



Grade K • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Ideas:</b> Details</p>	<p><b>Ideas:</b> Details</p>	<p><b>Ideas:</b> Details</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Informative Text  <b>Shared and Interactive Writing</b>                      Write About the Literature Big Book:  <i>What About Bear?</i>  <b>Independent Writing/Writing Process:</b>                      Write About the Reading/Writing Workshop:                      “I Can”</p>	<p>Informative Text  <b>Shared and Interactive Writing</b>                      Write About the Literature Big Book:  <i>Pouch!</i>  <b>Independent Writing/Writing Process:</b>                      Write About the Reading/Writing Workshop:                      “We Can”</p>	<p>Informative Text  <b>Shared and Interactive Writing</b>                      Write About the Literature Big Book:  <i>Senses at the Seashore</i>  <b>Independent Writing/Writing Process:</b>                      Write About the Reading/Writing Workshop:                      “Sam Can”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Nouns</p>	<p><b>Grammar Skill:</b> Nouns</p>	<p><b>Grammar Skill:</b> Nouns</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Ideas:</b> Details</p>	<p><b>Ideas:</b> Details</p>	<p><b>Ideas:</b> Details</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>The Handiest Things in the World</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Pam Can See”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Shapes All Around</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “We Like Tam!”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>I Love Bugs!</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Pat”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Verbs</p>	<p><b>Grammar Skill:</b> Verbs</p>	<p><b>Grammar Skill:</b> Verbs</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Sentence Fluency:</b> Complete Sentences</p>	<p><b>Ideas:</b> Details</p>	<p><b>Organization:</b> Setting</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>How Do Dinosaurs Go to School?</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Can I Pat It?”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Clang! Clang! Beep! Beep! Listen to the City</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Nat and Tip”</p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Please Take Me for a Walk</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “We Go to See Nan”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Sentences</p>	<p><b>Grammar Skill:</b> Sentences</p>	<p><b>Grammar Skill:</b> Sentences</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Organization:</b> Topic</p>	<p><b>Word Choice:</b> Describing Words</p>	<p><b>Word Choice:</b> Specific Words</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Whose Shoes? A Shoe for Every Job</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Tom on Top!”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>What Can You Do with a Paleta?</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Sid”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Roadwork</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “I Can, You Can!”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Grammar Skill:</b> Adjectives</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Organization:</b> Order</p>	<p><b>Organization:</b> Topic</p>	<p><b>Organization:</b> Order</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>My Garden</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Hop Can Hop!”</p>	<p>Opinion</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>A Grand Old Tree</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Ed and Ned”</p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>An Orange in January</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Ron With Red”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Grammar Skill:</b> Pronouns</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Organization:</b> Topic</p>	<p><b>Organization:</b> Dialogue</p>	<p><b>Organization:</b> Dialogue</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Opinion</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Mama, Is It Summer Yet?</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Is It Hot?”</p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Rain</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Kim and Nan”</p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Waiting Out the Storm</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Mack and Ben”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Plural Nouns</p>	<p><b>Grammar Skill:</b> Proper Nouns</p>	<p><b>Grammar Skill:</b> Plural Nouns</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 7	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Word Choice:</b> Specific Words</p>	<p><b>Word Choice:</b> Describing Words</p>	<p><b>Ideas:</b> My Feelings</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>ZooBorns!</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “A Pup and a Cub”</p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>The Birthday Pet</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “I Hug Gus!”</p>	<p>Opinion</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Bear Snores On</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “A Vet in a Van”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Verbs</p>	<p><b>Grammar Skill:</b> Verbs</p>	<p><b>Grammar Skill:</b> Verbs</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 8	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Ideas:</b> Details</p>	<p><b>Ideas:</b> Details</p>	<p><b>Sentence Fluency:</b> Complete Sentences</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>When Daddy’s Truck Picks Me Up</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Dad Got a Job”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Ana Goes to Washington, D.C.</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Pack a Bag!”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Bringing Down the Moon</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Up! Up! Up!”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Grammar Skill:</b> Sentences with Prepositions</p>	<p><b>Grammar Skill:</b> Sentences with Prepositions</p>





Grade K • Scope and Sequence • Writing Lessons

Unit 9	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Sentence Fluency:</b> Complete Sentences</p>	<p><b>Organization:</b> Order</p>	<p><b>Organization:</b> Topic</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Peter’s Chair</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Jake and Dale Help!”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Hen Hears Gossip</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “We Can Play”</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Bread Comes to Life</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: “Look! A Home!”</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Grammar Skill:</b> Adjectives</p>	<p><b>Grammar Skill:</b> Adjectives</p>



Grade K • Scope and Sequence • Writing Lessons

Unit 10	Week 1	Week 2	Week 3
<p><b>Writing Trait Focus</b></p>	<p><b>Word Choice:</b> Specific Words</p>	<p><b>Sentence Fluency:</b> Complete Sentences</p>	<p><b>Organization:</b> Topic</p>
<p><b>Write About the Text and Writing Process</b></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>What's the Big Idea, Molly?</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: "A Good Time for Luke"</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>All Kinds of Families!</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: "We Come on Time!"</p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Literature Big Book: <i>Panda Kindergarten</i></p> <p><b>Independent Writing/Writing Process:</b> Write About the Reading/Writing Workshop: "Who Can Help?"</p>
<p><b>Grammar</b></p>	<p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Grammar Skill:</b> Pronouns</p>	<p><b>Grammar Skill:</b> Pronouns</p>



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Focus on a Single Event	<b>Ideas:</b> Describing Details	<b>Ideas:</b> Describing Details	<b>Organization:</b> Compare and Contrast	<b>Organization:</b> Order of Events
<b>Write About the Text and Writing Process</b>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Jack Can</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Nat and Sam</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Six Kids</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Go, Pip!</i>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>A Pig for Cliff</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Flip</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Toss! Kick! Hop!</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Friends</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Move and Grin!</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Move It!</i>
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Sentences  <b>Mechanics:</b> Sentence Capitalization	<b>Grammar Skill:</b> Word Order  <b>Mechanics:</b> Sentence Punctuation (periods)	<b>Grammar Skill:</b> Statements  <b>Mechanics:</b> Capitalization and Punctuation (periods)	<b>Grammar Skill:</b> Questions and Exclamations  <b>Mechanics:</b> Question and Exclamation Marks	<b>Grammar Skill:</b> Writing Sentences  <b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Focus on an Idea	<b>Organization:</b> Beginning Sentence	<b>Ideas:</b> Facts	<b>Organization:</b> Beginning, Middle	<b>Ideas:</b> Supporting Details
<b>Write About the Text and Writing Process</b>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Good Job, Ben!</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>The Red Hat</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Cubs in a Hut</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>The Pigs, The Wolf, and the Mud</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>The Best Spot</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>At a Pond</i>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Thump Thump Helps Out</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Nell's Books</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Which Way on the Map?</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Fun With Maps</i>
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics:</b> Adding -s and -es to form plural nouns	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics:</b> Apostrophe with Possessive Nouns	<b>Grammar Skill:</b> Common and Proper Nouns  <b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)	<b>Grammar Skill:</b> Irregular Plural Nouns  <b>Mechanics:</b> Capital Letters and Periods (in sentences)



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Word Choice:</b> Sensory Details	<b>Word Choice:</b> Specific Words	<b>Word Choice:</b> Strong Verbs	<b>Ideas:</b> Give Reasons for an Opinion	<b>Ideas:</b> Give Reasons for an Opinion
<b>Write About the Text and Writing Process</b>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Nate the Snake Is Late</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>On My Way to School</i>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Time to Plant!</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>The Big Yuca Plant</i>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>The Nice Mitten</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>The Gingerbread Man</i>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Life at Home</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Long Ago and Now</i>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>A Look at Breakfast</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>From Cows to You</i>
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Verbs  <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Present-Tense Verbs  <b>Mechanics:</b> Capitalize and Underline Titles of Plays	<b>Grammar Skill:</b> Past- and Future-Tense Verbs  <b>Mechanics:</b> Commas in Series	<b>Grammar Skill:</b> <i>Is and Are</i>  <b>Mechanics:</b> Commas in Dates	<b>Grammar Skill:</b> Contractions with <i>Not</i>  <b>Mechanics:</b> Apostrophes in Contractions



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Word Choice:</b> Specific Words	<b>Organization:</b> Introduce the Topic	<b>Organization:</b> Topic	<b>Organization:</b> Write a Concluding Statement	<b>Ideas:</b> Words That Tell Order
<b>Write About the Text and Writing Process</b>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>A Tale of a Tail: How the Beaver Got Its Flat Tail</i> <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>How Bat Got Its Wings</i>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>A Team of Fish</i> <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Animal Teams</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Go Wild!</i> <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Vulture View</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Creep Low, Fly High</i> <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Hi! Fly Guy</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/Writing Workshop: <i>Time for Kids: From Puppy to Guide Dog</i> <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Time for Kids: Koko and Penny</i>
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> <i>Was and Were</i> <b>Mechanics:</b> Apostrophe with Contractions	<b>Grammar Skill:</b> <i>Has and Have</i> <b>Mechanics:</b> Capitalization and End Punctuation	<b>Grammar Skill:</b> <i>Go and Do</i> <b>Mechanics:</b> Capitalize Proper Nouns	<b>Grammar Skill:</b> <i>See and Saw</i> <b>Mechanics:</b> Underline Titles of Books	<b>Grammar Skill:</b> Adverbs That Tell When <b>Mechanics:</b> Commas in a Series



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Use Complete Sentences	<b>Word Choice:</b> Describing Words	<b>Word Choice:</b> Time-Order Words	<b>Sentence Fluency:</b> Use Complete Sentences	<b>Organization:</b> Topic
<b>Write About the Text and Writing Process</b>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>A Barn Full of Hats</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>A Lost Button</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>A Bird Named Fern</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Kitten's First Full Moon</i>	Informative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>The Story of a Robot Inventor</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Thomas Edison, Inventor</i>	Narrative Text <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Now What's That Sound?</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Whistle for Willie</i>	Opinion <b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Time for Kids: The Joy of a Ship</i>  <b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Time for Kids: Building Bridges</i>
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Words That Join  <b>Mechanics:</b> Capitalize Proper Nouns (places)	<b>Grammar Skill:</b> Adjectives  <b>Mechanics:</b> Capitalization and End Punctuation	<b>Grammar Skill:</b> Adjectives That Compare (-er and -est)  <b>Mechanics:</b> Capitalize Days, Months, and Holidays	<b>Grammar Skill:</b> Using <i>a, an,</i> and <i>the</i>  <b>Mechanics:</b> Capitalize/Underline Book Titles	<b>Grammar Skill:</b> Prepositions/Prepositional Phrases  <b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i> )



## Grade 1 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Varying Sentence Length	<b>Voice:</b> Use Your Own Voice	<b>Ideas:</b> Main Idea	<b>Sentence Fluency:</b> Varying Sentence Types	<b>Voice:</b> Author's Voice
<b>Write About the Text and Writing Process</b>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Super Tools</i></p> <p><b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Click, Clack, Moo: Cows That Type</i></p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>All Kinds of Helpers</i></p> <p><b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Meet Rosina</i></p>	<p>Informative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Wrapped in Ice</i></p> <p><b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Rain School</i></p>	<p>Narrative Text</p> <p><b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>A Spring Birthday</i></p> <p><b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Lissy's Friends</i></p>	<p>Opinion</p> <p><b>Shared and Interactive Writing</b> Write About the Reading/ Writing Workshop: <i>Time for Kids: Share the Harvest and Give Thanks</i></p> <p><b>Independent Writing/ Writing Process:</b> Write About the Literature Anthology: <i>Time for Kids: Happy Birthday U.S.A.!</i></p>
<b>Grammar and Mechanics</b>	<p><b>Grammar Skill:</b> Pronouns <i>I, you, he, she, it, we, they</i></p> <p><b>Mechanics:</b> Capitalize <i>I</i></p>	<p><b>Grammar Skill:</b> Possessive Pronouns</p> <p><b>Mechanics:</b> Capitalize Days, Months, and Holidays</p>	<p><b>Grammar Skill:</b> Special Pronouns (<i>anyone, everyone, anything, everything, nothing</i>)</p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Grammar Skill:</b> <i>I</i> and <i>Me</i></p> <p><b>Mechanics:</b> Commas in Dates and Letters</p>	<p><b>Grammar Skill:</b> Adverbs That Tell How</p> <p><b>Mechanics:</b> Name Titles (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>





## Grade 2 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Focus on an Event	<b>Organization:</b> Strong Openings	<b>Word Choice:</b> Precise Language	<b>Organization:</b> Sequence	<b>Sentence Fluency:</b> Vary Sentence Type
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Little Flap Learns to Fly”  <b>Write to Two Sources:</b> Literature Anthology: <i>Help! A Story of Friendship</i> , “Crayons”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Maria Celebrates Brazil”  <b>Write to Two Sources:</b> Literature Anthology: <i>Big Red Lollipop</i> , “A Look at Families”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Finding Cal”  <b>Write to Two Sources:</b> Literature Anthology: <i>Not Norman</i> , “My Puppy”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Taking Care of Pepper”  <b>Write to Two Sources:</b> Literature Anthology: <i>Lola and Tiva: An Unlikely Friendship</i> , “Animal Needs”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Families Work!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Families Working Together</i> , “Why We Work”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Friendly Letter Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Statements and Questions  <b>Mechanics:</b> Sentence Capitalization/ Punctuation	<b>Grammar Skill:</b> Commands and Exclamations  <b>Mechanics:</b> Sentence Capitalization/ Punctuation	<b>Grammar Skill:</b> Subjects  <b>Mechanics:</b> Letter Punctuation	<b>Grammar Skill:</b> Predicates  <b>Mechanics:</b> Commas after a Sequence Word	<b>Grammar Skill:</b> Expanding and Combining Sentences  <b>Mechanics:</b> Quotation Marks



## Grade 2 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Descriptive Details	<b>Ideas:</b> Supporting Details	<b>Organization:</b> Sequence	<b>Word Choice:</b> Linking Words	<b>Word Choice:</b> Precise Language
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Visit to the Desert”  <b>Write to Two Sources:</b> Literature Anthology: <i>Sled Dogs Run,</i> “Cold Dog, Hot Fox”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Boy Who Cried Wolf”  <b>Write to Two Sources:</b> Literature Anthology: <i>Wolf! Wolf!,</i> “Cinderella and Friends”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Prairie Guard Dog”  <b>Write to Two Sources:</b> Literature Anthology: <i>Turtle, Turtle, Watch Out!,</i> “At Home in the River”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Eagles and Eaglets”  <b>Write to Two Sources:</b> Literature Anthology: <i>Baby Bears,</i> “From Caterpillar to Butterfly”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Cats and Kittens,” “Desert Camels,” “A Bat Is Not a Bird”  <b>Write to Sources:</b> Literature Anthology: “Beetles,” “The Little Turtle,” “Gray Goose”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: How-To Text Weeks 4-6: How-To Directions				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Kinds of Nouns  <b>Mechanics:</b> Capital Letters	<b>Grammar Skill:</b> Plural Nouns  <b>Mechanics:</b> Abbreviations	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics:</b> Apostrophes



## Grade 2 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Order of Ideas	<b>Word Choice:</b> Linking Words	<b>Voice:</b> Opinions	<b>Organization:</b> Strong Conclusion	<b>Sentence Fluency:</b> Vary Sentence Length
<b>Write About The Text</b>	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Magnets Work!”  <b>Write to Two Sources:</b> Literature Anthology: <i>I Fall Down,</i> “Move It!”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Starry Night”  <b>Write to Two Sources:</b> Literature Anthology: <i>Mr. Putter &amp; Tabby See the Stars,</i> “Day to Night”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Lighting Lives”  <b>Write to Two Sources:</b> Literature Anthology: <i>Biblioburro: A True Story from Colombia,</i> “The Enormous Turnip”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Tornado!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Wild Weather,</i> “Can You Predict the Weather?”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “They’ve Got the Beat!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Many Ways to Enjoy Music,</i> “A Musical Museum”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Opinion Letter Weeks 4-6: Book Review				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Action Verbs  <b>Mechanics:</b> Abbreviations	<b>Grammar Skill:</b> Present-Tense Verbs  <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Past - and Future-Tense Verbs  <b>Mechanics:</b> Letter Punctuation	<b>Grammar Skill:</b> The Verb Have  <b>Mechanics:</b> Book Titles	<b>Grammar Skill:</b> Combining and Rearranging Sentences  <b>Mechanics:</b> Sentence Punctuation



## Grade 2 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Focus on a Topic	<b>Word Choice:</b> Time-Order Words	<b>Voice:</b> Show Feelings	<b>Ideas:</b> Develop Character	<b>Word Choice:</b> Sensory Words
<b>Write About The Text</b>	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Alaska: A Special Place”  <b>Write to Two Sources:</b> Literature Anthology: <i>Rain Forests,</i> “African Savannas”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Into the Sea”  <b>Write to Two Sources:</b> Literature Anthology: <i>Volcanoes,</i> “To the Rescue”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Happy New Year!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Dear Primo: A Letter to My Cousin,</i> “Games Around the World”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Why the Sun and the Moon Live in the Sky”  <b>Write to Two Sources:</b> Literature Anthology: <i>How the Beetle Got Her Colors,</i> “How the Finch Got Its Colors”	Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Snow Shape,” “Nature Walk,” “In the Sky”  <b>Write to Sources:</b> Literature Anthology: “April Rain Song,” “Rain Poem,” “Helicopters,” “Windy Tree”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Fictional Narrative Weeks 4-6: Narrative Poem				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Linking Verbs  <b>Mechanics:</b> Capitalization of Proper Nouns	<b>Grammar Skill:</b> Helping Verbs  <b>Mechanics:</b> Quotation Marks	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics:</b> Book Titles	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics:</b> Letter Punctuation	<b>Grammar Skill:</b> Contractions  <b>Mechanics:</b> Apostrophes with Contractions



## Grade 2 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Descriptive Details	<b>Sentence Fluency:</b> Vary Sentence Length	<b>Organization:</b> Sequence	<b>Word Choice:</b> Linking Words	<b>Voice:</b> Formal vs. Informal
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “A Difficult Decision”  <b>Write to Two Sources:</b> Literature Anthology: <i>Grace for President</i> , “Helping to Make Smiles”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Soccer Friends”  <b>Write to Two Sources:</b> Literature Anthology: <i>Once Upon a Baby Brother</i> , “Bully-Free Zone”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “César Chávez”  <b>Write to Two Sources:</b> Literature Anthology: <i>Brave Bessie</i> , “The Legend of Kate Shelley”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Art Project”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Woodcutter’s Gift</i> , “Earth’s Resources”	Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Visiting the Past”  <b>Write to Two Sources:</b> Literature Anthology: <i>Setting the Rules</i> , “American Symbols”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Explanatory Essay Weeks 4-6: Compare/Contrast Paragraph				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Pronouns  <b>Mechanics:</b> Quotation Marks	<b>Grammar Skill:</b> Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i>  <b>Mechanics:</b> Capitalizing the Pronoun <i>I</i>	<b>Grammar Skill:</b> Possessive Pronouns  <b>Mechanics:</b> Capitalization of Proper Nouns	<b>Grammar Skill:</b> Contractions  <b>Mechanics:</b> Contractions/Possessive Pronouns	<b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Mechanics:</b> Book Titles



## Grade 2 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Openings	<b>Word Choice:</b> Content Words	<b>Ideas:</b> Supportive Details	<b>Organization:</b> Strong Conclusions	<b>Word Choice:</b> Strong Words
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Why Fir Tree Keeps His Leaves” <b>Write to Two Sources:</b> Literature Anthology: <i>The Golden Flower: A Taino Myth from Puerto Rico</i> , “A Pumpkin Plant”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Pedal Power” <b>Write to Two Sources:</b> Literature Anthology: <i>My Light</i> , “The Power of Water”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Dive Teams” <b>Write to Two Sources:</b> Literature Anthology: <i>Astronaut Handbook</i> , “Teamwork to the Top”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Life of a Dollar Bill” <b>Write to Two Sources:</b> Literature Anthology: <i>Money Madness</i> , “King Midas and the Golden Touch”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “A Box of Crayons,” “What Story Is This?,” “The Ticket” <b>Write to Sources:</b> Literature Anthology: “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” “Clay Play,” “Crayons”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Summary Weeks 4-6: Research Report				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Commas in a Series	<b>Grammar Skill:</b> Articles and <i>This, That, These,</i> and <i>Those</i> <b>Mechanics:</b> Names and Titles	<b>Grammar Skill:</b> Adjectives That Compare <b>Mechanics:</b> Apostrophes with Possessive Nouns	<b>Grammar Skill:</b> Adverbs and Prepositional Phrases <b>Mechanics:</b> Capitalization	<b>Grammar Skill:</b> Adjectives and Adverbs <b>Mechanics:</b> Sentence Punctuation





## Grade 3 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Focus on an Event	<b>Word Choice:</b> Descriptive Details	<b>Organization:</b> Sequence	<b>Word Choice:</b> Time-Order Words	<b>Sentence Fluency:</b> Sentence Types
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Bruno’s New Home”  <b>Write to Two Sources:</b> Literature Anthology: <i>Wolf!</i> , “Jennie and the Wolf”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Dream Catcher”  <b>Write to Two Sources:</b> Literature Anthology: <i>Yoon and the Jade Bracelet</i> , “Family Traditions”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Room to Grow”  <b>Write to Two Sources:</b> Literature Anthology: <i>Gary the Dreamer</i> , “Sharing Polkas and Pitas”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Mary Anderson’s Great Invention”  <b>Write to Two Sources:</b> Literature Anthology: <i>All Aboard! Elijah McCoy’s Steam Engine</i> , “Lighting the World”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “A Natural Beauty”  <b>Write to Two Sources:</b> Literature Anthology: <i>A Mountain of History</i> , “A Landmark Street”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Friendly Letter Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Sentences and Fragments  <b>Mechanics and Usage:</b> Capitalization and Punctuation	<b>Grammar Skill:</b> Commands and Exclamations  <b>Mechanics and Usage:</b> Punctuation in Commands and Exclamations	<b>Grammar Skill:</b> Subjects  <b>Mechanics and Usage:</b> Complete Sentences and Fragments	<b>Grammar Skill:</b> Predicates  <b>Mechanics and Usage:</b> Complete Sentences	<b>Grammar Skill:</b> Simple and Compound Sentences  <b>Mechanics and Usage:</b> Punctuate Simple and Compound Sentences



## Grade 3 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Word Choice:</b> Linking Words and Phrases	<b>Word Choice:</b> Precise Words	<b>Ideas:</b> Supporting Details	<b>Organization:</b> Sequence	<b>Ideas:</b> Descriptive Details
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Anansi Learns a Lesson”  <b>Write to Two Sources:</b> Literature Anthology: <i>Roadrunner’s Dance</i> , “Deltona Is Going Batty”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Sailing to America”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Castle on Hester Street</i> , “Next Stop, America!”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Every Vote Counts!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Vote!</i> , “A Plan for the People”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Kids to the Rescue!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Whooping Cranes in Danger</i> , “Help the Manatees!”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”  <b>Write to Sources:</b> Literature Anthology: “The Inventor Thinks Up Helicopters,” “The Ornithopter,” “Montgolfier Brothers’ Hot Air Balloon”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: How-To Weeks 4-6: Explanatory Essay				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Kinds of Nouns  <b>Mechanics and Usage:</b> Capitalize Proper Nouns	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics and Usage:</b> Punctuate Four Sentence Types	<b>Grammar Skill:</b> Special Nouns  <b>Mechanics and Usage:</b> Spelling Plural Nouns	<b>Grammar Skill:</b> Combining Sentences  <b>Mechanics and Usage:</b> Commas	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics and Usage:</b> Apostrophes in Possessive Nouns





## Grade 3 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Sentence Types	<b>Word Choice:</b> Linking Words and Phrases	<b>Organization:</b> Strong Paragraphs	<b>Organization:</b> Strong Conclusion	<b>Voice:</b> Formal and Informal Voice
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Inchworm’s Tale”  <b>Write to Two Sources:</b> Literature Anthology: <i>Martina the Beautiful Cockroach</i> , “Get a Backbone!”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Jane’s Discovery”  <b>Write to Two Sources:</b> Literature Anthology: <i>Finding Lincoln</i> , “A Great American Teacher”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Earth and Its Neighbors”  <b>Write to Two Sources:</b> Literature Anthology: <i>Earth</i> , “Coyote and the Jar of Stars”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Bats Did It First”  <b>Write to Two Sources:</b> Literature Anthology: <i>Big Ideas from Nature</i> , “Perdix Invents the Saw”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “The Long Road to Oregon”  <b>Write to Two Sources:</b> Literature Anthology: <i>Riding the Rails West!</i> , “Discovering Life Long Ago”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Opinion Letter Weeks 4-6: Book Review				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Action Verbs  <b>Mechanics and Usage:</b> Quotation Marks and Colons in Time	<b>Grammar Skill:</b> Present-Tense Verbs and Subject-Verb Agreement  <b>Mechanics and Usage:</b> Subject-Verb Agreement	<b>Grammar Skill:</b> Past-Tense Verbs  <b>Mechanics and Usage:</b> Abbreviations and Name Titles	<b>Grammar Skill:</b> Future-Tense Verbs  <b>Mechanics and Usage:</b> Book Titles	<b>Grammar Skill:</b> Combining Sentences with Verbs  <b>Mechanics and Usage:</b> Punctuation in Formal Letters, Dates, Addresses, and Locations



## Grade 3 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Voice:</b> Show Feelings	<b>Ideas:</b> Develop Characters	<b>Organization:</b> Strong Opening	<b>Organization:</b> Strong Conclusion	<b>Word Choice:</b> Strong Words
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Nail Soup”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Real Story of Stone Soup</i> , “Healthful Food Choices”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “The Impossible Pet Show”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Talented Clementine</i> , “Clementine and the Family Meeting”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Gray Wolf! Red Fox!”  <b>Write to Two Sources:</b> Literature Anthology: <i>Amazing Wildlife of the Mojave</i> , “Little Half Chick”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Firsts in Flights”  <b>Write to Two Sources:</b> Literature Anthology: <i>Hot Air Balloons</i> , “Bellerophon and Pegasus”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Ginger’s Fingers,” “The Giant,” “Captain’s Log”  <b>Write to Sources:</b> Literature Anthology: “The Winningest Woman of the Iditarod Dog Sled Race,” “The Brave Ones,” “Narcissa”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text/Poetry:</b> Weeks 1-3: Fictional Narrative Weeks 4-6: Poetry				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Linking Verbs  <b>Mechanics and Usage:</b> End Punctuation and Complete Sentences	<b>Grammar Skill:</b> Contractions with <i>Not</i>  <b>Mechanics and Usage:</b> Using Apostrophes	<b>Grammar Skill:</b> Main and Helping Verbs  <b>Mechanics and Usage:</b> Commas and Quotation Marks in Dialogue	<b>Grammar Skill:</b> Complex Sentences  <b>Mechanics and Usage:</b> Using Commas in Sentences	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics and Usage:</b> Correct Verb Forms



## Grade 3 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Vary Sentence Structures	<b>Word Choice:</b> Sensory Language	<b>Organization:</b> Strong Paragraphs	<b>Organization:</b> Strong Opening	<b>Voice:</b> Voice Opinions
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Juanita and the Beanstalk”  <b>Write to Two Sources:</b> Literature Anthology: <i>Clever Jack Takes the Cake,</i> “When Corn Was Cash”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The New Hoop”  <b>Write to Two Sources:</b> Literature Anthology: <i>Bravo, Tavo!,</i> “Trash into Art”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Rescue Dogs Save the Day”  <b>Write to Two Sources:</b> Literature Anthology: <i>Wildfires,</i> “Windy Gale and the Great Hurricane”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Dolores Huerta: Growing Up Strong”  <b>Write to Two Sources:</b> Literature Anthology: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote,</i> “Susan B. Anthony Takes Action!”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Here Comes Solar Power”  <b>Write to Two Sources:</b> Literature Anthology: <i>It’s All in the Wind,</i> “Power for All”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Opinion Essay Weeks 4-6: Book Review				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Singular and Plural Pronouns  <b>Mechanics and Usage:</b> Capitalizing <i>I</i> , and Nouns	<b>Grammar Skill:</b> Subject and Object Pronouns  <b>Mechanics and Usage:</b> Pronoun Usage	<b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Mechanics and Usage:</b> Pronoun-Verb Agreement	<b>Grammar Skill:</b> Possessive Pronouns  <b>Mechanics and Usage:</b> Possessive Pronouns and Reflexive Pronouns	<b>Grammar Skill:</b> Pronoun-Verb Contractions  <b>Mechanics and Usage:</b> Spelling Contractions and Possessive Pronouns



## Grade 3 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Sentence Length	<b>Word Choice:</b> Linking Words and Phrases	<b>Organization:</b> Order Ideas	<b>Organization:</b> Strong Conclusion	<b>Word Choice:</b> Precise Language
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Athena and Arachne”  <b>Write to Two Sources:</b> Literature Anthology: <i>King Midas and the Golden Touch</i> , “Carlos’s Gift”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Big Blizzard”  <b>Write to Two Sources:</b> Literature Anthology: <i>Nora’s Ark</i> , “The Wind and the Sun”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Rocketing into Space”  <b>Write to Two Sources:</b> Literature Anthology: <i>Out of This World! The Ellen Ochoa Story</i> , “A Flight to Lunar City”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Butterflies Big and Small”  <b>Write to Two Sources:</b> Literature Anthology: <i>Alligators and Crocodiles</i> , “The Monkey and the Crocodile”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “The Camping Trip,” “Bubble Gum”  <b>Write to Sources:</b> Literature Anthology: “Ollie’s Escape,” “The Gentleman Bookworm”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Feature Article Weeks 4-6: Research Report				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adjectives and Articles  <b>Mechanics and Usage:</b> Commas in a Series and in Dates	<b>Grammar Skill:</b> Adjectives That Compare  <b>Mechanics and Usage:</b> Correct Comparative and Superlative Forms	<b>Grammar Skill:</b> Adverbs  <b>Mechanics and Usage:</b> Adverbs and Adjectives	<b>Grammar Skill:</b> Adverbs That Compare  <b>Mechanics and Usage:</b> Using <i>More</i> and <i>Most</i>	<b>Grammar Skill:</b> Prepositions  <b>Mechanics and Usage:</b> Commas After Introductory Words



## Grade 4 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Descriptive Details	<b>Ideas:</b> Focus on an Event	<b>Ideas:</b> Focus on a Topic	<b>Organization:</b> Sequence	<b>Sentence Fluency:</b> Sentence Length
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Dragon Problem”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Princess and the Pizza</i> , “Tomás and His Sons”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Talent Show”  <b>Write to Two Sources:</b> Literature Anthology: <i>Experts, Incorporated</i> , “Speaking Out to Stop Bullying”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A World of Change”  <b>Write to Two Sources:</b> Literature Anthology: <i>Earthquakes</i> , “Tornado”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Big Race”  <b>Write to Two Sources:</b> Literature Anthology: <i>A Crash Course in Forces and Motion with Max Axiom</i> , <i>Super Scientist</i> , “The Box-Zip Project”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Dollars and Sense”  <b>Write to Two Sources:</b> Literature Anthology: <i>Kids in Business</i> , “Starting a Successful Business”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Friendly Letter Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Sentences  <b>Mechanics and Usage:</b> Sentence Punctuation	<b>Grammar Skill:</b> Subjects and Predicates  <b>Mechanics and Usage:</b> Punctuate Compound Subjects and Predicates	<b>Grammar Skill:</b> Compound Sentences  <b>Mechanics and Usage:</b> Punctuating Compound Sentences	<b>Grammar Skill:</b> Clauses and Complex Sentences  <b>Mechanics and Usage:</b> Punctuating Complex Sentences	<b>Grammar Skill:</b> Run-on Sentences  <b>Mechanics and Usage:</b> Correcting Fragments and Run-ons



## Grade 4 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Opening	<b>Voice:</b> Informal Voice	<b>Ideas:</b> Supporting Details	<b>Organization:</b> Logical Order	<b>Word Choice:</b> Precise Language
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Fisherman and the Kaha Bird”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Secret Message</i> , “The Fox and the Goat”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Ant and the Grasshopper”  <b>Write to Two Sources:</b> Literature Anthology: <i>Ranita, The Frog Princess</i> , “The Moonlight Concert Mystery”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Rescuing Our Reefs”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Buffalo Are Back</i> , “Energy in the Ecosystem”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Animal Adaptations”  <b>Write to Two Sources:</b> Literature Anthology: <i>Spiders</i> , “Anansi and the Birds”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Dog,” “The Eagle,” “Chimpanzee,” “Rat”  <b>Write to Sources:</b> Literature Anthology: “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” “Fog,” “White Cat Winter”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Explanatory Essay Weeks 4-6: How-To Text				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Common and Proper Nouns  <b>Mechanics and Usage:</b> Capitalizing Proper Nouns	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics and Usage:</b> Commas in a Series	<b>Grammar Skill:</b> Irregular Plural Nouns  <b>Mechanics and Usage:</b> Correct Plural Forms	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics and Usage:</b> Apostrophes	<b>Grammar Skill:</b> Combining Sentences  <b>Mechanics and Usage:</b> Phrases and Interjections





## Grade 4 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Transitions	<b>Word Choice:</b> Strong Words	<b>Ideas:</b> Relevant Evidence	<b>Organization:</b> Strong Conclusion	<b>Voice:</b> Purpose and Audience
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “At the Library”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Cricket in Times Square</i> , “The Girl and the Chenoo”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Remembering Hurricane Katrina”  <b>Write to Two Sources:</b> Literature Anthology: <i>Aguinaldo</i> , “Partaking in Public Service”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Judy’s Appalachia”  <b>Write to Two Sources:</b> Literature Anthology: <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> , “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Words for Change”  <b>Write to Two Sources:</b> Literature Anthology: <i>Abe’s Honest Words: The Life of Abraham Lincoln</i> , “A New Birth of Freedom”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Food Fight”  <b>Write to Two Sources:</b> Literature Anthology: <i>A New Kind of Corn</i> , “The Pick of the Patch”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Book Review Weeks 4-6: Opinion Essay				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Action Verbs  <b>Mechanics and Usage:</b> Titles	<b>Grammar Skill:</b> Verb Tenses  <b>Mechanics and Usage:</b> Subject-Verb Agreement	<b>Grammar Skill:</b> Main and Helping Verbs  <b>Mechanics and Usage:</b> Punctuation in Contractions	<b>Grammar Skill:</b> Linking Verbs  <b>Mechanics and Usage:</b> Subject-Verb Agreement	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics and Usage:</b> Correct Verb Usage



## Grade 4 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Paragraphs	<b>Ideas:</b> Develop Characters	<b>Ideas:</b> Develop Plot	<b>Word Choice:</b> Figurative Language	<b>Word Choice:</b> Sensory Language
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “A World Without Rules”  <b>Write to Two Sources:</b> Literature Anthology: <i>See How They Run</i> , “The Birth of American Democracy”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The TimeSpecs 3000”  <b>Write to Two Sources:</b> Literature Anthology: <i>LaRue for Mayor</i> , “Bringing Government Home: Understanding State and Local Government”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Telephone Mix-Up”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Moon Over Star</i> , “3 ... 2 ... 1, We Have Spin-Off!”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Wonders of the Night Sky”  <b>Write to Sources:</b> Literature Anthology: <i>Why Does the Moon Change Shape?</i> , “Why the Sun Travels Across the Sky,” “Why There Is Thunder and Lightning”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “Sing to Me,” “The Climb”  <b>Write to Sources:</b> Literature Anthology: “Swimming to the Rock,” “The Moondust Footprint,” “Genius,” “Winner”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text/Poetry:</b> Weeks 1-3: Fictional Narrative Weeks 4-6: Poetry				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Pronouns and Antecedents  <b>Mechanics and Usage:</b> Pronoun Capitalization and Clarity	<b>Grammar Skill:</b> Types of Pronouns  <b>Mechanics and Usage:</b> Subject and Object Pronouns	<b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Mechanics and Usage:</b> Punctuation in Dialogue	<b>Grammar Skill:</b> Possessive Pronouns  <b>Mechanics and Usage:</b> Possessive Nouns and Pronouns	<b>Grammar Skill:</b> Pronouns and Homophones  <b>Mechanics and Usage:</b> Contractions and Possessives





## Grade 4 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Opening	<b>Sentence Fluency:</b> Sentence Types	<b>Sentence Fluency:</b> Transitions	<b>Voice:</b> Formal Voice	<b>Organization:</b> Strong Conclusion
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Sadie’s Game”  <b>Write to Two Sources:</b> Literature Anthology: <i>Mama, I’ll Give You the World,</i> “What If It Happened to You?”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “My Big Brother, Johnny Kaw”  <b>Write to Two Sources:</b> Literature Anthology: <i>Apples to Oregon,</i> “Westward Bound: Settling the American West”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Stephanie Kwolek: Inventor”  <b>Write to Two Sources:</b> Literature Anthology: <i>How Ben Franklin Stole the Lightning,</i> “Energy Is Everywhere!”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Your World Up Close”  <b>Write to Two Sources:</b> Literature Anthology: <i>A Drop of Water,</i> “The Incredible Shrinking Potion”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Where It All Began”  <b>Write to Two Sources:</b> Literature Anthology: <i>Rediscovering Our Spanish Beginnings,</i> “History’s Mysteries”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Expository Letter Weeks 4-6: Research Report				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adjectives  <b>Mechanics and Usage:</b> Punctuation	<b>Grammar Skill:</b> Articles  <b>Mechanics and Usage:</b> Articles and Demonstrative Adjectives	<b>Grammar Skill:</b> Adjectives That Compare  <b>Mechanics and Usage:</b> Punctuation in Letters	<b>Grammar Skill:</b> Comparing with <i>More</i> and <i>Most</i>  <b>Mechanics and Usage:</b> Combining Sentences	<b>Grammar Skill:</b> Comparing with <i>Good</i> and <i>Bad</i>  <b>Mechanics and Usage:</b> Combining Sentences



## Grade 4 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Word Choice:</b> Strong Words	<b>Organization:</b> Sequence	<b>Word Choice:</b> Transitions	<b>Word Choice:</b> Content Words	<b>Ideas:</b> Supporting Details
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Surprise Reunion”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Game of Silence</i> , “Native Americans: Yesterday and Today”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Freedom at Fort Mose”  <b>Write to Two Sources:</b> Literature Anthology: <i>Valley of the Moon</i> , “One Nation, Many Cultures”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “The Great Energy Debate”  <b>Write to Sources:</b> Literature Anthology: <i>Energy Island</i> , “The Gift of Fire,” “Water vs. Wisdom”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The History of Money”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Big Picture of Economics</i> , “The Miller’s Good Luck”	Opinion <b>Write to Sources:</b> Reading/Writing Workshop: “Climbing Blue Hill,” “My Name Is Ivy,” “Collage”  <b>Write to Sources:</b> Literature Anthology: “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” “Growing Up,” “My People”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Book Review Weeks 4-6: Opinion Essay				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adverbs  <b>Mechanics and Usage:</b> <i>Good vs. Well</i>	<b>Grammar Skill:</b> Comparing with Adverbs  <b>Mechanics and Usage:</b> Review Punctuation and Capitalization	<b>Grammar Skill:</b> Negatives  <b>Mechanics and Usage:</b> Correcting Double Negatives	<b>Grammar Skill:</b> Prepositions  <b>Mechanics and Usage:</b> Review Using Quotations	<b>Grammar Skill:</b> Using Prepositions  <b>Mechanics and Usage:</b> Using Commas with Phrases



Grade 5 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Descriptive Details	<b>Voice:</b> Style and Tone	<b>Word Choice:</b> Strong Words	<b>Organization:</b> Sequence	<b>Sentence Fluency:</b> Sentence Structure
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Fresh Idea”  <b>Write to Two Sources:</b> Literature Anthology: <i>One Hen</i> , “Banks: Their Business and Yours”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Whitewater Adventure”  <b>Write to Two Sources:</b> Literature Anthology: <i>Second Day, First Impressions</i> , “Lost in the Museum Wings”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Life in the Woods”  <b>Write to Two Sources:</b> Literature Anthology: <i>Camping with the President</i> , “A Walk with Teddy”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Fantasy Becomes Fact”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Boy Who Invented TV</i> , “Time to Invent”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Are Electronic Devices Good for Us?”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Future of Transportation</i> , “Getting From Here to There”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Autobiographical Sketch Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Sentences  <b>Mechanics and Usage:</b> Punctuate Sentences	<b>Grammar Skill:</b> Subjects and Predicates  <b>Mechanics and Usage:</b> Commas	<b>Grammar Skill:</b> Compound Sentences and Conjunctions  <b>Mechanics and Usage:</b> Punctuation in Compound Sentences	<b>Grammar Skill:</b> Complex Sentences  <b>Mechanics and Usage:</b> Commas	<b>Grammar Skill:</b> Run-on Sentences and Fragments  <b>Mechanics and Usage:</b> Correcting Run-on Sentences



Grade 5 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Main Idea	<b>Organization:</b> Strong Opening	<b>Ideas:</b> Supporting Details	<b>Organization:</b> Sequence	<b>Word Choice:</b> Precise Language
<b>Write About The Text</b>	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Creating a Nation”  <b>Write to Two Sources:</b> Literature Anthology: <i>Who Wrote the U.S. Constitution?</i> , “Parchment and Ink”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Modern Cinderella”  <b>Write to Two Sources:</b> Literature Anthology: <i>Where the Mountain Meets the Moon</i> , “The Princess and the Pea”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Growing in Place: The Story of E. Lucy Braun”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Boy Who Drew Birds</i> , “Daedalus and Icarus”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Magical Lost Brocade”  <b>Write to Two Sources:</b> Literature Anthology: <i>Blancaflor</i> , “From Tale to Table”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “A Simple Plan,” “Rescue”  <b>Write to Sources:</b> Literature Anthology: “Stage Fright,” “Catching Quiet,” “Foul Shot”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Invitation with Directions Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Kinds of Nouns  <b>Mechanics and Usage:</b> Capitalizing Proper Nouns	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics and Usage:</b> Forming Plural Nouns	<b>Grammar Skill:</b> More Plural Nouns  <b>Mechanics and Usage:</b> Plural Forms and Appositives	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics and Usage:</b> Adding -s or -’s	<b>Grammar Skill:</b> Prepositional Phrases  <b>Mechanics and Usage:</b> Punctuating Titles and Letters



Grade 5 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Voice:</b> Formal and Informal Voice	<b>Word Choice:</b> Connotation and Denotation	<b>Ideas:</b> Relevant Evidence	<b>Organization:</b> Strong Conclusion	<b>Sentence Fluency:</b> Transitions
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “A Reluctant Traveler”  <b>Write to Two Sources:</b> Literature Anthology: <i>They Don’t Mean It!</i> , “Where Did That Come From?”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Survivaland”  <b>Write to Two Sources:</b> Literature Anthology: <i>Weslandia</i> , “Plants with a Purpose”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Patterns of Change”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Story of Snow</i> , “Fibonacci’s Amazing Find”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Gulf Spill Superheroes”  <b>Write to Two Sources:</b> Literature Anthology: <i>Winter’s Tail</i> , “Helping Hands”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “What Was the Purpose of the Inca’s Strange Strings?”  <b>Write to Two Sources:</b> Literature Anthology: <i>Machu Picchu: Ancient City</i> , “Dig This Technology!”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Book Review Weeks 4-6: Opinion Essay				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Action Verbs  <b>Mechanics and Usage:</b> Subject-Verb Agreement	<b>Grammar Skill:</b> Verb Tenses  <b>Mechanics and Usage:</b> Avoid Shifting Tenses	<b>Grammar Skill:</b> Main and Helping Verbs  <b>Mechanics and Usage:</b> Special Helping Verbs; Contractions; Troublesome Words	<b>Grammar Skill:</b> Linking Verbs  <b>Mechanics and Usage:</b> Punctuating Titles and Product Names	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics and Usage:</b> Correct Verb Usage



Grade 5 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Voice:</b> Style and Tone	<b>Ideas:</b> Develop Characters	<b>Organization:</b> Logical Order	<b>Word Choice:</b> Transitions	<b>Word Choice:</b> Sensory Language
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “How Mighty Kate Stopped the Train”  <b>Write to Two Sources:</b> Literature Anthology: <i>Davy Crockett Saves the World</i> , “How Grandmother Spider Stole the Sun”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Where’s Brownie?”  <b>Write to Two Sources:</b> Literature Anthology: <i>A Window Into History: The Mystery of the Cellar Window</i> , “A Second Chance For Chip: The Case of the Curious Canine”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Frederick Douglass: Freedom’s Voice”  <b>Write to Two Sources:</b> Literature Anthology: <i>Rosa</i> , “Our Voices, Our Votes”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Power from Nature”  <b>Write to Two Sources:</b> Literature Anthology: <i>One Well</i> , “The Dirt on Dirt”	Opinion <b>Write to Sources:</b> Reading/Writing Workshop: “How Do I Hold the Summer?,” “Catching a Fly,” “When I Dance”  <b>Write to Sources:</b> Literature Anthology: “Words Free as Confetti,” “Dreams,” “A Story of How a Wall Stands”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text/Poetry:</b> Weeks 1-3: Fictional Narrative Weeks 4-6: Poetry				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Pronouns and Antecedents  <b>Mechanics and Usage:</b> Pronoun-Antecedent Agreement	<b>Grammar Skill:</b> Kinds of Pronouns  <b>Mechanics and Usage:</b> Question Marks in Dialogue	<b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Mechanics and Usage:</b> Abbreviations	<b>Grammar Skill:</b> Possessive Pronouns  <b>Mechanics and Usage:</b> Apostrophes, Possessives, and Reflexive Pronouns	<b>Grammar Skill:</b> Pronouns and Homophones  <b>Mechanics and Usage:</b> Punctuating Poetry





Grade 5 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Opening	<b>Sentence Fluency:</b> Transitions	<b>Ideas:</b> Develop a Topic	<b>Organization:</b> Strong Paragraphs	<b>Organization:</b> Strong Conclusion
<b>Write About The Text</b>	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Miguel in the Middle”  <b>Write to Two Sources:</b> Literature Anthology: <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World</i> , “A Dusty Ride”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Day the Rollets Got Their Moxie Back”  <b>Write to Two Sources:</b> Literature Anthology: <i>Bud, Not Buddy</i> , “Musical Impressions of the Great Depression”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Forests on Fire”  <b>Write to Two Sources:</b> Literature Anthology: <i>Global Warming</i> , “When Volcanoes Erupt”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Changing Views of Earth”  <b>Write to Two Sources:</b> Literature Anthology: <i>When Is a Planet Not a Planet?</i> , “New Moon”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Should Plants and Animals from Other Places Live Here?”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Case of the Missing Bees</i> , “Busy, Beneficial Bees”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Informational Article Weeks 4-6: Research Report				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Independent and Dependent Clauses  <b>Mechanics and Usage:</b> Appositives	<b>Grammar Skill:</b> Complex Sentences  <b>Mechanics and Usage:</b> Commas with Clauses	<b>Grammar Skill:</b> Adjectives  <b>Mechanics and Usage:</b> Capitalization and Punctuation	<b>Grammar Skill:</b> Adjectives That Compare  <b>Mechanics and Usage:</b> Using <i>More</i> and <i>Most</i>	<b>Grammar Skill:</b> Comparing with <i>Good</i> and <i>Bad</i>  <b>Mechanics and Usage:</b> Irregular Comparative Forms



Grade 5 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Sequence	<b>Word Choice:</b> Time-Order Words	<b>Sentence Fluency:</b> Sentence Structure	<b>Ideas:</b> Focus on a Topic	<b>Word Choice:</b> Strong Words
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Shipped Out”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Unbreakable Code</i> , “Allies in Action”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “The Bully”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Friend Who Changed My Life</i> , “Choose Your Strategy: A Guide to Getting Along”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Mysterious Oceans”  <b>Write to Two Sources:</b> Literature Anthology: <i>Survival at 40 Below</i> , “Why the Evergreen Trees Never Lose Their Leaves”	Opinion <b>Write to One Source:</b> Reading/Writing Workshop: “Words to Save the World: The Work of Rachel Carson”  <b>Write to Two Sources:</b> Literature Anthology: <i>Planting the Trees of Kenya</i> , “The Park Project”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “To Travel,” “Wild Blossoms”  <b>Write to Sources:</b> Literature Anthology: “You Are My Music (Tú eres mi música),” “You and I,” “A Time to Talk”
<b>Writing Process/Genre Writing Focus</b>	<b>Opinion:</b> Weeks 1-3: Book Review Weeks 4-6: Opinion Letter				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adverbs  <b>Mechanics and Usage:</b> Capitalization and Abbreviations in Letters and Formal E-mails	<b>Grammar Skill:</b> Adverbs That Compare  <b>Mechanics and Usage:</b> Using <i>Good, Well; More, Most; -er, -est</i>	<b>Grammar Skill:</b> Negatives  <b>Mechanics and Usage:</b> Correct Double Negatives	<b>Grammar Skill:</b> Sentence Combining  <b>Mechanics and Usage:</b> Commas and Colons	<b>Grammar Skill:</b> Prepositional Phrases  <b>Mechanics and Usage:</b> Pronouns in Prepositional Phrases





## Grade 6 • Scope and Sequence • Writing Lessons

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Strong Opening	<b>Word Choice:</b> Strong Words	<b>Ideas:</b> Focus on a Topic	<b>Voice:</b> Style and Tone	<b>Sentence Fluency:</b> Transitions
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Cow Music”  <b>Write to Two Sources:</b> Literature Anthology: <i>Little Blog on the Prairie</i> , “The Writing on the Wall”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “Drumbeat of Freedom”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Mostly True Adventures of Homer P. Figg</i> , “Enough!”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Secret World of Caves”  <b>Write to Two Sources:</b> Literature Anthology: <i>Journey into the Deep</i> , “Extreme Exploration: An Interview with Dr. Eva Ramirez-Llodra”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Monster in the Mountain”  <b>Write to Two Sources:</b> Literature Anthology: <i>Into the Volcano</i> , “Donna O’Meara: The Volcano Lady”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “Making Money: A Story of Change”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Economic Roller Coaster</i> , “Our Federal Reserve at Work”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text:</b> Weeks 1-3: Autobiographical Sketch Weeks 4-6: Personal Narrative				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Sentences Types  <b>Mechanics and Usage:</b> End Punctuation	<b>Grammar Skill:</b> Subjects and Predicates  <b>Mechanics and Usage:</b> Sentence Fragments	<b>Grammar Skill:</b> Sentence Combining  <b>Mechanics and Usage:</b> Punctuating Compound Sentences	<b>Grammar Skill:</b> Complex Sentences  <b>Mechanics and Usage:</b> Punctuating Complex Sentences	<b>Grammar Skill:</b> Run-on Sentences and Comma Splices  <b>Mechanics and Usage:</b> Correcting Run-on Sentences



## Grade 6 • Scope and Sequence • Writing Lessons

Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Ideas:</b> Supporting Details	<b>Ideas:</b> Develop a Topic	<b>Organization:</b> Strong Conclusion	<b>Sentence Fluency:</b> Transitions	<b>Word Choice:</b> Precise Language
<b>Write About The Text</b>	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Empire of the Sea”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Technology of Mesopotamia</i> , “Gilgamesh Lost and Found”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “The Democracy Debate”  <b>Write to Two Sources:</b> Literature Anthology: <i>Who Created Democracy?</i> , “How Ideas Become Laws”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Yaskul’s Mighty Trade”  <b>Write to Two Sources:</b> Literature Anthology: <i>Roman Diary</i> , “The Genius of Roman Aqueducts”	Narrative <b>Write to One Source:</b> Reading/Writing Workshop: “Cusi’s Secret,”  <b>Write to Two Sources:</b> Literature Anthology: <i>A Single Shard</i> , “A Scholar in the Family”	Narrative <b>Write to Sources:</b> Reading/ Writing Workshop: “Ozymandias,” “Lifelong Friends”  <b>Write to Sources:</b> Literature Anthology: “Majestic,” “Mummy,” “Clay,” “Maestro,” “Tradition”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: Explanatory Essay Weeks 4-6: Formal Letter				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Kinds of Nouns  <b>Mechanics and Usage:</b> Capital Letters, Abbreviations, and Colons in Business Letters	<b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics and Usage:</b> Using Commas in a Series and Punctuating Letter Parts	<b>Grammar Skill:</b> More Plural and Collective Nouns  <b>Mechanics and Usage:</b> Use Correct Plural Forms	<b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics and Usage:</b> Forming Plural and Possessive Nouns	<b>Grammar Skill:</b> Appositives  <b>Mechanics and Usage:</b> Using Commas, Dashes, and Parentheses



## Grade 6 • Scope and Sequence • Writing Lessons

Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Transitions	<b>Organization:</b> Strong Conclusions	<b>Ideas:</b> Relevant Evidence	<b>Voice:</b> Style and Tone	<b>Ideas:</b> Opposing Claims and Counterarguments
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Rockers Build a Soccer Field”  <b>Write to Two Sources:</b> Literature Anthology: <i>How Tía Lola Came to Stay</i> , “The Music of Many”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Facing the Storm”  <b>Write to Two Sources:</b> Literature Anthology: <i>Lizzie Bright and the Buckminster Boy</i> , “Confronting a Challenge”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Jewels from the Sea”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Pot That Juan Built</i> , “A Box of Ideas”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Marian Anderson: Struggles and Triumphs”  <b>Write to Two Sources:</b> Literature Anthology: <i>Major Taylor</i> , “Margaret Bourke-White: Fearless Photographer”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “Is Your City Green?”  <b>Write to Two Sources:</b> Literature Anthology: <i>“Stewards of the Environment,”</i> “Modern Transit for an Ancient City”
<b>Writing Process/Genre Writing Focus</b>	<b>Argument:</b> Weeks 1-3: Book Review Weeks 4-6: Argument Essay				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Action Verbs and Objects  <b>Mechanics and Usage:</b> Quotation Marks and Dialogues	<b>Grammar Skill:</b> Verb Tenses  <b>Mechanics and Usage:</b> Subject-Verb Agreement	<b>Grammar Skill:</b> Main and Helping Verbs  <b>Mechanics and Usage:</b> Avoiding Verb Tense Shifts	<b>Grammar Skill:</b> Linking Verbs  <b>Mechanics and Usage:</b> Titles	<b>Grammar Skill:</b> Irregular Verbs  <b>Mechanics and Usage:</b> Contractions with Helping and Irregular Verbs



## Grade 6 • Scope and Sequence • Writing Lessons

Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Organization:</b> Sequence	<b>Sentence Fluency:</b> Transitions	<b>Ideas:</b> Develop Characters	<b>Ideas:</b> Develop Plot	<b>Word Choice:</b> Sensory Language
<b>Write About The Text</b>	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “The Day the Dam Broke”  <b>Write to Two Sources:</b> Literature Anthology: <i>Years of Dust</i> , “Erica Fernandez: Environmental Activist”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “She Had to Walk Before She Could Run”  <b>Write to Two Sources:</b> Literature Anthology: <i>Seeing Things His Own Way</i> , “Get Fit for Fun!”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Treasure in the Attic”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery</i> , “Dramatic Decisions: Theater Through the Ages”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “My Visit to Arizona”  <b>Write to Two Sources:</b> Literature Anthology: <i>Home of the Brave</i> , “Aminata’s Tale”	Narrative <b>Write to Sources:</b> Reading/Writing Workshop: “Hey Nilda,” “Hi Rachel”  <b>Write to Sources:</b> Literature Anthology: “This Is Just to Say,” “to Mrs. Garcia, in the office,” “to Thomas,” “Primer Lesson,” “If I can stop one Heart from breaking”
<b>Writing Process/Genre Writing Focus</b>	<b>Narrative Text/Poetry:</b> Weeks 1-3: Fictional Narrative Weeks 4-6: Narrative Poem				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Pronouns and Antecedents  <b>Mechanics and Usage:</b> Avoiding Vague References	<b>Grammar Skill:</b> Kinds of Pronouns  <b>Mechanics and Usage:</b> Proper Use of Pronouns	<b>Grammar Skill:</b> Uses of Possessive Pronouns  <b>Mechanics and Usage:</b> Use Punctuating Dialogue	<b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Mechanics and Usage:</b> Frequently Confused Words	<b>Grammar Skill:</b> More Pronouns  <b>Mechanics and Usage:</b> <i>Who/Whom</i> ; Pronoun/Verb Agreement



## Grade 6 • Scope and Sequence • Writing Lessons

Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Transitions	<b>Word Choice:</b> Strong Words	<b>Organization:</b> Logical Order	<b>Organization:</b> Strong Paragraphs	<b>Word Choice:</b> Content Words
<b>Write About The Text</b>	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Thunder Helper”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Hero and the Minotaur</i> , “The A-MAZE-ing Tale of Theseus and the Minotaur”	Narrative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Journey to Freedom”  <b>Write to Two Sources:</b> Literature Anthology: <i>Elijah of Buxton</i> , “The People Could Fly”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Science of Silk”  <b>Write to Two Sources:</b> Literature Anthology: <i>Before Columbus</i> , “Looking Back to Move Forward”	Informative <b>Write to One Source:</b> Reading/Writing Workshop: “Light Detectives,”  <b>Write to Two Sources:</b> Literature Anthology: <i>Planet Hunter</i> , “Excursion to Mars”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “Tools of the Explorer’s Trade”  <b>Write to Sources:</b> Literature Anthology: “Out of This World,” “Space Shuttles on the Move”
<b>Writing Process/Genre Writing Focus</b>	<b>Informative Text:</b> Weeks 1-3: History Research Report Weeks 4-6: Science Research Report				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adjectives  <b>Mechanics and Usage:</b> Capitalizing Proper Nouns and Adjectives	<b>Grammar Skill:</b> Articles and Demonstrative Adjectives  <b>Mechanics and Usage:</b> Using Colons and Semicolons	<b>Grammar Skill:</b> Adjectives That Compare  <b>Mechanics and Usage:</b> Use Hyphenated Words	<b>Grammar Skill:</b> Comparing With <i>More</i> and <i>Most</i>  <b>Mechanics and Usage:</b> Using <i>More</i> and <i>Most</i>	<b>Grammar Skill:</b> Comparing With <i>Good</i> and <i>Bad</i>  <b>Mechanics and Usage:</b> Irregular Comparative Forms



## Grade 6 • Scope and Sequence • Writing Lessons

Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Writing Trait Focus</b>	<b>Sentence Fluency:</b> Vary Sentence Structure	<b>Voice:</b> Style and Tone	<b>Organization:</b> Sequence	<b>Word Choice:</b> Time-Order Words	<b>Word Choice:</b> Connotation and Denotation
<b>Write About The Text</b>	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “The Fortunes of Fragrance”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Story of Salt</i> , “The Not-So-Golden Touch”	Argument <b>Write to One Source:</b> Reading/Writing Workshop: “The Great Fire of London”  <b>Write to Two Sources:</b> Literature Anthology: <i>The Great Fire</i> , “Aftermath of a Fire”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Researcher to the Rescue”  <b>Write to Two Sources:</b> Literature Anthology: <i>Extreme Scientists</i> , “Making the Scientific Method Work for You”	Informative Text <b>Write to One Source:</b> Reading/Writing Workshop: “Messages in Stone and Wood”  <b>Write to Two Sources:</b> Literature Anthology: <i>Pharaoh’s Boat</i> , “The Mystery of the Missing Sandals”	Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: “How Many Seconds?,” “An Ode to the Wind”  <b>Write to Sources:</b> Literature Anthology: “To You,” “Ode to Pablo’s <i>Tennis Shoes</i> ,” “Drumbeat,” “Sittin’ on the Dock of the Bay”
<b>Writing Process/Genre Writing Focus</b>	<b>Argument:</b> Weeks 1-3: Argument Essay Weeks 4-6: Review				
<b>Grammar and Mechanics</b>	<b>Grammar Skill:</b> Adverbs  <b>Mechanics and Usage:</b> Adjectives vs. Adverbs	<b>Grammar Skill:</b> Adverbs That Compare  <b>Mechanics and Usage:</b> Comparative and Superlative Adverbs	<b>Grammar Skill:</b> Negatives  <b>Mechanics and Usage:</b> Correcting Double Negatives	<b>Grammar Skill:</b> Prepositions  <b>Mechanics and Usage:</b> Commas, Dashes, and Parentheses	<b>Grammar Skill:</b> Sentence Combining  <b>Mechanics and Usage:</b> Punctuation Marks: Semicolons, Colons, and Quotation Marks