

# SCOPE AND SEQUENCE OF COMPOSING & WRITTEN EXPRESSION SKILLS AND KNOWLEDGE

<b>Central Idea:</b> message of the piece; most important aspect of writing	<b>6</b> VDOE Prompts	<b>7</b> VDOE Prompts	<b>8</b> VDOE Prompts
<a href="#">New York Times Student High Interest Prompts with brief article to set context</a>			
<a href="#">Essay Modes</a> (see characteristics of each mode)	<ul style="list-style-type: none"> <li>personal narrative/essay</li> <li>expository essay</li> <li>letter</li> <li>description (event, place, person/character sketch, thing)</li> </ul>	<ul style="list-style-type: none"> <li>expository essay</li> <li>persuasive letter/editorial</li> </ul>	<ul style="list-style-type: none"> <li>expository essay</li> <li>persuasive essay/opinion essay</li> <li>letter</li> </ul>
<b>Generate Ideas: choosing an idea/position</b>	<ul style="list-style-type: none"> <li>finding something meaningful to write about               <ul style="list-style-type: none"> <li>brainstorming list</li> <li>free writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>mapping areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>focus on keeping writing close to student interests</li> </ul>
Use a variety of prewriting strategies to <b>Narrow the Idea/Position</b>	<ul style="list-style-type: none"> <li>prewriting strategies to find a topic: (nugget, not boulder)               <ul style="list-style-type: none"> <li>brainstorming list</li> <li>free writing</li> <li>creating a web</li> <li>asking questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> </ul>	<ul style="list-style-type: none"> <li>extend and strengthen 6</li> </ul>
Identify/anticipate <b>Audience's Needs</b>	<ul style="list-style-type: none"> <li>giving necessary information</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> <li>selecting appropriate words and details</li> </ul>	<ul style="list-style-type: none"> <li>strengthen and expand 6 and 7</li> <li>use appropriate tone</li> </ul>
Select vocabulary and information to enhance <b>Voice and Tone</b>	<ul style="list-style-type: none"> <li>voice is apparent; sounds like the writer</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> <li>tone is present and appropriate to topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 7</li> <li>tone gives a single impression; is consistent</li> </ul>
<b>Organization:</b> reader's path of the message	<b>6</b>	<b>7</b>	<b>8</b>
Organize writing including <a href="#">Beginning/Middle/End</a> <ul style="list-style-type: none"> <li>Distinguish between a thesis statement and a topic sentence</li> <li>Compose thesis statement if appropriate</li> <li>Communicate clearly the purpose of the writing using a thesis statement where appropriate</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">opening and closing</a> appropriate to piece</li> <li>closing ties the piece together</li> <li>thesis: introduces subject</li> </ul>	<ul style="list-style-type: none"> <li>introduction/lead (establishes focus; not include details that belong in body)</li> <li>gets reader's attention and interest</li> <li>closing pulls ideas together</li> <li>thesis: introduces subject or argument</li> </ul>	<ul style="list-style-type: none"> <li>introduction/lead (clear central idea: slant, angle, viewpoint, position/opinion on topic)</li> <li>strong conclusion; more than restatement</li> <li>thesis: introduces <a href="#">the three-point thesis statement</a> (x, y, z)</li> </ul>
Recognize that different modes of writing have different <a href="#">Organizational Patterns</a> <ul style="list-style-type: none"> <li>Arrange paragraphs into a logical order</li> <li>Use strategies for organization of information according to the type of writing</li> <li>Use transition words to show overall movement</li> </ul>	<ul style="list-style-type: none"> <li>sequence/chronological (narrative)</li> <li>spatial (prepositions)</li> <li>guided use of appropriate graphic organizers</li> <li>transitions between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>expand 6</li> <li>logical order of reasons</li> <li>cause/effect</li> <li>comparison/contrast</li> <li>use of appropriate graphic organizers</li> <li>transitions between ideas in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>expand and strengthen 6 and 7; emphasis on checking that reasons clearly support opinion and are logically ordered</li> <li>independent selection and use of appropriate graphic organizers</li> </ul>
Write a multi-paragraph compositions that clearly show the <b>Relationship of Ideas</b> <ul style="list-style-type: none"> <li>Write a clear topic sentence on the main idea</li> <li>Write a paragraph on the same topic</li> <li>Write two or more related paragraphs on the same topic</li> <li>Use clauses and phrases to show the relationship of ideas</li> <li>Use transitions between paragraphs and ideas</li> </ul>	<ul style="list-style-type: none"> <li>coordinate ideas in sentences: subjects, verbs, compound sentence</li> <li>use of <i>and</i> and <i>but</i> to join sentence ideas</li> <li>clustering related ideas in a paragraph</li> <li>transitions between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> <li>link ideas across sentences</li> <li>paragraphing that clusters related ideas; purposeful change of paragraph</li> <li>hook ideas from paragraph to paragraph</li> <li>transition between ideas within a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>strengthen and expand 7</li> </ul>

<b>Elaboration: development of the central idea</b>	<b>6</b>	<b>7</b>	<b>8</b>
<p>Expand writing to include descriptive detail to help the reader</p> <p><b>Visualize</b> through written expression: word choice, literary techniques and vocabulary</p>	<ul style="list-style-type: none"> <li>show, not tell; create verbal picture</li> <li>use of imagery to appeal to reader's senses (sight, sound, hearing, smell, and taste)</li> <li>selective word choice: strong verbs, precise nouns, specific adjectives</li> <li>use of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>expand and strengthen 6</li> <li>metaphor</li> <li>dialogue markers are natural and not repetitive, e.g., <i>he said, she said</i></li> <li>use of figurative language: simile, personification, hyperbole, metaphor</li> </ul>	<ul style="list-style-type: none"> <li>expand and strengthen 7</li> </ul>
<p>Include details that elaborate the main idea across the whole essay</p> <p><b>Essay Development</b></p> <ul style="list-style-type: none"> <li>Select information that elaborate the main idea</li> <li>Choose details that best clarify and exemplify the main idea</li> </ul>	<ul style="list-style-type: none"> <li>finding appropriate details, examples, illustrations</li> <li>including appropriate amount of development to create verbal picture or clearly explain</li> <li>eliminating ideas that are off focus</li> </ul>	<ul style="list-style-type: none"> <li>selecting and tailoring details, examples, illustrations to fit purpose</li> <li>including appropriate amount to create verbal picture or clearly explain</li> <li>eliminating development that does not enhance central idea (point the writer is making)</li> </ul>	<ul style="list-style-type: none"> <li>crafting details, examples, illustrations to fit purpose and contribute to the overall effect</li> <li>balancing details, examples, illustrations across paragraphs</li> <li><a href="#">develop evidence-based arguments from texts</a></li> </ul>
<p>Include details that elaborate ideas at the sentence and paragraph level</p> <p><b>Level of Elaboration</b></p> <ul style="list-style-type: none"> <li>Expand and embed ideas using modifiers</li> <li>Use transition words for sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>sentence level: adjectives, adverbs, prepositional phrases</li> <li>begin paragraph level: use transitional words to signal elaboration, e.g., for example</li> </ul>	<ul style="list-style-type: none"> <li>sentence level: strengthen 6; adverb clauses</li> <li>paragraph level: use transitional words to signal elaboration, e.g., for example</li> </ul>	<ul style="list-style-type: none"> <li>sentence level: strengthen 7; adjective clauses, appositives</li> <li>paragraph level: use transitional words to signal elaboration, e.g., for example</li> <li>whole piece: paragraphs give a wholeness to the piece—develop the central idea</li> </ul>
<p><b>Written Expression:</b> writer's control of language to affect the reader and achieve the writer's purpose</p>	<b>6</b>	<b>7</b>	<b>8</b>
<p>Use elements of style, including word choice and sentence variation.</p> <p><b>Sentence Rhythm</b></p> <ul style="list-style-type: none"> <li>Expand and embed ideas using <ul style="list-style-type: none"> <li>modifiers</li> <li>standard coordination, and</li> <li>subordination in complete sentences</li> </ul> </li> <li>Use clauses and phrases for sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>sentence variety: use pronouns and synonyms, not repeat nouns; vary beginnings by using prepositional phrases</li> <li>sentence patterns: simple sentences with compound parts; compound sentences</li> <li>sentence variety creates a rhythm/flow to the paper</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> <li>sentence variety: vary sentence beginnings</li> <li>sentence pattern: complex sentences (adverbial clauses)</li> <li>appropriate mixture of indirect reporting and direct dialogue</li> <li>word variety: use strong verb synonyms; use precise noun synonyms instead of repeating nouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 7</li> <li>sentence variety: complex sentences with adjective clauses and appositives</li> <li>expanded sentence beginnings, e.g., -ing and -ed phrases</li> <li>sentences create a smooth and natural rhythm to paper</li> </ul>
<p><b>Consistent Use of 1st or 3rd Person</b></p>	<ul style="list-style-type: none"> <li>consistent use of first person, I to tell personal stories</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 6</li> <li>consistent point of view within a piece of writing</li> <li>Use of 3rd person in an expository essays</li> </ul>	<ul style="list-style-type: none"> <li>strengthen 7</li> </ul>