



Sentence Scope & Sequence

Explicit Teaching Sequence Kindergarten – Year 6

“Writing and reading are related.”

Research has shown that when students receive writing instruction, their reading fluency and comprehension improve.

This scope and sequence should be used with the text *The Writing Revolution* (TWR) (Hochman & Wexler, 2017).



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The Writing Revolution Principles (Hochman & Wexler, 2017)

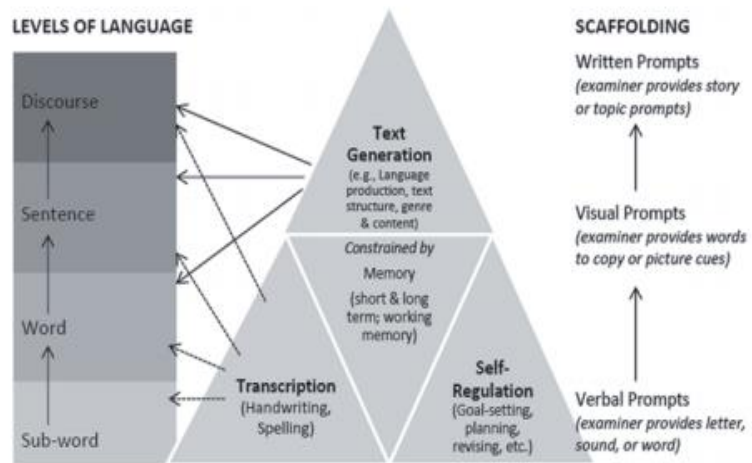
1. Students need explicit instruction in writing, beginning in the early years.
2. Sentences are the building blocks of all writing.
3. When embedded into the content learning areas of the curriculum, writing instruction is a powerful teaching tool.
4. The content of the curriculum should drive the writing activities.
5. Grammar is best taught in context of student writing.
6. The two most important phases of writing process are planning and revising.

The Key Reading Comprehension Strategies (Oakhill, Cain, Elbro 2015) (Rosenshine & Meister 1993)

1. Building vocabulary and background knowledge.
2. Knowledge of sentence structure and how to make connections between sentences and paragraphs.
3. Knowledge of text structure and text types (genres).
4. Inferencing skills.
5. Self-monitoring of comprehension/questioning.
6. Summarisation.

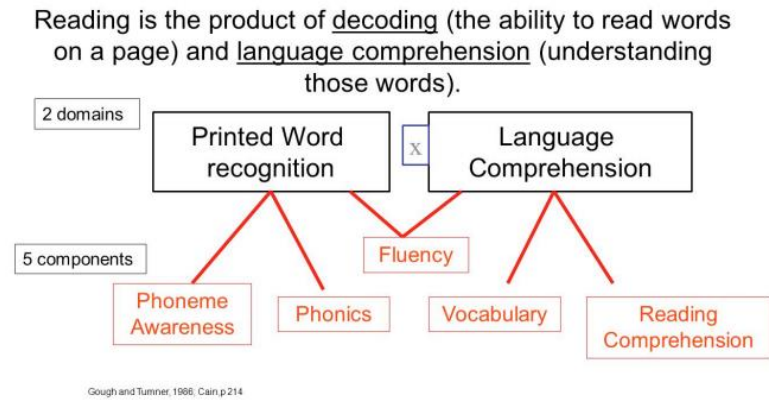
Simple View of Writing

(Berninger & Amtmann, 2003)



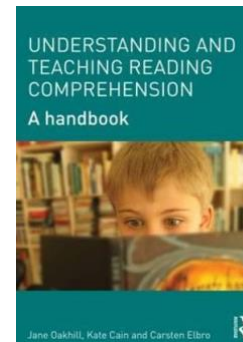
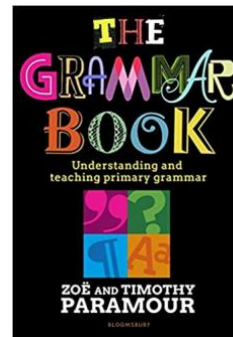
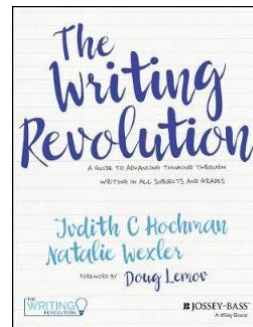
Simple View of Reading

(Gough & Tunmer, 1986)



$$R = D \times C$$

Recommended books to use with the K-6 Sentence Scope and Sequence:



Explicit Teaching of Sentence Structure

Instructional Model

I Do *Whole Class*

Teach/revise concepts/types of sentence/sentence strategy.
Compose and analyse sentences with 'think aloud'.
Teach grammar terminology e.g. noun, verb, sentence, fragment etc.
Teach and highlight punctuation.
Provide examples and non-examples.
Break sentences into parts. Discuss and analyse parts.
Incorporate Tier 2 vocabulary instruction.
Use sentences from literature/theme work/HaSS/Science/Health.

We Do *Whole Class/Small Group*

Revise key teaching points.
Co construct/modify sentences.
Innovate and change parts of sentences with student suggestions orally and in written form.
Provide options for students if required.
Provide deliberate practice opportunities for students working with teacher guidance and/or in small groups/pairs.
Teachers provide feedback and guide corrections.

You Do *Individual/Small Group*

Revise key teaching points.
Students modify, construct, generate sentences on own orally and in written form.
Students share sentence work with class.
Teachers provide feedback.

TWR strategies should be done in sequence but total mastery isn't necessary before moving onto another strategy. It is important to keep circling back and reviewing previously taught strategies. For a complete list of strategies, see The Writing Revolution (Hochman & Wexler, 2017)

Sentence Scope and Sequence K-2

O- Orally	Sentence Knowledge	Sentence Composition	Punctuation	Word Knowledge
Kindergarten	<ul style="list-style-type: none"> Repeat phrases and sentences O Count/clap words in sentences O 	<ul style="list-style-type: none"> Sentence completion tasks O Ask and answer questions using simple sentences O Compose sentences and phrases to express ideas and needs O Guide students to expand simple sentences by including more who/what/where/when info, using additional describing words, adding conjunctions - because, after, then etc O 	<ul style="list-style-type: none"> Exposure to capital letters especially for names 	<ul style="list-style-type: none"> Concept of a word (as opposed to sound, letter. sentence) Concept of a sentence
Pre-Primary	<ul style="list-style-type: none"> ID fragments and sentences ID sentence types: statement or question Unjumble statements and questions 	<ul style="list-style-type: none"> Convert fragments to sentences O Sentence expansion (when, where, why) O Write simple sentence Write simple sentence with a describing word Compose but, because, so sentences O 	<ul style="list-style-type: none"> Capital letters Ending punctuation: <ul style="list-style-type: none"> Full stops (teach and use) Question marks (exposure) Exclamation marks (exposure) 	<ul style="list-style-type: none"> Nouns and verbs Adjectives and adverbs (describing words) Conjunctions and, but, because, so
Year 1	<ul style="list-style-type: none"> ID fragments and sentences ID all sentence types: statement, command question, exclamation Unjumble all sentence types 	<ul style="list-style-type: none"> Convert fragments to sentences Sentence expansion (when, where, why, who, what) Write simple and compound sentence Compose but, because, so sentences Combine 2 sentences Summarise: write key words and phrases 	<ul style="list-style-type: none"> Capital letters (Sentence and Proper Nouns) Ending punctuation: <ul style="list-style-type: none"> Full stops Question marks Exclamation marks 	<ul style="list-style-type: none"> Types of nouns: common, proper, pronouns Verbs Adjectives and adverbs Conjunctions: and, but, because, so, or
Year 2	<ul style="list-style-type: none"> ID fragments and sentences ID all sentence types: statement, command question, exclamation Unjumble sentences ID Compound sentences ID Clauses Paragraphs: ID topic sentences ID supporting details ID concluding sentence ID connectors 	<ul style="list-style-type: none"> Convert fragments to sentences Sentence expansion (when, where, why, who, what) Write simple and compound sentences Compose but, because, so sentences Correct run on sentences Subordinating conjunctions to intro dependent clauses at beginning of sentences (after, before, when, if) Combine 2-3 sentences Summarise: write key words and phrases Paragraphs: Build (we do) single paragraph outlines (SPO) for narratives and expository texts Generate topic sentences (from key words and phrases) Select details that support topic sentences Use connectors to link sentences e.g. first, second, next, finally, in the end, such as, although 	<ul style="list-style-type: none"> Capital letters (Sentence and Proper Nouns) Ending punctuation: <ul style="list-style-type: none"> Full stops Question marks Exclamation marks Commas for lists. 	<ul style="list-style-type: none"> Types of nouns: common, proper, pronouns Types of verbs: action, being, feeling Adjectives and adverbs Conjunctions: and, but, because, so, or Synonyms, Antonyms Prepositions e.g. after, while, before

Sentence Scope and Sequence 3-6

Year Level	Sentence Knowledge	Sentence Composition	Punctuation	Word Knowledge
Year 3	<ul style="list-style-type: none"> • Consolidate Yr 1 + 2 sentence knowledge • ID dependent and subordinate clauses • ID appositives in a sentence • ID noun, verb, adverb and prepositional phrases 	<ul style="list-style-type: none"> • Consolidate Yr 1 + 2 sentence composition • Expand sentences using fronted adverbials and adverbial phrases within sentences (time, place, manner) • Add subordinate conjunctions (whenever, even though, although, since) to introduce dependent clauses at the beginning of sentences • Sentence combining of 2, 3, 4 sentences • Compose sentences that include appositives • Create a new sentence that follows a given sentence using a transition word/phrase (see The Writing Revolution for complete list of transition words) • Edit sentences to improve structure and content <p>Paragraphs:</p> <ul style="list-style-type: none"> • Improve and develop topic and concluding sentences using the strategies of sentence types, appositives and subordinating conjunctions • Compose sentences containing transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words) • Revising and editing an unelaborated paragraph • Outlining and then drafting and revising paragraphs for different text types. 	<ul style="list-style-type: none"> • Consolidate Yr 1 + 2 punctuation • Capital letters (Sentence and Proper Nouns) • Ending punctuation: <ul style="list-style-type: none"> ○ Full stops ○ Question marks ○ Exclamation marks • Commas for lists • Commas to separate clauses - students are not expected to use until Year 6 as per the Australian Curriculum, see Year 6 punctuation section. • Word contractions for apostrophes • Quotation marks – students are not expected to use until Year 4 as per the Australian Curriculum, see Year 4 punctuation section. 	<ul style="list-style-type: none"> • Consolidate Yr 1 + 2 word knowledge • Clauses • Adverbs/ adverbial phrase • Prepositions/ prepositional phrase • Subordinate conjunction • Transition words • Modal verbs and adverbs
Year 4	<ul style="list-style-type: none"> • Consolidate Yr 1 - 3 sentence knowledge • ID key words and phrases in a given paragraph • ID adverbial and prepositional phrases • ID and correct errors in verb tense and number agreement in a given sentence or paragraph • Expand descriptions 	<ul style="list-style-type: none"> • Consolidate Yr 1 -3 sentence composition • Add subordinate conjunctions (unless, while) to introduce dependent clauses at the beginning of sentences • Practice and use all types of transitions (time and sequence, conclusion, illustration, change of direction, emphasis) in sentences • Correcting verb tense and number agreement in given sentences and then own writing • Edit sentences to improve meaning, structure and content <p>Paragraphs:</p> <ul style="list-style-type: none"> • Convert a given paragraph into a single paragraph outline (SPO) • Create a SPO for text structures already introduced • Compose sentences using a range of transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words) 	<ul style="list-style-type: none"> • Consolidate Yr 1- 3 punctuation • Commas for: <ul style="list-style-type: none"> ○ Lists ○ fronted adverbials ○ In a compound sentences (before the coordinating conjunction) to join two independent clauses ○ Within complex sentences (when the dependent clause comes before the independent clause) • Quotation marks: <ul style="list-style-type: none"> ○ Dialogue ○ Quotes ○ Titles • Apostrophes for possessives common and proper nouns 	<ul style="list-style-type: none"> • Consolidate Yr 1- 3 word knowledge • Pronouns and connectives used for text cohesion

Year 5	<ul style="list-style-type: none"> • Consolidate Yr 1-4 sentence knowledge • Complete segments of MPO (multiple paragraph outline) as a class 	<ul style="list-style-type: none"> • Consolidate Yr 1-4 sentence composition • Cite evidence from text using illustration transitions • Edit sentences to improve meaning, structure and content <p>Paragraphs:</p> <ul style="list-style-type: none"> • Create 3 and 4 paragraph MPO (multiple paragraph outline) • Create a SPO for text structures already introduced • Insert transitions in paragraphs 	<ul style="list-style-type: none"> • Consolidate Yr1-4 punctuation • Apostrophes signalling possessive (common and proper nouns) 	<ul style="list-style-type: none"> • Consolidate Yr 1-4 word knowledge
Year 6	<ul style="list-style-type: none"> • Consolidate Yr 1-5 sentence knowledge 	<ul style="list-style-type: none"> • Consolidate Yr 1-5 sentence composition • Edit sentences to improve meaning, structure and content <p>Paragraphs:</p> <ul style="list-style-type: none"> • Transitions between and within paragraphs • Develop main ideas for MPOs • Develop various types of MPOs 	<ul style="list-style-type: none"> • Consolidate Yr1-5 punctuation • Commas for: <ul style="list-style-type: none"> ○ after fronted adverbials ○ In a compound sentences (before the coordinating conjunction) to join two independent clauses ○ Within complex sentences (when the dependent clause comes before the independent clause) 	<ul style="list-style-type: none"> • Consolidate Yr 1-5 word knowledge

Date: _____

Name: _____

Write sentence in the box below.

Who:

.....

When:

.....

Where:

.....

Why:

.....

Write the expanded sentence in the box below.

Date:

Name: Sample Sentence

Write sentence in the box below.

The dog ran.

Who:

the small black dog

When:

as soon as the bell rang

Where:

along the road

Why:

because he was frightened

Write the expanded sentence in the box below.

As soon as the bell rang, the small
black dog became frightened and
ran off down the road.

Date: _____

Name: _____

SPO

Topic sentence	
Supporting details	
Concluding sentence	

Name: _____

SPO

Topic sentence	Silkworms are caterpillars that make their cocoons from a single strand of silk.
Supporting details	They hatch from tiny eggs
	The caterpillars eat mulberry leaves for about 4 weeks
	They build protective cocoons
	They emerge as moths
Concluding sentence	The incredible change from silkworm to moth results in the production of the silk that we still use today for fabrics and clothing.

Silkworms are caterpillars that make their cocoons from a single strand of silk. They hatch from tiny eggs and feed off mulberry leaves for about four weeks until they are ready to cocoon. Inside the protective cocoon their body makes amazing changes. After two weeks, they emerge as a moth and live long enough to produce eggs so that their life cycle continues. This incredible change from silkworm to moth results in the production of the silk that we still use today for fabrics and clothing.