

Using Writers Express

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Introduction

This information helps you implement *Writers Express* in your classroom. The scope and sequence provides a progression of writing forms to teach in increasing sophistication throughout grades 4 and 5. The yearlong timetable provides a suggested sequence of writing units for a full year. The timetable also suggests integration of grammar instruction.

Scope and Sequence

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

Mode	Grade 4 (Beginning)	Grade 5 (Advanced)
Personal Writing		
	Journal/Learning Log Email/Blog Post	Journal/Learning Log Email/Blog Post
Narrative Writing		
	Personal Narrative Fantasy Narrative Assessment	Realistic Story Story from History Narrative Assessment
Explanatory Writing		
	Explanatory Essay Process Essay Explanatory Assessment	Explanatory Essay Comparison-Contrast Essay Explanatory Assessment
Persuasive (Argument) Writing		
	Persuasive Essay Persuasive Letter Persuasive Assessment	Persuasive Essay Problem-Solution Essay Persuasive Assessment
Writing About Literature		
	Book Review Literature Assessment	Literary Analysis Literature Assessment
Research Writing		
	Summary Report	Summary Research Report
Creative Writing		
	Play Poetry	Play Poetry

About the Yearlong Timetable . . .

The yearlong timetable presents a *suggested* sequence of activities focusing on writing and language skills. For example, the first quarter covers “The Process of Writing” chapters in the handbook. Each new process unit adds to your students’ understanding and appreciation of the writing craft.

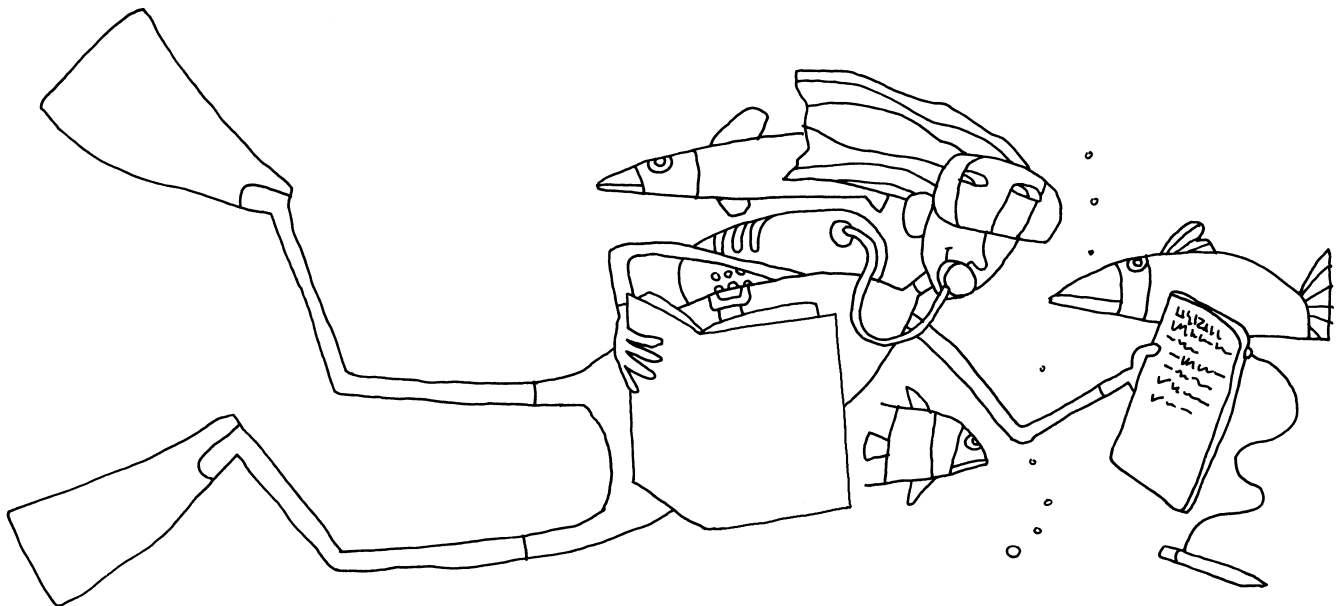
In addition, the forms of writing appear according to their accessibility to students, moving from personal forms to writing that becomes more inventive, reflective, and challenging. (This progression follows James Moffett’s “Universe of Discourse.”)

When two related units appear together, you may choose to implement both units, only one, or a simplified version of one or both units.

As students study the process and forms of writing, they also practice essential editing and language skills from the “Proofreader’s Guide” and the *SkillsBooks* (levels 4 and 5) They learn the rules of punctuation, mechanics, usage, and spelling, and apply them immediately to their own works in progress.

Writers Express Teacher’s Guide

Use the free online *Writers Express Teacher’s Guide* as a resource. It correlates each page of the student handbook to the Common Core and provides start-up lessons, teaching suggestions, digital downloads, minilessons, and much more.



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, different assignments are given for grades 4 (beginning) and 5 (advanced).

First Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 4 and 5	
1	Why Write?	1		
	A Basic Writing Guide	3–8		
	Personal Writing			
	Writing in Journals	115–120		
2	Understanding the Writing Process	9–12		
	One Writer's Process	13–20		
	Learning Writing Skills			
	Conventions: Sentence Basics	75–80 466–470		
			5	73–78
3	Qualities of Writing	21–33		
	Learning Writing Skills			
	Writing Paragraphs	85–98		
	Conventions: Sentence Basics	75–80 466–470		
			5	79–84
4	Selecting and Collecting	35–44		
	Narrative Writing			
	4 Personal Narrative	131–136		
	5 Realistic Story	145–150		
	Conventions: Sentence Combining	81–84		
			5	85–92

First Quarter (Continued)

Week	Writing and Skills Units	Handbook Pages	<i>SkillsBook 4 and 5</i>				
5	Narrative Writing						
	4	Personal Narrative (Cont.)			131–136		
	5	Realistic Story (Cont.)			145–150		
	Learning Writing Skills						
	Understanding Writing Terms and Techniques				99–108		
	Conventions: Sentence Combining				81–84	4	93–100
			5	93–100			
6	Focusing and Organizing		45–50				
	Narrative Writing						
	4	Fantasy	137–144				
	5	Story from History	151–156				
	Conventions: Sentence Problems		78–80			4	101–108
			5	101–106			
7	Writing and Revising		51–60				
	Narrative Writing						
	4	Fantasy	137–144				
	5	Story from History	151–156				
	Conventions: Sentence Problems		78–80			4	109–114
			5	107–112			
8	Narrative Writing						
	Response to a Narrative Prompt				157–163		
	Conventions: Sentence Variety				76–77, 469–470	4	115–118
			5	113–116			
9	Editing		61–66				
	Publishing		67–73				

Second Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 4 and 5		
1	Understanding Text Structures	109–113			
	Personal Writing				
	Learning Logs	121–124			
	Email and Blog	125–129			
	Conventions: Noun	471–474	4	121–130	
			5	119–130	
2	Reading Strategies for Nonfiction	321–330			
	Explanatory Writing				
	Explanatory Essay	165–172			
	Conventions: Pronoun	475–478	4	131–142	
			5	131–142	
3	Reading Graphics	331–340			
	Explanatory Essay (Cont.)	165–172			
	Conventions: Verb	479–483	4	143–154	
			5	143–153	
4	Using Graphic Organizers	383–386			
	Explanatory Writing				
	4	Process Essay			173–180
	5	Comparison-Contrast Essay			181–188
	Conventions: Subject-Verb Agreement	79, 467	4	155–160	
			5	154–159	
5	Thinking and Writing	387–394			
	Explanatory Writing				
	4	Process Essay (Cont.)			173–180
	5	Comparison-Contrast Essay (Cont.)			181–188
	Conventions: Adjective	484–485	4	161–166	
			5	160–164	

Second Quarter (Continued)

Week	Writing and Skills Units	Handbook Pages	SkillsBook 4 and 5	
6	Giving Speeches	365–372		
	Improving Listening Skills	379–381		
	Conventions: Adverb	486–487	4	167–170
			5	165–168
7	Response to an Explanatory Prompt	189–195		
	Conventions: Preposition	488	4	171–172
			5	169–172
8	Completing Assignments	409–412		
	Taking Good Notes	427–429		
	Conventions: Conjunction and Interjection	489	4	173–180
			5	173–180
9	Taking Tests	419–426		
	Portfolio Review	71–72		
	Conventions: Parts of Speech Review	471–489	4	181–184
			5	181–183

Third Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 4 and 5		
1	Thinking Clearly	395–402			
	Reading Graphics	331–340			
2	Communicating Online	295–298			
	Researching Online	299–304			
	Persuasive (Argument) Writing				
	Persuasive Essay	197–202			
	Conventions: End Punctuation	431, 441			4
			5	3–6	
3	Staying Safe Online	305–307			
	Persuasive (Argument) Writing				
	Persuasive Essay (Cont.)	197–202			
	Conventions: Comma	433–435			4
			5	7–12	
4	Persuasive (Argument) Writing				
	4	Persuasive Letter			203–208
	5	Problem-Solution Essay			209–214
	Conventions: Comma	433–435			4
			5	13–18	
5	Persuasive (Argument) Writing				
	4	Persuasive Letter (Cont.)			203–208
	5	Problem-Solution Essay (Cont.)			209–214
	Conventions: Semicolon, Colon	435–436			4
			5	18–22	

Third Quarter (Continued)

Week	Writing and Skills Units	Handbook Pages	<i>SkillsBook 4 and 5</i>			
6	Persuasive (Argument) Writing					
	Response to a Persuasive Prompt	215–221				
	Report Writing					
	Summary	269–273				
	Conventions: Dashes, Hyphens	437–438			4	23–26
			5	23–26		
7	Improving Viewing Skills					
	Report Writing					
	4	Report			245–252	
	5	Research Report			253–268	
	Conventions: Apostrophe	438–439			4	27–30
			5	27–30		
8	Writing Techniques and Terms					
	4	Report (Cont.)			245–252	
	5	Research Report (Cont.)			253–268	
	Conventions: Quotation Marks and Italics	440–442			4	31–36
						5
9	Portfolio Review		71–72			
	Conventions: Punctuation Review		431–442	4	37–42	
				5	41–44	

Fourth Quarter

Week	Writing and Skills Units	Handbook Pages	SkillsBook 4 and 5		
1	Building Vocabulary Skills	341–358			
	Reading Strategies for Fiction	321–330			
2	Writing About Literature				
	4	Book Review			223–230
	5	Writing About Literature			231–236
	Conventions: Capitalization				443–446
			5	45–48	
3	Writing About Literature				
	4	Book Review (Cont.)			223–230
	5	Writing About Literature (Cont.)			231–236
	Conventions: Abbreviations, Plurals, and Numbers				447–451
			5	49–54	
4	Writing About Literature				
	Response to a Literature Prompt				237–243
	Becoming a Better Speller				359–363
	Conventions: Spelling				452–455
			5	55–59	
5	Thinking Creatively	403–408			
	Creative Writing				
	Play	275–280			
	Conventions: Spelling				452–455
			5	60–62	

Fourth Quarter (Continued)

Week	Writing and Skills Units	Handbook Pages	<i>SkillsBook 4 and 5</i>	
6	Working in Groups	413–418		
	Creative Writing			
	Play (Cont.)	275–280	4 63–64	
	Conventions: Using the Right Word	456–465		
		5 63–64		
7	Creative Writing			
	Poetry	281–293		
	Conventions: Using the Right Word	456–465	4 65–66	
			5 65–66	
8	Creative Writing			
	Poetry (Cont.)	281–293		
	Conventions: Using the Right Word	456–465	4 67–68	
			5 67–68	
9	Portfolio Review	71–72		
	Conventions: Using the Right Word Review	456–465		
			5 69–70	