

# Sequence Plot Chart

Reading 2-5/6+: Literary Concepts: Main Ideas, Details, Inferences: Identify & Analyze Characterization, Plot, Setting

## From NWEA's Learning Continuum:

### Sequencing 151-170:

- Understands sequence in literary text

### Sequencing 171-210:

- Determines logical order of events in literary text
- Identifies words that indicate sequence or order in literary text
- Understands sequence in literary text

### Sequencing 211-230:

- Determines logical order of events in literary text
- Understands sequence in literary text

### Plot 161-210:

- Identifies problem/conflict in literary text
- Identifies the resolution of conflict in literary text

### Plot 211-220

- Identifies climax in literary text
- Identifies events that lead to resolution of problem/conflict
- Identifies problem/conflict in literary text
- Understands terms commonly used to describe plot

### Plot 221-240

- Identifies climax in literary text
- Identifies problem/conflict in literary text
- Identifies exposition in literary text
- Identifies falling action in literary text
- Identifies the resolution of conflict in literary text
- Understands terms commonly used to describe plot

## First Steps for All Students:

- Have students draw a copy of the diagram on blank paper. (Having students create the diagram (as opposed to giving them a photocopy) makes it more memorable for them and makes it more likely that they will use the diagram on their own later.)

**Resources:** Blank paper, appropriately complex article/story

**Means of Assessment:** Observation, completion of diagram

## Lower Lesson/Activity:

- Choose an article/story for which the events are described in chronological order

- Read the story/article as a class.

- As a group, determine:

1. The beginning – how everything starts. Record that event on the simple plot diagram.
2. The end – how everything finishes. Record event on the diagram.
3. Identify three events in the middle of the story. Record on the diagram. Which event in the story is the most important part? Why? Discuss. (Answers will vary).

- Repeat with a second story, giving students the opportunity to complete the chart independently. Compare and discuss responses.

## Middle Lesson/Activity:

- Same activity as above. Use the simple plot diagram and a more complex article/story in which the events are not described in chronological order.

## Higher Lesson/Activity:

- Start with an article/story for which the events are generally described in chronological order; when students are ready, move on to a more complex article/story in which the events are not described in chronological order.

- Use the more complex "Plot Curve Diagram."

- Read the article/story as a class.

- Give students 5 minutes to identify the events they consider to be the exposition, climax, and resolution. Record the choices on the diagram.

- Have students share and discuss their choices. There may be multiple choices that can be seen as correct. Have students explain their choices.

- After some discussion, have students make any changes they feel are needed and fill in rising and falling action. Compare and discuss responses.

## Closure:

- Summarize the diagram and vocabulary words used

## Exit Ticket:

- Write one question you have about today's lesson