**Sequencing Rationale**

 This curriculum would be taught in in four nine week segments (stages). Information would be taught, reinforced with assignments and assessed for comprehension. Once the knowledge has been comprehended by the students, it would be added to by the information from the next stage. The first stage (1st nine weeks) will be focused on using proper grammar, building vocabulary and improving spelling skills.

 Once the students show adequate comprehension of the above skills they will be ready for the beginning of stage two. If the comprehension is obtained prior to the beginning of the second nine week period, then stage two can begin prematurely. If the comprehension is not achieved by the beginning of the second nine week period then additional assignments over the information in stage one will be administered to improve comprehension along with the beginning of stage two instructions. During stage two the students will learn how to identify topic, purpose for writing and the audience they are writing for. They will be taught brain storming and prewriting skills. They will compose reflective writing using personal experiences. As we read various pieces of literature they will write responses to literature that provide interpretation and understanding of the author’s stylistic devices and effects created. Once the students have completed their first draft they will learn how to proof read, edit and put the finishing touches on a paper.

 During the third stage we will introduce the research aspect of writing. Students will formulate open ended research questions. Students will learn what characteristics make credible resources. Once resources are found the students will learn how to organize the data and determine what sources are appropriate for their paper. Next the students will learn how to introduce their sources in their paper, how to quote, paraphrase and properly cite. Once the students have learned how to do in-text citations they will be taught the proper way to create a works cited page for MLA and a bibliography for APA format.

 Finally the fourth stage will focus on functional documents that report and convey information and ideas accurately. Among these documents are informative and persuasive essays that establish clear and distinctive perspectives on a subject with the aid of reliable sources. And last but not least the students will learn how to prepare their writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.