

# 2020



# LICA

ENVIRONMENTAL STEWARDS

# Writing Contest

1<sup>st</sup> Place \$100 | 2<sup>nd</sup> Place \$75 | 3<sup>rd</sup> Place \$50

Submit by Monday, May 4, 2020

## Grade 6 Students

You are invited to enter LICA's 2020 Writing Contest. This contest gives students in the LICA region the opportunity to compete for prize money while practicing for the Provincial Achievement Test. The topic of this functional writing assignment is blue-green algae blooms. See the writing prompt for more details on the assignment.

## Teachers Submissions

- We would appreciate it if you could complete an entry form, including a score for each student's writing assignment. Please assign scores according to the [ELA Grade 6 Functional Writing Scoring Guide 2009](#).
- Email your class set of writing and entry forms to [outreach@lica.ca](mailto:outreach@lica.ca) or send them to LICA, PO Box 8237, 5107 W 50 Street, Bonnyville, T9N 2J5

## Independent Submissions

- Complete an entry form, leaving the scoring section blank.
- Email your writing and entry form to [outreach@lica.ca](mailto:outreach@lica.ca) or send them to LICA, PO Box 8237, 5107 W 50 Street, Bonnyville, T9N 2J5



## 2020 LICA Writing Contest Prompt

### Section II: Functional Writing *(Suggested time—40 minutes)*

Read the situation below and complete the assignment that follows.

#### The Situation

Your name is Taylor Greene and you attend Kindler Elementary School. You are a reporter for your school's newspaper. Recently, John Alms from the Alberta Lake Management Society, gave a presentation at your school about blue-green algae blooms. You attended the presentation and have been asked to write a news article for your school's newspaper about blue-green algae blooms.

#### Assignment

Write a news article that will inform the readers about the presentation you attended. Write about some of the interesting information you learned about blue-green algae blooms.

When writing your news article, **be sure to**

- **provide** readers with information that will support the purpose of the news article
- **use** a style of writing appropriate for a news article
- **use** a style of writing appropriate for the audience

Use the information provided on page 2 to assist you as you write your news article.



**News Article Notes**

<p><b>Who was involved?</b></p> <ul style="list-style-type: none"><li>- the entire school</li><li>- John Alms from Alberta Lake Management Society</li></ul> <p><b>What happened?</b></p> <ul style="list-style-type: none"><li>- you attended a presentation about blue-green algae blooms</li></ul> <p><b>When?</b></p> <ul style="list-style-type: none"><li>- last week</li></ul> <p><b>Where?</b></p> <ul style="list-style-type: none"><li>- at Kindler Elementary School</li></ul> <p><b>Purpose of the presentation</b></p> <ul style="list-style-type: none"><li>- to provide information about blue-green algae blooms</li><li>- to provide information about how people can help prevent blue-green algae blooms</li></ul>	<p><b>Information about blue-green algae blooms:</b></p> <ul style="list-style-type: none"><li>- form a scum on the lake</li><li>- look like pea soup</li><li>- are also called cyanobacteria blooms</li><li>- can make the water not safe to swim in</li><li>- are made of bacteria that produce energy through photosynthesis</li><li>- can make people and animals sick if they touch it</li><li>- can decrease the oxygen in the lake, which can harm fish</li><li>- produce toxins harmful to animals and people</li><li>- can be caused by extra nutrients in lakes that come from fertilizer, manure, dog poop, or pesticides washing into lakes</li><li>- removing aquatic plants from the shoreline and the water does not prevent algae blooms</li><li>- Cold Lake had a bloom in August 2019</li><li>- Moose Lake had a bloom in July 2019</li><li>- can be prevented by keeping a natural shoreline with many native plants</li><li>- can be prevented by picking up dog poop and using less fertilizers and pesticides to stop extra nutrients from washing into lakes</li></ul>
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**You do not have to use all of the information provided on this page.**

**You may include additional appropriate information in your news article.**



## 2020 LICA Writing Contest

### Entry Form

Student Name:

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Teacher:

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School:

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Teacher's Assigned Score:

Content: \_\_\_\_\_/5

Content Management: \_\_\_\_\_/5

Total Score: \_\_\_\_\_/10

*ELA Grade 6 Functional Writing  
Scoring Guide 2009*

	<b>CONTENT</b>	<b>CONTENT MANAGEMENT</b>
<b>FOCUS</b>	<p>When marking <b>CONTENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>effectiveness of development and organization of the news article</li> <li>whether the purpose of the assignment is fulfilled with complete and appropriate information</li> <li>appropriateness of tone for the assignment and awareness of audience is evident</li> </ul>	<p>When marking <b>CONTENT MANAGEMENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>accuracy and effectiveness of words and expressions</li> <li>control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>The ideas are well developed, and organization of the news article is clear and effective.</li> <li>Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly and effectively maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are consistently accurate and effective.</li> <li>The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>The ideas are generally well developed, and organization of the news article is generally effective.</li> <li>Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are usually accurate and effective.</li> <li>The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>The ideas are adequately developed, and organization of the news article is adequate.</li> <li>Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is generally maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are generally accurate and occasionally effective.</li> <li>The writing demonstrates basic control of sentence structure, usage, and mechanics.</li> <li>Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>The ideas are poorly developed, and organization of the news article is ineffective.</li> <li>Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</li> <li>A tone appropriate for the assignment is evident but not maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are frequently vague and/or imprecise.</li> <li>The writing demonstrates faltering control of sentence structure, usage, and mechanics.</li> <li>Errors reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>The ideas are not developed, and organization of the news article is inadequate.</li> <li>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</li> <li>Little awareness of tone appropriate for the assignment is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are inaccurate and/or misused.</li> <li>The writing demonstrates lack of control of sentence structure, usage, and mechanics.</li> <li>Errors severely reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>

**Note: Content and Content Management are equally weighted.**

Please advise students that their work must relate to the assignment. Those assignments that are completely off topic will be awarded a mark of Insufficient.