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| **Possible Writing Prompts** | |
| **Grade One** | **Context** |
| 1.1 It is good to have friends. Write about what makes a good friend. Use complete sentences in your writing. | Personal and Philosophical |
| 1.2 What makes your family special? Use complete sentences in your writing. | Social, Cultural, and Historical |
| **Grade Two** | **Context** |
| 2.1 A new student is coming to our school. In a paragraph, explain what makes our school a great place. | Social, Cultural, and Historical |
| 2.2 It is important to make and keep friends. In a paragraph, explain how friends should treat each other. | Personal and Philosophical |
| **Grade Three** | **Context** |
| 3.1 “The only way to have a friend is to be one.” Think about friends you know, or friends we have read about. Explain how these friends, either real or imaginary, show what it means to be a friend. | | Personal and Philosophical |
| 3.2 A new family is moving to our community. In a paragraph, explain what makes our community a great place to live.  OR  3.3 A new family is coming to our community. In a paragraph, explain how you are going to make the family feel welcome. | | Social, Cultural, and Historical |
| **Grade Four** | **Context** |
| 4.1 Friendships are important in everyone’s life. Describe the character traits that make a good friend. Explain why these character traits are important in a friendship. | | Personal and Philosophical |
| 4.2 Saskatchewan people live in many different locations throughout the province. Communities are unique, and people need different skills and knowledge, depending on where they live. What does someone from another community need to know to live in your community? Explain why it would be important to learn. | | Social, Cultural, and Historical |
| **Grade Five** | **Context** |
| 5.1 Write a persuasive letter to your administrator regarding a concern at your school. | | Social, Cultural, and Historical |

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| **Grade Six** | **Context** |
| 6.1 Explain in a problem-solution report how students are hurt by the comments of others (face-to-face, online) and what can be done to solve the problem. | | Social, Cultural, and Historical; Communicative  Unit: Peace and Conflict |
| 6.2 People set goals for themselves. Explain how a person you know or have read about overcame personal challenge(s) to achieve a goal that was set. | | Personal and Philosophical; Social, Cultural, and Historical  Unit: Going the Distance |
| **Grade Seven** | **Context** |
| 7.1 Write about a mystery or unexplained event that you have read about or experienced. What made this mystery interesting to the people who were involved? | | Imaginative and Literary  Unit: Mysteries, Uncanny Incidents, and Unusual Happenings |
| 7.2 Explain how human beings can become protectors of the Earth, rather than harming the natural environment. | | Environmental and Technological  Unit: Doing Our Part for Planet Earth |
| **Grade Eight** | **Context** |
| 8.1 Technology can be both positive and negative. Using examples, explain how this is the case. | | Environmental and Technological  Unit: An Eye on Our Natural and Technological Environment |
| 8.2 Write about a significant inventor or innovator. You may wish to write a biography of the inventor or innovator, or discuss the significance of the invention/discovery. | | Environmental and Technological  Unit: An Eye on Our Natural and Technological Environment |
| 8.3 Think about an unlikely hero. Explain why the heroism demonstrated is surprising.  OR  8.4 Think about character(s) in a book or article you have read. Explain what readers can learn from the successes and failures of the character(s). | | Social Cultural and Historical  Unit: Adventure and Adventurers |
| **Grade Nine** | **Context** |
| 9.1 The word “survival” literally means “to live.” Does living mean more than having enough food and adequate shelter? Explain how and why it is important to do more than simply “survive.” | | Social, Cultural, and Historical; Personal and Philosophical; Environmental and Technological  Unit: Surviving and Conquering |
| 9.2 Write a letter to the editor explaining how the rights and freedoms of Canadians are closely related to the responsibilities of Canadians. Use specific examples of Canadian rights and freedoms, and consider various points of view. | | Social, Cultural, and Historical  Unit: Conflicts, Challenges, Issues, and Choices – Doing the Right Thing |

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| **Grade Ten** | |
| 10.1 Write an eye-witness report of an event that relates to the unknown. (UFO encounter, ghosts, etc.) | | ELA A10  Unit : The Mysteries of Life |
| 10.2 There are many challenges or struggles that the world is facing today. Write a problem-solution essay based on one of these problems. | | ELA B10  Unit : The World Around and Within Us |
| 10.3 Memories have an impact on the human brain and the human heart. How do memories, either positive or negative, influence the people we become? | | ELA A10  Unit: The Mysteries of Life |
| 10.4 Write a business letter to your member of parliament regarding an inequality that you have observed. In your letter, offer some constructive suggestions to address the inequality. | | ELA B10  Unit : Equity and Ethics |
| 10.5 There are many heroes in the world who have faced a challenge. Write a biographical essay of an individual who has made a difference. | | ELA B10  Unit : The World Around and Within Us |
| **Grade Eleven** | |
| 11.1 Roles of children and youth have evolved as society has changed. Explain how your childhood and youth differs from that of your parents or grandparents. How do these differences enhance or detract from your quality of life? | | ELA 20  Unit: Starting Out – Beginning and Becoming |
| 11.2 Write a cover letter for a job application, explaining your suitability for the position. Include skills and personal characteristics that make you a suitable applicant. Alternatively, consider a character from a text you have read and write a cover letter from the character’s perspective. | | ELA 20  Unit: Moving Forward – Establishing and Realizing |
| 11.3 Write an argumentative or persuasive essay explaining that others’ perceptions influence the identities that children and youth have of themselves. | | ELA 20  Unit: Starting Out – Beginning and Becoming |
| 11.4 With reference to a literary text that you have studied this semester, consider the decisions a character makes. What is the impact of those decisions on the character’s life? | | ELA 20  Unit: Moving Forward – Establishing and Realizing |

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| **Grade Twelve** | |
| 12.1 Canadian history and literature record scandals and scandalous behaviours. Select a scandal, either real or fictional. Why is it necessary to acknowledge the scandal? What can result from this acknowledgement? | | ELA A30  Unit I : Canadian Perspectives : Distinct and Rich – Celebrate the Glorious, Acknowledge the Scandalous |
| 12.2 Write an editorial, to be published on July 1, on what it means to be Canadian.  OR  12.3 Immigrants to Canada are arriving regularly. Write an editorial, either explaining how diversity enhances Canadian society or acknowledging the potential contribution these new residents will make to Canadian society. | | ELA A30  Unit I: Canadian Perspectives : Distinct and Rich – Define the Individual, Negotiate the Community |
| 12.4 Write a literary analysis of a text we have studied. How does the information in the text (setting, events, characterization) help deepen your understanding of the characters? | | ELA A30  Unit I: Canadian Perspectives : Distinct and Rich – Understand Beliefs, Initiate Action |
| 12.5 Global issues are complex and may appear overwhelming at times. Consider a world issue, such as international conflict, world hunger, displaced people, or an issue of your choosing, and explain possible ways to ease the problem. | | ELA B30  Unit II : The Social Experience – Addressing the Issues |
| 12.6 For some people, there is no question regarding what is right and what is wrong. For others, it is more challenging to distinguish between right and wrong. From either your own experience, or considering the experiences of a literary character you have encountered this semester, can right be distinguished from wrong? Explain if it is always necessary to have clear-cut distinctions. | | ELA 30  Unit II : The Social Experience – Dealing with Universal Issues |
| 12.7 Write a letter of inquiry to your school principal regarding a school policy you would like to see changed. | | ELA B30  Unit II : The Social Experience – Social Criticism |
| 12.8 Authors employ many stylistic devices when they are creating texts. For example, they may use the first person perspective; employ short, terse sentences; avoid any dialogue; or write long, complex descriptions. Choose a text studied, and analyze the author’s style. | | ELA B30 |