

Piscataway Township Schools – District Scope and Sequence, Grades K-12

Key ● Introduce ● Focus ● Sustain

	Pre-K	Kdg	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Focus: Write with a sharp, distinct focus														
Use drawing, recognizable markings, letter strings and letters to convey meaning	I	I	F	S	S	S	S	S	S	S	S	S	S	S
Select a topic and write 2+ related sentences	I	I	F	S	S	S	S	S	S	S	S	S	S	S
Select a topic and write 5+ related sentences			I	F	S	S	S	S	S	S	S	S	S	S
Write with sharp, distinct focus, identifying topic, task, and audience			I	F	F	S	S	S	S	S	S	S	S	S
Write with a sharp, distinct focus, as described above, and establish a single point of view					I	I	F	F	S	S	S	S	S	S
Write with a sharp, distinct focus, as described above, and maintain a single point of view					I	I	F	F	S	S	S	S	S	S
Content: Write using well-developed content appropriate for the topic														
Use pictures to represent ideas	I	I	F	S	S	S	S	S	S	S	S	S	S	S
Select and use information appropriate to the topic, task, and audience	I	I	F	F	S	S	S	S	S	S	S	S	S	S
Select and use details that are relevant and appropriate to the topic	I	I	I	F	S	S	S	S	S	S	S	S	S	S
Write a series of related sentences or paragraphs with one central idea	I	I	F	F	S	S	S	S	S	S	S	S	S	S
Use the most effective format for the purpose and audience			I	F	F	S	S	S	S	S	S	S	S	S
Use correctness of information (Independently written reports)					I	I	F	F	S	S	S	S	S	S
Select and determine the validity and reliability of information					I	I	F	F	S	S	S	S	S	S

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Pre-K Kdg 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Content: (continued)														
Gather, analyze, and organize information			I	I	F	F	S	S	S	S	S	S	S	S
Gather, analyze and properly utilize graphic information			I	I	F	F	S	S	S	S	S	S	S	S
Write paragraphs that have details and information specific to the topic and relevant to the focus			I	I	F	F	S	S	S	S	S	S	S	S
Organization: Write with controlled and/or subtle organization														
Include a beginning, middle, and end		I	I	F	S	S	S	S	S	S	S	S	S	S
Sustain a logical order within sentences and between paragraphs using meaningful transitions		I	F	F	S	S	S	S	S	S	S	S	S	S
Experiment with a variety of introductions			I	I	F	F	S	S	S	S	S	S	S	S
Include an effective introduction, body, and conclusion			I	I	F	F	S	S	S	S	S	S	S	S
Establish topic and purpose in the introduction, and reiterate the topic and purpose in the conclusion			I	I	F	F	S	S	S	S	S	S	S	S
Experiment with a variety of conclusions (ambiguous, circular, poignant, surprising)				I	I	F	F	S	S	S	S	S	S	S
Control pacing according to action (slow down and elaborate; pick up pace) through stylistic elements					I	I	F	F	S	S	S	S	S	S

Key



Introduce



Focus



Sustain

	Pre-K	Kdg	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
Genre															
Narrative															
Write narrative (stories, plays, etc) that include <ul style="list-style-type: none"> ✓ Detailed descriptions of people, places, and things ✓ Relevant illustrations ✓ Literary elements: characters, setting, problem ✓ Dialogue ✓ Figurative language 			I	I	F	F	S	S	S	S	S	S	S	S	S
Write stories, plays, and multi-paragraph narrative essays that include the above as well as <ul style="list-style-type: none"> ✓ Elements of plot ✓ Stylistic elements (foreshadowing, flashback, etc.) ✓ A variety of organizational methods 									I	I	I	F	F	S	
Write short stories that include the above as well as <ul style="list-style-type: none"> ✓ A variety of organizational methods ✓ Literary elements ✓ Literary devices 									I	I	I	F	F	S	
Write short stories, narrative essays, and drama that include the above as well as various characteristics <ul style="list-style-type: none"> ✓ Elements of poetry ✓ Myth ✓ Humor ✓ Satire ✓ Drama 											I	F	F	S	

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Poetry														
Write poetry that uses sound techniques to create effects (onomatopoeia, alliteration, distinctive rhythm, etc.)			I	I	F	F	S	S	S	S	S	S	S	S
Write poetry that experiments with descriptive and figurative language (similes, metaphors, etc.)			I	I	F	F	S	S	S	S	S	S	S	S
Use poetic structure as a basis for writing, extending, or substituting elements, inventing own lines and verses				I	I	I	F	F	S	S	S	S	S	S
Write poems with the intent to convey feelings, reflections, or moods through the careful choice of words and phrases					I	I	F	F	S	S	S	S	S	S
Responses to Reading														
Demonstrate an understanding of the text through open-ended responses			I	F	S	S	S	S	S	S	S	S	S	S
In prompted writing, address all components of the task			I	F	S	S	S	S	S	S	S	S	S	S
In prompted writings, restate the question or prompt			I	F	S	S	S	S	S	S	S	S	S	S
Support judgments and theories with references to the text, personal knowledge, or experience			I	F	S	S	S	S	S	S	S	S	S	S
Support judgments and theories with reference to other authors/works								I	F	S	S	S	S	S
Advance a judgment that is interpretative, analytic, evaluative, or reflective					I	F	F	S	S	S	S	S	S	S
Advance a judgement that is interpretative, analytic, evaluative or reflective (literary essay)										I	F	F	S	S

Use complete sentences: simple, compound, declarative, interrogative, exclamatory, and imperative			I	I	F	F	F	S	S	S	S	S	S	S
Use appropriate resources to ensure that all grammar and usage is correct in final drafts							I	F	F	S	S	S	S	S
Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing			I	I	F	F	F	S	S	S	S	S	S	S
Critique published works for authenticity and credibility					I	F	F	S	S	S	S	S	S	S
Reflect on own writing and establish goals for improvement		I	I	F	F	S	S	S	S	S	S	S	S	S
Revise drafts			I	I	F	F	F	S	S	S	S	S	S	S
Publish – Collins Type 5														
Prepare and share published work		I	I	F	F	F	F	S	S	S	S	S	S	S
Use technology for gathering information, revising or preparing a final copy						I	F	F	S	S	S	S	S	S
Apply all copyright laws to information used in written work						I	I	F	F	S	S	S	S	S