

Hake *Grammar and Writing* Curriculum
Scope and Sequence

The reading level, subject depth, pace of instruction, and vocabulary difficulty increase with each grade.

Writing	Grade:	3	4	5	6	7	8
The Paragraph		●	●	●	●	●	●
The Topic Sentence		●	●	●	●	●	●
Supporting Sentences		●	●	●	●	●	●
Examples, Facts, Definitions		●	●	●	●	●	●
Anecdotes, Arguments, Analogies		\	●	●	●	●	●
Contrasts, Cause and Effect		\	●	●	●	●	●
Developing an Outline		\	●	●	●	●	●
Brainstorming		\	●	●	●	●	●
The Parts of a Complete Essay		\	●	●	●	●	●
Introductory Paragraph		\	●	●	●	●	●
Hook		\	●	●	●	●	●
Thesis Statement		\	●	●	●	●	●
Supporting Paragraphs		\	●	●	●	●	●
Graphs and Tables		\	●	●	●	●	●
Illustrations		\	●	●	●	●	●
Concluding Paragraph		\	●	●	●	●	●
Restatement of Thesis		\	●	●	●	●	●
Clincher		\	●	●	●	●	●
Self-Evaluation of Essays		●	●	●	●	●	●
The Persuasive (Argument or Opinion) Essay		●	●	●	●	●	●
The Expository (Informative) Essay		●	●	●	●	●	●
The Personal Narrative		●	●	●	●	●	●
The Descriptive Essay		●	●	●	●	●	●
The Research Paper		\	●	●	●	●	●
Working Bibliography		\	●	●	●	●	●
Notes		\	●	●	●	●	●
Thesis		\	●	●	●	●	●
Outline		\	●	●	●	●	●
Documentation of Sources		\	●	●	●	●	●
Avoiding Plagiarism		\	●	●	●	●	●
Works Cited		\	●	●	●	●	●
The Imaginative Story		\	●	●	●	●	●
Characters		\	●	●	●	●	●
Setting		\	●	●	●	●	●
Plot		\	●	●	●	●	●
Conclusion		\	●	●	●	●	●
Writing in Response to Literature		\	●	●	●	●	●
Writing in Response to Informational Text		\	●	●	●	●	●
The Chapter Summary		●	●	●	●	●	●
The Short Story Summary		\	●	●	●	●	●
Writing a Traditional Poem		\	●	●	●	●	●
Writing a Free-Verse Poem		\	●	●	●	●	●

Punctuation	Grade:	3	4	5	6	7	8
The Period		●	●	●	●	●	●
End of Sentence		●	●	●	●	●	●
Initials		●	●	●	●	●	●
Outline		●	●	●	●	●	●
Abbreviations		●	●	●	●	●	●
The Comma		●	●	●	●	●	●
After Introductory Words		●	●	●	●	●	●
After Dependent Clauses		●	●	●	●	●	●
With Nonessential Appositives		●	●	●	●	●	●
With Interjections		●	●	●	●	●	●
Before Conjunctions		●	●	●	●	●	●
In Compound Sentences		●	●	●	●	●	●
In Dates		●	●	●	●	●	●
In Direct Address		●	●	●	●	●	●
In Direct Quotation		●	●	●	●	●	●
In Letters		●	●	●	●	●	●
With Titles or Academic Degrees		●	●	●	●	●	●
Reversed Names		●	●	●	●	●	●
Separating Descriptive Adjectives		●	●	●	●	●	●
Words in a Series		●	●	●	●	●	●
Words Out of Natural Order		●	●	●	●	●	●
Quotation Marks		●	●	●	●	●	●
Direct Quotation		●	●	●	●	●	●
Speaker Changes		●	●	●	●	●	●
Titles		●	●	●	●	●	●
Italics or Underline		●	●	●	●	●	●
Titles		●	●	●	●	●	●
Ships, Planes, and Trains		●	●	●	●	●	●
Paintings and Sculptures		●	●	●	●	●	●
Words as Words		●	●	●	●	●	●
Foreign Words and Phrases		●	●	●	●	●	●
Genus and Species Names		●	●	●	●	●	●
The Exclamation Mark		●	●	●	●	●	●
The Question Mark		●	●	●	●	●	●
The Dash		∕	●	●	●	●	●
The Hyphen		●	●	●	●	●	●
In Compound Nouns		●	●	●	●	●	●
In Fractions		●	●	●	●	●	●
In Numbers		●	●	●	●	●	●
In Word Division		∕	●	●	●	●	●
The Semicolon		●	●	●	●	●	●
The Colon		●	●	●	●	●	●
The Apostrophe		●	●	●	●	●	●
Ellipses		∕	∕	∕	∕	∕	●
Parentheses		∕	●	●	●	●	●
Brackets		∕	●	●	●	●	●

Capitalization

	Grade:	3	4	5	6	7	8
Proper Nouns		●	●	●	●	●	●
First Word of a Sentence		●	●	●	●	●	●
The Pronoun <i>I</i>		●	●	●	●	●	●
First Word in a Line of Poetry		●	●	●	●	●	●
Titles		●	●	●	●	●	●
Outlines		●	●	●	●	●	●
Direct Quotations		●	●	●	●	●	●
People Titles		●	●	●	●	●	●
Family Words		●	●	●	●	●	●
School Subjects		●	●	●	●	●	●
Areas of the Country		●	●	●	●	●	●
Religions, Bible, Deity		●	●	●	●	●	●
Greeting and Closing of a Letter		●	●	●	●	●	●
No Capital Letter		●	●	●	●	●	●

Eight Parts of Speech

	Grade:	3	4	5	6	7	8
Verbs		●	●	●	●	●	●
Action Verbs		●	●	●	●	●	●
Helping Verbs		●	●	●	●	●	●
Linking Verbs		●	●	●	●	●	●
Past, Present, and Future Tenses		●	●	●	●	●	●
The Perfect Tenses		\	●	●	●	●	●
The Progressive Tenses		\	●	●	●	●	●
Four Principal Parts		●	●	●	●	●	●
Irregular Verbs		●	●	●	●	●	●
Transitive or Intransitive		\	●	●	●	●	●
Subjunctive Mood		\	\	\	\	\	●
Nouns		●	●	●	●	●	●
Common or Proper		●	●	●	●	●	●
Concrete or Abstract		●	●	●	●	●	●
Collective		●	●	●	●	●	●
Singular or Plural		●	●	●	●	●	●
Compound		●	●	●	●	●	●
Possessive		●	●	●	●	●	●
Gender		\	\	\	●	●	●
Case		●	●	●	●	●	●
Pronouns		●	●	●	●	●	●
Pronouns and Antecedents		●	●	●	●	●	●
Personal Pronouns		●	●	●	●	●	●
Nominative, Objective, Possessive Case		●	●	●	●	●	●
Reflexive		●	●	●	●	●	●
Intensive		\	●	●	●	●	●
Relative Pronouns		●	●	●	●	●	●

Eight Parts of Speech (continued)	Grade:	3	4	5	6	7	8
Interrogative Pronouns		●	●	●	●	●	●
Demonstrative Pronouns		\	●	●	●	●	●
Indefinite Pronouns		\	●	●	●	●	●
Adjectives		●	●	●	●	●	●
Descriptive Adjectives		●	●	●	●	●	●
Proper Adjectives		●	●	●	●	●	●
Limiting Adjectives		●	●	●	●	●	●
Comparison Adjectives		●	●	●	●	●	●
Irregular Comparison Adjectives		●	●	●	●	●	●
Prepositions		●	●	●	●	●	●
Simple Prepositions		●	●	●	●	●	●
More Prepositions		\	\	\	●	●	●
Adverbs		●	●	●	●	●	●
Adverbs that Tell “How”		●	●	●	●	●	●
Adverbs that Tell “Where”		●	●	●	●	●	●
Adverbs that Tell “When”		●	●	●	●	●	●
Adverbs that Tell “How Much”		●	●	●	●	●	●
Comparison Adverbs		●	●	●	●	●	●
Conjunctions		●	●	●	●	●	●
Coordinating		●	●	●	●	●	●
Correlative		\	●	●	●	●	●
Subordinating		●	●	●	●	●	●
Interjections		●	●	●	●	●	●

Sentence Structure	Grade:	3	4	5	6	7	8
Four Types of Sentences		●	●	●	●	●	●
Complete Sentences, Fragments, Run-On Sentences		●	●	●	●	●	●
Simple Subject, Simple Predicate		●	●	●	●	●	●
Compound Subjects and Predicates		●	●	●	●	●	●
Direct Objects		●	●	●	●	●	●
Phrases and Clauses		●	●	●	●	●	●
The Prepositional Phrase		●	●	●	●	●	●
Indirect Objects		●	●	●	●	●	●
The Predicate Nominative		●	●	●	●	●	●
The Predicate Adjective		●	●	●	●	●	●
Appositives		●	●	●	●	●	●
The Compound Sentence		●	●	●	●	●	●
Dependent and Independent Clauses		●	●	●	●	●	●
Adjective, Adverb, and Noun Clauses		\	●	●	●	●	●
The Complex Sentence		\	●	●	●	●	●
Gerunds		\	\	\	\	●	●
Infinitives		\	\	\	\	●	●
Participles		\	\	\	\	●	●
Parallel Structure		\	\	\	\	●	●

Diagramming

Grade: 3 4 5 6 7 8

Subject–Verb–Direct Object	●	●	●	●	●	●
Complements	●	●	●	●	●	●
Modifiers	●	●	●	●	●	●
Appositives	●	●	●	●	●	●
Indirect Objects	●	●	●	●	●	●
Word Groups as Modifiers	●	●	●	●	●	●
Compound Constructions	●	●	●	●	●	●
Dependent Clauses	\	●	●	●	●	●

Usage

Pronoun Usage	●	●	●	●	●	●
Subject-Verb Agreement	●	●	●	●	●	●
Negatives	\	●	●	●	●	●
Adverbs	●	●	●	●	●	●
Prepositions	●	●	●	●	●	●
Overused Adjectives	●	●	●	●	●	●
Active or Passive Voice	\	●	●	●	●	●
<i>That</i> or <i>Which</i>	●	●	●	●	●	●

Spelling Rules

Silent Letters	●	●	●	●	●	●
Suffixes	●	●	●	●	●	●
<i>ie</i> or <i>ei</i>	●	●	●	●	●	●
Forming Plural Nouns	●	●	●	●	●	●

Vocabulary Development

Dictionary Use	●	●	●	●	●	●
Word Connotations	\	●	●	●	●	●
Idioms	\	●	●	●	●	●
Figures of Speech	\	●	●	●	●	●
Greek and Latin Roots	●	●	●	●	●	●
Homonyms and Homophones	●	●	●	●	●	●
Synonyms and Antonyms	●	●	●	●	●	●

Please Note: No prior grammar instruction is required to begin at any grade level. Older students beginning the curriculum in later grades will not miss any grammar content, since prior-year topics are fully reviewed in the upper grades. The grade levels are differentiated by reading level, vocabulary difficulty, curriculum standards, and the overall pace and depth of instruction. For best results, we recommend that students start at their comfortable reading level, but not higher than their current grade level, and complete a minimum of two years of the program. This will ensure that a strong foundation of language mastery endures, serving the students very well throughout higher education and adulthood.

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