

# Using Write on Course 20-20

Sequencing Assignments	2
Scope and Sequence	3
Yearlong Timetable	4

## Introduction

This section helps you implement *Write on Course 20-20* in your classroom. For example, the yearlong timetable provides a suggested sequence of writing units for a full-year. Note within the timetable the suggested integration of grammar instruction as well as suggested differentiation for grades 6, 7, and 8.

## Sequencing Assignments

In *Teaching the Universe of Discourse*, James Moffett advised teachers to progress from personal forms of writing to more reflective and analytical academic forms. *Write on Course 20-20* follows this organizational plan, beginning with personal writing, progressing through academic forms, and arriving at research papers. By following this suggested sequence, you help students build their skills and confidence.

Genres	Forms in <i>Write on Course 20-20</i>
Personal Writing	Journals Learning Logs Emails and Blog Posts
Narrative Writing	Personal Narratives Phase Autobiographies Biographical Essays Descriptive Essays
Explanatory Writing	Explanatory Essays How-To Essays Comparison-Contrast Essays Cause-Effect Essays
Persuasive (Argument) Writing	Argument Essays Problem-Solution Essays Persuasive Poster and Brochure Pet Peeve Essays
Writing About Literature	Literary Analyses Book Review Letter to an Author
News Writing	Feature Stories News Stories Editorials and Cartoons
Creative Writing	Stories Plays Poetry
Research Writing	Summaries Research Reports
Writing Across the Curriculum	Science Writing Writing in Social Studies Math Writing Workplace Writing Emails Minutes Proposals Business Letters

# Scope and Sequence

The chart below presents a possible sequence of assignments, progressing from personal to academic and cross-curricular forms. Each column represents a grade level (6, 7, 8) or a skill level (beginning, intermediate, advanced).

Grade 6 (Beginning)	Grade 7 (Intermediate)	Grade 8 (Advanced)
<b>Personal Writing</b>		
Journals/Learning Logs Emails	Journals/Learning Logs Blog Posts	Journals/Learning Logs Emails/Blog Posts
<b>Narrative Writing</b>		
Descriptive Essays Personal Narratives	Personal Narratives Phase Autobiographies	Personal Narratives Biographical Essays
<b>Explanatory Writing</b>		
Explanatory Essays How-To Essays	Comparison-Contrast Essays	Explanatory Essays Cause-Effect Essays
<b>Persuasive (Argument) Writing</b>		
Persuasive Essays	Argument Essays Persuasive Poster/Brochure	Problem-Solution Essays Pet Peeve Essays
<b>Writing About Literature</b>		
Book Reviews	Book Reviews Letters to Authors	Book Reviews Literary Analyses
<b>News Writing</b>		
Feature Stories	News Stories	Editorials and Cartoons
<b>Creative Writing</b>		
Stories Poetry	Plays Poetry	Stories Plays Poetry
<b>Research Writing</b>		
Summaries Research Reports	Summaries Research Reports	Summaries Research Reports
<b>Cross-Curricular Writing</b>		
Science/Social Studies/Math Business Letters Emails	Science/Social Studies/Math Minutes Emails	Science/Social Studies/Math Business Letters Proposals

# Yearlong Timetable

This suggested yearlong timetable presents one possible sequence of writing and language skills units based on a five-days-per-week class. The units and lessons build from basic to more advanced skills throughout the year. In addition, where appropriate, three levels of assignments are given for grades 6 (beginning), 7 (intermediate), and 8 (advanced).

## First Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8	
1	Why Write?	xii–xiii		
	<b>Personal Writing</b>			
	Writing in Journals	129–134		
2	Understanding Writing	1–6		
	One Writer’s Process	7–16		
	<b>Learning Writing Skills</b>			
	Creating Sentences	79–90		
	<b>Conventions: Sentence Basics</b>	80–81 526–530	6	63–80
		7	69–86	
		8	65–82	
3	Understanding the Traits of Writing	17–22		
	<b>Narrative Writing</b>			
	6 Descriptive Essay	161–162		
	7 Personal Narrative	145–152		
	8 Biographical Story	158–160		
	<b>Conventions: Sentence Combining</b>	88–89	6	81–98
		7	87–104	
		8	83–97	
4	Using Rubrics	23–28		
	<b>Basic Elements</b>			
	Building Paragraphs	91–102		
	<b>Conventions: Sentence Problems and Variety</b>	82–87	6	99–114
			7	105–118
		8	101–122	

## First Quarter (Continued)

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8		
5	Prewriting	29–40			
	<b>Narrative Writing/News Writing</b>				
	6	Personal Narrative	145–152		
	7	Phase Autobiography	154–157		
	8	Feature Story	245–248		
	<b>Conventions: Noun</b>		531–532	6	117–126
			7	121–128	
			8	125–130	
6	Writing	41–46			
	<b>Basic Elements</b>				
	Writing Essays		103–114		
	<b>Conventions: Pronoun</b>		533–535	6	127–130
				7	129–134
			8	131–136	
7	Thinking Critically	439–450			
	<b>Explanatory Writing</b>				
	6	Explanatory Essay	167–176		
	7	Comparison-Contrast Essay	180–183		
	8	Cause-Effect Essay	184–188		
	<b>Conventions: Pronoun</b>		536–537	6	131–134
			7	135–142	
			8	137–146	
8	Revising and Responding	47–58			
	<b>Explanatory Writing</b>				
	6	Explanatory Essay (Cont.)	167–176		
	7	Comparison-Contrast Essay (Cont.)	180–183		
	8	Cause-Effect Essay (Cont.)	184–188		
	<b>Conventions: Verb</b>		538–543	6	135–158
			7	143–160	
			8	147–164	
9	Editing	59–64			
	Publishing and Portfolios	65–77			

## Second Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8	
1	<b>Personal Writing and Learning Skills</b>			
	Using Learning Logs	135–138		
	Taking Notes	463–468		
2	<b>Explanatory/News Writing</b>			
	6 How-To Essay	178–179		
	7 Cause-Effect Essay	184–188		
	8 News Story	249–254		
	Conventions: <b>Adjective</b>	544–545	6	159–166
		7	161–168	
		8	165–170	
3	Preparing a Speech	417–426		
	6 How-To Essay (Cont.)	178–179		
	7 Cause-Effect Essay (Cont.)	184–188		
	8 News Story (Cont.)	249–254		
	Conventions: <b>Adverb</b>	546	6	167–170
		7	169–174	
		8	171–174	
4	Building Arguments	193–198		
	<b>Persuasive Writing</b>			
	6 Argument Essay	199–208		
	7 Persuasive Poster/Brochure	214–215		
	8 Problem-Solution Letter	210–213		
Conventions: <b>Preposition</b>	547	6	171–172	
		7	175–176	
		8	175	
5	Taking Tests	469–477		
	6 Responding to a Narrative Prompt	163–165		
	7 Responding to an Explanatory Prompt	189–191		
	8 Responding to a Persuasive Prompt	219–221		
	Conventions: <b>Interjection, Conjunction</b>	548–549	6	173–179
		7	177–182	
		8	176–182	

**Second Quarter (Continued)**

Week	Writing and Skills Units	Handbook Pages	<i>SkillsBook 6, 7, and 8</i>	
<b>6</b>	<b>Persuasive/News Writing</b>			
	<b>6</b> Pet Peeve Essay	216–218		
	<b>7</b> Problem-Solution Letter	210–213		
	<b>8</b> Editorial and Cartoon	255–261		
	<b>Conventions: End Punctuation</b>	479–481	<b>6</b>	3–6
		<b>7</b>	3–6	
		<b>8</b>	3–4	
	<b>Workplace Writing</b>			
	Business Letter	344–349		
	<b>Conventions: Comma</b>	482–483	<b>6</b>	7–10
			<b>7</b>	7–16, 27–28
			<b>8</b>	5–8, 15–16
<b>8</b>	<b>Workplace Writing</b>			
	<b>6</b> Email	338–339		
	<b>7</b> Minutes	340–341		
	<b>8</b> Proposal	342–343		
	<b>Conventions: Comma</b>	484–485	<b>6</b>	11–18
		<b>7</b>	17–26	
		<b>8</b>	9–14, 17	
<b>9</b>	Portfolio Review	65–77		
	<b>Conventions: Review</b>		<b>6</b>	19–22, 180–184
			<b>7</b>	29–30, 183–186
			<b>8</b>	18, 183–186

## Third Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8	
1	<b>Reading and Vocabulary Skills</b>			
	Reading Nonfiction	369–386		
	Reading Graphics	397–404		
2	<b>Research Writing</b>			
	Using Information	351–356		
	Using the Internet	357–364		
	Research Report	301–315		
	<b>Conventions: Semicolon, Colon</b>	486–487	6	23–24
		7	31–32	
		8	29–32	
3	<b>Research Writing</b>			
	Conducting Library Research	365–368		
	Research Report (Cont.)	301–315		
	<b>Conventions: Quotations Marks and Italics</b>	491–493	6	31–32
			7	41–44
		8	19–20, 37–38	
4	<b>Research Writing</b>			
	Summarizing, Paraphrasing, and Quoting	293–296		
	Avoiding Plagiarism	297–300		
	Research Report (Cont.)	301–315		
	<b>Conventions: Apostrophe</b>	494–495	6	27–28
		7	37–38	
		8	21–24	
5	<b>Research Writing</b>			
	Research Report (Cont.)	301–315		
	<b>Conventions: Apostrophe</b>	494–495	6	29–30
			7	39–40
		8	25–26	

**Third Quarter (Continued)**

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8							
6	Preparing a Speech	417–426								
	<b>Research Writing</b>									
	Research Report Speech Preparation	301–315	<table border="1"> <tr> <td>6</td> <td>25–36</td> </tr> <tr> <td>7</td> <td>33–35</td> </tr> <tr> <td>8</td> <td>33–35</td> </tr> </table>		6	25–36	7	33–35	8	33–35
	6	25–36								
7	33–35									
8	33–35									
<b>Conventions: Dash, Parentheses, Hyphen</b>	488–489									
7	Viewing Skills	427–434								
	<b>Research Writing</b>									
	Research Report Presentations	301–315	<table border="1"> <tr> <td>6</td> <td>49–50</td> </tr> <tr> <td>7</td> <td>36</td> </tr> <tr> <td>8</td> <td>36</td> </tr> </table>		6	49–50	7	36	8	36
	6	49–50								
7	36									
8	36									
<b>Conventions: Hyphen, Dash, Improving Spelling</b>	488–489 503–510									
8	Writing Techniques and Terms	115–121	<table border="1"> <tr> <td>6</td> <td>33–38</td> </tr> <tr> <td>7</td> <td>45–46</td> </tr> <tr> <td>8</td> <td>37–38</td> </tr> </table>		6	33–38	7	45–46	8	37–38
	6	33–38								
	7	45–46								
8	37–38									
<b>Conventions: Punctuation Review</b>	479–495									
9	Portfolio Review	65–77	<table border="1"> <tr> <td>6</td> <td>39–40</td> </tr> <tr> <td>7</td> <td>47–48</td> </tr> <tr> <td>8</td> <td>39–40</td> </tr> </table>		6	39–40	7	47–48	8	39–40
	6	39–40								
	7	47–48								
8	39–40									
<b>Conventions: Punctuation Review</b>										

## Fourth Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8			
1	<b>Listening and Learning Skills</b>					
	Listening Skills	435–438				
	Using Group Skills	457–462				
2	<b>Reading and Vocabulary Skills</b>					
	Reading Fiction	387–396				
	<b>Conventions: Capitalization</b>	496–497			6	41–44
					7	49–50
8			41–42			
3	<b>Writing About Literature</b>					
	6	Letter to an Author			239	
	7	Book Review			236–238	
	8	Literary Analysis			223–234	
	<b>Conventions: Capitalization</b>	498–499			6	45–46
					7	51–52
8			43–46			
4	<b>Writing About Literature</b>					
	6	Book Review			236–238	
	7	Responding with a Letter			239	
	8	Literary Analysis (Cont.)			223–234	
	<b>Conventions: Plurals, Abbreviations, Spelling, and Numbers</b>	500–502			6	47–52
					7	53–60
					8	47–52
	Thinking Creatively	451–456				
	<b>Creative Writing</b>					
	Writing Stories	263–272				
	<b>Conventions: Using the Right Word</b>	511–513			6	53–54
					7	61–62
					8	53–54

**Fourth Quarter (Continued)**

Week	Writing and Skills Units	Handbook Pages	SkillsBook 6, 7, and 8	
6	<b>Creative Writing</b>			
	Writing Plays	273–276		
	<b>Conventions: Using the Right Word</b>	514–517	6	55
			7	63
8			55	
7	<b>Creative Writing</b>			
	Writing Poetry	277–291		
	<b>Conventions: Using the Right Word</b>	518–521	6	56
			7	64
8			56	
8	<b>Creative Writing</b>			
	Writing Poetry (Cont.)	277–291		
	<b>Conventions: Using the Right Word</b>	522–525	6	57
			7	65
8			57–58	
9	Portfolio Review	65–77		
	<b>Conventions: Using the Right Word Review</b>	511–525	6	58–60
			7	55–58, 66
			8	49–50, 59–62