Sequencing Rationale

Grade 9 Writing

Monica Asher

The sequencing rationale for this unit will follow a procedure based sequence. Learning to write an essay, formula writing specifically, is a step-by-step process as is the procedure-based sequence. Additionally, students at the 9th grade level, generally, have limited ability to think abstractly. Teaching writing in concrete terms, as a procedure, serves to benefit students as it is the most appropriate for the development level.

The unit/curriculum will be taught, initially, in a two-month period. During that time, criterial concepts will be taught and students will learn the basic function of all the elements of a paragraph and an essay.

The first segment includes identifying and writing specific topics appropriate to purpose. Students will initially learn how to write a topic-focused paragraph as well as the specific parts of a paragraph: topic sentence, concrete details, commentary sentences, and concluding sentences. Students will learn the process of writing including: formulating writing ideas and identify a topic appropriate to the purpose and audience, application of appropriate pre-writing tasks, use of revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas, editing to improve sentence fluency, grammar and usage, and applying tools to judge the quality of writing.

The second segment will require students to apply the concepts of writing the format paragraph to other core subjects: science and social studies. This segment will ask students to write persuasive and research-based paragraphs as opposed to writing just paragraphs of exposition as in the first segment. This segment will push students to move into higher levels of thinking (analysis and synthesis).

The third segment will require students to expand upon writing paragraphs and combine learned strategies with new strategies to write a multi-paragraph essay. This segment will build upon strategies learned in the first two segments and ask students write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge, use documented textual evidence to justify interpretations of literature or to support a research topic, and write persuasively which states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

Obviously, writing is a procedural process, however, the sequence of this unit also moves students from easy concepts to more difficult concepts. A variety of assessments will be used as the learning schema change.