

## Sequencing Rationale

The units and subunits in this curriculum design are meant to be taught over the course of an entire school year. The course follows the sequence of the common core state standards for Ohio. The standards are meant to be introduced in the order corresponding with the number they are. This ensures that skills are built upon in a staircase fashion. The standards increase in difficulty the further you go on the list. Since the standards increase in difficulty it is only appropriate that the objectives increase in difficulty with respect to Bloom's Taxonomy. The objectives for students begin in the lower Knowledge and Comprehension levels and increase to the Analysis and Evaluation levels.

I chose to include both the literature and informational texts standards as subunits because English Language Arts is a huge part of the curriculum I teach. The literature and informational text units both begin in a logical order starting with the basics of reading (answering and asking questions) and increasing in difficulty (compare and contrast). The units are meant to be alternated introducing either literature or informational text first and going back and forth. The purpose for alternating is so that students can be taught the skills needed and see how they apply to both literature and informational text. Once all standards have been introduced in the staircase order then they can be incorporated into lessons throughout the rest of the year. Good readers constantly incorporate many different reading skills before, during, and after reading. There are many objectives that students are introduced to in the first quarter that they will work on throughout the entire year. This is due to the need to increase the vocabulary and use of context clues to understand words. Students have a difficult time completing this task and need an extended amount of time to practice.

Beginning in early September students will work on two literary objectives and three informational text objectives for precisely nine weeks (first quarter). They will be introduced the literature objectives involving questioning and character traits. These two objectives blend well together due to students needing to understand how a character acts can affect the way a story plays out. These objectives will also be alternated with informational text objectives of asking questions and identifying main idea and details. Since students are working on asking and answering questions in literary texts it is only appropriate they practice those skills with informational text as well. Since there are no characters in informational texts, students will identify the main idea and details of informational texts instead. While reading informational texts and identifying the main idea and details students will need to be able to make use of the text features in informational texts to help them. Learning the types and purposes of informational text features early in the year would be a building block for comprehending future texts.

In late October for the entire second quarter, students will progress to recounting stories and identifying the central message within the story. Along with that they will be working on using the illustrations to help them better understand the story and the theme of the story. For example, in *Stone Soup*, there are pictures of the villagers hiding from the monks (shows they are afraid) eventually moves to them happily sharing and helping the monks (which helps leads students to the moral of sharing brings happiness). These are paired with the informational text objectives that are similar. Students will begin making use of the illustrations and words to understand the text. They will also begin to identify how steps in the story are related (sequence, cause/effect). To build off of the first quarter objectives and to make students think deeper

(using Bloom's) they will begin to compare and contrast different texts within both informational and literary texts.

Starting in mid January through the end of the year, students will be introduced to point of view of the author. At this point in the year they have been introduced to all of the objectives and standards that are needed during reading. The assessments will inform the educator to which objectives students still need extra practice with. They will continue to practice these reading skills and objectives to achieve mastery, if they have not already.