Writing for Success Scope and Sequence

Intermediate Level 1 Descriptive

Skills Taught

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
|--|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|--|
| Knowing a complete sentence has a subject and a predicate and expresses a complete thought | ~ | | | ~ | | | | | | |
| Knowing the subject tells who or what the sentence is about | ✓ | | | ✓ | | | | | | |
| Knowing the predicate tells what is happening | ✓ | | | \checkmark | | | | | | |
| Writing a complete sentence | ✓ | | | \checkmark | | | | | | |
| Demonstrating expected audience behavior | ✓ | | | | \checkmark | | | \checkmark | | |
| Identifying and analyzing a descriptive paragraph | ✓ | | | | \checkmark | | | | | |
| Using a graphic organizer | ✓ | \checkmark | ✓ | \checkmark | \checkmark | | | \checkmark | | |
| Knowing the five senses | ✓ | | \checkmark | | | | | | | |
| Knowing transition words lead the reader from one detail to the next | ✓ | | | | | \checkmark | \checkmark | \checkmark | | |
| Identifying and using transition words | ✓ | | \checkmark | | | \checkmark | \checkmark | \checkmark | | |
| Knowing the way words are used in sentences is called the parts of speech | ✓ | \checkmark | \checkmark | \checkmark | | | | | | |
| Knowing a noun is a word that names a person, place, thing, or idea | ✓ | \checkmark | \checkmark | \checkmark | | \checkmark | | \checkmark | | |
| Knowing adjectives are words that describe nouns | | \checkmark | \checkmark | \checkmark | | | | \checkmark | | |
| Knowing adjectives can tell what kind, how many, or which one | | \checkmark | \checkmark | ✓ | | | | | | |
| Knowing a, and, and the are special adjectives called articles | | \checkmark | | | | | | | | |
| Recognizing nouns and adjectives and using adjectives to describe nouns | | \checkmark | \checkmark | \checkmark | | | | \checkmark | | |
| Writing a class five-sense descriptive paragraph collaboratively | | \checkmark | \checkmark | \checkmark | | | | | | |
| Knowing the opening sentence of a paragraph sometimes tells the topic of the paragraph | | \checkmark | \checkmark | \checkmark | | \checkmark | \checkmark | | | |
| Knowing the topic of the paragraph is what the paragraph is about | | \checkmark | \checkmark | \checkmark | | \checkmark | \checkmark | | | |
| Knowing the middle sentences of a descriptive paragraph tell the details | | \checkmark | \checkmark | \checkmark | \checkmark | \checkmark | \checkmark | | | |
| Brainstorming | | \checkmark | \checkmark | | | | \checkmark | | | |
| Knowing a five-sense descriptive paragraph uses the five senses to describe the details | | ✓ | ✓ | \checkmark | | | | | | |
| Knowing the closing sentence of a descriptive paragraph brings all the ideas together in one | | \checkmark | \checkmark | \checkmark | \checkmark | \checkmark | \checkmark | | | |
| final idea | | | | | | | | | | |
| Knowing what an indent is and how to use it | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | |
| Knowing editing means adding, changing, or taking out words, phrases, or sentences | | ✓ | | ✓ | | | | ✓ | | |
| Editing a class descriptive paragraph collaboratively | | \checkmark | | \checkmark | | ✓ | | | | |
| Knowing figurative language is used to paint a picture in the mind of the reader | | \checkmark | | \checkmark | | \checkmark | ✓ | \checkmark | | |
| Knowing simile is figurative language comparing two unlike things using the words like or as | | ✓ | | ✓ | | ✓ | ✓ | \checkmark | | |

Lessons

Intermediate Level 1 Descriptive

Skills Taught

| Skills Taught | Lessons | | | | | | | | | | |
|--|---------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|--|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| Identifying and using similes | | \checkmark | | \checkmark | | \checkmark | \checkmark | ✓ | | | |
| Using proofreading marks | | ✓ | | ✓ | | \checkmark | \checkmark | ✓ | | | |
| Using an add-in sheet | | \checkmark | | \checkmark | | \checkmark | \checkmark | ✓ | | | |
| Knowing onomatopoeia is figurative language that tells the actual sound something makes | | \checkmark | | ✓ | | ✓ | | ✓ | | | |
| Using correct capitalization and punctuation in onomatopoeia | | \checkmark | | ✓ | | ✓ | | ✓ | | | |
| Knowing alliteration is figurative language using words close together that begin with the | | \checkmark | | ✓ | | ✓ | | ✓ | | | |
| same sound | | | | | | | | | | | |
| Using adjectives to describe nouns | | \checkmark | \checkmark | \checkmark | | | | \checkmark | | | |
| Varying the first words of sentences | | \checkmark | | \checkmark | | | | \checkmark | | | |
| Participating in partner activities | | | ✓ | \checkmark | | | | \checkmark | | | |
| Knowing the writing process involves brainstorming, planning, drafting, and editing | | | ✓ | \checkmark | | | \checkmark | ✓ | | | |
| Independently writing a five-sense descriptive paragraph | | | ✓ | \checkmark | | | | | | | |
| Knowing a verb is a word that expresses action or a state of being | | | | \checkmark | | | \checkmark | | | | |
| Knowing is, am, are, was, were, be, being, been are state of being verbs | | | | \checkmark | | | | | | | |
| Knowing an adverb is a word that modifies a verb | | | | \checkmark | | | | ✓ | | | |
| Knowing an adverb tells how, when, or where | | | | \checkmark | | | | | | | |
| Knowing an adverb can tell how an action is done | | | | \checkmark | | | | ✓ | | | |
| Knowing an adverb may tell where or in what direction an action is done | | | | \checkmark | | | | ✓ | | | |
| Editing a five-sense descriptive paragraph | | | | \checkmark | | | | ✓ | | | |
| Proofreading a five-sense descriptive paragraph with a partner | | | | \checkmark | | | | | | | |
| Using a rubric for evaluation | | | | \checkmark | | | | ✓ | | | |
| Publishing and presenting a descriptive paragraph | | | | \checkmark | | | | \checkmark | | | |
| Knowing and using comparative adjectives | | | | | \checkmark | | | ✓ | | | |
| Knowing and using superlative adjectives | | | | | \checkmark | | | ✓ | | | |
| Understanding spatial order | | | | | \checkmark | \checkmark | \checkmark | ✓ | | | |
| Using the five senses to write a paragraph with spatial order | | | | | \checkmark | \checkmark | \checkmark | ✓ | | | |
| Knowing the difference between general and specific nouns | | | | | \checkmark | \checkmark | | ✓ | | | |
| Gathering information to write a paragraph using spatial order | | | | | | ✓ | | | | | |
| Writing a class descriptive paragraph collaboratively using spatial order | | | | | | \checkmark | | | | | |
| Writing a descriptive paragraph independently using spatial order | | | | | | | ✓ | ✓ | | | |
| Knowing the difference between general and specific verbs | | | | | | | ✓ | ✓ | | | |
| Editing a paragraph using spatial order | | | | | | | | ✓ | | | |
| Proofreading a descriptive paragraph using spatial order with a partner | | | | | | | | ✓ | | | |
| Publishing and presenting a descriptive paragraph using spatial order | | | | | | | | ✓ | | | |