

# Scope and Sequence

Skills taught and/or reviewed in the *Write Source* program, grades K–8, are featured in the following scope and sequence chart.

## FORMS OF WRITING

### Grades

K

1

2

3

4

5

6

7

8

### Narrative Writing

sentences



paragraph



narrative prompts



narrative essay



phase autobiography



### Expository Writing

sentences



paragraph



expository prompts



expository essay



classification essay



cause-and-effect essay



comparison-contrast essay



### Persuasive Writing

sentences



paragraph



persuasive prompts



persuasive letter



persuasive essay



editorial



problem-solution essay



personal commentary



position essay



### Response to Literature

sentences



paragraph



response prompts



book review



journal response



response to literature



letter to an author



theme analysis



Grades **K** **1** **2** **3** **4** **5** **6** **7** **8**

### Descriptive Writing

sentences	<b>K</b>	<b>1</b>							
paragraph		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
descriptive essay			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
descriptive prompts				<b>3</b>	<b>4</b>	<b>5</b>			

### Creative Writing

poetry		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
story	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
play			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>			

### Research Writing

research report	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
multimedia presentation			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
summary paragraph				<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

### Research Skills

interview an expert		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
online research/using the Internet		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
understanding the parts of a book		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using a dictionary, a thesaurus, or an encyclopedia		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using diagrams, charts, graphs, and maps		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using reference sources		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using the library		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
note taking/summarizing		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using a card catalog			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using periodicals or magazines			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
using time lines			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
asking questions				<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
bibliography (works cited)				<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

### The Tools of Learning

improving viewing skills		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>			
interviewing skills	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
giving speeches		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
journal writing	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
learning logs		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
listening in class	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
taking classroom tests		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
note taking				<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
completing writing assignments							<b>6</b>	<b>7</b>	<b>8</b>

**THE WRITING PROCESS**

Grades

K

1

2

3

4

5

6

7

8

**Prewriting****Selecting a Topic**

draw pictures

1

2

make lists

K

1

2

3

4

5

6

7

8

sentence starters

1

2

3

4

5

6

7

8

chart

2

3

4

5

6

7

8

cluster

2

3

4

5

6

7

8

brainstorm

4

5

6

7

8

character chart

4

5

7

8

freewrite

4

5

6

7

8

**Gathering Details**

drawing

K

1

story map

1

2

3

cluster

K

1

2

3

4

5

6

7

8

answer questions

1

2

3

4

5

6

7

8

details chart/sheet

1

2

3

4

5

6

7

8

gathering grid

1

2

3

4

5

6

7

8

list details/reasons

1

2

3

4

5

6

7

8

sensory chart

K

1

2

3

4

5

6

7

8

selecting main reasons

2

3

4

5

6

7

8

five W's

K

2

3

4

5

6

7

8

time line

K

3

4

5

6

7

8

table diagram

4

5

6

7

8

opinion statement

6

7

8

counter an objection

7

8

**Organizing Details**

time order

K

1

2

3

4

5

6

7

8

Venn diagram

2

3

4

5

6

7

8

plot chart

3

4

5

6

7

8

time line

3

4

5

6

7

8

note cards

3

4

5

6

7

8

outline ideas

3

4

5

6

7

8

order of importance

4

5

6

7

8

order of location

4

5

6

7

8

**Writing**

topic sentence

K

1

2

3

4

5

6

7

8

opinion statement

1

2

3

4

5

6

7

8

facts, examples

K

1

2

3

4

5

6

7

8

supporting details/reasons

1

2

3

4

5

6

7

8

interesting facts/details

2

3

4

5

6

7

8

Grades	K	1	2	3	4	5	6	7	8
make comparisons			■	■	■	■	■	■	■
dialogue			■	■	■	■	■	■	■
transitions			■	■	■	■	■	■	■
call to action			■	■	■	■	■	■	■
closing sentences			■	■	■	■	■	■	■
final comment/interesting thought			■	■	■	■	■	■	■
focus or thesis statement				■	■	■	■	■	■
action words				■	■	■	■	■	■
direct quotations				■	■	■	■	■	■
sensory details				■	■	■	■	■	■
high point of story				■	■	■	■	■	■
explain theme				■	■	■	■	■	■
reflect on a change, a feeling, an experience, a person			■	■	■	■	■	■	
restate opinion/thesis					■	■	■	■	■
summarize					■	■	■	■	■
personal details						■	■	■	■
propose a solution							■	■	■
summarize a problem								■	■
share a new insight								■	■
counter an objection						■	■	■	■
emphasize a key idea								■	■
point-by-point discussion									■
<b>Revising</b>									
<b>Ideas</b>									
sensory details	■	■	■	■	■	■	■	■	■
topic sentence			■	■	■	■	■	■	■
supporting details	■		■	■	■	■	■	■	■
dialogue				■	■	■	■	■	■
unnecessary details				■	■	■	■	■	■
focus statement					■	■	■	■	■
<b>Organization</b>									
order of ideas/details	■	■	■	■	■	■	■	■	■
transition words		■	■	■	■	■	■	■	■
order of importance			■		■	■	■	■	■
overall organization			■	■	■	■	■	■	■
order of location	■		■	■	■	■	■	■	■
logical order	■		■	■	■	■	■	■	■
clear beginning			■	■	■	■	■	■	■
time order	■		■	■	■	■	■	■	■

## Grades

K

1

2

3

4









































5

6

7

8
























































## Voice

natural								
convincing								
interested								
dialogue								
fits audience/purpose								
formal/informal								
knowledgeable								

## Word Choice

sensory words/details	■	■	■	■	■	■	■	■	■
specific nouns	■		■	■	■	■	■	■	■
action verbs				■	■	■	■	■	■
connotation					■	■	■	■	■
modifiers					■	■	■	■	■
onomatopoeia						■	■	■	■
descriptive words						■	■	■	■
vivid verbs						■	■	■	■

## Sentence Fluency

complete sentences									
variety of lengths									
kinds of sentences									
combining sentences									
compound sentences									
complex sentences									
expanded sentences									
variety of beginnings									
types of sentences									

## Editing

capitalization	■	■	■	■	■	■	■	■	■
grammar/punctuation/spelling	■	■	■	■	■	■	■	■	■
proper nouns	■		■	■	■	■	■	■	■
proper adjectives				■	■	■	■	■	■

## Publishing

publish in a variety of ways									
review own work to monitor growth									
self- and peer-assessing writing									
use portfolios to save writing									
use published pieces as models for writing									



[illegible]

Grades	K	1	2	3	4	5	6	7	8
transitive/intransitive					■	■	■	■	■
participles						■	■	■	■
continuous tense							■	■	■
gerunds							■	■	■
infinitives							■	■	■
<b>Pronouns</b>									
personal	■	■	■	■	■	■	■	■	■
antecedents		■	■	■	■	■	■	■	■
singular and plural		■	■	■	■	■	■	■	■
possessive		■	■	■	■	■	■	■	■
subject and object			■	■	■	■	■	■	■
demonstrative/interrogative					■	■	■	■	■
gender					■	■	■	■	■
indefinite					■	■	■	■	■
intensive and reflexive					■	■	■	■	■
relative					■	■	■	■	■
<b>Adjectives</b>									
adjectives	■	■	■	■	■	■	■	■	■
comparative/superlative		■	■	■	■	■	■	■	■
articles			■	■	■	■	■	■	■
compound				■	■	■	■	■	■
positive				■	■	■	■	■	■
proper				■	■	■	■	■	■
demonstrative					■	■	■	■	■
equal					■	■	■	■	■
indefinite					■	■	■	■	■
predicate					■	■	■	■	■
<b>Interjections</b>									
		■	■	■	■	■	■	■	■
<b>Adverbs</b>									
of manner			■	■	■	■	■	■	■
of place	■		■	■	■	■	■	■	■
of time			■	■	■	■	■	■	■
that modify verbs			■	■	■	■	■	■	■
of degree					■	■	■	■	■
that modify adjectives and adverbs					■	■	■	■	■
comparative/superlative					■	■	■	■	■
comparing with adverbs					■	■	■	■	■
irregular forms					■	■	■	■	■
positive					■	■	■	■	■



## Grades

K

1

2

3

4

5

6

7

8

**Conjunctions**

coordinating



correlative



subordinating

**Prepositions**

prepositions



prepositional phrases

**Mechanics****Capitalization**

pronoun "I"



days, months, holidays



first words



names of people



proper nouns



titles used with names



titles



beginning of a quotation



geographic names



abbreviations



proper adjectives



words used as names



names of historical events



names of religions, nationalities



organizations



particular sections of the country



trade names/official names



letters to indicate form or direction



specific course names

**Plurals**

irregular nouns



most nouns

nouns ending with *sh*, *ch*, *x*, *s*, and *z*nouns ending in *y*

adding 's



compound nouns

nouns ending with *f* or *fe*nouns ending with *ful*nouns ending with *o*





Grades K 1 2 3 4 5 6 7 8

### Parentheses

to add information



### Dashes

for emphasis



to show a sentence break



to show interrupted speech



### Ellipses

to show a pause



to show omitted words



### Semicolons

in a compound sentence



to separate groups (that have commas) in a series



with conjunctive adverbs



## Usage

### Spelling

high-frequency words



consonant endings



*i* before *e*



silent *e*



words ending in *y*



### Using the Right Word



## Penmanship

word space, letter space



writing legibly



margins/spaces

