

Figure 10

**SCOPE AND SEQUENCE**



Spiral through this sequence throughout the year 						
	<b>Organize Thoughts</b>	<b>Pick the Right Word</b>	<b>Stretch the Sentence</b>	<b>Build Powerful Paragraphs</b>	<b>Be a Mechanic</b>	<b>Write Enough</b>
<b>Third Grade</b>  Possible teaching sequence  	<b>Plan</b> - Draw a picture - Think and say (to yourself, to another) - Simple web -Brainstorm list  <b>ART</b> Audience (Who is it?) Reason (Why are you writing?) Type (What kind of writing? NOI)	<b>Sentence starters</b> (Anchor chart II)  Review and refine <b>specific nouns and verbs</b>  <b>Specific adjectives</b>  Basic adverbs	<b>Advanced prepositions</b> to make phrases (Time and Space Words – When and Where)  <b>Beginning coordinating conjunctions</b> <i>and, but, or, so</i>  <b>Beginning subordinating conjunctions</b> <i>if, because, even (if, though), although</i>  Dialogue	<b>Strong leads and conclusions</b> -Ask a question - Give an amazing fact - Other  <b>Varied sentence length</b>  <b>Info, Narr, Opin.*</b> Review and refine structure and organization  Show, Don't Tell	<b>Caps- begin, proper</b>  <b>End punctuation</b>  <b>Spelling strategies</b> (Sounds, patterns, room, circle/dictionary)  <b>Complete sentence</b>  <b>Indent</b>  <b>Commas in a series</b>  <b>Quotation marks w/ comma</b>	Sentences: As many sentences as needed (min. 3)  Paragraphs: 3 or more
	Grammar skills to teach in spelling = <i>Plurals, irregular verbs</i> Teach these grammar skills to fix a problem or prior to PSSA = <i>Nouns, plurals, pronouns, particulars of verb tense, possessives</i>					

Figure 10





Spiral through this sequence throughout the year 						
	<b>Organize Thoughts</b>	<b>Pick the Right Word</b>	<b>Stretch the Sentence</b>	<b>Build Powerful Paragraphs</b>	<b>Be a Mechanic</b>	<b>Write Enough</b>
<p><b>Fourth Grade</b></p> <p>Possible teaching sequence</p> 	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>- Draw a picture</li> <li>- Think and say (to yourself, to another)</li> <li>- Simple web</li> <li>-Brainstorm list</li> <li>- Create an outline</li> </ul> <p><b>ART</b></p> <p><b>A</b>udience (Who is it?)  <b>R</b>eason (Why are you writing?)  <b>T</b>ype (What kind of writing? NOI)</p>	<p>Review <b>specific nouns and verbs</b></p> <p>More on <b>adverbs and adjectives</b></p> <p><b>Build Vocabulary</b></p>	<p><b>Advanced prepositions</b> to make phrases</p> <ul style="list-style-type: none"> <li>- Right branching</li> <li>- Left branching</li> </ul> <p><b>Coordinating and subordinating conjunctions</b></p> <p><b>Dialogue and quotes</b></p>	<p>Review and refine <b>strong leads and conclusions</b></p> <p><b>Varied sentence length</b></p> <p><b>Info, Narr, Opin.*</b> Advanced structure and organization</p> <p><b>Link paragraphs with transition sentences</b></p> <p>Show, Don't Tell</p>	<p><b>Same as third</b></p> <p>Add/change as needed</p>	<p>Sentences: As many sentences as needed (min. 3)</p> <p>Paragraphs: 4 or more</p>
<p>Teach these grammar skills in spelling = <i>Frequently confused words</i></p> <p>Teach these grammar skills to fix a problem or prior to PSSA = <i>Modal auxiliaries, relative adverbs, relative pronouns, order adjectives</i></p>						

Figure 10

Spiral through this sequence throughout the year 						
	<b>Organize Thoughts</b>	<b>Pick the Right Word</b>	<b>Stretch the Sentence</b>	<b>Build Powerful Paragraphs</b>	<b>Be a Mechanic</b>	<b>Write Enough</b>
<b>Fifth Grade</b>  Possible teaching sequence  	Same as fourth  Add/change as needed	Build vocabulary in <b>nouns, verbs, adverbs, and adjectives</b>	<b>Dependent and independent clauses</b> (prepositional, conjunctive, adverbial, adjectival) - right branching - left branching  <b>Dialogue and quotes</b>	Same as <b>fourth grade</b> , but advanced  Add/change as needed  Show, Don't Tell vs. Show and Tell	Add/change as needed. Options include using sentence fragments, spelling affixes, advanced comma usage, etc.	Sentences: As many sentences as needed (min. 3)  Paragraphs: 5 or more
	Teach these grammar skills to fix a problem or prior to PSSA = <i>Correlative conjunctions, interjections, rules for titles</i>					

**\* Fifth Grade Informative, Narrative, Opinion Standards**

**Informative**

- Introduce topic with general observation or focus
- Develop topic with facts, definitions, concrete details, quotations, and other information
- Group related information logically to support writers purpose
- Use linking words and phrases to connect ideas across categories of information
- Establish and maintain formal style
- Provide concluding section

**Narrative**

- Establish a situation; introduce narrator and/or characters
- Organize event sequence that unfolds naturally to support the writer's purpose
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or to show the response of characters to situations
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Use transitional words, phrases, and clauses to manage the sequence of events
- Provide a sense of closure

**Opinion**

- Introduce topic, state opinion
- Create organizational structure that groups related ideas together to logically support writers purpose
- Give logically ordered reasons supported by facts and details that support writers purpose
- Use linking words and phrases to connect opinion to reasons
- Establish and maintain formal style
- Provide concluding section

**Incorporated frameworks**

**Writing Process** = Prewrite, Write, Revise, Edit, Publish

**6+1 Writing Traits** = Ideas (main message), Organization (internal structure.), Voice (one & flavor), Word Choice (vocabulary)  
Sentence Fluency, (flow), Conventions (mechanical correctness)