

THE FOUR SSW TOOLS *used across the whole program*

TOOL	PURPOSE	INTRODUCED
SPARK + SORT	Generating ideas, then focusing them, before any writing begins	Unit 4 L9 (sentence level) Unit 5 L1 (paragraph level)
STEMS	Building a paragraph sentence by sentence, every sentence with a job (sentence and paragraph level only)	Unit 5
CAMPS	Revising and editing after writing	Unit 1 L8 preview Unit 6 in full
Introduction & Conclusion Checklists	Verifying the two paragraph types that need explicit checking	Unit 9

PLANNING GUIDES *piece-level tools for multi-paragraph writing*

TOOL	PURPOSE	INTRODUCED
Essay Planning Guide	Piece-level planning tool for multi-paragraph writing, in three differentiated versions	Units 9 to 11
Story Arc Planning Guide	Piece-level planning tool for narrative writing, built on six story beats	Unit 12

FOUNDATIONS · Sentence Mastery · Units 1–4

Unit 1: Building Basic Sentences

L1	Capital letters and end punctuation (CAPS Strategy)	L5	Barebone sentences: subject + predicate = complete sentence
L2	Nouns: person, place, thing, animal, idea (NAME IT Strategy)	L6	Subject and predicate: who/doing what
L3	Common vs. proper nouns; capitalizing proper nouns	L7	Subject and predicate: formal terms and identification
L4	Verbs: action, mental, and feeling verbs	L8	CAMPS preview at the sentence level

Unit 2: Expanding Sentences with Describing Words

L1	Introduction to sentence expansion: who, what, where, when, why, how
L2	Adjectives: what kind, how many, which one
L3	Adding adjectives using sensory language (PAINT A PICTURE)
L4	Adverbs: how, when, where, to what extent

L5	Placing and moving adverbs in sentences
L6	Using multiple describing words (2+ adjectives and adverbs)
L7	Articles: a, an, the
L8	Review and application: expanding sentences with describing words

Unit 3: Sentence Variety and Types

L1	Four sentence types: declarative, interrogative, exclamatory, imperative
L2	Writing different sentence types; matching punctuation to type
L3	Conjunctions: FANBOYS (For, And, Nor, But, Or, Yet, So)
L4	Compound sentences: two independent clauses joined with comma + conjunction

L5	Sentence combining: joining choppy sentences, avoiding repetition
L6	Varying sentence beginnings: Subject, Adverb, Where/When Phrase, Adjective/Describing Phrase, Transitional Word
L7	Varying sentence lengths: mixing short and long for rhythm and flow
L8	Application and review: writing with sentence variety

Unit 4: Advanced Sentence Structure

L1	Independent clauses: stand alone, complete thought
L2	Dependent clauses: subordinating conjunctions, cannot stand alone
L3	Complex sentences: independent + dependent clause; comma rules
L4	Appositives: noun phrase renames another noun; comma placement

L5	Advanced sentence combining: compound and complex sentences
L6-L8	Practice and application: mentor sentences, sentence variety across all types
L9	SPARK + SORT for sentences: generating ideas; writing 2 to 3 connected sentences

Unit 5: What Is a Paragraph?

L1	Before You Write: SPARK + SORT for Paragraphs. Generate ideas, then focus them	L7	Supporting Your Topic: The M Sentence. Make it matter: answer the reader's so what
L2	What Is a Paragraph? One topic, and every sentence has a job	L8	Connecting Your Ideas: Transition Words. Help STEMS sentences flow together
L3	Writing Your Topic: The S Sentence (Part 1). Identify how a topic sentence announces the main idea	L9	Concluding Sentences (Part 1). Identify an ending that restates the idea in fresh words
L4	Writing Your Topic: The S Sentence (Part 2). Write clear, specific topic sentences	L10	Concluding Sentences (Part 2). Write original concluding sentences
L5	Supporting Your Topic: The T Sentence. Target the most important supporting idea	L11	Writing Complete Paragraphs. Plan and write a full paragraph with SPARK + SORT and STEMS
L6	Supporting Your Topic: The E Sentence. Explain with an example or evidence		

Unit 6: Revising and Editing with CAMPS

L1	Revising vs. Editing. Two different jobs, and which one comes first	L5	P = Punctuation. Write a paragraph, then check end marks, apostrophes, and quotation marks
L2	C = Capitals. Write a STEMS paragraph, then check it for capitals	L6	S = Spelling. Write a paragraph, then check homophones and uncertain spellings
L3	A = Agreement. Write a paragraph, then check subject-verb and pronoun agreement	L7	Plan and Draft. Choose a topic, plan with SPARK + SORT, draft a STEMS paragraph
L4	M = Missing Words. Write a paragraph, then read word by word for what is missing	L8	Edit and Reflect. Apply the full CAMPS checklist in sequence to your own draft

Unit 7: Grammar Tools in Paragraphs

L1	Subject Pronouns: helping paragraphs flow naturally
L2	Object Pronouns: choosing the right pronoun for the job
L3	NOT Contractions: giving your writing a natural voice
L4	Other Contractions: making your writing sound like you
L5	Possessive Nouns: showing ownership with precision

L6	Prepositions: anchoring your writing in time and place
L7	Synonyms and Antonyms: choosing the right word every time
L8	Homophones: the errors your ear cannot catch
L9	Review and Application: putting the whole toolkit to work

Unit 8: Punctuation in Paragraphs

L1	Commas (Part 1): keeping your lists and openings clear
L2	Commas (Part 2): joining sentences and adding extra detail
L3	Quotation Marks (Part 1): showing the reader who is speaking
L4	Quotation Marks (Part 2): moving the speaker tag

L5	Semicolons: joining two closely related sentences
L6	Colons: introducing a list after a complete sentence
L7	Practice and Application (Part 1): the CAMPS P step on prepared paragraphs
L8	Practice and Application (Part 2): editing your own writing

Unit 9: Organizing Ideas and Planning to Write • bridge unit

L1	What is an essay? Orientation using a complete genre-neutral model. No writing
L2	Introducing the Essay Planning Guide: SPARK + SORT straight into the Planning Guide
L3	The Introduction: Introduction Checklist and Hook Menu
L4	The Conclusion: Conclusion Checklist; the mirror concept
L5	Connecting paragraphs: explicit transition vocabulary

L6	Working from a source: jot notes; signal phrases
L7	Planning a complete piece independently: capstone of the planning sequence
L8	Drafting the introduction from the Lesson 7 plan
L9	Drafting the conclusion; student leaves holding a drafted introduction and conclusion

Unit 10: Opinion Writing

L1–L2	What is opinion writing: opinion vs. fact; revisit STEMS for body paragraphs; confirm the Introduction and Conclusion Checklists
L3–L4	Opinion structure: introduction with an opinion statement, STEMS body paragraphs, conclusion with a call to action
L5–L6	Supporting opinions with evidence and examples; transitions between reasons

L7–L8	Addressing counterarguments: “Some people think... but...”; strengthening position
L9–L10	Capstone: plan, draft, revise, and edit a complete multi-paragraph opinion piece

Unit 11: Informative Writing

L1–L2	What is informative writing: teaching or explaining a topic; facts not opinions; confirm the checklists
L3–L4	Informative structure: topic statement, STEMS body paragraphs, conclusion that summarizes
L5–L6	Organizing Information: by category, by time or sequence, by comparison

L7	Citing Your Sources: why we cite; signal phrases; MLA in-text citations; Works Cited
L8–L9	Using facts and details: integrating details with signal phrases; citing in context
L10–L11	Capstone: plan, draft, revise, and edit a complete informative piece

Unit 12: Narrative Writing

L1–L2	What is narrative writing: characters, setting, plot; how it differs from other genres
L3–L4	Story Arc Planning Guide: Six Beats (Set the scene, Introduce the problem, Build the tension, Face the moment, Show what changed, Close the story)
L5–L6	Show Don't Tell: dialogue, sensory details, actions and feelings
L7	Set it. Show it. Connect it.: narrative paragraph building (Beats 3 and 4)

L8	Building to the climax: applying all tools to Beat 4
L9	Full planning and drafting: complete Story Arc Planning Guide
L10	Revising for engagement; editing with CAMPS