

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

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.</p> <p>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. Sharing is an important part of the revision step.</p>	<p>Basic: Have students use the steps in the writing process to <i>describe the qualities</i> of a “good” writer in an interview type role play. (Students might say: A good writer plans and gathers details about an interesting topic. He/she introduces the topic and writes great ideas about the topic on paper. The “good” writer then...)</p> <p>Intermediate: Divide students into groups. Have them use the steps in the writing process to compose a song, poem or rap about the writing process. In their creation they should describe the steps clearly and make reference to the appropriate Writing Traits at the steps of revising, editing and publishing.</p> <p>Advanced: Divide students into six groups. Assign a step in the writing process to each group. The groups consider the scenario that their step is being abolished from the process. The “Writing Government” decides that there will be a referendum. Groups must <i>defend</i> their status in the process and <i>persuade</i> writers to vote for them to remain.</p>	<p>Have students 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> <p>Present students with a “jumble” of the seven Traits of good writing. Have them classify the Traits by writing each Trait under the appropriate step-heading. <i>(Headings: Revising/Editing/Publishing)</i></p>	<p>6+1 Traits of Writing (*Grade 3 and Up) pages 21-22</p> <p>Write Source (*Grade 5 Book) pages 3-7</p>

Objective: 3.2 Identify the qualities found in good writing.

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<p>There are seven writing traits.</p> <p>Ideas: The best writing has a clear message to share. It includes plenty of specific ideas and details.</p> <p>Organization: Good writing has a clear beginning, middle, and ending. It is easy to follow from beginning to end.</p> <p>Voice: In the best writing, the writer expresses ideas and feeling in a special way.</p> <p>Word Choice: Good writing contains strong words, including specific nouns and verbs and colourful adjectives.</p> <p>Sentence Fluency: Excellent writing flows from one sentence to the next. Sentences begin in different ways and vary in length.</p> <p>Conventions: Good writing follows the rules for punctuation, capitalization, grammar and spelling.</p> <p>Presentation: Good writing should look neat and follow guidelines for margins, spacing, and indenting.</p>	<p>Basic: Have students form teams and play a game of jeopardy as they listen to facts about each of the traits and match each fact with the appropriate trait.</p> <p>Intermediate: Discuss how a team of doctors work on a patient in an emergency room to restore an organ back to good, working condition. Divide students into groups. Each group represents a team of doctors working on a ward at the <i>writing hospital</i>. Present each group of “doctors” with a writing piece that is weak in one or two traits. The piece is referred to as the “patient.” Doctors on each ward must save their patient by ascertaining which trait/traits are “killing” the piece, and then strengthening those traits.</p> <p>Advanced: Have students conduct a talk show about the qualities found in good writing. The talk show host should make sure that each trait is covered in the radio broadcast.</p>	<p>Have students make a list of the qualities found in good writing. Have them describe each quality listed and draw a symbol that represents each one.</p> <table border="1" data-bbox="1205 427 1598 995"> <thead> <tr> <th data-bbox="1205 427 1333 480">Quality Trait</th> <th data-bbox="1333 427 1488 480">Description</th> <th data-bbox="1488 427 1598 480">Symbol</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Quality Trait	Description	Symbol																									<p>Scott Foresman The Grammar & Writing Book (Grade 5) Pages 2-22</p> <p>6+1 Traits of Writing (*Grades 3 and Up)</p> <p>Write Source (*Grade 5 Book) pages 22 and 30</p>
Quality Trait	Description	Symbol																												

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>Authors write novels, short stories, plays and reports. But that's not all. Some writers become famous for speeches they've written or even single quotations. We can write in response to any of these or other different forms of literature. Here are more examples of writing we can respond to:</p> <p>-A quotation inspires and invokes philosophical thoughts from readers. It is a piece of literature that can make you think. You can respond to a quotation by relating it to an experience in your own life.</p> <p>-A poem uses few words to express an idea or an emotion. To respond to a poem, you should think about its form, special words use, and the main idea or message of the piece.</p> <p>-A nonfiction article often shares important information about a real person or place. You can respond to a nonfiction article by pointing out interesting things that you learned about the subject.</p> <p>-An anecdote is a brief story used to make a point. Anecdotes are written about real people and about characters in literature.</p>	<p>Basic: Provide students with an anecdote about a Bahamian national hero. Have students read the anecdote and circle the words and phrases that would best describe the person's character or personality. As a whole class activity, plan a response to the anecdote commenting on how it was written.</p> <p>Intermediate: Have students search through the Nassau Guardian or Tribune to find and read an interesting article. In a letter to the writer of the article, have students explain something they learned from the piece, what they liked about how it was written, and what question they may have for the writer.</p> <p>Advanced: A familiar quote by Bahamian author James Catalyn is, "Guard our heritage, speak Bahamianese, and use English only when necessary." Have students plan and deliver a response to this quotation.</p>	<p>Present students with a Response Prompt that requires them to read a given piece and respond to it in writing.</p>	<p>Write Source (*Grade 5 Book) pages 273-297</p> <p>Preserving Our Heritage (Level 3: Part 1)</p>

Objective: 3.4 Use a rubric to evaluate writing.

Content	Suggested Activities	Suggested Assessment	Resources
<p>There are four major steps that you should follow when you assess or evaluate a piece of writing with a rubric. These steps are as follows:</p> <ol style="list-style-type: none">1. Make an assessment sheet.2. Read the final copy of the piece.3. Assess the writing using the rubric. Write the scores on the assessment sheet4. Make comments for each trait (write one strength and one weakness pertaining to each trait). <p>Consider that different kinds of writing require slightly different rubrics as narrative, expository, descriptive and persuasive writing all have specific goals.</p> <ul style="list-style-type: none">- In narrative writing a story is told.- In expository writing, the author explains how to do or make something.- In descriptive writing a person, place, animal, thing, event or idea is described.- In persuasive writing the author persuades or convinces the reader.	<p>Basic: Conduct an activity of comparison across modes of writing to show how evaluations might differ (narrative vs. exposition; descriptive vs. persuasive). Have students denote differences in the assessment sheets for each.</p> <p>Intermediate: Have students use a given rubric to create an appropriate assessment sheet for a piece (students must determine the intended MODE of the piece). Have students evaluate the piece by scoring each trait and accompanying each score with a comment of justification.</p> <p>Advanced: Have students make an assessment sheet for evaluating an obituary for someone who has died or a tribute for a person who has given much to the Bahamian community.</p>	<p>Have students produce a piece of writing from a prompt from one of the four modes. Have the student make an assessment sheet and use a rubric to evaluate their piece.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 5) Pages 26-41</p> <p>Write Source- Grade 5 pgs. 31-38</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>At the prewriting stage, students think and develop ideas about a topic. The writing is limited to lists, charts, and short writing pieces. The prewriting stage is about the gathering of information to assist during the composing stage of writing. It is not about structure.</p> <p>During pre-writing, students explore topics via brainstorming, talking, drawing, and reading. The exploration of literature is an excellent vehicle for pre-writing engagement. Whole class discussions about various types of literature (stories, newspaper articles, speeches, biographies, etc.) can spark many great ideas that students can use in their own compositions.</p> <p>Students can brainstorm in small groups, alone, or with the class. The purpose of brainstorming is for students to compile a list of ideas on a topic. As each student talks about a specific topic, another student feeds off their idea for another idea for the same topic.</p>	<p>Basic: Have students play a game of Word Darts. The teacher calls out a specific word that may center an interesting writing piece or spark great ideas. Students take turns “shooting” words and phrases that come to their mind about the central theme. For example, the teacher might say “Pride”; student responses can be “national anthem, pledge, uniform, college, success, black, etc.” A discussion about PRIDE then emerges as students share connections between the theme word and the words suggested.</p> <p>Intermediate: Have students watch a clip of a movie that displays STRONG emotion void of sound. Conduct a whole class discussion about the movie clip. Guide the discussion by asking questions like, “What do you think was going through the boy’s mind when the ceiling caved in?” “How might you have reacted?”</p> <p>Advanced: Engage students in a quick write exercise by reading 3-4 short excerpts from stories or articles. After each reading, students write continuously and quickly for 2 minutes on anything that the reading prompted.</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 5) Pages 2-5</p> <p>Write Source (Grade 5) pg. 11</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. Each kind of sentence begins with a capital letter and has a special end mark.</p> <p>A declarative sentence makes a statement.</p> <p>An interrogative sentence asks a question.</p> <p>An imperative sentence gives a command or makes a request.</p> <p>An exclamatory sentence shows strong feeling.</p> <p>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 and whether or not the writing flows. 2. Use conjunctions and transitions. 3. Include various kinds of sentences. 4. Use adjectives and strong verbs to make your sentences interesting. 5. Vary the beginning of sentences. 	<p>Basic: Have students discuss the importance of being able to CHOOSE which items they would have on a sandwich made for them and the importance of placing each item on the sandwich in the right order in the right way. Explain that sentences are like sandwiches- they must be made up of the right words and these words must be placed in the right way in order to entice readers.</p> <p>Intermediate: Provide students with pairs of noun - verb cards. Have them come up with as many sentences as possible within an allotted time frame for each pair. For example, for the word pair of cat – purr, students would write as many sentences as they can in one minute incorporating the words cat and purr. Encourage students to use as many tier two and three words as possible in their sentences.</p> <p>Advanced: Have students play a game of “Life.” Present them with “half-dead” sentences that are incomplete and void of strong verbs and adjectives. Students bring the sentences to life by editing and re-writing them appropriately.</p>	<p>Have students write about a magical place. They should formulate complete sentences and use proper word order. Assess for the traits of conventions, word choice, voice, and sentence fluency.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 5) Pages 14-17; 18-21</p>

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>A paragraph is organized around one main idea or central thought. A topic sentence expresses that main idea and the other sentences in the paragraph give supporting details to develop that main idea. Sentences in a paragraph should be arranged logically and transitions should be used to show how the sentences are related to each other.</p> <p>You should aim to write well-developed paragraphs that include interesting details about topics/subjects. The use of adjectives, strong verbs and feeling words create clear pictures in the minds of readers and makes a piece very enjoyable.</p>	<p>Basic: Present students with a piece that reflects good use of paragraphing and structure and good use of transitional words and phrases (passages from the Preserving our Heritage series are great examples). Have students identify topic sentences and supporting details. Have them circle the transitions used in the piece and discuss how ideas are connected.</p> <p>Intermediate: Have students produce a plan for an interesting essay. The plan should have a title for the essay, three topic sentences and at least four supporting detail ideas for each topic sentence. Have students use the plan to write a well-developed essay. They should write all ideas in complete sentences, insert transitions where necessary, and use adjectives and strong verbs to create vivid pictures.</p> <p>Advanced: Have students watch a short tutorial on YouTube about the use of transitional sentences or statements in speeches. Have them reflect on what they have learnt throughout the lesson and upload their own tutorial.</p>	<p>Have students use transitions in a writing 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, connected by transitions and created through the use of adjectives and strong verbs.</p>	<p>Scott Foresman The Grammar & Writing Book (Grade 5) Pages 90; 126; 222</p> <p>http://www.youtube.com/watch?v=s8S3K9QFTK4&feature=channel</p>

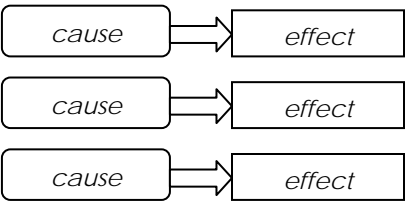
Objective: 3.8 Demonstrate a grasp of sequential order by writing clear directions and instructions.

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.</p> <p>Transitions are words or phrases that show how one thought leads to the next. Some transitions show order or sequence of events (first, next, then), some describe where one place is in relationship to another (above, below, nearby) and some transitions compare and contrast (similarly, on the other hand) or point out a cause and effect (because, as a result).</p> <p>When writing directions and instructions, you should express your ideas clearly and directly. You can eliminate wordiness by replacing wordy phrases with specific words.</p>	<p>Basic: Have students list the steps involved in conducting research in the library. Then have them write an explanation of how one would find the book entitled, "The Cat in The Hat" in the school's library.</p> <p>Intermediate: As a whole class activity, have students discuss the steps involved in creating and sending a text message using a mobile phone. An alternative can be having students write clear, detailed, sequential instructions on how to download photos or videos to the computer. Have them list the steps in sequential order and then compose an expository paragraph explaining the text-messaging or downloading processes.</p> <p>Advanced: Have students visit "Google Map of Nassau" online. Have them use the map to give directions on how to get from one name place on the map to another.</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="1230 464 1614 1065"> <thead> <tr> <th data-bbox="1230 464 1556 509">TASKS</th> <th data-bbox="1556 464 1614 509"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1230 509 1556 659">Directions/ instructions have been sequenced appropriately.</td> <td data-bbox="1556 509 1614 659" style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="1230 659 1556 769">Transitional words and phrases were used.</td> <td data-bbox="1556 659 1614 769"></td> </tr> <tr> <td data-bbox="1230 769 1556 919">Directions/ instructions are not wordy, rather, clear and easy to follow.</td> <td data-bbox="1556 769 1614 919"></td> </tr> <tr> <td data-bbox="1230 919 1556 1065">I allowed someone to read my work and listened to their suggestions.</td> <td data-bbox="1556 919 1614 1065"></td> </tr> </tbody> </table>	TASKS		Directions/ instructions have been sequenced appropriately.	<input checked="" type="checkbox"/>	Transitional words and phrases were used.		Directions/ instructions are not wordy, rather, clear and easy to follow.		I allowed someone to read my work and listened to their suggestions.		<p>Scott Foresman, The Grammar & Writing Book (Grade 5) Pages 66; 108</p> <p>http://www.nationsonline.org/oneworld/map/google_map_Nassau.htm</p>
TASKS													
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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 refers to the overall layout and structure of a piece of writing. Good writers always make sure that their thoughts, ideas and opinions are organized into three main categories; beginning, middle and end. They also ensure that their words, phrases and sentences are presented in a clear, convincing and sequential manner.</p> <p>Some simple forms of writing include: <u>A narrative paragraph</u>; a group of sentences to share real or fictional details about you or someone else. <u>A descriptive paragraph</u>; a group of sentences that describe a particular subject. <u>An expository paragraph</u>; a group of sentences that explain how something is made or done. <u>A persuasive paragraph</u>; a group of sentences that convinces the reader about the importance of a subject.</p>	<p>Basic: Display a <i>picture</i> or <i>an object</i> in front of the class. Have the students brainstorm for ideas to develop a narrative paragraph with ideas sparked by the picture or a descriptive paragraph about the object. Have the students create a topic sentence and write at least 5 sentences/ supporting details for the prompt of their choice.</p> <p>Intermediate: Read a story or have students watch a video clip showing how a particular product is made. Then have students write an expository paragraph listing and explaining the steps in the process. Remind students to use time order words to help show the correct sequence of the steps.</p> <p>Advanced: Present students with the following prompt: "Imagine that the Prime Minister of your country announced that he had to close down <i>your</i> school because of the recession." Write a paragraph with a strong topic sentence, four good reasons/supporting details and a convincing closing sentence stating why your school should not be closed down.</p>	<p>Asses for the logical development of ideas and the sequential progression of details.</p> <p>Use a checklist to see if students' paragraphs contain the appropriate details.</p> <p style="text-align: center;"><i>Sample Checklist</i></p> <table border="1" data-bbox="1268 537 1549 727"> <tr> <td>Topic sentence</td> <td></td> </tr> <tr> <td>Sup. detail 1</td> <td></td> </tr> <tr> <td>Sup. detail 2</td> <td></td> </tr> <tr> <td>Sup. detail 3</td> <td></td> </tr> <tr> <td>Closing sentence</td> <td></td> </tr> </table>	Topic sentence		Sup. detail 1		Sup. detail 2		Sup. detail 3		Closing sentence		<p>Scott Foresman, The Grammar & Writing Book (Grade 5) Pages 26-41; 66; 108;</p> <p>6+1 Traits of Writing (Primary Grades) pgs</p> <p>(*Grade 3 Book) pages 418-419</p> <p>www.kimskorner4teachtalk.com...</p>
Topic sentence													
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Objective: 3.10 Organize and express thoughts in a logical manner using graphic organizers.

Content	Suggested Activities	Suggested Assessment	Resources
<p>A graphic organizer is the visual presentation of a writer's thoughts and ideas on paper. Writers use graphic organizers to help with brainstorming, planning, classifying and the overall structure of their writing.</p> <p>It is important to know which graphic organizer is best suited to your purpose for writing. Some common kinds of graphic organizers include; Semantic webs, sensory charts, story maps, 5 W's chart, order or timeline chart, cause & effect charts, Venn diagrams, outlines, etc.</p> <p><u>Sample Cause Effect Chart:</u></p> 	<p>Basic: Have the students make a <u>web</u> to brainstorm and organize ideas about a topic such as mammals, transportation, shelter, etc. Tell students to write the topic in the centre of a sheet of paper, and then add details about the topic around it.</p> <p>Intermediate: Have the students create a <u>story map</u> to help them brainstorm and organize ideas for a real or fictional story titled "My Lucky Shoes" or "The Amazing Game". Tell students that their story maps should include the topic, characters, setting and main idea and important events.</p> <p>Advanced: Have the students write an <u>outline</u> for a short report or oral presentation on a topic such as "Good Manners" or "Polite Behaviour". Encourage the students to use Roman numerals to list details to be shared at the beginning, middle and end of the presentation.</p>	<p>Check students' webs to make sure that ideas and details are related to and can help to develop the topic.</p> <p>Assess story maps to ensure that students were able to state the main idea and important events of their next story.</p> <p>Evaluate to see if students' outlines include appropriate topic sentences and supporting details for each major section in their presentations.</p>	<p>Write Source (*Grade 5 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.educationoasis.com</p>