

SCOPE AND SEQUENCE OF COMPOSING & WRITTEN EXPRESSON SKILLS AND KNOWLEDGE *

Central Idea: message of piece; most important aspect of writing	6	7	8
forms (see genre charts for characteristics of each form)	<ul style="list-style-type: none"> personal narrative/essay story, e.g., myth directions letter description (event, place, person/character sketch, thing) 	<ul style="list-style-type: none"> personal narrative essay persuasive letter/book review imaginative how to 	<ul style="list-style-type: none"> personal narrative persuasive essay/opinion essay letter instructions: how to construct something
Purpose	<ul style="list-style-type: none"> to entertain/tell a story (narration) to inform (exposition) to explain (exposition) to describe (description) 	<ul style="list-style-type: none"> to communicate particular idea/to inform (exposition/informational) to convince the reader of writer's opinion; to move reader to action (persuasion) 	<ul style="list-style-type: none"> to entertain/tell a story (narration) to communicate particular idea/to inform (exposition/informational) to convince the reader of writer's opinion; to move reader to action (persuasion)
choosing a topic	<ul style="list-style-type: none"> finding something meaningful to write about; Atwell's writing territories 	<ul style="list-style-type: none"> continue writing territories mapping areas of interest 	<ul style="list-style-type: none"> continue writing territories and mapping areas of interest focus on keeping writing close to student interests
narrowing the topic	<ul style="list-style-type: none"> prewriting strategies to find a topic: (nugget, not boulder) <ul style="list-style-type: none"> brainstorming list free writing creating a web asking questions 	<ul style="list-style-type: none"> ➤ strengthen 6 	<ul style="list-style-type: none"> ➤ extend and strengthen 6
identifying central idea	<ul style="list-style-type: none"> idea about the topic 	<ul style="list-style-type: none"> idea about the topic 	<ul style="list-style-type: none"> idea about the topic
understanding audience	<ul style="list-style-type: none"> giving necessary information 	<ul style="list-style-type: none"> strengthen 6 selecting appropriate words and details 	<ul style="list-style-type: none"> strengthen and expand 6 and 7 use appropriate tone

Organization: layout, reader's path into the message	6	7	8
beginning/middle/end	<ul style="list-style-type: none"> opening and closing appropriate to piece closing ties the piece together 	<ul style="list-style-type: none"> introduction/lead (establishes focus; not include details that belong in body) gets reader's attention and interest closing pulls ideas together 	<ul style="list-style-type: none"> introduction/lead (clear central idea: slant, angle, viewpoint, position/opinion on topic) strong conclusion; more than restatement
organizational pattern, including overall movement and transition words	<ul style="list-style-type: none"> sequence/chronological (narrative) spatial (prepositions) guided use of appropriate graphic organizers 	<ul style="list-style-type: none"> expand 6; control of narrative sequence logical order of reasons cause/effect comparison/contrast use of appropriate graphic organizers 	<ul style="list-style-type: none"> expand and strengthen 6 and 7; emphasis on checking that reasons clearly support opinion and are logically ordered independent selection and use of appropriate graphic organizers complete control of narrative/sequence: no lapses lapses may occur in logic and reasoning
relationship of ideas	<ul style="list-style-type: none"> coordinate ideas in sentences: subjects, verbs, compound sentence use of <i>and</i> and <i>but</i> to join sentence ideas clustering related ideas in a paragraph 	<ul style="list-style-type: none"> strengthen 6 link ideas across sentences paragraphing that clusters related ideas; purposeful change of paragraph hook ideas from paragraph to paragraph use of transitional words 	<ul style="list-style-type: none"> strengthen and expand 7
point of view	<ul style="list-style-type: none"> consistent use of first person, <i>I</i> appropriate use of second person, <i>you</i> use of third person in stories 	<ul style="list-style-type: none"> strengthen 6 consistent point of view within a piece of writing 	<ul style="list-style-type: none"> strengthen 7

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Elaboration: focuses the central idea	6	7	8
visualize through written expression: word choice, literary techniques and vocabulary	<ul style="list-style-type: none"> • show, not tell; create verbal picture • use of imagery to appeal to reader's senses (sight, sound, hearing, smell) • use of figurative language: simile, personification, onomatopoeia, hyperbole • selective word choice: strong verbs, precise nouns, specific adjectives • use of dialogue 	<ul style="list-style-type: none"> • expand and strengthen 6 • metaphor • dialogue markers are natural and not repetitive, e.g., <i>he said</i>, <i>she said</i> 	<ul style="list-style-type: none"> • expand and strengthen 7 • check to see that paper is not overwritten
development through written expression: selected information	<ul style="list-style-type: none"> • finding appropriate details, examples, illustrations • including appropriate amount of development to create verbal picture or clearly explain • eliminating ideas that are off focus 	<ul style="list-style-type: none"> • selecting and tailoring details, examples, illustrations to fit purpose • including appropriate amount to create verbal picture or clearly explain • eliminating development that does not enhance central idea (point the writer is making) 	<ul style="list-style-type: none"> • crafting details, examples, illustrations to fit purpose and contribute to the overall effect • balancing details, examples, illustrations across paragraphs
level of elaboration	<ul style="list-style-type: none"> • sentence level: adjectives, adverbs, prepositional phrases • begin paragraph level: use transitional words to signal elaboration, e.g., for example 	<ul style="list-style-type: none"> • sentence level: strengthen 6; adverb clauses • paragraph level: use transitional words to signal elaboration, e.g., for example 	<ul style="list-style-type: none"> • sentence level: strengthen 7; adjective clauses, appositives • paragraph level: use transitional words to signal elaboration, e.g., for example • whole piece: paragraphs give a wholeness to the piece—develop the central idea

Written Expression: writer's control of language to affect the reader and achieve purpose	6	7	8
voice and tone	<ul style="list-style-type: none"> • voice is apparent; sounds like the writer 	<ul style="list-style-type: none"> • strengthen 6 • tone is present and appropriate to topic and audience 	<ul style="list-style-type: none"> • strengthen 7 • tone gives a single impression; is consistent
sentence rhythm	<ul style="list-style-type: none"> • sentence variety: use pronouns and synonyms, not repeat nouns; vary beginnings by using prepositional phrases • sentence patterns: simple sentences with compound parts; compound sentences • sentence variety creates a rhythm/flow to the paper 	<ul style="list-style-type: none"> • strengthen 6 • sentence variety: vary sentence beginnings • sentence pattern: complex sentences (adverbial clauses) • appropriate mixture of indirect reporting and direct dialogue • word variety: use strong verb synonyms; use precise noun synonyms instead of repeating nouns and verbs 	<ul style="list-style-type: none"> • strengthen 7 • sentence variety: complex sentences with adjective clauses and appositives • expanded sentence beginnings, e.g., -ing and -ed phrases • sentences create a smooth and natural rhythm to paper