

# Scope and Sequence

Skills taught and/or reviewed in the *Write Source* program, grades 10–12, are featured in the following scope and sequence chart.

<b>FORMS OF WRITING</b>	<b>Grades</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Narrative Writing</b>				
historical narrative		■		
narrative prompts		■		■
paragraph		■		
personal essay (college entrance essay)				■
personal narrative essay			■	■
phase autobiography essay		■		
reflective narrative essay			■	
<b>Expository Writing</b>				
cause-effect essay		■		
comparison-contrast essay			■	
essay of definition		■		
essay of opposing ideas				■
essay of speculation				■
expository prompts		■	■	■
informative article			■	
paragraph		■	■	■
<b>Persuasive Writing</b>				
editorial essay		■		
essay of argumentation				■
essay of evaluation				■
paragraph		■	■	■
persuasive prompts		■	■	■
position essay			■	
problem-solution essay		■		
satire			■	
<b>Response to Literature</b>				
analyzing a theme (essay)		■	■	■
analyzing a novel		■		■
analyzing a poem			■	
paragraph		■	■	■
response prompts		■	■	■

Grades **10** **11** **12**

<b>Creative Writing</b>			
bouts-rimés poem		■	
character's inner feelings (story)			■
cinquain			■
conflict within character (story)	■		
facing a personal dilemma (play)		■	■
free-verse poem	■	■	■
learning a lesson (play)	■		
life challenge (story)		■	
lune poem	■		
quatrain		■	
skeltonic verse	■		
sonnet			■
<b>Research Writing</b>			
engineering report	■		
multimedia presentation	■	■	■
oral presentation	■	■	■
presidential-policy research paper			■
social-issue research paper		■	
<b>Tools of Learning</b>			
business letters	■		
critical reading	■	■	■
improving vocabulary	■		
note taking	■	■	■
paraphrase paragraph	■	■	■
summary paragraph	■	■	■
taking exit and entrance exams		■	■
taking tests	■	■	■
understanding writing assignments	■		

## THE WRITING PROCESS

<b>Prewriting</b>			
<b>Selecting a Topic</b>			
character grid		■	
charts	■	■	■
cluster	■	■	
focus statement	■		
freewriting	■	■	■

Selecting a Topic (Continued)	Grades	10	11	12
list		■	■	■
sentence starters		■		
T-chart			■	
web			■	
<b>Gathering Details</b>				
answer questions				■
avoid plagiarism		■	■	■
charts		■	■	■
counter an objection		■	■	■
directed writing			■	
five W's and H			■	
freewrite		■	■	
gathering grid		■		■
gather objections		■	■	■
list		■	■	■
note cards		■	■	■
play map				■
quotations		■	■	
research			■	■
T-chart			■	■
tracking sources			■	■
<b>Organizing Details</b>				
charts				■
gathering grid		■	■	■
list			■	■
narrative map			■	
note cards		■	■	■
outline ideas		■	■	■
thesis statement			■	■
time line		■	■	
topic sentences		■	■	■
<b>Sizing Up Your Topic</b>				
list key details			■	■
research		■	■	■

Grades

10

11

12

**Writing****Beginning Paragraph**

anecdote			■
ask a question	■	■	
background information	■	■	■
connect with current events		■	
dialogue	■	■	■
dramatic opening sentence		■	■
engage the reader			■
exciting action		■	
historical context		■	
interesting fact	■	■	■
introduce main character and conflict	■	■	■
introduce topic and thesis	■	■	■
middle of action	■	■	
personal story		■	■
surprising statement	■	■	■
thesis statement	■	■	■
time and place	■		■

**Middle Paragraphs**

action words	■	■	■
anecdotes		■	■
background information	■		
build to high point	■	■	■
cite sources	■		
comparisons		■	
counter an objection	■	■	■
dialogue	■	■	■
examples		■	■
explain terms	■	■	
facts	■	■	■
intensify conflict		■	■
key actions	■		
main points	■		■
order of importance		■	■
paraphrase information	■	■	
personal feelings	■		

Middle Paragraphs (Continued)	Grades		
	10	11	12
quotations	■	■	■
repeating key words		■	
sarcasm and exaggeration		■	
sensory details	■	■	
<i>show, don't tell</i>	■		
specific details	■	■	■
statistics	■	■	■
supporting details	■	■	■
suspense	■		■
topic sentences	■	■	■
transitions	■	■	■
<b>Ending Paragraph</b>			
call to action	■	■	
connect theme to life		■	■
final scene		■	
final thought/insight	■	■	■
historical context		■	
key idea/points	■		■
make the reader think		■	■
new information	■		
quotation	■	■	
refer back to beginning	■	■	
reflect on experience	■	■	■
restate position		■	■
restate thesis	■	■	■
satirical statement		■	
show how character is changed	■	■	■
solution to problem	■		
strong quotation		■	■
summarize	■	■	■
<b>Revising</b>			
<b>Ideas</b>			
accurate facts	■		
answer objection		■	
background information			■
clear message		■	■
compelling reasons	■		■

	Grades		
	10	11	12
conflict	■	■	■
dialogue			■
fair presentation			■
historical context		■	
interesting/important details	■	■	
opinion statement	■		
quotations			■
sensory details	■	■	
<i>show, don't tell</i>	■		
sources	■		
specific reasons	■	■	■
support for opinion	■		
supporting details		■	■
thesis statement	■	■	■
unnecessary details	■		
variety of details		■	■
<b>Organization</b>			
beginning grabs reader's attention	■	■	■
build to high point	■	■	■
check overall organization		■	■
chronological order		■	
clear beginning, middle, and ending	■	■	■
clearly connected details/paragraphs	■		■
connect beginning and ending	■		■
ending reflects on experience		■	■
ending relates to real life		■	
evaluate unity	■	■	
final thought			■
key word or idea	■	■	■
line breaks and indents	■		
logical order	■		■
middle develops focus			■
revisit focus statement			■
signal words			■
supporting details	■		
topic sentences	■	■	
transition words	■	■	■

	Grades	10	11	12
<b>Peer Response</b>		■	■	■
<b>Voice</b>				
active				■
adjectives			■	
analytical				■
appropriate for topic	■	■		
compelling				■
confident	■			■
connect with audience				■
consistent point of view	■	■		
convincing	■			■
dialogue	■	■		■
engaging	■	■		■
enthusiastic	■			
interested	■	■		
knowledgeable	■	■		■
level of language			■	■
natural			■	■
personal				■
positive				■
serious			■	
third person				■
tone			■	
<b>Word Choice</b>				
active voice	■			
cliches				■
colloquialisms			■	
connotation	■			■
denotation				■
descriptive words			■	■
figures of speech	■	■		
helping verbs	■			
humor, exaggeration, and sarcasm			■	
literary terms	■			
modifiers			■	■
poetic techniques			■	
precise terms	■			
repeated words	■			■

	Grades		
	10	11	12
sensory words	■		
<i>show</i> rather than <i>tell</i>	■		
specific action verbs	■	■	■
specific nouns	■	■	■
technical terms	■	■	
“trapped” verbs		■	
unfair words	■		
unfamiliar terms		■	■
unnecessary modifiers	■		
vivid verbs	■	■	
wordy intensifiers		■	
<b>Sentence Fluency</b>			
balanced sentences	■		
clear comparisons			■
combining sentences	■		
expanding sentences	■		
long sentences	■		■
parallel series			■
rambling sentences	■	■	
rhythm	■	■	■
sentence fragments		■	
short sentences	■		■
smooth flow	■	■	■
transitions		■	
variety of beginnings	■	■	■
variety of lengths	■	■	■
variety of types	■	■	■
<b>Editing</b>			
<b>Capitalization</b>			
beginning of sentences	■	■	■
proper adjectives	■	■	■
proper nouns	■	■	■
speaker’s first word in quoted dialogue	■	■	
<b>Grammar</b>			
case of pronouns			■
correct comparative and superlative forms			■
correct forms of adjectives	■	■	
correct forms of verbs	■	■	■



Grammar (Continued)	Grades		
	10	11	12
double subjects	■		■
numbers and numerals		■	
pronoun-antecedent agreement	■	■	■
subject-verb agreement	■	■	■
using the right word	■	■	■
<b>Punctuation</b>			
apostrophes to show possession	■	■	
commas after introductory phrases and clauses	■	■	■
commas in compound sentences	■	■	■
commas, semicolons, colons			■
end punctuation	■	■	■
hyphenating compound adjectives		■	
parentheses to set off page numbers			■
punctuating complex sentences	■	■	■
punctuating dialogue	■	■	■
punctuating titles	■		
punctuating works-cited page	■	■	
quotation marks around direct quotations	■	■	■
<b>Spelling</b>			
catching errors spell-checker missed	■	■	■
double-checking words	■	■	■

## WRITING ACROSS THE CURRICULUM

### Writing in Science

article summary	■		
cause-effect essay	■	■	■
classification essay	■		
classroom notes	■	■	■
definition essay	■		
directions			■
lab report	■		
learning-log entry	■	■	■
opposing-views essay	■		
position essay	■		
problem-solution essay	■		
process essay	■		

	Grades		
	10	11	12
procedure document		■	
reading notes	■	■	■
response to an expository prompt		■	■
<b>Writing in Social Studies</b>			
biographical essay		■	
classroom notes	■	■	■
descriptive report	■		
document-based essay	■	■	■
editorial-cartoon response	■	■	■
informative essay			■
learning-log entry	■	■	■
<b>Writing in Math</b>			
article summary	■		■
classification paragraph or essay	■	■	
classroom notes	■	■	■
compare and contrast			■
definition paragraph or essay	■	■	■
descriptive paragraph or essay	■	■	
learning-log entry	■	■	■
math-prompt response	■	■	■
narrative paragraph or essay	■	■	■
position essay	■		■
problem analysis		■	
process paragraph or essay	■	■	■
research report	■	■	■
statistical argument	■		■
written estimate	■		
<b>Writing in the Applied Sciences/Practical Writing</b>			
career review			■
classification essay	■	■	■
classroom notes	■	■	■
comparison-contrast essay	■		■
descriptive essay	■		
essay of analysis	■	■	■
essay of explanation		■	■
learning-log entry	■	■	■

Writing in the Applied Sciences/ Practical Writing (Continued)	Grades		
	10	11	12
letter of application	■		
letter of complaint		■	
narrative essay	■	■	
persuasive essay		■	■
problem-solution essay	■	■	■
project proposal	■		
process essay	■	■	■
response to a prompt		■	■
restaurant review		■	
<b>Writing in the Arts</b>			
classroom notes	■	■	■
creative writing	■		
descriptive writing	■		
expository writing	■		
learning-log entry	■	■	■
narrative writing	■		
performance review		■	■
persuasive writing	■		
research report	■	■	■
response to an art prompt	■	■	■
<b>Writing in the Workplace</b>			
brochure		■	
business letters		■	■
e-mail message		■	■
memo		■	■
news release			■
proposal		■	■
report		■	
résumé			■

## GRAMMAR

<b>Understanding Sentences</b>			
agreement of pronoun and antecedent	■	■	■
agreement of subject and verb	■	■	■
arrangements of sentences	■	■	■
clauses	■	■	■
diagramming sentences	■	■	■
direct objects	■		
kinds of sentences	■	■	■

	Grades		
	10	11	12
phrases	■	■	■
subjects and predicates	■	■	■
types of sentence constructions	■	■	■
<b>Using the Parts of Speech</b>			
<b>Adjectives</b>			
articles	■	■	■
forms of adjectives	■	■	■
types of adjectives	■	■	■
<b>Adverbs</b>			
forms of adverbs	■	■	■
types of adverbs	■	■	■
<b>Conjunctions</b>			
coordinating conjunctions	■	■	■
correlative conjunctions	■	■	■
subordinating conjunctions	■	■	■
<b>Interjections</b>			
<b>Nouns</b>			
abstract nouns	■	■	■
case of nouns	■	■	■
collective nouns	■	■	■
common nouns	■	■	■
concrete nouns	■	■	■
gender of nouns	■	■	■
proper nouns	■	■	■
singular and plural nouns	■	■	■
<b>Prepositions</b>			
common prepositions	■	■	■
prepositional phrases	■	■	■
<b>Pronouns</b>			
antecedents	■	■	■
case of pronouns	■	■	■
classes of pronouns	■	■	■
demonstrative pronouns	■	■	■
gender of pronouns	■	■	■
indefinite pronouns	■	■	■
interrogative pronouns	■	■	■
person of pronouns	■	■	■
personal pronouns	■	■	■
relative pronouns	■	■	■

Pronouns (Continued)	Grades		
	10	11	12
singular and plural pronouns	■	■	■
subject pronouns	■	■	■
<b>Verbs</b>			
active and passive voice	■	■	■
auxiliary verbs	■	■	■
irregular verbs	■	■	■
linking verbs	■	■	■
mood of a verb	■	■	■
person of a verb	■	■	■
singular and plural verbs	■	■	■
tenses of verbs	■	■	■
transitive and intransitive verbs	■	■	■
<b>Verbals</b>	■	■	■
<b>Mechanics</b>			
<b>Abbreviations</b>			
acronyms	■	■	■
common abbreviations	■	■	■
correspondence abbreviations	■	■	■
initialisms	■	■	■
<b>Capitalization</b>			
abbreviations	■	■	■
days, months, holidays	■	■	■
first words	■	■	■
geographical names	■	■	■
historical events	■	■	■
letters	■	■	■
names of people	■	■	■
official names	■	■	■
organizations	■	■	■
particular sections of the country	■	■	■
proper nouns and adjectives	■	■	■
racess, languages, nationalities, religions, certain religious words	■	■	■
sentences following colons	■	■	■

	Grades		
	10	11	12
sentences in parentheses	■	■	■
titles	■	■	■
titles of courses	■	■	■
titles used with names	■	■	■
words used as names	■	■	■
<b>Numbers</b>			
numbers in compound modifiers	■	■	
numerals only	■	■	■
numerals or words	■	■	■
time and money	■	■	■
very large numbers	■	■	
words only	■	■	■
<b>Plurals</b>			
adding an s	■	■	■
collective nouns	■	■	■
compound nouns	■	■	■
irregular spelling	■	■	■
nouns ending in <i>ch, sh, s, x,</i> and <i>z</i>	■	■	■
nouns ending in <i>f</i> or <i>fe</i>	■	■	■
nouns ending in <i>ful</i>	■	■	■
nouns ending in <i>o</i>	■	■	■
nouns ending in <i>y</i>	■	■	■
words discussed as words	■	■	■
<b>Punctuation</b>			
<b>Apostrophes</b>			
in contractions	■	■	■
to express time or amount	■	■	■
to form certain plurals	■	■	■
to form plural possessives	■	■	■
to form possessives with compound nouns	■	■	■
to form possessives with indefinite pronouns	■	■	■
to form singular possessives	■	■	■
to show shared possession	■	■	■

## Grades

10

11

12

**Brackets**

around an editorial correction	■	■	■
to set off added words	■	■	■
to set off clarifying information	■	■	■

**Colons**

after salutations	■	■	■
between numerals in time	■	■	■
between titles and subtitles	■	■	■
for emphasis	■	■	■
to introduce lists	■	■	■
to introduce sentences or quotations	■	■	■

**Commas**

after conjunctive adverbs and transitional phrases		■	■
before tags		■	■
between independent clauses	■	■	■
between items in a series	■	■	■
for clarity or emphasis	■	■	■
in compound sentences	■	■	■
in dates and addresses	■	■	■
in direct address	■	■	■
to enclose parenthetical elements	■	■	■
to keep numbers clear	■	■	■
to separate contrasted elements	■	■	■
to separate equal adjectives	■	■	■
to separate introductory clauses and phrases	■	■	■
to set off appositives	■	■	■
to set off dialogue	■	■	■
to set off interjections	■	■	■
to set off interruptions	■	■	■
to set off nonrestrictive phrases and clauses	■	■	■
to set off titles or initials	■	■	■

**Dashes**

for emphasis	■	■	■
to indicate interrupted speech	■	■	■
to indicate a sudden break	■	■	■
to set off an introductory series	■	■	■
to set off parenthetical material	■	■	■

	Grades	10	11	12
<b>Diagonals</b>				
to show a choice		■	■	■
when quoting poetry		■	■	■
<b>Ellipses</b>				
at the end of a sentence		■	■	■
to show omitted words		■	■	■
to show pauses		■	■	■
<b>Exclamation Points</b>				
to express strong feelings		■	■	■
<b>Hyphens</b>				
between numbers in a fraction		■	■	■
in a special series		■	■	■
in compound words		■	■	■
to avoid confusion		■	■	■
to create new words		■	■	■
to divide words		■	■	■
to form adjectives		■	■	■
to join letters to words		■	■	■
to join numbers		■	■	■
<b>Italics and Underlining</b>				
for emphasis			■	■
for scientific and foreign words		■	■	■
for special uses		■	■	■
in handwritten material		■	■	■
in printed material		■	■	■
in titles		■	■	■
<b>Parentheses</b>				
to set off explanatory or added information		■	■	■
with full sentences		■	■	■
<b>Periods</b>				
after abbreviations		■	■	■
after initials		■	■	■
as decimal points		■	■	■
at end of sentences		■	■	■



## Grades

10

11

12

**Question Marks**

at end of direct questions	■	■	■
at end of indirect questions	■	■	■
short question within a sentence	■	■	■
to show uncertainty	■	■	■

**Quotation Marks**

for quotations within quotations	■	■	■
for special words	■	■	■
placement of punctuation	■	■	■
to punctuate titles	■	■	■
to set off long quoted material	■	■	■
to set off quoted material	■	■	■
to set off a speaker's exact words		■	■

**Semicolons**

to join two independent clauses	■	■	■
to separate groups that contain commas	■	■	■
with conjunctive adverbs	■	■	■
with transitional phrases		■	■

**Usage****Spelling**

consonant endings	■	■	■
<i>i</i> before <i>e</i>	■	■	■
silent <i>e</i>	■	■	■
words ending in <i>y</i>	■	■	■

**Understanding Idioms****Using the Right Word**

	■	■	■
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