students with object prompts (e.g. silver spoon, tennis shoes, a pair of gloves and a bunch of keys). Have them conduct discussions about the objects. Probe them with questions like, “To whom does the object belong? What makes the object so special to the owner?” Have the group denote ideas that came out of their discussion. Advanced: Provide books, magazines, videos and/or stories about a particular topic and have students peruse the wealth of material to gather ideas for their writing piece. These ideas will be presented to the class in the form of a ZNS television news report.	Students can conduct self assessments that reflect the extent to which they participated in a particular pre-writing activity. An assessment sheet to this effect might look like this: My Participation <table><tr><td>I made good suggestions.</td><td>YES</td><td>NO</td></tr><tr><td>I listened to my group members.</td><td>YES</td><td>NO</td></tr><tr><td>I now have at least 3 good ideas.</td><td>YES</td><td>NO</td></tr></table> What are my 3 good ideas? 1. _____ 2. _____ 3. _____	I made good suggestions.	YES	NO	I listened to my group members.	YES	NO	I now have at least 3 good ideas.	YES	NO	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 2-5 Teaching the Craft of Writing (IDEAS) Chapter 2 Grades 2-4
I made good suggestions.	YES	NO										
I listened to my group members.	YES	NO										
I now have at least 3 good ideas.	YES	NO										

Objective: 3.6 Formulate complete sentences using proper word order and appropriate word selection.

Content	Suggested Activities	Suggested Assessment	Resources
A sentence is a group of words that expresses a complete thought. Not every group of words is a sentence. To be a sentence, a group of words must convey a complete thought and contain a subject and a predicate. The subject is the naming part of the sentence and the predicate is the telling part. Sentences begin with capital letters and end with appropriate end marks. Good writers use different kinds of sentences and sentences of varying lengths. When this is done, the writing flows and exudes cadence, creativity and style.	Basic: Give students premade jigsaw puzzles of sentences. Have them work in pairs or small groups to accurately put the puzzle together. When the puzzle is completed, it should form a proper sentence. Intermediate: In a game of “I Challenge You” have groups of students use new words to write sentences. Then, let them scramble the words in the sentence for another group that they will challenge to unscramble them. Each group will keep a record of how many sentences they were able to unscramble. The group with the most correctly arranged sentences will be crowned winners for the day. Advanced: Place students in pairs and give each pair one word. Have students write a sentence about the word but using a better, more elaborate synonym for the given word. Next, have each pair mix up their sentence and give it to another group to try and arrange in the correct order.	Have students choose a topic on which to write. Have them write about the topic, conveying their ideas in complete sentences. They should exhibit proper word order and appropriate word selection.	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 14-17; 18- 21; 50-53; http://www.bbc.co.uk/skills/word/s/grammar/sentences/basics/whatisasentence/flash4.shtml

Objective: 3.7 Write various paragraphs using topic sentences and supporting details.

Content	Suggested Activities	Suggested Assessment	Resources
A paragraph is a group of sentences about the same idea. The main idea of a paragraph is what the paragraph is about. The main idea is often relayed in the topic sentence which is usually the first sentence in the paragraph and is indented. Other sentences tell more about the main idea and are called supporting details. The last sentence in a paragraph should tie the supporting sentences together. It is called the concluding sentence. You should aim to write well-developed paragraphs that include interesting details about topics/subjects.	Basic: Show students a picture of a refrigerator. Have them discuss the importance of having a fridge and consider what life would be like if refrigerators never existed. Have students formulate a topic sentence for a paragraph entitled, "The Useful Machine" Intermediate: Have students conduct a poll of the class to determine which house hold appliance students think is most needed for smooth living- a washing machine, dishwasher, refrigerator or stove. Have students justify their personal choice in two well-developed paragraphs. The piece could be titled, "The Most Useful Machine." Advanced: Have students write about the house hold appliance that they deem least useful. Students should express reasons why the item is less useful than others.	Have students circle the topic sentence in their paragraphs and underline the detail sentences. Assess the extent to which paragraphs have topic sentences supporting details and concluding sentences and all details support the main idea;	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 204; 228; 222

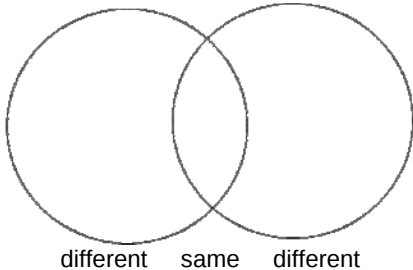
Objective: 3.8 Demonstrate a grasp of sequential order by writing clear directions and instructions.

Content	Suggested Activities	Suggested Assessment	Resources
Good writers use time-order words to show readers the order of steps or events. Some time-order words are <i>first</i>, <i>next</i>, <i>then</i>, <i>later</i>, <i>now</i>, <i>tomorrow</i> and <i>last</i>. When you are explaining how to do or make something, you must put your sentences in order and use time-order words. Example: How to Get to the School's Assembly Area 1. First go out of the classroom door and turn left. 2. Next walk to the end of the corridor, passing four classrooms and the science lab. 3. Then turn right and walk to the third door on the left. 4. Now go through that door and you are in the assembly area.	Basic: Display six pictures for the steps of washing dishes on the chalkboard and the number cards 1 through 6. As a whole class activity, have students match the numbers with the pictures to correctly order the steps for washing dishes. Have them write the steps in order. Intermediate: Divide students into cooperative groups to play a game of "sequencing rummy". Distribute picture cards showing the steps in an activity. (each group will have pictures of a different activity). Have students correctly arrange the pictures to show the proper sequence in completing the steps in the activity. Have students write an explanation giving clear directions/instructions for completing their given activity Advanced: Have students come up with a list of activities that involve taking steps in order to complete the task. Have students choose one activity from their list and write the steps in sequential order.	When assessing students' writing, consider the following: a) Does the writer tell what the directions/instructions are for? b) Does the writer use time order words to show the order of steps? c) Does the writer give sufficient details to make directions/instructions clear? A rating scale can be used for each area. E.g. 1 = excellent 2 = good 3 = needs improvement	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 84; 96; 102

Objective: 3.9 Compose short pieces of writing using simple forms, and organize ideas in logical sequence.

Content	Suggested Activities	Suggested Assessment	Resources
Organization is a very important trait of good writing. Good writers always make sure that their thoughts and ideas are well organized and written in sequential manner. Some simple forms of writing include: <u>A narrative paragraph</u> is 3-5 sentences about yourself or someone else. <u>A descriptive paragraph</u> is 3-5 sentences to describe a person, place, animal or thing. <u>An invitation</u> is a special note to share information about an event. <u>A friendly letter</u>; a short note to share information with someone you know.	Basic: Give each child a copy of a <i>narrative paragraph</i> or a <i>descriptive paragraph</i>. Read the piece of writing together aloud. Discuss the order, sequence and/or kind of supporting details written in the paragraph. Invite the students to write one more sentence that could be added to the body of the paragraph. Intermediate: Present each child with a writing form for a <i>friendly letter</i>. Have the students complete the form by writing the date, an appropriate greeting, 3-5 sentences to share information about a topic of their choice, an appropriate closing and his/her signature. Advanced: Give each group a package with markers, glue and a set of pre-cut cards. Have the students think about an event they would like to celebrate with family and friends. Then have them write an invitation to the event; addressing the invitation to a particular person, stating the purpose, date, time and location, as well as one reason why the individual should come to the event.	Check to see if students wrote appropriate or related supporting details. Assess completed forms to see if students followed the format and instructions for writing a friendly letter. Evaluate invitations to see if students followed the suggested order and outline provided.	Scott Foresman, The Grammar & Writing Book (Grade 2) Pages 31; 41; 26; 36; 157; 217 6+1 Traits of Writing (Primary Grades) pgs. 100-133 www.kimskorner4teachtalk.com...

Objective: 3.10 Organize and express thoughts in a logical manner using graphic organizers.

Content	Suggested Activities	Suggested Assessment	Resources
Graphic organizers are pictures or maps of a writer's thoughts and ideas on paper. A writer uses graphic organizers to help with planning, brainstorming, and the classification of their ideas. There are many different kinds of graphic organizers. Some common examples include: clusters or webs, sensory charts, story maps, 5 W's chart, order or timeline chart, Venn diagrams, etc. <u>Venn Diagram:</u> 	Basic: Have students create or complete an <i>order chart</i> with columns or rows labeled Step 1 to step 5 explaining how to take care of a particular pet. Students may include drawings to accompany explanations. Intermediate: Have students complete or create a <i>story map</i> using pictures and words to retell the sequential order of events that occurred in a Bahamian folk tale, poem or song. Advanced: Display an apple and an orange on a table in front of the class. Have students work in groups to complete a <i>Venn diagram</i> by writing words to say how the two fruits are alike and how they are different. Explain that only similarities should be placed in the center of the interlocking circles and details about each fruit should be placed in the main section of each circle.	Assess story maps to ensure that words and drawings are in the correct story order. Evaluate order charts to see if steps are in a logical order. Check Venn diagrams to see if details are appropriate and place in the correct section of the chart.	Write Source (*Grade 2 Book) pages 259-265 www.myhrw.com/nsmedia/intgos/html/iglessons.htm www.kimskorner4teachtalk.com www.eduplace.com/graphicorganizers/index... www.educationoasis.com