

K-6 Scope and Sequence Writing

K - 6 Scope & Sequence

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Grade K	Building a Talking Community-Oral Language & Interactive Writing (Unit 1A)	Launching Writing (Unit 1B)	Writers are Readers (Unit 2)	“How to” Writing (Unit 3)	Opinion/Persuasive Writing (Unit 4)		
Grade 1	Launch	Small Moments	Opinion Writing-Writing Reviews	How To	Nonfiction/Informational		
Grade 2	Launch - Personal Narrative (Book 1)	Nonfiction/Informational - Mini Books (How To Guide for NF writing)	Letter Writing	Writing Gripping Fiction Stories (Realistic Fiction)	NF Writing All About Research (text sets & Museum: Teaching others About Your Topic)	Seeing the World with a Poet’s Eye	Writing in Response to Reading and Opinion Writing
Grade 3	Launch & Realistic Fiction	Historical Journals - Immigration Unit	Opinion - Persuasive Speeches	Poetry	Evidence Based Writing	Informational Writing (Book 4)	Once upon a time... Fairytale Unit
Grade 4	Writing Bootcamp	Writing Realistic Fiction	Personal and Persuasive Essays	Writing about Fiction Opinion			
Grade 5	Narrative Writing	Narrative Writing	Research/Information Writing			Argument Writing (Debate/Persuasive Writing)	

Grade 6	Personal Narrative	Argument Writing - The Literary Essay	Informational Writing				
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Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	K
Date Created:	2019	Author(s):	Beaudette
Date Revised:		Author(s):	Dwyer

Introduction
<p>Writing instruction in kindergarten is the study of letters representing sounds and then put together to make words. It is students learning that words are strung together to make sentences and then written into stories across pages. They begin with a lot of shared writing and modeling. Rhymes, poems, songs, and stories are shared with students to provide a model of how authors write. Students learn to write a draft and tell details with pictures and words. Students learn to start sentences with an uppercase, put spaces between words, and end a sentence with punctuation. Students will learn the difference between fiction and nonfiction. Students will draft, revise, and share a completed piece of writing with their peers.</p>

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Title	Building a Talking Community- Oral Language & Interactive Writing (Unit 1A)	Launching Writing (Unit 1B)	Writers are Readers (Unit 2)	"How to" Writing (Unit 3)	Opinion/Persuasive Writing (Unit 4)
Time: class periods/weeks	Approximately 4 weeks	Approx. 6-8 weeks	Approx. 6-8 weeks	Approx. 6-8 weeks	Approx. 6-8 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>		The purpose of this introductory unit is to introduce basic concepts of writing: letter formation and sounds and drawing with labels to tell a	In this unit, students learn how to write about a small moment that is true. They begin to understand how to write words using the letter	In this unit students show growth by writing books that explain "how to" to something. It is important for students to learn how to	It's important for students to be able to gather information from multiple sources and then be able to use that information to give an opinion about

		story.	sounds they know. Students also begin to understand that stories have a beginning, middle, and ending.	explain information in a way that makes sense to them, as well as the reader.	it.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>		Students will show knowledge of letters and letter sounds when writing. Students will begin to explore writing by drawing and labeling pictures to tell a story.	Students will tell a story in order with a beginning, middle and ending. Students will use suggestions from the teacher and peers to add detail to their writing. Also, students will use digital tools to publish writing.	Students will draw, label and write a sequence of events in order to explain how to do something. Students will use details and suggestions from the teacher and peers to explain the information presented in their book. Students will use background knowledge and information learned to answer questions.	Students will explore books by the same author and then express their opinion about them. They will be able to ask and answer questions about what they have learned.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>		W.K.3, W.K.5, W.K.6, W.K.8	W.K.3, W.K.5, W.K.6, W.K.8	W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8	W.K.1, W.K.2, W.K.5, W.K.6, W.K.8
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>		<ul style="list-style-type: none"> Unit 2-Writing For Readers Lucy Calkins Writing Pathways K-5 			

		<ul style="list-style-type: none">• A Guide To The Common Core Writing Workshop by Lucy Calkins			
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Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	1
Date Created:	2019	Author(s):	Beaudette
Date Revised:		Author(s):	Dwyer

Introduction
Writing instruction is the discipline devoted to the study of ...

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Launch	Small Moments	Opinion Writing- Writing Reviews	Writing How To's..	Nonfiction - Informational Texts	From Scenes to Series - Realistic Fiction
Time: class periods/weeks	Approximately 3 weeks	6-8 weeks	Appox. 6 weeks	6-8 weeks	6-8 weeks	6-8 weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to teach students routines of writing workshop. They will learn the procedures of writing workshop and where to find their writing materials. They will learn to think of a topic and	This unit is for students to write a small moment story with more details, character feelings, and some dialogue using speech and/or thought bubbles.	This unit is for students to learn that people sort, categorize, rank, persuade, argue, convince, or change their opinions of things. They will learn to write their own opinion or review of something, give a reason, and support that	The intent of this unit is for students to write a narrative that explains how to do something that includes precise detail using ordinal words.	The purpose of this unit is for students to learn how to write books that teach about a topic. They will learn about some of the text features of a nonfiction book that helps the reader to learn even more details about the topic.	In this unit students will learn to create a pretend character, give that character adventures in more than one booklet, elaborate and revise across books and finally, create a

	write a beginning, middle and ending.		reason with detail.			boxed set.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>	Students will ...	Students will be able to communicate a story through writing. Students will use appropriate punctuation to help the reader understand their story. Students will learn that writing is an important way to communicate an idea or story.	Students will be able to write their opinion about something and back it up with reasons and details. Students will learn that writing can be published in a variety of ways.	Students will show learning by creating a piece of writing that explains how to do something and will include ordinal words to show sequence of details.	Students will show learning by creating a nonfiction book that teaches their peers about a topic. This book will include some of the text features of nonfiction books.	Students will read and listen to many realistic stories in order to write a realistic story of their own that includes a pretend character and events that are like real life adventures.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>		W.1.3, W.1.5, W.1.6, W.1.7, W.1.8	W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7	W.1.2, W.1.3, W.1.7	W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8	W.1.3, W.1.5, W.1.7, W.1.8
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>		Small Moments by L. Calkins, Writing Strategies by J. Serravallo, <u>Night of the Veggie Monster</u> , <u>The Kissing Hand</u> , <u>The Relatives Came</u> , Learning Craft Moves From a	Writing Reviews book by L. Calkins, Writing Strategies by J. Serravallo, Mentor Texts: <u>Pigeon</u> books by Mo Willems, <u>A Pet for Petunia</u> by Paul Schmid,	Writing Strategies by J. Serravallo,	Writing Strategies by J. Serravallo, <u>Sharks!</u> Other possible mentor texts: <u>Star Wars: Spaceships</u> by Scholastic, <u>Trucks</u> by Wil Mara, <u>Night of the Veggie Monster</u>	Writing Strategies by J. Serravallo, Mentor Text example: <u>Henry and Mudge</u> by Cynthia Rylant

		Mentor Author	<u>Goldilocks and The Three Bears</u>			
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Grade Level Scope & Sequence (1.5 hours)

Content Area:	Writing	Grade Level:	2
Date Created:	2019	Author(s):	Beaudette
Date Revised:		Author(s):	Dwyer

Introduction
<p>Second grade writers learn to take their ideas and plan their writing across multiple pages. Writers learn to add details and dialogue to their writing to help their readers envision their story. Second graders become fluent in the writing process and take time to go back to edit and revise their writing to add more details, relevant vocabulary, and add the action, talk, and feelings to make their story come to life. When writing informational text, students begin to add text features to help teach their audience about their topic. Additional units of study teach students about writing in response to reading, writing letters and writing poetry. All writing units work in tandem with our reading units of study so that students read and write about the same genre.</p>

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit Title	Launch/ Personal Narrative (Book 1)	Nonfiction - Informational / (How To guide for NF)	Letter Writing	Fiction	NF Writing All About Research (text sets & Museum: Teaching others About Your Topic)	Seeing the World with a Poet's Eye	Writing in Response to Writing and Opinion Writing (Book 3)
Time: class periods/weeks	6 Weeks	6 Weeks	3 Weeks	6 Weeks	6 Weeks	4 Weeks	4 Weeks
Purpose: <i>Why is this topic and skill set important for students?</i>	The purpose of this introductory unit is to develop routines and	In this unit, students begin by writing nonfiction chapter books	Students learn the structural expectations for writing a formal and informal	In this second narrative unit, students learn the art of writing realistic fiction	In this second informational writing unit, students conduct	This unit helps children explore and savor language. Students learn	This unit has students read closely and gather evidence from

<i>Consider the value of the content...</i>	procedures for writing workshop. Students will learn to plan, write and revise personal narrative (small moment) stories that include details and dialogue.	and then build in sophistication, ending with students taking all they've learned over the course of the unit and writing different kinds of nonfiction books, with transference and independence as key goals.	letter. Students also learn that letters have many purposes such as correspondence with friends and family, to inform, and to persuade.	stories. Students plan, write, revise and edit stories that are rich in detail, descriptive writing, dialogue, and action.	research to become an expert on a topic of their choice. In conjunction with our reading unit, students read text sets to learn more about their topic so that they can create a text and a museum exhibit that teaches younger students about their topic.	to use line breaks to express the meaning and rhythm they intend, and use visualization and figures of speech to make their writing more clear and powerful.	texts to craft persuasive arguments. Students learn to revise and edit their writing by going back to add more text evidence to support their opinions about their reading.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>	Students will build their stamina to write for longer periods of time. Students will begin to elaborate on a piece to add detail and dialogue. Students will take a piece through the writing process and "publish" a final draft after revising and editing the	Students will build strategies for writing nonfiction books on a subject of their choice. Students will add important details to support their main idea. Students will add an introduction and conclusion to their writing.	Students will create many letters for many different purposes using many different forms (i.e. formal letter, thank you note, friendly email). Students will organize their letter properly and will revise and edit their writing to tell more/give more detail.	Students will create a fiction story that includes gripping action, building suspense for their reader. Their writing will include dialogue and descriptions that help the reader picture the story. Students will share their story with their peers, using feedback	Students will show their learning on a topic of their choice by creating a museum exhibit that teaches others about their topic. In addition to a written piece that includes text features, the student will create a project and present it orally to their peers.	After reading many different poems, students will write poetry of their own. Students will create an anthology of poems about the things, places, and people they see with their poet's eyes.	Students will study opinion writing/book reviews to determine the characteristics of a good book review. Students will write their opinions and responses to the books they are reading. Students will share their opinions during respectful classroom

	piece.			to edit and revise their story before publishing.			community discussions.
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	W.2.3, W.2.5, W.2.7, W.2.8, W.2.10	W.2.2, W.2.5, W.2.6, W.2.7, W.2.8	W.2.1, W.2.5, W.2.6, W.2.8, W.2.10, L.2.1, L.2.2, L.2.3, L.2.6	W.2.3, W.2.5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.10, SL.2.1, SL.2.1a, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L.3.5a	W.2.2, W.2.5, W.2.6, W.2.7, W.2.8	W.2.3, W.2.5, W.2.6, W.2.8	W.2.1, W.2.5, W.2.6, W.2.7, W.2.8
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>	<u>Owl Moon</u> by Jane Yolen <u>The Leaving Morning</u> by Angela Johnson	Various nonfiction text such as National Geographic Series books (i.e. <u>Tigers</u> by Laura Marsh)	<u>Dear Mrs. LaRue</u> by Mark Teague Teacher created mentor text/ letters around classroom experiences (i.e. a thank you note after a field trip)	<u>Days with Frog and Toad</u> by Arnold Lobel <u>Houndsley and Catina (series)</u> Marie-Louise Gay	Various nonfiction text such as National Geographic Series books, Seymour Simon, Books on Epic!	<u>The Old Elm Speaks: Tree Poems</u> by Kristine O'Connell <u>Honey, I Love</u> by Eloise Greenfield	<u>The Stories Julian Tells</u> by Ann Cameron <u>The Wild Robot Escapes</u> by Peter Brown

Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	3
Date Created:	2019	Author(s):	Beaudette
Date Revised:		Author(s):	Dwyer

Introduction
Writing instruction is the discipline devoted to the study of ...

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Launch and Realistic Fiction	Opinion Writing - Persuasive Speeches	Poetry	Evidence Based Writing	Informational Writing	Once Upon a Time: Adapting and Writing Fairy Tales
Time: class periods/weeks	6 Weeks	6 Weeks	4 Weeks	4 Weeks	6 Weeks	5 Weeks
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to extend students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and	This unit rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter such as: stopping bullying,			In this unit, youngsters write chapter books that synthesize a wide variety of information and learn to section their topics—such as dogs, soccer, gymnastics—into subtopics.	This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting

	revising their work.	recycling, saving dogs at the SPCA.				figurative language to convey mood.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>	Students will draw on their experiences to write a captivating story and become a storyteller through writing. Students will build strategies for revising and editing their writing to improve their piece.				Students will teach others about a topic they have researched. Students will use mentor texts, make connections within and across chapters, and research topics to enhance their writing. Students will use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.	
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	W.3.3, W.3.4, W.3.5, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, S.3.4, SL.3.6	W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6	W.3.4 W.3.5, W.3.6 W.3.7, W.3.8 RL.3.1, RL.3.2, RL.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.23c, L.3.2f, L.3.3, L.3.3a, L.3.5a, L.3.6		W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6	W.3.3a, W.3.3b, W.3.4 W.3.5, W.3.6 W.3.7, W.3.8 RL.3.1, RL.3.2, RL.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.23c, L.3.2f, L.3.3, L.3.3a, L.3.5a, L.3.6
Key Resources: <i>List 2-3 authentic and relevant resources that students will read</i>	<u>Come On, Rain!</u> By Karen Hesse				<u>Deadliest Animals</u> (National Geographic Reader) by Melissa Stewart	<u>Prince Cinders</u> by Babette Cole Various fractured fairy tales

and/or listen to.
Include tests,
videos, etc.

Various nonfiction
texts from the
library, classroom
libraries, Epic!
And Pebble Go

Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	4
Date Created:	2019	Author(s):	
Date Revised:		Author(s):	

Introduction
Writing instruction is the discipline devoted to the study of ...

	Unit 1	Unit 2	Unit 3	Add columns as needed
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to ...			
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>	Students will ...			

Priority-Level Standards:

List only the standards which will be explicitly taught and assessed.

Key Resources:

List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.

Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	5
Date Created:	2019	Author(s):	
Date Revised:		Author(s):	

Introduction
Writing instruction is the discipline devoted to the study of ...

	Unit 1	Unit 2	Unit 3	Add columns as needed
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to ...			
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>"Students will read/listen to ____ in order to ____"</i> <i>"Students will show learning by using writing and/or speaking to ____"</i>	Students will ...			

Priority-Level Standards:

List only the standards which will be explicitly taught and assessed.

Key Resources:

List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.

Grade Level Scope & Sequence

Content Area:	Writing	Grade Level:	6
Date Created:	2019	Author(s):	
Date Revised:	7/8/19	Author(s):	Putnam, Furbush

Introduction
Writing instruction is the discipline devoted to the study of understanding language, and using it to effectively communicate in order to persuade, inform, and entertain.

	Unit X	Unit 1	Unit 2	Unit 3
Unit Title	Greek & Latin Etymology	Personal Narrative	Argument Writing - The Literary Essay	Informational Writing
Time: class periods/weeks	Year-long study	Trimester 1	Trimester 2	Trimester 3
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this ongoing study is to teach students how words work through understanding roots, prefixes and suffixes. Developing knowledge of how language is constructed is valuable in expanding one's vocabulary and in comprehension of unfamiliar words.	The purpose of this introductory unit is to teach students how to compose powerful narratives that will ultimately help them develop the skills they need to write well across all genres.	The skills students will develop in this unit can help build a foundation for the critical work of writing about their reading. We are surrounded now by more text than ever before in human history; the power to be thoughtful about those texts and write those thoughts down with skill & precision is important in the life of a modern citizen.	The purpose of this unit is to teach students increasingly sophisticated ways to understand and critique information, to improve upon it, and ways to take action by explaining in a variety of written ways to others. Students will learn how to glean a big-picture view of a topic, and uncover key points or ideas within the topic.
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i>	<u>Students will</u> learn and use effective study methods to acquire a base of knowledge of word roots. Student learning will be demonstrated through weekly	<u>Students will</u> recognize the difference between a broad narrative topic and a focused, meaningful memoir topic that unfolds naturally and logically (beginning, middle & end), and be	<u>Students will</u> evaluate the strength of the evidence they choose, write with voice and clarity, and incorporate quotes with context and precision. Students will also learn that writing is a way of	<u>Students will</u> strengthen their credibility by incorporating solid evidence into their writing, including accurate quotes, supportable facts, and clear statistics; and elaborate on key

<p><i>“Students will read/listen to ____ in order to ____”</i></p> <p><i>“Students will show learning by using writing and/or speaking to ____”</i></p>	<p>exams and application of new vocabulary in written and spoken communication.</p>	<p>able to differentiate between important and unimportant scenes. Students will also elaborate on important scenes that paint a vivid picture for the reader, and include dialogue to bring a topic to life.</p> <p><u>Student products</u> will include: Multiple flash-draft personal narratives, one fully developed personal narrative built off of a chosen flash-draft, and a final personal narrative started and finished through the whole writing process separate from the original flash-drafts.</p>	<p>holding onto one’s thinking about a subject or text, and learn that writing can help clarify and elaborate on their thinking.</p> <p><u>Student products</u> will include a character-based essay, a theme-based essay, and a compare-contrast essay.</p>	<p>points with emblematic, concrete details to create an accurate picture of the topic for readers. Students will also decide which information is most important to hone and shape for digital formats; and frame and reframe their work for delivery in multiple ways, including visually.</p> <p><u>Student products</u> will include informational essay on a broad topic, an informational book on a narrowed topic, and an informational website or digital presentation edited & revised from previous writings.</p>
<p>Priority-Level Standards:</p> <p><i>List only the standards which will be explicitly taught and assessed.</i></p>	<p>CCSS.ELA-LITERACY.L.6.4.B</p>	<p>CCSS.W.6.3; CCSS.W.6.4; CCSS.W.6.5; CCSS.W.6.10</p>	<p>CCSS.W.6.1; CCSS.W.6.2; CCSS.W.6.5; CCSS.W.6.9; CCSS.W.6.10</p>	<p>CCSS.W.6.2; CCSS.W.6.4; CCSS.W.6.6; CCSS.W.6.7; CCSS.W.6.8</p>
<p>Key Resources:</p> <p><i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>	<p>Greek & Latin A-Z Roots created by Greg Snoke & adapted by 6th grade team</p>	<p>Grade 6 Units of Study in Argument, Information, and Narrative Writing; edited by Lucy Calkins</p>	<p>Grade 6 Units of Study in Argument, Information, and Narrative Writing; edited by Lucy Calkins</p>	<p>Grade 6 Units of Study in Argument, Information, and Narrative Writing; edited by Lucy Calkins</p>