

Writing for Success Scope and Sequence

Intermediate Level 1 Narrative

Skills Taught

Lessons

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| Knowing that narrative writing tells a story | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing that a problem-centered narrative tells how characters solve a problem | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing that a personal narrative tells about your own experiences | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| Understanding the ways words are used in sentences is called the parts of speech | ✓ | | | | | | | | | |
| Knowing a noun is a part of speech that names a person, place, thing, or idea | ✓ | | | | ✓ | | | | ✓ | ✓ |
| Participating in partner activities | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ |
| Knowing a pronoun is a part of speech that takes the place of one or more nouns | ✓ | | | | | | | | | |
| Knowing a verb is a part of speech that expresses action or state of being | ✓ | | | | ✓ | | | | | |
| Knowing the state of being verbs are is, am, was, were, be, being, been | ✓ | | | | | | ✓ | | | |
| Knowing dialogue is conversation in a story | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing a dialogue stem tells the reader which character is speaking and contains a noun or pronoun and a verb that expresses the action of speaking | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using speaking verbs other than said or asked make clearer pictures in the reader mind | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ |
| Knowing the words the speaker says are surrounded by quotation marks | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing and demonstrating expected audience behavior | ✓ | | | | ✓ | ✓ | | | | ✓ |
| Identifying and analyzing a personal narrative | ✓ | | | | | | | | | |
| Knowing the title of a story should capture the reader's attention and make them want to read more | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing a story has a beginning, a middle, and an end | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ |
| Knowing the first sentence of a story should grab the reader's attention and draw them into the story | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing when an author writes a personal narrative, they use the pronoun I | ✓ | ✓ | | ✓ | | | | | | |
| Knowing the opening paragraph of a personal paragraph often introduces the main character | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ |
| Knowing the setting of a story tells where and when the story takes place | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing the plot is the middle of the story that tells the problem and attempts to solve it | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing the last sentence of a story should provide a satisfying conclusion (end) | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing the theme of a story is the special message the author gives to the reader | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ |
| Knowing figurative language uses words and sentences to paint pictures in the mind of the reader | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Intermediate Level 1 Narrative

Skills Taught

Lessons

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Knowing a simile is figurative language that compares two unlike things using the words like or as | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Using an indent for each new paragraph | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing each time there is a new speaker in a narrative you must indent | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Using a graphic organizer | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Knowing the events in a story follow an order that makes sense (temporal order) | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ |
| Using transition words to indicate chronological sequence | | ✓ | ✓ | | ✓ | | | ✓ | | ✓ |
| Brainstorming | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| Using questions, exclamations, sounds, actions, thoughts, dialogue in the opening sentences to capture the reader's attention | | ✓ | | | | | ✓ | | | |
| Showing a character's personality traits by their dialogue, actions, thoughts, and feelings | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Writing a class personal narrative collaboratively | | ✓ | | | | | | | | |
| Writing the title in the middle of the first line | | ✓ | | | ✓ | | ✓ | ✓ | | ✓ |
| Knowing the last paragraph of a personal narrative tells how the author felt at the end | | ✓ | | ✓ | | | | | | |
| Knowing a declarative sentence makes a statement about something and ends with a period | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Knowing an interrogative sentence asks a question and ends with a question mark | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Knowing an exclamatory sentence expresses strong feeling or emotion and ends with an exclamation mark | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Identifying kinds of sentences and using correct end punctuation | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Editing a class personal narrative collaboratively | | | ✓ | | | | | | | |
| Knowing editing means adding, changing, or deleting words to make ideas clearer | | | ✓ | | | | | ✓ | | ✓ |
| Knowing dialogue is exact words a character thinks or says | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using proofreading marks | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Using an add-in sheet | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Adding describing or modifying words to help bring the characters and the setting to life. | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Varying the first words of sentences | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Editing a title using alliteration or onomatopoeia | | | ✓ | | ✓ | | | ✓ | | ✓ |
| Knowing alliteration is writing several words together that begin with the same sound | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| Knowing onomatopoeia is writing words that tell the actual sound something makes | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| Placing quotation marks and using capitalization correctly in dialogue | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Writing a personal narrative independently | | | | ✓ | | | | | | |
| Editing a personal narrative independently | | | | | ✓ | | | | | |
| Knowing words that describe nouns are adjectives | | | | | ✓ | | | ✓ | | |
| Knowing words that describe verbs are adverbs | | | | | ✓ | | | ✓ | | |

Intermediate Level 1 Narrative

Skills Taught

Lessons

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Knowing proofreading means checking for punctuation, capitalization, grammar and usage, and standard spelling | | | | | ✓ | | | | | ✓ |
| Proofreading a personal narrative with a partner | | | | | ✓ | | | | | |
| Using a rubric for evaluation | | | | | ✓ | | | | | ✓ |
| Publishing and presenting a personal narrative | | | | | ✓ | | | | | |
| Knowing a problem-centered story focuses on a problem the main character faces and how they solve it | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying and analyzing a problem-centered narrative | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowing the beginning of a story often introduces the main characters and the setting. | | | | | | ✓ | ✓ | | ✓ | ✓ |
| Knowing a linear story moves forward in a straight line | | | | | | ✓ | | | | ✓ |
| Knowing a circle story starts and ends at the same place | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Writing a class circle story collaboratively | | | | | | | ✓ | | | |
| Knowing the last sentence of a circle story brings the story back to where it started | | | | | | | ✓ | | ✓ | ✓ |
| Using details to describe the setting and characters | | | | | | | ✓ | ✓ | ✓ | ✓ |
| Knowing physical appearance is what a character looks like | | | | | | | ✓ | ✓ | ✓ | ✓ |
| Knowing personality traits tell how a character acts | | | | | | | ✓ | ✓ | ✓ | ✓ |
| Editing a class circle story collaboratively | | | | | | | | ✓ | | |
| Knowing a singular noun names one person, place, or thing | | | | | | | | | ✓ | ✓ |
| Knowing a plural noun names more than one person, place, or thing | | | | | | | | | ✓ | ✓ |
| Knowing you add -s to make most nouns plural (dogs) | | | | | | | | | ✓ | ✓ |
| Knowing if a singular noun ends in sh, ch, x, or s, add e-s to form the plural (boxes) | | | | | | | | | ✓ | ✓ |
| Knowing some nouns form the plural in irregular ways (mouse/mice) | | | | | | | | | ✓ | ✓ |
| Writing a circle story independently | | | | | | | | | ✓ | |
| Adding dialogue to maintain a balance between narrative and dialogue | | | | | | | | | ✓ | |
| Knowing nouns that end with a vowel and y form their plurals by adding s | | | | | | | | | | ✓ |
| Knowing nouns that end with a consonant and y form their plurals by changing the y to i and adding e-s. | | | | | | | | | | ✓ |
| Proofreading a circle story with a partner | | | | | | | | | | ✓ |
| Publishing and presenting a circle story | | | | | | | | | | ✓ |