**Sequencing Rationale**

 Sequencing concepts in a reading curriculum is not as cut and dry as it might be for another subject, like math for example. The concepts included in my reading curriculum are built upon throughout elementary school and developed further in 4th grade. In teaching reading, I teach the concepts outlined in the content standards using different books and different stories. The concepts taught then, aren’t being taught in any specific order, but more or less taught where they fit in. However, my curriculum map is divided into three major parts as outlined by the new Common Core Standards and they are in a more user friendly order and have a bit more flow that the Ohio Academic Content Standards currently being taught from.

 The first segment is titled *Reading for Literature* and the second segment titles *Reading for Information* are extremely similar concepts and skills just based on a different type of text. For example, both segments include summarizing the text with important details and key points. This can easily be done with both types of reading and therefore, I think I will teach them both horizontally across the map and vertically up and down as well. Just as with the current Ohio Academic Content Standards, I will continue teaching these skills where they fit in and with the stories they fit best with.

 Due to the fact that skills and concepts are being taught both vertically and horizontally, keeping the curriculum map near-by and handy will be even more important. Checking off what has been taught and keeping track of skills will be much easier with constant consultation of the curriculum map.