**WORDSMITH  
SCOPE AND SEQUENCE**

*Wordsmith* is written for young people who are just beginning to explore their experiences, feelings and responses. The purpose of the book is to develop confidence in self-expression, first by learning some basic techniques of effective writing, and second by discovering that their own experience contains plenty of material to write about. Some of the topics that *Wordsmith Apprentice* touches upon are addressed more systematically here. Parts One and Two contain exercises and short assignments to reinforce the principles taught. In Part Three, the student moves beyond exercises into longer assignments, developed according to an orderly process of thinking, organizing, writing, evaluating, and re-writing. Every chapter includes a "Just Imagine" exercise or assignment, where the student is encouraged to apply what she has just learned to an imaginary situation.  
   
**PART ONE: WORD GAMES**  
**Nouns**  
Nouns as a major "building block" of language; preferring concrete and specific nouns over general ones; proofreading.  
**Verbs**  
Verbs as the other "building block"; action and linking verbs; preferring strong action verbs over weak or linking verbs; using verbs to show emotion.  
**Adverbs**  
The function of adverbs; preferring strong verbs over weak verb/adverb combinations  
**Adjectives**  
The function and variety of adjectives; the difference between descriptive and qualitative adjectives; over-use of adjectives  
**Prepositions**  
The function of prepositions: to turn nouns into modifiers; the flexibility of prepositional phrases  
**Pronouns**  
How pronouns are used; the pronoun-antecedent connection; avoiding confusion with pronouns  
   
**PART TWO: BUILDING STRONGER SENTENCE**  
**Basic Sentence Structure**  
Subjects and predicates; fragments  
**Successful Sentence Construction**  
Common "weak" constructions and how to avoid them (particularly "it has" and "there is"; sentence transformation techniques; preferring active voice over passive  
**Making Connections**  
Coordinating conjunctions; subordinating conjunctions; semi-colons  
**Combinations**  
Combining sentences through appositives, relative pronouns, relative clauses, participles and participial phrases  
   
**PART THREE: *NOW* WE'RE WRITING!**  
**Exploring Sensory Experience**  
The importance of the senses in connecting writer and reader; writing sensory poems  
**Figures of Speech**  
What similes, metaphors and personifications are; how they are used  
**Special Places**  
The use of sensory impressions in describing a place; first steps in revision  
**Describing a Person**  
"Framing" a person at a particular time and place; descriptions of strangers and of people you know well  
**Narrative Writing I - Sequence and Detail**  
Telling events in order; the use of sensory images and details  
**Narrative Writing II - Focus**  
The importance of narrowing thoughts and impressions to a particular event; finding the focus and holding it; the difference between narrative and summary; writing about personal experiences; advanced revision  
**Dialogue**  
What dialogue and how it is indicated; using dialogue to indicate character traits, add interest, and move the narrative along; speech tags and when to use them; interviews; radio plays  
**Point of View**  
First, second and third person; imagining and including other points of view in personal narratives  
**Story**  
The difference between narrative and plot; basic story structure; re-interpreting personal experience as a story; effective opening sentences and paragraphs  
**Final assignment:** incorporating word choice, strong sentence constructions, effective organization, sensory detail, dialogue, focus, and point of view, shape an incident from your life into a short story.  
**APPENDICES:** How to Proofread; How to Revise; Action Verb List; Student examples; Four Review Quizzes