

Describe events or ideas in an order that makes sense.
Use signal words to help your reader understand.



		<i>About to Pop!</i>
<input type="radio"/>		<i>Sammy was hungry for some</i>
		<i>buttery popcorn. First he went into</i>
		<i>the kitchen and grabbed a bag of</i>
		<i>popcorn kernels. Then he tossed</i>
<input type="radio"/>		<i>the bag into the microwave. When</i>
		<i>he hit "start," Sammy sat and</i>
		<i>watched the bag swell.</i>
		<i>Next he grabbed the salt and</i>
<input type="radio"/>		<i>the butter...</i>

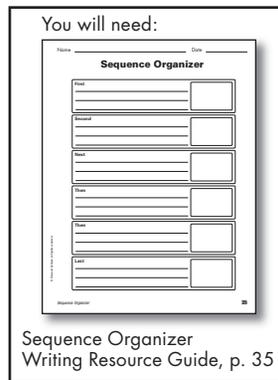
Writing Bridge 6

Organizational Pattern: Sequence

1. Build Writing Skills

Teach Organizational Pattern: Sequence

- A. **Restate Sequence** Remind students that some writing is organized by placing events or ideas in order. Explain that writing is easier to understand when ideas are written in order. Writers may use signal words, such as *then*, *later*, and *after*, to help readers. *Today we are going to focus on writing in a sequence.*
- B. **Focus on the Visual** *How does the writer signal the start of a new event?* (sequence words: first, then, next) *What other words could the writer have used to show sequence?* (second, finally, etc.) *Are there events in this story that could be in a different order? Why?*



2. Write and Analyze

Organizational Pattern: Sequence

- A. **Write Texts** Students should work on creating or revising a piece in sequence.

Below Level	On Level	Above Level
Assist students as they complete their Sequence Organizers. Ask students to explain how they know the events are in the correct order. Cue students to add order words to reinforce or clarify their sequence. Help students begin turning their prewriting into a draft.	Ask students to identify the first and last events in their writing. Have students assess whether each event in their writing works to connect the beginning to the end. Encourage students to use a variety of sequence words in their writing.	Have partners review each other's drafts for a strong beginning paragraph and smooth transitions from event to event. Partners should suggest ways to improve flow and clarity. Encourage students to experiment with more complex sequence phrases (e.g., <i>after lunch</i>).

- B. **Support Writing** When students are finished, ask:
- *Why do you think writing in sequence helps your reader?*
 - *Could you write some details in your writing in a different order? Explain.*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *What sequence words and phrases did you use? How do they make your writing clearer?*
 - *Tell me about your sequence. Are there any "holes" in your sequence? Explain.*
- B. **Monitor Learning** Use the rubric below to assess students' writing for sequence.
- C. **Next Step** Continue providing small group support for sequence for students who score 1 or 2.

Organizational Pattern: Sequence

1. Little Evidence	Student's writing lacks logical organization and may focus on random details. Sequence words are missing or used improperly.
2. Some Evidence	Student's writing is mostly in logical order and uses some sequence words and phrases but may use them repetitively or too sparsely. Writing is generally focused and coherent.
3. Clear Evidence	Student's writing is written in logical order. The beginning and end of the piece are linked by a chain of logical ideas. Writing is focused, coherent, and moves smoothly from idea to idea using a variety of different sequence words and phrases.