

Writing for Success Scope and Sequence

Narrative Expository

Skills Taught

Lessons

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Knowing that writing dialogue means writing the exact words a character says or thinks | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Knowing you use quotation marks when writing dialogue to help the reader keep track of who is talking | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Knowing what quotation marks look like and to place them around the words of the character | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Knowing a dialogue stem tells the reader who is speaking and how they are speaking | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Knowing the first word of a speaker's sentence begins with a capital letter | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a comma after the last word of the dialogue stem to separate it from the speaker's exact words when the dialogue stem comes at the beginning of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Punctuating the speaker's sentence according to the kind of sentence it is, using a period, question mark, or exclamation mark when the dialogue stem comes at the beginning of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Writing the end mark inside the quotation marks when the dialogue stem comes at the beginning of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a question mark after the speaker's last word (inside the ending quotation marks) if the speaker's sentence is interrogative and the dialogue stem comes at the end of the sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using an exclamation mark after the speaker's last word (inside the ending quotation marks) if the speaker's sentence is exclamatory if the dialogue stem comes at the end of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a period at the end of the entire sentence if the dialogue stem comes at the end of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using quotation marks to enclose both parts of the speaker's exact words when the dialogue stem comes in the middle of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a comma after the speaker's last word in the first part of the speaker's sentence (inside the first set of ending quotation marks when the dialogue stem comes in the middle of a sentence) | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a comma after the dialogue stem when the dialogue stem comes in the middle of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a period after the speaker's last word (inside the second set of quotation marks) if the speaker's sentence is declarative when the dialogue stem comes in the middle of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Using a question mark after the speaker's last word (inside the second set of ending quotation marks) if the speaker's sentence is interrogative when the dialogue stem comes in the middle of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |

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| Using an exclamation mark after the speaker's last word (inside the ending quotation marks) if the speaker's sentence is exclamatory when the dialogue stem comes in the middle of a sentence | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Knowing a dialogue beat can be used to break up dialogue for variety or give descriptions of a character, their actions, feelings, or surroundings | ✓ | | ✓ | | | ✓ | | | | |
| Knowing dialogue beats help maintain a balance between narrative writing and dialogue so readers can better understand the words and picture what is happening in the story | ✓ | | ✓ | | | ✓ | | | | |
| Analyzing examples of dialogue collaboratively | ✓ | | | | | | | | | |
| Knowing expected audience behavior includes listening attentively, sitting quietly, remembering what the speaker says, following along as the person reads aloud | ✓ | | | | ✓ | ✓ | | | | ✓ |
| Knowing an ecological mystery is about a problem in an ecosystem and how the characters find clues and solve the problem | ✓ | ✓ | | ✓ | ✓ | | | | | |
| Analyzing an ecological mystery collaboratively | ✓ | | | | | | | | | |
| Using a graphic organizer | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing the title of a narrative should capture readers' attention, make them want to read more, and relate to the story | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Identifying the author's point of view in a narrative | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | |
| Knowing the narrator is the person who tells the story | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | |
| Knowing first-person point of view tells the story from the point of view of a character in the story and uses pronouns such as I, me, my, we, our, us | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | |
| Knowing third-person point of view tells the story from the point of view of a narrator outside the story and uses pronouns such as he, she, him, her, they, them | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing a special message the author gives the reader of a story is called the theme | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| Knowing the setting tells where and when a story takes place | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing a story has a beginning, middle, and end | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | |
| Knowing the first sentence of a story is called the hook and should grab the readers' attention and draw them into the story | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing the opening paragraph of a story often introduces the main character | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing the writer of a story should describe a character by physical appearance and personality | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing the plot is the middle of a story and tells the events that happen in the story | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | |
| Knowing a narrative that is a mystery must contain a mysterious event | ✓ | ✓ | | ✓ | | | | | | |
| Knowing that a motive is a character's reason for doing something | ✓ | ✓ | | ✓ | | | | | | |
| Knowing clues give information or evidence that help a character solve a mystery | ✓ | ✓ | | ✓ | | | | | | |

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| Knowing red herrings are incorrect or misleading clues and are used to confuse the reader | ✓ | ✓ | | ✓ | | | | | | |
| Knowing the ending of a narrative, called the denouement, ties up the loose ends in the story and is the falling action that leads to a satisfying conclusion or resolution | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| Knowing narrative writing uses figurative language to paint a picture in the reader's mind | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | |
| Knowing alliteration is figurative language that places two or more words close together that begin with the same sound | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Knowing onomatopoeia is figurative language that uses words or invented spelling to represent the actual sound something makes | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Knowing simile is figurative language that compares two different things using the words like or as | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Knowing metaphor is figurative language that compares two different things by saying one thing actually is the other thing | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Knowing personification is figurative language that gives human characteristics to animals or things | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Knowing a noun is a part of speech that names a person, place, thing, or idea | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ |
| Knowing an adjective is a part of speech that modifies a noun and tells how many, what kind, which one | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing specific nouns and adjectives give more information than general nouns and adjectives | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing a verb is a part of speech that shows action or state of being | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | ✓ |
| Knowing an adverb is a part of speech that modifies a verb, tells how an action occurs, and often ends in -ly | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing specific verbs and adverbs give more information than general verbs and adverbs | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing to indent the first word of every paragraph of a narrative except the first one | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Knowing to begin a new paragraph every time the speaker changes in a narrative | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Knowing that using a variety of sentences in a narrative makes the story more interesting to the reader | | ✓ | ✓ | | | | | | | |
| Knowing a simple sentence expresses a complete thought, can stand alone, and contains one complete subject and one complete predicate | | ✓ | | | | | | | | |

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| Knowing a complete subject contains a noun or pronoun and tells who or what the sentence is about | | ✓ | | | | | ✓ | ✓ | | |
| Knowing a complete predicate contains a verb and tells what the subject does, has, is, or is like | | ✓ | | | | | ✓ | ✓ | | |
| Knowing a compound sentence is made of two or more simple sentences with related ideas | | ✓ | | | | | | | | |
| Knowing each simple sentence in a compound sentence is called a main clause or independent clause because it can stand alone | | ✓ | | | | | | | | |
| Knowing a conjunction is a part of speech that connects words, phrases, or sentences within a sentence | | ✓ | | | | | | | | |
| Knowing a compound sentence can be formed by joining two main clauses with a comma and a conjunction | | ✓ | | | | | | | | |
| Knowing the conjunction and is used to add information to a sentence | | ✓ | | | | | | | | |
| Knowing the conjunction but is used to show how two things are different | | ✓ | | | | | | | | |
| Knowing the conjunction or offers a choice | | ✓ | | | | | | | | |
| Knowing a semicolon may be used to join the main clauses in a compound sentence when a conjunction is not used | | ✓ | | | | | | | | |
| Knowing a semicolon may be used to separate main clauses joined by a conjunctive adverb such as consequently, however, furthermore, moreover, nevertheless, therefore | | ✓ | | | | | | | | |
| Knowing a complex sentence has a main clause and one or more subordinate clauses | | ✓ | | | | | | | | |
| Knowing a subordinate clause is a group of words that contains a subject and a predicate but does not express a complete thought and cannot stand alone and is used to give more information about the main clause | | ✓ | | | | | | | | |
| Knowing a subordinating conjunction is a conjunction that begins a subordinate clause | | ✓ | | | | | | | | |
| Knowing a comma is written at the end of a subordinate clause | | ✓ | | | | | | | | |
| Planning and drafting an ecological mystery collaboratively | | ✓ | | ✓ | | | | | | |
| Brainstorming | | ✓ | | ✓ | | | | | ✓ | ✓ |
| Knowing an analogy is an extended metaphor or simile | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| Knowing an analogy shows a link between two ideas or objects and compares that relationship to how two other ideas or objects are linked | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| Knowing the words in an analogy are always related in some way | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| Knowing if a word is missing from an analogy, it is a word problem | | | ✓ | | | | | | | |

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| Knowing the first step in solving an analogy is finding the connection between the first two words | | | ✓ | | | | | | | |
| Knowing the second step in solving an analogy is writing a sentence (bridge) that shows the connection between the first two words | | | ✓ | | | | | | | |
| Knowing the third step in solving an analogy (cross over) is restating the bridge sentence using the third word in the analogy and another word that keeps the connection | | | ✓ | | | | | | | |
| Solving analogies | | | ✓ | | | | | | | |
| Knowing editing means adding, changing, or deleting words to make your ideas clearer | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Varying the first words in sentences | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Using temporal order words to show sequence of events in a narrative | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Using alliteration or onomatopoeia to write a better title | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Using proofreading marks | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ |
| Using an add-in sheet | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing most words have two meanings: denotative and connotative | | | | ✓ | ✓ | | | ✓ | | |
| Knowing the denotative meaning of a word is the definition given in a dictionary | | | | ✓ | ✓ | ✓ | | ✓ | | |
| Knowing the connotative meaning of a word is the ideas or feelings associated with the word | | | | ✓ | ✓ | ✓ | | ✓ | | |
| Considering both denotative and connotative meanings of a word when using it in writing a narrative | | | | ✓ | ✓ | ✓ | | ✓ | | |
| Planning and drafting an ecological mystery independently | | | | ✓ | | | | | | |
| Remembering to skip every other line when drafting to allow space for editing | | | | ✓ | | | | | ✓ | |
| Knowing irony is a type of figurative language | | | | | ✓ | | | | | |
| Knowing verbal irony expresses an idea using words or images that mean the opposite, usually with humorous effect | | | | | ✓ | | | | | |
| Knowing situational irony occurs when an event or action is opposite of normal expectations | | | | | ✓ | | | | | |
| Knowing a pun is a humorous play on words suggesting two different meanings | | | | | ✓ | | | | | |
| Editing an individually written ecological mystery | | | | | ✓ | | | | | |
| Proofreading an individually written ecological mystery with a partner | | | | | ✓ | | | | | |
| Knowing proofreading means checking capitalization, punctuation, grammar and usage, standard spelling | | | | | ✓ | | ✓ | | | ✓ |
| Publishing an individually written ecological mystery | | | | | ✓ | | | | | |
| Presenting an individually written ecological mystery | | | | | ✓ | | | | | |

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| Evaluation using a rubric | | | | | ✓ | | | | | ✓ |
| Evaluating a historical narrative collaboratively | | | | | | ✓ | | | | |
| Knowing strong, vivid descriptions of the characters and setting make narrative writing more real and relatable to the reader | | | | | | ✓ | ✓ | | ✓ | |
| Knowing to use the five senses when writing descriptions | | | | | | ✓ | | ✓ | | |
| Knowing the characters and setting in historical fiction must match the time period | | | | | | ✓ | ✓ | | ✓ | |
| Knowing chronological organization means using temporal order | | | | | | ✓ | | ✓ | | ✓ |
| Knowing spatial organization is based on where things are located: near to far, front to back, left to right, top to bottom | | | | | | ✓ | | | | |
| Planning and drafting a historical fiction narrative collaboratively | | | | | | ✓ | | | | |
| Using accurate props or items from the past to develop a historical fiction narrative | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Knowing the importance of researching the time period before writing a historical narrative | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Knowing biography is nonfiction | | | | | | ✓ | ✓ | | | |
| Knowing realistic fiction about a person is not a biography, but it uses details and dialogue that are accurate to the time period | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Knowing the rising action in a narrative is the series of events leading to the highest point of interest | | | | | | ✓ | ✓ | | ✓ | |
| Knowing the climax is the highest point of interest or most exciting part in a narrative | | | | | | ✓ | ✓ | | ✓ | |
| Knowing a historical fiction narrative involves a problem and several events that lead to the characters solving it | | | | | | ✓ | ✓ | | ✓ | |
| Knowing a narrative should tell how the characters feel at the end of the story | | ✓ | | | | ✓ | | | ✓ | |
| Knowing it okay to use some fragments when writing dialogue to give a realistic effect | | | | | | ✓ | | | | |
| Knowing when the form of a verb changes, it is conjugated | | | | | | | ✓ | | | |
| Knowing singular present tense verbs usually end in -s | | | | | | | ✓ | | | |
| Knowing regular past tense verbs end in -ed | | | | | | | ✓ | | | |
| Knowing the spelling of an irregular verb will change when it is conjugated | | | | | | | ✓ | | | |
| Knowing a present tense verb phrase is called the present participle form | | | | | | | ✓ | ✓ | | |
| Knowing when used as a verb, present participles use helping verbs and end in -ing | | | | | | | ✓ | ✓ | | |
| Knowing an infinitive usually begins with the word to and uses a verb in its basic form | | | | | | | ✓ | ✓ | | |
| Knowing infinitives do not include conjugated verbs that end in the suffixes -s, -ed, -ing | | | | | | | ✓ | ✓ | | |
| Knowing not to confuse infinitives with prepositional phrases | | | | | | | ✓ | ✓ | | |
| Planning and drafting a historical fiction narrative collaboratively | | | | | | | ✓ | | | |

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| Analyzing a nonfiction passage as research for drafting a historical narrative | | | | | | | ✓ | | | |
| Knowing the opening sentence or hook might be a question, exclamation, sounds, action | | | | | | | ✓ | | | |
| Knowing the outcome tells how the problem was solved | | | | | | | ✓ | | ✓ | |
| Knowing a gerund is a word that usually is a verb but ends in -ing and functions as a noun | | | | | | | | ✓ | | |
| Knowing a direct object receives action of a verb and answers the question who or what | | | | | | | | ✓ | | |
| Knowing an indirect object answers the question to whom, for whom, to what, or for what an action is done | | | | | | | | ✓ | | |
| Knowing the object of a prepositional phrase is the noun or pronoun that ends a prepositional phrase | | | | | | | | ✓ | | |
| Knowing a gerund can function as the subject of a sentence, a direct or indirect object, or the object of a prepositional phrase | | | | | | | | ✓ | | |
| Editing a historical fiction narrative collaboratively | | | | | | | | ✓ | | |
| Knowing verbs have mood indicating specific action or state of being | | | | | | | | | ✓ | |
| Knowing indicative verb mood is used in making factual statements | | | | | | | | | ✓ | |
| Knowing imperative verb mood is used to give a command | | | | | | | | | ✓ | |
| Knowing interrogative verb mood is used to ask a question | | | | | | | | | ✓ | |
| Knowing conditional verb mood is used to describe a possibility or what could happen | | | | | | | | | ✓ | |
| Knowing subjunctive verb mood is used to express wishes or information contrary to facts | | | | | | | | | ✓ | |
| Planning and drafting a historical fiction narrative independently | | | | | | | | | ✓ | |
| Using a historical fiction information checklist | | | | | | | | | ✓ | |
| Knowing subject/verb agreement means a subject and verb in a sentence must agree in number (singular, plural, collective, amount) | | | | | | | | | | ✓ |
| Knowing collective nouns represent a group of people or things and can be plural or singular depending on how they are used in the sentence | | | | | | | | | | ✓ |
| Knowing to consider whether nouns that refer to amounts are referring to whole or individual units when deciding whether to use a singular or plural verb | | | | | | | | | | ✓ |
| Knowing the pronoun I takes the verb am, not is | | | | | | | | | | ✓ |
| Editing an individually written historical fiction narrative with a partner | | | | | | | | | | ✓ |
| Proofreading an individually written historical fiction narrative with a partner | | | | | | | | | | ✓ |
| Publishing an individually written historical fiction narrative | | | | | | | | | | ✓ |
| Presenting an individually written historical fiction narrative | | | | | | | | | | ✓ |