SENTENCE SEQUENCING A & B

PRODUCT CODES: **505 & 510**

PRODUCT CONTENTS

16 cover-weight sheets (24 sets) in A

20 cover-weight sheets (30 sets) in B

6 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last two pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

COMPREHENSION RESEARCH

Research in cognitive science shows that meaning is not inherent in text, but is constructed by readers. In order to construct meaning, two equally important competencies are needed. First, readers must be able to decode the words. Next, the readers must comprehend the spoken language that the words represent, forming interpretations and inferences. Skilled readers take meaning analysis to an even higher level with metacognition, or the thinking about and controlling of the reading process.

Due to the role of reader cognition in comprehension, linking new information to prior knowledge and experiences of students is vital. Yet, despite the abundant comprehension research findings that have been amassed in the past 25 years, little has changed in how comprehension is approached in most classrooms. Studies document that instruction is generally text driven, with teachers posing fact-check questions to students after selections are read. Also, textbooks are often poorly written, further setting students up for failure.

All students, even those with solid reading skills, benefit from being taught tactics for improving comprehension. Explicit instruction that trains readers to use strategies flexibly and in combination should be offered. Cognitive strategy instruction prepares students for reading, activates existing concepts, and helps them to predict, organize, and set goals for reading.

Since prior knowledge is critical for comprehension, acquainting students with a base of background data is advantageous. Of course, encouraging extensive reading of information-rich, quality texts is extremely valuable. Students can also be trained to orient what they are reading to what they already know by asking pertinent questions that answer why the text makes sense. Whenever possible, establish relevance to increase student interest.

Teachers who explain and model the processes involved in comprehension are essential if these skills are to be imparted. For this reason, teachers, as well as students, need to be taught comprehension strategies. Instructional programs that teach reading as thinking take time to develop. Staff members often have to adjust beliefs and refine new practices. Staff development should provide practical assistance and mentoring, and the school environment must support experimentation.

At-risk students often come to school lacking language proficiency and knowledge that are necessary for them to achieve in school. In spite of this, research documents that high quality instruction can dramatically improve their academic performance. Pullout programs or ability tracking may be well-intentioned, but often they only segregate these students in inferior programs. Much research indicates that at-risk students must have access to functional adult models if they are to develop self-esteem and cognitive abilities.

Skilled readers, on the other hand, are actively involved as they read. They know why they are reading, make predictions, and associate ideas in text with what they believe. If their predictions are not being met, they revise their preconceptions or question the information being presented. Students who are not active readers can be taught these reading strategies, and with practice they can become more engaged readers.

In this era of the World Wide Web and other data sources, there is growing concern that elementary reading curriculum has been and remains too focused on narrative text. From early ages, students would benefit from greater exposure to expository text. With training, students can begin to judge the value of the information that they are being bombarded with.

Students today are far more aware of global information due to instant communication and abundant media sources. As a result of this widespread exposure to varied viewpoints, cultural theorists are promoting awareness that any text might have a variety of valid interpretations due to inherent cultural differences of readers. These changing demands dictate that comprehension strategies be taught early, thoroughly, and continually.

COMPREHENSION INSTRUCTION

Reading comprehension is grasping and interpreting text meaning. While reading entails a hierarchy of skills, comprehension is the ultimate objective.

Students must first develop phonemic awareness and phonics skills because they must be able to read words proficiently before they can shift focus to meaning. Readers do not understand text if they cannot read words fluently. The cognitive capacity of humans is limited. If students must allocate excessive thought to word analysis, little is left for comprehension. Thus, the first step toward developing comprehension skills is to teach students to decode well.

Additionally, fluency and comprehension are improved when students have extensive vocabularies or if they receive direct vocabulary instruction for the words in the selection prior to reading.

LITERAL COMPREHENSION SKILLS

At the most elemental level, reading involves a literal interpretation of an author's words. Since readers construct meaning using their prior knowledge, even literal comprehension varies from one reader to another. Still, students must have a strong foundation in these fundamental comprehension skills before they can shift focus to critical reading. For this reason, it is valuable to incorporate materials into instructional programs that build the following skills while affording students with reading opportunities.

- **CONTEXT** Readers use context to predict word meaning or select missing words. The context may actually define words, relate text to prior knowledge, or provide information to build concepts.
- **FACTS** As people read, they must attend to factual details. Exercises that check whether students acquire the key information from a selection are worthwhile. Text discussions are often too focused on facts. Questions should also target inference and analysis, which are higher-level skills.
- **MAIN IDEA** It is important for readers to be able to identify the main idea of each paragraph since this enables them to find supporting details. These abilities then lead to summary and synthesis of what has been read.
- **SEQUENCE** If students grasp the entirety of what they are reading, they can sequence the events. Manipulatives are an ideal format for developing this skill.

SEQUENCING STORIES BUILD SKILLS & PROVIDE OPPORTUNITIES TO READ

Sentence Sequencing A is a natural, effective way to help students improve literal comprehension skills. Sentences that can be moved around are an ideal format for improving the ability to sequence events. Students are able to manipulate the order of the seven sentences until a story makes sense. First the title should be placed at the top. Then students read the sentences and begin to arrange them sequentially. It is helpful to begin moving sentences as they are read since some order becomes evident right away.

Teach students to use adverbs of time to determine sequence since they offer good clues to order. Some of those used in the sentences are: *later, after, then, eventually, finally, soon, when*. Adverbial phrases also indicate time and sequence. Examples of these are: *from now on, in the evening, before the cold weather hit, during the summer*.

Unlike other Reading Manipulatives comprehension products, Sentence Sequencing A contains many fiction stories (everyday experiences, animal tales, fables, humor). This brings the concept load and readability down, making stories more suitable for younger students. There are also nonfiction stories that would interest students in primary grades.

These sets are ideal for independent work. Students can use their checklist to select a set they have not done, complete the activity, use the answer key to check their work, and record the set on their checklist. Encourage students to analyze any mistakes they have made.

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.

CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.

SENTENCE SEQUENCING A

SQA–1 _____	SQA–9 _____	SQA–17 _____
SQA–2 _____	SQA–10 _____	SQA–18 _____
SQA–3 _____	SQA–11 _____	SQA–19 _____
SQA–4 _____	SQA–12 _____	SQA–20 _____
SQA–5 _____	SQA–13 _____	SQA–21 _____
SQA–6 _____	SQA–14 _____	SQA–22 _____
SQA–7 _____	SQA–15 _____	SQA–23 _____
SQA–8 _____	SQA–16 _____	SQA–24 _____

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SQA–7 _____	SQA–15 _____	SQA–23 _____
SQA–8 _____	SQA–16 _____	SQA–24 _____

SENTENCE SEQUENCING B

SQB–1 _____	SQB–11 _____	SQB–21 _____
SQB–2 _____	SQB–12 _____	SQB–22 _____
SQB–3 _____	SQB–13 _____	SQB–23 _____
SQB–4 _____	SQB–14 _____	SQB–24 _____
SQB–5 _____	SQB–15 _____	SQB–25 _____
SQB–6 _____	SQB–16 _____	SQB–26 _____
SQB–7 _____	SQB–17 _____	SQB–27 _____
SQB–8 _____	SQB–18 _____	SQB–28 _____
SQB–9 _____	SQB–19 _____	SQB–29 _____
SQB–10 _____	SQB–20 _____	SQB–30 _____

SENTENCE SEQUENCING B

SQB–1 _____	SQB–11 _____	SQB–21 _____
SQB–2 _____	SQB–12 _____	SQB–22 _____
SQB–3 _____	SQB–13 _____	SQB–23 _____
SQB–4 _____	SQB–14 _____	SQB–24 _____
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SQB–9 _____	SQB–19 _____	SQB–29 _____
SQB–10 _____	SQB–20 _____	SQB–30 _____

SENTENCE SEQUENCING B

SQB–1 _____	SQB–11 _____	SQB–21 _____
SQB–2 _____	SQB–12 _____	SQB–22 _____
SQB–3 _____	SQB–13 _____	SQB–23 _____
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