**Sequencing Rationale**

Writing demands the connection of words, statements, and sentences that allow for communication via the written word. The sentences are connected to make paragraphs that allow the writer to express or inform the audience of the selected topic. This process requires a progression of thoughts and the ability to express them with words. However, learning and mastering this process requires an effective curriculum and lesson plan to instruct students. Such a plan should be in a logic sequence to optimize learning outcomes. The concept map illustrates the sequences of learning goals for writing into categories. The categories under the pre writing stage are draft, develop, and revise. Additional higher level sequences involve paragraph construction and ultimately the writing of multiple paragraphs to create story/narrative that will be shared with peers once completed.

First, the unit starts with pre writing. This subunit encourages learners to first develop a draft of their meaningful and relevant topic. Through brainstorming the early writer generates enough material to make an outline which includes the first ordering of selected topic. At this point an assessment determines if the outlined learning goals have been achieved before moving on to the next sequence of the pre writing subunit.

Next, the student further develops the outline. At this stage, topic sentences with supporting sentences are started to form through the connection of words and phrases. The ultimate learning objective for this stage is a good topic sentence and multiple (3-4) supporting sentences that start to take shape of a good paragraph.

Third, revision of the previous subunit of development is next sequence in the writing process. This includes particular attention to capitalization and proper punctuation. The proofreading of previous sequence allows for a further development of the writing with an ultimate learning object of a well written paragraph(s) which will be built on with more detail through further development to eventually scaffold into an essay or story.

Finally, once the ultimate learning object of an essay/story has been achieved, the student shares work with peers. This is done through a presentation format that allows the writer to share with the class their final draft. At this time, peers are given an opportunity at end of presentation to discuss and provide constructive feedback to the author.