

Kindergarten 1

Scope & Sequence

KINDERGARTEN	
GENRE FOCUS	
Acquaintance & Analysis (A&A), Purpose	
<p>EXPOSITORY: Step-by-Step How-to/How it Happens</p> <p>With teacher prompting and support, students write, as a class with the teacher taking dictation, cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, such as how to get ready for school in the morning or how to get ready for bed at night.</p>	<ul style="list-style-type: none"> ▶ Capitalization: beginning of sentence ▶ Capitalization: "I" ▶ Capitalization: people's names ▶ Comma use: addresses ▶ Comma use: dates ▶ Sentence end marks ▶ Sentence: identification and formation ▶ Capitalization: days and months ▶ Capitalization: place names ▶ Comma use: items in a series
<p>STORY: Short Story</p> <p>With teacher prompting and support, students write, as a class with the teacher taking dictation, a paragraph-length story that features a problem to be solved or challenge to be met and a resolution.</p>	
<p>COMMUNICATIVE: Friendly Letter</p> <p>With teacher prompting and support, students write, as a class with the teacher taking dictation, a friendly letter, such as a thank you note to a recent guest or to an organization that hosted a recent field trip.</p>	
<p>EXPOSITORY: Descriptive</p> <p>With teacher prompting and support, students write, as a class with the teacher taking dictation, a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a 3-dimensional object present in the classroom (e.g., a rock or leaf brought inside, a lunch box).</p>	
<p>EXPOSITORY: Comparison</p> <p>With teacher prompting and support, students write, as a class with the teacher taking dictation, a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).</p>	

Grade 1 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 1			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Sentence end marks ◆		EXPOSITORY: Comparison With teacher prompting and support, students write, as a class with the teacher taking dictation, a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).	<ul style="list-style-type: none"> ▶ Apostrophe use: contractions ◆ ▶ Period use: abbreviations ◆ ▶ Grammar: verb identification ◆ ▶ Comma use: items in a series ◆
Capitalization: beginning of sentence ◆			
Capitalization: place names ◆			
Capitalization: people's names ◆		STORY: Short Story With teacher prompting and support, student writes a paragraph-length story that features a problem to be solved or challenge to be met and a resolution.	<ul style="list-style-type: none"> ▶ Capitalization: in a person's title ◆
Capitalization: "I" ◆			
Capitalization: days and months ◆			
Sentence identification and formation ◆			
Capitalization: in a person's title ◆		COMMUNICATIVE: Friendly Letter With teacher prompting and support, student writes a friendly letter, such as a thank you note to a recent guest or to an organization that hosted a recent field trip, or a paragraph-length letter to a family member or friend (e.g., to a cousin who lives in another town).	
Comma use: dates ◆			
Comma use: addresses ◆			
		EXPOSITORY: Step-by-Step How-to/How it happens With teacher prompting and support, student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, such as how to get ready for school in the morning or how to get ready for bed at night.	

GRADE 1			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: adjective identification ◆		<p>EXPOSITORY: Descriptive</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a 3-dimensional object (e.g., a rock or leaf brought inside, a lunch box) or person (not another student) present in the classroom.</p>	
		<p>EXPOSITORY: Step-by-Step How-to/How it happens</p> <p>With teacher prompting and support, student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for an observable, content-related process, such as how a seed grows into a plant or how a chick hatches from an egg.</p>	
	<p>SENTENCE CONTENT</p> <p>With teacher prompting and support, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge, such as "I want a dog..." or "Yesterday we went to the zoo..."</p>	

Grade 2 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 2			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Capitalization: beginning of sentence ◆ Sentence end marks ◆ Sentence: identification and formation ◆ Capitalization: people's names ◆		STORY: Short Story With teacher prompting and support, student writes a short story at least one paragraph in length that features a problem to be solved or challenge to be met and a resolution.	<ul style="list-style-type: none"> ▶ Comma use: dates ◆ ▶ Period use: abbreviations ◆ ▶ Grammar: verb identification ◆ ▶ Grammar: adverb identification ◆ ▶ Literary devices: alliteration identification and formation ◆
Capitalization: "I" ◆ Capitalization: days and months ◆ Capitalization: in a person's title ◆ Comma use: addresses ◆		COMMUNICATIVE: Friendly Letter With teacher prompting and support, student writes a friendly letter to a family member or friend (e.g., to a cousin who lives in another town), recounting and detailing a recent experience.	
Grammar: sentence subject-verb identification ◆	SENTENCE CONTENT With teacher prompting and support, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).	EXPOSITORY: Informative Report With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge, such as <i>I want a dog...</i> or <i>Yesterday we went to the zoo...</i>	
Apostrophe use: contractions ◆		EXPOSITORY: Step-by-Step How-to/How it happens With teacher prompting, student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, concrete process, such as how to do the hokey-pokey or how to make a peanut butter and jelly sandwich.	

GRADE 2			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: adjective identification ◆ Literary devices: metaphor/simile identification & formation ◆		EXPOSITORY: Descriptive With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a 3-dimensional object (e.g., a rock or leaf brought inside, a lunch Box) or person (not another student) present in the classroom or a familiar setting (e.g., student's bedroom, school cafeteria).	
Comma use: items in a series ◆		EXPOSITORY: Step-by-Step How-to/How it happens With teacher prompting, student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for an observable, content-related process, such as how a seed grows into a plant or how a chick hatches from an egg.	
Comma use: compound sentences ◆			
Capitalization: place names ◆		EXPOSITORY: Comparison With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).	
Apostrophe use: possessives ◆			
Comma use: quotations ◆		EXPOSITORY: Informative Report With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., more than one) informative report based on content gathered from more than one resource.	
Quotation mark use: quotations ◆			

Grade 3

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 3			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
<p>Apostrophe use: contractions ◆</p> <p>Apostrophe use: possessives ◆</p> <p>Capitalization: days and months ◆</p> <p>Capitalization: place names ◆</p> <p>Grammar: sentence, run-on identification ◆</p>	<p>SENTENCE CONTENT</p> <p>With teacher prompting, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>	<p>EXPOSITORY: Step-by-Step How-to/How it Happens</p> <p>Student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, concrete process, such as how to do the hokey-pokey or how to make a peanut butter and jelly sandwich.</p> <p>Student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for an observable, content-related process, such as how a seed grows into a plant or how a chick hatches from an egg.</p>	<ul style="list-style-type: none"> ▶ Comma use: items in a series ◆ ▶ Period use: abbreviations ◆ ▶ Quotation mark use: titles ◆ ▶ Italic use: titles ◆ ▶ Capitalization: publication titles ◆ ▶ Capitalization: nationalities and languages ◆
<p>Grammar: adjective identification ◆</p> <p>Comma use: adjectives in a series ◆</p> <p>Literary devices: metaphor/simile identification & formation ◆</p>	<p>REDUNDANCIES</p> <p>With teacher prompting and support, student identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy</i>).</p>	<p>EXPOSITORY: Descriptive</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story.</p>	<ul style="list-style-type: none"> ▶ Capitalization: company and product names ◆ ▶ Capitalization: institution/association names, events ◆ ▶ Grammar: pronoun and antecedent identification ◆ ▶ Grammar: prepositional phrase identification ◆ ▶ Literary devices: alliteration identification and formation ◆ ▶ Vocabulary: suffix identification (verbals) ◆
<p>Capitalization: in a person's title ◆</p>		<p>COMMUNICATIVE: Friendly Letter</p> <p>With teacher prompting and support, student writes a friendly letter to a family member or friend (e.g., to a cousin who lives in another town), recounting and detailing recent experiences.</p>	

GRADE 3			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: adverb identification ◆	<p>ADVERBS</p> <p>With teacher prompting and support, student revises sentences containing adverbs by eliminating unnecessary modifiers and keeping only adverbs that clarify the sentence's meaning (e.g., It is not necessarily to say "She smiled happily" because smiled indicates happiness, but it is necessary to say "She smiled slyly" because smiling and being sly are not naturally associated).</p>	<p>EXPOSITORY: Comparison</p> <p>With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).</p>	
Grammar: verb identification ◆	<p>SUBJECT AND VERB PLACEMENT</p> <p>With teacher prompting and support, student identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., Because the man who robbed the house ran across the yard, the dog barked revised to The dog barked when the man who robbed the house ran across the yard).</p>	<p>STORY: Short Story</p> <p>With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the story's context) resolution.</p>	
Grammar: sentence subject-verb identification ◆			
Comma use: compound sentences ◆			
Comma use: quotations ◆			
Quotation mark use: quotations ◆			
Grammar: verb tense identification ◆	<p>VERB TENSE</p> <p>With teacher prompting and support, student identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., The dog had been outside for hours revised to The dog was outside for hours).</p>	<p>EXPOSITORY: Cause & Effect/ Problem & Solution</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple cause and effect (i.e., one cause with one effect) relationship.</p>	
Comma use: appositives ◆			
Grammar: verb identification (active vs. passive vs. linking) ◆	<p>SENTENCE STARTER: <i>There</i> and <i>It</i></p> <p>With teacher prompting and support, student identifies sentences beginning with <i>There are</i>, <i>There is</i>, <i>There was</i> or <i>It is</i>, <i>It was</i>, <i>It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i>, <i>It was Juan who said...</i> revised to <i>Juan said...</i>).</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting and support, student writes a cohesive and coherent paragraph attempting to persuade a specific reader (e.g., a parent) to take some action, detailing at least three reasonable rationale statements.</p>	
Comma use: complex sentences ◆		<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., more than one) informative report based on content gathered from more than one resource.</p>	
Comma use: introductory phrases ◆			

Grade 4 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 4			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: verb identification ◆	<p>SENTENCE CONTENT</p> <p>With teacher prompting, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>	<p>EXPOSITORY: Comparison</p> <p>With teacher prompting and support, student writes cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least two) comparing and contrasting two elements of two topics from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins).</p>	<ul style="list-style-type: none"> ▶ Apostrophe use: contractions ◆ ▶ Period use: abbreviations ◆ ▶ Comma use: compound sentences ◆ ▶ Quotation mark use: titles ◆
Grammar: verb tense identification ◆			
Grammar: sentence subject-verb identification ◆			
Grammar: sentence, run-on identification ◆			
Grammar: adjective identification ◆	<p>WORD REPETITION</p> <p>With teacher prompting and support, student identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much of the repetition as possible—e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i></p> <p>revised to</p> <p><i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators respond with enthusiastic cheering as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i></p>	<p>EXPOSITORY: Descriptive</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character, setting, or object (e.g., a time machine) invented for an original story.</p>	<ul style="list-style-type: none"> ▶ Apostrophe use: possessives ◆ ▶ Italic use: titles ◆ ▶ Colon use: in sentence contexts ◆ ▶ Semicolon use: in sentence contexts ◆ ▶ Capitalization: publication titles ◆ ▶ Capitalization: nationalities and languages ◆ ▶ Capitalization: company and product names ◆
Comma use: adjectives in a series ◆			

GRADE 4			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: adverb identification ◆	ADVERBS With teacher prompting, student revises sentences containing adverbs by eliminating unnecessary modifiers and keeping only adverbs that clarify the sentence's meaning (e.g., It is not necessary to say <i>She smiled happily</i> because smiling indicates happiness, but it is necessary to say <i>She smiled slyly</i> because smiling and being sly are not naturally associated).	EXPOSITORY: Step-by-Step How-to/How it Happens Student writes cohesive and coherent directions within a connected format for a humorous, possibly imaginative, process, such as how to travel to Mars or how to capture a rainbow.	<ul style="list-style-type: none"> ▶ Capitalization: institution/association names, events ◆ ▶ Grammar: prepositional phrase identification ◆ ▶ Literary devices: alliteration identification and formation ◆ ▶ Literary devices: metaphor/simile identification & formation ◆ ▶ Vocabulary: suffix identification (verbals) ◆
Comma use: appositives ◆			
	VERB TENSE With teacher prompting and support, student identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).	EXPOSITORY: Cause & Effect/ Problem & Solution With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex cause and effect (i.e., one cause with at least two effects or at least two causes with one effect) relationship.	
Capitalization: in a person's title ◆	SUBJECT AND VERB PLACEMENT With teacher prompting and support, student identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).	COMMUNICATIVE: Friendly Letter With teacher prompting and support, student writes a friendly letter to a family member or friend (e.g., to a cousin who lives in another town), recounting and detailing recent experiences and making appropriate inquiries regarding the reader's state of being and recent experiences.	
Grammar: verb identification (active vs. passive vs. linking) ◆	ACTIVE/PASSIVE VOICE With teacher prompting and support, student identifies a sentence, paragraph, or passage as written in active or passive voice.	STORY: Short Story With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events).	
Comma use: quotations ◆			
Quotation mark use: quotations ◆			

◆◆◆◆ Initial exposure → Mastery

GRADE 4			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Comma use: introductory phrases ◆	REDUNDANCIES With teacher prompting and support, student identifies redundant language within sentences and makes appropriate revisions (e.g., The party filled him with joy and happiness revised to The party filled him with joy.)	EXPOSITORY: Informative Report With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) five-paragraph informative report based on content gathered from multiple (i.e., three or more) resources.	
Comma use: complex sentences ◆			
Comma use: compound-complex sentences ◆			
Grammar: pronoun and antecedent identification ◆	ANTECEDENTS With teacher prompting and support, student identifies pronouns and their antecedents and revises any sentences in which the pronoun and antecedent are unclear (e.g., <i>Joan and John gave the dogs their sandwiches</i> revised to <i>Joan and John gave their sandwiches to the dogs</i>).	EXPOSITORY: Persuasive With teacher prompting and support, student writes a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position (e.g., Singer A is better than Singer B), detailing at least three reasonable rationale statements.	
Comma use: parenthetical expressions ◆	SENTENCE STARTER: <i>There and It</i> With teacher prompting and support, student identifies sentences beginning with <i>There are, There is, There was</i> or <i>It is, It was, It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i> , <i>It was Juan who said...</i> revised to <i>Juan said...</i>).		

Grade 5

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 5			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: sentence subject-verb identification ◆	<p>SENTENCE CONTENT</p> <p>Student independently revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>	<p>EXPOSITORY: Comparison</p> <p>With teacher prompting, student writes cohesive (unified and complete) and coherent (clear and logical) paragraphs (at least two) comparing and contrasting two elements of two topics from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins).</p>	<ul style="list-style-type: none"> ▶ Apostrophe use: possessives ◆ ▶ Grammar: dangling phrase identification ◆ ▶ Quotation mark use: titles ◆ ▶ Italic use: titles ◆ ▶ Capitalization: publication titles ◆ ▶ Capitalization: nationalities and languages ◆ ▶ Capitalization: company and product names ◆ ▶ Capitalization: institution/ association names, events ◆ ▶ Colon use: in sentence contexts ◆ ▶ Semicolon use: in sentence contexts ◆
Grammar: sentence, run-on identification ◆	<p>SENTENCE STARTER: <i>There</i> and <i>It</i></p> <p>With teacher prompting, student identifies sentences beginning with <i>There are</i>, <i>There is</i>, <i>There was</i> or <i>It is</i>, <i>It was</i>, <i>It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i>, <i>It was Juan who said...</i> revised to <i>Juan said...</i>).</p>		
Comma use: compound sentences ◆			
Comma use: appositives ◆	<p>SUBJECT and VERB PLACEMENT</p> <p>With teacher prompting, student identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).</p>	<p>EXPOSITORY: Step-by-Step How-to/How it Happens</p> <p>Student writes cohesive and coherent directions within a connected format for an abstract process, such as how to make parents happy or how to become friends with a new neighbor.</p>	
Grammar: verb tense identification ◆	<p>VERB TENSE</p> <p>With teacher prompting, student identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).</p>	<p>EXPOSITORY: Cause & Effect/ Problem & Solution</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a simple problem (i.e., a problem with a single-step, direct solution) and a successful solution.</p>	
Comma use: introductory phrases ◆			

GRADE 5			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: prepositional phrase identification ◆	PREPOSITIONAL PHRASES With teacher prompting and support, student identifies and revises sentences comprising more than 3 prepositional phrases by eliminating nonessential phrases and rewording the sentence to eliminate other phrases (e.g., <i>Steve's visit to the farm on the prairie across the state line was filled with excitement and was too short</i> revised to <i>Steve's exciting visit to the Ohio farm was too short</i>).	EXPOSITORY: Informative Report With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) five-paragraph informative report based on content gathered from multiple (i.e., three or more) resources.	
Comma use: complex sentences ◆			
Grammar: modifying phrase identification ◆			
Grammar: pronoun and antecedent identification ◆	ANTECEDENTS With teacher prompting, student identifies pronouns and their antecedents and revises any sentences in which the pronoun and antecedent are unclear (e.g., <i>Joan and John gave the dogs their sandwiches</i> revised to <i>Joan and John gave their sandwiches to the dogs</i>).	EXPOSITORY: Descriptive With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character invented for an original story and converting the descriptors into possible statements that show rather than tell the reader about the traits.	
Comma use: adjectives in a series ◆			
Grammar: adverb identification ◆	ADVERBS Student independently revises sentences containing adverbs by eliminating unnecessary modifiers and keeping only adverbs that clarify the sentence's meaning (e.g., It is not necessarily to say "She smiled happily" because smiled indicates happiness, but it is necessary to say "She smiled slyly" because smiling and being sly are not naturally associated).	NARRATIVE With teacher prompting and support, student writes a narrative focused on a person, place, or event but without relating a story (i.e., does not include a problem, rising action, resolution, or other story-specific elements) (e.g., narrative about a grandmother in which the reader gains a sense of the person through the writer's characterization).	
Comma use: compound-complex sentences ◆			

◆◆◆◆ Initial exposure → Mastery

GRADE 5			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>REDUNDANCIES</p> <p>With teacher prompting, student identifies redundant language within sentences and makes appropriate revisions (e.g., The party filled him with joy and happiness revised to The party filled him with joy).</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a correctly structured and appropriately worded business letter to an organization (e.g., a letter praising a company's recent new product or suggesting a change in policy).</p>	
	<p>WORD REPETITION</p> <p>With teacher prompting, student identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much of the repetition as possible—e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i></p> <p>revised to</p> <p><i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators respond with enthusiastic cheering as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i></p>		
Grammar: verb identification ◆	<p>VERBS AS NOUNS</p> <p>With teacher prompting and support, student identifies and revises nouns (e.g., -able, -tion, -ance, -ment) that may be better expressed as verbs (e.g., The movement of the snail took it across the driveway revised to The snail moved across the driveway).</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting, student writes a cohesive and coherent paragraph attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements.</p>	
Comma use: parenthetical expressions ◆			
Vocabulary: suffix identification (verbals) ◆	<p>ACTIVE/PASSIVE VOICE</p> <p>With teacher prompting, student identifies a sentence, paragraph, or passage as written in active or passive voice.</p>		

◆◆◆◆ Initial exposure → Mastery

GRADE 5			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Comma use: quotations ◆	AUTHENTICITY: Character With teacher prompting and support, student evaluates the clarity and credibility of each characterization within a narrative or biographical draft by assessing the clarity and credibility of each character-related component (appearance, behavior, dialogue, thoughts, perspective held by other characters) and making desirable revisions.	STORY: Short Story With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, and appropriate description (e.g., of settings, character, events).	
Quotation mark use: quotations ◆			

Grade 6 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 6			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: sentence subject-verb identification ◆	<p>ACTIVE/PASSIVE VOICE</p> <p>Student independently revises writing, changing sentences, paragraphs, or passages from passive to active voice wherever appropriate.</p>	<p>EXPOSITORY: Step-by-Step How-to/ How it Happens</p> <p>Student writes cohesive and coherent directions within a connected format for a content-based, unobservable process, such as how to read a weather map or how to find the least common denominator, or a content-based imaginary process, such as how to explore the New World or how to travel the Underground Railroad.</p>	<ul style="list-style-type: none"> ▶ Quotation mark use: titles ◆ ▶ Italic use: titles ◆ ▶ Literary devices: allusion identification & formation ◆ ▶ Colon use: in sentence contexts ◆ ▶ Semicolon use: in sentence contexts ◆ ▶ Capitalization: publication titles ◆ ▶ Capitalization: nationalities and languages ◆ ▶ Capitalization: company and product names ◆ ▶ Capitalization: institution/ association names, events ◆
Grammar: verb tense identification ◆	<p>VERB TENSE</p> <p>Student independently identifies and revises verbs within a sentence, paragraph, or passage to the most immediate (i.e., least complicated) tense appropriate (e.g., <i>The dog had been outside for hours</i> revised to <i>The dog was outside for hours</i>).</p>		
Grammar: verb identification (active vs. passive vs. linking) ◆	<p>SENTENCE STARTER: <i>There</i> and <i>It</i></p> <p>Student independently identifies sentences beginning with <i>There are</i>, <i>There is</i>, <i>There was</i> or <i>It is</i>, <i>It was</i>, <i>It will be</i> and revises to eliminate the unnecessary adverb or pronoun and linking verb (e.g., <i>There are some people who believe...</i> revised to <i>Some people believe...</i>, <i>It was Juan who said...</i> revised to <i>Juan said...</i>).</p>		
Grammar: sentence, run-on identification ◆	<p>ANTECEDENTS</p> <p>Student independently identifies pronouns and their antecedents and revises any sentences in which the pronoun and antecedent are unclear (e.g., <i>Joan and John gave the dogs their sandwiches</i> revised to <i>Joan and John gave their sandwiches to the dogs</i>).</p>		
Grammar: pronoun and antecedent identification ◆	<p>WORD REPETITION</p> <p>Student independently identifies paragraphs featuring repeated words and revises the paragraph, eliminating as much of the repetition as possible—e.g., <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several exciting minutes. The spectators respond with excited cheering as the game nears its end. Finally, a victor emerges, excited to win such a tough contest.</i> revised to <i>Joel senses the game's excitement. The teams are equally matched, and the lead goes back and forth for several minutes. The spectators respond with enthusiastic cheering as the game nears its end. Finally, a victor emerges, thrilled to win such a tough contest.</i></p>		

GRADE 6			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>SUBJECT and VERB PLACEMENT</p> <p>Student independently identifies sentences with subjects and/or verbs placed so far into a sentence that they lose power and revises the sentence by moving the subject and verb closer to the sentence's beginning (e.g., <i>Because the man who robbed the house ran across the yard, the dog barked</i> revised to <i>The dog barked when the man who robbed the house ran across the yard</i>).</p>		
Grammar: prepositional phrase identification ◆ Comma use: appositives ◆	<p>VERBS AS NOUNS</p> <p>With teacher prompting, student identifies and revises nouns (e.g., <i>-able, -tion, -ance, -ment</i>) that may be better expressed as verbs (e.g., <i>The movement of the snail took it across the driveway</i> revised to <i>The snail moved across the driveway</i>).</p> <p>PREPOSITIONAL PHRASES</p> <p>With teacher prompting, student identifies and revises sentences comprising more than three prepositional phrases by eliminating nonessential phrases and rewording the sentence to eliminate other phrases (e.g., <i>Steve's visit to the farm on the prairie across the state line was filled with excitement and was too short</i> revised to <i>Steve's exciting visit to the Ohio farm was too short</i>).</p>	<p>EXPOSITORY: Cause & Effect/ Problem & Solution</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s) (i.e., solution may feature multiple approaches or comprise multiple steps).</p>	
	<p>REDUNDANCIES</p> <p>With teacher prompting, student identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy</i>).</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting, student writes a correctly structured and appropriately worded business letter to an organization (e.g., a letter praising a company's recent new product or suggesting a change in policy).</p>	

◆◆◆◆ Initial exposure → Mastery

GRADE 6			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>SHOW NOT TELL</p> <p>With teacher prompting and support, student reviews the portrayal of characters within a narrative or biographical draft and identifies ways “character-istics” can be shown rather than stated and makes the desired revisions.</p>	<p>NARRATIVE</p> <p>With teacher prompting, student writes a narrative focused on a person, place, or event but without relating a story (i.e., does not include a problem, rising action, resolution, or other story-specific elements) (e.g., narrative about a grandmother in which the reader gains a sense of the person through the writer’s characterization).</p>	
<p>Sentence: variety identification and formation ◆</p> <p>Comma use: introductory phrases ◆</p> <p>Comma use: compound-complex sentences ◆</p>	<p>PARAGRAPH UNITS</p> <p>With teacher prompting and support, student reviews the paragraphs within a draft and revises the draft so that each paragraph represents a cohesive and singular unit of thought.</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic).</p>	
	<p>ADVERBS</p> <p>With teacher support, student revises sentences containing adverbs by adding stronger verbs and eliminating unnecessary adverbs (e.g., The dog ran quickly... revised to The dog dashed...).</p>	<p>STORY: Short Story</p> <p>With teacher prompting and support, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story’s context) resolution, appropriate description (e.g., of settings, character, events), appropriate evidence of “showing not telling,” and an emerging theme.</p>	
	<p>AUTHENTICITY: Character</p> <p>With teacher prompting, student evaluates the clarity and credibility of each characterization within a narrative or biographical draft by assessing the clarity and credibility of each character-related component (appearance, behavior, dialogue, thoughts, perspective held by other characters) and making desirable revisions.</p>		

GRADE 6			
PREREQUI-SITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Grammar: modifying phrase identification ◆	<p>DANGLING BITS</p> <p>With teacher prompting and support, student identifies dangling phrases and revises the sentence to eliminate all dangles (e.g., Walking to the bus stop, a squirrel stole my lunch revised to While I was walking to the bus stop a squirrel stole my lunch; While outside for recess, it is a good idea to practice good sportsmanship revised to While outside for recess, you should practice good sportsmanship).</p>	<p>EXPOSITORY: Comparison</p> <p>Student writes cohesive (unified and complete) and coherent (clear and logical) essay of at least three paragraphs comparing and contrasting two elements of two topics from the same subject matter (e.g., a paragraph on the diets and a paragraph on the homes of owls and robins).</p>	
Grammar: dangling phrase identification ◆	<p>MISPLACED MODIFIERS</p> <p>With teacher prompting and support, student identifies and revises sentences containing misplaced modifiers (e.g., The team executed successful plays Friday while wearing new uniforms that surprised their opponents revised to While wearing new uniforms, the team executed successful plays that surprised their opponents).</p>		
Comma use: parenthetical expressions ◆	<p>WORD CHOICE: Overused Phrases</p> <p>With teacher prompting and support, student identifies cliches (e.g., window of opportunity, a drop in the bucket) or overused phrases (e.g., closest friends, little did he know) and revises the sentence, eliminating the cliché or phrase.</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements in separate paragraphs.</p>	
		<p>STORY: Script</p> <p>With teacher prompting and support, student writes a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>	

Grade 7 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 7			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
Sentence: variety identification and formation ◆ Comma use: compound-complex sentences ◆	VERBS AS NOUNS Student independently identifies and revises nouns (e.g., <i>-able, -tion, -ance, -ment</i>) that may be better expressed as verbs (e.g., <i>The movement of the snail took it across the driveway</i> revised to <i>The snail moved across the driveway</i>).	EXPOSITORY: Historical Retelling With teacher prompting and support, student writes a cohesive and coherent narrative retelling of an historical event, era, or series of related events.	▶ Colon use: in sentence contexts ◆ ▶ Semicolon use: in sentence contexts ◆ ▶ Literary devices: allusion identification & formation ◆
	ADVERBS Student independently revises sentences containing adverbs by adding stronger verbs and eliminating unnecessary adverbs (e.g., <i>The dog ran quickly...</i> revised to <i>The dog dashed...</i>).		
	REDUNDANCIES Student independently identifies redundant language within sentences and makes appropriate revisions (e.g., <i>The party filled him with joy and happiness</i> revised to <i>The party filled him with joy</i>).		
	PREPOSITIONAL PHRASES Student independently identifies and revises sentences comprising more than 3 prepositional phrases by eliminating nonessential phrases and rewording the sentence to eliminate other phrases (e.g., <i>Steve's visit to the farm on the prairie across the state line was filled with excitement and was too short</i> revised to <i>Steve's exciting visit to the Ohio farm was too short</i>).		
	PARAGRAPH UNITS With teacher prompting, student reviews the paragraphs within a draft and revises the draft so that each paragraph represents a cohesive and singular unit of thought.	EXPOSITORY: Informative Report With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative biographical report based on content gathered from multiple resources (i.e., sufficient for the topic), including at least one interview.	
	SHOW NOT TELL With teacher prompting, student reviews the portrayal of characters within a narrative or biographical draft and identifies ways "character-istics" can be shown rather than stated and makes the desired revisions.		

GRADE 7			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>WORD CHOICE: Definition</p> <p>With teacher prompting and support, student identifies terms that may not be familiar to the intended audience and adds clarifying definitional components:</p> <ol style="list-style-type: none"> 1. A reference to the larger class of things to which the defined object belongs 2. An explanation of how the thing defined differs from other members of the larger class 3. An illustration" (Hart, 2006, p. 120). <p>(e.g., A wallaby "is 1) a kangaroo that's 2) generally smaller than the large gray and red kangaroos most Americans think of when they imagine kangaroos, and that 3) most wallabies stand about as tall as a fire hydrant" (Hart, p. 120-121).</p>	<p>EXPOSITORY: Cause & Effect/ Problem & Solution</p> <p>Within a larger piece of writing, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph explaining a complex problem (i.e., a problem with multiple elements) and successful solution(s) (i.e., solution may feature multiple approaches or comprise multiple steps) AND/OR writes a cohesive and coherent paragraph explaining a complex cause and effect (i.e., one cause with at least two effects or at least two causes with one effect) relationship.</p>	
	<p>VERBS WEAKENED TO NOUNS</p> <p>With teacher prompting and support, student identifies sentences with words normally used as verbs changed into nouns that require additional, weakening words, such as: do a study of..., make progress toward..., and the making of.... The student revises the sentences by converting the nouns into verbs: <i>study, progress, make</i>. (e.g., <i>The team conducted a study of...</i> revised to <i>The team studied...</i>).</p>		
Grammar: modifying phrase identification ◆	<p>QUOTES AND ATTRIBUTION</p> <p>With teacher prompting, student identifies quotes that can be effectively divided with the attribution placed between phrases and makes desirable revisions (e.g., Jane scolded, "You should think twice, Jeffrey, before putting that pepper in your mouth." revised to "You should think twice, Jeffrey" Jane scolded, "before putting that pepper in your mouth.").</p>	<p>STORY: Short Story</p> <p>With teacher prompting, student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, appropriate description (e.g., of settings, character, events), appropriate evidence of "showing not telling," and an emerging theme.</p>	
Grammar: dangling phrase identification ◆	<p>DANGLING BITS</p> <p>With teacher prompting, student identifies dangling phrases and revises the sentence to eliminate all dangles (e.g., Walking to the bus stop, a squirrel stole my lunch revised to While I was walking to the bus stop a squirrel stole my lunch; While outside for recess, it is a good idea to practice good sportsmanship revised to While outside for recess, you should practice good sportsmanship).</p>		
	<p>MISPLACED MODIFIERS</p> <p>With teacher prompting, student identifies and revises sentences containing misplaced modifiers (e.g., The team executed successful plays Friday while wearing new uniforms that surprised their opponents revised to While wearing new uniforms, the team executed successful plays that surprised their opponents).</p>		

◆◆◆◆ Initial exposure → Mastery

GRADE 7			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>Transitions</p> <p>With teacher prompting and support, student reviews the last lines of a preceding paragraph and the first lines of a subsequent paragraph, checking for logical and flowing transitions and making necessary revisions to establish such transitions.</p> <hr/> <p>WORD CHOICE: Overused Phrases</p> <p>With teacher prompting, student identifies clichés (e.g., window of opportunity, a drop in the bucket) or overused phrases (e.g., closest friends, little did he know) and revises the sentence, eliminating the cliché or phrase.</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements in separate paragraphs and structuring the rationale from most to least important.</p>	
	<p>ITEMS & DESCRIPTORS</p> <p>Student independently revises series of items or descriptors to best reflect their intended purpose and to communicate as strongly as possible:</p> <ul style="list-style-type: none"> • Use one item or descriptor for emphasis (e.g., Joe is determined.). • Use two items or descriptors for comparison (e.g., Joe is smart and determined.) • Use three items or descriptors for completeness (e.g., Joe is smart, determined, and conscientious.) • Only use four or more descriptors as a list (e.g., Joe packed several items: his uniform, his radio, his weapon, and his phone.) • Arrange items or descriptors from least syllables to most for easiest reading. 	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a formal letter, such as letter to the editor of a periodical, presenting a point of view or opinion and reasoned, supporting argument(s).</p>	

Grade 8 ▶

Scope & Sequence

◆◆◆◆ Initial exposure → Mastery

GRADE 8			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>MISPLACED MODIFIERS</p> <p>Student independently identifies and revises sentences containing misplaced modifiers (e.g., <i>The team executed successful plays Friday while wearing new uniforms that surprised their opponents</i> revised to <i>While wearing new uniforms, the team executed successful plays that surprised their opponents</i>).</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic)—including at least one interview—and that reveals an emerging author’s voice.</p>	<p>▶ Literary devices: allusion identification & formation ◆</p>
	<p>WORD CHOICE: Overused Phrases</p> <p>Student independently identifies clichés (e.g., window of opportunity, a drop in the bucket) or overused phrases (e.g., closest friends, little did he know) and revises the sentence, eliminating the cliché or phrase.</p>		
	<p>DANGLING BITS</p> <p>Student independently identifies dangling phrases and revises the sentence to eliminate all dangles (e.g., <i>Walking to the bus stop, a squirrel stole my lunch</i> revised to <i>While I was walking to the bus stop a squirrel stole my lunch</i>; <i>While outside for recess, it is a good idea to practice good sportsmanship</i> revised to <i>While outside for recess, you should practice good sportsmanship</i>).</p>		
	<p>QUOTES and ATTRIBUTION</p> <p>Student independently identifies quotes that can be effectively divided with the attribution placed between phrases and makes desirable revisions (e.g., <i>Jane scolded, “You should think twice, Jeffrey, before putting that pepper in your mouth.”</i> revised to <i>“You should think twice, Jeffrey” Jane scolded, “before putting that pepper in your mouth.”</i>).</p>		
	<p>PARAGRAPH UNITS</p> <p>Student independently reviews the paragraphs within a draft and revises the draft so that each paragraph represents a cohesive and singular unit of thought.</p>		

GRADE 8			
PREREQUISITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>WORD CHOICE: Definition</p> <p>With teacher prompting and support, student identifies terms that may not be familiar to the intended audience and adds clarifying definitional components:</p> <ol style="list-style-type: none"> 1. A reference to the larger class of things to which the defined object belongs 2. An explanation of how the thing defined differs from other members of the larger class 3. An illustration" (Hart, 2006, p. 120). <p>(e.g., A wallaby "is 1) a kangaroo that's 2) generally smaller than the large gray and red kangaroos most Americans think of when they imagine kangaroos, and that 3) most wallabies stand about as tall as a fire hydrant" (Hart, p. 120-121).</p>		
	<p>"TELLING" DETAILS</p> <p>With teacher prompting and support, student identifies a draft's details (e.g., details of a character, details of a place, details of a process), evaluates the details to recognize those that are and are not "telling," and revises the draft to include or emphasize "telling" details.</p>	<p>STORY: Short Story</p> <p>Student writes a short story that features a problem to be solved or challenge to be met, a reasonable (i.e., believable within the story's context) resolution, appropriate description (e.g., of settings, character, events), appropriate evidence of "showing not telling," and an emerging theme.</p>	
	<p>SHOW NOT TELL</p> <p>Student independently reviews the portrayal of characters within a narrative or biographical draft and identifies ways "character-istics" can be shown rather than stated and makes the desired revisions.</p>		
Sentence: variety identification and formation ◆	<p>SENTENCE VARIETY</p> <p>With teacher prompting and support, student evaluates draft for sentence length and type variety and makes desirable revisions.</p>	<p>EXPOSITORY: Historical Retelling</p> <p>With teacher prompting, student writes a cohesive and coherent narrative retelling of an historical event, era, or series of related events.</p>	
	<p>TRANSITIONS</p> <p>With teacher prompting, student reviews the last lines of a preceding paragraph and the first lines of a subsequent paragraph, checking for logical and flowing transitions and making necessary revisions to establish such transitions.</p>		

◆◆◆◆ Initial exposure → Mastery

GRADE 8			
PREREQUI-SITES	REVISION ELEMENT	GENRE FOCUS	ADDITIONAL
Mechanics	Instruction	A&A, Purpose	Mechanics
	<p>VERBS WEAKENED TO NOUNS</p> <p>With teacher prompting, student identifies sentences with words normally used as verbs changed into nouns that require additional, weakening words, such as: <i>do a study of...</i>, <i>make progress toward...</i>, and <i>the making of...</i>. The student revises the sentences by converting the nouns into verbs: study, progress, make. e.g., (<i>The team conducted a study of...</i> revised to <i>The team studied...</i>).</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements in separate paragraphs and structuring the rationale from most to least important, and including a paragraph that synthesizes the rationale to make a concluding argument to the reader.</p>	
	<p>TOOLS VS. CLARITY</p> <p>With teacher prompting, student identifies literary techniques (e.g., alliteration, metaphor, allusion) within a draft, evaluates their usage in relation to clarity (e.g., a metaphor features common enough elements to communicate to the intended audience, alliteration communicates clearly and is not used simply to be used), and revises or justifies leaving the text as is.</p>		
	<p>IDEA REDUNDANCY</p> <p>With teacher prompting and support, student identifies scattered occurrences of the same idea throughout a draft and revises the piece so the ideas to appear together or so that repeated ideas are deleted.</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a formal letter, such as letter to the editor of a periodical, presenting a point of view or opinion and reasoned, supporting argument(s), and an understanding of an alternate point of view.</p>	
		<p>STORY: Script</p> <p>With teacher prompting, student writes a play with at least three different scenes and features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>	

Grade 9

Scope & Sequence

GRADE 9	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>WORD CHOICE: Definition</p> <p>With teacher prompting and support, student identifies terms that may not be familiar to the intended audience and adds clarifying definitional components:</p> <ol style="list-style-type: none"> 1. A reference to the larger class of things to which the defined object belongs 2. An explanation of how the thing defined differs from other members of the larger class 3. An illustration” (Hart, 2006, p. 120). <p>(e.g, A wallaby “is 1) a kangaroo that’s 2) generally smaller than the large gray and red kangaroos most Americans think of when they imagine kangaroos, and that 3) most wallabies stand about as tall as a fire hydrant” (Hart, p. 120-121).</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic) that reveals an emerging author’s voice.</p>
<p>VERBS WEAKENED TO NOUNS</p> <p>Student independently identifies sentences with words normally used as verbs changed into nouns that require additional, weakening words, such as: <i>do a study of...</i>, <i>make progress toward...</i>, and <i>the making of...</i>. The student revises the sentences by converting the nouns into verbs: <i>study, progress, make</i>. (e.g, <i>The team conducted a study of...</i> revised to <i>The team studied...</i>).</p>	
<p>TOOLS VS. CLARITY</p> <p>Student independently identifies literary techniques (e.g., alliteration, metaphor, allusion) within a draft, evaluates their usage in relation to clarity (e.g., a metaphor features common enough elements to communicate to the intended audience, alliteration communicates clearly and is not used simply to be used), and revises or justifies leaving the text as is.</p>	
<p>SENTENCE VARIETY</p> <p>Student independently evaluates draft for sentence length and type variety and makes desirable revisions.</p>	
<p>TRANSITIONS</p> <p>Student independently reviews the last lines of a preceding paragraph and the first lines of a subsequent paragraph, checking for logical and flowing transitions and making necessary revisions to establish such transitions.</p>	

GRADE 9	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>AUTHENTICITY</p> <p>With teacher prompting and support, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position or take specific action, detailing multiple reasonable rationale statements in separate paragraphs, utilizing multiple forms of rationale (e.g., comparison and contrast, narrative, cause and effect explanation), and including a synthesis of the rationale to make a concluding argument to the reader.</p>
<p>PATTERNS and BREAKS</p> <p>With teacher prompting and support, student identifies places within a draft that could be strengthened by structuring text into a pattern that is later broken for emphasis and revises the draft by adding such text (e.g., the pattern "So let freedom ring from the <u>prodigious hilltops</u> of New Hampshire...from the <u>mighty mountains</u> of New York... from the <u>heightening Alleghenies</u> of Pennsylvania..." is broken by "from <u>Stone Mountain</u> of Georgia...from <u>Lookout Mountain</u> of Tennessee...from <u>every hill and molehill</u> of Mississippi..." The general becomes specific as Dr. Martin Luther King Jr. moves into the southern US, and the two-word descriptions and place names become "every hill and molehill." The pattern provides the text with power, but breaking it increases that power.).</p>	
<p>RELATED QUESTIONS</p> <p>With teacher prompting and support, student identifies additional related questions/ issues not addressed in a draft and uses sound reasoning to decide whether or not to add such information.</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>Student writes a formal letter, such as letter to the editor of a periodical, presenting a point of view or opinion and reasoned, supporting argument(s), and an understanding of an alternate point of view.</p>
<p>"TELLING" DETAILS</p> <p>With teacher prompting, student identifies a draft's details (e.g., details of a character, details of a place, details of a process), evaluates the details to recognize those that are and are not "telling," and revises the draft to include or emphasize "telling" details.</p>	
<p>NARRATIVE THREAD</p> <p>With teacher prompting and support, student identifies a narrative thread that can be used to carry a reader from the text's opening to its conclusion and revises the piece to include such a thread.</p>	<p>EXPOSITORY: Historical Retelling</p> <p>Student writes a cohesive and coherent narrative retelling of an historical event, era, or series of related events.</p>
<p>LADDER OF ABSTRACTION</p> <p>With teacher prompting and support, student reviews paragraphs/portions of a draft to note levels of abstraction and revises as necessary to "climb up" or "climb down" the ladder of abstraction for optimal effect.</p>	
<p>PERSPECTIVE</p> <p>With teacher prompting and support, student reviews the perspective represented by a draft (e.g., character's perspective or first person, reporter's perspective, participant-reporter perspective), evaluates the perspective taken in relation to the intended message, and revises the draft if a change in perspective could strengthen the writing.</p>	<p>EXPOSITORY: Literary Analysis</p> <p>With teacher prompting and support, student writes a cohesive and coherent literary analysis of an excerpt from a literary text, analyzing aspects such as theme, text structure, and relevant literary elements.</p>
<p>IDEA REDUNDANCY</p> <p>With teacher prompting, student identifies scattered occurrences of the same idea throughout a draft and revises the piece so the ideas to appear together or so that repeated ideas are deleted.</p>	
	<p>STORY: Script</p> <p>With teacher prompting, student writes a two-act play with at least two different scenes in each act and features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>

Grade 10 ▶

Scope & Sequence

GRADE 10	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>IDEA REDUNDANCY</p> <p>Student independently identifies scattered occurrences of the same idea throughout a draft and revises the piece so the ideas to appear together or so that repeated ideas are deleted.</p>	<p>STORY: Autobiographical Article</p> <p>With teacher prompting and support, student writes an autobiographical narrative article detailing an event or series of events.</p>
<p>“TELLING” DETAILS</p> <p>Student independently identifies a draft’s details (e.g., details of a character, details of a place, details of a process), evaluates the details to recognize those that are and are not “telling,” and revises the draft to include or emphasize “telling” details.</p>	
<p>NARRATIVE THREAD</p> <p>With teacher prompting, student identifies a narrative thread that can be used to carry a reader from the text’s opening to its conclusion and revises the piece to include such a thread.</p>	
<p>LADDER OF ABSTRACTION</p> <p>With teacher prompting, student reviews paragraphs/portions of a draft to note levels of abstraction and revises as necessary to “climb up” or “climb down” the ladder of abstraction for optimal effect.</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic) that is appropriate for submission to a periodical that covers such topics.</p>
<p>AUTHENTICITY</p> <p>With teacher prompting, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author’s own voice—i.e., how closely the written work sounds like the author’s own way of speaking. Desirable revisions are made.</p>	
<p>RELATED QUESTIONS</p> <p>With teacher prompting, student identifies additional related questions/issues not addressed in a draft and uses sound reasoning to decide whether or not to add such information.</p>	<p>EXPOSITORY: Persuasive</p> <p>With teacher prompting, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position or take specific action, detailing multiple reasonable rationale statements in separate paragraphs, utilizing multiple forms of rationale (e.g., comparison and contrast, narrative, cause and effect explanation), and including a synthesis of the rationale to make a concluding argument to the reader.</p>
<p>PATTERNS and BREAKS</p> <p>With teacher prompting, student identifies places within a draft that could be strengthened by structuring text into a pattern that is later broken for emphasis and revises the draft by adding such text (e.g., the pattern “So let freedom ring from the <u>prodigious hilltops</u> of New Hampshire...from the <u>mighty mountains</u> of New York...from the <u>heightening Alleghenies</u> of Pennsylvania...” is broken by “from <u>Stone Mountain</u> of Georgia...from <u>Lookout Mountain</u> of Tennessee...from <u>every hill and molehill</u> of Mississippi...” The general becomes specific as Dr. Martin Luther King Jr. moves into the southern US, and the two-word descriptions and place names become “every hill and molehill.” The pattern provides the text with power, but breaking it increases that power).</p>	

GRADE 10	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>AUTHENTICITY</p> <p>With teacher prompting, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a formal letter, detailing a personal experience with some element related to the letter's addressee and offering suggestions for improvement in a clear but inoffensive manner.</p>
<p>CONTINUITY</p> <p>With teacher prompting and support, student evaluates the consistency and appropriateness of a draft's tone and makes desirable revisions.</p>	
<p>COMPLEXITY AND SIMPLICITY</p> <p>With teacher prompting and support, student identifies sections of a draft that present complex material and revises such sections by using shorter sentences and more common terms (i.e., shorter words).</p>	<p>EXPOSITORY: Literary Analysis</p> <p>With teacher prompting, student writes a cohesive and coherent literary analysis of an excerpt from a literary text, analyzing aspects such as theme, text structure, and relevant literary elements.</p>
	<p>STORY: Script</p> <p>Student writes a two-act play with at least three different scenes in each act and features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>

Grade 11 ▶

Scope & Sequence

GRADE 11	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>COMPLEXITY and SIMPLICITY</p> <p>Student independently identifies sections of a draft that present complex material and revises such sections by using shorter sentences and more common terms (i.e., shorter words).</p>	<p>EXPOSITORY: Informative Report</p> <p>With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic) and appropriate for submission to a periodical that covers such topics.</p>
<p>NARRATIVE THREAD</p> <p>Student independently identifies a narrative thread that can be used to carry a reader from the text's opening to its conclusion and revises the piece to include such a thread.</p>	
<p>LADDER OF ABSTRACTION</p> <p>Student independently reviews paragraphs/portions of a draft to note levels of abstraction and revises as necessary to "climb up" or "climb down" the ladder of abstraction for optimal effect.</p>	<p>STORY/EXPOSITORY: Biographical Article</p> <p>With teacher prompting and support, student writes a biographical narrative article (not autobiographical) detailing an event or series of events within an individual's life.</p>
<p>PERSPECTIVE</p> <p>Student independently reviews the perspective represented by a draft (e.g., character's perspective or first person, reporter's perspective, participant-reporter perspective), evaluates the perspective taken in relation to the intended message, and revises the draft if a change in perspective could strengthen the writing.</p>	<p>EXPOSITORY: Persuasive</p> <p>Student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position or take specific action, detailing multiple reasonable rationale statements in separate paragraphs, utilizing multiple forms of rationale (e.g., comparison and contrast, narrative, cause and effect explanation), and including a synthesis of the rationale to make a concluding argument to the reader.</p>
<p>PATTERNS and BREAKS</p> <p>Student independently identifies places within a draft that could be strengthened by structuring text into a pattern that is later broken for emphasis and revises the draft by adding such text (e.g., the pattern "So let freedom ring from the <u>prodigious hilltops</u> of New Hampshire...from the <u>mighty mountains</u> of New York...from the <u>heightening Alleghenies</u> of Pennsylvania..." is broken by "from <u>Stone Mountain</u> of Georgia...from <u>Lookout Mountain</u> of Tennessee...from <u>every hill and molehill</u> of Mississippi..." The general becomes specific as Dr. Martin Luther King Jr. moves into the southern US, and the two-word descriptions and place names become "every hill and molehill." The pattern provides the text with power, but breaking it increases that power.)</p>	

GRADE 11	
REVISION ELEMENT	GENRE FOCUS
Instruction	A&A, Purpose
<p>RELATED QUESTIONS</p> <p>Student independently identifies additional related questions/issues not addressed in a draft and uses sound reasoning to decide whether or not to add such information.</p>	<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a formal letter, detailing a potentially controversial action that was or will be taken and clearly explaining the rationale for such action (e.g., a letter from an editor explaining why an author's manuscript was not accepted for publication or a letter from a coach explaining why the team will not participate in an upcoming tournament).</p>
<p>CONTINUITY</p> <p>Student independently evaluates the consistency and appropriateness of a draft's tone and makes desirable revisions.</p>	
<p>AUTHENTICITY</p> <p>Student independently reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>	<p>EXPOSITORY: Analysis</p> <p>With teacher prompting and support, student writes a cohesive and coherent analysis, examining the claims, evidence, and assumptions of the major sides of an argument, posing questions that guide an assessment of each side's position, interpreting the merits and weaknesses of each position, and offering a reasoned conclusion for supporting one side over another.</p>

Grade 12 ▶

Scope & Sequence

GRADE 12
GENRE FOCUS
A&A, Purpose
<p>EXPOSITORY: Analysis & Argument</p> <p>With teacher prompting, student writes a cohesive and coherent analysis, examining the claims, evidence, and assumptions of the major sides of an argument, posing questions that guide an assessment of each side's position, interpreting the merits and weaknesses of each position, and offering a reasoned conclusion for supporting one side over another.</p>
<p>COMMUNICATIVE: Formal Letter</p> <p>With teacher prompting and support, student writes a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action (e.g., a letter from an author detailing why an original manuscript should not be subject to the editor's suggested revisions or a letter from an employee explaining why a recently instituted policy should be reversed).</p>
<p>STORY: Novel</p> <p>With teacher prompting and support, student writes a cohesive and coherent, multi-chapter novel.</p>