

Reading DesCartes: Literal Comprehension

Skills: Sequence Events

Students:	DesCartes Skills: (Highlight the skills related to your chosen standard/concept)
	RIT Above 230: • Evaluates chronological/sequential order in literary text
	RIT 221-230: • Recognizes sequence of events in literary text • Analyzes chronological/sequential order in informational text • Evaluates chronological/sequential order in literary text • Evaluates chronological/sequential order in informational text
	RIT 211-220: • 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
	RIT 201-210: • 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
	RIT 191-200: • 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
	RIT 181-190: • Id's the correct order of events in literary text • Recognizes chronological/sequential order in informational text • Analyzes chronological/sequential order in literary text • Interprets chronological/sequential order in informational text
	RIT 171-180: • Identifies sequence of events in literary text (e.g., first, second, last) • Orders sentences to create a paragraph that makes sense in literary text • Identifies chronological/sequential order in informational text • Interprets chronological/sequential order in literary text • Analyzes chronological/sequential order in informational text
	RIT 161-170: • Identifies sequence of events in literary text (e.g., first, second, last) • Interprets chronological/sequential order in literary text • Analyzes chronological/sequential order in informational text
	RIT Below 161: • Interprets chronological/sequential order in literary text

	• Analyzes chronological/sequential order in informational text
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Lesson Title: Story Strips Sequencing

<p>Standard/Concept for All:</p> <p>K, 1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. 2.LA.2.3.4 Retell basic plots of literary text. 3.LA.2.3.4 Identify plots in literary text. 4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot 5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. 6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution</p>
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<p>Introduction: (Get Attention; Connect to Prior Knowledge) Read out loud or have students read a book at the lower end of their Reading or Lexile level.</p>
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<p>For Students Ready for a Challenge:</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> - Give students all of the sentence strips for their story and have them arrange them in order based on the story. Have them orally summarize the story. - Have a student select a sentence strip and remove it from the list. - Discuss: How might the rest of the story change as a result? - Replace sentence strip. Have a student select a different sentence to remove and repeat the discussion question. <p>Resources:</p> <ul style="list-style-type: none"> - Fictional book at an appropriate reading level - Sequence strips for that story (created ahead of time) <p>Means of Assessment: Observation, response to questions</p>

<p>For Most Students:</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> - Give students 6-10 of the sentence strips. Have them identify which strips come first and last in the story. - Have them work together (groups of 2-3) to arrange the rest of the 6-10 strips in order based on the story. Have them summarize the story orally. - Repeat with a different selection of sentence strips. <p>Resources and Means of Assessment: - same as above</p>
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<p>For Students Needing Extra Support:</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> - Give students three of the sentence strips, one each from the beginning, middle and end of the story. Read the sentences to the student(s) and identify which event comes first in the story. - Repeat with a different selection of sentence strips. <p>Resources and Means of Assessment: - same as above</p>

<p>Closure/Summary for All:</p> <ul style="list-style-type: none"> - Summarize the story and skills used
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Story Sequence Strips:

- Create and cut out prior to the lesson.
- The number of strips you make for a story will depend on the story itself and the readiness of the students.
 - Suggestion for older students: Have the students create the story strips alone or with a partner one day, then switch sets of story strips with another student or pair of students the next day for this activity.
- If working with a large group of students, you may want to copy the strips onto an overhead transparency and project the sentences onto a wall or screen.

Example of Story Strips for The Three Little Pigs:

The three little pigs are friends.
The little pigs want to build houses to keep themselves safe from the wolf.
The first little pig builds a house of straw.
The wolf blows down the straw house.
The second little pig builds a house of sticks.
The wolf blows down the stick house.
The third little pig builds a house of bricks.
The wolf tries to blow down the brick house.
The brick house was too strong for the wolf to blow down.
The little pigs were safe.