

SAMPLE WRITING SCOPE & SEQUENCE

Definition & Purpose, Comments, & Key - bottom of page 4

Writing: Micro-Level

Scope & Sequence

B = Beginning (Introduce) • D = Developing (Reinforce) • S = Secure (Mastery)

Conventions		K	1	2	3	4	5	6	7	8	9	10	11	12
I. Transcription Skills (spelling, handwriting, keyboarding)		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Apply phonetic patterns to spell words correctly	B	D	D	D	D	D	D	D	S				
B.	Use conventional spelling for high frequency and other studied words			B	D	D	D	D	D	S				
C.	Spell grade appropriate words correctly (consulting references as needed)	B	D	D	D	D	D	D	D	D	D	D	D	S
D.	Spell frequently confused words correctly				B	D	D	S						
E.	Use handwriting	B	D	D	S									
F.	Use keyboarding skills (i.e., touch typing)	Instruction should begin when students are required to submit written work on the computer.												
II. Capitalization & Punctuation		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Capitalization													
1	Sentence beginnings	B	D	S										
2	Names of people, dates		B	D	D	S								
3	Proper adjectives					B	D	D	D	D	S			
4	Pronoun "I"	B	D	D	S									
5	Capitalize holidays, product names, and geographic names			B	D	D	D	D	D	S				
6	Dialogue				B	D	D	D	D	D	S			
7	Words in titles				B	D	D	S						
B.	Punctuate with periods													
1	Use end punctuation	B	D	D	S									
2	Abbreviations				B	D	S							
3	Initials and titles of people			B	D	D	S							
4	Dialogue				B	D	D	D	S					
C.	Punctuate with exclamation points		B	D	D	S								
D.	Punctuate with question marks		B	D	D	S								
E.	Punctuate with commas													
1	Separate items in a series													
a.	Words		B	D	D	S								
b.	Phrases & Clauses				B	D	D	D	D	D	S			
2	Compound sentences			B	D	D	S							
3	Clause													
a.	Clause (initial dependent)				B	D	D	D	D	S				
b.	Restrictive (essential - no commas) & Nonrestrictive (nonessential - commas)						B	D	D	D	D	S		
4	After day and before the year in dates		B	D	D	D	S							
5	Commas in addresses			B	D	D	S							
6	Commas in quotation marks in dialogue			B	D	D	D	D	S					
7	Use a comma to set off words like yes/no or tag question from rest of sentence, and to indicate direct address					B	D	D	D	S				
8	Set off prepositional phrases of four or more words at the beginning of the sentence						B	D	D	D	S			
9	Set off conjunctive adverbs								B	D	D	S		
10	Set off advanced phrases & clauses (appositives, participles, etc.)						B	D	D	D	D	S		
11	Use commas (and quotation marks) to mark direct speech and quotations from text				B	D	D	D	S					
12	After greetings and closings in a letter			B	D	S								
13	In a series of adjectives that cannot be switched							B	D	D	S			
F.	Use quotation marks, underlining, italics													
1	Direct quotations (quotes)			B	D	D	D	S						
2	Title of Short Work (quotes)					B	D	D	S					
3	Word reference (quotes)						B	D	D	S				
4	Title of Work (italics/underline)					B	D	D	D	D	S			
G.	Use apostrophes													
1	Form and use possessives			B	D	D	S							
2	Create Contractions				B	D	D	S						
H.	Use colons													
1	Between the hour and minutes in time		B	D	D	S								
2	Introduce a list (after a complete sentence)						B	D	D	S				
3	After salutations in a business letter						B	D	D	D	S			
4	Introduce a quote (after a complete sentence)								B	D	S			
I.	Use semi-colons													
1	Separate two independent clauses								B	D	D	S		
2	Set off a series of items if there are commas within the items										B	D	S	
J.	Use ellipses or dash to indicate an omission or a pause or break								B	D	D	D	D	S

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III.	Parts of Speech/Sentence Parts				K	1	2	3	4	5	6	7	8	9	10	11	12
	A. Use nouns in writing																
	1	Common	B	D	D	S											
	2	Proper		B	D	D	S										
	3	Possessive				B	D	D	S								
	4	Singular/Plural	B	D	D	S											
	5	Abstract			B	D	D	S									
	6	Collective			B	D	D	S									
	7	Direct Objects						B	D	D	D	D	D	S			
	8	Indirect Objects									B	D	D	S			
	9	Predicate Nouns									B	D	D	S			
	10	Appositives										B	D	S			
	11	Gerunds								B	D	D	D	D	S		
	B. Use pronouns in writing																
	1	Use pronoun "I"	B	D	S												
	2	Use personal pronouns (subject, object, possessive)			B	D	D	D	S								
	3	Use relative pronouns					B	D	D	D	D	D	D	S			
	4	Use intensive and reflexive pronouns						B	D	D	D	D	D	S			
	5	Pronoun antecedent agreement			B	D	D	D	D	D	D	D	D	D	D	D	S
	C. Use verbs in writing																
	1	Action	B	D	D	D	D	S									
	2	Linking															
	a.	forms of be			B	D	D	D	D	D	D	D	S				
	b.	linking verbs				B	D	D	D	D	D	D	S				
	3	Progressive tense				B	D	S									
	4	Present/Past/Future tense		B	D	D	D	D	D	S							
	5	Perfect tenses					B	D	D	D	D	D	D	S			
	6	Interrogative, imperative, indicative, subjunctive, conditional moods					B	D	D	D	D	D	D	S			
	7	Active/Passive voice								B	D	D	D	D	D	S	
	8	Subject - verb agreement		B	D	D	D	D	D	D	D	D	D	D	D	D	S
	D. Use adjectives in writing																
	1	Articles			B	D	D	D	S								
	2	Recognize words adjectives modify			B	D	D	D	S								
	3	Common adjectives		B	D	D	S										
	4	Proper adjectives						B	D	D	S						
	5	Pronouns as adjectives (possessive, demonstrative)						B	D	S							
	6	Comparative/Superlative			B	D	D	D	S								
	7	Royal order of adjectives				B	D	D	D	D	D	S					
	8	Prepositional Phrases (adjectival)								B	D	D	D	S			
	9	Interrogative adjectives				B	D	D	S								
	10	Predicate Adjectives								B	D	D	D	S			
	11	Participles								B	D	D	D	D	S		
	E. Use adverbs in writing																
	1	Recognize words adverbs modify			B	D	D	D	D	D	D	S					
	2	Prepositional phrases (adverbial)									B	D	D	S			
	F. Use conjunctions in writing																
	1	Common Conjunctions		B	D	D	D	D	D	D	D	D	S				
	2	Correlative						B	D	D	D	D	S				
	3	Coordinating/Subordinating Conjunctions			B	D	D	D	D	D	D	D	S				
	G. Use prepositions in writing							B	D	D	D	D	S				
	H. Use interjections in writing							B	D	D	S						
	I. Write complete sentences*																
	1	Simple Sentence*	B	D	D	D	D	D	D	D	D	D	S				
	2	Subjects & Predicates*		B	D	D	D	D	D	D	D	D	S				
	3	Prepositional Phrases (Grade 4) vs. Clauses* (both Grade 7)				B	D	D	D	D	D	D	S				
	4	Independent vs. Dependent Clauses*				B	D	D	D	D	D	D	S				
	5	Compound Sentence*		B	D	D	D	D	D	D	D	D	S				
	6	Complex Sentence (w/adverb clause)*				B	D	D	D	D	D	D	D	S			
	7	Complex Sentence (w/adjective or relative clause)*							B	D	D	D	D	S			
	8	Compound-Complex Sentence*							B	D	D	D	D	S			
	9	Avoid and/or correct fragments and run-on sentences				B	D	D	D	D	D	S					
	J. Miscellaneous																
	1	Avoid misplaced modifiers								B	D	D	D	D	D	D	S
	2	Use infinitives									B	D	D	D	D	S	


Macro-Level		Scope & Sequence													
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Quality of Writing															
I. Focus		K	1	2	3	4	5	6	7	8	9	10	11	12	
A.	Tell about a topic (orally) with 2 or more facts	B	D	S											
B.	Include illustrations	B	D	S											
C.	Developing the Topic	B	D	D	D	D	D	D	D	D	D	D	D	S	
D.	Identify purpose and audience		B	D	D	D	D	D	D	S					
E.	Develop focus/controlling point				B	D	D	D	D	D	D	D	D	S	
F.	Incorporate details relevant to the topic		B	D	D	D	D	D	D	D	D	D	D	S	
II. Content		K	1	2	3	4	5	6	7	8	9	10	11	12	
A.	Connect ideas to a topic		B	D	D	D	D	D	S						
B.	Write a series of related sentences and elaborate on ideas		B	D	D	D	D	D	D	S					
C.	Select content to achieve purpose				B	D	D	D	D	D	D	S			
D.	Write using domain-specific vocabulary				B	D	D	D	D	D	D	D	D	S	
III. Organization		K	1	2	3	4	5	6	7	8	9	10	11	12	
A.	Dictate or write with sequence	B	D	D	D	D	D	D	S						
B.	Write with a beginning, middle & end		B	D	D	D	S								
C.	Write a topic sentence for each paragraph				B	D	D	D	D	S					
D.	All sentences within a paragraph relate to topic sentence			B	D	D	D	D	D	S					
E.	Write ending sentences or conclusions			B	D	D	D	D	D	D	D	S			
F.	Organized structure based on purpose														
1	Sequential/Chronological	B	D	D	D	S									
2	How - To (Process Writing)					B	D	D	D	D	D	S			
3	Problem - Solution		B	D	D	D	D	D	D	D	D	D	S		
4	Compare and Contrast			B	D	D	D	D	D	D	D	S			
5	Cause and Effect					B	D	D	D	D	D	D	D	S	
6	Descriptive			B	D	D	D	S							
G.	Use words, phrases, clauses to create meaning & clarify				B	D	D	D	D	S					
H.	Use words, phrases, clauses to create temporal & sequential			B	D	D	D	D	D	S					
IV. Style		K	1	2	3	4	5	6	7	8	9	10	11	12	
A.	Develop reader's interest					B	D	D	D	D	D	D	D	S	
B.	Use strong word choice				B	D	D	D	D	D	D	D	D	S	
C.	Precise language to convey writer's meaning	B	D	D	D	D	D	D	S						
D.	Use literary devices														
1	Personification							B	D	S					
2	Simile					B	D	D	D	S					
3	Metaphor						B	D	D	D	D	D	D	S	
4	Repetition (repeated words, phrases, sentences for effect)							B	D	D	D	S			
5	Rhetorical question									B	D	S			
6	Irony										B	D	S		
7	Hyperbole							B	D	D	S				
8	Allusions							B	D	D	S				
E.	Maintain consistent tone (according to genre)								B	D	D	D	D	S	
F.	Use consistent and effective point of view					B	D	D	D	D	D	D	D	S	
G.	Dictate/write using statements, questions, and commands														
1	Declarative	B	D	S											
2	Imperative, Interrogative, Exclamatory		B	D	D	D	S								
H.	Use sentences of different types*														
1	Simple*	B	D	D	S										
2	Compound*		B	D	D	D	D	D	D	S					
3	Complex*				B	D	D	D	D	D	D	S			
4	Compound - complex*							B	D	D	D	D	D	S	


Writing: Macro-Level			Scope & Sequence												
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Purposes of Writing															
I. Narrative Writing			K	1	2	3	4	5	6	7	8	9	10	11	12
	A.	Draw a picture (experience/event) and write a sentence	B	D	S										
	B.	Narrative Focus	B	D	D	S									
	C.	Narrative Elements													
	1	Setting	B	D	D	D	D	D	D	D	S				
	2	Characters	B	D	D	D	D	D	D	D	S				
	3	Situation/Problem/Conflict		B	D	D	D	D	D	D	S				
	4	Series of Events		B	D	D	D	D	D	D	S				
	5	Use description & dialogue to develop story		B	D	D	D	D	D	D	S				
	6	Solution/Resolution		B	D	D	D	D	D	D	S				
	7	End/Conclusion	B	D	D	D	D	D	D	D	S				
	D.	First/Third Person Narrative Perspective													
	1	First person				B	D	D	S						
	2	Third Person					B	D	S						
	E.	Theme													
	1	Moral					B	D	D	S					
2	Meaning of life experience							B	D	D	D	D	D	S	
II. Informational Writing			K	1	2	3	4	5	6	7	8	9	10	11	12
	A.	Draw a picture (information) and write a sentence	B	D	S										
	B.	Development of Topic		B	D	D	D	D	D	D	S				
	C.	Informational Writing Elements													
	1	Introduction of Topic			B	D	D	D	D	D	S				
	2	Information About Topic			B	D	D	D	D	D	D	D	S		
	3	Logical grouping of related information			B	D	D	D	D	D	D	D	S		
	4	Facts, definitions, concrete details, quotations, etc. to develop topic	B	D	D	D	D	D	D	D	D	D	D	D	S
	5	Conclusion (what has been learned)	B	D	D	D	D	D	D	D	D	D	D	D	S
III. Opinion/Argumentative Writing			K	1	2	3	4	5	6	7	8	9	10	11	12
	A.	Draw a picture (opinion) and write a sentence	B	D	S										
	B.	Choose a position or opinion		B	D	D	D	S							
	C.	Write a claim (i.e., thesis)							B	D	D	D	D	D	S
	D.	Opinion/Argumentative Elements													
	1	Introduction of Topic			B	D	D	D	S						
	2	State reasons (K-6)/Logical Reasoning (7-8)	B	D	D	D	D	D	D	D	D	D	S		
	3	Support with Personal Observations		B	D	D	S								
	4	Support with Facts/Statistics				B	D	D	D	D	D	D	S		
	5	Expert opinions (i.e., credible sources)			B	D	D	D	D	D	S				
7	Opposing claims/viewpoints						B	D	D	D	D	D	D	S	
8	Conclusion		B	D	D	D	D	D	D	S					
Revision & Publication															
I. Revision			K	1	2	3	4	5	6	7	8	9	10	11	12
	A.	Revise for Focus/Content			B	D	D	D	D	D	S				
	B.	Revise for Conventions			B	D	D	D	D	D	S				
II. Presenting Work for Publication			K	1	2	3	4	5	6	7	8	9	10	11	12
	A.	Precise formal credit													
	1	Direct quotations - short							B	D	S				
	2	Direct quotations - block									B	D	S		
	3	Bibliographic citation					B	D	D	D	S				
	4	Parenthetical citation								B	D	D	S		
	5	Bibliography					B	D	D	S					
	6	Works Cited									B	D	S		
B.	Technology			B	D	D	D	D	D	S					

Definition & Purpose: Created by the MTSS Writing Committee Members (2014-16), this Scope & Sequence (like any) describes skills and content to be mastered by the end of a specified time period (K-12). It indicates a progressive order in which students should be instructed in those skills & content objectives.

Comments: For most isolated skills at the micro-level, the B (beginning) indicates when students will begin using examples of the skill in their own communication. Eventually, students should *understand* the concepts, functions, and applications associated with the skill in question. Some advanced skills will require students to have a conceptual understanding before they are able to use examples in their communication. Most concepts require multiple exposures, either so that students can cement and apply their learning, so that more complex layers of instruction can be added, or both.

Key: * Some skills begin as micro-level skills and move to macro-level skills as the student's writing skills develop.

 This represents the grade level at which the skill is found in the eligible content and assessed on the PSSA.

 The skill is assessed on the Keystone Literature exam (B, D, S coding is offered as suggestion as to sequencing of skill, but this is dependent on the LEA's grade placement of the literature exam.

No shading represents a skill not specifically cited in the PA Core Standards eligible content; however, it is an important skill to be addressed in written curriculum (and subsequently taught and assessed) as it represents a task analysis of skills assessed on the PA Core Standards and necessary for effective writing development.