



















Making Connections: How the BCH Writing Continuum supports PYP Language Scope and Sequence

| PYP Language Scope and Sequence 3-5 | Writing Continuum |
|---|---|
| <ul style="list-style-type: none"> Use pictures to convey meaning. |  Relies primarily on pictures to convey meaning. (PC) |
| <ul style="list-style-type: none"> Show interest and curiosity in different models or forms of written text. |  Demonstrates awareness that print conveys meaning. (PC) |
| <ul style="list-style-type: none"> Write their name and familiar words. |  Writes first name. (PC)  Writes names and familiar words. (D) |
| <ul style="list-style-type: none"> Experiment with print, labeling and sound words (eg crash). |  Writes words to describe or support pictures. (E) |
| <ul style="list-style-type: none"> Understand that their written texts remain constant. | |
| <ul style="list-style-type: none"> Differentiate between numbers, letters, symbols and drawings. | |
| <ul style="list-style-type: none"> Shows knowledge of the names or sounds of the letters of the alphabet. |  Matches letters to sounds. (E)  Demonstrates understanding of letter/sound relationship. (E) |
| <ul style="list-style-type: none"> Attempt to use familiar letters and/or sounds to write a message. |  Makes marks other than drawing on paper (scribbles).(PC) |
| <ul style="list-style-type: none"> Write letters and words to convey meaning. |  Writes random recognizable letters to represent words.(PC) |
| <ul style="list-style-type: none"> Create own written text to match their own illustrations. |  Begins to label and add "words" to pictures .(PC) |
| <ul style="list-style-type: none"> Read and reread their own written text(s) for themselves and others. |  Tells about own pictures and writing. (PC)  Begins to read own writing. (D) |
| <ul style="list-style-type: none"> Use simple sentence structures. |  Uses pictures and print to convey meaning. (E)  Writes words to describe or support pictures. (E) |
| <ul style="list-style-type: none"> Demonstrate an awareness of directionality. |  Pretends to read own writing. (E) |
| <ul style="list-style-type: none"> Attempt to form letters conventionally and legibly. |  Writes random recognizable letters to represent words.(PC)  Prints with upper case letters. (E) |
| <ul style="list-style-type: none"> Responds to conventional pencil grasp instruction. | |
| <ul style="list-style-type: none"> States purpose of their own writing. |  Demonstrates awareness that print conveys meaning.(PC) |

| PYP Language Scope and Sequence 5-7 | Writing Continuum |
|---|---|
| <ul style="list-style-type: none"> Show confidence and a positive attitude to writing. | <ul style="list-style-type: none"> 😊 Sees self as writer. (E) 😊 Takes risks with writing. (E) |
| <ul style="list-style-type: none"> Write about a range of topics which are personally significant. | <ul style="list-style-type: none"> 📁 Chooses own writing topics. (Beg) 📁 Generates own ideas for writing.(Dev) |
| <ul style="list-style-type: none"> Write simple sequenced stories with a beginning, middle and end. | <ul style="list-style-type: none"> 📁 Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. (Ex) |
| <ul style="list-style-type: none"> Uses some simple literary forms and structures. | <ul style="list-style-type: none"> 📄 Writes about observations and experiences. (Beg) 📄 Writes short nonfiction pieces (simple facts about a topic) with guidance. (Beg) |
| <ul style="list-style-type: none"> Show some knowledge of, and a willingness to use an appropriate writing process (planning, drafting, editing, producing). | <ul style="list-style-type: none"> ✂ Reads own writing and notices mistakes with guidance.(Beg) ✂ Revises by adding details with guidance. (Beg) |
| <ul style="list-style-type: none"> Respond orally to the work of others. | <ul style="list-style-type: none"> 🗣 Shares own writing with others.(Beg) |
| <ul style="list-style-type: none"> Present writing appropriately with correct directionality and spacing. | <ul style="list-style-type: none"> ✂ Begins to use spacing between words. (D) ✂ Uses spacing between words consistently.(Beg) ✂ Writes from top to bottom, left to right, and front to back.(D) |
| <ul style="list-style-type: none"> Uses capital letters full stops and question marks. | <ul style="list-style-type: none"> ✂ Experiments with capitals. (D) ✂ Experiments with punctuation. (D) ✂ Begins to use periods and capital letters correctly. (Beg) |
| <ul style="list-style-type: none"> Accurately spell some high frequency words. | <ul style="list-style-type: none"> ✂ Spells simple words and some high frequency words correctly. (Beg) |
| <ul style="list-style-type: none"> Use phonetic spelling. | <ul style="list-style-type: none"> ✂ Uses beginning consonants to make words. (E) ✂ Uses beginning and ending consonants to make words. (E) ✂ Spells words on the basis of sounds without regard for conventional spelling patterns.(D) ✂ Uses beginning, middle, and ending sounds to make words. (D) ✂ Uses phonetic spelling to write independently.(Beg) |
| <ul style="list-style-type: none"> Begin to use some common spelling patterns. | <ul style="list-style-type: none"> ✂ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. (D) |
| <ul style="list-style-type: none"> Uses a simple dictionary or thesaurus. | |
| <ul style="list-style-type: none"> Uses simple and compound sentences. | <ul style="list-style-type: none"> 📄 Writes 2-4 sentences about a topic (D) |
| <ul style="list-style-type: none"> Write legible upper and lower case letters in a consistent style. | <ul style="list-style-type: none"> ✂ Intermixes upper and lower case letters. (D) ✂ Forms most letters legibly. (Beg) |
| <ul style="list-style-type: none"> Chooses tools to assist with writing. | <ul style="list-style-type: none"> 📄 Copies signs, labels, names, and words (environmental print).(E) |

| PYP Language Scope and Sequence 7 – 9 | Writing Continuum |
|--|---|
| <ul style="list-style-type: none"> • Experience and appreciate different types of writing structures and styles. | <ul style="list-style-type: none"> 📄 Writes short fiction and poetry with guidance.(Ex) 📄 Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. (Ex) |
| <ul style="list-style-type: none"> • Uses appropriate punctuation to support meaning. | <ul style="list-style-type: none"> ✂ Edits for capitals and punctuation with guidance. (Ex) ✂ Edits for punctuation, spelling, and grammar.(Br) |
| <ul style="list-style-type: none"> • Demonstrate an increasing understanding of how and why grammar works. | <ul style="list-style-type: none"> 📁 Writes using complete sentences. (Ex) |
| <ul style="list-style-type: none"> • Accurately spell some high-frequency words and familiar words and apply their knowledge of spelling patterns using an range of strategies to spell words of increasing complexity. | <ul style="list-style-type: none"> ✂ Spells most high frequency words correctly and moves toward conventional spelling. (Ex) ✂ Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.(Br) |
| <ul style="list-style-type: none"> • Begin to select vocabulary according to audience and purpose, including use of dialogue. | <ul style="list-style-type: none"> 📁 Begins to recognize and use interesting language. (Ex) 📁 Adapts writing for purpose and audience with guidance.(Fl) 📁 Uses dialogue with guidance. (Fl) |
| <ul style="list-style-type: none"> • Use content-specific vocabulary which may be connected to the unit of inquiry. | <ul style="list-style-type: none"> ✂ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. (Br) |
| <ul style="list-style-type: none"> • Write a descriptive narrative or information paragraph with a topic sentence , supporting details and closing sentence. | <ul style="list-style-type: none"> 📁 Writes with a central idea.(E) 📁 Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. (E) 📁 Writes fiction with clear beginning, middle, and end. (Br) 📁 Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. (Br) 📁 Begins to use paragraphs to organize ideas.(Br) |
| <ul style="list-style-type: none"> • Write for a range of purposes both creative and informational for themselves and others. | <ul style="list-style-type: none"> 📄 Writes fiction with clear beginning, middle, and end.(Br) 📄 Writes poetry using carefully chosen language with guidance. (Br) 📄 Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. (Br) |
| <ul style="list-style-type: none"> • Write legibly in a consistent style. | <ul style="list-style-type: none"> ✂ Writes legibly. (Ex) ✂ Writes pieces that self and others can read. (Beg) |
| <ul style="list-style-type: none"> • Publish various written pieces including use of word processing. | <ul style="list-style-type: none"> ✂ Publishes writing in polished format with guidance (Br) ✂ Publishes own writing with guidance.(Ex) |
| <ul style="list-style-type: none"> • Write independently with confidence, demonstrating an increasing development of the individual voice of the writer. | <ul style="list-style-type: none"> ☉ Identifies own writing strategies and sets goals with guidance. (Ex) ☉ Uses criteria for effective writing to set own writing goals with guidance. (Br) |
| <ul style="list-style-type: none"> • Respond to the writing of others with sensitivity and respect. | <ul style="list-style-type: none"> ✂ Listens to others' writing and offers feedback. (Ex) |
| <ul style="list-style-type: none"> • Compose using a range of structures and styles to reflect the particular purpose of the writing. | <ul style="list-style-type: none"> 📁 Begins to recognize and use language reflective of audience and purpose. (Ex) 📁 Adapts writing for purpose and audience with guidance.(Fl) 📁 Begins to recognize and use interesting language (Ex) 📁 Writes 1–2 full pages about a topic. |

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| <ul style="list-style-type: none"> Reread their written work in order to make revisions and improve their writing. | <ul style="list-style-type: none"> ✂ Begins to consider suggestions from others about own writing. (Ex) ✂ Adds description and detail with guidance. (Ex) 📁 Begins to recognize and use language reflective of audience and purpose. (Ex) |
| <ul style="list-style-type: none"> Uses simple dictionaries and resources. | <ul style="list-style-type: none"> ✂ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. (Br) ✂ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. (FI) |
| <ul style="list-style-type: none"> Publish own writing. | <ul style="list-style-type: none"> ✂ Publishes own writing with guidance.(Ex) |
| PYP Language Scope and Sequence 9 -12 | Writing Continuum |
| <ul style="list-style-type: none"> Use a range of prewriting strategies. | <ul style="list-style-type: none"> ✂ Uses several prewriting strategies (e.g., web, brainstorm) with guidance. (Ex) ✂ Uses a range of strategies for planning writing. (FI) ✂ Uses prewriting strategies effectively to organize and strengthen writing. (C) |
| <ul style="list-style-type: none"> Participate in an appropriate <i>writing process</i> (eg group discussions, brainstorming, webbing, planning, drafting, revising, editing). | Please see Writing Continuum Expanding through Proficient. |
| <ul style="list-style-type: none"> Use an appropriate writing process independently and confidently. | Please see Writing Continuum Expanding through Proficient. |
| <ul style="list-style-type: none"> Display a sense of audience by writing in a variety of styles for a range of purposes; matching style of writing to task, adapting writing according to audience and demonstrating the ability to engage and sustain the interest of the reader. | <ul style="list-style-type: none"> 📄 Writes in a variety of genres and forms for different audiences and purposes independently.(C) ✂ Adapts writing for purpose and audience with guidance.(FI) |
| <ul style="list-style-type: none"> Plan, organize and complete writing projects of increasing length and complexity. | <ul style="list-style-type: none"> 📄 Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). (FI) 📄 Develops stories with plots that include problems and solutions with guidance. (FI) 📄 Creates plots with problems and solutions. (Pr) |
| <ul style="list-style-type: none"> Show individuality and creativity in writing style. | <ul style="list-style-type: none"> 📁 Uses voice to evoke emotional response from readers. (Pr) 📁 Incorporates personal voice in writing with increasing frequency. (C) |
| <ul style="list-style-type: none"> Use a range of modes in writing; narrative, descriptive, persuasive and expository. | <ul style="list-style-type: none"> 📄 Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). (FI) |
| <ul style="list-style-type: none"> Use writing independently and effectively to structure thinking and to communicate. | <ul style="list-style-type: none"> 📁 Uses strong verbs, interesting language, and dialogue with guidance. (Br) 📁 Begins to experiment with sentence length and complex sentence structure. (FI) 📄 Writes persuasively about ideas, feelings, and opinions.(Pr) |
| <ul style="list-style-type: none"> Use a variety of strategies for collecting and organizing ideas, details and information. | <ul style="list-style-type: none"> 📁 Begins to integrate information on a topic from a variety of source. (Pr) 📁 Constructs charts, graphs, and tables to convey information when appropriate. (C) <p>See Reading continuum</p> |

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| <ul style="list-style-type: none"> Revise writing to clarify ideas, provide examples, change sequence and to improve smooth flow of ideas. | <ul style="list-style-type: none"> ✂ Revises for clarity with guidance. (Br) ✂ Revises to enhance ideas by adding description and detail. (Br) ✂ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. (FI) ✂ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. (Pr) ✂ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. (C) ✂ Includes deletion in revision strategies. (C) |
| <ul style="list-style-type: none"> Use appropriate paragraphing. | <ul style="list-style-type: none"> 📁 Begins to use paragraphs to organize ideas.(Br) 📁 Writes cohesive paragraphs including reasons and examples with guidance. (Pr) 📁 Writes cohesive paragraphs including supportive reasons and examples. (C) 📁 Uses transitional sentences to connect paragraphs.(Pr) |
| <ul style="list-style-type: none"> Edit and proofread their own and peers' writing before completing a final copy. | <ul style="list-style-type: none"> ✂ Seeks feedback on writing.(Br) ✂ Incorporates suggestions from others about own writing with guidance. (FI) ✂ Edits for punctuation, spelling, and grammar with greater precision. (FI) ✂ Incorporates suggestions from others on own writing independently.(C) |
| <ul style="list-style-type: none"> Use appropriate punctuation and grammar (eg semi-colons, colons, apostrophes, quotation marks). | <ul style="list-style-type: none"> ✂ Uses commas and apostrophes correctly with guidance. (Br) ✂ Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.(Pr) ✂ Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. (C) |
| <ul style="list-style-type: none"> Use correct syntax and increasingly complex sentence structure. | <ul style="list-style-type: none"> 📁 Begins to experiment with sentence length and complex sentence structure. (FI) 📁 Varies leads and endings with guidance. (FI) 📁 Varies sentence structure, leads, and endings. (Pr) |
| <ul style="list-style-type: none"> Recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb). | <ul style="list-style-type: none"> 📁 Uses strong verbs, interesting language, and dialogue with guidance.(Br) 📁 Revises to enhance ideas by adding description and detail. (Br) |
| <ul style="list-style-type: none"> Use a range of vocabulary including content-specific vocabulary, which clearly and precisely conveys meaning and creates atmosphere and mood. | <ul style="list-style-type: none"> 📁 Uses voice to evoke emotional response from readers.(Pr) 📁 Uses description, details, and similes with guidance.(FI) |
| <ul style="list-style-type: none"> Use figurative language appropriately in writing (e.g. simile, metaphor, alliteration, idiom). | <ul style="list-style-type: none"> 📁 Uses description, details, and similes with guidance.(FI) 📁 Begins to use descriptive language, details, and similes. (Pr) 📁 Uses descriptive language, details, similes, and imagery to enhance ideas independently. (C) |

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| <ul style="list-style-type: none"> Use standard spelling for most words and use appropriate resources to check spelling. | <ul style="list-style-type: none"> ✂ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.(FI) ✂ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.(Pr) |
| <ul style="list-style-type: none"> Complete a bibliography to list resources. | <ul style="list-style-type: none"> 📄 Begins to write organized and fluent nonfiction, including simple bibliographies. (Pr) 📄 Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format. (C) |
| <ul style="list-style-type: none"> Have a fluent and legible style of handwriting and show competency in word processing. | |
| <ul style="list-style-type: none"> Students will write engaging stories that have a recognizable and appropriate structure. | <ul style="list-style-type: none"> 📄 Develops stories with plots that include problems and solutions with guidance. (FI) 📄 Creates characters in stories with guidance.(FI) 📄 Creates plots with problems and solutions. (Pr) 📄 Begins to develop the main characters and describe detailed settings. (Pr) 📄 Creates plots with a climax.(C) 📄 Creates detailed, believable settings and characters in stories.(C) 📄 Begins to use dialogue to enhance character development.(C) |
| <ul style="list-style-type: none"> Students will use complex literature-response writing. | See Reading Continuum |
| <ul style="list-style-type: none"> Students will use a variety of note-taking and study skills to comprehend oral and written <i>text</i> and gather information during research. | <ul style="list-style-type: none"> 📁 Begins to integrate information on a topic from a variety of sources. (P) 📁 Integrates information on a topic from a variety of sources independently. (C) |
| <ul style="list-style-type: none"> Students will experiment composing different forms of poetry, including free verse and those with specific structures. | <ul style="list-style-type: none"> 📄 Writes poetry using carefully chosen language with guidance. (Br) 📄 Writes poetry using carefully chosen language. (FI) |
| <ul style="list-style-type: none"> Uses simple dictionaries and thesauruses. | <ul style="list-style-type: none"> ✂ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. (Br) ✂ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. (FI) |
| <ul style="list-style-type: none"> Independently publish various written pieces using a range of tools. | <ul style="list-style-type: none"> ✂ Selects and publishes writing in polished format independently.(Pr) ✂ Constructs charts, graphs, and tables to convey information when appropriate. (C) |
| <ul style="list-style-type: none"> Self evaluate and set goals to improve writing. | <ul style="list-style-type: none"> 😊 Develops criteria for effective writing in different genres with guidance. (FI) 😊 Begins to set goals and identify strategies to improve writing in different genres (Pr) |

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