

Scope and Sequence of Foundational Writing Skills (K-3)

Transcription Skills	Sentence Writing	Paragraph skills	Writing Process Strategies	Self-Regulation Strategies
Letter formation lowercase letters	Who/what (subject) and a do (predicate)	Topic sentence	Pre-writing skills: Pull apart the prompt Brainstorming topics Brainstorming details Outlining Word bank	Positive self-talk
Letter formation uppercase letters	Start with a capital, end with a period	Supporting details/evidence		Setting goals before writing
Letter formation in words	Sentence dictation: Make the words you write match your plan.	Concluding sentence		Using a graphic organizer or mnemonic to stay on track
Letter formation in sentences	4 types of sentences	Transition words	Drafting	Self-reflection after writing
Start cursive (Optional)	Fragment vs complete sentence	Text structure: Informational Opinion Narrative	Using a rubric or checklist	
Spelling (see Phonics Course scope and sequence)	Run-ons		Self editing	
	Sentence-Level Practice Sentence expanding Sentence combining Sentence imitation		Peer editing	
Keyboarding (3rd grade and up)	Using conjunctions: because, but, so Sentence slams		Revising	

How to use this document: Students will move along a continuum of mastery for each group of skills in a column. Use assessment and observation to determine where each student lies and tailor your instruction to move them towards mastery of the next skill. You'll generally be working with students on skills across all 5 columns but of course pay close attention to what your students need and what they are able to do. Don't feel pressure to cover every skill; move as fast as you can but as slow as they need.