

**SCOPE OF WORK  
PRIMARY LANGUAGE ARTS  
GRADE 4**

**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>Six steps in the Writing Process are: <b>Prewriting</b>- the writer generates ideas about the topic; <b>Writing</b>- ideas are documented in rough and then organized; <b>Sharing</b>- the writer shares the piece with someone else who provides feedback; <b>Revising</b>- the writer makes improvements to the piece in an effort to strengthen specific traits; <b>Editing</b>- the writer edits for conventions and mechanics; and <b>Publishing</b>- the writer shares the piece with a wider audience.</p>	<p><b>Beginning:</b> Have students design a Writing Process poster on construction or computer paper. The poster should <i>outline the steps in the process</i> and contain corresponding graphics. Students will paste their creations on the front cover of their individual writing folders.</p> <p><b>Intermediate:</b> Have students work together in groups to <i>compose</i> class presentations on the importance of each stage in the writing process. Have them <i>consider the consequences</i> of omitting particular steps from the process. Students can present in the form of a “Writer’s Parliament.”</p> <p><b>Advanced:</b> Have students <i>formulate</i> an exciting creative writing topic. Have them use their topic to <i>structure examples</i> of how writers can work through the steps in the writing process as they respond to the topic.</p>	<p><i>Students can assess each other. E.g.</i> Label the sides of a huge cube with the steps in the writing process. Have students sit in a circle and take turns rolling the cube. On each turn, when the cube is rolled, the step that shows at the top side of the cube is described by the student sitting opposite from the student who rolled the cube. Responding students receive feedback on their descriptions from the group.</p> <p>Present a worksheet with six bubbles on it. Each bubble should be labeled with a step in the writing process. Have students write a description of each step in its corresponding bubble.</p>	<p>6+1 Traits of Writing (*Grade 3 and Up) pages 21-22</p> <p>Write Source (*Grade 3 Book) pages 6-19</p> <p>Write Traits (*Grade 3 Teacher’s Guide) pages xv-xvii</p>

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

Content	Suggested Activities	Suggested Assessment	Resources														
<p>Knowing the traits of “good” writing help students to produce their best. Good writers start with good ideas, they make their writing clear and easy to follow, they sound excited about sharing with their audience.</p> <p>They use precise, strong words. Good writers vary the types of sentences used to convey their thoughts and follow the rules for capitalization, punctuation, spelling and grammar when they write. Good writers also present their pieces neatly and legibly.</p>	<p><b>Basic:</b> Divide students into groups of six. Present each group with 14 cards. Have students label 7 of the cards with trait names. On the other cards, have students draw a picture or symbol and a write brief description of each trait. Have students play a game in their groups in which they match trait names with their descriptions.</p> <p><b>Intermediate:</b> Have students play a game of “Guess Who.” One student assumes a trait and gives clues to the other classmates as they attempt to guess which trait is being described. Students take turns giving clues and guessing.</p> <p><b>Advanced:</b> Have students write a poem, song or rap about the writing traits. In their poems, they should name and describe each trait.</p>	<p>Present students with descriptions of each writing trait. Have them write the name of each trait next to the corresponding description.</p> <p>A variation to this can be to have students write corresponding descriptions next to the name of each trait presented. A two-column matching worksheet can also be provided for this:</p> <table border="1" data-bbox="1060 719 1474 1015"> <thead> <tr> <th data-bbox="1060 719 1270 760"><i>Trait</i></th> <th data-bbox="1270 719 1474 760"><i>Description</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 760 1270 800"><i>Ideas</i></td> <td data-bbox="1270 760 1474 800"></td> </tr> <tr> <td data-bbox="1060 800 1270 841"><i>Voice</i></td> <td data-bbox="1270 800 1474 841"></td> </tr> <tr> <td data-bbox="1060 841 1270 881"><i>Sentence fluency</i></td> <td data-bbox="1270 841 1474 881"></td> </tr> <tr> <td data-bbox="1060 881 1270 922"><i>Word choice</i></td> <td data-bbox="1270 881 1474 922"></td> </tr> <tr> <td data-bbox="1060 922 1270 963"><i>Organization</i></td> <td data-bbox="1270 922 1474 963"></td> </tr> <tr> <td data-bbox="1060 963 1270 1015"><i>conventions</i></td> <td data-bbox="1270 963 1474 1015"></td> </tr> </tbody> </table>	<i>Trait</i>	<i>Description</i>	<i>Ideas</i>		<i>Voice</i>		<i>Sentence fluency</i>		<i>Word choice</i>		<i>Organization</i>		<i>conventions</i>		<p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 3) Pages 2-22</p> <p>6+1 Traits of Writing (*Primary Grades)</p> <p>Write Source (*Grade 3 Book) pages 20 and 25</p> <p>Scott Foresman “The Grammar and Writing Book”(Grade 3) pages 4-17</p>
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**Objective: 3.3 Use appropriate language to respond to the writing of an author.**

Content	Suggested Activities	Suggested Assessment	Resources
<p>When you respond to a poem, story or article, you tell what the writing is about and what it means to you. You highlight your favorite parts of the content and particular things about the way the author wrote the piece.</p> <p>There are five steps that can be followed when writing a response to an author's piece. These are as follows:</p> <p><b>Pre-write:</b> Select the piece to which you will be responding. Read it several times and then gather and organize details.</p> <p><b>Write:</b> 1. Name the title and author and give the main idea. 2. Share important details from the reading. Also make reference to how well the author exhibited the Traits of Writing. 3. Finish with an attention-grabbing thought.</p> <p><b>Revise:</b> Revise first for the traits of ideas, organization and voice. Then check your piece for word choice and sentence fluency.</p> <p><b>Edit:</b> Edit for conventions and have a classmate edit your piece as well.  <b>Publish:</b> Make a final copy and proofread it for errors before sharing it.</p>	<p><b>Basic:</b>            Have students write a response to a list poem, a 5W poem, a simile poem or a Haiku Poem. Encourage them to be specific about what they like and/or dislike about the poem and make reference to how well the author exhibited the ideas, word choice, voice, sentence fluency, and organization traits.</p> <p><b>Intermediate:</b>            Have students read Telcine Turner's poem entitled, "Charlie and Miss Morley's Goat" (Preserving Our Heritage). Have them write a letter to Ms. Turner in which they respond to her poem using appropriate language.</p> <p><b>Advanced:</b>            Have students propose a different ending to Ms. Turner's poem and share their proposal with the class.</p>	<p>Present students with a Response Prompt that requires them to read a given piece and respond to it in writing.</p>	<p>6+1 Traits of Writing (Primary Grades) pgs 55-56.</p> <p>Write Source (*Grade 3 Book) pages 18-19 and 234-260</p> <p>Preserving Our Heritage page (Level 1: Part 2)</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>A rubric is a scoring chart that is used to inform and improve writing. A rubric can help when you are creating your essay and when you are evaluating an essay that you or someone else has already written. Writers need specific feedback about their pieces so that they can use it to determine what they should do differently or continue doing in a quest to develop into even better writers.</p> <p>Common responses like “good job” and “poor” are general responses that fail to provide useful information. Rubrics steer us away from such generalizations to responses that are more detailed and informative. Writing rubrics address specific traits and provide a point system so that we can decide how close a piece of writing is to the highest score.</p> <p>Rubrics must be studied carefully and understood before they can be used effectively. Writers should read the entire rubric chart before they begin to write. When they are done writing, they should review the rubric again as they revise and edit.</p>	<p><b>Basic:</b> As a whole class activity, have students assess a piece of writing for sentence fluency and conventions using a given rubric.</p> <p><b>Intermediate:</b> In cooperative groups, have students use a rubric to evaluate a sample expository essay and score the piece for ideas, organization and conventions.</p> <p><b>Advanced:</b> Have students modify a given piece that scores low in a particular trait. Their aim should be to strengthen the trait so that the piece scores higher on the rubric’s scale.</p>	<p>Have students make an assessment sheet. Have them use a rubric to evaluate a piece that they have written and record appropriate scores on the assessment sheet.</p> <p>Writing Assessment Sheet</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Writer: _____            Title: _____</p> <p>Ideas ____</p> <p>Organization ____</p> <p>Voice ____</p> <p>Word Choice ____</p> <p>Sentence Fluency            ____</p> <p>Conventions</p> </div>	<p>Scott Foresman,  <b>The Grammar &amp; Writing Book</b>            (Grade 3)            Pages 26-41</p> <p>Write Traits            Teacher’s Guide            (Grade 3)</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>Pre-writing activities may involve the use of videos, music, drawings, pictures, read alouds, drama, cluster maps, scenarios, object prompts etc. When students participate in prewriting activities the aim is to get them to generate good ideas. However, efforts should be made to inspire the voice and word choice traits at the pre-writing stage as well.</p> <p>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. Writers can think about times when they've been happy, sad, giggly, embarrassed, excited, or angry.</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><b>Basic:</b> Make a large cardboard cutout of a tree with branches. Write a topic on the trunk of the tree (e.g. "A sad Day") and have students brainstorm ideas about the topic through purposeful discussion. Encourage students to write ideas about the topic on the branches of the tree.</p> <p><b>Intermediate:</b> Have students close their eyes and listen to a piece of instrumental music (sound tracks to Disney animated movies are ideal). Ask them to consider how the music makes them feel (happy, sad, excited etc.). Invite them to think of a place where the music takes them. Probe students with questions that create vivid pictures in their minds. Have them list the ideas generated from the exercise.</p> <p><b>Advanced:</b> Have students visit the school's library to research and compile information about a topic that they feel strongly about (e.g. the abuse of pets).</p>	<p>Have students generate a list of ideas on a particular topic. Significant drawings and symbols may accompany this list.</p> <p>Have students create cluster maps that relay ideas formed from a pre-writing activity.</p>	<p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 3) Pages 2-5</p> <p>Teaching the Craft of Writing (IDEAS) Chapter 2 Grades 2-4</p> <p>Write Source (Grade 3)</p> <p><a href="http://www.youtube.com/watch?v=rru9UAfPR-w">http://www.youtube.com/watch?v=rru9UAfPR-w</a></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. It names someone or something and tells what that person or thing is or does. Incomplete sentences are called fragments.</p> <p>Good writing is made up of sentences that have a natural flow. This “flow” is created when different kinds of sentences (questions, commands, and exclamations) are used in addition to sentences of information, and when sentences lengths vary.</p> <p>The best way to tell if your writing flows is to read it aloud. Different beginnings should be explored as well. Don’t start too many sentences with <i>I, she, he, the, so, or then</i>. One good strategy for improving sentences writing incorporates the following three steps:</p> <ol style="list-style-type: none"><li>1. Circle <i>I, she, he, the, so, or then</i> when you begin sentences with them. Check for overuse.</li><li>2. Underline short, choppy sentences.</li><li>3. See how many different kinds of sentences you used. Make sure you use a variety.</li></ol>	<p><b>Basic:</b> Using different colored cards, write words for nouns, verbs, adjectives, pronouns etc... Have volunteers select one verb, noun, and adjective card. (Happy boy ran.) Have them organize themselves to form a sentence. If an incomplete sentence is formed have the class suggest other words that can be placed in the sentence to make it complete.</p> <p><b>Intermediate:</b> Have students pretend that they are Lucayan Indians Give them a list of questions that the Lucayans may have wanted to ask Christopher Columbus. However, the questions are Jumbled and out of order. Challenge students to work cooperatively in groups to rearrange each sentence so that they are able to get an answer from Columbus. Next, have the class decide how the sentences should be sequenced.</p> <p><b>Advanced:</b> Write a short message on paper (about five sentences with words out of order). Have students work in cooperative groups to be the first to decode the message.</p>	<p>Present students with a piece that is weak in the traits of conventions, word choice and sentence fluency. Have students edit the piece for these traits. They should re-write the piece replacing fragments with complete sentences, replacing overused words with synonyms and varying the lengths of the sentences in the piece.</p>	<p>Scott Foresman, <b>The Grammar and Writing Book</b> (Grade 3) pgs. 18-25; 50-59; 104; 120</p> <p><a href="http://www.harcourt.school.com/activity/sensort/index.html">http://www.harcourt.school.com/activity/sensort/index.html</a></p>

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

<b>Content</b>	<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>Resources</b>
<p>A paragraph is a group of sentences about the same idea. The main idea of a paragraph is what the paragraph is about. The main idea is often relayed in the <b>topic sentence</b> which is usually the first sentence in a paragraph that gives information and is indented.</p> <p>Other sentences tell more about the main idea and are called <b>supporting details</b>. If you want to describe the way something looks or feels, your supporting details should be vivid descriptions. If your purpose is to inform your reader, your supporting details should be facts.</p> <p>The last sentence in a paragraph should tie the supporting sentences together. It is called the <b>concluding</b> sentence. A strong conclusion sums up the main idea of a paragraph in a vivid way.</p> <p>You should aim to write well-developed paragraphs that include interesting details about topics/subjects.</p>	<p><b>Basic:</b> Have students choose a favorite television show. Have them write one statement that encompasses how they feel about that show. Then have them list details that support their opinion and order these details based on the criteria of significance.</p> <p><b>Intermediate:</b> <i>Answering a Question:</i> Present students with an interesting question like, "What is your favorite Holiday?" Initiate a whole-class discussion that highlights several holidays (especially Labor Day, Whit Monday and National Heroes/Discovery Day). Have students write a paragraph to answer the question and give supporting reasons for their opinion.</p> <p><b>Advanced:</b> Have students conduct research about particular holidays and write a summary of the holiday's significance.</p>	<p>Assess the extent to which students state their opinion in the first sentence, gave reasons for their opinion (reasons should be arranged in order from least to most important), and incorporated a strong conclusion that sums up the main idea in a vivid way.</p>	<p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 3) Pages 162; 192-193; 210; 216-217; 228-229</p>

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


Content	Suggested Activities	Suggested Assessment	Resources
<p>Time-order words, such as <i>then, later, now, today</i> and <i>after</i> tell when something takes place.</p> <p>E.g. <b>After</b> I ate my dinner, I watched my favorite show on television.</p> <p>Another way to put ideas in order is to use space order or compare and contrast order. 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>When directions and instructions are written they must be clear so that readers easily understand them. Specific and precise words should be used. Words such as <i>it</i> and <i>they</i> must clearly refer to specific persons or things.</p>	<p><b>Basic:</b> Print pictures of a sequenced science related event e.g., the metamorphosis of tadpoles, flowers to seeds, etc. Mount the pictures on cards. For each set of pictures, have the students describe the order in which the metamorphosis should take place.</p> <p><b>Intermediate:</b> Have students list ALL of the steps involved in putting on a shirt (this list should be very comprehensive) Present the shirt to the class so that everyone has the same kind of shirt in mind. Once everyone is done writing their steps choose two students. Have one student provide his/her list of instructions one by one and have the other student carry out each step EXACTLY as directed. Unclear or omitted instructions will result in incompleteness or incorrect completion of the task. Have several volunteers try their list of instructions.</p> <p><b>Advanced:</b> Have students discuss routes that could be taken to get to the principal's office. Next, have each student write the directions to get to their place of residence.</p>	<p><i>Individual Assessment</i> Provide students with a list of vague instructions/directions for performing a particular task. Have them re-write the instructions/directions in a sequential order and in a clearer way that fosters better understanding. Assess the clarity of students instructions/directions and the appropriateness of the order in which these are presented.</p>	<p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 3) Pages 66; 126; 192</p>



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

Content	Suggested Activities	Suggested Assessment	Resources
<p><b>Organization</b> is one of the most important traits of good writing. Good writers always make sure that they organize their thoughts and ideas in an order that makes sense.</p> <p>Some simple forms of writing include:  <u>A narrative paragraph</u>; writing to share details about you or someone else.  <u>A descriptive paragraph</u>; writing to describe a particular subject.  <u>An expository paragraph</u>; writing to describe how something is made or done.  <u>A poem</u> is a group of words, phrases or statements about a topic;  <u>An invitation</u>; a special note to share information about an event; and  <u>A friendly letter</u>; a short note using a specific format to share information with someone you know.</p>	<p><b>Basic:</b>            Give each group a set of sentences (parts of three different paragraphs) and a chart with three columns labelled, narrative descriptive and expository. Have the students work in their groups to sort and arrange the sentences into paragraphs under the correct headings. Have students read their arrangements aloud and explain how or why they came up with the arrangements.</p> <p><b>Intermediate:</b>            Have students write an <i>invitation</i> <b>or</b> <i>friendly letter</i> to invite a friend to a sleep over/slumber party. Remind students about the format and details needed for each piece of writing.</p> <p><b>Advanced:</b>            Present each child with a frame for writing a <i>haiku</i>. (A haiku is a poem about nature, it does not rhyme but it follows a particular pattern.) Have the students brainstorm for words about a particular element in nature such as <i>rain, water, cool breezes etc.</i> Then have them choose the words they like best. Next have the students count the syllables in each word and arrange the words to follow the pattern. (line1= 5 syllables, line 2 = 7 syllables and line 3 = 5 syllables).</p>	<p>Check students' invitations or friendly letters for formatting or the sequence of information given.</p> <p>Assess group activities to see if students arranged the sentences appropriately and under the correct heading.</p> <p>Evaluate poems to see if they followed the steps/format and arrived at a satisfactory finished product.</p>	<p>Scott Foresman, <b>The Grammar &amp; Writing Book</b> (Grade 3) Pages 26-41; 229;</p> <p>6+1 Traits of Writing (Primary Grades) pgs. 100-133</p> <p><a href="http://www.kimskorner4teachtalk.com">www.kimskorner4teachtalk.com</a></p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>A <b>graphic organizer</b> is a visual representation of a writer's thoughts and ideas on paper. Writers use graphic organizers to classify ideas and communicate more effectively. A graphic organizer also helps with brainstorming and planning and the overall structure of a piece.</p> <p>There are many different kinds of graphic organizers. Some basic kinds of graphic organizers include; <b>clusters</b> or <b>webs</b>, <b>sensory charts</b>, <b>story maps</b>, <b>5 W's chart</b>, <b>timelines</b>, <b>Venn diagrams</b>, etc.</p> <p><u>Time Line:</u></p> 	<p><b>Basic:</b> Have the students view an episode of a show such as "Clifford the Big Red Dog" or Curious George", etc. Then have each student create a <i>5 W's chart</i> about the show by writing a word or words to tell, <i>who, what, when, where</i> and <i>where?</i></p> <p><b>Intermediate:</b> Display a magazine and a newspaper and have students compare and contrast the two items. Have the students create <i>Venn diagrams</i> by drawing two interlocking circles. Tell the students to complete the diagram by placing specific details about each item in the main section of each circle. Then place information that is true about both items in the centre of the circles.</p> <p><b>Advanced:</b> Have the students create a <i>timeline</i> to organize ideas that describe a very exciting or very awful day. Encourage students to start by listing details that describe how the day began, progressed and ended.</p>	<p>Assess 5 W's charts to see if students listed accurate an appropriate information.</p> <p>Evaluate Venn diagrams to see if details about each item were placed in the correct sections of the diagram.</p> <p>Check timelines to see if students listed the details in a logical order.</p>	<p>Write Source (*Grade 3 Book)</p> <p><a href="http://www.myhrw.com/ns/media/intgos/html/ig_lessons.htm">www.myhrw.com/ns/media/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.educationoasis.com">www.educationoasis.com</a></p>