**Curriculum and Design**

**Sequencing Rationale**

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Writing is a process. It begins with the gathering of ideas, narrowing of topics, drafting and then proceeds to the stages of revising and editing and is finally published. The standard, traditional writing curriculum applies the concepts to formal pen and paper writing. This new curriculum is designed to keep with the traditional standards of the writing process and writing conventions but converts the application of these standards to the digital age.

The first unit of this Language Arts Writing design is the Writing Process. This unit is broken down into three sub-units: Prewriting, Writing, and Revising/Editing. Each sub-unit follows the approved national standard stages of the writing process: pre-writing, writing, revising, proofreading, and publishing.

The first sub-unit of the Writing Process unit is Pre-writing. The learning objectives of this unit involve the students in understanding and utilizing the steps of the writing process. The students will learn strategies they can apply to generate writing ideas for assignments. They will conduct background research and determine the purpose of writing. A purpose must be determined early in the writing process in order to keep the student writer organized, focused, and engaged.

The second sub-unit is the Writing unit. In this unit, the students learn to organize the ideas acquired in the Pre-writing unit. They learn to write a thesis statement as well as introductions and conclusions. The Writing unit is designed so that students are able to group ideas acquired in the first unit into paragraph form. The format will then allow the students a model for learning the concepts in the Revising/Editing unit.

The Revising and Editing unit is designed so that the students master the evaluation process that occurs as they are creating written communication. The Revising and Editing Unit is logically placed so that the students are able to critique their writing and take the appropriate steps towards making improvements. Once the students have the basics of the writing process mastered, they will then be able to apply those skills to a variety of different genres or sources of writing.

Logically, next is the Writing Conventions Unit. This is the “heart and soul” of the writing process. In this unit, students learn grammar and sentence structure. Standard objectives such as subject-verb agreement, using collective nouns correctly, and applying punctuation to writing are still enforced in this unit. These core concepts allow the students to proceed and progress to the application unit.

The last unit is the Writing Application Unit. This unit is similar to the traditional application units many writing curriculum model, however, it has been modified to keep time with the technological changes we are embracing in our country today. In the Writing Application Unit, the students will engage in writing digitally by responding through wikis, blogs, web quests and email. These writing sources are more fitting for the students’ future as many careers and military opportunities that may be available to them will require that they be “computer literate”. The students are still gaining the writing standards but are just doing so in a more advanced manner.