

ELA&L

Scope and Sequence–Writing

Organising Idea: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.

Grade 4	Grade 5	Grade 6
Learning outcome: Students construct and organize text to share perspectives and develop creative expression.	Learning outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Learning outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.

Knowledge	Knowledge	Knowledge
<i>UI..Writing is a vehicle for communication, creativity, and connection.</i>	<i>UI. Writing skills can be developed to understand self and influence others.</i>	<i>UI. Writing can cultivate expression, problem solving, and critical thinking.</i>
	Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.	
Writing processes used to organize and enhance messages include - planning - drafting - revising - editing - publishing	Writing processes include - planning - drafting - revising - editing - publishing	Writing processes can be used to clearly compose and refine ideas and develop personal style, and include - planning - drafting - revising - editing - publishing
Methods and tools that support planning include - lists - visualizing	Planning includes - consideration of audience, purpose, and form - idea generation - narrowing a topic	Planning can help organize thoughts and prioritize information and includes - consideration of audience, purpose, and form - idea generation - narrowing a topic
Interest can be created by varying sentence beginnings and length.	Written expressions of ideas or information can follow organizational structures, such as - introduction, opening, or lead - details in order of sequence or importance - transitions - conclusions	Organizational structures can help focus the expression of ideas or information, such as - introduction, opening, or lead - details in order of sequence or importance - transitions - conclusions
Paragraphs include a topic sentence, supporting details, and a concluding sentence.	Topic and concluding sentences provide structure and link ideas and information within paragraphs.	Variety in sentence length and structure can enhance writing fluency and reader engagement.
A topic sentence describes what the paragraph is going to be about.		

ELA&L

Scope and Sequence–Writing

Organising Idea: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.

Grade 4	Grade 5	Grade 6
Learning outcome: Students construct and organize text to share perspectives and develop creative expression.	Learning outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Learning outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.
A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information.	Interest can be created by varying sentence structure and length.	
Fluent writing is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning.	Writing fluency is the rhythm and flow of language in written text.	Fluent writing invites expressive oral reading that brings out the writer’s voice or style.
Revising includes adding or removing words or sentences to enhance writing clarity or fluency.	Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.	Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences. Revision can ensure writing is • clear • focused • informative • engaging
Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.		
<i>U2. Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.</i>	<i>U3. Creative thinking can enhance personal expression and artistry.</i>	<i>U3. Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.</i>
Creative thinking processes involve • reviewing, revising, and enhancing ideas • considering the processes of other creators • constructing drafts or models • applying feedback to improve the creative product	Creative thinking processes involve • elaborating on a product to ensure alignment with intended audience, purpose, or context • considering the processes of other creators • constructing drafts or models • applying feedback to improve the creative product • a willingness to confront challenges	Creative thinking processes involve • communicating an intent in a variety of contexts and for a variety of audiences • experimenting with ideas or processes to enhance expression • evaluating and adapting ideas in response to emerging conditions • being determined to succeed in producing a desired effect
Writing is a craft that involves creative expression of ideas through • organization • word choice • presentation	Words selected to include in texts may change depending on the audience, purpose, or context.	The products of creative thinking may be interpreted differently depending on the perspectives of the audience.

ELA&L

Scope and Sequence–Writing

Organising Idea: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.

Grade 4	Grade 5	Grade 6
Learning outcome: Students construct and organize text to share perspectives and develop creative expression.	Learning outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Learning outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.

Word choice can reflect the author’s voice or style through careful selection and presentation of details.	Word choice can reflect the author’s voice or artistry through • detail • clarity • variety • humour • dialogue	Word choice can reflect the author’s voice or style, including in texts that • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements)
Words selected to enhance written texts include figurative language.	Words selected to enhance written texts include • sensory language • synonyms • antonyms • specific words or phrases • figurative language	Words can create effects or emphasis, including • simplicity • clarity • colourfulness • precision • appeal
	A mentor text serves as an example of effective communication for students.	
	Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.	Tone expresses the text creator’s attitude toward or feelings about the topic and audience.
Dialogue can be used to add variety to written texts, advance the plot, or reveal a character’s thoughts or feelings.		
<i>U3. Research processes involve investigating materials or information to uncover facts and support problem solving.</i>	<i>U3. Research processes can involve examining materials or information and reaching new conclusions.</i>	<i>U3. Research processes can support systematic and objective management and sharing of information.</i>
Questioning can help focus research topics and processes.	Research processes involve management of information, including • questioning • gathering	Research processes involve management of information, including • questioning • gathering

ELA&L

Scope and Sequence-Writing

Organising Idea: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.

Grade 4	Grade 5	Grade 6
Learning outcome: Students construct and organize text to share perspectives and develop creative expression.	Learning outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Learning outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.
	- organizing - recording	- organizing - recording
	Topics that are broad may need to be narrowed to a manageable size for focused writing.	
Methods and tools can be used to organize information, including - note taking - graphic organizers - lists	Methods and tools can be used to gather and organize information, including note taking.	Information can be gathered and organized using a variety of methods and tools.
Research findings can be shared in a variety of digital or non-digital forms, including - reports - presentations - visual representations	Research findings can be shared in a variety of digital or non-digital forms, including visual images.	Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts. Research processes can involve accessing information from multiple digital or non-digital sources.
	Sources of information can include people such as Knowledge Keepers, Elders, and spiritual leaders.	
	A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills.	
	Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.	
	Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories.	Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for requesting permission to share stories and histories from the original owner.

ELA&L

Scope and Sequence–Writing

Organising Idea: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.

Grade 4	Grade 5	Grade 6
Learning outcome: Students construct and organize text to share perspectives and develop creative expression.	Learning outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Learning outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.

Ethical use of information includes • asking permission to use, share, or store information • acknowledging the ownership of information used to inform writing (citing) • fair and accurate representation of individuals or information	Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information
<i>U4. Digital or non-digital methods or tools can enhance written works and the artistry of a message.</i>	<i>U4. The method or tool used to present written works can influence how content is perceived.</i>	<i>U4. Written communication involves making choices to effectively convey messages.</i>
Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting	Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting	Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting
	The selection of digital or non-digital tools for written works can support clarity and voice.	The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.
Messages communicated through cursive handwriting can reflect artistry through consideration of • letter formation • size • proportion • slant		
Keyboarding skills can be improved through practice that involves • finger reaches • keystroking • key recognition		