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PEP-READY LANGUAGE ARTS Camp

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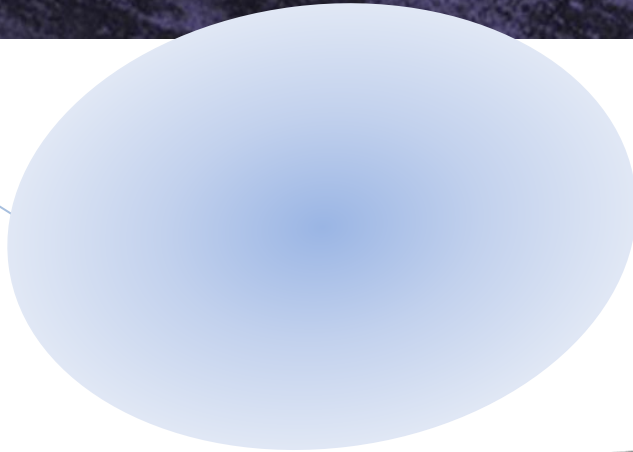
Student Booklet

Name:_____

OUTLINE of Contents

SUPPORTED LEARNING OBJECTIVES PER SECTION	
SECTION THAT PRESENT LEARNING OPPORTUNITIES FOR OBJECTIVE	LEARNING OBJECTIVES
ENGAGEMENT EXPLORING MENTOR TEXTS FOR FEATURES OF INFORMATION RESEARCH WRITING	• Use a range of signal words to indicate transitioning in writing
PREPARING TO WRITE-UNPACKING THE WRITING PROMPT	• Identify and discuss the importance of key phrases (explain, describe, state, three ways) in writing prompts
	• Analyse and Differentiate Between the Statement and Instruction in Writing prompts
PREPARING TO WRITE-ORGANIZING TEXT- EVIDENCE	• Organise and Synthesise Information Gathered from Various sources
DRAFTING THE RESEARCH REPORT EXPLORING MENTOR TEXTS FOR FEATURES OF INFORMATION RESEARCH REPORT	• Employ different internal text structures (cause and effect, comparison and contrast, time sequence) – to present research information
	• Apply stages of the writing process in producing a range of written pieces
	• Synthesize and present information located from various sources
	• Compose expository pieces to satisfy a variety of text structures
PEER EVALUATION AND FEED BACK FOR REVISION	• Develop and use editing checklist to Evaluate their own work

Success Criteria

I can…

☐ Use key information from a writing prompt to plan my writing

☐ Write an introduction, body paragraphs and conclusion in my report.

☐ Read to find the important information to support my topic

☐ Organize text-evidence to suit my writing purpose?

☐ Use Say –Mean-Matter to cite text evidence to support my claims

☐ Develop my paragraphs using comparisons, examples ,cause and effect and specific details

☐ Use several different signal words or phrases to explain my ideas.

☐ Write down at least one suggestion made by my classmate to improve my work.

Research Information Report: The Writing Process

Explore the mentor texts for features
Introduction, body & conclusion

Plan the Writing
Jot down ideas, words and phrases on the graphic organizer to plan your essay. Now you are ready to write your first draft.

Unpack the Prompt
Identify the types of information you will need to include in your essay

Think about the Evidence: Say-Mean-Matter
Complete the Say-Mean-Matter chart to help to connect the ideas from the sources to your purpose for writing.

Read Sources and Gather Evidence
Mark important details so you can find them quickly.

Activity 1

My Goal: I will start a conversation in which I want everyone to participate.

Tips
You have to join the conversation by using the signal word you have been given. You have to listen carefully to what was said before, so that what you add makes sense. Those are the two (2) rules.

.

Starter: *Human beings have done some bad things to the environment.*

EXPLORING MENTOR TEXTS: FEATURES OF INFORMATION RESEARCH REPORT

Transitional Words

Relationships	Transitional Words
Time	First, next, suddenly, when, after, before, soon, at the same time, as soon as, the following, finally, as, then, meanwhile, afterward, immediately, later
Place	Besides, here, near, there, above, below, on the left, on the top of, around, opposite, next to
Importance	Frist, second, third, primarily, predominantly, largely, above all, chiefly, mainly, principally, for the most part, better, best, last, more important, most important, most of all, least, last nut not least
Cause/effect	Therefore, for that reason, namely, because, due to, thus, as a result, consequently, so, since, for, as a result, then
Comparison	Similarly, like, clearly, same as, in the same way, as, also, obviously, apparently, correspondingly, equally
Contrast	But, however, yet, although, clearly, even though, in contrast, different from, unlike, on the other hand, nevertheless, but, conversely, in spite of, though, still
Examples **Storm** **Tornado**	That is, for that reason, such as, for example, like, in other words, along with, as follows, for instance, as, namely, clearly, evidently, undoubtedly, without a doubt, plainly, unmistakably
Adding information	Again, also, additionally, in addition, furthermore, another, and, besides, for example, for instance, moreover, next, likewise, finally, as well, along with, equally important, in other words

EXPLORING MENTOR TEXTS: FEATURES OF INFORMATION RESEARCH REPORT

You will study some example paragraphs to discover what makes up the introduction, body paragraphs and conclusion of a research

Writing Map
This writing map shows how the Information Research Report is structured

Informational Writing

Introduction

Introduction

B
O
D
Y

Sub-topic

Sub-topic

Sub-topic

Conclusion
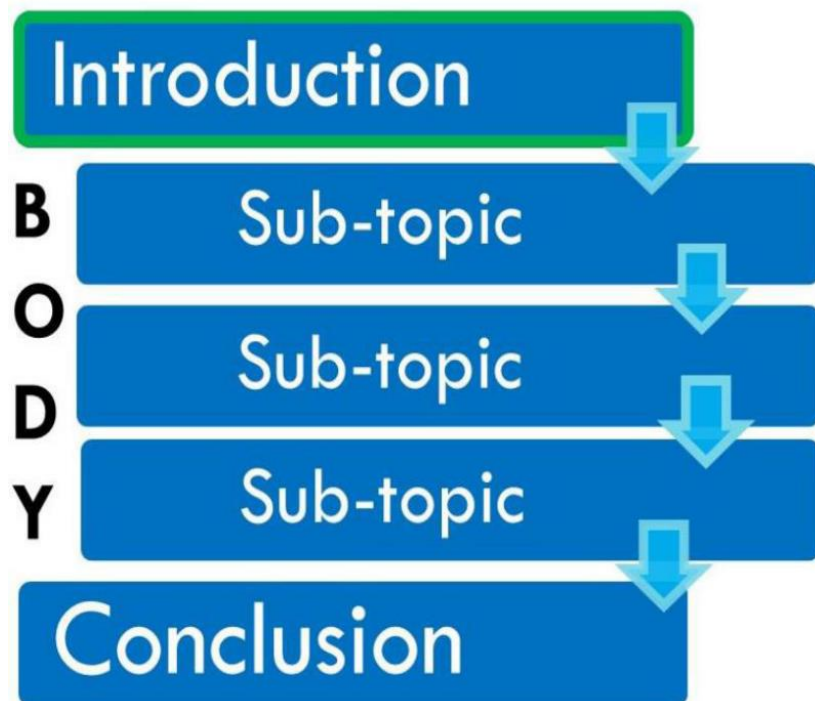
- ✓ A strong start is important. **Hook** the reader! Use a short story connected to your topic, surprising facts, onomatopoeia or questions **(H)**. Give
- ✓ a brief **Definition** about whom or what your topic is **(D)**.
- ✓ Inform the reader about why your topic is **important (I)**.
- ✓ Let the reader know the **subtopics (sections)** that you will be writing about later in the body **(S)**

EXPLORING MENTOR TEXTS: FEATURES OF INFORMATION RESEARCH REPORT

Explain: Introduction

☐ Hook the reader: Use an anecdote connected to your topic, surprising facts, or questions.

☐ Give a brief definition about who or what your topic is. Pretend you are explaining it to someone who has never ever heard of it.

☐ Inform the reader about why your topic is important. (Aim to do this without using the word ―important‖)

☐ Let the reader know the subtopics (sections) that you'll be writing about later.

Introduction Sample

Hook the Reader

Brief definition about who or what the topic is.

The Rhino, Doctor Octopus, The Lizard are all trying to kill you! No, this isn't a crazy day at the zoo. This is just a regular day in the life of Peter Parker, also known as Spiderman. Spiderman is a fictional character created by Marvel Comics. Since his creation, he has gone on to become the most popular character for the company, selling millions of issues over the past 60 years. Some of the most vital things to know about Spiderman are his powers, his costume design, enemies, and his origin.

Let the reader know the sub-topics

Inform the reader about why your topic is important

EXPLORING MENTOR TEXTS: FEATURES OF INFORMATION RESEARCH REPORT

Activity 2
Examine the sample introductions and highlight the features

☐ Hook
☐ Brief Definition
☐ Why topic is important
☐ Sub-topics

Sample 1

Do you like basketball? Do you have a favourite team? Is there a certain player that will always be your G.O.A.T (Greatest of All Time)? I will never forget watching Michael Jordan lead his team to three back to back NBA Championships. Michael Jordan was the all-star point guard for the Chicago Bulls. Many people consider him to be the greatest basketball player ever, even compared to modern greats like Lebron James and Stephen Curry. Lace up your sneakers and get ready to learn all about his childhood, college career, and all his greatest NBA moments.

Sample 2

Quack, quack, quack! That's the sound of a duck right? Did you know that ducks are omnivore which means that they feed on aquatic plants, small fish, insects, worms, grubs and more? Guess you can say that they aren't picky eaters at all. The duck is a member of species in the *Anatidae* family of birds; they are related to swans and geese. Ducks are a key part of the wetlands ecosystem because they prevent invasive species of plants and insects from growing out of control. Prepare to find out about what ducks eat, how they find their mate, and how they build nests.

Have a Go!

Introduction

Use **HDIS** to write your introduction.

> **Topic: The Negative Effect of Human Activities on the Environment**

Work with your partner as your teacher supports you to answer the questions to plan your introduction.

Who should be interested in this topic? _____

Why is this topic
important?_____
_____
_____ (I)

What do I use to get readers interested? _____(H)

What do I mean by this topic? _____ (D)

_____

What smaller topics or subtopics will I use to give examples? _____

_____(S)

Write your introduction on the lines below include (HDIS):

_____
_____
_____
_____
_____
_____
_____
_____
_____

Peer Feedback-Two (2) Stars ⭐⭐ and a Wish 🪄

1. **Exchange your report with a classmate, and**

2. **Read your classmate's report.**

3. **Write two good things, stars, ⭐⭐ about your classmate's report.**

4. **Write one thing you wish (🪄) your classmate to improve or include in their report.**

5. **When you get your book back from your classmate, write one thing you will revise in your own report.**

1. ⭐

> I like

2. ⭐

> I like

1 🪄

> I wish

After you have read your classmates comments, write the corrections you will make.

I will revise:

INFORMATIONAL WRITING: BODY

Introduction

Sub-topic

Sub-topic

Sub-topic

Conclusion

The goal of the body is to use a variety of text structures to teach and inform your reader about your sub topics. Compare and contrast (**C**), cause and effect (**CE**) order and sequence (**O**), problem and solution (**P**), and description (D) are great tools. Using **titles** for sub-topics/sections great for keeping your writing organized as well.

Citing Text-Evidence (TE) shows you have done your research.

Body/Paragraphs

❑ Label each sub-topic/sub-section with a title.

❑ Use multiple signal words/phrases in each subtopic/sub-section.

❑ Use specific examples to give more details.

❑ Make connections to what you already know

❑ Cite text evidence to support topic

❑ Say in your own words what is meant by the text-evidence

Sample Paragraph

Spidey's Powers

One of the most important things to understand about Spiderman are his powers. **Due to the fact** that he was given his powers by a radioactive spider bite, many of his powers are **similar** to those of a spider. One of his powers is super strength. According to Source 1, real spiders are stronger than their size. This means that Spiderman has the same type of strength as a spider. Just **like** how ants are able to lift objects that are many times their body weight, Spiderman is also able to lift things that are far larger than him. Source 2 says that it is likely that he can lift over three tons. For example this is about the weight of a full size car. Spiderman's amazing strength makes him one of the most powerful superheroes.

Sample Signal Words

☐ Show **order and sequences**: *First*, **next**, **last**, *before, later, then, after, afterwards, finally, In the beginning/middle/end.*

☐ Show **problem and solution**: *problem, issue, solution, answer, remedy, prevention, fix.*

☐ Show **cause and effect**: *Because, due to, consequently, as a result, leads to, therefore, a cause of, causes, caused.*

☐ Use words to **compare/contrast**: *But, In contrast, different from, by comparison, on the other hand, unlike, however, similar to, just like, the same as.*

Activity 3

Examine the sample body paragraphs and highlight the features:

❑ Label each sub-topic/sub-section with a title.

❑ Use multiple signal words/phrases in each subtopic/sub-section.

❑ Use specific examples to give more details.

❑ Make connections to what you already know

❑ Cite text evidence to support topic

❑ Say in your own words what is meant by the text-evidence

Sample 1

How Ducks Find Partners

Ducks usually look for a mate or partner in winter. First the males will attract the females with their colourful plumage or feathers. Next the females will then lead the males to their breeding ground in spring. According to Source 2, instinctively, the breeding ground will usually be the place where she will hatch. This is as if the duck has an internal homing device. After that, the female builds her nest with grass or reeds or even in a hole in a tree. The male will guard their territory by chasing away other couples. Finally, once the female lays 5-12 eggs, she will start to sit on her eggs to keep it warm so that they can hatch into ducklings. This is just like how hens sit on their eggs. The males on the other hand, will go off away from the eggs and be with other males. Source 1 says the eggs will hatch within 28 days normally, except for the Muscovy Duck eggs which take about 35 days to hatch. Finding a partner is very important to the survival of the duck specie.

Sample 2

Jordan VS Lebron

Michael Jordan won six championships, (have you heard?) on the other hand LeBron has won three. Three is not as many as six but you do have to consider that LeBron is still playing basketball, compared to MJ who is retired. Source 2 says, if the Cavs win this year, LeBron will have four rings at 32 years old. In contrast, Jordan did not win his fourth ring until he was 33.This means that LeBron is likely to achieve as much as Jordan if he continues to play. However, the special thing about MJ isn't just that he won six titles; it's that he went 6–0 in the Finals. On the other hand, LeBron is currently 3–4. Some see this as an argument for Jordan's playoff abilities, but it also shows that LeBron has been better at getting to the Finals, compared to Jordan often failed to reach them. Therefore, both Jordan and LeBron are great basketball players with amazing skills.

INFORMATIONAL WRITING: CONCLUSION

Introduction

Sub-topic

Sub-topic

Sub-topic

Conclusion

The end is here! The conclusion is all about reviewing and giving the reader a call to action.

(W) Begin with a **w**rap-up phrase.

(R) Remind the reader about the different sub-sections that you covered. Reinforce how or why your topic is important **(I)**.

Suggest a way for the reader to become involved with or experience your topic **(HTI)**.

Recommend a way for the reader to learn more about your topic **(HTL)**.

Conclusion

- ☐ Begin with a wrap-up phrase
- ☐ Remind the reader about the different sub-sections that you covered.
- ☐ Reinforce how/why your topic is important.
- ☐ Suggest a way for the reader to become involved/experience your topic.
- ☐ Recommend a way for the reader to learn more about your topic.

Sample Conclusion

By reading this essay, you have learned about Spiderman, his powers, origin, enemies, and movies. Through the past forty-five years Spiderman has appealed to generations of fans and shows no signs of fading. A great way to become a new reader would be to start with Amazing Spiderman, issues 221 through 225. This is a great starting point for new readers because these issues do a great job of showing the many interesting sides of both Spiderman as well as his enemies. If you would like to learn more about Spiderman reading the Marvel Encyclopedia or checking out Marvel.com are both excellent resources.

Activity 4

Instruction: Examine the sample conclusions and highlight the features:

❑ Begin with a wrap-up phrase

❑ Remind the reader about the different sub-sections that you covered.

❑ Reinforce how/why your topic is important.

❑ Suggest a way for the reader to become involved/experience your topic.

❑ Recommend a way for the reader to learn more about your topic.

<u>Sample 1</u>

To sum it all up, how ducks build their nests, how they mate, the different breeds of ducks and what they eat are just the tip of the iceberg for what you can learn about ducks. Ducks not only beautiful to observe in the wild but are also full of interesting facts. If you would like a chance to see more of these beautiful creatures up close and in the wild, volunteering at a local wildlife organization is a great start. You can also take up the hobby of bird watching for even more chances to encounter ducks in their natural environment. Some recommended sources for learning more about our feathered friends are the Audubon Bird Watching book series as well as the National Geographic website.

<u>Sample 2</u>

I hope that you were able to keep –up as we learned all about what makes Michael Jordan great such as his childhood, college career, how he is compared to LeBron James, and his adventures outside of basketball. Even though he is now retired from the sport, Jordan continues to be a huge influence and inspiration for both new and veteran basketball players. While it may be impossible to actually meet or hang out with Jordan, one way to honour his impact to the game is to join a team yourself and see if maybe one day you can be the next Jordan. If you want to do your own research on Michael, I recommend checking out Sports Illustrated website as well as watching the ESPN 30 for 30 documentaries about him and his life.

EXPLORING MENTOR TEXTS: FEATURES OF INFORMATION RESEARCH REPORT

Activity 5

In home groups (each looking at one of 3 sections-Introduction, a Body paragraph and Conclusion:

- ➢ Scan sample text for introduction, body and conclusion

- ➢ Read assigned section and say what the writer is doing well in each-highlight the features of that section.
- ➢ Say how you plan to use what you have found out to plan your own writing

Explain:

In expert groups (of 3 students representing Introduction, Body and Conclusion):

- ➢ Share findings with each other

Computers Big and Small

by Camila Santos

Can you imagine a computer the size of a school bus, or one that fills a whole room? The earliest computers looked nothing like today's computers. From their size to the way they are used, computers have gone through many changes. All these changes have happened in less than 100 years.

Early Computers

The first computers were invented during the 1930s. These early computers were very large. They had thousands of parts. Huge rows of panels filled a space larger than a classroom, and miles of coloured wires connected the panels. Vacuum tubes covered each panel. These tubes helped electricity flow, so they got very hot. Unless the tubes were cooled, they would overheat and break.

Using these early computers was hard work, and only experts could run them. To run a program, people often had to reset wires and switches. They had to write directions, called commands. These commands told the computer what to do. The commands were punched on paper cards. The computer read the cards. Then it sent signals that turned tubes on or off. A bit later, the computer printed out the results. Since using these computers was so hard, they were mostly used to solve math problems or to crack secret codes.

Personal Computers

Over the years, people figured out how to make smaller computers. Computer chips replaced vacuum tubes. The chips stored lots of information in a tiny space. As a result, computers shrank to about the size of a microwave oven. They came with a keyboard, a screen, and a narrow slot for —floppy disks.‖ These disks stored extra information. By the 1980s, computers could fit on a desk. Soon, people could have personal computers (PCs) in their home and office.

Using a PC was easier, too. Users could see numbers, words, and pictures on the computer screen. Instead of using punched cards, users clicked a handheld mouse. The mouse sent commands to the computer. Now anyone could write stories, solve math problems, and do other work much faster.

Connecting to the World

Today's computers are smaller and lighter than ever. People carry laptops and tablets the size of books. These devices have built-in screens and keyboards. They have cameras and speakers, too. Instead of floppy disks, the computers read CDs

and flash drives. Many have touch screens. A user's fingers can do the work once done by a mouse.

Now people use computers to learn, teach, draw, and compose music. They can watch movies, listen to songs, and save photos. Thanks to the Internet, people can send e-mails and find pictures and information online. Today, computers play a big part in people's lives. Computers also will be important tools in the future. It's hard to believe these small devices were once machines as big as a room!

Preparing to Write

Unpack the Prompt

Identify the types of information you will need to include in your essay.

Read Sources and Gather Evidence

Mark important details so you can find them quickly later on.

Organize the Evidence

Use a chart or table to group your ideas with your facts and details so you're ready to write.

Think about the Evidence: Say, Mean-Matter

Complete the Say-Mean-Matter chart to help to connect the ideas from the sources to your purpose for writing.

Plan the Writing

Jot- down ideas words and phrases on the graphic organizer to plan your essay. Now you are ready to write your first draft.

Preparing to Write: Unpacking the Prompt

Your teacher will now model for you; please pay close attention. Afterwards, you will have to unpack your own writing prompt with a partner

Activity 6

You are a writer for *Young Inventors* magazine. It is a magazine for children ages 8 to 10. The next issue is about how inventions change over time. Write an article about how telephones have changed since they were invented.
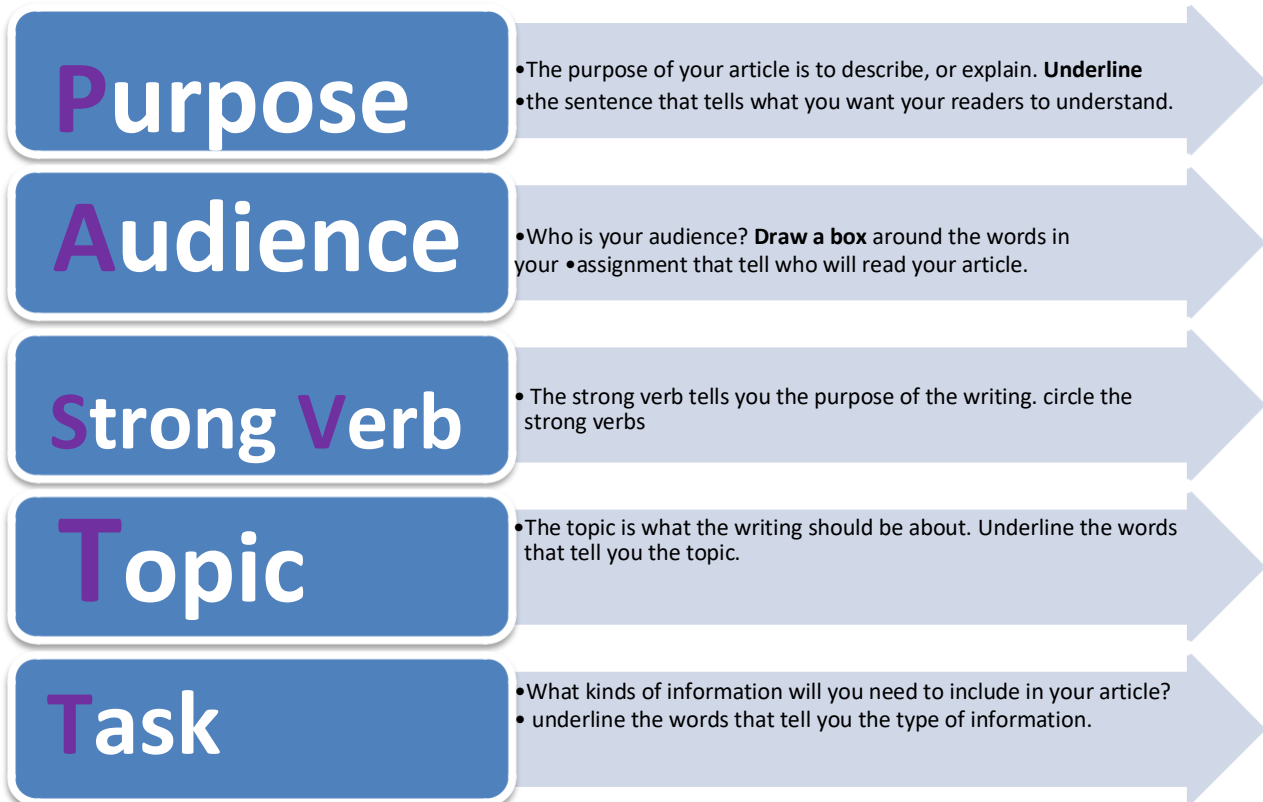
To get ready to write your article, you will read the following sources:
• Voices on the Telephone
• Telephones: Past and Present
In your article:
• Describe what phones have looked like at three different times in history.

• Explain how people made calls using each type of phone

Instruction: Use the graphic organizer below to unpack your Prompt.

Purpose
•The purpose of your article is to describe, or explain. **Underline**
•the sentence that tells what you want your readers to understand.

Audience
•Who is your audience? **Draw a box** around the words in your •assignment that tell who will read your article.

Strong Verb
• The strong verb tells you the purpose of the writing. circle the strong verbs

Topic
•The topic is what the writing should be about. Underline the words that tell you the topic.

Task
•What kinds of information will you need to include in your article?
• underline the words that tell you the type of information.

Turn and Talk Discuss why it is important to figure out what your task is.
How will that information affect how you write your article or essay?

Have a Go!

You are a member of your school's environment club. This month the club wishes to inform the students of how certain activities that people engage in have been affecting the environment. Write an essay describing the effects of human activities on the environment.

To get ready to write your essay, you will read the following sources:
Source 1 The Mangoose Came To Jamaica
Source 2. Habitat Loss
Source 3. Our Environment (infographic)

When you write your essay remember that it should:
• have an introduction and conclusion
• stay on the topic
• use details from more than one of the three sources to support your ideas
• give details from the sources in your own words
• include the source number for the details you use
• follow rules of writing (spelling, punctuation, and grammar usage)

Use the graphic organiser (PASTT) below to unpack your prompt.

Purpose

Audience

Strong Verb

Topic

Task

Preparing To Write: Identifying Text Evidence
Mark-up Text Evidence

Observe your teacher, mark important details in the sources so she can find them quickly later on.

You've unpacked your assignment. You know what you must do for your article:
• Choose phones from three different times in history.
• Describe what each phone looked like.
• Tell how people used each of the phones to make phone calls.

Your first step will be to read the sources. Then you'll mark facts and details you may be able to use in your article.
You can mark details that **describe** the phones with a **D** and details that tell how they **worked** with a **W**.

Source 1

O n March 10, 1876, the inventor Alexander Graham

Bell made the first successful telephone call. He spoke to his assistant, Thomas A. Watson, in the next room. In his notes, Bell wrote, "I then shouted into M [the mouthpiece] the following sentence: 'Mr. Watson---come here---I want to see you.' To my delight he came and declared that he had heard and understood what I said."

That phone call changed the way people communicate. But it was a long time before making a phone call was as simple as it is today. To understand how technology has changed the phones we've used over the years, here is a collection of interviews from the past to the present. Each person recalls a different experience.
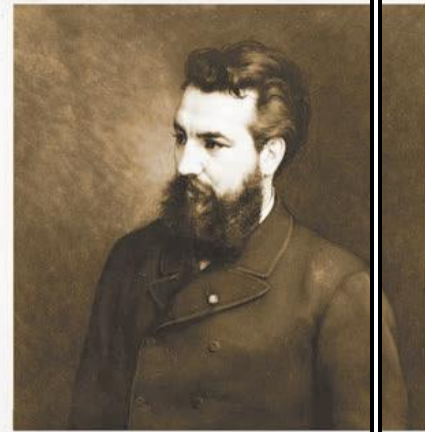
Alexander Graham Bell
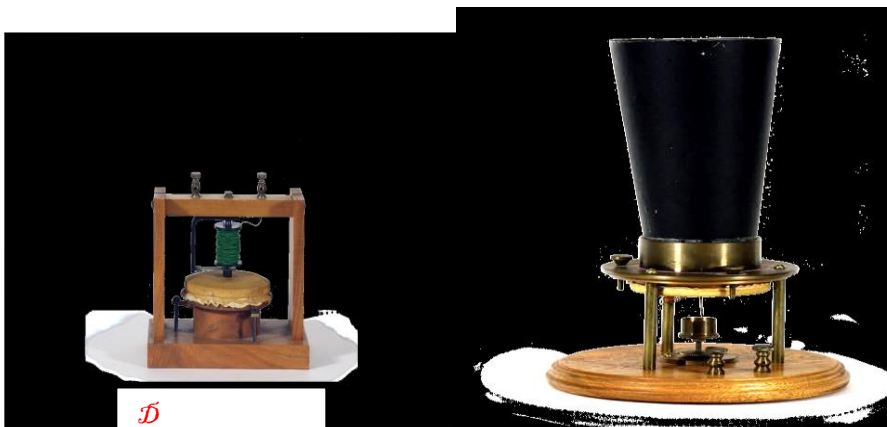
A model of Bell's 1876 telephone, showing the receiver (left) and the transmitter (right).The caller spoke into the transmitter, and the listener heard the message on the receiver.
W

D

A model of Bell's 1876 telephone, showing the receiver (left) and the transmitter (right).The caller spoke into the transmitter, and the listener heard the message on the receiver. *W*

David Myer was eight when his family got their first rotary telephone in 1946. This type of telephone had a dial that the user turned to make a call. *Wº*

Q: What do you remember about getting a telephone?

A: I remember being very excited! [laughs] When my father came home from World War II, we moved to a neighbourhood of newly built houses. There were telephone poles on all the streets. Workmen came and ran wires from the pole to our house. They made a hole in the wall so a wire could run inside. *Đ*

I thought that   was really something!

Q: What did you think of the telephone? *w*

A: I was fascinated by how it worked. I could put my finger on a number in the dial, turn the dial all the way to the right, and let go. The dial turned back all by itself and made clicking noises. I could tell what number was dialed without looking, just by hearing how long it clicked. I felt pretty smart about that!

Đ

Rotary phones first came use in the 1920s. But they remained in use for many decades after that.

Barbara Flowers was a high school student in Miami ,Florida, in the mid-1960s when the push-button phones became popular.

Q: What made push-button phones better than rotary phones?
A: You didn't have to turn a dial and wait for it to turn back; you could just push a button. It was instant! The buttons sent a tone instead of a pulse. The tones were different, and my friends and I could play songs on them. Of course, we called a lot of wrong numbers that way, and pretty soon the phone company changed the tones so they weren't real notes anymore.

Q: That was probably a wise thing for the telephone company to do.

This push button phone is from the 1960s. The first push-button phones did not have the # and * keys that modern phones have.

Have a Go!

You are a member of your school's environment club. This month the club wishes to inform the students of how certain activities that people engage in have been affecting the environment. Write an essay describing the effects of human activities on the environment.

Text Sets Activity

Look back on your PASTT organizer on page 26.
What is your Task? Copy what you wrote in the Task section below.

What kind of information will you be looking for in **your r**eading?

_____

What letters could you use to code the evidence? _____

Remember, you have already used the PASTT organizer below to unpack your prompt. Now complete the TASK section only. You may look back on page 26, and copy the information you wrote.

Purpose

Audience

Strong Verb

Topic

Task

Read the Sources and Mark-up the evidence

Source 1

The Mongoose Came to Jamaica

Like the mango, the mongoose came to Jamaica from India. It was brought here to kill cane piece rats, over a hundred years ago. At that time, rats were giving a great deal of trouble on the sugar plantations. Many thousands of dollars of cane were lost every year because of rats.

In 1807, a planter named Mr. W. B. Espeut sent to India for some wild mongooses. He got nine of them and put them on his Spring Gardens plantation in Portland. When these first mongooses had young ones, he sold them for one dollar each. People called the mongooses "Sonny Espeut". All the mongooses that exist in Jamaica came from these first ones.

These mongooses were very good at killing the cane piece rats, and all went well for the first few years. The mongooses saved the estates from losing money. People said the mongoose was a wonderful animal.

After a while, however, things began to go wrong. The rats took to the trees, and the mongooses learned to eat other things. They started eating fruits, birds, lizards, and other wild animals. But worst of all, they started eating hens, chickens, and eggs. They killed many of the Jamaican yellow snakes, which did not trouble people, and which used to eat many of the rats. Soon they were giving as much trouble as the cane piece rats. The same people, who had been so glad when the mongoose first came, now started looking for ways to kill them off.

Habitat Loss

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

Habitat Loss

When people cut down forests, build cities, or make roads, they destroy habitats—the places where plants, animals, and other organisms live.

Deep in the ancient forests of the Pacific Northwest live some of the oldest and largest trees in the world. For centuries, Douglas firs and cedars have towered above the forest floor. But these majestic trees are only part of the rich areas known as old-growth forests. They are home to hundreds of plant and animal species. Old-growth forests used to extend across the Pacific Northwest, but these precious habitats are quickly disappearing. In some cases, logging has destroyed the forest animals' habitats.

Source 3

Our Environment

Preparing to Write: Organizing Text-Evidence

Watch as your teacher show you how to create a table to organize the information from the sources and how to organize the information from the sources into the table. Next you will do the same with your sources.

Telephone and Date	Push-button phone, 1960s			
What it looked like	Phones had buttons instead of dials.			
How it worked	Users pushed buttons instead of turning a dial.			
Source Number	**Source 2**	**Source 3**	**Source 1**	

Preparing to Write: Organizing Text-Evidence

Work with your classmate to organize the information from the sources into a table below:

Human Activities	Effects on the environment	Source Number
	.	

Preparing to Write: Think About Connecting the Evidence to Your Writing Purpose

> **Observe as your teacher think about the text-evidence and complete the chart to show how the evidence connects to the writing task.**

Say-Mean-Matter

What does the source say?

What does it mean?

How does it matter to my purpose for writing?

SAY TEXT EVIDENCE	MEAN WHAT DOES IT MEAN IN MY OWN WORDS?	MATTER HOW DOES IT FIT INTO MY WRITING PURPOSE?
In source 1 it says , I could put my finger on a number in the dial, turn the dial all the way to the right, and let go.	This means that the rotary telephone used a dial that was turned by your fingers to make calls.	This shows how rotary phones worked and how the ways phones worked had changed. This was much better than how the first phone by Alexander Bell worked. The first phone had no number dial, but the rotary phone had number dial.

Preparing to Write: Think About Connecting the Evidence to Your Writing Purpose

<p style="text-align:center">Say-Mean-Matter</p>

What does the source say?

What does it mean?

How does it matter to my purpose for writing?

SAY TEXT EVIDENCE	MEAN WHAT DOES IT MEAN IN MY OWN WORDS?	MATTER HOW DOES IT FIT INTO MY WRITING PURPOSE?
	This means that	This shows how

Preparing to Write- Planning My Research Information Report

I will use the Graphic Organizer to plan my writing; observe carefully as I write words and phrases to complete the organizer.

INTRODUCTION
Hook
Explanation of Topic
Why topic is important
Sub-topics

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Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence
Say in my own words

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Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence

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Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence
Say in my own words

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Conclusion
Wrap up phrase
Reminder of sub-section
Why topic is important
Another wrap-up phase
Suggest how the reader can learn
More about the topic

_____
_____
_____
_____

Use the Graphic Organizer to plan your essay.

INTRODUCTION
Hook
Explanation of Topic
Why topic is important
Sub-topics

Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence
Say in my own words

Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence
Say in my own words

Sub-topic
Cite Evidence from Text
Examples
Make Connection
Text Evidence
Say in my own words

Conclusion
Wrap up phrase
Reminder of sub-section
Why topic is important
Another wrap-up phase
Suggest how the reader can learn
More about the topic

Write your essay below:

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Peer Feedback-Two (2) Stars and a Wish

6. Exchange your report with a classmate, and

7. Read your classmate's report.

8. Write two good things, stars, about your classmate's report.

9. Write one thing you wish ( ) your classmate to improve or include in their report.

10. When you get your book back from your classmate, write one thing you will revise in your own report.

1. | I like
|---|

2. | I like
|---|

1 | I wish
|---|

After you have read your classmates comments, write the corrections you will make.

I will revise:

SELF EVALUATION AND NEXT STEPS

How successful were my efforts today?

Success Criteria Check: How well did I…

☐ Use key information from writing prompt to plan my writing?

☐ Write an introduction, body paragraphs and conclusion in my report?

☐ Read to find the important information to support my topic?

☐ Organize text-evidence to suit my writing purpose?

☐ Use Say –Mean-Matter to cite text evidence to support my claims?

☐ Develop my paragraphs using comparisons, examples, cause and effect and specific details?

☐ Use several different signal words or phrases to explain my ideas?

☐ Write down at least one suggestion made by my classmate to improve my work?

NEXT STEPS:

What do I need to learn next?

1.

2.

3.

4.

5.

6.

Reading

Reading just doesn't happen. It is a skill that must be developed from a child's earliest years. Once children know how to read, they still need gentle coaxing and support to reach their full potential as readers.

Tips for making your children fluent readers

➢ Read with your children once every day.

➢ Make sure they have plenty to read. Take them to the library regularly, and keep books and other reading material in their reach.

➢ Notice what interests your children have and help them find books about these ideas, topics, people, places and things.

➢ Praise your children's efforts and newly acquired skills.

➢ Help your child build a personal library. Children's books, new or used, make great gifts and appropriate rewards for reading. Designate a bookcase, shelf or bar where your children can keep their books. Additionally , if your child has a computer or tablet, help him or her to keep a personal electronic library, that they may share with siblings, peers or later use to reread certain books or stories.

➤ Check up on your children's progress. Listen to them read aloud, read what they write and ask teachers how they are doing in school.

➤ Go places and do things with your children to build their background knowledge and vocabulary, and to give them a base for understanding what they read. Ask questions, especially *Why? and How?* questions, of your children as you interact with them on these trips or excursions. Encourage them to ask you questions, as well.

➤ Tell stories. It's a fun way to teach values, pass on family history and build your children's listening and thinking skills.

➤ Be a reading role model. Let your children see you read, and share some interesting things with them that you have read about in books, newspapers or magazines.

➤ Continue to read aloud to older children, even after they have learned to read by themselves.

➤ Encourage writing along with reading. Ask children to sign their artwork, add to your shopping list, take messages, as well as to make their own books and cards as gifts.
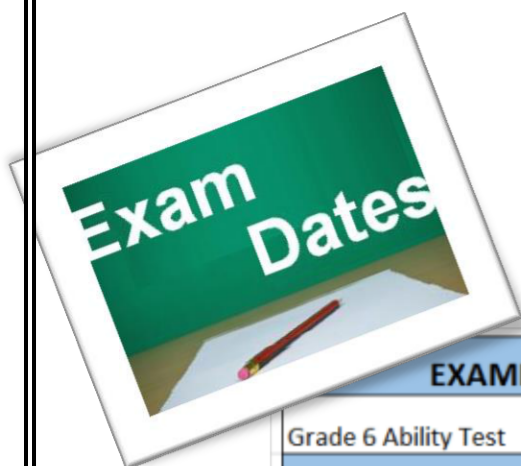
EXAMINATION	DATES
Grade 6 Ability Test	Tuesday, February 25, 2020
Grade 6 Performance Tasks	Thursday, March 19 and Friday March 20, 2020
Grade 6 Curriculum Based Test	Thursday, April 23 and Friday April 24, 2020

Examination Preparation Tips

* Start studying early
* Use your notes to make flash cards.
* Quiz yourself using your flash cards or ask your parents, friend or sibling to quiz you. Keep reviewing the questions that you get wrong until you get them right.
* Do practice questions. This is especially helpful for subjects such as math. Practice doing the questions from textbooks you used in class. Do extra questions in the back of the book. Re-do questions that you got wrong, and try to figure out why you got them wrong.
* The day before the examination, ensure you are relaxed. You do not need to be going through any book, any notes to get yourself extra nervous for the exam.
* Eat a proper meal on the morning of the exam.
* Obey the rules of the examination centres and to listen to the instructions that are given by the presiding examiners.
* Use your own materials
* Remain seated until you are told to leave the room.

NOTE TO TEACHERS

This booklet aims to provide creative teaching ideas for the Information Research Report non-fiction text type. As well as present a recommended approach to the teaching of writing, studying mentor texts, teacher modelling followed by student application, peer and self-evaluation and the use of graphic organizers to plan ideas for writing.

The instructional model used in this booklet involves nine (9) steps in the writing process:

1. **Studying a mentor text for features of the text-type (in this case Information Research Report)**
2. **Unpacking the writing prompt**
3. **Reading sources and gathering or code the evidence**
4. **Organizing the evidence to suit the writing task**
5. **Thinking about the evidence: Say Mean –Matter**
6. **Planning the writing task**
7. **Writing a first draft**
8. **Conducting peer and self-evaluation and providing feedback**
9. **Revising written work**

Opportunities for Learning

Students will learn to use the various scaffolds used throughout this booklet to understand what the writing prompt is asking of them and to write the different aspects of their reports, introduction, body, and conclusion. For example they will use the 'PASTT' scaffold to pull apart the writing prompt and identify key information to plan their writing. Also they will learn how to locate pertinent information in the sources to support their purpose for writing and as they read, code this text-evidence for quick access. Additionally, they will use the text evidence to create tables to organize the text evidence based on writing purpose. The SAY-Mean-Matter scaffold will support students in paraphrasing and explaining the text evidence. From examining the various mentor texts students will learn to develop their paragraphs using comparisons, examples, cause and effect and specific details and to use several different signal words or phrases to explain their ideas.

GROUP WORK: We recommend that students work together in pairs or groups of not more than four (4) students throughout the activities. Throughout the peer evaluation and group work activities, students will be supported by their peers in improving their work.

How the booklet is organized to be used: This booklet comprises teacher-led followed by student practice activities.

The first sections comprise the teacher led activities while the second section- Have a go -includes parallel student activities; it is intended that teachers will first model the concept, then have students turn to the pertinent page in the *Have a Go* section and apply the skills modelled.

Each concept constitutes a mini-lesson and should be taught in separate instances. The booklet should not be rushed through at one go but teachers should allow their students to practise the skills taught.

The extended activities at the end of the booklet focus on particular skills that would have been modelled by the teacher and practised by students throughout the book. These activities will further consolidate the skills and give teachers information about students' learning for further support. Additionally, teachers are encouraged to design their own extended tasks as needed to support the skills.

SELF and PEER EVALUATION:
In order for students to be active participants in their own learning, we recommend the sharing of success criteria before each mini lesson and reviewing these after each lesson. The success criteria should outline how students will rate their successful participation on the given task which is the focus of the lesson. Similarly, self and peer evaluation are recommended at the end of each task; in this way, students will begin to take control of and be active participants in their own learning.

Teacher Reflection: The teacher reflection is included in the appendices as an opportunity for us to partner on this learning journey as you will record implementation process and give feedback to yourself and us on what is working well for your students and what requires improvement. In this way we will be able to improve the booklet based on your expert advice, and you will be able to customise to meet the particular needs of your students.

The teacher reflection section will provide valuable information to the creators of this booklet in revising and improving this product so that together we will optimise the learning experiences of our students as well as your own teaching experience.

4Cs Posters

4Cs posters are included in the appendices; these will help you to teach the students what it means to be a critical thinker, a creative thinker, a collaborator and a communicator. You may choose to focus on one of these learner profiles at a time. Challenge the children before each lesson to exhibit as many of the indicators on the particular poster as possible. Then at the end of the lesson let them score how well they were able to demonstrate the indicators.

We hope you and your students will enjoy the learning experiences provided through this booklet.

Please feel free to contact the Language department of the Core Curriculum Unit, MOEYI for any further support or call 876 8703891 or 8765795541 Also you may email cecille.young@moey.gov.jm or charlotte.commock@moey.gov.jm.

I am a COLLABORATOR

- I work with my group members until the job is done

- I use what I know and have to help the group

- I share my ideas and value the opinions of others

- I take responsibility for my share of the work and help others when I can

- I seek the ideas of others to improve my work.

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Jamaica

Region 5 Literacy Team, 2019

I AM A CREATIVE THINKER

- I use my imagination to consider problems, make decisions and take action.

- I think up new and exciting ways to improve my work

- I imagine new ideas

- I try-out different ways to solve a problem

- I make connections and link between ideas

- I create new things.

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Literacy Links
Jamaica

Region 5 Literacy Team, 2019

Extended Activities:

Read the prompt and create a table you could use to gather information from sources.

Your school is holding a science fair. As a member of the computer club, you've been assigned to write an article for the fair. The article should tell how computers have changed since the first digital computers were invented in the 1930s.

In your article:

• Describe what computers have looked like at three different times in their history.

• Explain how people have used each type of
computer.

Draw your table below:

Read the prompt and use ' HDIS ' to plan and write an introduction.

Your school is holding a science fair. As a member of the computer club, you've been assigned to write an article for the fair. The article should tell how computers have changed since the first digital computers were invented in the 1930s.

In your article:
• Describe what computers have looked like at three different times in their history.
• Explain how people have used each type of computer.

Plan your Introduction Here:

Write your introduction:

_____

_____

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_____

_____

Review page # for the features of a conclusion. Then Read
the introduction and write a suitable conclusion

> Do you like basketball? Do you have a favourite team? Is there a certain player that will always be your G.O.A.T (Greatest of All Time)? I will never forget watching Michael Jordan lead his team to three back to back NBA Championships. Michael Jordan was the all-star point guard for the Chicago Bulls. Many people consider him to the be greatest basketball player ever, even compared to modern greats like Lebron James and Stephen Curry. Lace up your sneakers and get ready to learn all about his childhood, college career, and all his greatest NBA moments.

Conclusion:

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Read this prompt and use the organizer below to unpack it:

Your school is holding a science fair. As a member of the computer club, you've been assigned to write an article for the fair. The article should tell how computers have changed since the first digital computers were invented in the 1930s.

In your article:
• Describe what computers have looked like at three different times in their history.
• Explain how people have used each type of computer.

Use the organizer to unpack the prompt.

Purpose

Audience

Strong Verb

Topic

Task

Read the introduction and write a suitable body paragraph for one of the subtopics.

> Quack, quack, quack! That's the sound of a duck right? Did you know that ducks are omnivores which mean that hey feed on aquatic plants, small fish, insects, worms, grubs and more. Guess you can say that they aren't picky eaters at all. The duck is a number of species in the *Anatidae* family of birds, they are related to swans and geese. Ducks are a key part of the wetlands ecosystem because they prevent invasive species of plants and insects from growing out of control. Prepare to find out about what ducks eat, how they find their mate, and how they build nests.

Body Paragraph

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This introduction is missing a hook. Write a hook for this introduction.

Hook:

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Final Fantasy is a role playing video game series that is over 25 years old. The Final Fantasy game series has been on more than 20 different video game systems and is showing no signs of slowing down in the future. You will be learning all about the main characters from the games, the different enemy types, and finally history of how it was created.

SIGNAL WORDS

As a Result

Moreover

Next

However

Such as

So

In the same way

Like

Above all

To begin with

Because

v

Mainly

Most of all

But

If

Therefore

Then

For example

Without a doubt