

Writing for Success Scope and Sequence

Intermediate Level 2 Descriptive

Skills Taught

Lessons

| | Intro | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-------|---|---|---|---|---|---|---|---|
| Telling the differences and similarities of a single paragraph and a multi-paragraph passage | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing a paragraph is a group of sentences that tells about one thing | ✓ | | ✓ | ✓ | | | ✓ | | |
| Knowing a multi-paragraph passage is a group of paragraphs that tells about one thing | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing many multi-paragraph passages begin with a hook | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing a hook is a statement that grabs attention and hints at what the passage is about | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing a paragraph has a topic sentence, detail sentences, and a closing sentence | ✓ | | ✓ | ✓ | | | ✓ | | |
| Knowing a paragraph and a multi-paragraph passage have an introduction | ✓ | | ✓ | ✓ | | | ✓ | | |
| Knowing the introduction in a paragraph is a sentence | ✓ | | ✓ | ✓ | | | ✓ | | |
| Knowing the introduction in a multi-paragraph passage is a paragraph | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing the introductory paragraph tells the main idea of a multi-paragraph passage | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing the main idea of a multi-paragraph passage is called the thesis statement | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Knowing a thesis statement may be one or two sentences that tell the main idea of a multi-paragraph passage | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Knowing the main idea of a paragraph is the topic sentence and the main idea of a multi-paragraph passage is the thesis statement | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Knowing the middle of a paragraph is made up of detail sentences | ✓ | | ✓ | ✓ | | | ✓ | | |
| Knowing the middle of a multi-paragraph passage is made up of detail paragraphs | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing the ending of a paragraph is a closing sentence that brings the paragraph to a satisfying conclusion | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing the ending of a multi-paragraph passage is a closing paragraph that brings the passage to a satisfying conclusion | ✓ | | ✓ | ✓ | | | ✓ | ✓ | |
| Knowing descriptive writing often ends with a personal response | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Knowing the personal response in a paragraph is a sentence and in a multi-paragraph passage it is a paragraph | ✓ | ✓ | ✓ | ✓ | | ✓ | | | |
| Knowing a complete sentence has a subject and a predicate | | ✓ | | | | ✓ | | | |
| Knowing the subject of a sentence tells who or what the sentence is about | | ✓ | | | | ✓ | | | |
| Knowing the predicate of a sentence tells what is happening | | ✓ | | | | ✓ | | | |
| Knowing the noun or pronoun that tells who or what is often called the simple subject | | ✓ | | | | ✓ | | | |
| Knowing the verb or verb phrase in a sentence is often called the simple predicate | | ✓ | | | | ✓ | | | |

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| Knowing the complete predicate of a sentence includes <u>all</u> the words that tell what is happening, including the simple predicate and all its modifiers | | ✓ | | | | ✓ | | | |
| Knowing good audience behavior includes eyes on the speaker, paying attention to the speaker, sitting quietly, remembering what the speaker says, looking interested | | ✓ | | | | ✓ | | | |
| Analyzing a descriptive spatial order passage | | | | | | | | | |
| Knowing the term for where an item is placed is called position in space or spatial order | | ✓ | | ✓ | | | ✓ | | |
| Knowing spatial order can be arranged top to bottom, bottom to top, near to far, front, to the right, to behind, to the left | | ✓ | ✓ | ✓ | | | ✓ | | |
| Knowing transition words lead the reader in an orderly fashion from one detail to the next | | ✓ | | ✓ | | ✓ | ✓ | | ✓ |
| Using a graphic organizer | | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Using sense words to paint details for the reader | | ✓ | ✓ | | | | | ✓ | |
| Knowing literary devices are ways authors use words to make their writing more interesting | | ✓ | ✓ | ✓ | | | | | |
| Knowing figurative language is a literary device that helps readers get a better picture in their minds | | ✓ | ✓ | ✓ | ✓ | | | | |
| Knowing a simile is figurative language that compares two unlike things using the words like or as | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Knowing alliteration is figurative language the uses words close together that begin with the same sound | | ✓ | ✓ | ✓ | ✓ | | | | |
| Knowing metaphor is figurative language that compares two different things by saying one thing is the other thing | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Knowing personification is figurative language that gives human qualities to an object or thing | | ✓ | ✓ | | ✓ | | | | |
| Knowing onomatopoeia is figurative language that tells the actual sound something makes | | ✓ | ✓ | | ✓ | | | | |
| Knowing an adjective is a part of speech that describes a noun | | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Knowing articles are the adjectives a, an, and the | | | ✓ | | | | | | |
| Knowing a thesaurus is an alphabetized book of synonyms | | | ✓ | | | | | | ✓ |
| Knowing a dictionary is an alphabetized book of words with definitions and the part of speech | | | ✓ | ✓ | | | | | |
| Knowing an antonym is a word that means the opposite of another word | | | ✓ | | | | | | |
| Knowing that when you edit you add, take out, or change words, phrases or sentences | | | ✓ | | ✓ | | | | ✓ |
| Knowing an adverb is a part of speech that modifies a verb, adjective, of another adverb | | | ✓ | | ✓ | | | | ✓ |
| Knowing that varying the first word of sentences makes a paragraph more interesting | | | ✓ | | ✓ | | | | ✓ |

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| Independently drafting a descriptive spatial order passage | | | | ✓ | | | | | |
| Brainstorming | | | | ✓ | | | ✓ | ✓ | |
| Knowing the state of being verbs | | | | | ✓ | | | | |
| Editing a spatial order passage | | | | | ✓ | | | | |
| Knowing proofreading is checking for correct capitalization, punctuation, grammar and usage, and correct spelling | | | | | ✓ | | ✓ | | ✓ |
| Knowing revising is changing ideas | | | | | ✓ | | ✓ | | ✓ |
| Knowing and using proofreading marks | | | | | ✓ | | ✓ | | ✓ |
| Partner proofreading a descriptive spatial order passage | | | | | ✓ | | | | |
| Publishing a spatial order passage | | | | | ✓ | | | | |
| Presenting a spatial order passage | | | | | ✓ | | | | |
| Evaluation using a rubric | | | | | ✓ | | | | ✓ |
| Knowing rules for good vs. well | | | | | | ✓ | | ✓ | ✓ |
| Knowing when a sense is being used actively in a sentence | | | | | | ✓ | | | |
| Understanding and using chronological order | | | | | | ✓ | ✓ | ✓ | ✓ |
| Analyzing a descriptive biographical passage | | | | | | ✓ | ✓ | ✓ | |
| Writing a physical description | | | | | | ✓ | ✓ | ✓ | |
| Writing a description of personality traits | | | | | | ✓ | ✓ | ✓ | |
| Identifying a role model | | | | | | ✓ | ✓ | ✓ | |
| Identifying and using an em dash | | | | | | ✓ | ✓ | ✓ | ✓ |
| Knowing a timeline is a linear map of life events | | | | | | ✓ | ✓ | ✓ | ✓ |
| Independently drafting a descriptive biographical passage | | | | | | | ✓ | ✓ | |
| Editing a descriptive biographical passage | | | | | | | ✓ | | ✓ |
| Checking for chronological order | | | | | | | ✓ | | ✓ |
| Using an add-in sheet | | | | | | | ✓ | | ✓ |
| Understanding and using parenthetical information | | | | | | | ✓ | | ✓ |
| Choosing and adding specific vocabulary | | | | | | | ✓ | | ✓ |
| Understanding that some words have multiple meanings | | | | | | | ✓ | ✓ | |
| Understanding that context helps us know what a word means in a particular piece of writing | | | | | | | ✓ | ✓ | |
| Knowing general nouns name most people, places, and things | | | | | | | | | ✓ |

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| Knowing general verbs don't give much information about the action | | | | | | | | | ✓ |
| Knowing specific adverbs give more information than general adverbs | | | | | | | | | ✓ |
| Knowing specific adjectives give more information than general adjectives | | | | | | | | | ✓ |
| Partner proofreading a descriptive biographical passage | | | | | | | | | ✓ |
| Publishing a biographical passage | | | | | | | | | ✓ |
| Presenting a biographical passage | | | | | | | | | ✓ |