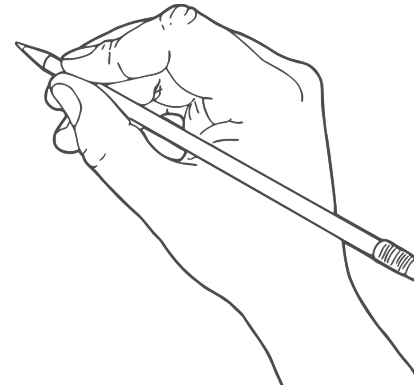# w2L

The Writing Revolution +

Sentence Construction | Grammar | Punctuation

| Composition

Learn to Write

Write to Learn

Brandon Park Writing Scope and Sequence

Based upon the Reading Science in Schools (RSiS) Syntax Scope and Sequence

Draft 1.0

The Writing Revolution Principles (Hochman & Wexler, 2017)

1. Students need explicit instruction in writing, beginning in the early years.

2. Sentences are the building blocks of all writing.

3. When embedded into the **content learning** areas of the curriculum, writing instruction is a powerful teaching tool.

4. The content of the curriculum should drive the writing activities.

5. Grammar is best taught in context of student writing.

6. The two most important phases of writing process are planning and revising.

7. Introduce new writing strategies in everyday ideas (**out-of-content**), and then <u>quickly embed</u> these in knowledge from curriculum (**in-content**)

The Key Reading Comprehension Strategies (Oakhill, Cain, Elbro 2015) (Rosenshine & Meister 1993)

1. Building vocabulary and background knowledge.

2. Knowledge of sentence structure and how to make connections between sentences and paragraphs.

3. Knowledge of text structure and text types (genres).

4. Inferencing skills.

5. Self-monitoring of comprehension/questioning.

6. Summarisation.

TWR strategies should be done in sequence but total mastery isn't necessary before moving onto another strategy. It is important to keep circling back and reviewing previously taught strategies. For a complete list of strategies, see The Writing Revolution (Hochman & Wexler, 2017)

Writing Scope and Sequence

O- Orally	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)

Foundation	• Repeat phrases and sentences O
	• Count/clap words in sentences O
	• Concept of a word (as opposed to sound, letter. sentence)
	• Concept of a sentence: a complete thought
	• Identify and define nouns (names of people, places and things)
	• Identify and define verbs (doing words)
	• Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car)
	• Adverbs (describing verbs)
	• Identify sentence types: statement or question
	• Unjumble statements and questions
	• Identify fragments vs. sentences (a sentence must have a WHO and a DO/DOES WHAT - subject/predicate)
	• Conjunctions and, but, because, so
		• Sentence completion tasks O
		• Ask and answer questions using simple sentences O
		• Compose sentences and phrases to express ideas and needs O
		• Generate simple sentences (who + do/does what) from a picture. e.g. The dog walked/ is walking O
		• Expand simple sentences (where?) e.g. the dog walked to the tree (oral)
		• Guide students to expand simple sentences by including more information: *who, what, where, when, how* O
		• Expand simple sentences with an adjective (to describe the subject or object in the sentence). e.g. the large dog jumped on the bed.
		• Expand simple sentences (adjectives, adverbs), adding conjunctions - because, after, then etc O
		• Convert fragments to sentences O
		• Guide students to expand simple sentences by including more information: *who, does what, where, when, how*. O
		• Compose but, because, so sentences O
		
		• Write simple sentence (and expand)
		• Guide students to expand sentences using additional describing words (adjectives, adverbs)
		• Complete a sentence stem ending with the subordinating conjunction because (to form a complex sentence)
		• Complete a sentence stem ending with the coordinating conjunction but (to form a compound sentence)
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). e.g. After we clean our teeth,…
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). e.g. When the turtle crossed the finished line,…
		
		Embedded Punctuation Knowledge
		• Capital letters
		• Ending punctuation:
		   o Full stops (teach and use)
		   o Question marks (exposure)
		   o Exclamation marks (exposure)
			-

Foundation genre composition (no allocated time for explicit teaching genre writing)	• Narrative (+Recount) • Information/Explanation • Procedural *In context of modelled and shared reading*

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + **Embedded Punctuation**	Skill Development (Paragraph & Text Composition)

Year 1	• Consolidate F grammar knowledge
	• Identify and define nouns and verbs
	• Types of nouns: common, proper, pronouns
	• Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car, little girll)
	• Verbs (inflections: ing, ed, s)
	• Subject (the doer) and predicate (the action)
	• Identify sentence types: statements, questions
	• Conjunctions: and, but, because, so, or
	• Identify fragments and sentences
	• Identify and define adverbs. Match to common verbs (e.g. measure carefully, smile cheerfully).
	• Identify all sentence types: statement, command question, exclamation
	• Unjumble all sentence types
		• Expand simple sentences (when? who/what? where?). e.g. She walked. --> One sunny day, a little girl walked up a mountain.
		• Expand simple sentences with an adjective (to describe the subject or object in the sentence)
		• Convert fragments to sentences
		• Edit sentences for boundary punctuation
		• More Sentence expansion (who, what, when, where, why, how)
		• Write simple sentence containing prepositional phrase (Before the show we went to the park.)
		• Develop questions given a picture of text material- who, what, where, when
		• Write compound sentences using and, but, so, or
		(I woke up late, so I missed the bus)
		• Complete because, but, so sentences from sentence stems (I woke up late because…) (I woke up late, but…)
		(I woke up late, so…)
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). e.g. After we clean our teeth,…
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). e.g. When the turtle crossed the finished line,…
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when).
		• Combine 2 sentences using a conjunction (because, but, so, after, before, if)
		• Identify fragments vs. sentences (sentences must contain a subject and a predicate)
		• Covert fragments to sentences (sentences must contain a subject and a predicate)
		• Identify and define pronouns (= for nouns)- I, you, he, she, they, it, we, him, her, it, us
		• Combine two-short declarative sentences (compound subject). e.g. Mary went swimming. Bob went swimming. --> Mary and Bob went swimming.
		• Combine two-short declarative sentences (compound predicate). e.g. Mary ate apples. Mary ate bananas. --> Mary ate apples and bananas.
		• Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb). e.g. She crept --> the little girl carefully crept to the kitchen.
		• Identify 4 sentence types: statements, questions, commands, exclamations
		• Develop sentences (statement, question, command, exclamation) based on a picture or story
		• Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when).
		
		Embedded Punctuation Knowledge
		• Capital letters (Sentence and Proper Nouns)
		• Ending punctuation:
		   ○ Full stops
		   ○ Question marks
		   ○ Exclamation marks
			• Build (we do) short introductions (1-2 sentences) for narratives, information texts
			• Build (we do) single paragraph outlines (SPO) for information texts

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 2	- Consolidate Y1 grammar knowledge - Types of nouns: common, proper, pronouns - Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car, little girll) - Subject (the doer: who) and predicate (the action: do/does what) - Identify and define pronouns (= for nouns)- I, you, he, she, they, it, we, him, her, it, us - Types of verbs: action, being, feeling - Adjectives and adverbs - Identify fragments and sentences - Define subjects and predicates and identify within clauses - Identify all sentence types: statement, command question, exclamation - Conjunctions: and, but, because, so, or - Synonyms, Antonyms - Identify Compound sentences - Identify Clauses - Unjumble sentences **Paragraphs**: - Identify topic sentences - Identify supporting details - Identify concluding sentence	- Expand simple sentences. e.g. (who/what? when? where? why?) - Expand simple sentences with an adjective (to describe the subject or object in the sentence) - Identify sentence types: statements, questions, commands, exclamations - Edit sentences for boundary punctuation - Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb). e.g. She crept --> the little girl carefully crept to the kitchen. - Complete sentences when provided with but, because, so sentence stems (compound and complex sentences) - Sentence expansion (who, what, when, where, why, how) - Write simple and compound sentences (FANBOYS) - Complete because, but, so sentences - Complete sentences when provided with a sentence stem containing a subordinate conjunction D, I (before, after, if, when). e.g. After Lucy stepped out of the wardobe, … - Complete sentences when provided with a sentence stem containing a subordinate conjunction D, I (Even though, although). e.g. Even though it was a hot day… - Convert fragments to sentences - Combine 2-3 sentences - Correct run-on sentences - Writing sentences with subordinating conjunctions to intro dependent clauses at beginning of sentences (after, before, when, if) (before I went to bed, I brushed my teeth) - Combine 2-3 short declarative sentences using pronouns and conjunction. e.g. Jan likes swimming. Jan Likes ice-skating. Jan does not like soccer. Jan likes swimming and ice-skating. --> Jan likes swimming and ice-skating, but she does not like soccer. - Expand a simple sentence with a fronted adverbial phrase/adverb (how? who/what? where?). (e.g. Without a sound, Joe tiptoed to the kitchen. Carefully and nervously, Beth climbed the ladder of the Faraway tree). - Develop sentences (statement, question, command, exclamation) based on a picture or story **Embedded Punctuation Knowledge** - Capital letters (Sentence and Proper Nouns) - Ending punctuation: - Full stops - Question marks - Exclamation marks - Commas for lists - Commas after compound clauses (FANBOYS)	- Brainstorming ideas and building (we do) single paragraph outlines (SPO) for information texts - Generate topic sentences (from key words and phrases) - Select details that support topic sentences - Use connectors to link sentences e.g. first, second, next, finally, in the end, such as, although

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + **Embedded Punctuation**	Skill Development (Paragraph & Text Composition)

Year 3	• Consolidate Yr 1 + 2 grammar knowledge
	• Identify subject and predicate
	• Identify conjunctions
	• Identify dependent / subordinate clauses
	• Identify appositives in a sentence
	• Identify noun, verb, adverb and adverbial phrase
	• Note taking conventions, abbreviations, symbols (/ = → < > +)
	
	Paragraphs:
	• Introduce single paragraph outline (SPO)
	• Identify topic sentences
	• Identify supporting details
	• Identify concluding sentence
	• Identify transition words (e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words)
	
	• Consolidate Yr 1 + 2 word knowledge
	• Nouns- common, proper
	• Phrases
	• Subject + predicate
	• Clauses (contain a subject and predicate)- can be dependent or independent
	• Adverbial phrase
	• Coordinating conjunctions: and, but, so, or
	• Subordinating conjunctions: start with subordinating conjunctions depicting time (e.g. after, when), cause (e.g. because), and concession (e.g. although).
	• Modal verbs and adverbs
	• Appositives
	• Apostrophes
		• Consolidate Yr 1 + 2 sentence construction
		• Complete but, because, so sentences from sentence stems (but + so are coordinating conjunctions so use a comma, because is a subordinating conjunction so no comma)
		(I woke up late, but…) (I woke up late, so…) (I woke up late because…)
		• Expand sentences using adverbial phrase (time, place, manner):
		(Without a sound, the boy little girl crept down the hall)
		• Create compound sentences using coordinating conjunctions and, but, so, or (comma before the coordinating conjunction to separate independent clauses)
		(I woke up late, so I missed the bus)
		• Create sentences that include appositives (an additional noun phrase to give more information)
		• Create complex sentences using subordinate conjunctions to separate clauses (e.g. whenever, even though, although, since, because)
		• Sentence combining of 2 and 3 sentences
		• Create a new sentence that follows a given sentence using a transition word/phrase (e.g. The colonists struggled in the winters. For example, _____.)
		• Edit sentences to improve meaning, structure and content
		• Sentence combining of 3-4 sentences
		• Writing Ving and Ved Clauses (e.g. **Losing** her breath, she bolted down the hill; Overlooked by his teacher], the boy called out).
		
		Embedded Punctuation Knowledge
		• Consolidate Yr 1 + 2 punctuation
		• Capital letters (Sentence and Proper Nouns)
		• Ending punctuation:
		  ○ Full stops, Question marks, Exclamation marks
		• Commas for lists
		• Comma usually after an adverbial/ adverbial phrase at the beginning of a sentence (fronted adverbial)
		• Commas to separate clauses
		  ○ **I D** – no comma when independent clause precedes dependent clause*
		    (It starts to rain whenever I go for a walk)
		  ○ **D, I** – comma when dependent clause precedes independent clause*
		    (Whenever I go for a walk, it starts to rain)
		• Word contractions for apostrophes (e.g. haven't → have not)
		• Apostrophes signalling possessive common and proper nouns- e.g. the mother's scarf, Tom's house
		• Proof reading and editing for punctuation
			• Consolidate Yr 1 + 2 paragraph and text composition
			• Note taking from 1-3 sentences
			• Transforming notes into sentences
			• Using common abbreviations and symbols for note-taking and on SPOs
			• Filling in some details for paragraphs (SPOs) for information/persuasive texts
			• Create sentences containing transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words)
			• Improve and develop topic and concluding sentences using the strategies of sentence types, appositives and subordinating conjunctions
			• Revising and editing an unelaborated paragraph
			• Outlining and then drafting and revising paragraphs (SPOs) for information/persuasive texts

Years 1-3 genre composition *(2 weeks per term for explicit teaching of genre writing)*	• Narrative (+Recount) • Information/Explanation • Procedural • Persuasive

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)

Year 4	• Consolidate Yr 1 - 3 sentence knowledge
	• Identify key words and phrases in a given paragraph
	• Identify adverbial and prepositional phrases
	• Identify and correct errors in verb tense and number agreement in a given sentence or paragraph
	• Expand descriptions
	
	• Consolidate Yr 1- 3 word knowledge
	• Nouns- common, proper, concrete, abstract • Pronouns and connectives used for text cohesion
	• All coordinating conjunctions: for, and, nor, but, or, so FANBOYS- (ensure others are understood before introducing for and nor)
	• Subordinating conjunctions: depicting time (e.g. after, when), cause (e.g. because), concession (e.g. although), comparison (e.g. just as), place (e.g. wherever), manner (e.g. as though), and purpose (e.g. so that).
	
	Paragraphs:
	• Transition words-(e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words)
	• MPOs:
	  • Identify general statements
	  • Identify specific statements
	  • Identify thesis statements
		• Consolidate Yr 1 -3 sentence construction
		• Create compound sentences using coordinating conjunctions for, and, nor, but, or, so FANBOYS (comma before the coordinating conjunction to separate independent clauses)
		(Tom refuses to eat peas, nor will he touch beans)
		• Create complex sentences using a range of subordinate conjunctions to separate clauses (e.g. whenever, even though, although, since, because, even if, unless, while)
		• Identify – no comma when independent clause precedes dependent clause*
		(It starts to rain whenever I go for a walk)
		• **D, I** – comma when dependent clause precedes independent clause*
		(Whenever I go for a walk, it starts to rain)
		• Create sentences that include appositives (an additional noun phrase to give more information)
		(Mr Murphy, the school principal, walked into the classroom)
		• Combine two sentences using a relative clause (where, when, who)
		Australia became a nation. The year was 1901. → 1901 was the year when Australia became a nation.
		John Howard was the Prime Minister. He retired at 64. → John Howard, who was the Prime Minister of Australia, retired at the age of 64.
		• Sentence combining of 2, 3, 4 sentences
		• Writing Ving and Ved Clauses (e.g. **Losing** her breath, she bolted down the hill; Overlooked by his teacher], the boy called out).
		• Note taking from 2-3 sentences and paragraphs
		• Expanding sentences from notes
		• Practice and use all types of transition words (time and sequence, conclusion, illustration, change of direction, emphasis) in sentences
		• Correcting verb tense and number agreement in given sentences and then own writing
		• Edit sentences to improve meaning, structure and content
		
		Embedded Punctuation Knowledge
		• Consolidate Yr 1- 3 punctuation
		• Quotation marks
		  • Dialogue
		  • Quotes
		  • Titles
			• Consolidate Yr 1-3 paragraph and text composition
			• Convert a given paragraph into a single paragraph outline (SPO)
			• Create a SPO for text structures already introduced (emphasis on persuasive)
			• Underlining key words and phrases in a paragraph
			• Compose sentences using a range of transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words)

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 5	• Consolidate Yr 1-4 sentence • knowledge • Complete segments of MPO • (multiple paragraph outline) as a class • Consolidate Yr 1-4 word knowledge • Possessive nouns • Apostrophes **Paragraphs:** • Identify topic sentences • Identify supporting details • Identify concluding sentence • Identify (e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words) • MPOs: • Identify general statements • Identify specific statements • Identify thesis statements	• Consolidate Yr 1-4 sentence construction • Completing then writing compound sentences using coordinating conjunctions • Completing then writing complex sentences using a range of subordinate conjunctions • Create sentences that include appositives • Combining two sentences using a relative clause • Sentence combining of 2, 3, 4 sentences • Writing Ving and Ved Clauses (e.g. **Losing** her breath, she bolted down the hill; Overlooked by his teacher], the boy called out). • Note taking from 2-3 sentences • Practice and use all types of transition words • Edit sentences to improve meaning, structure and content **Embedded Punctuation Knowledge** • Consolidate Yr 1-4 punctuation • Apostrophes signalling possessive common and proper nouns- e.g. the mother's scarf, Tom's house. • **I, I** – Independent clause, FANBOYS • Independent clause – comma before the coordinating conjunction. • Identify – Independent clause + subordinating conjunction + dependent clause - no comma when independent clause precedes dependent clause • **D, I** – Dependent clause, subordinating conjunction + independent clause- comma when dependent clause precedes independent clause	• Consolidate Yr 2-4 paragraph and text composition • Develop main ideas for MPOs • Create 3 and 4 paragraph MPO (multiple paragraph outline) • Create a SPO for text structures already introduced • Insert transitions in paragraphs • Cite evidence from text using illustration transitions
Year 6	• Consolidate Yr 1-5 sentence knowledge • Consolidate Yr 1-5 word knowledge • Consolidate Yr 1-5 paragraph knowledge • MPOs: • Identify general statements • Identify specific statements • Identify thesis statements	• Consolidate Yr 1-5 sentence construction (see *year 5 summary above*) • Edit sentences to improve meaning, structure and content **Embedded Punctuation Knowledge** • Commas to separate clauses: • **I, I** – Independent clause, FANBOYS • Independent clause – comma before the coordinating conjunction. • Identify – Independent clause + subordinating conjunction + dependent clause - no comma when independent clause precedes dependent clause • **D, I** – Dependent clause, subordinating conjunction + independent clause- comma when dependent clause precedes independent clause	• Consolidate Yr 4-5 paragraph and text composition • Transitions between and within paragraphs • Develop main ideas for MPOs • Develop various types of MPOs

Years 4-6 genre composition *(3 weeks per term for explicit teaching of genre writing)*	• Narrative (+Recount) • Persuasive • Procedural • Information/Explanation

Syntax Scope & Sequence

Explicit Teaching Sequence Kindergarten – Year 6

"Writing and reading are related."

Research has shown that when students receive writing instruction, their reading fluency and comprehension improve.

This scope and sequence should be used with the text *The Writing Revolution* (TWR) (Hochman & Wexler, 2017).

Simple View of Writing Simple View of Reading

(Berninger & Amtmann, 2003) (Gough & Tunmer, 1986)
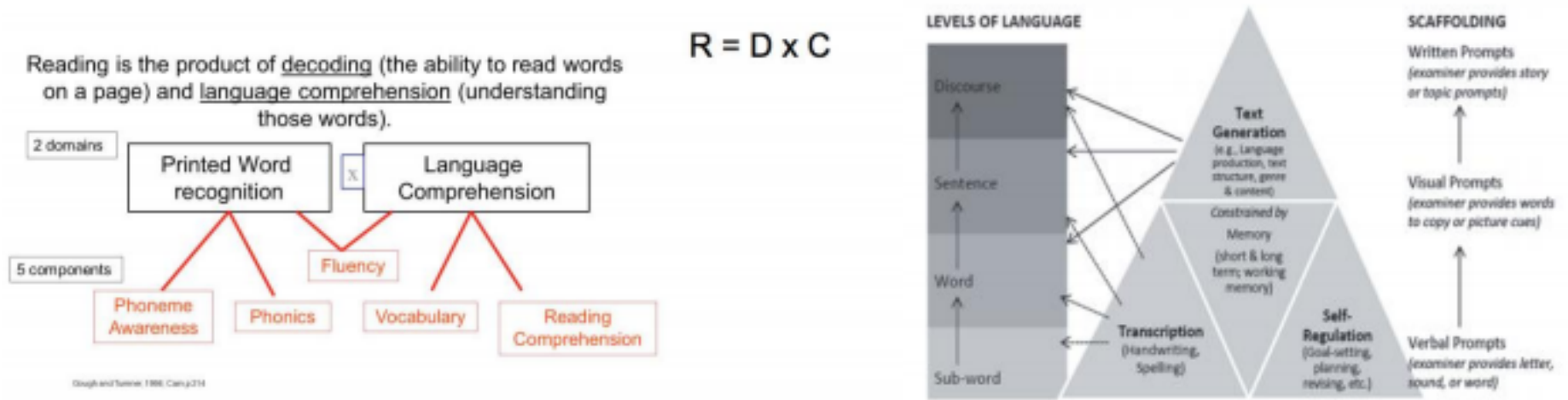
Recommended books to use with the K-6 Sentence Scope and Sequence: