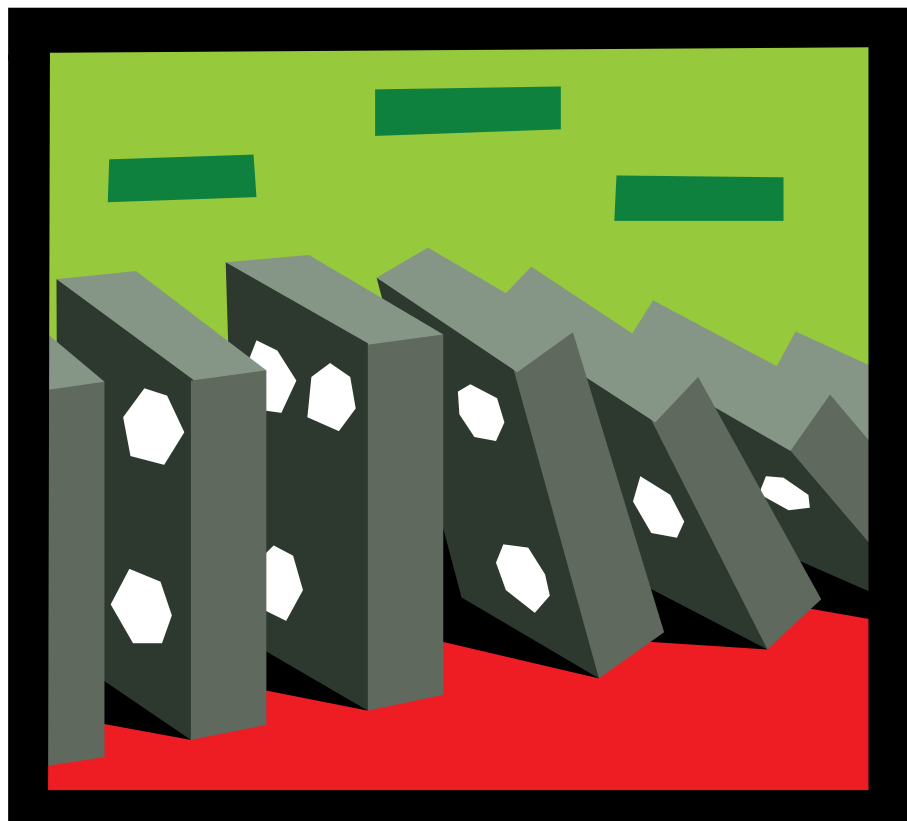


# Sequence



*Order of Important Events*

# What is Sequence?

## Sequence of Events - Chronology

Most narrative stories are constructed around a sequence of events. Students gain a deeper understanding of the story by acting out or retelling the proper order of the important events in stories, describing cause and effect relationships and how the events affect the central meaning of the story.

Informational text is also frequently organized around a series or sequence. Historical events are often presented in chronological order; directions occur in sequence; change follows a logical order; and scientific observations are usually recorded in a precise order. Curiously, sequencing is not a natural skill, and many young children recall stories and episodes, not so much through the sequence of important events, but through a collection of salient features that seemed relevant or interesting to the student. Often, for example, when a student recalls a favorite movie, the student does not begin at the beginning of the movie and follow the movie's plot, but instead recalls action scenes or describes specific characters.

Sequencing, therefore, is a skill that students must learn in a fairly structured way. Students need to understand and recreate sequences of events. Students must learn to distinguish important events from less important ones. They need to understand cause and effect and plot development and the way characters change over time. These and other academic skills have foundations in sequencing instruction.

# Sequence in the TEKS

**Figure 19 Reading Comprehension/Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

Students in 3 <sup>rd</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:
Fig. 19 (E) summarize information in text, maintaining meaning and logical order	Fig. 19 (E) summarize information in text, maintaining meaning and logical order	Fig. 19 (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
<i>Fig. 19 (L3) represent text information in different ways, including story maps, graphs, and charts</i>	<i>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer</i>	<i>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer</i>

## Comprehension of Literary Text/Fiction.

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Students in 3 <sup>rd</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:
8(A) sequence and summarize the plot's main events and explain their influence on future events	6(A) sequence and summarize the plot's main events and explain their influence on future events	6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events

## Comprehension of Text/Independent Reading.

Students read independently for sustained periods of time and produce evidence of their reading.

Students in 3 <sup>rd</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:	Students in 4 <sup>th</sup> grade are expected to:
11(A) read independently for an <i>increasing</i> sustained period of time <i>with increasing stamina</i> and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks);	9(A) read independently for an <i>increasing</i> sustained period of time <i>with increasing stamina</i> and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks);	9(A) read independently for an <i>increasing</i> sustained period of time <i>with increasing stamina</i> and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks);

# Relevant Academic Vocabulary Students Should Learn During Sequence Instruction

There are technical terms that we use when teaching FOCUS. It is a good idea to teach these technical terms explicitly to your students and to be careful to use them appropriately in your class. Students should be encouraged to use these terms appropriately in their speaking and writing.

## ENGLISH TERMS:

First, next, then, finally, etc.	Paraphrase
Sequence of Events	Order
Timeline	Preceding
Cause and Effect	Subsequent

## TÉRMINOS EN ESPAÑOL:

Primero, siguiente, luego, finalmente, etc.	Parafrasear
Secuencia de eventos	Orden
Cronología	Anterior
Causa y efecto	Posteriormente

# Teaching Sequence through Group Retelling

Children learn best in a supportive context. Stories and poems that use a familiar structure can help teachers provide support and scaffolding by building upon students' existing background knowledge. Teachers can begin or review a lesson on sequence by using a poem, story or fairy tale that is a class favorite. In returning to a class favorite, remind students to pay particular attention to the events at the beginning, middle, and ending of the story. Teachers can also use a sequence of events graphic organizer or a beginning-middle-end chart by having students tell the story using the information on the graphic organizer or chart and recording student responses.

English language learners and other students may have some difficulty understanding terminology related to sequence, such as before, after, first, next, finally, etc. Teachers may need to spend some time reviewing these terms.

## **Learning Intentions:**

- To summarize information in text by talking, drawing or writing about what students have read (or what has been read to them)
- To use visual structures that organize information in a logical way to improve comprehension by providing concrete representations of concepts

## **HOW?**

### **Materials**

Short story familiar to the students  
Paper and drawing materials  
Chart Paper (optional)

## **Lesson Overview:**

1. Students listen to a favorite story either read aloud or as they follow along (shared reading) if there is a class set available.
2. Guide students to focus on the events that take place in the story and the order in which they occur. Students can take notes during the reading, or listen first and participate in a class discussion about the story.
3. Students brainstorm events from story while the teacher records on chart paper.
4. After listing events from the story, have each pair of students select a particular event. Make sure that all events are assigned to at least one pair in the class.
5. Introduce the concept of sequence to the class and explain that this is a strategy that they are going to use to understand what they have read. Explain that they are going to build a "human" timeline to review the sequence of events in the story.
6. Give each pair of students a blank sheet of plain white paper, and have them work together to write one complete sentence describing the event from the story.
7. After students finish writing their sentences, give them about 5 or 10 minutes to draw a simple illustration of the scene that they described.
8. Begin the timeline process by having students divide themselves up into three groups based on when their event happened in the story: beginning, middle, or end.
9. In each group, have students work together to decide the sequence of events. When the group has a tentative order, they are to sit in a line in their order.
10. Students can then share their sentences and their drawings with the class, and the class may make changes to the location of the students along the timeline of the story.
11. When the class has decided on a sequence for the events, have each student attach his or her drawing to the chart paper timeline hanging on the wall using glue or a stapler. Also, the students can count off in line and number their drawings to reinforce the sequence of events.
12. As a closing activity, have students write short journal entries about how this activity helped them to better understand the story.

# Teaching Sequence through Story Reconstruction

## Learning Intentions:

- To understand the important sequences of events that take place in narrative and expository texts.

## HOW?

### Materials

A short passage of narrative or expository text cut into segments

### Lesson Overview:

Begin this activity by discussing with students the importance of accurately relaying information about events that have occurred. To illustrate the point, you may wish to tell students a story in which the order of events is jumbled. One possible suggestion would be to relay the events of the previous day or of an athletic event, or other example relevant to students.

Make copies of a piece of text, one for each student group. Cut each copy of the story into sections by sentences and paragraphs. Place the strips of paper into envelopes, one for each student group. For this activity, it works best if students are placed in groups of 2-3 students only. After distributing an envelope to each group, challenge students to organize the slips of paper so the story appears in logical sequence. Rather than giving students strategies for organizing their thoughts, let student groups work without much common direction. You may wish to tell students that they must arrive at a group consensus about the correct sequence of the story.

Once each group has completed the sequencing task, ask individual groups to share their stories. You may wish to have one group read their story, while the other groups mark those passages they have placed in a different order. Allow discussion time for comparing stories. Encourage students to defend their sequence.

**Summing Up Questions:**

What was the most difficult challenge in completing this sequencing exercise? Student answers will vary, but are likely to include mention of the feeling of uncertainty about whether the final sequence is really "correct." Assure students that the best rule of thumb is to ask yourself, "Does it make sense?" If the ideas are logically connected and show the progression of one idea to the next, students should consider the assignment successfully completed.

While students still have their story arranged on the table, ask them to look at the ideas that were misplaced in their arrangement. In general, what types of ideas were misplaced? Students will likely realize that the items that were misplaced, did not play a very important part in the story.

If using narrative text, look at the student's arrangement of the text and ask students to pull out the slips of paper containing the main ideas of the story. Challenge students to prepare a short summary of the story using these main ideas.

**MOVING TOWARD INDEPENDENCE:**

Challenge groups of students to write a set of "How to" directions on a selected topic. Students should discover that the sequence of events is very important to the directions. Once they are satisfied with their directions, they may cut out paragraphs and sentences. Exchange directions with a different group. Each group must unscramble the other group's directions. The real challenge in this assignment is writing the directions, more so than sequencing.

Lesson from: [http://www.uni.edu/earth/EECP/mid/mod2\\_la.html](http://www.uni.edu/earth/EECP/mid/mod2_la.html)



# Graphic Organizers for Teaching Sequence

*NOTE: Graphic organizers are useful tools for some students. All students should be familiar with graphic organizers, but students who do not need them should not be forced to use them habitually. Graphic organizers should not be treated as a final product in instruction, rather they are a tool to assist students in creating a final product. Students may fill in a graphic organizer to sort out information prior to writing, but the purpose of a graphic organizer is to use it as a tool to write coherent and organized text.*

## NARRATIVE SEQUENCE CHART

<b>Beginning</b>	<b>Middle</b>	<b>Ending</b>
<p>Once upon a time...</p>	<p>First</p>     <p>Then</p>     <p>Next</p>     <p>After that</p>     <p>Finally</p>	<p>...and they lived happily ever after.</p>

## GRÁFICA DE LA SECUENCIA NARRATIVA

<b>Inicio</b>	<b>Medio</b>	<b>Final</b>
<p>Era una vez...</p>	<p>Primero</p> <p>Luego</p> <p>Siguiente</p> <p>Después de eso</p> <p>Finalmente</p>	<p>...y vivieron felices para siempre.</p>

# Expository Sequencing List

<b>First</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Finally</b>

## Lista de secuencia

<b>Primero</b>
<b>Después</b>
<b>Después</b>
<b>Después</b>
<b>Entonces</b>

# Preparing for the TAKS

In the following pages are examples of explicit strategy instruction that teachers can use to prepare students for the types of questions they will encounter on the TAKS. There are also sample questions from released versions of the TAKS to illustrate how Sequence is tested on the TAKS.

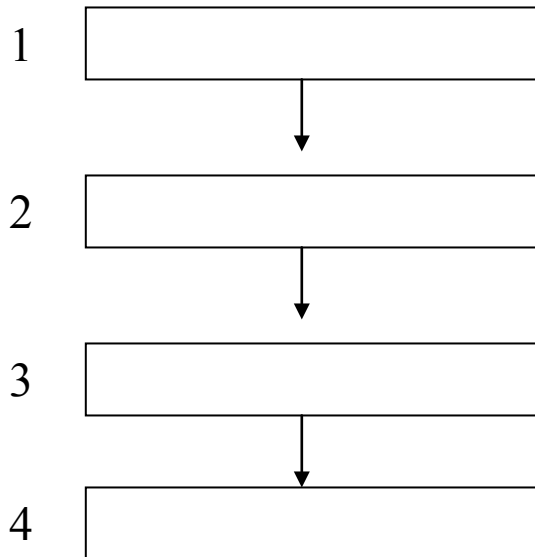
# Sequence

## TAKS Stems:

- What happened right before –
- What happened right after –
- When \_\_\_\_\_ returns from \_\_\_\_\_, she –
- Before \_\_\_\_\_ (character) could \_\_\_\_\_ (action) successfully, it was necessary to

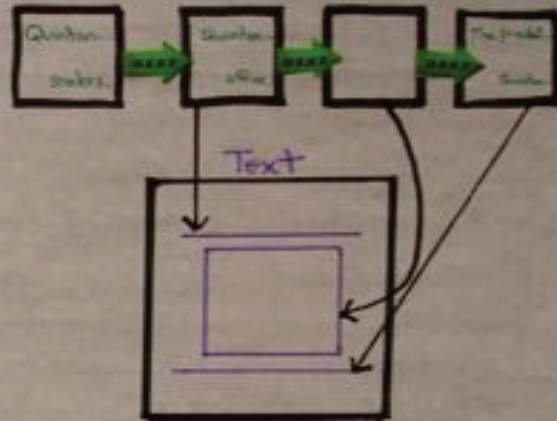
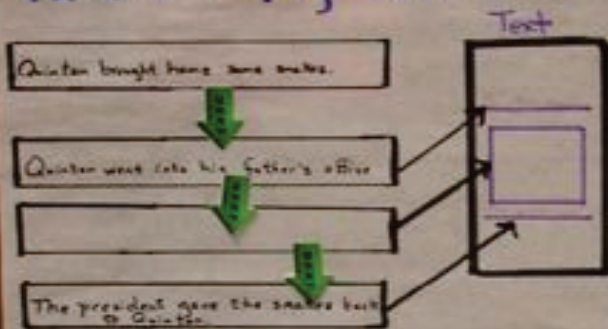
## Strategy

- Graphic Organizer



# How to answer Sequencing Questions On the TAKS

This chart shows the order of events that take place in the article. Which of these events belongs in the empty box?



What happens **after** the lion learns that the farmer is not really strong?

- The lion smashes a rock into powder.
  - The farmer hunts lion with his new bow.
  - The farmer runs from the lion.
  - The farmer's wife chases the lion away.
- Text
- Lion learns farmer is not strong.

What happens **before** LaShonda gets her idea about meeting in the sunflowers?

- The girls listen to a bird singing in a tree.
  - Robin tells a story about when her mother was little.
  - The girls decide to make bird feeders.
  - The friends sit on a blanket in the sunflowers.
- Text
- LaShonda decides to meet in the sunflowers.



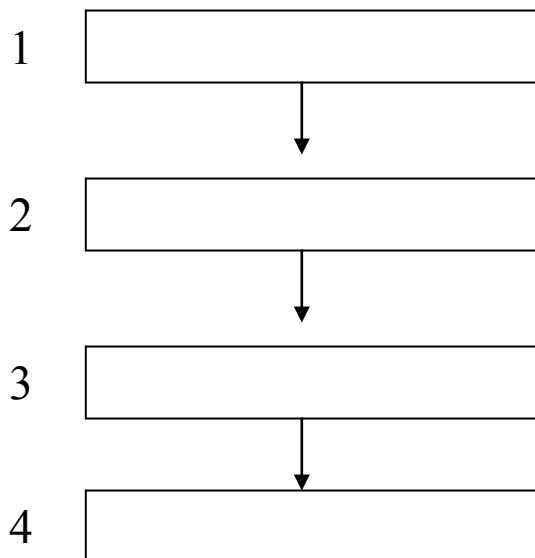
# Secuencia

## TAKS

- ¿Qué pasa antes de que—
- ¿Qué pasa después de que—
- Esta tabla muestra el orden en que sucedieron los eventos en el artículo. ¿Cuál de estas respuestas va en el cuadro vacío?

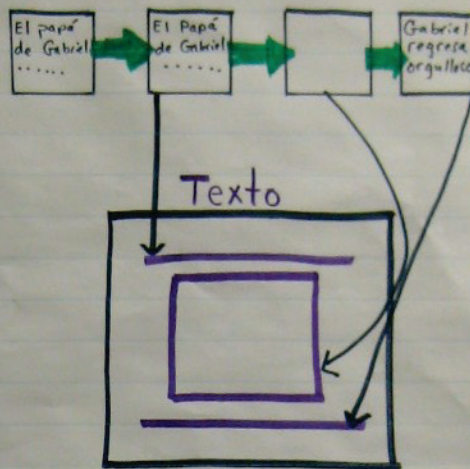
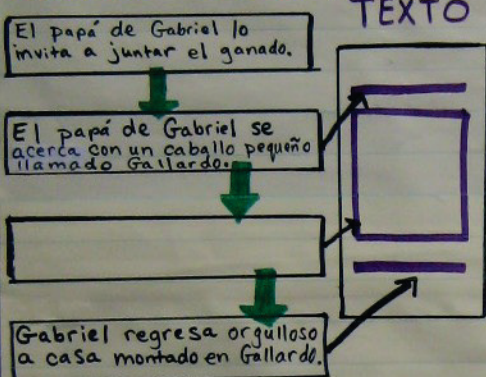
## ***Estrategias***

- La gráfica



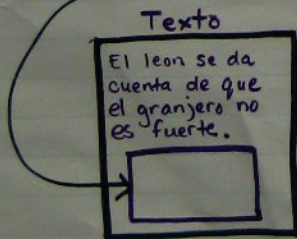
# Cómo contestar PREGUNTAS DE SECUENCIA en la prueba de TAKS

Esta tabla muestra el orden en que sucedieron los eventos en el artículo. ¿Cuál de estas respuestas va en el cuadro vacío?



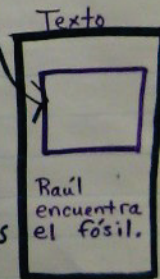
¿Qué pasa después de que el león se da cuenta de que el granjero no es fuerte?

- El león rompe una piedra hasta convertirla en polvo.
- El granjero caza leones con su arco nuevo.
- El granjero huye del león.
- La esposa del granjero persigue al león.



¿Qué pasa antes de que Raúl encuentre el fósil?

- La clase de Raúl va al rancho.
- La lluvia se lleva un poco del suelo.
- La clase estudia sobre los fósiles.
- La Srta. Sánchez llama a los padres de Raúl.



## Examples of Sequence Questions on TAKS

1. What happens **after** the lion learns that the farmer is not really strong?

- A The lion smashes a rock into powder.
- B The farmer hunts lions with his new bow.
- C The farmer runs from the lion.
- D The farmer's wife chases the lion way.

2. **Before** Elizabeth got a tarantula, she had to—

- A write articles about tarantulas
- B Tell her friends about tarantulas
- C teach her parents about tarantulas
- D give presentations about tarantulas

3. The chart shows the order of some events from the story.

Cory's father invites him to go on the roundup.

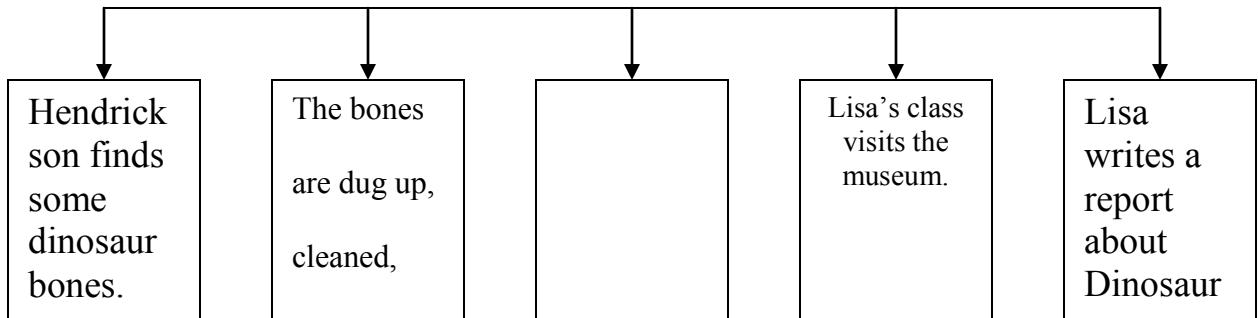
Cory's father walks up leading a small horse named Spunk

Cory rides home proudly on Spunk.

4. Which event belongs in the empty box?

- A Cory helps his father put Spunk back into the corral.
- B Cory's brothers saddle their horses for the roundup.
- C Cory complains to his parents about being little.
- D Cory's horse, Spunk, does a better job on the roundup than the bigger horses.

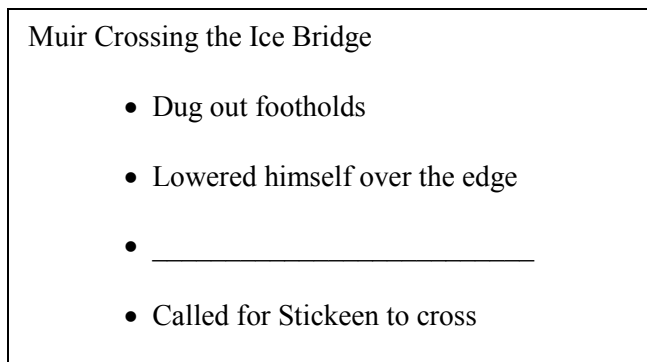
4. The diagram below shows events from these selections. Use the diagram to answer the next question.



Which of these belongs in the empty box?

- A Lisa hunts for dinosaur bones.
- B Hendrickson goes to the Cheyenne River Indian Reservation.
- C Another *T. rex* skeleton is found.
- D Dinosaur Sue is put together at a museum.

5. Read the chart of events.



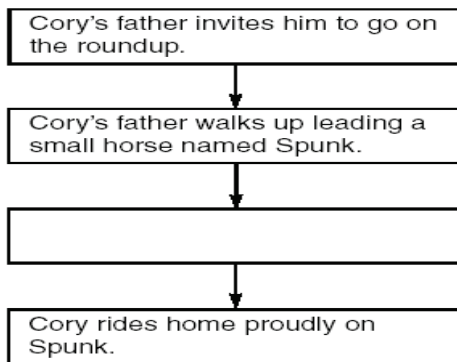
Which of the following best completes the chart?

- A Slid along the ice bridge.
- B Put bread in his pocket.
- C Jumped on the other side.
- D Danced on the side of the glacier.

1 What happens after the characters in the story go fishing?

- Li points to some Chinese letters painted on the boat.
- Li's mother makes fish and noodles for lunch.
- Li picks up a fishing pole and hops onto a chair.
- Li tells the class about her houseboat.

20 The chart shows the order of some events from the story.



Which event belongs in the empty box?

- Cory helps his father put Spunk back into the corral.
- Cory's brothers saddle their horses for the roundup.
- Cory complains to his parents about being little.
- Cory's horse Spunk does a better job on the roundup than the bigger horses.

- 21** What happens right after Angelina and her parents arrive downtown?
- They watch the fireworks.
  - Papá meets with some businesspeople.
  - Her family gets into the car to leave.
  - Angelina sees people lining up for a parade.

**35** Read the chart of events.

<p>Muir Crossing the Ice Bridge</p> <ul style="list-style-type: none"><li>• Dug out footholds</li><li>• Lowered himself over the edge</li><li>• _____</li><li>• Called for Stickeen to cross</li></ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Which of the following best completes the chart?

- A** Slid along the ice bridge
- B** Put bread in his pocket
- C** Jumped to the other side
- D** Danced on the side of the glacier

## Ejemplos de preguntas sobre secuencia en el TAKS

6. ¿Qué pasa después de que el león se da cuenta de que el granjero no es fuerte?

- A El león rompe una piedra hasta convertirla en polvo.
- B El granjero caza leones con su arco nuevo.
- C El granjero huye del león.
- D La esposa del granjero persigue al león.

7. ¿Dónde vivió Willy después de salir del hospital para animales?

- A En una caja en Los Ángeles
- B En la casa de la Sra. Turner
- C En un hospital para niños
- D En una tienda de mascotas

8. La gráfica muestra el orden de algunos eventos de la historia.

El papa de Gabriel te invita a juntar el ganado.

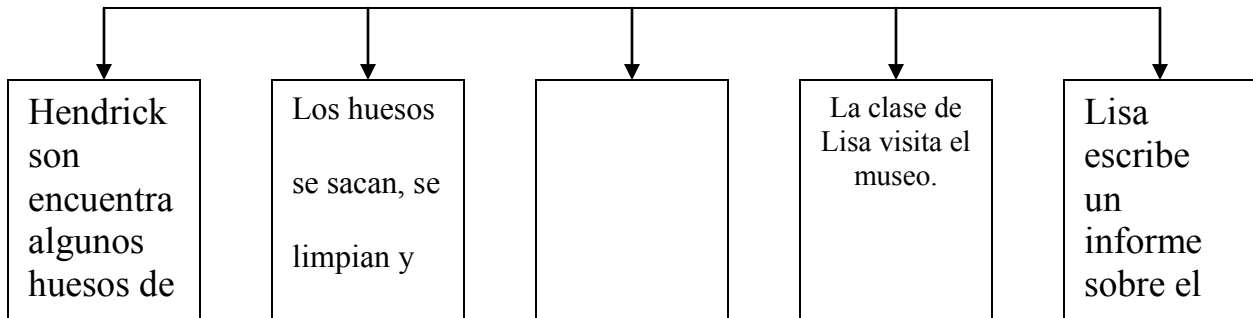
El papa de Gabriel se acerca con un caballo pequeño llamado Gallardo.

Gabriel regresa orgulloso a casa montado en Gallardo.

¿Qué evento va en el cuadro en blanco?

- A Gabriel ayuda a su papa poner a Gallardo en el corral.
- B Los hermanos de Gabriel les ponen las sillas de montar a sus caballos para ir a juntar Ganado.
- C Gabriel se queja con sus padres de que es un niño bajito.
- D Gallardo, el caballo de Gabriel, junta el ganado mayor que los caballos mas grandes.

9. El siguiente diagrama muestra algunos eventos de estas lecturas. Usa el diagrama para contestar la pregunta que le sigue.



¿Cual de estas oraciones va en el cuadro en blanco?

- A Lisa busca huesos de dinosaurios.
- B Hendrickson va a la Reserva India del Rio Cheyenne.
- C Se encuentra otro esqueleto de tiranosaurio.
- D Se arma el dinosaurio Sue en el museo.

10. Lee los siguientes eventos en la tabla.

<p>Manera en que Muir cruzó el puente de hielo</p> <ul style="list-style-type: none"><li>• Hizo huecos para el pie.</li><li>• Se incline sobre la orilla.</li><li>• _____</li><li>• Llamô a Stickeen para que cruzara.</li></ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

¿Cual de las siguientes oraciones completa mejor la tabla?

- A Se deslizó por el puente de hielo.
- B Puso pan en su bolsillo.
- C Saltó al otro lado.
- D Bailó a un lado del glaciar.



# Further Reading and Professional Resources to Support Sequence

<http://www.literacymatters.org/content/text/sequence.htm>

This site contains a variety of resources to assist teachers in planning sequencing lessons. There are ideas for lesson plans and teaching tools that teachers can use in their classrooms.

# Appendix

Resources to support Sequence Planning and Instruction

## Questions that Evoke Conversation

### Sequence

In which order does the author present his/her ideas?

What happened (before or after) this event?

What happened earlier in the text that suggested to you this was going to happen?

Based on what has happened up to now, what do you predict will happen at the end?

What happened between \_\_\_\_\_ and \_\_\_\_\_?

In your own words, what happened before/after this event?

Why was the event important to the story?

---

## Preguntas para promover la conversación

### Secuencia

¿En qué orden presenta el autor sus ideas?

¿Qué sucedió (antes/ después) de este suceso?

¿Qué sucedió anteriormente en el texto que te hizo pensar que esto iba a pasar?

De acuerdo con lo que ha sucedido hasta ahora, ¿qué predices que sucederá al final?

¿Qué sucedió entre \_\_\_\_\_ y \_\_\_\_\_?

Según tu opinión, ¿qué pasó antes/ después de este suceso?

¿Por qué era importante el suceso en la historia?

## Aligning Curriculum, Instruction, and Assessment

Fig. 19 (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

<p><b>SEs posted in language of TEKS</b></p> <p>Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p>	<p><b>Curricular assessments aligned to SEs</b></p> <p>Student work showing evidence of competency maintaining sequence in summaries of text.</p> <p>Items on Weekly Assessments that challenge students to sequence important events in a story.</p> <p>Student-generated responses to challenges to summarize texts</p>	<p><b>SEs paraphrased in student language</b></p> <p>Retell or describe the order of important events in a story.</p>
<p><b>Models of SEs available to students</b></p> <p>Anchors of support displayed prominently, and used often by teacher and students.</p> <p>Explicit model of sequence graphic organizer.</p> <p>Posted summarizations of familiar stories using sequence language (<i>first, next, then, finally</i>).</p>	<p><b>Instruction explicitly teaching the SE</b></p> <p>Teacher guides students through multiple examples of using a graphic organizer to summarize the key events in a story. Students then use that graphic organizer to write final drafts of summaries maintaining order of key events.</p>	<p><b>Use of academic language (language of SEs) by teacher</b></p> <p>Teacher will teach and appropriately use terms like: <i>First, next, then, finally, Sequence of Events, Timeline, Cause and Effect, Order, Preceding, Subsequent</i></p> <p>Current academic vocabulary will be displayed clearly in a word bank.</p>
<p><b>Use of academic language (language of SEs) by student</b></p> <p>Students appropriately use terms like: <i>First, next, then, finally, Sequence of Events, Timeline, Cause and Effect, Order, Preceding, Subsequent</i></p> <p>Students use terms both in speaking and in journals and writing.</p>	<p><b>Student work aligned to SE</b></p> <p>Student tasks are rigorous and aligned across all classrooms. Students are challenged to summarize or retell important events from a passage of text, maintaining proper order of events.</p> <p>Evidence in: Weekly Assessments; reader's response journals; story retelling, timelines</p>	<p><b>Evidence of planning across grade level</b></p> <p>Artifacts and Anchors of Support posted</p> <p>Common student work displayed</p> <p>Similar journal entry assignments</p> <p>Similar results on Weekly Assessments</p>