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Sequencing Rationale

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Ninth Grade English Language Arts

In an integrated English Language Arts program, the sequencing of learning outcomes would be continuously integrated throughout the school year. It would begin with most basic of concepts and these concepts would be built upon for the learning of more complex concepts. These concepts would then be integrated in the areas of reading, writing, grammar and vocabulary. The three sequencing patterns that would be used would be concept-related class relations, learning-related familiarity and utilization-related procedure. These three sequencing patterns will build upon what the students already know and they will also help the students gain new skills and knowledge.

The curriculum would be taught simultaneously so that the four related areas-reading, writing, grammar and vocabulary-will be integrated together. Each area would begin with basic concepts and move on to more complex concepts. Each area would begin with pretesting the students to see what they already know about each area. This then would determine where to begin the lessons and how to build upon their previous knowledge.

Vocabulary would consist of two major areas of study. They would be the study of prefixes, word roots and suffixes and the study of commonly confused words so that students would know how to use these words correctly. The students would begin with learning prefixes, word roots and suffixes and their definitions. The students would build their vocabulary by using the prefixes, word roots and suffixes to define words using these parts. The study of commonly confused words will help students see how to use these words correctly in writing.

Writing would begin with writing a topic sentence that is well structured. This would then lead into writing details to support the topic sentence and then using those details in well structured sentences. The topic sentence and other sentences would be put together to create a well structured paragraph. These paragraphs would then become a well structured, full length essay consisting of a thesis statement, topic sentences, detailed sentences, and transitions between paragraphs. The students would use self editing, peer editing and teacher suggestions to improve their overall writing.

Reading would consist of the study of short stories, essays, nonfiction writing, poetry and drama. This unit would begin with the study of the short story and its parts. From this, the reading selections would become more challenging as the year went on. The students’ study of vocabulary would aid them in their understanding of the literature they are studying. The students would also use the reading selections they are studying as prompts for the writing that would be done throughout the year. The students would also complete extended response questions that relate to the reading selections to reinforce their reading skills and to better prepare them for writing extended responses to literature.

Grammar would consist of the study of the eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. The students’ study of grammar will begin with the study of nouns and continue through each part. The students will learn how each part of speech functions separately in a sentence and how they work together to form a complete sentence. Other areas of grammar that will be studied will include writing a complete sentence and subject-verb agreement. The study of grammar will improve student writing and help them recognize errors both in their own writing and in the writing of others.

The four areas of study in this English language arts curriculum will be integrated so that all parts will work both separately and together. This integrated approach will help students see how all parts of English language arts work together in reading, writing, grammar and vocabulary. The sequencing of each area will begin with the most basic of concepts and move on to the more complex. Pretesting will help determine what the students already know and where to begin with teaching the basic concepts. Integration of these concepts is necessary since all of them work together to improve a student’s reading, writing, vocabulary and grammar skills. These are skills that are necessary in all other areas of study and in life.