

Sequencing

Idaho Language Arts Standards	NWEA DesCartes Statements based on RIT Scores
<p>3rd Grade Standard: 3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.</p> <p>Content Limit: Item will require the identification of facts and details solely from the nonfiction text given. Item may include identification of main idea, facts, relevant details, and/or sequencing.</p> <p>4th Grade Standard: No skills related to sequence at this level</p>	<p>191-200 RIT Scores (3rd grade – Proficient 192; 4th grade – Proficient 198)</p> <p>DesCartes > Reading: Literal Comprehension > Sequence Events</p> <ul style="list-style-type: none"> • Recognizes sequence of events in literary text (e.g., first, second, last) • Recognizes chronological/sequential order in informational text • Analyzes chronological/sequential patterns in informational texts • Analyzes chronological/sequential order in literary text • Interprets chronological/sequential order in informational text
<p>5th Grade Standard: No skills related to sequence at this level</p> <p>6th Grade Standard: 6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.</p> <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<p>201-210 RIT Scores (5th grade – Proficient 204; 6th grade - Proficient 208)</p> <p>DesCartes > Reading: Literal Comprehension > Sequence Events</p> <ul style="list-style-type: none"> • Recognizes sequence of events in literary text (e.g., first, second, last) • Chooses the correct order of events in literary text • Identifies sequence of events in literary text • Examines chronological/sequential order in informational text • Assesses chronological/sequential patterns in informational texts • Assesses chronological/sequential order in literary text • Assesses chronological/sequential order in informational text
<p>7th Grade Standard: No skills related to sequence at this level</p> <p>8th Grade Standard: No skills related to sequence at this level</p> <p>9th Grade Standard: No skills related to sequence at this level</p> <p>10th Grade Standard: No skills related to sequence at this level</p>	<p>211-220 RIT Scores (7th grade - Proficient 212; 8th grade - Proficient 214; 9th grade – Proficient 217; 10th – Proficient 220)</p> <p>DesCartes > Reading: Literal Comprehension > Sequence Events</p> <ul style="list-style-type: none"> • Examines chronological/sequential order in informational text • Assesses chronological/sequential patterns in informational texts • Assesses chronological/sequential order in literary text • Assesses chronological/sequential order in informational text

Notes:

- In this case, the skill and standard itself do not change much at higher grade levels and in higher RIT bands. The change should happen with the text being read: simpler text for students still learning to identify cause and effect, and more complex text for students ready for more of a challenge.
- This lesson can be used with both literary and informational texts

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Lesson: Sequencing Plot Chart

	Students:	Activity and Assessment:	Materials:
More Advanced		<p>- Have students draw a copy of the chart on a blank sheet of paper. Have them hold the paper in half twice so that the fold lines on the paper match the dotted lines on the example. Use the fold lines to guide the lines for the arch.</p> <p>Reminder: Having students create the diagram (as opposed to giving them a photographed copy) makes it more meaningful for them and makes it more likely that they will use the diagram on their own in other situations.</p> <p>- Choose an article for which the events are not described in chronological order in the story</p> <p>- Read the article as a class once through.</p> <p>- Give students 5 minutes to identify the events they consider to be the first and last major events in the story – the beginning and the end. Record the choices on the chart.</p> <p>- Have students share and discuss their choices. There may be multiple choices that can be seen as correct.</p> <p>- Give students a few more minutes to identify three events from the middle of the story each student deems most significant. Remind them to list these events on their charts in the order they happened.</p> <p>- Discuss choices.</p>	<p>- Blank paper</p> <p>- Article at appropriate reading level(s)</p>
Mid-Level		<p>- Have students draw a copy of the chart on a blank sheet of paper. Have them hold the paper in half twice so that the fold lines on the paper match the dotted lines on the example. Use the fold lines to guide the lines for the arch.</p> <p>Reminder: Having students create the diagram (as opposed to giving them a photographed copy) makes it more meaningful for them and makes it more likely that they will use the diagram on their own in other situations.</p> <p>- Choose an article for which the events are described in chronological order in the story</p> <p>- Read the article as a class once through.</p> <p>- Give students 5 minutes to identify the events they consider to be the first and last major events in the story – the beginning and the end. Record the choices on the chart.</p> <p>- Have students share and discuss their choices. There may be multiple choices that can be seen as correct.</p> <p>- Give students a few more minutes to identify three events from the middle of the story each student deems most significant. Remind them to list these events on their charts in the order they happened.</p> <p>- Discuss choices.</p>	<p>- Blank paper</p> <p>- Article at appropriate reading level(s)</p>
More Simple		<p>- Have students draw a copy of the chart on a blank sheet of paper. Have them hold the paper in half twice so that the fold lines on the paper match the dotted lines on the example. Use the fold lines to guide the lines for the arch.</p> <p>Reminder: Having students create the diagram (as opposed to giving them a photographed copy) makes it more meaningful for them and makes it more likely that they will use the diagram on their own in other situations.</p> <p>- Choose an article for which the events are described in chronological order in the story</p> <p>- Read the article as a class once through.</p> <p>- As a group. Determine which event in the story is the beginning – how everything starts. Record that event on the chart.</p> <p>- As a group. Determine which event in the story is the end – how everything finishes. Record that event on the chart.</p> <p>- As a group. Determine which event in the story is the most important part of the middle. Discuss reasoning. Record that event on the chart.</p>	<p>- Blank paper</p> <p>- Article at appropriate reading level(s)</p>

Notes:

- Each lesson can be used multiple times with the same students. Choose different reading material each time. This gives the students a chance to become comfortable with the format and the expectations so they can focus on the skill.

- Model, model, model, model!

- **Demonstrate the skill in detail**, explaining your thinking process out loud, especially for struggling students.
- Show the assignment page on an overhead projector. Read the article together. Pause and describe your thoughts as you look for the information needed to complete each part of the assignment.
- The first time you give an assignment, complete at least the first half of it as a whole class. Give the students multiple chances to hear you explain how to use the skill before asking them to try it on their own.
- Students may also benefit from being allowed to work together. Talking through the work may help them clarify their thinking and gives you a chance to listen in and better understand how much they are able to do.

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