

Unit Architecture & Global Portability Guide

VARP Mini-Unit Framework: Rhetorical & Pre-Writing Mastery

Target Frameworks: Cambridge IGCSE English (0500) • IB MYP Language & Literature • AERO Standards

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Executive Summary & Architectural Overview

The **VARP Framework** (**V**oice, **A**udience, **R**egister, **P**urpose) serves as an essential pre-writing metacognitive scaffold. Designed to transition students from mechanical compliance to intentional authorial choice, the mini-unit establishes four core pillars that govern every piece of written communication:

- **Voice (V):** Determining narrator identity, perspective, attitude, and tone.
- **Audience (A)** Analyzing target readership expectations, background, and needs.
- **Register (R):** Selecting appropriate levels of formality (informal, neutral, formal) based on context.
- **Purpose (P):** Defining explicit rhetorical goals (to entertain, inform, persuade, advise, describe, explain).

Master Tri-Framework Mapping Matrix

VARP Component & Target PDF+ 2	Cambridge IGCSE English (0500) Alignment PDF+ 2	IB MYP Language & Literature Alignment	AERO Standards Alignment
Voice (V) <i>(Narrator identity, speaker attitude, point of view)</i>	AO2 Writing (W1 & W2): • Articulate experience and express what is thought, felt, and imagined. • Adopt and sustain an appropriate voice and register.	Criterion C (Producing Text): • Select and use linguistic devices to produce intentional effects. Criterion D (Using Language): • Express complex ideas clearly using register-appropriate voice.	W.9-10.4: • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L.9-10.3: Apply knowledge of language to understand how language functions in different contexts.
Audience (A) <i>(Recipient awareness, reader expectations, context)</i>	AO2 Writing (W2 & W3): • Order and present facts, ideas, and opinions for specified readers/audiences. • Tailor tone and vocabulary to specific prompt contexts (letters, speeches, articles).	Criterion C (Producing Text): • Write for a specified audience with high awareness of cultural, social, and contextual expectations. ATL Skill (Communication): • Write for different audiences and purposes.	W.9-10.4: • Adapt writing style and choices to match audience background, context, and requirements. SL.9-10.4: Present information clearly and concisely appropriate to target listeners.
Register (R) <i>(Levels of formality: Informal, Neutral, Formal)</i>	AO2 Writing (W1, W2, & W5): • Maintain register consistency across tasks.	Criterion D (Using Language): • Write in a clear, coherent, and register-appropriate style across varying contexts.	L.9-10.1 & L.9-10.2: • Demonstrate command of formal English conventions, sentence mechanics, and register appropriate to context.

VARP Component & Target PDF+ 2	Cambridge IGCSE English (0500) Alignment PDF+ 2	IB MYP Language & Literature Alignment	AERO Standards Alignment
	• Avoid accidental shifts into informal slang in formal directed writing tasks.	• Demonstrate high accuracy in grammar, syntax, and punctuation.	
Purpose (P) <i>(Entertain, Inform, Persuade, Advise, Describe, Explain)</i>	AO2 Writing (W2, W3, & W4): • Organize content to fulfill explicit task directives (e.g., Discursive vs. Descriptive tasks). • Use language elements explicitly to achieve task goals.	Criterion C (Producing Text): • Produce text that demonstrates a sophisticated understanding of task purpose and structural conventions.	W.9-10.1 / W.9-10.2 / W.9-10.3: • Write arguments, informative/explanatory texts, and narratives with distinct structural techniques suited to purpose.

Detailed Curriculum Implementation Guidance

1. Global Portability: AERO Standards

- **Contextual Control (L.9-10.3 & W.9-10.4):** AERO demands that high school students make intentional choices regarding word choice, syntax, and tone based on context. The VARP checklist gives students a concrete 4-step protocol before writing drafts.
- **Application Across Text Types:** Use Day 2 Activity 2 (Purpose) and Activity 3 (Scenario Planning) to prepare students for AERO argumentative, informative, and narrative performance tasks.

2. Global Portability: IB MYP Language & Literature

- **Key Concept Connection:** Frame the VARP Mini-Unit around the Key Concept of **Communication** and the Related Concepts of **Audience Imperatives**, **Stylistic Choices**, and **Purpose**.
- **Statement of Inquiry Example:** *"Writers manipulate voice and register to align with audience expectations and fulfill explicit communication purposes."*
- **ATL Integration:** Embed VARP as an **Approaches to Learning (ATL)** scaffold under *Communication Skills* (exchanging thoughts, messages, and information effectively through interaction) and *Self-Management Skills* (affective and cognitive pre-writing planning).

3. Cambridge IGCSE English (0500) Core Alignment

- **Directed Writing & Composition Preparation:** Paper 1 (Section 2 Extended Response) and Paper 2 (Section 1 Directed Writing) evaluate students on their ability to adopt a specific persona (Voice), write to a specified reader (Audience), maintain appropriate formality (Register), and fulfill prompt requirements (Purpose).
- **Immediate Application:** Use the VARP protocol prior to reading anchor texts (e.g., Guy de Maupassant's *The Necklace*) to analyze authorial technique before transitioning into student narrative composition.

Master Instructional Matrix (2-Day Module Sequence)

Day PDF+ 2	Phase / Focus PDF+ 2	Key Analytical & Rhetorical Targets PDF+ 2	Student Artifacts & Formative Tasks PDF+ 2
Day 1	Voice & Audience	• Defining Voice (narrator, speaker, attitude, perspective) • Defining Audience (target reader, background, expectations) • Analyzing how shifting audience alters voice & word choice • Evaluating text clues for voice/audience identification	• "Same Event, Different Voice" analysis • "One Scenario, Three Audiences" writing task • Day 1 Exit Ticket
Day 2	Register & Purpose + Full VARP Synthesis	• Defining Register (Informal, Neutral, Formal levels) • Defining Purpose (Entertain, Inform, Persuade, Advise, Describe, Explain) • Synthesizing full VARP framework into pre-writing checklist • Applying VARP to text analysis (<i>The Necklace</i>) and narrative writing	• "Can We Chat?" Formality Transformation exercise • Escape Scenario VARP Planning Chart & Paragraph • Day 2 Exit Ticket & Pre-Writing Checklist