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Sequencing Rationale

EDTL 7100

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Sixth graders have a difficult time connecting and relating the reading concepts and skills that they are learning. They want to give simple one word or one phrase answers without using higher level thinking skills. These types of harder processes must be taught and take time to develop. For this reason, I will be sequencing the reading unit according to the learning-related pattern of difficulty. Starting with the least difficult skills will enable the students to develop confidence in their abilities.

The first subunit, “Plot,” is the easiest subunit and therefore the most logical choice as a starting point. Some elements of plot such as setting, main characters, and problem/solution are a review from previous years. Other more difficult aspects of the subunit involving identifying not only the main events but categorizing those events according to rising and falling action and climax will be taught at the end of the subunit.

The second subunit, “Author’s Meaning,” focuses on how the author conveys meaning through figurative language, but is also connected and used in the theme subunit. It makes sense to teach the skill of determining the author’s meaning before the theme subunit so that the students will have already been exposed to the strategy and can continue perfecting it.

The final subunit is “Theme,” and is the most difficult because the theme is rarely stated but must be inferred from the main idea or underlying meaning of a literary work. Again, students want to state one word themes which are actually a topic and must learn that themes are a lesson conveyed about life which take more than one word to state. The themes that the students learn can assist them as they encounter problems in the world.