

# SCOPE OF WORK PRIMARY LANGUAGE ARTS GRADE 1

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

## WRITING

**Objective: 3.2 Identify the qualities found in good writing.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Assessment                                                                                                                                                                                                                                                                                                                        | Resources                                                                                                                                                                                                                                |
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| <p>Good writers share exciting ideas and use words that help people to understand what they trying to say. Ideas are thoughts and questions that come into our minds when we think about something. Ideas can come in our minds when we see, hear, feel, smell or taste things. We must use words to let people know what is in our mind.</p> <p>Apart from ideas, good writing has great organization, word choice, sentence fluency, voice, presentation and use of conventions (grammar &amp; mechanics).</p> | <p><b>Basic:</b><br/>Have students bring an item that is very special to them to class. Pair students and have them take turns telling each other about their item. Tell them that they are using words to <i>share <u>ideas</u></i> about their item.</p> <p><b>Intermediate:</b><br/>Explain to students that they will <u>share</u> interesting ideas and use words that make ideas clear to listeners. Cut out and decorate a large key. Engage students in a discussion about keys. Steer them with pictures (door knob, car, treasure chest) and questions (E.g. <i>What can a key help us be able to do? Which member of your family keeps a set of keys? Why would someone be upset if they could not find their keys?</i>).</p> <p><b>Advanced:</b><br/>Present students with a photo taken at a local beach e.g. Goodman's Bay. Remind students that good writing is made up of the right words. Present them with three words relating to the picture and a fourth word that doesn't belong (blue; children; sand; elephant). Have students <i>tell which words</i> would be best to use when writing a story about the picture. Have them <i>add to the word list</i> as they talk about a day at the beach.</p> | <p>Present students with a subject/topic word (e.g. school). Have students draw a picture and write down as many words as they can to share ideas that the subject/topic word brings to their mind. Have students write simple sentences using these words, or draw pictures to convey the image that the words brought to their minds.</p> | <p>Scott Foresman, <b><i>The Grammar &amp; Writing Book</i></b> (Grade 1) Pages 2-22</p> <p>6+1 Traits of Writing (*Primary Grades) pages 66-99 and 170-203</p> <p>Write Source (*Grade 1 Book) pages 30 and 33</p> <p>-Beach photos</p> |

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

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Assessment                                                                                                                                                                                                                 | Resources                                                                                                                                                                |
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| <p>When we respond to the writing of authors we can say what we like and dislike about their pieces. We can focus on the ideas they present, the words they use to convey these ideas and the way the pieces are organized. For good writing we can tell the writer about the good things that he/she did to make the story easy to read and enjoyable. For example, we might say how the writer used lots of good words that helped us to picture in our minds what took place in the story.</p> <p>Sometimes we may need to tell a writer how he/she can say something in a better way using better words. Or we might suggest a different arrangement of ideas. It is important to look for what is done right and what can be improved. E.g. <i>"I like the interesting words you used."</i> <i>"I would like to hear more different types of sentences in your writing."</i></p> | <p><b>Basic:</b><br/>Provide students with YES and NO response cards that have accompanying graphics for the respective responses. Have students respond to the writing of an author by showing the appropriate card in response to questions asked about the piece. E.g. Are the events well-organized? Encourage students to justify their responses.</p> <p><b>Intermediate:</b><br/>Show students a picture with characters from a particular nursery rhyme. Have students read and recite the nursery rhyme, then discuss what they like and/or dislike about the rhyme. Have them look specifically at the quality and clarity of ideas, the words used to convey ideas and the way the piece is organized.</p> <p><b>Advanced:</b><br/>Have students compare and contrast two pieces (strong vs. weak) focusing on the traits of ideas, word-choice and organization. Have them record their responses in a "same and different" table.</p> | <p>Present students with a list of descriptors for the traits of ideas, word-choice and organization. After listening to/reading a piece, have them tick descriptors that they would use to tell the author about their writing.</p> | <p>6+1 Traits of Writing (Primary Grades) pgs. 55-56</p> <p>-Same/<br/>Different table</p> <p>-YES/ NO<br/>response<br/>cards</p> <p>-Nursery<br/>rhyme<br/>pictures</p> |

**Objective: 3.4 Use a rubric to evaluate writing.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suggested Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Resources                                                                                                               |
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| <p>A rubric helps a writer to know how they should write and what can be done to make their writing better. A rubric can be used to describe why your writing is considered strong or weak. Remember that good writing has great ideas that are clear. A rubric for looking at how well a writer expressed his or her ideas might look like this:</p> <p><b>Great Ideas-</b> The writing has one topic and interesting details.</p> <p><b>Good Ideas-</b> The writing has one topic and some details.</p> <p><b>Keep Trying-</b> The writing needs one topic and details.</p> | <p><b>Basic:</b><br/>Have students make three placards, each one should read either GREAT, GOOD, or KEEP TRYING. Have them grade given experiences by holding up the placard that matches their excitement for each experience presented. For example: going to the dentist- <i>Keep Trying</i>; going to Disney World- <i>Great</i>; going to the mall- <i>Good</i>; meeting SpongeBob Square Pants- <i>Great</i>. Encourage students to justify their responses and explain how this is related to evaluating writing.</p> <p><b>Intermediate:</b><br/>As a whole class activity, have students create a rubric for ideas in a story. Have them write about their favourite Bahamian food dish and use the rubric to make sure their piece has strong ideas. Have students partner with a peer who will evaluate their writing using the class-generated rubric.</p> <p><b>Advanced:</b><br/>In addition to evaluating for the ideas trait, have students also revise the piece about their favorite thing for the word choice trait. Students should use a given rubric that specifically addresses the word choice trait.</p> | <p>Present students with five ideas based on a particular topic and have them use a given rubric to assign an appropriate evaluative response to each idea. Here is an example of how this might look:</p> <p><u>Topic: The Lost Toy</u></p> <ol style="list-style-type: none"><li>1. The toy is lost.<br/>(great; good; keep trying)</li><li>2. My favorite toy truck was not in the toy chest. (great; good; keep trying)</li><li>3. The truck is gone.<br/>(great; good; keep trying)</li></ol> | <p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 1) Pages 26, 31, 36, 41</p> <p>Write Source-Grade 1</p> |

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

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Resources |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |
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| <p>Pre-writing activities may involve the use of videos, music, drawings and pictures, read alouds, drama, cluster maps, scenarios, object prompts etc.</p> <p>Pre-writing is the first step in the Writing Process. When you pre-write, you plan your writing. Good writing has strong, solid, interesting ideas. Sometimes arriving at good ideas can be very difficult. Pre-writing activities help authors to get ready to write.</p> <p>There are four steps that we can follow in the pre-writing stage:</p> <ol style="list-style-type: none"><li>1. Think</li><li>2. List</li><li>3. Choose</li><li>4. Draw</li></ol> | <p><b>Basic:</b><br/>As a class, create a word bank about a given topic (E.g. “My Pet” = dog, black, kind) Encourage students to think of as many words as possible related to the topic.</p> <p><b>Intermediate:</b><br/>Listen to the teacher read stories and poems or even view a short film about the topic. Have the students state in their own words everything they heard and saw about the topic that could possibly help them when writing.</p> <p><b>Advanced:</b><br/>Have the class make an idea dictionary by drawing pictures for words related to topics given. Having been given an individual topic, each student will illustrate in color, five words for the idea dictionary about the assigned topic. Compile students’ submissions in booklet form and place in the writing center for students to view at their leisure and to refer to whenever they need ideas for one of the topics.</p> | <p>Present students with a topic and a prewriting checklist like the one below. Have students tick each item in the checklist as they follow the four steps in the prewriting stage.</p> <p><b>PREWRITING CHECKLIST</b></p> <table><tr><td>1,2,3,4</td><td>STEPS</td><td>TICK</td></tr><tr><td>STEP 1</td><td>THINK</td><td></td></tr><tr><td>STEP 2</td><td>LIST</td><td></td></tr><tr><td>STEP 3</td><td>CHOOSE</td><td></td></tr><tr><td>STEP 4</td><td>DRAW</td><td></td></tr></table> <p>Have students list/tell their 3 best ideas on the topic.</p> | 1,2,3,4   | STEPS | TICK | STEP 1 | THINK |  | STEP 2 | LIST |  | STEP 3 | CHOOSE |  | STEP 4 | DRAW |  | <p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 1) Pages 2-5; 72; 138;</p> <p>Write Source-Grade 1</p> <p>Short children’s film or cartoon</p> |
| 1,2,3,4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | STEPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TICK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |
| STEP 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | THINK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |
| STEP 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LIST                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |
| STEP 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CHOOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |
| STEP 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | DRAW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |      |        |       |  |        |      |  |        |        |  |        |      |  |                                                                                                                                                                |

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

| Content                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Assessment                                                                                                                                                                                                                                                                                                                                                                      | Resources                                                                                                                                 |
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| <p>A sentence is a group of words. Sentences should make sense. Words should be in the right order. Sentences begin with a capital letter and end with a mark.</p> <p><u>Examples:</u></p> <p>Not a sentence: Swings the bat.<br/>Sentence: <b>The boy swings the bat.</b></p> <p>Not a sentence: Eats lunch.<br/>Sentence: <b>The girl eats lunch.</b></p> <p>Sentences have telling and naming parts.</p> | <p><b>Basic:</b><br/>Place three word cards on the chalkboard. Have the students read the words. Choose three volunteers to hold up the words in front of the class and challenge them to arrange themselves to form a proper sentence. The rest of the class will tell if a proper sentence was formed. Repeat this activity with larger groups of words reinforcing that words have to be arranged in a certain manner in order to form a complete sentence.</p> <p><b>Intermediate:</b><br/>Give each student in the class a YES and a NO response card. Present various groups of words to students one at a time. Each time a word group is presented students should read the words and tell if the words (in the order that they are presented) form a sentence. Their response is indicated by holding up the appropriate response card. The class should discuss justifications for their responses.</p> <p>A variation to this activity would be to have students use bodily movements such as thumbs up or stand up to indicate proper sentence, and thumbs down or sit down for non-sentences.</p> <p><b>Advanced:</b><br/>Present students with groups of words. Have students write and order the groups of words so that they form sentences.</p> | <p>Present students with an action picture and two words in a suggestion box. Have students select the appropriate word from the box to complete a given sentence about the picture.</p> <p>Present students with two pictures and words for telling about each picture. Have students formulate a sentence about each picture by arranging the given words in the appropriate order.</p> | <p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 1) Pages 16-19; 50-59; 68; 192</p> <p>Word cards</p> <p>YES/ NO cards</p> |

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

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested Assessment                                                                                                                                                                                                                                                                     | Resources                                                                                                                                                                                                                                                     |
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| <p><b>Organization</b> is one of the most important traits of good writing. This means that we should always make sure that our thoughts and ideas are in an order that makes our writing easy to follow and understand.</p> <p>Some simple forms of writing include:</p> <p><u>A paragraph</u>, 2-3 sentences about one main idea;</p> <p><u>A poem</u>, a group of words, phrases or statements about a topic.</p> <p><u>A list</u>, a group of words arranged in a special order.</p> <p>.</p> | <p><b>Basic:</b><br/>Have the students choose an object or picture name of their choice and write the name of the object or picture vertically. Invite the students to write a word that begins with each letter in the in the object or picture name.</p> <p><b>Intermediate:</b><br/>Present students with a four-line, narrative poem frame/skeleton with missing words. As a whole class, add words or phrases to complete the poem properly. Have students complete another poem frame on their own or in pairs.</p> <p><b>Advanced:</b><br/>Display a basketball or any other object of your choice. Invite volunteers to share some sentences about the object. Have the students complete a paragraph with three sentences about the object displayed. (Photos of different types of homes, schools etc. can be also be used to stimulate ideas.)</p> | <p>Check students' poems to see if they follow the format given.</p> <p>Students use a short story frame or poetry frame to write their ideas on a given topic.</p> <p>Check students' writing to see if they completed the sentences with details related to the object on display.</p> | <p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 1) Pages 108; 133; 139; 151</p> <p>6+1 Traits of Writing (Primary Grades) pgs. 100-133</p> <p>-Objects of interest</p> <p>-Poem frame/skeleton</p> <p>-Photographs of homes, schools etc.</p> |

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

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Assessment                                                                                                                                                                                                                                                                                                         | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>A <b>graphic organizer</b> creates a picture or map of your thoughts and ideas on paper. You should use graphic organizers to help you plan, brainstorm and classify your ideas for writing.</p> <p>There are many different kinds of graphic organizers you can use to help with your writing. Some examples of graphic organizers are: <b>clusters</b> or <b>webs</b>, <b>sensory charts</b>, <b>story maps</b>, etc.</p> <p><i>Webbing Example:</i></p>  <hr/> | <p><b>Basic:</b><br/>Have each child write the name of his/her favourite toy in a circle. Then have them write words or draw pictures around the centered word to represent something about their favourite toy.</p> <p><b>Intermediate:</b><br/>Give each child a <u>sensory chart</u> with a symbol representing each of the five senses. Have students brainstorm for ideas about a special place that they like to visit, then have them complete the chart by writing a word that tells about something they <i>see</i>, <i>smell</i>, <i>taste</i>, <i>feel</i> and/or <i>hear</i> in that place .</p> <p><b>Advanced:</b><br/>Have students complete a <u>story map</u> by drawing pictures in sequential order to help retell the events in a simple version of a story such as “The Three Little Pigs” or “The Gingerbread Man”, etc.</p> | <p>Review students’ clusters to see if the pictures or words are related to the topic.</p> <p>Evaluate students’ sensory charts to make sure that the words they wrote are appropriate for each sense.</p> <p>Check students’ story maps to see that their pictures are in a sequential order that relates to the story.</p> | <p>Write Source (*Grade 1 Book) pages 248-253</p> <p><a href="http://www.myhrw.com/nsmedia/intgos/html/ig_lessons.htm">www.myhrw.com/nsmedia/intgos/html/ig_lessons.htm</a></p> <p><a href="http://www.kimskorner4teachtalk.com">www.kimskorner4teachtalk.com</a></p> <p><a href="http://www.eduplace.com/graphicorganizers/index">www.eduplace.com/graphicorganizers/index</a></p> <p><a href="http://www.educationonline.com">www.educationonline.com</a></p> |