

SCOPE OF WORK PRIMARY LANGUAGE ARTS GRADE 5

Sub-Goal 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																
<p>The steps in the Writing Process are: prewriting, writing, sharing, revising, editing and publishing. Revision and editing are key steps in the process. The seven Writing Traits are divided into Revision (ideas, organization, voice, word choice and sentence fluency), Editing (conventions), and Publishing (presentation) Traits.</p>	<p>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 <i>describe</i> what happens at each step to a partner.</p> <p>Intermediate: Have students watch a video clip of a Junkanoo parade (YouTube). Discuss the stages of making costumes leading up to their display on the actual parade. Have students <i>compare</i> these stages with the steps in the writing process. http://www.youtube.com/watch?v=Dflin6rms0Q&feature=related</p> <p>Advanced: Present an unfinished cluster map of ideas for a 5W poem entitled “Junkanoo.” Have students complete the cluster map and use the pre-writing activity to aid them in writing individual 5W poems on the theme of Junkanoo. Have students share with a partner and revise for the traits of ideas, organization, voice, and word choice. Students should then edit for conventions and rewrite their poem to be displayed on the bulletin board.</p>	<p>Have students complete a table like the one below. They should list the steps of the writing process in order and describe each step. Instruct students to place an asterisk next to the two KEY steps.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">WRITING PROCESS STEPS</th> <th style="text-align: center;">DESCRIPTION</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	WRITING PROCESS STEPS	DESCRIPTION															<p>6+1 Traits of Writing (*Grade 3 and Up) pages 21-22</p> <p>Write Source (*Grade 4 Book) pages 5-8</p>
WRITING PROCESS STEPS	DESCRIPTION																		

Objective: 3.2 Identify the qualities found in good writing.

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<p>There are seven traits.</p> <p>Ideas: The best writing focuses on a specific topic and includes specific ideas and details to support that topic.</p> <p>Organization: Good writing has a clear beginning middle and ending. It is easy to follow.</p> <p>Voice: The best writing has an engaging voice. Voice is the special way a writer shares ideas and feelings.</p> <p>Word Choice: Good writing uses specific nouns, strong verbs, and colorful adjectives.</p> <p>Sentence Fluency: Strong writing flows smoothly. Sentences begin in different ways and have different lengths.</p> <p>Conventions: Good writing has correct punctuation, capitalization, spelling, and grammar.</p> <p>Presentation: The final copy of a piece should look neat and follow guidelines for margins, spacing, and design.</p>	<p>Basic: Have students critique the lyrics of their favourite Bahamian song or poem and list the good qualities found in the piece.</p> <p>Intermediate: Have students play a game of Pictionary. Students take turns drawing representations for given traits and their classmates decipher which trait is being represented by the illustration.</p> <p>Advanced: Have students design a menu for the <i>good writing café</i>. Each writing trait should be an item on the menu. Students can be creative in how they design their menus to fuse the ideas of a great piece of writing and a scrumptious meal.</p>	<p>Have students produce individual or group projects on the seven writing traits and their importance in the writing process.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 4) Pages 2-22</p> <p>6+1 Traits of Writing (*Grades 3 and Up)</p> <p>Write Source (*Grade 4 Book) pages 22- 30</p> <p>http://www.songlyrics.com/</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>When we respond to the writing of an author, it is imperative that we do so appropriately. This means that as responders, we respectfully but purposefully share our views about the piece.</p> <p>Before you write, gather details about the piece by reading it carefully and taking notes. In the beginning, be sure to greet the author and introduce yourself. In the middle, highlight your favorite parts and in the ending, tell what you still wonder about and ask a question. When writing responses, you should mention specifically what you like or dislike about the piece but your aim should also be to help the writer discover ways to make it better.</p> <p>In addition to responding to the work of peer authors, you may also respond to work from authors you might not know personally, like published writers of short stories, articles, reports, poems and plays.</p>	<p>Basic: Have students exchange a piece of writing with a classmate. They should read the piece then make a list of things that were good or that they liked about it. Students should then list any questions they might have for the writer.</p> <p>Intermediate: Have students use a cluster map as they gather details about a short story entitled, "Crabbing in Andros" by MacDonald Leadon (Preserving Our Heritage). Have them write a response to Mr. Leadon's piece. In their responses some reference should be made to students' personal experiences crabbing or lack thereof.</p> <p>Advanced: Have students visit a website which contains works from James Catalyn. Have them read one of Mr. Catalyn's pieces and write a response to it. Students should then e-mail their responses to Mr. Catalyn and await his reply. http://www.geocities.com/jamesjatalyn/</p>	<p>Provide students with a poem written by a Bahamian author. Have them write their feedback to the poem by considering each of the 6 main traits.</p>	<p>Write Source (*Grade 4 Book) pages 18-19 and 273-297</p> <p>Preserving Our Heritage (Level 2: Part 1)</p> <p>http://www.geocities.com/jamesjatalyn/</p>

Objective: 3.4 Use a rubric to evaluate writing.

Content	Suggested Activities	Suggested Assessment	Resources
<p>Rubrics must be studied carefully and understood before they can be used effectively. The rubrics used to score the various traits of writing contain numbers and corresponding details that describe how well each trait is portrayed. Here is a guide that will help you to understand the rating scale.</p> <ul style="list-style-type: none"> - A 6 means that the writing far exceeds the main requirements for a trait. - A 5 means that the writing meets the main requirements for a trait. - A 4 means that the writing meets most of the requirements for a trait. - A 3 means that the writing needs work to meet the main requirements for a trait. - A 2 means that the writing needs a lot of work. - A 1 means that the trait is not yet evident or ready to be assessed. 	<p>Basic: Have students explore local newspapers to find interesting stories about happenings in the community. Have students rate trait elements in the article and share their work in a whole group discussion.</p> <p>Intermediate: Project two versions of a story covered in two different local newspapers (Nassau Guardian and The Tribune). Have students conduct a whole-class evaluation of each version using a given rubric. Carry out a voting exercise in which students acknowledge which newspaper did a better job reporting the story to the public.</p> <p>Advanced: Have students use a rubric to construct a written evaluation comparing and contrasting two versions of a story covered in two different local newspapers.</p>	<p>Present students with a sample piece. Have them use a given rubric to score various writing traits. Students should justify each score with a written explanation. For example: VOICE- This piece scored 1 for the voice trait because it doesn't make me feel anything. It doesn't connect me to the person who wrote this piece in any way.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 4) Pages 26-41</p> <p>Write Source- Grade 4 pgs. 31-38</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>Videos, music, drawings and pictures, read alouds, drama, cluster maps, scenarios, object prompts etc. are all vehicles through which students can engage in prewriting. When students participate in prewriting activities the aim is to get them to arrive at strong ideas; ideas that they can feel passionate about.</p> <p>In an effort to inspire the voice and word choice traits at the pre-writing stage, students should be encouraged to brainstorm emotions in addition to events and/or facts. They should use just the right words to convey their thoughts and feelings. An important pre-writing activity is brainstorming through one's feelings. When this is done authors experience an automatic connection to their work right from the start.</p> <p>At the pre-writing stage, students don't have to write in complete sentences, but just enough details to help them recall emotions of the event later on.</p>	<p>Basic: Have students watch an uploaded video of the Bahamian National Anthem being sung on YouTube (an appropriate slide show of Bahamian national heroes accompanies the singing of the anthem). Discuss reasons why a fellow Bahamian would compose such a slide show and upload it to YouTube. Have students share how the video makes them feel.</p> <p>Intermediate: Present students with object prompts from which they would develop character sketches of make-believe people. Provide a list of questions that should be answered as students brainstorm ideas about the make-believe character.</p> <p>Advanced: Present students with an object prompt to use as they create a character sketch (e.g. a bottle of perfume or a basketball jersey). Have students use sensory details to tell about the make-believe character. Encourage the use of colorful adjectives and strong verbs even as students engage in the pre-writing phase of the character sketch.</p>	<p>Have students generate a list of ideas on a particular topic. Significant drawings and symbols may accompany this list.</p> <p>Students can also compile ideas generated in pre-writing activities in their writer's notebook.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 4) Pages 2-5</p> <p>Teaching the Craft of Writing (IDEAS) Chapter 2 Grades 2-4</p> <p>Write Source (Grade 4)</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>A sentence conveys a complete thought. Sentences that tell are called declarative sentences. Sentences that ask questions are called interrogative sentences. Incomplete sentences are called fragments. Good writing is made up of sentences that have a natural flow. This “flow” is created when different kinds of sentences are used and when sentence lengths vary. Here are some key points for improving sentence writing:</p> <ol style="list-style-type: none"> 1. Read your piece aloud to see if sentence lengths vary. 2. Explore different beginnings. Too many sentences beginning with <i>I, she, he, the, so, or then</i> makes the piece boring. 3. Use connectors to make sentences flow, but don't join too many sentences with <i>so</i> or <i>because</i>. Instead, use <i>first, but, and although, and while</i>. 	<p>Basic: Have students place a familiar children’s nursery rhyme in order after it has been jumbled. Allow students to substitute given words in the rhyme for better ones.</p> <p>Intermediate: With students in groups of four, give each group a few sentences from a short, jumbled children’s story. Have students arrange the words in each sentence in an order that makes sense. Have each group read their new version aloud to the class.</p> <p>Advanced: Present students with a list of overused words such as bad, good, nice said etc... Have students list other words that could be used in place of those words. Following that, have them work independently to put the jumbled sentences in the story of “Cindersmella” in the right order. Give students the freedom to change some of the “overused words” in the story to bigger and better ones.</p>	<p>Present students with a group of sentences that begin with I. Have them rearrange the words in each sentence to create complete sentences with proper word order that do not begin with I. Students might also be required to vary sentence lengths by using given connectors.</p>	<p>Scott Foresman, The Grammar and Writing Book (Grade 4) pgs. 18- 21; 50-59; 114;</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>A good paragraph has a topic sentence that clearly states the main idea and details that support that idea. Good paragraphs also have transitional words and phrases that show clear relationships or connections between ideas, sentences or paragraphs. There are three main types of transitions. They are transitions of time, comparison and contrast and transition for exemplifying.</p> <p>TIME: first, then, next, before, finally, at last, later</p> <p>COMPARE/CONTRAST: however, but, although, like</p> <p>EXAMPLE: for example, namely, that is, along with</p>	<p>Basic: <i>Writing about a picture:</i> Present students with an emotion-filled photo. You might use a picture of a little girl or boy crying. Steer a discussion about the picture by asking questions like, What feelings do you think the child in the photo is experiencing? What do you propose might have happened to evoke such feelings? Have students write a paragraph (a topic sentence and supporting details) explaining why they think the picture is especially interesting.</p> <p>Intermediate: Have students write a speech about child abuse. Tell them to use at least one of the three different kinds of transitions. Have students partner with a peer to edit speeches for paragraph structure/organization, use of topic sentences and supporting details, and use of transitions.</p> <p>Advanced: Have students watch a short tutorial on YouTube about the use of transitional sentences or statements. They can create transitional statements pertaining to various subject matters and organize their ideas into connected paragraphs</p>	<p>Have students use transitions in a piece of their own. Have them underline the topic sentences in their pieces and circle transitions used. Assess the extent to which ideas in the piece have been produced through organized, well-developed paragraphs and connected by transitions.</p>	<p>Scott Foresman, The Grammar & Writing Book (Grade 4) pgs. 108-109.</p> <p>http://www.youtube.com/watch?v=zU2_X9IicUM</p>

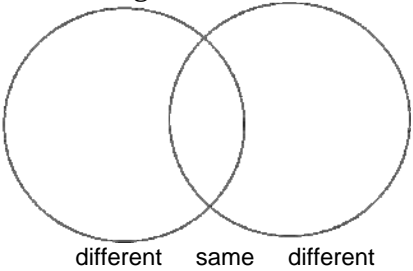
Objective: 3.8 Demonstrate a grasp of sequential order by writing clear directions and instructions.

Content	Suggested Activities	Suggested Assessment	Resources										
<p>Sequence is the order in which things happen or should happen. Sequential order is very important when one is writing directions or instructions for performing a particular task. Transitional words such as before, after, then, next and finally can indicate when a specific step in the instructions or directions should be carried out.</p> <p>Writers can put ideas in order using time, space or compare and contrast order. Time- order words are used to make the description of a process clear and easy to follow and understand. Space order tells about something from top to bottom or from left to right or vice versa. Compare and contrast order tells how things are alike at first and then how they are different, or vice versa.</p>	<p>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. Following, each group may share their arrangements of pictures and stories.</p> <p>Intermediate: Have students choose a house hold chore. Have them write a detailed explanation of the steps about how this chore should be carried out.</p> <p>Advanced: Have students use the telephone book to find the nearest Dominos Pizza restaurant (or another restaurant 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.</p>	<p><i>Self Assessment</i> Have students complete a checklist in an effort of self assessment. Students should place a checkmark next to the qualities that are evident in their work.</p> <table border="1" data-bbox="1220 464 1602 992"> <thead> <tr> <th data-bbox="1220 464 1541 509">TASKS</th> <th data-bbox="1541 464 1602 509"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 509 1541 659">Directions/ instructions have been sequenced appropriately.</td> <td data-bbox="1541 509 1602 659" style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="1220 659 1541 732">Transitional words were used.</td> <td data-bbox="1541 659 1602 732" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="1220 732 1541 846">Directions/ instructions are clear and easy to follow.</td> <td data-bbox="1541 732 1602 846" style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="1220 846 1541 992">I allowed someone to read my work and listened to their suggestions.</td> <td data-bbox="1541 846 1602 992" style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	TASKS		Directions/ instructions have been sequenced appropriately.	<input checked="" type="checkbox"/>	Transitional words were used.	<input type="checkbox"/>	Directions/ instructions are clear and easy to follow.	<input type="checkbox"/>	I allowed someone to read my work and listened to their suggestions.	<input type="checkbox"/>	<p>Scott Foresman, The Grammar & Writing Book (Grade 4) Pages 60; 66</p>
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Objective: 3.9 Compose short pieces of writing using simple forms, and organize ideas in logical sequence.

Content	Suggested Activities	Suggested Assessment	Resources
<p>Organization is a key element in effective writing. Good writers always make sure that their thoughts and ideas are <u>organized</u> into three distinct sections; beginning, middle and end. They use transition words and other cues to show the connection between various ideas or details in their writing.</p> <p>Some simple forms of writing include:</p> <p><u>A narrative paragraph</u>; sharing real or fictional details about you or someone else.</p> <p><u>A descriptive paragraph</u>; writing sentences to describe a noun.</p> <p><u>An expository paragraph</u>, writing to describe how something is made or done.</p> <p><u>A “thank you” note</u>, a special kind of note to express gratitude.</p> <p><u>A friendly letter</u>, a short note using a specific format to share information with someone you know.</p>	<p>Basic: Have each child write a letter to a friend or a “thank you” note to someone to show their gratitude for something they were given or something that was done for them. Remind students about the format or information that should be included in their writing.</p> <p>Intermediate: Separate students into three groups. Give group 1 and <u>expository</u> topic, group 2 a <u>narrative</u> topic and group 3 a <u>descriptive</u> topic. Have the students work in their groups to brainstorm ideas for their topics and develop sentences for those ideas. Then create an organized paragraph using those ideas. Have a reporter from each group share their final piece with the rest of the class. Graphic organizers can be provided to aid this activity.</p> <p>Advanced: Have students conduct research on the meanings of the colours in the Bahamian flag. Have them write an expository paragraph about the Bahamian flag and its colours, organizing it appropriately.</p>	<p>Assess students’ work for sequential development of ideas and/or organization of details and use of transitions. (See rubrics in The Grammar & Writing Book to make this process easier).</p>	<p>Scott Foresman, The Grammar & Writing Book (Grade 4) Pages 26-41; 60; 66</p> <p>6+1 Traits of Writing (Primary Grades) pgs. 100-133</p> <p>www.kimskorner4teachtalk.com</p> <p>Write Source (*Grade 3 Book) pages 418-419</p>

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

Content	Suggested Activities	Suggested Assessment	Resources					
<p>Graphic organizers are pictures or maps of our thoughts and ideas on paper. They help to depict relationships between facts, and helps writers to see patterns in relationships.</p> <p>Some common types of graphic organizers include; clusters or webs, sensory charts, story maps, 5 W's chart, order or timeline chart, Venn diagrams, etc.</p> <p>Graphic organizers are very useful tools in helping writers to express their thoughts in a logical, clear manner.</p> <p><u>Venn Diagram:</u></p> 	<p>Basic: Have students brainstorm for ideas about a book or story they have read recently. Have them create a vertical or horizontal <u>5 W's chart</u> to list specific information needed for an essay or report. Remind students to list details for each of the 5 W's.</p> <p>Intermediate: Have the students make <u>timelines</u> to show specific or important events in their lives from birth to the present. Tell the students to make sure that their timelines include their age or the year when something happened. (e.g. Age 2 years – I got my first bicycle.) Have students share their timelines with a friend.</p> <p>Advanced: Have students create a <u>story map</u> with pictures and words to show how details and events will unfold in a real or fictional story titled, "The Best Day Ever". Encourage students to make sure that their pictures and ideas are organized from beginning to end.</p>	<p>Evaluate 5 W's charts to see if students listed details relevant to each of the 5 W's.</p> <table border="1" data-bbox="1184 354 1625 636"> <tr> <td data-bbox="1184 354 1625 407">What happened?</td> </tr> <tr> <td data-bbox="1184 407 1625 461">Who was there?</td> </tr> <tr> <td data-bbox="1184 461 1625 514">Why did it happen?</td> </tr> <tr> <td data-bbox="1184 514 1625 568">When did it happen?</td> </tr> <tr> <td data-bbox="1184 568 1625 636">Where did it happen?</td> </tr> </table> <p>Check students' timelines to see if details are chronological and logical order.</p> <p>Assess students' story maps to see if pictures and details can be developed to create a story with sequential details from beginning to end.</p>	What happened?	Who was there?	Why did it happen?	When did it happen?	Where did it happen?	<p>Write Source (*Grade 4 Book)</p> <p>www.myhrw.com/nsmedia/intgos/html/ig_lessons.htm</p> <p>www.kimskorner4teachtalk.com</p> <p>www.eduplace.com/graphicorganizers/index</p> <p>www.educationonline.com</p>
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