

Skills Scope and Sequence

Week No.																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Capitalization																																					
Beginning of Sentences, Quotations, Salutations/Closings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Days, Months, Holidays		•		•			•					•				•										•			•								
Incorrect Use of Capitals					•							•						•																			
Names & Titles of People, incl. Languages, Nationalities	•	•	•			•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Names of Places, Historic Events, Organizations	•	•	•	•		•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Abbreviations of Titles, Organizations																		•																			
Nouns Used as Names (Aunt, Grandpa, etc.)													•																							•	
Titles of Books, Magazines, Poems, Stories											•																		•						•		
Language Usage																																					
Correct Use of Singular & Plural Forms			•	•	•		•		•			•	•		•	•							•		•		•	•	•		•		•		•		•
Correct Use of Verb Tenses	•		•	•	•	•	•					•		•			•									•	•							•		•	
Identify Double Negatives															•																					•	
Use of Correct Adjective & Adverbial Forms						•			•														•														
Use of Correct Pronouns																•																					
Punctuation: Apostrophes																																					
In Contractions				•		•		•				•	•	•	•	•			•		•		•	•	•	•	•	•		•		•	•	•	•	•	
In Possessives	•	•			•			•			•						•		•	•		•	•	•	•			•	•		•		•	•	•	•	
Improperly Placed														•	•		•												•						•		
Punctuation: Commas																																					
After Introductory Dependent Phrase or Clause	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
After Introductory Interjection or Expression																																					
After Salutation & Closing in a Letter						•										•																					
Between City & State & City & Country Names						•			•								•																				
Between Equally Modifying Adjectives																																					
Between Items in a Series	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
In a Date								•								•																					
To Separate Parts of Compound Sentences	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
To Set Off Appositives		•	•					•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
To Set Off Interruptions	•		•			•	•	•			•				•		•						•	•	•	•	•	•	•				•	•		•	•
To Set Off Quotations												•																								•	•
With Name Used in Direct Address														•																						•	•

Skills Scope and Sequence (continued)

Week No.																																			
Punctuation: Periods																																			
After Initials																																			
At End of Sentence																																			
In Address Abbreviations																																			
In Time & Measurement Abbreviations																																			
In Title Abbreviations																																			
To Correct Run-on & Rambling Sentences; Fragments																																			
Punctuation: Quotation Marks																																			
In Speech																																			
To Set Apart Special Words																																			
With Titles of Works of Art, Articles, Poems, Chapters, Short Stories, Songs, Newspaper Articles																																			
Punctuation: Other																																			
Exclamation Point																																			
Hyphen in Fractions																																			
Hyphen to Form Adjectives																																			
Periods & Commas Inside Quotation Marks																																			
Question Mark																																			
Semicolon to Join Two Independent Clauses																																			
Underline Names of Aircraft & Ships																																			
Underline Titles of Books, Magazines, Movies, Newspapers, TV Shows																																			
Spelling																																			
Identify Errors in Grade-Level Words																																			

Assessment Rubric for Evaluating Friday Paragraph Writing

The Friday writing prompts give students the opportunity to use the capitalization, punctuation, and other usage and mechanics skills that have been practiced during the week's editing tasks. They also require students to write in a variety of different forms and genres.




























In evaluating students' Friday paragraphs, you may wish to focus exclusively on their mastery of the aspects of mechanics and usage targeted that week. However, if you wish to conduct a more global assessment of student writing, the following rubric offers broad guidelines for evaluating the composition as a whole.

Characteristics of Student Writing

	EXCELLENT	GOOD	FAIR	WEAK
Clarity and Focus	Writing is exceptionally clear, focused, and interesting.	Writing is generally clear, focused, and interesting.	Writing is loosely focused on the topic.	Writing is unclear and unfocused.
Development of Main Ideas	Main ideas are clear, specific, and well-developed.	Main ideas are identifiable, but may be somewhat general.	Main ideas are overly broad or simplistic.	Main ideas are unclear or not expressed.
Organization	Organization is clear (beginning, middle, and end) and fits the topic and writing form.	Organization is clear, but may be predictable or formulaic.	Organization is attempted, but is often unclear.	Organization is not coherent.
Use of Details	Details are relevant, specific, and well-placed.	Details are relevant, but may be overly general.	Details may be off-topic, predictable, or not specific enough.	Details are absent or insufficient to support main ideas.
Vocabulary	Vocabulary is exceptionally rich, varied, and well-chosen.	Vocabulary is colorful and generally avoids clichés.	Vocabulary is ordinary and may rely on clichés.	Vocabulary is limited, general, or vague.
Mechanics and Usage	Demonstrates exceptionally strong command of conventions of punctuation, capitalization, spelling, and usage.	Demonstrates control of conventions of punctuation, capitalization, spelling, and usage.	Errors in use of conventions of mechanics and usage distract, but do not impede, the reader.	Limited ability to control conventions of mechanics and usage impairs readability of the composition.

Proofreading Marks

Use these marks to show corrections.

Mark	Meaning	Example
	Take this out (delete).	I love to to read.
	Add a period.	It was late 
	Make this a capital letter.	First prize went to maria. 
	Make this a lowercase letter.	We saw a B lack C at.
	Fix the spelling.	This is our house ^{house} .
	Add a comma.	Goodnight  , Mom.
	Add an apostrophe.	Its  mine.
	Add quotation marks.	 Come in,  he said.
	Add an exclamation point or a question mark.	Help  Can you help me 
	Add a hyphen.	Let's go in  line skating after school.
	Close the space.	Foot  ball is fun.
	Add a word.	The ^{red}  pen is mine.
	Underline the words.	We read <u>Old Yeller</u> .
	Add a semicolon or a colon.	Alex arrived at 400  Debbie came later. 

Editing Checklist

Use this checklist to review and revise your writing:

<input type="checkbox"/>	Does each sentence begin with a capital letter?
<input type="checkbox"/>	Do names of people and places begin with a capital letter?
<input type="checkbox"/>	Does each sentence end with a period, a question mark, or an exclamation point?
<input type="checkbox"/>	Did I use apostrophes to show possession (<i>Ana's desk</i>) and in contractions (<i>isn't</i>)?
<input type="checkbox"/>	Did I choose the correct word (<i>to, too, two</i>)?
<input type="checkbox"/>	Did I check for spelling errors?
<input type="checkbox"/>	Did I place commas where they are needed?
<input type="checkbox"/>	Are my sentences clear and complete?

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<input type="checkbox"/>	Are my sentences clear and complete?

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

John Muir's Early Life

John ~~muir~~ was born in ~~scotland~~ in 1838. He lived with his family in a small coastal town and ~~begin~~ ^{began} his education in the local school. When John was eleven, he moved with his family to the ~~united~~ ^{United} ~~states~~ ^{States}. They settled on a farm in ~~wisconsin~~ and ~~john~~ soon began to help out with the farm ~~choars~~ ^{chores}. When he had free time, he loved to wander with his younger brother through the nearby woods. ~~a~~ ^a deep love of nature had begun to awaken in him.

Error Summary

Capitalization	7
Language Usage	1
Punctuation:	
Comma	3
Period	1
Spelling	1

MONDAY

WEEK 1

~~muir~~ was a good student and a creative thinker. ~~by~~ ^{by} the time he was in his early 20s, he had ~~win~~ ^{won} prizes at the state fair for some of his inventions. One of his more unusual creations, for example, was a device that would tip him out of bed each day. Before he ~~finish~~ ^{finished} college, ~~muir~~ had the urge to travel. He left school to wander through the northern ~~united~~ ^{United} ~~states~~ ^{States} and ~~canada~~ ^{Canada} and he made money along the way by working at ~~od~~ ^{odd} jobs.

Error Summary

Capitalization	6
Language Usage	2
Punctuation:	
Comma	5
Period	2
Spelling	1

TUESDAY

WEEK 1

Name _____

John Muir's Early Life

John muir was born in scotland in 1838. He lived with his family in a small coastal town and begin his education in the local school. When John was eleven he moved with his family to the united states. They settled on a farm in wisconsin and john soon began to help out with the farm choars. When he had free time he loved to wander with his younger brother through the nearby woods a deep love of nature had begun to awaken in him.

MONDAY

WEEK 1



- commas
- names of places



muir was a good student and a creative thinker. by the time he was in his early 20s he had win prizes at the state fair for some of his inventions. One of his more unusual creations for example was a device that would tip him out of bed each day? Before he finish college muir had the urge to travel. He left school to wander through the northern united states and canada and he made money along the way by working at od jobs

TUESDAY

WEEK 1



- commas

By the time he was 29, Muir was working at a carriage parts shop in Indiana. An ~~axident~~^{accident} at the shop caused Muir to lose his eyesight. Although his vision returned after a month, Muir's short blindness changed his life. He decided to spend more time doing the things that mattered most to him, and what he loved most of all ~~were~~^{was} nature. He began, therefore, the first of many walking trips, covering 1,000 miles from Indiana to the Gulf of Mexico.

Error Summary

Capitalization	4
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	5
Spelling	1

WEDNESDAY**WEEK 1**

From the Gulf of Mexico, Muir continued his journey by ship. He sailed to Cuba, then on to Panama, and finally to California, which became his home. It was not long after his arrival that Muir first hiked in California's Sierra Nevada Mountains. He fell in love with their striking beauty and would go on to devote the rest of his life to enjoying, praising, and protecting this land. The Sierra Club, founded by Muir and others, continues that work today.

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Comma	4
Period	1

THURSDAY**WEEK 1**

Name _____

By the time he was 29 Muir was working at a carriage parts shop in Indiana. An accident at the shop caused Muir to lose his eyesight. Although his vision returned after a month Muir's short blindness changed his life. He decided to spend more time doing the things that mattered most to him and what he loved most of all were nature. He began therefore the first of many walking trips, covering 1,000 miles from Indiana to the Gulf of Mexico.



- commas

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- commas
- names of places

**THURSDAY****WEEK 1**