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Skills Scope and Sequence

	Week No.																																		
Capitalization	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
Beginning of Sentences, Quotations, Salutations/Closings	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Days & Months					●					●				●		●					●	●												●			
Holidays										●						●																					
Incorrect Use of Capitals	●	●	●		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
Names & Titles of People, incl. Languages, Nationalities	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●			●			●		●		●		●				●	●	●		
Names of Places, Special Things, Organizations (including abbreviations)	●	●		●			●			●	●	●	●	●		●	●		●	●	●	●	●		●	●	●		●			●	●	●	●	
Nouns Used as Names (Aunt, Grandpa, etc.)																●						●									●					
Titles of Books, Magazines, Poems, Stories			●																					●				●								
Titles of Movies, TV Shows, Songs								●																						●						
Word *I*					●					●					●	●					●	●				●		●			●	●		●		

	Week No.																																		
Language Usage	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
Correct Use of Singular & Plural Forms	●	●				●		●			●			●	●		●	●			●				●	●	●	●	●	●		●	●	●	●	●
Correct Use of Verb Tenses	●		●	●			●	●			●	●		●		●		●	●		●	●	●	●	●		●		●				●			●
Identify Double Negatives								●														●															●
Use of Correct Adjective & Adverbial Forms			●	●		●	●	●	●	●			●	●	●		●				●	●	●		●		●	●		●			●			
Use of Correct Pronouns	●					●			●			●	●		●	●							●			●				●	●			●	●		

	Week No.																																		
Punctuation: Apostrophes	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
In Contractions	●	●	●	●			●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●			●	●	●		●	●	●	●	●	●	
In Possessives	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●		●	●	●	●	●	●	●	●	●	●	●	●			●	●	●	
Improperly Placed	●		●	●	●	●	●			●	●	●		●		●	●		●	●		●			●			●			●			●	●	

	Week No.																																		
Punctuation: Commas	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
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					●											●															●	●	●			

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Skills Scope and Sequence (continued)

	Week No.																																		
Punctuation: Periods	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
After Initials										●									●										●							
At End of Sentence	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
In Time & Measurement Abbreviations										●	●		●							●					●		●					●				
In Title Abbreviations																								●								●				
To Correct Run-on & Rambling Sentences; Fragments	●	●	●								●	●		●	●		●	●	●	●			●	●	●	●		●			●			●		

Punctuation: Quotation Marks	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
In Speech			●					●	●			●		●	●	●		●			●	●	●	●				●		●	●	●	●	●		●
To Set Apart Special Words			●	●	●	●		●			●										●				●			●		●	●		●	●	●	●
With Titles of Works of Art, Articles, Poems, Chapters, Short Stories, Songs, Newspaper Articles								●	●															●				●		●						

Punctuation: Other	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
Colon in Time													●																			●				
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	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
Identify Errors in Grade-Level Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

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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.

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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 ~~hause~~.
	Add a comma.	Goodnight, Mom.
	Add an apostrophe.	It's 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 Old Yeller.
	Add a semicolon or a colon.	Alex arrived at 400; Debbie came later.

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Editing Checklist

Use this checklist to review and revise your writing:

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

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

A Sticky Business

Did you know that the chewing gum industry is more than just a sticky business? it also earns millions of dollars. The united states produces about 24,000,000 miles of chewing gum each year gum is available in different varieties flavors and shapes but did you ever wonder ~~wear~~ where gum comes from? Did you ever wonder how its made and where and when the first people began to chew it? People have been chewing gum it turns out for a very long time.

Error Summary	
Capitalization	4
Punctuation:	
Apostrophe	1
Comma	5
Period	2
Other	3
Spelling	1

MONDAY **WEEK 1**

more than a thousand years ago the mayans and other peoples of central america chewed chicle. Chicle is the hardened sap of the sapodilla tree ancient greeks we're chewing gum made from the sap of the mastic tree. the native americans of north america were chewing gum made from spruce sap. By the early 1800s the first store to make and sell spruce gum had opened in north america. in the 1860s, the use of chicle as a chewing gum was developed and gums popularity began to ~~raise~~ rise.

Error Summary	
Capitalization	14
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	3
Period	2
Spelling	1

TUESDAY **WEEK 1**

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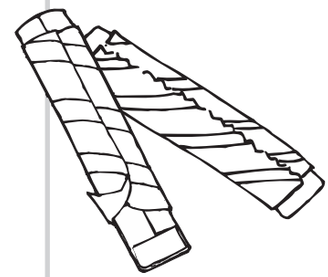
Name _____

A Sticky Business

Did you know that the chewing gum industry is more than just a sticky business it also earns millions of dollars. The united states produces about 24,000,000 miles of chewing gum each year gum is available in different varieties flavors and shapes but did you ever wonder wear gum comes from Did you ever wonder how its made and where and when the first people began to chew it People have been chewing gum it turns out for a very long time

WATCH FOR

- commas
- question marks



MONDAY **WEEK 1**

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WATCH FOR

- commas
- names of places
- names of ethnic groups

TUESDAY **WEEK 1**

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Chicle-based gum was first manufactured as a result of a failed experiment antonio lopez de santa anna the mexican general whose army defeated the texans at the alamo in 1836. Brought chicle to new york in 1860. He hoped to sell it as a type of rubber a man named thomas adams ~~tryed~~ tried to make this "rubber" harden but he failed. Discovering instead that the rubber could be chewed Adams ~~adds~~ added flavorings. he began to ~~made~~ make gum with a chicle base

Error Summary

Capitalization	14
Language Usage	2
Punctuation:	
Comma	4
Period	3
Spelling	1

WEDNESDAY **WEEK 1**

the main ingredient of chewing gum was chicle until the mid-1900s. today, gum bases are made from melted rubber waxes or plastics. After the gum base has been cleaned softeners sweeteners and flavorings ~~is~~ are added Chewing gum continues to sell and some surveys report that the average american chews 200 sticks of gum a year. some people chew gum for the taste but others chew it to help ~~him~~ them stay alert or to help them relax

Error Summary

Capitalization	4
Language Usage	2
Punctuation:	
Comma	7
Period	2

THURSDAY **WEEK 1**

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Name _____

Chicle-based gum was first manufactured as a result of a failed experiment antonio lopez de santa anna the mexican general whose army defeated the texans at the alamo in 1836. Brought chicle to new york in 1860. He hoped to sell it as a type of rubber a man named thomas adams tryed to make this "rubber" harden but he failed. Discovering instead that the rubber could be chewed Adams adds flavorings. he began to made gum with a chicle base

WATCH FOR

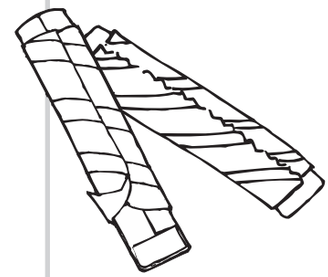
- commas
- names of people
- names of places
- names of ethnic groups

WEDNESDAY **WEEK 1**

the main ingredient of chewing gum was chicle until the mid-1900s. today, gum bases are made from melted rubber waxes or plastics. After the gum base has been cleaned softeners sweeteners and flavorings is added Chewing gum continues to sell and some surveys report that the average american chews 200 sticks of gum a year. some people chew gum for the taste but others chew it to help him stay alert or to help them relax

WATCH FOR

- commas
- names of ethnic groups



THURSDAY **WEEK 1**

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