

TEACHER GUIDE **E**

FOCUS **on**



UNDERSTANDING
SEQUENCE

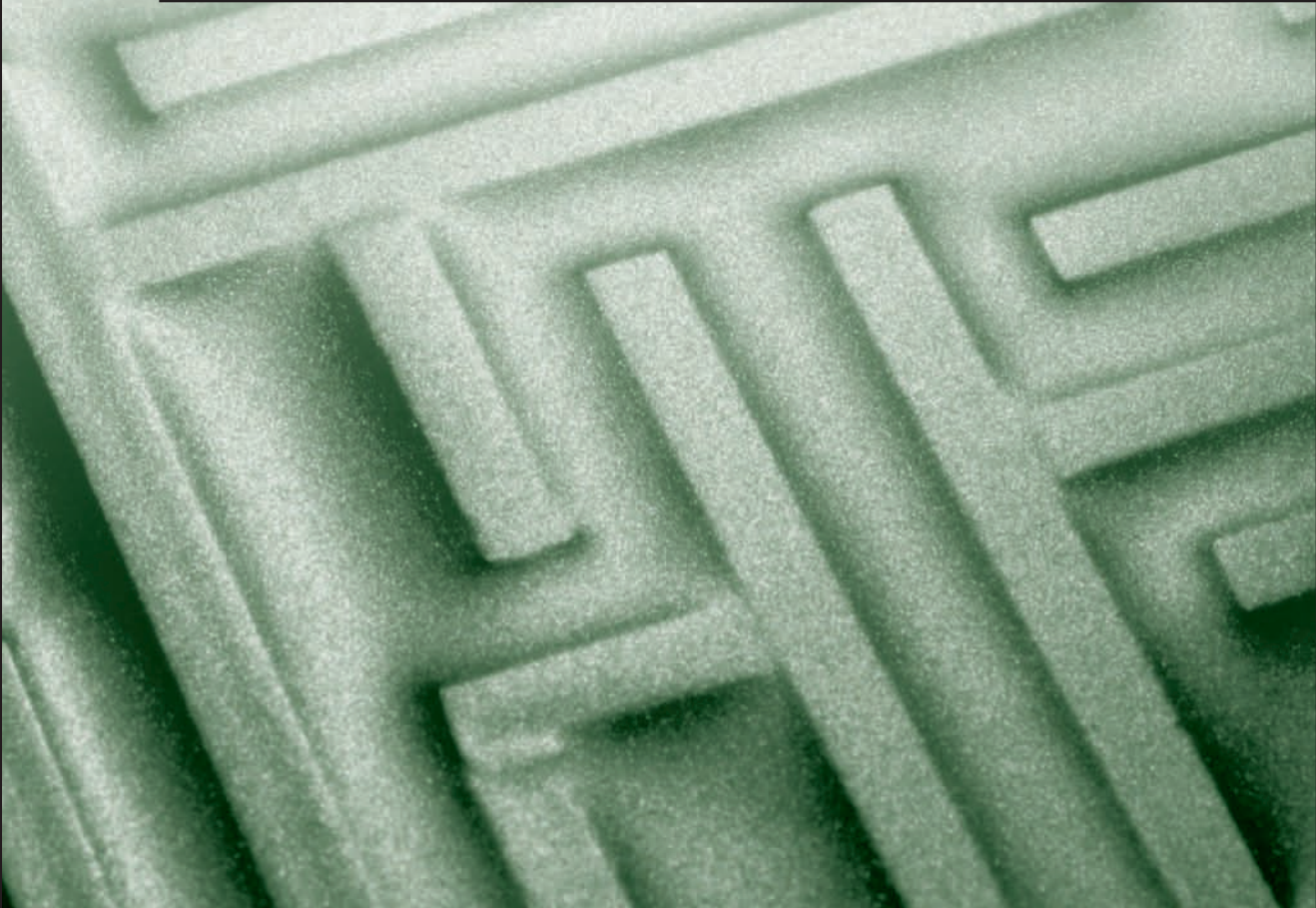


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INTRODUCTION

What is the **FOCUS** series?

FOCUS is a reading-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Reading Strategy. **FOCUS** also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

6 Reading Strategies featured in the **FOCUS** series:

- Understanding Main Idea and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Drawing Conclusions and Making Inferences

The **FOCUS** series spans 8 reading levels (1.0–8.9). The reading passages in each book are designed so that the book can be used by all students performing at that reading level. The reading passages in each book progress from low to high along that reading level range.

Book	Reading Level
Book A	1.0–1.9
Book B	2.0–2.9
Book C	3.0–3.9
Book D	4.0–4.9
Book E	5.0–5.9
Book F	6.0–6.9
Book G	7.0–7.9
Book H	8.0–8.9

the Reading Strategy featured in this **FOCUS** book?

Sequence is the order in which things happen or the order in which things are done. Something happens first, then something else happens, then something else happens, and so on. Clue words often signal sequence. Some sequence clue words are: *first, second, next, then, last, finally, before* and *after*. Words that show time also signal sequence. Some time words are *noon, Tuesday, February, 1977, in the 1700s, winter* and *morning*. Numbers (1, 2, 3 and so on) may also indicate sequence, especially in a set of directions, like a recipe or game rules.

What is in each student book?

There are 48 student books in the *FOCUS* series. There is one student book for each of the 6 Reading Strategies, at each of the 8 reading levels. Each student book contains:

- *To the Student*
This introduces the program and should be read and discussed with students to make sure they understand what they are to do in the book.
- *Table of Contents*
- *Learn About (Modelled Practice)*
These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of this teacher guide.
- *Lesson Preview (Guided Practice)*
These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through and discussed with students to make sure they understand how to answer strategy-based questions.
- *20 Lessons (Independent Practice)*
Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response writing question.

Reading Passages: The reading passages progress across the reading level. The passage genres include:

—**Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folktale, fable, legend

—**Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment

Selected-response questions: In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.

Constructed-response writing questions: In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of this teacher guide.

- *Tracking Chart*
Students use this chart for noting their completion of and performance in each lesson.
- *Self-Assessments*
These five forms allow students the opportunity for self-assessment of their performance.
- *Answer Form*
Students may use this form to record their answers to the eighty selected-response questions and to indicate that they have answered each of the twenty constructed-response writing questions.

What is in each teacher guide?

There are 48 teacher guides in the *FOCUS* series, one for each student book. Each teacher guide contains:

- suggested instructions for using the *FOCUS* series effectively in the classroom
- Reading Strategy Tips for the Teacher, a facsimile of the Learn About on pages 2–3 of the student book, with tips for additional discussion related to understanding and using the Reading Strategy
- four reproducibles: three Teacher Assessments to be used for individual student assessment in the Reading Strategy and one Class or Group Performance Graph to be used for class or group assessment in the Reading Strategy
- summary of research that supports the *FOCUS* series
- a completed Answer Form for the eighty selected-response questions in the student book
- Answers for the eighty selected-response questions, plus sample answers for the twenty constructed-response writing questions in the student book

How should I use the Reading Strategy Tips for the Teacher?

These pages contain a facsimile of the Learn About on pages 2–3 of the student book, along with extended information about the Reading Strategy, which you can use as a basis for in-depth discussion to make sure students understand the strategy and how to use it for better reading comprehension.

Where do students record their answers?

Students should fill in their answers to the selected-response questions on the Answer Form on page 53 of the student book. If students use the Answer Form, they may detach it from the book. Alternatively, students may fill in the correct answers directly on the student book page.

Students should write their answers to the constructed-response questions directly on the lines provided in the student book. Students who use the Answer Form for the selected-response questions should fill in the circle on the Answer Form to show that they have answered the constructed-response question, which is the fifth question in each lesson.

READING STRATEGY TIPS FOR THE TEACHER

The clue words *first*, *second*, *then* and *finally* tell the order in which Jack did the four things in the Learn About passage.

In fiction stories, authors often present events in the order, or sequence, in which they actually happen. Sometimes, however, authors use the literary device called flashback to take a story to a time in the past – to a character’s childhood or to a life-altering past event, for example. Not understanding how sequence is used to order the events in a story can lead to confusion.

Nonfiction selections such as articles and reports usually present events in logical sequential order. To understand an aspect of nature, for example, it’s important to know the order in which the parts of the process take place. Knowing the order of events helps you to understand the formation of a cyclone or volcano, the behaviour of various plants or animals, the water cycle on earth, or the processes of erosion, precipitation or photosynthesis, for example.

Learn About Understanding Sequence

Sequence is the *order* in which *things happen* or the *order* in which *things are done*.

Often when you read, something happens *first*. Then something else happens *next*. Then another thing happens and so on.

Read this passage to find out what Jack did first, second, and so on.

I wanted to make something special – and fast – for my grandmother’s birthday. Her 70th birthday is today, but she lives on the other side of the country. I had a great idea!

First, I used colourful texts to write a message on cardboard. *Second*, I borrowed my mother’s digital camera to take a photo of the message. *Then* I emailed the photo to my grandmother.

Finally, I’m waiting here to find out how my grandmother liked her surprise.



I wrote a message
(This is the first
thing Jack did.)

I borrowed my
mother’s camera to
take a photo of the
message.
(This is the second
thing Jack did.)

I emailed the photo
to my grandmother.
(This is the next
thing Jack did.)

I’m waiting to find
out how my
grandmother liked
her surprise.
(This is the fourth
and final thing.)

1

2

3

4

The boxes above show the order in which Jack did things.

Understanding Sequence: E CA10170

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Sequence is the order in which things happen or are done.

Mary knew that her Aunt Kate would be home, but she hesitated to ring the bell because she hadn’t visited her lately. (There is no specific sequence of events.)

Mary walked to her Aunt Kate’s door but hesitated because she hadn’t been to visit lately. Mary took a deep breath and finally rang the bell. (The final event in the sequence of events is signaled by the word *finally*.)

To understand the sequence in a passage, think about what happens or what is done first, second, third, fourth, and so on.

Clue words such as *first, second, next, then, last, finally, before* and *after* may tell the order in which things happen.

In the paragraph about Jack, the clue word *first* is used to tell about what the young man did first. What other clue words tell about the sequence of events in the paragraph? The clue words *second, then* and *finally* are used.

Words that show **time** may also tell the sequence. Such words can tell the time of day, the day of the week, the month, the year, the season, and so on. Some **time words** are *noon, Tuesday, February, 1977, in the 1700s, winter and morning*. For example: The artist was born in 1957. In March of 1977, at the young age of 20, she won her first award. The following year, she won her second award. Despite the awards, however, her art did not sell well. It wasn't until 1987 that she had her big break. Her art was seen on a popular television show.

Numbers (1, 2, 3, and so on) are often used to show the sequence of steps in a set of directions, such as in a recipe or the rules for a game.

If you don't see clue words, you can still figure out the sequence in a passage. Just ask yourself what happens or what is done first, next and so on.

Remember:
Comparing is finding how things are like. Contrasting is finding how things are different.

Clue Words: “Authors often showcase text patterns by giving readers clues or signals to help them figure out the structure being used. . . . A signal may be a word or a phrase that helps the reader follow the writer’s thoughts.” (Vacca & Vacca, 2005, p. 398).

Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Pearson Education, Inc.

Sequence is very important in a set of directions. If you didn’t know what to do first, next and so on, you wouldn’t be able to play the newest game, make the special dish for the party or find your way to your friend’s new home, for example.

Definitions: “The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students (modeling and careful scaffolding is key).” (Abadiano & Turner, 2003, p. 76).

Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74–79.

You may already know what it’s like to try to use a new mobile phone, computer or software program without following the steps in the directions.

Sometimes a sequence has clue words; sometimes it doesn’t.

Hector laced his boots, and then he walked proudly onto the field. (clue word *then*)

Hector laced his boots and walked proudly onto the field. (no clue word)