

**SCOPE OF WORK  
PRIMARY LANGUAGE ARTS  
GRADE 6**

**Subgoal 2:** Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies.

**COMPREHENSION**

**Objective 2.42** Students will be able to activate prior knowledge and preview text.

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Previewing a text helps to motivate student interest and increase comprehension.</p> <p>Before reading strategies that help to activate students' prior knowledge and build background knowledge include:</p> <p><b>Survey</b> – Look through text for headings, pictures, key words, bold print and diagrams.</p> <p><b>Form ideas</b>– Connect pictures and headings.</p> <p><b>Activate prior knowledge</b>–Discuss what is known about the topic.</p> <p><b>Make predictions</b> using the pictures and headings.</p> <p><b>Question</b>-Form questions about pictures and headings.</p> | <p><b>Basic:</b><br/>Students will complete open ended questions given by the teacher. Example: Eating an ice cream cone is like.....<br/>(The teacher will formulate questions to conform with the text being used.)</p> <p><b>Intermediate:</b><br/>Students will complete a questionnaire based on the text that will be using.</p> <p><b>Advanced:</b><br/>Students will complete a <i>Circle of Questions</i> (expository text). Students will brainstorm questions related to the topic about which they will be reading. Questions are written in a circular formation. They are then categorized based on similarities. Students are placed in groups and assigned a particular category. As students read, they locate the answers to those questions. Answers are shared at the end.</p> | <p><b>Assessment 1</b><br/>The teacher prepares a checklist that includes activities to activate prior knowledge as well as other activities. As the teacher reads from the list, students are asked to put their thumbs up if the item read is something that should be done before reading and thumbs down if it is not.</p> <p><b>Assessment 2</b><br/>Give students a prediction graphic organizer to complete.</p> <p><b>Assessment 3</b><br/>Have students demonstrate some of the activities used to activate prior knowledge.</p> | <p><a href="http://www.ericdigests.org">www.ericdigests.org</a></p> <p>Modern Curriculum Press – Comprehension Plus</p> <p><a href="http://www.k111.k12.il.us/LAFAYETTE/">www.k111.k12.il.us/LAFAYETTE/</a></p> <p>Prediction Guide<br/><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm</a></p> <p>Prediction Tree<br/><a href="http://www.saskschools.ca/~qvs/curriculum/goread.pdf">www.saskschools.ca/~qvs/curriculum/goread.pdf</a></p> |

**Objective 2.43 Students will be able to identify elements of a story i.e. character, plot, setting, themes.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Assessment                 | Resources                                                                          |
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| <p>There are four essential narrative elements. They are <b>characterization, setting, plot and theme</b>.</p> <p><b>Character:</b> This refers to the people in the story or any animal or object that takes on the characteristics of a person. Take note of the character(s) appearance, personality and behaviour. Characters may be <u>flat</u> (<b>minor characters</b>) or round (<b>major</b>) characters.</p> <p><b>Setting:</b> this refers to the time and place of a story. Details that describe setting might include weather, time of day, location, landscape, and even furniture.</p> <p><b>Plot:</b> what happens in the story- the sequence of actions or events. The plot normally involves a problem/conflict faced by the main character, the <b>climax</b> (the most interesting part of the story) and a <b>resolution</b>, <i>how the problem is solved</i>.</p> <p><b>Theme:</b> the author's message or the main message in a story. This is the expectation that the reader will learn from the trials and tribulations related through characterization, plot, and setting.</p> | <p><b>Basic:</b><br/>Have students read a selection and then complete the 5 W's (Who? What? When? Where? Why? and How?).</p> <p><b>Intermediate:</b> Watch a video and recreate the story on cartoon strips. The story elements should be included.</p> <p><b>Advanced:</b><br/>Have students read a biography or an autobiography of a Bahamian hero. You may also wish to have them research the person for whom the school is named. Have them identify character traits and use quotes from the story to support the traits that they have selected. Find objects in the environment that represent a theme in the person's life and mount them on a sheet of paper. Share with the class.</p> | Have students complete story frames. | Literacy Resource Handbook: Techniques for Improving Literacy Skills. pp. 260-262. |

**Objective 2.44 Use context clues for understanding the meaning of words, phrases, sentences and paragraphs.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Assessment                                                                                                                                                                                                                                                                               | Resources                                                                                                                                              |
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| <p><b>Context Clues</b> are the words that surround an unfamiliar word. These words give clues about the meaning of the new word. Some context clues are:</p> <p><b>Synonyms</b> – Words that mean the same or almost the same as an unfamiliar word. e.g. The <b>schooner</b> or sailboat passed the <b>dinghy</b>.</p> <p><b>Antonyms</b> – Sometimes a context clue would contrast with new word. e.g. Ashley was <b>kind</b> to the new boy not <b>vicious</b>.</p> <p><b>Definition</b> – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence. e.g. <b>Mackerel</b>, a <b>small fish</b> is eaten with grits as part of a Bahamian breakfast.</p> <p><b>Previous Sentence</b> – An explanation is provided in a previous sentence that explains the unfamiliar word. e.g. On Bahamasair's flight to Freeport, <b>one passenger who did not pay</b>, entered the aircraft undetected. Just before departure, the <b>stowaway</b> was discovered.</p> <p><b>Following Sentence</b> – The explanation comes in a sentence after the word has been used. The mail boat, Current Pride, will be taking <b>freight</b> this morning. <b>Cars, groceries</b> and <b>other goods</b> will not be received after 12 noon.</p> | <p><b>Basic:</b> Students will listen to a short paragraph using unfamiliar words. They will determine the meaning of each word using context clues.</p> <p><b>Intermediate:</b> The class will be given copies of the KWL chart, they will then be given a list of unfamiliar words in sentences. Students will write what they know about the words, and what they want to know. At the end of the lesson they will write what they have learned.</p> <p><b>Advanced:</b> Students will be given a list of new words. They will find the definitions of the words and create sentences with context clues.</p> | <p><b>Assessment 1:</b><br/>Students will Identify kinds of context clues in paragraphs.</p> <p><b>Assessment 2</b><br/>Students will be given a passage that utilizes context clues in a variety of settings. Students will use the clues to figure out the meanings of the words identified.</p> | <p>Writers Express p.256.<br/>Silver Burdett &amp; Ginn<br/>English pp.96-97.</p> <p><i>Preserving our Heritage</i><br/>Level 3 Pt. 1 pages 98-100</p> |

**Objective 2.45 Students will be able to derive the main idea and supporting sentences.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested Assessment                                                          | Resources                                                                                                                            |
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| <p>The <b>main idea</b> is the central theme of a reading selection. It is the gist of a paragraph or a story. It is really important when developing a purpose for reading, summarizing and organizing the information that is read. The main idea may appear anywhere in the paragraph. Sometimes it is stated directly and other times it is implied.</p> <p>The <b>supporting details</b> are the sentences that tell us more about the main idea. They answer questions such as <i>who, where, when</i>. The <b>main idea</b> tells you what the rest of the paragraph is about. The main idea is found in the <b>topic sentence</b>.</p> | <p><b>Basic: Main Idea Pose</b><br/>Select a story for the class to read together. Divide students into groups of about eight. Using a paragraph from the story (their choice) ask them to organize themselves into a pose that would give the main idea of the paragraph and one or two of the supporting details. The other students would have to try to see if they could identify the paragraph that is actually being portrayed. Encourage discussion.</p> <p><b>Intermediate:</b> Have students to listen to recorded paragraphs to see if they can identify the main idea and supporting details.</p> <p><b>Advanced:</b> Write a paragraph and underline the main idea and supporting sentences.</p> | <p>Identify the main idea and supporting sentences in various paragraphs.</p> | <p><a href="http://www.teachervision.com">www.teachervision.com</a><br/><a href="http://www.rhlschool.com">www.rhlschool.com</a></p> |

**Objective 2.46 Students will be able to tell events in the correct sequence.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Suggested Assessment                                                  | Resources                                                    |
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| <p><b>Sequence</b> is the order in which things happen. Authors may use clue words or phrases to show sequence. Looking for these words during reading can help the reader to understand the order in which the events happened.</p> <p><b>Key/Signal Words:</b> After, before, while, then, next, first, last, meanwhile, and finally.</p> <p><b>Dates</b> and words that show <b>time</b>, such as morning and yesterday, also tell the order of events. Understanding sequence helps a writer to organize their ideas and events clearly for the reader.</p> <p>In writing, bullets, numbers and numerals are used to indicate sequence.</p> | <p><b>Basic: <i>It's Show Time</i></b><br/>Present students with a list of shows from a particular channel (select a channel with which they may not be familiar). Have them view the Cable Schedule on Channel 5 or check the newspaper for the Cable Guide to have them re-write the shows in the order in which they will be shown.</p> <p><b>Intermediate: <i>Play Time</i></b> Have students read the program from a play that shows the order in which things happen (Acts, Scenes, Intermission, and Musical Numbers, etc.). Ensure that students understand the terminology associated with the play. Have students prepare a program for a familiar story that they would like to turn into a play. Let them share with the class.</p> <p><b>Advanced: <i>Biography Search</i></b><br/>Have students read a portion of a biography of a famous Bahamian – e.g. Debbie Ferguson's <i>Born to Run</i>. Have them re-tell a portion using the signal words.</p> | Have students order events according to how they occurred in a story. | <i>Preserving our Heritage</i><br>Level 3 Part 1 pages 15-16 |

**Objective 2.47 Students will be able to distinguish between fiction and non-fiction.**

| Content                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Assessment                                                                                           | Resources                                                           |
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| <p><b>Fiction</b> is a story that is created from the author's imagination. It refers to things are feigned, invented or that are not true.</p> <p><b>Nonfiction</b> refers to a truthful account of things about real people, places, things and events. Some books that are non-fiction are your text books, most newspaper articles, encyclopedias, autobiography and biographies.</p> | <p><b>Basic: T-Chart</b><br/>Use a T-chart to divide titles under fiction and non-fiction.</p> <p><b>Intermediate: Book Search</b><br/>Students will be given a set of books, they will determine if the books are fiction or non-fiction based on the titles and content.</p> <p><b>Advanced: Comparing and Contrasting</b><br/>Have students compare and contrast a topic from a content area subject textbook with a novel centered around the same topic. For example, the topic of piracy.</p> | <p>Students will categorize titles based on their descriptions under the headings fiction and non-fiction.</p> | <p><a href="http://www2.scholastic.com">www2.scholastic.com</a></p> |

**Objective 2.48 Students will be able to differentiate between fact and opinion.**

| <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Suggested Assessment</b>                                                                                                    | <b>Resources</b>                                     |
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| <p>A <b>fact</b> is something that has happened or can be observed and can be <b>proven</b> as <i>true</i> or <i>false</i>.</p> <p>A statement of <b>opinion</b> cannot be proved true or false because it tells someone's <b>ideas, feelings, or beliefs</b>. Opinions are normally associated with phrases such as <i>I think, I feel, I believe</i>, and <i>in my opinion</i> and contain verbs such as <i>should, must</i> and <i>ought</i>. Comparative words such as <i>best</i> and <i>worst</i> and descriptive words such as <i>beautiful</i> and <i>funny</i> may also point to an opinion.</p> | <p><b>Basic: Fact Scavenger Hunt-</b> Have students take part in a Fact Finding Scavenger Hunt by finding the answers to various questions. Example of questions: <i>When was the school founded? Which grade 5 has the best attendance? Where was the principal born? What is the largest mammal? What is a juniper?</i> Instruct students to list the resources that were used or can be used to find facts. (Encyclopedias, dictionaries, almanacs, atlases, text books, Guinness Book of World Records)</p> <p><b>Intermediate: My Opinion Matters</b><br/>Have students listen to a pre-recorded talk show from one of the radio stations. Have them identify statements of fact and statements of opinion.</p> <p><b>Advanced: Debate</b><br/>Students use facts and opinions to conduct a debate on a current issue.</p> | <p>Have students read a paragraph in order to identify the <i>Statements of Fact</i> and the <i>Statements of Opinion</i>.</p> | <p>Silver Burdett &amp; Ginn English pp.452-453.</p> |

**Objectives 2.49 Students will be able to summarize and paraphrase text.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Activities                                                                                                                                                                                                                                                                                                                                                 | Suggested Assessment                                           | Resources                                             |
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| <p>To <b>summarize</b> means to restate an article in a shortened form. You should include the main ideas of the article. The guidelines below will help you to write a good summary:</p> <ul style="list-style-type: none"><li>• Write a sentence containing the main idea.</li><li>• Use sentences which explain the key facts and details.</li><li>• Combine the main ideas into a paragraph.</li></ul> <p>To <b>paraphrase</b> is to restate the exact words of a text to clarify it. A paraphrase should not have the same words of the original passage. In order to paraphrase follow the tips below:</p> <ul style="list-style-type: none"><li>• Write the basic ideas you want to convey.</li><li>• Use synonyms for the key words in the article you are paraphrasing.</li><li>• Use quotation marks if you use the writer's exact words.</li></ul> | <p><b>Basic:</b><br/>Have students listen to songs by Bahamian singers such as Eddie Minnis, Ronnie Butler, Phil Stubbs etc. that tell a story. Have them make a list of the most important events. Let them use this list to summarize the song.</p> <p><b>Intermediate:</b> Summarize a newspaper article.</p> <p><b>Advanced:</b> Paraphrase a famous speech.</p> | <p>Use summary guidelines to summarize several paragraphs.</p> | <p>Silver Burdett &amp; Ginn English pp. 572-573.</p> |



**Objective 2.50 Students will be able to compare and contrast events, opinions, and facts.**

| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Assessment                                                                                                                | Resources                                                                                                                                        |
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| <p><b>Comparison and contrast</b> requires a person to look at objects or situations and think about how they are different or alike. Some words and phrases that signal comparison are: <i>like, are similar, still, in the same ways</i> and <i>In comparison</i></p> <p>At the same time some words and phrases that signal contrast are: <i>however, on the other hand, but, yet, nevertheless, on the contrary, nonetheless</i> and <i>in contrast</i></p> <p>Note: Avoid introducing comparing and contrasting in the same lesson. Introduce the concepts one at a time. Make sure that they have mastered them separately before teaching them together.</p> | <p><b>Basic: Weather Watch</b><br/>Watch the weather report for the week on ZNS news at 7:00 p.m. Record it on a chart. Compare and contrast the weather for the different days. Include terms related to weather like cold front, warm front, partly clouded, rainfall etc.</p> <p><b>Intermediate: My Five Cents</b><br/>Have students watch <i>My Five Cents on the Cable Channel</i>. Have them compare and contrast various points of view aired on the program.</p> <p><b>Advanced: Comparison Shopping</b><br/>Bring in two different brands of the same product for several items. Have students look at the prices, ingredients etc. and justify why they would buy one particular item over another.</p> | <p>Students will be able to use the writing process to plan and write a composition that compares and contrasts two characters.</p> | <p><a href="http://www.literacymatters.org">www.literacymatters.org</a></p> <p><i>Preserving our Heritage</i><br/>Level 3 Part 1 pages 75-77</p> |

**Objectives 2.51** Students will be able to make analogies (i.e. the comparison of two or more things based upon the similarity of like features).

| Content                                                                                                                                                                                                                                                                                                                                                | Suggested Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Activities                                       | Resources                                             |
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| <p>An <b>analogy</b> is a comparison between two things. It also shows the relationship between two things. An analogy can show many different kinds of relationships such as cause and effect, two objects, or the traits of an object or thing.</p> <p>Example:<br/>June : Summer    January : _____</p> <p>a. School    b. Winter<br/>c. Easter</p> | <p><b>Basic:</b><br/>Ask students to group a given list of words based on similarities. Have them use these words to create analogies.</p> <p><b>Intermediate: Analogy Field Trip</b><br/>Take students into a different setting (library, computer room etc.) Have them create as many analogies as possible based on that environment.</p> <p><b>Advanced: Internet Analogy Hunt</b><br/>Have students research analogies on the internet. Ask them to compile a list.</p> | <p>Complete analogies and explain their relationships.</p> | <p>Silver Burdett &amp; Ginn English pp. 606-607.</p> |

