

Essentials in Writing Scope and Sequence

Levels 1-6



The following document outlines the learning standards and sequence of skills taught in levels 1-6 of Essentials in Writing®. Essentials in Writing® uses a systematic approach reteaching key components each year while simultaneously building structure and style. All lessons are presented via pre-recorded instructional videos with teacher modeling throughout each step. The levels correspond to the matching grade level.

There are two types of charts shown in this document: The Standards Charts followed by the Sequence of Skills Charts. A key is provided to explain how to use this document.

The Essentials in Writing approach is rooted in how the brain learns best to support all learners:

- Small, easy-to-follow steps
- Manageable, confidence-building progression
- Multiple modalities for deeper understanding
- Scaffolded, mastery-based approach
- Clear modeling of every concept
- Focus on application for meaningful instruction

Programs Offered:

- Writing Levels 1–12
- Literature Levels 7–12
- Scoring Service Levels 6–12

Standard Number and Name

KEY

EIW Levels

Standard 1	GRAMMAR: Communicate using conventions of the English Language.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A Grammar	In writing, apply standard English grammar to: a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.

EIW Learning Standards across levels 1-6

		j. identify and use correct subject/verb agreement in sentences.	i. identify and use linking verbs to include present, past, and future tense linking verbs in sentences. j. identify and use adverbs that modify verbs in sentences. k. identify and use correct subject/verb agreement in sentences. l. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i> .	j. identify and use helping verbs in sentences. k. identify and use adverbs that modify verbs in sentences. l. identify and use prepositional phrases in sentences. m. identify and use correct subject/verb agreement in sentences. n. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i> . o. identify and use appropriate capitalization and punctuation in titles.	j. identify and use helping verbs in sentences. k. identify and use adverbs that modify verbs and adjectives in sentences. l. identify and use prepositional phrases in sentences. m. identify and use correct subject/verb agreement in sentences. n. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i> . o. identify and use appropriate capitalization and punctuation in titles.	j. identify and use prepositional phrases in sentences. k. identify and use pronouns and antecedents in sentences. l. identify and use correct subject/verb agreement in sentences. m. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i> . n. identify and use appropriate capitalization and punctuation in titles.

				h. identify and use two or more independent clauses to produce a compound sentence. i. identify and use dependent clauses in sentences. j. identify and use an independent clause and dependent clause to produce a complex sentence. k. identify and correct sentence fragments with either a subject or predicate or both. l. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction. m. identify and apply the use of figurative language including onomatopoeia, simile, and metaphor to enhance writing.	independent clauses to produce a compound sentence. i. identify and use dependent clauses in sentences. j. identify and use an independent clause and dependent clause to produce a complex sentence. k. identify and correct sentence fragments with either a subject or predicate or both. l. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction. m. identify and apply the use of figurative language including onomatopoeia, simile, metaphor, and personification to enhance writing.	simple and complex sentences. h. identify and correct sentence fragments with either a subject or predicate or both. i. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction. j. identify and apply the use of figurative language including onomatopoeia, simile, metaphor, and personification to enhance writing.
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Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A Prewriting	Follow a writing process to plan a first draft by: a. producing a list of ideas about a chosen topic through brainstorming.	Follow a writing process to plan a first draft by: a. producing a list of ideas about a chosen topic through brainstorming. b. choosing a topic. c. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming ideas about a given or chosen topic using a list. b. choosing a topic. c. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a.brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a.brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts and ideas using a graphic organizer. c. recording words and phrases to support topic.

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
B Draft	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas from list into sentences while staying on topic. b. generating evidence of simple opening and closing sentences.	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas from plan into clear sentences while staying on topic. b. generating a paragraph with one main idea. c. generating evidence of an opening and closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas from plan into clear and complete sentences while staying on topic. b. supporting the opening sentence (main idea) with details in the body sentences. c. generating a closing sentence to restate the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. sequencing ideas from plan into clear and complete sentences while staying on topic. c. supporting the opening sentence (main idea) with details in the body sentences. d. generating a closing sentence to restate the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. sequencing ideas from plan into clear and complete sentences while staying on topic. c. supporting the opening sentence (main idea) with details in the body sentences. d. generating a closing sentence to restate the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. sequencing ideas from plan into clear and complete sentences while staying on topic. c. supporting the opening sentence (main idea) with details in the body sentences. d. generating a closing sentence to restate the main idea.

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C Revise		Revise draft to make writing clearer and more descriptive by: a. reading the draft out loud and listening for unclear thoughts. b. adding or changing words to provide more clear and descriptive text.	Revise draft to make writing clearer and more descriptive by: a. reading the draft out loud listening for opportunities to change details, words, or sentences. b. adding descriptive adjectives and action verbs. c. varying the beginnings of sentences.	Revise draft to make writing clearer and more descriptive by: a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft. b. adding descriptive adjectives and action verbs. c. varying the beginnings of sentences.	Revise draft to make writing clearer and more descriptive by: a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft. b. adding descriptive adjectives and action verbs. c. varying the beginnings of sentences.	Revise draft to make writing clearer and more descriptive by: a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft. b. adding descriptive adjectives and action verbs. c. varying the beginnings of sentences.

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
D Final Draft		Complete final draft of writing: a. using correct capitalization, punctuation, and spelling. b. using neat handwriting to produce final product.	Complete final draft of writing: a. after editing for capitalization, punctuation, and spelling errors. b. using neat handwriting or a word processor to produce a published final product.	Complete final draft of writing: a. after editing for capitalization, punctuation, and spelling errors. b. using neat handwriting or a word processor to produce a published final product.	Complete final draft of writing: a. after editing for capitalization, punctuation, and spelling errors. b. using neat handwriting or a word processor to produce a published final product.	Complete final draft of writing: a. after editing for capitalization, punctuation, and spelling errors. b. using neat handwriting or a word processor to produce a published final product.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
B Narrative Writing	Write a personal or imaginative narrative that: a. uses chronological order to tell a story with at least 4 events. b. uses transition words to show the order of events. c. includes an opening sentence that introduces the topic and grabs the reader’s attention. d. uses a closing sentence to successfully end the story.	Write a personal or imaginative narrative that: a. uses chronological order to tell a story with at least 4 events. b. uses transition words to show the order of events. c. includes an opening sentence that introduces the topic and grabs the reader’s attention. d. uses a closing sentence to successfully end the story.	Write an imaginative narrative that: a. uses chronological order to tell a story with at least 2 events and a climax. b. uses transition words to show the order of events. c. includes an opening sentence that introduces the topic and grabs the reader’s attention. d. uses a variety of sentence structures in the body sentences with different beginnings. e. uses descriptive adjectives, action verbs, and adverbs when appropriate. f. uses sensory details to appeal to the reader’s senses. g. uses a closing sentence to successfully end the story.	Write a personal narrative that: a. uses chronological order to tell a story about a series of events. b. uses transition words or phrases to connect the sequence of events, show how ideas are related, and give the writing flow and clear direction. c. includes a beginning that has a “hook” to grab the reader’s attention and introduces the topic clearly. d. uses strong, supportive details about the events and vivid language to make the story real. e. has a clear beginning, middle, and end that stays on topic. f. includes a closing that successfully ends the story.	Write a personal narrative that: a. uses chronological order to tell a story about a series of events. b. uses transition words or phrases to connect the sequence of events, show how ideas are related, and give the writing flow and clear direction. c. includes a beginning that has a “hook” to grab the reader’s attention and introduces the topic clearly. d. uses strong, supportive details about the events and vivid language to make the story real. e. has a clear beginning, middle, and end that stays on topic. f. includes a closing that leaves the reader satisfied.	Write a personal narrative that: a. uses chronological order to tell a story about a series of events. b. uses transition words or phrases to connect the sequence of events, show how ideas are related, and give the writing flow and clear direction. c. includes a beginning that has a “hook” to grab the reader’s attention and introduces the topic clearly. d. uses strong, supportive details about the events and vivid language to make the story real. e. includes effective use of dialogue to bring the narrative to life. f. has a clear beginning, middle, and end that stays on topic. g. includes a closing that leaves the reader satisfied.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C Descriptive Writing			Write descriptive text including a paragraph that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic. c. uses a variety of sentence structures with varied beginnings in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence to end the paragraph and restate the topic.	Write descriptive text including a paragraph that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close.	Write descriptive text including a paragraph that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close.	Write descriptive text including a paragraph that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
D Persuasive/Opinion Writing			Write persuasive text, including a paragraph and personal letter, that: a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something. b. supports the writer’s opinion using facts and/or examples. c. includes an opening sentence that introduces the writer’s persuasive opinion. d. includes three or more body sentences, with varied beginnings, that use details to support the writer’s opinion and stay on topic. e. uses descriptive adjectives, action verbs, and adverbs when appropriate. f. Includes a closing sentence to end the topic.	Write persuasive text appropriate to audience and purpose, including a paragraph and personal letter, that: a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something. b. supports the writer’s opinion using facts and/or examples. c. includes an opening sentence that introduces the writer’s persuasive opinion. d. includes body sentences containing argumentative details with examples to support the topic. e. includes a clear beginning, middle, and end with transitions between details and examples. f. uses vivid language to improve communication. g. includes a closing sentence that brings the writing to a successful close.	Write persuasive text appropriate to audience and purpose, including a paragraph and multiparagraph essay, that: a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something. b. supports the writer’s opinion using facts and/or examples. c. includes an opening sentence that introduces the writer’s opinion and attempts to persuade the reader. d. includes body sentences containing argumentative details with examples to support the topic. e. includes a clear beginning, middle, and end with transitions between details and examples. f. uses vivid language to improve communication. g. includes a closing sentence that brings the writing to a successful close.	Write persuasive text appropriate to audience and purpose, including a paragraph and personal letter, that: a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something. b. supports the writer’s opinion using facts and/or examples. c. includes an opening sentence that begins with a “hook,” captures the reader’s attention, and introduces the writer’s opinion with an attempt to persuade the reader. d. includes body sentences containing argumentative details with examples to support the topic. e. includes a clear beginning, middle, and end with transitions between details and examples. f. uses vivid language to improve communication. g. includes a closing sentence that brings the writing to a successful close.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
E Summary Writing					Write summary text by: a. using key words and phrases that capture the main ideas. b. using only the most important details of the larger work. c. using logical order of ideas and/or events.	Write summary text by: a. using key words and phrases that capture the main ideas. b. using only the most important details of the larger work. c. using logical order of ideas and/or events.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
F Compare/Contrast Writing					Write appropriate text to compare and contrast that: a. includes an introduction of both the similarities and differences of the topic. b. includes a body with strong details and facts to support the similarities and differences and stays on topic. c. uses a clear beginning, middle, and end with transition words between paragraphs. d. includes a closing that brings both the compare and contrast paragraphs to a successful close.	Write appropriate text to compare and contrast that: a. includes an introduction of both the similarities and differences of the topic. b. includes a body with strong details and facts to support the similarities and differences and stays on topic. c. uses a clear beginning, middle, and end with transition words between paragraphs. d. includes a closing that brings both the compare and contrast paragraphs to a successful close.

Standard 3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A Research Process			Apply a research process to: a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one's own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation.	Apply a research process to: a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one's own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation.	Apply a research process to: a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what quality sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one's own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation, informational booklet, or report.	Apply a research process to: a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic to guide the research. c. decide what quality sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation, informational booklet, or report.

Sequence	Skills Taught in Essentials in Writing Levels 1-6					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Conventions of Writing Writing Sentences •Letter, word, and sentence formation •Spacing, capitalization, and punctuation of sentences – period, question mark’, and exclamation mark •Introduction to complete sentences – subjects and predicates •Types of sentences – declarative interrogative exclamatory imperative Parts of Speech Identify: •Common nouns •Proper nouns •Singular and plural nouns •Adjectives •Action verbs Apply: •Adjectives	Conventions of Writing Writing Sentences •Spacing, capitalization, and punctuation of sentences – period, question mark, and exclamation mark •Complete sentences – subjects and predicates •Types of sentences – declarative interrogative exclamatory imperative •Writing items in a series Parts of Speech Identify: •Common nouns •Proper nouns •Singular and plural nouns •Pronouns •Adjectives •Action verbs •Linking verbs •Present/past tense verbs	Conventions of Writing Writing Sentences •Subjects and predicates – complete and simple •Complete and incomplete sentences •Types of sentences and punctuation marks – declarative interrogative imperative, exclamatory period question mark exclamation point •Writing items in a series •Simple sentences •Compound sentences •Incomplete and run-on sentences Parts of Speech Identify and Apply: •Common and proper nouns •Singular and plural nouns •Pronouns and antecedents •Singular possessive and plural possessive nouns •Adjectives •Action verbs	Conventions of Writing Writing Sentences •Subjects/Predicates (complete, simple, and compound) •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Incomplete thoughts •Run-on sentences Parts of Speech - Identify & Application •Nouns (common, proper, singular, plural, and possessive) •Pronouns and antecedents •Adjectives •Verbs (action, linking, and helping) •Adverbs (modify verb	Conventions of Writing Writing Sentences •Subjects/Predicates (complete, simple, and compound) •Types of sentences •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Incomplete thoughts •Run-on sentences Parts of Speech - Identify & Application •Nouns (common, proper, singular, plural, and possessive) •Pronouns and antecedents •Adjectives •Verbs (action, linking, and helping) •Adverbs (modify verb	Conventions of Writing Writing Sentences •Subjects/Predicates (complete, simple, and compound) •Types of sentences •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Incomplete thoughts •Run-on sentences Parts of Speech - Identify & Application •Nouns (common, proper, singular, plural, and possessive) •Adjectives •Verbs (action, linking, and helping) •Adverbs (modify verb and adjective) •Prepositional phrases

	Composition ●Introduction to writing lists ●Paragraphs ●Staying on topic ●Personal letters ●Writing a date ●Chronological order ●Personal narratives ●Imaginative narratives	Apply: ●Adjectives ●Action Verb Common Problems ●Using pronouns ●Using antecedents ●Subject/verb agreement Composition ● Introduction to writing process: brainstorm, organize, draft, revise, final draft ● Paragraphs ● Staying on topic ● Expository writing ● Personal letter ● Writing a date ● Chronological order ● Personal narratives ● Imaginative narratives	●Linking verbs ●Past, present, and future verb tense ●Adverbs that modify verbs Common Problems ●subject/verb agreement ●Contractions ●Don't/doesn't problem Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Parts of a paragraph ●Expository paragraph ●Expository personal letter ●Persuasive paragraph ●Persuasive personal letter ●Descriptive paragraph – sensory details ●Imaginative narrative ●Research project – research process – presentation board ●Staying on topic ●Chronological order and transitions ●Parts of a narrative: hook, events, climax, closing ●Research project topic: Student's state/province	and adjective) ●Prepositional phrases ●Vivid language Common Problems ●Subject/verb agreement ●Don't and doesn't problem ●Writing titles Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Paragraphs (descriptive, expository, and persuasive) ●Writing a summary ●Compare and contrast writing ●Personal narrative ●Expository personal letter ●Persuasive essay ●Research project topic: Favorite author Additional Composition Skills ●Audience and purpose ●Effective use of graphic organizers ●How to choose an appropriate writing form	and adjective) ●Prepositional phrases ●Vivid language Common Problems ●Subject/verb agreement ●Don't and doesn't problem ●Writing titles Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Paragraphs (descriptive, expository, and persuasive) ●Writing a summary ●Compare and contrast writing ●Personal narrative ●Expository personal letter ●Persuasive essay ●Research project topic: Favorite author Additional Composition Skills ●Audience and purpose ●Effective use of graphic organizers ●How to choose an appropriate writing form ●Informal and formal	●Vivid language Common Problems ●Pronouns and antecedents ●Subject/verb agreement ●Don't and doesn't problem ●Writing titles Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Paragraphs (descriptive, expository, and persuasive) ●Writing a summary ●Personal narrative w/ dialogue ●Persuasive personal letter ●Compare and contrast writing ●Expository essay ●Research project topic: Restaurant Additional Composition Skills ●Audience and purpose ●Effective use of graphic organizers ●How to choose an appropriate writing form ●Informal and formal writing ●Effective writing skills: ○ transitions
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