**Sequencing Rationale**

The teaching of writing is a complex and time consuming process. Admittedly, the design of the 7th Grade Writing course does take into consideration the teacher and quantity of work needed to be graded as her evaluations are of utmost important. Thus, it is logical to spread out the larger written projects throughout the year. Additionally, the plans of the 7th Grade Reading teacher must be evaluated to ensure that the courses compliment one another in their teaching.

 The curriculum will be taught in units with each unit lasting anywhere from two to five weeks. Nonfiction and fiction will be intertwined throughout the year to demonstrate the elements they have in common.

The first unit will be the short story unit where students are introduced to the elements of the short story and will write at least one short story according to the style of various genres. It is logical to start with the short story unit as much writing relies on the concepts of plot, sequencing, and character development.

 When that is concluded, students will study persuasion and bias, focusing on modern media and propaganda. This unit should overlap election season where persuasive techniques are most prominent. Students will create their own advertisement using persuasive techniques.

The third unit will be a literature response unit incorporating both fiction and nonfiction writing. Students will respond in writing to the book *The Devil’s Arithmetic* while modeling prose and conducting an interview which they will turn into an essay.

The fourth unit is a longer unit focusing on types of nonfiction and the essay structure. At this point students will learn the basic structure of an essay, focusing on transitions, introductions, conclusions, and thesis statements. Students will observe this structure in various forms before trying to model it. Students will also examine 21st Century writing and practice code switching.

The fifth unit is a newspaper unit where students will read newspapers and attempt to create their own in groups. It is logical to follow the nonfiction unit, as students now can think about structure but also focus on brevity in writing.

At that point it would be necessary to refocus attention on fictional elements, so that transition would be made in the sixth unit – poetry. Students would study terms, create portfolios, and share together.

While revisiting fictional elements, students will create a children’s book to prove they have retained knowledge of fictional elements. They would then share this book with elementary students in a read aloud.

To conclude the year, students will learn about nonfiction research writing. Students will find and analyze sources, learn citation rules, and present findings. It is imperative that this unit is at the end of the year as it is the transition to their 8th grade Science Fair research paper that they will begin at the start of their 8th grade year. The folder that they create in their 7th grade class will follow them to their 8th grade science class.

While this sequencing seems logical currently, adjustments will be made if conditions merit. Some classes demand more focus on either fiction or nonfiction depending upon their strengths. Additionally, other 7th grade teachers must be consulted throughout the year to ensure that writing units are promoting their courses of study. Finally, it is necessary to vary between fictional and nonfiction units as students can appear to be tired of one or the other. It is the responsibility of the teacher to know her students, their strengths, and possible need for adjustments.