

## Using the Writing Scope and Sequence and Grade Level Expectations Key Points

- The SDoL Writing Scope and Sequence aligns with the Pennsylvania State Standards, New Standards Performance Standards and Draft PA Early Learning Standards.
- The Scope and Sequence and Grade-Level Expectations are aligned with the Early Learning Profile, Intermediate Learning Profile, 4Sight Assessments, PSSA, NSRE, DIBELs and Terra Nova.
- For each standard, specific grade-level expectations have been identified.
- Students will develop the essential elements of writing over time as indicated by the Introduce, Focus, and Sustain categories described below, which are found in the Scope and Sequence.
- The Scope and Sequence is organized by instructional level: primary, intermediate, middle, and high school.
- Each instructional and grade level builds on the skills and strategies from the previous instructional and grade level.
- If students are not meeting grade level expectations, it will be necessary to refer to the previous grade level for focus instruction.
- If students are exceeding grade-level expectations, it will be necessary to refer to the next grade level for focus instruction.

|                  |  |
|------------------|--|
| <b>Introduce</b> | Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking-aloud. Teachers provide opportunities for students to practice and approximate the skill, strategy or concept with much teacher support and coaching through shared writing. Mastery is not expected. |
| <b>Focus</b>     | Teachers focus instruction by modeling, guiding and providing supportive practice. These strategies are directly taught and assessed as students apply them in their independent writing. Reteaching and/or intervention may be necessary.<br><b>Mastery is expected.</b>                      |
| <b>Sustain</b>   | Teachers sustain students' independence in applying concepts, skills and strategies that have been taught. Students' continued application of these strategies should be assessed in independent writing. Teachers extend students' learning to increasingly complex writing tasks.            |

# DRAFT

| Key:  |     | • Introduce | • Focus | • Sustain |     |     |     |     |     |     |      |      |      |  |
|-------|-----|-------------|---------|-----------|-----|-----|-----|-----|-----|-----|------|------|------|--|
| Pre-K | Kdg | 1st         | 2nd     | 3rd       | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |  |

## Focus: Write with a sharp, distinct focus (see Appendix A)

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use drawings, scribbles, letter strings and letters to convey meaning                        | • | • |   |   |   |   |   |   |   |   |   |   |   |   |
| Select a topic and write the substance of 2+ related sentences                               | • | • | • |   |   |   |   |   |   |   |   |   |   |   |
| Select a topic and write the substance of 4+ related sentences                               |   | • | • | • |   |   |   |   |   |   |   |   |   |   |
| Select a topic and write the substance of 5+ related sentences                               |   |   | • | • | • |   |   |   |   |   |   |   |   |   |
| Write with a sharp, distinct focus, identifying topic, task and audience                     |   |   | • | • | • | • | • | • | • | • |   |   |   |   |
| Write with a sharp, distinct focus, as described above, and establish a single point of view |   |   |   |   | • | • | • | • | • | • | • | • | • | • |
| Write with a sharp, distinct focus, as described above, and maintain a single point of view  |   |   |   |   |   |   |   | • | • | • | • | • | • | • |

## Content: Write using well-developed content appropriate for the topic (see Appendix A)

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use pictures to represent an idea                                       | • | • |   |   |   |   |   |   |   |   |   |   |   |   |
| Select and use details that are relevant and appropriate to the topic   |   | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Write a series of related sentences or paragraphs with one central idea |   | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Select and use information appropriate to the topic, task and audience  |   |   |   | • | • | • | • | • | • | • |   |   |   |   |
| Write paragraphs that have a topic sentence and supporting details      |   |   |   | • | • | • | • | • | • | • |   |   |   |   |
| Select and determine the validity and reliability of information        |   |   |   |   | • | • | • | • | • | • | • | • | • | • |

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## Content (continued)

|  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |
|--|--|--|--|--|---|---|---|---|---|---|---|---|---|---|
| Write paragraphs that have details and information specific to the topic and relevant to the focus                 |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| Use the most effective format for the purpose and audience   |  |  |  |  | • | • | • | • | • | • | • | • | • | • |
| Gather, determine validity and reliability of, analyze, and organize information                                   |  |  |  |  |   |   |   | • | • | • | • | • | • | • |
| Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus |  |  |  |  |   |   |   | • | • | • | • | • | • | • |

## Organization: Write with controlled and/or subtle organization (see Appendix A)

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sustain a logical order  |  | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Include a recognizable beginning, middle and end   |  | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Sustain a logical order within sentences and between paragraphs using meaningful transitions           |  |   |   | • | • | • | • | • | • | • | • | • | • | • |
| Include an effective introduction, body, and conclusion  |  |   | • | • | • | • | • | • | • | • | • | • | • | • |
| Establish topic and purpose in the introduction, and reiterate the topic and purpose in the conclusion |  |   |   |   |   | • | • | • | • | • | • | • | • | • |
| Experiment with a variety of conclusions (ambiguous, circular, poignant, surprising)                   |  |   |   |   | • | • | • | • | • | • | • | • | • | • |
| Control pacing according to action (slow down and elaborate; pick up pace)                             |  |   |   |   |   |   |   | • | • | • | • | • | • | • |

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## Style: Write with an awareness, understanding, and command of the stylistic aspects of composition (see Appendix A)

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use sentences of differing lengths and complexities   | • | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Use descriptive words and action verbs  |   | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Use different types and lengths of sentences  |   | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use precise language including adjectives, adverbs, action verbs and specific details to convey meaning |   |   |   | • | • | • | • | • | • | • | • | • | • | • |
| Develop and maintain a consistent voice   |   |   | • | • | • | • | • | • | • | • | • | • | • |   |
| Develop tone and voice through the thoughtful and precise use of language                               |   |   |   |   |   | • | • | • | • | • | • | • | • | • |

## Writing Habits

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write daily in a personal Writer's Notebook, generating content and topics     | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Write confidently, fluently and independently                                  | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Demonstrate that speech can be written and read to convey a message            | • | • | • |   |   |   |   |   |   |   |   |   |   |   |
| Write to communicate with others through a variety of means                    | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use writing as a tool to extend meaning across content and in personal writing |   | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use writing process to respond to teacher-created prompts                      |   |   | • | • | • | • | • | • | • | • | • | • | • | • |
| Adjust writing process for the demands of timed writing situations             |   |   | • | • | • | • | • | • | • | • | • | • | • | • |
| Write legibly, using the manuscript form                                       | • | • | • | • | • | • | • | • | • | • | • | • | • | • |

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|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write legibly, using cursive writing form  |   |   |   | • | • | • | • | • | • | • | • | • | • | • |
| Keep a writing portfolio of ongoing work with evidence of reflection on personal growth across genre | • | • | • | • | • | • | • | • | • | • | • | • | • | • |

## GENRE (see Appendix A)

### Narrative

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write narratives (stories, plays, etc.) which include: <ul style="list-style-type: none"> <li>• detailed descriptions of people, places, and things</li> <li>• relevant illustrations</li> <li>• literary elements: character(s), setting, plot</li> <li>• use of literary devices (see appendix A)</li> </ul> |  | • | • | • | • | • | • |   |   |   |   |   |   |   |   |
| Write stories, plays and multi-paragraph narrative essays which include the above, as well as: <ul style="list-style-type: none"> <li>• dialogue</li> <li>• literary conflict (see glossary)</li> <li>• literary elements (see Appendix A)</li> <li>• literary devices (see Appendix A)</li> </ul>             |  |   |   |   | • | • | • | • | • |   |   |   |   |   |   |
| Write short stories, narrative essays, and plays which include the above, as well as: <ul style="list-style-type: none"> <li>• a variety of organizational methods (see glossary)</li> <li>• literary elements (see Appendix A)</li> <li>• literary devices (see Appendix A)</li> </ul>                        |  |   |   |   |   |   | • | • | • | • | • | • |   |   |   |
| • Write short stories, narrative essays and drama which include the above, as well as various characteristics (elements of poetry, myth, humor, satire, drama, etc.)   |  |   |   |   |   |   |   |   |   | • | • | • | • | • | • |

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## Poetry

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write poetry that uses sound techniques to create effects (onomatopoeia, alliteration, distinctive rhythm, etc.)         | • | • | • | • | • |   |   |   |   |   |   |   |   |
| Use simple poetic structures as a basis for writing, extending, or substituting elements, inventing own lines and verses | • | • | • | • | • |   |   |   |   |   |   |   |   |
| Write poetry that experiments with descriptive and figurative language (metaphors, similes, etc.)                        |   |   | • | • | • | • | • | • | • | • |   |   |   |
| Use poetic structure as a basis for writing, extending or substituting elements, inventing own lines and verses          |   |   |   | • | • | • | • | • | • | • |   |   |   |
| Write poems based on personal or imagined experiences  |   |   |   | • | • | • | • | • | • | • | • | • | • |
| Write poems to convey feelings, reflections or moods through the careful choice of words and phrases                     |   |   |   |   |   | • | • | • | • | • | • | • | • |

## Response to Reading

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Advance a judgment that is interpretive, analytic, evaluative or reflective (Literary Essay)   |  | • | • | • | • | • | • | • | • | • | • | • | • |
| Support judgments and theories with references to the text, to other authors/works, or to personal knowledge and experience (Literary Essay) |  | • | • | • | • | • | • | • | • | • | • | • | • |
| Demonstrate an understanding of the text   |  | • | • | • | • | • | • | • | • | • | • | • | • |
| In prompted writing, restate the question or prompt  |  |   | • | • | • | • | • | • | • | • | • | • | • |
| In prompted writing, address all of the components of the task   |  |   | • | • | • | • | • | • | • | • | • | • | • |

## Persuasive

|   |  |   |   |   |   |   |   |   |  |  |  |  |  |
|---|--|---|---|---|---|---|---|---|--|--|--|--|--|
| Write an opinion, supported with facts  |  | • | • | • | • | • |   |   |  |  |  |  |  |
| Write persuasive pieces with clearly stated positions or opinions, supporting detail, and cited sources when needed |  |   |   |   | • | • | • | • |  |  |  |  |  |

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|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

|  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|
| Write persuasive pieces, including essays, which: <ul style="list-style-type: none"> <li>include a clearly stated position or opinion</li> <li>include convincing, elaborate and properly cited evidence</li> <li>develop reader interest</li> <li>anticipate and counter reader concerns and arguments</li> </ul> |  |  |  |  |  | • | • | • | • | • | • |   |   |   |
| Write persuasive pieces, including essays, with evidence of the above, and include a variety of methods to advance the argument or position  |  |  |  |  |  |   |   | • | • | • | • | • | • | • |

## Expository/Informational

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write informational pieces which <ul style="list-style-type: none"> <li>include descriptions, letters, reports and narrative procedures</li> <li>include relevant illustrations</li> </ul>  |  | • | • | • | • |   |   |   |   |   |   |   |   |   |
| Write multi-paragraph informational pieces (including essays, descriptions, letters, reports and narrative procedures) which: <ul style="list-style-type: none"> <li>include cause and effect</li> <li>develop a problem and solution when appropriate to the topic</li> <li>use relevant graphics: maps, charts, graphs, tables, illustrations, photographs</li> </ul> |  |   |   |   | • | • | • |   |   |   |   |   |   |   |
| Write multi-paragraph informational pieces (including essays, descriptions, letters, reports, narrative procedures, essays, articles and interviews) which include evidence of the above, and use primary and secondary sources   |  |   |   |   | • | • | • | • | • | • |   |   |   |   |
| Write complex informational pieces (including research papers, analyses, evaluations, and essays) which include evidence of the above as well as: <ul style="list-style-type: none"> <li>a variety of methods for developing the main idea</li> <li>precise language and specific detail</li> </ul>   |  |   |   |   |   |   |   | • | • | • | • | • | • | • |

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|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

|  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|
| Maintain a written record of activities, course work, experience, honors and interests |  |  |  |  |  | • | • | • | • | • | • | • | • | • |
| Write a personal resume  |  |  |  |  |  |   |   |   |   | • | • | • | • | • |

## Writing Process

### Early Concepts of Writing

|   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|
| Create recognizable drawings to express thoughts, feelings and ideas                            | • | • |   |  |  |  |  |  |  |  |  |  |  |  |
| Use scribbles to communicate in writing   | • | • |   |  |  |  |  |  |  |  |  |  |  |  |
| Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas | • | • |   |  |  |  |  |  |  |  |  |  |  |  |
| Write own name and other personally meaningful words  | • | • |   |  |  |  |  |  |  |  |  |  |  |  |
| Use letters to match sounds (beginning and ending consonants)                                   | • | • | • |  |  |  |  |  |  |  |  |  |  |  |
| Separate words with spacing   | • | • | • |  |  |  |  |  |  |  |  |  |  |  |
| Write left to right and top to bottom   | • | • | • |  |  |  |  |  |  |  |  |  |  |  |

### Prewrite

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Generate topics , plan and organize ideas   |  | • | • | • |   |   |   |   |   |   |   |   |   |   |
| Generate topics independently using graphic organizers, prior writing or prior experiences                                    |  |   | • | • | • | • | • | • | • | • |   |   |   |   |
| Generate topics by considering purpose, audience, and form, using a variety of strategies                                     |  |   |   |   | • | • | • | • | • | • | • | • | • | • |
| Select appropriate tools for recording and organizing information and ideas (notes, graphic organizers, webs, outlines, etc.) |  |   |   |   | • | • | • | • | • | • | • | • | • | • |

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## Draft

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Select, organize and develop ideas  |  | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Write a draft for a specified purpose                                     |  | • | • | • | • | • | • | • | • | • |   |   |   |   |
| Use draft writing with independence and flexibility to meet writing needs |  |   |   |   | • | • | • | • | • | • | • | • | • | • |

## Revise

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Seek input from peers and others when revising   |  | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Revise writing to improve detail and order/sequence of ideas   |  | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Revise writing to improve focus, organization, style and content   |  |   | • | • | • | • | • | • | • | • |   |   |   |   |
| Revise writing to improve focus, organization, style and content, and to clarify purpose, audience and genre |  |   |   |   |   | • | • | • | • | • | • | • | • | • |

## Edit

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Spell common, frequently used words correctly   |   | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Spell all words correctly, using a variety of resources including dictionaries and spell checks   |   |   |   |   |   |   |   | • | • | • | • | • | • | • |
| Capitalize own name (first and last)  | • | • | • |   |   |   |   |   |   |   |   |   |   |   |
| Use capital letters correctly in first word of sentences, proper nouns and the pronoun "I"        | • | • | • | • | • | • | • |   |   |   |   |   |   |   |
| Use capital letters correctly   |   |   |   | • | • | • | • | • | • | • | • | • | • | • |
| Punctuate correctly (see Appendix C for grade level details)                                      |   | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use parts of speech correctly (see Appendix C for grade level details)                            |   | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use complete sentences: simple, compound, declarative, interrogative, exclamatory, and imperative |   | • | • | • | • | • | • | • | • | • | • | • | • | • |

# DRAFT

|  | Introduce |     |     | Focus |     |     |     |     | Sustain |     |     |      |      |      |
|--|-----------|-----|-----|-------|-----|-----|-----|-----|---------|-----|-----|------|------|------|
|  | Pre-K     | Kdg | 1st | 2nd   | 3rd | 4th | 5th | 6th | 7th     | 8th | 9th | 10th | 11th | 12th |
| Use appropriate resources to ensure that all grammar and usage is correct in final drafts  |           | •   | •   | •     | •   | •   | •   | •   | •       | •   | •   | •    | •    | •    |
| <b><i>Publish</i></b>  |           |     |     |       |     |     |     |     |         |     |     |      |      |      |
| Prepare and share published work   |           | •   | •   | •     | •   | •   | •   | •   | •       | •   | •   | •    | •    | •    |
| Use technology for gathering information, revising or preparing a final copy (Kidspiration, word processing, Power Point, HyperText, etc.) |           |     |     |       | •   | •   | •   | •   | •       | •   | •   | •    | •    | •    |