Sequencing Information
Reading Strategies — Sequencing Information

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Introduce the concept of sequencing information. Organize gathered information related to a specific reading objective into a chronological (time-based) sequence to better make meaning of information.

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Practice and apply the concept of sequencing information. Read, collect, and add new information to an existing sequence to organize and make meaning of information.

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Purpose:
Practice and apply the concept of sequencing information. Add new information to an existing sequence to organize and make meaning of information.

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Sequencing Information

A variety of reading comprehension objectives requires learners to gather, analyze and organize information about a sequence of events. Sequencing refers to putting events or actions in order. As learners gather notes, they develop skills that help them create a meaningful sequence.

Expected Outcomes

After completing the Sequencing Information lesson set learners will be able to:

- Understand how information (notes) can be organized into a sequence
- Create a sequence by rearranging information
- Insert new information into a sequence
- Gather new information and create a sequence

Sample IEP Goals

Learners will be able to:

- Demonstrate reading comprehension — the learner will read a story and identify the beginning, middle and end of the story with ____% accuracy.
- Demonstrate sequencing and ordering — using compensatory strategies the learner will choose _____ events from a non-fiction text and organize them into a correct sequence with _____% accuracy.

To further customize IEP goal(s) to meet individual learner needs:

- Indicate the specific level of text from which sequential information will be identified, recorded and organized (e.g. typical grade-level text, text written at a specific readability level, text supported by audio or text-to-speech).
- Indicate the type of assistive technology that is required to meet the goals.

Tips for setting up Read:OutLoud 6 computer stations

- Be sure that Read:OutLoud 6 is on each computer.
- Provide headphones for learners who need the text read aloud for additional support.
- Assign learners to specific computers so that all of their data is on the same computer.

Tip

Make copies of the Quick Card pages found at the back of this book to hand out to your learners.
Text Examples
The examples in the lessons come from a variety of sources, including books from Start-to-Finish® Library and Start-to-Finish® Core Content, published by Don Johnston Incorporated.

We have provided text that allows you to teach and model the use of the Sequencing reading strategies included here.

All text used in the lessons is provided at the back of this lesson set. Photocopy the pages for overheads if needed.

Where eText files for the lessons are located on your computer
When Read:OutLoud 6 is installed, the eText files are automatically installed in a Reading Strategies folder within the Read:OutLoud eText folder. This makes them easily accessible during the lessons. If you don’t see the folder right away, scroll down until you see it.

The eText files, as installed, are located
Windows: C:\My Documents\ReadOutLoud eText\Reading Strategies
Macintosh: Documents\ReadOutLoud eText\Reading Strategies

You may relocate these files to another location. If you do that, navigate to that location when instructed to open eText in the lessons.

Pre-made Outline Templates
Customized outline templates have been supplied for use with the lessons. They include an advanced feature that to help learners work independently–imbedded instructions called “locked text.” As the name implies, the locked text cannot be changed within the lessons. Outline templates with locked text are created in the Teacher Central section of Read:OutLoud 6. See the complete documentation for information.

Writing help with Co:Writer® (optional)
If you have Co:Writer installed on your computers, learners may use it for any writing tasks in these lessons. For more information about Co:Writer, the industry standard for word prediction software, contact Don Johnston Incorporated.
How to Teach Strategy Use

Read:OutLoud 6 Reading Strategy lessons follow this proven series of explicit instruction steps:

1. **Direct Explanation**
   Teacher explains a key learning strategy to learners. When learners understand why a strategy is important and what it is intended to do, they are motivated to learn and consistently use that strategy.

2. **Modeling**
   Teacher models the strategy to give learners clear examples of how and when that strategy is used in real-world learning.

3. **Guided Practice**
   Learners try the strategy while being guided by the teacher.

4. **Sharing**
   Learners apply the strategy independently, with the teacher assessing learner needs and providing support as indicated. As the learner gains more and more mastery, the teacher's involvement becomes less and less.

5. **Reflection**
   Learners organize and share their learning with peers.

6. **Application**
   Learners take time to reflect on their learning (what they learned as well as how strategies helped them) and to plan how they will continue to learn more about their topic.

### Set Program Goals

Success with any new instructional program or approach requires careful planning of the implementation. Here is a tool to help you set the overall goals for your program and outline your overall plan for implementing the program in your school. Be clear and specific. Share this with your entire team and revisit the goals often.

### Overall Reading Comprehension Goals
*(Example: Learners will learn sequencing strategies by 5th grade.)*

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### Grades/Classrooms/Learners Targeted:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Duration: Amt of Time</th>
<th>Frequency: Times/Week</th>
<th>Strategy (Sequencing, Note Taking, Inference)</th>
<th>Location: Class or Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 5 — Miss Carson</td>
<td>6 weeks</td>
<td>3 times/week</td>
<td>Sequencing</td>
<td>East Wing Computer Lab</td>
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- ✓ Introduce the goals to your team and allow for discussion
- ✓ Post the goals in staff meeting rooms
- ✓ Examine goals during staff training
- ✓ Review goals during regular staff meeting times
- ✓ Use the goals during your assessment of the program and implementation
- ✓ Tie goals to school and district improvement plans
- ✓ Tie goals to your particular learners’ needs
Research Related to Read:OutLoud 6 Reading Comprehension Strategy Lessons

Read:OutLoud 6 Reading Comprehension Strategy Lessons are designed to show how Read:OutLoud 6 can effectively be used in conjunction with research-based reading strategy and comprehension instruction elements to improve learners’ comprehension of both narrative and expository text. Educational research over the past decade has resulted in a number of research-based findings and recommendations. The Read:OutLoud 6 Sequencing, Note Taking, and Inference Lessons and Templates apply many of these findings and recommendations as outlined below.

Read:OutLoud 6 Reading Comprehension Strategy Lessons facilitate strategy instruction.

RESEARCH SAYS:
Strategy Instruction Improves Comprehension

- Struggling readers who are given cognitive strategy instruction show significant reading comprehension improvement over students trained with conventional reading instruction methods (Dole, Brown & Trathen, 1996).
- There is good evidence that struggling readers can improve reading comprehension skills by learning the strategies of proficient readers and putting them into practice (Dermody, 1988).
- The level of evidence is “Strong” indicating that it is important for teachers to “provide direct and explicit comprehension strategy instruction” (Kamil et. al., 2008).
- Dole, Brown & Trathen (1996) found that learning and applying strategies has more significant impact with at-risk students taking comprehension tests than other traditional methods including: (1) following instructional guides in the basal reading program and (2) teaching story content (key vocabulary, concepts and related ideas). In addition, they found good evidence that strategy instruction has long-term effects and shows learning transfer in self-directed strategy use.

Read:OutLoud 6 Reading Comprehension Strategy Lessons apply direct and explicit instruction to the teaching of comprehension strategies.

RESEARCH SAYS:
Direct and Explicit Comprehension Strategy Instruction is Most Effective in Increasing Comprehension

- In his report, Improving Adolescent Literacy, Kamil et. al. (2007) state that the level of scientific evidence is “strong” to indicate that it is important to “…provide direct and explicit comprehension strategy instruction” and make the following recommendations for carrying this out in the classroom:
  - careful selection of the text to use when introducing and practicing a new strategy to ensure the text is appropriate to the reading level of students
  - application of the strategy across a variety of text types
  - use of lesson plans that support direct and explicit instruction to teach learners how to use strategies
  - an appropriate level of guided practice using strategies
  - discussion about use of comprehension strategies as they are being taught and learned
Read:OutLoud 6 Reading Comprehension Strategy Lessons instruct learners in the use of individual comprehension strategies in conjunction with one or more additional strategies.

RESEARCH SAYS:
Multiple Strategy Instruction Improves Comprehension

- There is very strong empirical, scientific evidence that the instruction of more than one strategy in a natural context leads to the acquisition and use of reading comprehension strategies and transfer to standardized comprehension tests. Multiple strategy instruction facilitates comprehension as evidenced by performance on tasks that involve memory, summarizing, and identification of main ideas. (Trabasso & Bouchard, 2002, p. 184)
- The National Reading Panel (2000) found that “when used in combination, comprehension strategies produce general gains on standardized comprehension tests.”

Read:OutLoud 6 Reading Comprehension Strategy Lessons incorporate comprehension and instructional strategies supported by scientific research.

RESEARCH SAYS:
Some Reading and Instructional Strategies are More Effective Than Others

- The National Reading Panel (2000) outlined eight kinds of instruction that “…offered a firm scientific basis for concluding that they improve comprehension.” The Read:OutLoud 6 Reading Comprehension Strategy Lessons address six of them.
## INTRODUCTION

<table>
<thead>
<tr>
<th>Instruction that Improves Comprehension</th>
<th>Read:OutLoud 6 Reading Comprehension Strategy Lessons Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story structure</strong></td>
<td>The Sequencing Lesson provides an effective example of using text structure to increase comprehension</td>
</tr>
<tr>
<td>When successfully comprehending informational text, proficient readers address the text’s overall organizational structure while being cognizant of the internal structure of ideas (Anderson &amp; Armbruster, 1984). When students are guided through a text's underlying structure, they improve their understanding and retention of key ideas (Ogle &amp; Blachowicz, 2002).</td>
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<tr>
<td><strong>Comprehension monitoring</strong></td>
<td>Teacher/student comprehension — monitoring discussion and reflection included in all lessons</td>
</tr>
<tr>
<td>“Readers who were trained in comprehension monitoring improved on the detection of text inconsistencies, on memory for text, and on standardized reading comprehension tests” (Trabasso &amp; Bouchard, 2002).</td>
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<tr>
<td><strong>Graphic and semantic organizers</strong></td>
<td>Outline and graphic map provided in Read:OutLoud 6</td>
</tr>
<tr>
<td>“Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in Social Studies and Science content areas” (National Reading Panel, 2000).</td>
<td></td>
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<tr>
<td><strong>Question answering</strong></td>
<td>Question answering is a component in all lessons, and is particularly important in facilitating higher-level thinking within the Inference lessons</td>
</tr>
<tr>
<td>“…may best be used as a part of multiple strategy packages where the teacher uses questions to guide and monitor readers’ comprehension” (National Reading Panel, 2000).</td>
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<tr>
<td>“…instruction of question answering leads to an improvement in memory for what was read, in answering questions after reading passages, and in strategies for finding answers” (Trabasso &amp; Bouchard, 2002).</td>
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<tr>
<td>Question answering is at the heart of knowledge retrieval and forms the basis for most classroom instructional practices (Marzano, Pickering &amp; Pollock, 2001).</td>
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<tr>
<td><strong>Cooperative learning</strong></td>
<td>Learning Pair/Small Group Activities included in all lessons</td>
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<tr>
<td>“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion, and increases reading comprehension” (National Reading Panel, 2000).</td>
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</tr>
<tr>
<td>Multiple-strategy teaching</td>
<td>Lessons include instruction in individual AND multiple strategy use</td>
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<tr>
<td>Multiple-strategy teaching “…is the most promising for use in classroom instruction where teachers and readers interact over texts” (National Reading Panel, 2000).</td>
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<tr>
<td>These strategies should be taught one at a time and applied to a variety of reading tasks (Keene &amp; Zimmerman, 1997).</td>
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</tbody>
</table>
The Reading Next Report (2004) offers nine key research-supported elements related to instructional improvements “designed to improve adolescent literacy achievement in Middle and High Schools.” Six of these elements are addressed in the Read:OutLoud 6 Reading Comprehension Strategy Lessons.

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<tr>
<th>Instruction that Improves Comprehension</th>
<th>Read:OutLoud 6 Reading Comprehension Strategy Lessons Include:</th>
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<tbody>
<tr>
<td><strong>Direct, explicit instruction</strong></td>
<td>Lessons designed as direct, explicit strategy instruction</td>
</tr>
<tr>
<td>See research offered earlier in this document.</td>
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<tr>
<td><strong>Effective instructional principles embedded in content</strong></td>
<td>All lessons incorporate a variety of content area topics and text structures in strategy instruction, guided and independent practice.</td>
</tr>
<tr>
<td>By embedding instructional principles in content, both language arts and content-area teachers not only teach an abstract skill, but an effective strategy that can be applied to a wide range of content-area materials to increase comprehension in multiple subject areas (Biancarosa &amp; Snow, 2004).</td>
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<tr>
<td><strong>Motivated and self-directed learning</strong></td>
<td>Lessons designed to maximize engagement and active learner participation by offering content selected from multiple subject areas and text structures.</td>
</tr>
<tr>
<td>In the Reading Next Report, Biancarosa &amp; Snow (2004) recommend that teachers “explain why they are teaching particular strategies and have students employ them in multiple contexts with texts from a variety of genres and subject areas.</td>
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</tr>
<tr>
<td><strong>Text-based collaborative learning</strong></td>
<td>Learning Pair/Small Group Activities included in all lessons</td>
</tr>
<tr>
<td>“…when students work in small groups, they should not simply discuss a topic, but interact with each other around a text.” (Biancarosa &amp; Snow, 2004).</td>
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<tr>
<td><strong>A technology component</strong></td>
<td>eText and Strategy Templates included with every lesson</td>
</tr>
<tr>
<td>“As a tool, technology can help teachers provide needed supports for struggling readers, including instructional reinforcement and opportunities for guided practice” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing formative assessment of students</strong></td>
<td>Each lesson ends in a wrap-up discussion and activity to facilitate learner self-assessment and provide teacher(s) with opportunities for formative assessment that can effectively inform instruction</td>
</tr>
<tr>
<td>Formative assessments should be “…specifically designed to inform instruction on a very frequent basis so that adjustments in instruction can be made to ensure that students are on pace to reach mastery targets” (Biancarosa &amp; Snow, 2004).</td>
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<tr>
<td>“…there is evidence that encouraging high-quality discussion about texts… can have a positive impact on reading comprehension skills” and “provide teachers with an important window into students’ thinking” (Kamil et. al., 2008).</td>
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</tbody>
</table>
INTRODUCTION

Sources


Purpose:
Introduce the concept of sequencing information. Organize gathered information related to a specific reading objective into a chronological (time-based) sequence to better make meaning of information.

Teacher Instruction
• Activate background knowledge
• Model and think aloud
• Collaborative grouping — learning pairs

Learner Activity
• Focus on chronological dates (time-based sequencing)
• Explain reasoning

Wrap Up Activity
• Review and Discuss
• Reflect

Sequencing Lesson 1
Explain
- One way to organize, understand and remember information is by placing it in a sequence.
- Sequencing information is especially useful for understanding certain types of information while reading.
- Putting information in some kind of order, or sequence, allows learners to break the information down into smaller parts to make sense of it.

Brainstorm
- When learners might want to sequence information.
- Why sequencing information is helpful in these types of activities.
- Write learners’ responses on a board or chart paper.

When to Use It
1. Planning a party
2. Writing a recipe
3. Telling a friend how to download music to an iPod®
4. Planning a vacation
5. Telling someone about a movie you saw

Why to Use It
1. Organize a list of information
2. Put steps in order
3. Break a big task into smaller steps
4. Help you to remember what needs to be done
5. Help you remember something important
6. Help you understand something you have read
7. Help explain something to others
Sequencing Information

Model
Draw on a past experience to describe a sequence of events leading up to and during another event (e.g. planning and hosting a party, planning and going on a vacation, steps taken in the morning to get ready for school).

First, generate your list of events. Then, put them in chronological order.

Tell learners: Chronological order means listing the events (or steps) in the order of time.

Explain that thinking about the sequence of events (or steps) leading up to an event helps you understand more about the event.

Introduce the Reading Objective
Explain that the purpose for sequencing information is to help learners answer a question to meet a reading objective related to a content area topic.

Tell learners that, in this lesson, they will:

- Review a list of notes about the eruption of Mount Saint Helens (in Washington state in the Northwest United States)
- Identify and create a chronological sequence of events

Reading Objective
To answer the question:

“What happens before and during a volcanic eruption?”

Other examples of content area Reading Objectives are in the Extending the Lessons pages of this book.

What happens before you get to school in the morning and when you arrive?

- Take bus
- Meet with friends
- Get dressed
- Find books
- Have breakfast

- Go to locker
- Wake up
- Put on coat
- Go to 1st class

“”
Introduce the Lesson
Tell learners that they will be learning about the eruption of one volcano and considering which events might be typical of (or similar to) other volcanic eruptions.

Begin Sequencing Lesson 1
Using a projector
• Launch Read:OutLoud 6
• Add eText (Sequencing Text 1.rtf)
• Add Outline (Strategy Sequencing-Lesson 1.opt)

Note: Outlines are listed alphabetically. Scroll until you see the outline name.
Direct learners’ attention to the categories in the outline panel — Reading Objective, Months before the eruption, Days before the eruption, and Day of the eruption — and the Mount Saint Helens Fact Sheet in the eText panel.

**Model**
Review the list of Mount Saint Helens facts in the eText panel.

**Think Aloud**
Point out that the list of facts is not organized in any time order.
- Some facts are about events that happened in the months leading up to the eruption
- Others are about events that happened only days before the eruption
- Some are about events that happened on the day of the eruption

**Discuss**
Ask learners if they can tell, from looking at the list, what the date of the eruption was.

Discuss how the events led up to the latest date of May 18th—the day that Mount Saint Helens erupted.
Explain the Task
Tell learners that their task will be to use the yellow bookmark to highlight each fact about the eruption of Mount Saint Helens and add it to the appropriate category in their outlines.

Learners will do this in a two-step process:
- Place each fact into the correct category.
- Decide the order of events within each category.

Read Aloud
Read the eText “May 7-13: several earthquakes measure up to a 4.9 magnitude” aloud.

Think Aloud
Tell learners, “This fact has to do with something that happened between May 7th and 13th. I know that’s before the eruption. It’s only days before, though, not months. I’m going to place this fact in the ‘Days before the eruption’ category.”

Add a Yellow Subtopic
Click the “Days before the eruption” category. Highlight the fact and click the yellow highlighter to add it to the outline.

Model
Use the yellow bookmark to highlight the fact in the eText and add it to the category, “Days before the eruption.”
LEARNER ACTIVITY

Sequencing Notes: Have learners follow the same steps to add and sequence each fact within its correct category in their own lessons.

Begin Sequencing Lesson 1
Direct learners to begin their own lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Sequencing Text 1.rtf)
- Add Outline (Strategy Sequencing-Lesson 1.opt)

Tip
Need to be reminded of how? Provide the Quick Card found at the back of this book.

Review Notes
Have learners do the following steps as you model them on the projected lesson.

Review the eText to find another fact that might belong in the “Days before the eruption” category.

Point out that it seems the events happened at the same time. It really doesn’t matter which fact is listed first.

Add More Facts to Outline
Highlight and add the fact, “May 7-13: small explosions release steam and ash”, into the “Days before the eruption” category.

Ask learners to find another fact that could fit into the “Days before the eruption” category.

Highlight and add this fact into the “Days before the eruption” category.
**Sequence Notes within a Category**

Explain that the next step is to sequence the subtopics within each category.

Direct learners’ attention to the yellow subtopics now listed below the green category, “Days before the eruption”.

Remind learners that it is possible to rearrange the order of the subtopics.

Demonstrate how to move a subtopic within a category.

**Work in Pairs**

Direct learners to work in learning pairs to decide where the remaining facts belong.

For example, point out that on the day of the eruption, not everything occurred at the same moment.

They should look carefully at each subtopic to decide if it happened before or after something else. Then they should move subtopics into the proper sequence within each category.

**Save the Lesson**

Have learners click Save on the toolbar to save their Read:OutLoud 6 lesson.

Instruct learners to name their work as follows:

*Sequencing Lesson 1*

*<LEARNER’S NAME>*

---

**How to move your subtopics into a different order:**

Click the subtopic you want to move and drag it to a new location.

OR

Select **Move Up** or **Move Down** from the Outline menu.

---

Instructions for naming and saving learner’s lessons are on the Quick Card pages in the back of this lesson book.
Sequencing Information

**Sequencing Lesson 1 — Categorized and Sequenced Subtopics**

**Slide Bar**
To achieve this view of the outline, click the Slide Bar icon in the toolbar.

**Reading Objective**
To answer the question:

“What happens before and during a volcanic eruption?”

**Review and Discuss**
Remind learners of the reading objective.

Review the sequenced subtopics in all categories on the projected lesson.

Review each of the three categories. Ask learners which facts they assigned to each. Within each category, discuss what helped learners make decisions about how to order their subtopics.

If some learners have misplaced an event, have them rearrange the order.

Explain that learners now have a timeline of the events that happened before and during the eruption of Mount Saint Helens.

**WRAP UP ACTIVITY**
**Review and Reflect**

Review the sequenced subtopics in all categories on the projected lesson.

Review each of the three categories. Ask learners which facts they assigned to each. Within each category, discuss what helped learners make decisions about how to order their subtopics.

If some learners have misplaced an event, have them rearrange the order.

Explain that learners now have a timeline of the events that happened before and during the eruption of Mount Saint Helens.
**Reflect**
Ask learners to look at the timeline and tell you what events happened before and during the eruption of Mount Saint Helens”.

Ask if other volcanic eruptions would be similar to Mount Saint Helens? Why or why not?

**Respond**
Have learners think about the process they just completed.

Ask them to explain how sequencing was helpful.

On flip chart paper, list learner responses. Post the list in a central location so you can refer to it throughout the next lessons.

---

**Learner Portfolios**
Have learners print and store their completed lessons in Learner Portfolios to be used for review, assessment and as a model for strategy use.
Purpose:

Practice and apply the concept of sequencing information. Read, collect and add new information to an existing sequence to organize and make meaning of information.

Teacher Instruction
- Model and think aloud
- Questioning
- Collaborative grouping — learning pairs

Learner Activity
- Reread to check for missed information
- Add, revise and sequence information

Wrap Up Activity
- Review and Discuss
- Reflect

Sequencing Lesson 2
TEACHER INSTRUCTION

**Explain**
Review reasons for sequencing information when reading.

Remind learners of the reading objective.

**Introduce the Lesson**
Tell learners they will:
- Read text about the events leading up to the eruption of another volcano, Mount Pelee.
- Rearrange existing subtopics into a correct sequence.
- Add new information into their outline.
- Check and correct the sequence of events as needed.

**Reading Objective**
To answer the question:

“What happens before and during a volcanic eruption?”
Tell learners:
- Just like at Mount Saint Helens, there were clues that Mount Pelee was about to erupt.
- Each volcano is unique.
- The events leading up to a volcanic eruption are not always the same.

**Begin Sequencing Lesson 2**
Using a projector, begin the lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Sequencing Text 2a.rtf)
- Add Outline (Strategy Sequencing-Lesson 2.opt)

Direct learners’ attention to the categories in the outline panel — Reading Objective, Months (or years) before, Days before, and Day of the eruption — and the article in the eText panel of Read:OutLoud 6, *A Monster Volcano*.

**Explain the Task**
Tell learners they will:
- Read about events leading up to the eruption of Mount Pelee.
- Gather and organize information subtopics into the appropriate sequence.
Model
Direct learners’ attention to the eText tab, Sequecing Text 2a.

Tell learners that, as the text is read aloud, you are going to:
• Visually track the text on the screen.
• Pay attention to the order of events leading up to the eruption.

Speak eText
Click Speak on the toolbar to hear the eText read aloud.
Think Aloud
Check the sequence of existing subtopics.

Demonstrate how to have Read:OutLoud 6 read the subtopics aloud.

After reading, note how the subtopics are similar to the ones used for Mount Saint Helens.

Comment that the subtopic “people saw flashes of fire near the top” is in the category, “Months (or years) before”.

Explain that you notice that this event happened only days before the eruption.

Move the subtopic to the “Days before” category.

Speak
Click the first yellow subtopic to select it.

Click Speak on the toolbar to hear the first subtopic read aloud.
Keep clicking Speak to hear each subsequent subtopic read aloud.

Click on the subtopic and drag it to the position immediately below the “Days before” category.
LEARNER ACTIVITY

Sequencing Notes: Have learners follow the same steps to move the subtopic to its correct category within their own lessons.

Begin Sequencing Lesson 2
Direct learners to begin their own lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Sequencing Text 2a.rtf)
• Add Outline (Strategy Sequencing-Lesson 2.opt)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Rearrange Subtopics
Have learners move the “people saw flashes of fire near the top” subtopic to the “Days before” category.

Direct learners to the yellow subtopic: “mountain started to grow in size”.

Ask learners to suggest where this subtopic belongs and check the text to confirm the placement.

Have learners move the subtopic to the “Months (or years) before” category.
Work in Pairs

Direct learners to work in learning pairs to reread “A Monster Volcano” to find additional information about the events that happened before the eruption of Mount Pelee.

Create New Subtopics

Explain that there are several more events in the eText that are not yet included in the outline.

In the eText, locate “Birds that were flying over the volcano suddenly died and fell from the sky."

With learners, decide which category this information belongs in, and determine how it should be sequenced.

Have learners follow along as you use the yellow highlighter to highlight the text and add it to the outline.

Challenge learners to:
- Find at least two more events to add to their outlines
- Highlight and place the information in the correct sequence within their outlines.

Save the Lesson

Have learners click Save on the toolbar.

Instruct learners to name their work as follows:

Sequencing Lessons 2&3
<LEARNER’S NAME>

Note: Learners will add to Lesson 2 in the next lesson.
WRAP UP ACTIVITY
Review and Reflect

Review and Discuss
Remind learners of the reading objective.

Discuss with learners which subtopics they added and sequenced within their outlines. Discuss how they made their decisions.

Learners’ outlines should include information similar to that displayed to the right. Discuss any additional information they may have added. As a group, discuss and decide whether that information is appropriate to include in their sequencing outlines.

Reflect
Explain that learners now have a timeline of the events.

Ask learners to think about the ways that the eruption of Mount Pelee:
• Was similar to the eruption of Mount Saint Helens.
• Was different than the eruption of Mount Saint Helens.

Reading Objective
To answer the question: “What happens before and during a volcanic eruption?”

Example

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Ask learners to explain how sequencing helped them make more meaning of what they read about the eruption of Mount Pelee.

On the “How Does Sequencing Information Help?” chart created in Lesson 1, list any new learner insights or comments.

Learner Portfolios
Have learners print and store their completed lessons in Learner Portfolios to be used for review, assessment and as a model for strategy use.
Purpose:
Practice and apply the concept of sequencing information. Add new information to an existing sequence to organize and make meaning of information.

Teacher Instruction
- Model and think aloud
- Questioning
- Collaborative grouping — learning pairs

Learner Activity
- Add, revise and sequence information
- Reread to check for missed information

Wrap Up Activity
- Review and Discuss
- Reflect

Sequencing Lesson 3 (Using previously saved Sequencing Lesson 2.djs)
Explain
Review reasons for sequencing information when reading.

Remind learners of the reading objective.

Introduce the Lesson
Tell learners that, in this lesson, they will:

- Read more eText about the events leading up to and during the eruption of Mount Pelee.
- Add new subtopics about the eruption.
- Organize the new subtopics.
- Check and correct the sequence of events as needed.

Reading Objective
To answer the question:

“What happens before and during a volcanic eruption?”
Open File

- Launch Read:OutLoud 6
- Click **Open** on the toolbar
- Locate on your computer the file you saved at the end of Lesson 2 (Sequencing Lessons 2&3 <LEARNER’S NAME>.djs)
- Open the file

Add eText

- Sequencing Text 1
- Sequencing Text 2a
- Sequencing Text 2b
- Sequencing Text 4
- Sequencing Text 5

Explain

Explain to learners that you will add new eText to the lesson.
Model

- Using a projector, show how to add another eText.
- Add Sequencing Text 2b.rtf to the lesson.
- Direct learners’ attention to the new eText tab and to the article, The City That Didn’t Believe.

Tell learners that you are going to:

- Visually track (or read) the text as it is being read aloud.
- Look for new information about the events leading up to and on the day of the eruption of Mount Pelee.
- Pay attention to the order of events.

Ask learners to locate the first event that happened on the day of the eruption (8 o’clock in the morning, the volcano cut loose with four giant explosions.)

Speak eText

Remind learners how to have Read:OutLoud 6 read the eText aloud.
Click at the beginning of the eText.
Click Speak.

Add a Yellow Subtopic

Use the yellow bookmark to highlight the text “8 o’clock in the morning, the volcano cut loose with four giant explosions” and add it to your outline in the category, “Day of the eruption.”

Work together to identify at least one more event to add to your outline. As learners make suggestions, compare with the text to confirm the correct placement of the subtopics in the outline.
Explain the Task
Tell learners they will now read more eText and add new subtopics to their own outlines.

Open and Add to Sequencing Lesson 2
Direct learners to
- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on the computer the file they saved from Lesson 2 (Sequencing Lessons 2&3 <LEARNER’S NAME>.djs)
  - Open the file
  - Select Add eText from Insert menu
  - Select Sequencing Text 2b.rtf

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Add New Subtopics
Have learners follow the steps you just completed to add the new subtopic “8:00 in the morning, the volcano cut loose with four giant explosions” below the “Day of the eruption” category.

Work in Pairs
Direct learners to work in learning pairs to:
- Identify new information
- Create new subtopics
- Decide where they belong

Save the Lesson
Have learners click Save on the toolbar.

Sequencing Notes: Have learners follow the same steps to add new subtopics to their own outlines.
WRAP UP ACTIVITY
Review and Reflect

Review and Discuss
Remind learners of the reading objective.

Ask learners to share the new subtopics they added to their outlines.

Add the new subtopics to your projected lesson.

Discuss what helped learners make decisions about:
• What subtopics to add
• The sequence of events

The finished outline should look something like this:

Reading Objective
To answer the question:
“What happens before and during a volcanic eruption?”

Example

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Ask learners to think about the eruptions of Mount Saint Helens (Lesson 1) and Mount Pelee (Lessons 2 and 3).

Discuss whether there are some events that would ONLY happen before or ONLY happen during a volcanic eruption.

**Reflect**

As a whole group, have learners think about the process they just completed.

Talk about the ways that sequencing helped them make more meaning of what they read.

On the “How Does Sequencing Information Help?” chart you created in Lesson 1, list any new learner insights or comments.

---

**Learner Portfolios**

Have learners print and store their completed lessons in Learner Portfolios to be used for review, assessment and as a model for strategy use.
SEQUENCING INFORMATION LESSON 4

Purpose:

Apply sequencing skills to new content.

Teacher Instruction

- Model and think aloud
- Questioning
- Collaborative grouping — learning pairs

Learner Activity

- Read, collect and sequence information
- Review, discuss and revise sequenced information

Wrap Up Activity

- Review and Discuss
- Reflect

Sequencing Lesson 4

Walls of Water

On a Sunday morning in December 2004, there was a huge earthquake under the Indian Ocean. It happened near the country of Indonesia.

Soon after the earthquake, a 76-year-old man named Mr. Kadir looked out across the ocean and saw something that filled his heart with fear. He saw a huge wall of water rising up out of the sea. “Get out! Get out!” he yelled to his neighbors, as he rushed from door to door to warn people about the giant wave that was heading toward them.
Explain
Review reasons for sequencing information when reading.

Introduce the New Reading Objective
Tell learners that, in this lesson, they will:
• Read, collect and sequence information to answer a new reading objective question: What happens before, during and after a tsunami (a giant ocean wave)?
• Read a text about the December 2004 tsunami in Indonesia.
• Gather information to answer the Reading Objective question.
• Organize information about the sequence of events before, during and after the tsunami.
• Check and revise the sequence as needed.

Reading Objective
To answer the question:
“What happens before, during and after a tsunami (a giant ocean wave)?”
Begin Sequencing Lesson 4
Using a projector, begin the lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Sequencing Text 4.rtf) and
• Add Outline (Strategy Sequencing-Lesson 4.opt)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Direct learners’ attention to the categories in the outline panel — Reading Objective, Before the tsunami, During the tsunami, and After the tsunami — and the Walls of Water article in the eText panel.
Model
Demonstrate how to have Read:OutLoud 6 read each paragraph of the eText aloud.

Tell learners that as the text is read aloud, you are going to:
• Visually track the text on the screen.
• Pay attention to the order of events before, during and after the tsunami hit land.

Think Aloud
Point out that:
• In the first paragraph, the words “there was a huge earthquake” were highlighted with the yellow highlighter, which added it to the outline.
• In the second paragraph, there is some information that could also be added to the outline under the category “Before the tsunami”:
  - “a huge wall of water rising up out of the sea.”

Use the yellow bookmark to highlight the text, “a huge wall of water rising up out of the sea,” and add it to your outline.

Speak eText
Speak
Place your cursor at the beginning of the paragraph you want to hear read aloud.
Click Speak.
Sequencing Information

Adding and Sequencing Information: Have learners follow the same steps to gather and organize information into a sequence.

Learners begin
Sequencing Lesson 4
Direct learners to do their own lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Sequencing Text 4.rtf) and
- Add Outline (Strategy Sequencing-Lesson 4.opt)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Explain that just as there was a sequence of events leading up to the eruption of Mount Saint Helens and Mount Pelee, there was a sequence of events leading up to the December 2004 tsunami in Indonesia.

Explain the Task
In the fourth paragraph of the eText, identify another event leading up to the tsunami: “the tsunami spread out like giant ripples in a pond.”

Point out that this information has been added to the outline in the category, “During the tsunami.”

Work together to identify at least one more event that occurred during the tsunami. Have learners follow along as you use the yellow bookmark to add it to the outline.
Work in Pairs
Direct learners to work in learning pairs. Have the learners reread “Walls of Water” to gather and organize information in their outlines about the events that happened before, during and after the tsunami.

Save the Lesson
Have learners click Save on the toolbar to save their Read:OutLoud 6 lessons. Instruct learners to name their lessons as follows:

Sequencing Lesson 4
<LEARNER’S NAME>

Circulate around the classroom to provide assistance as needed.

Instructions for naming and saving learner’s lessons are on the Quick Card pages at the back of this lesson book.
**Reading Objective**

To answer the question:

“What happens before, during and after a tsunami (a giant ocean wave)?”

---

**WRAP UP ACTIVITY**

**Review and Discuss**

Remind learners of the reading objective.

Have learners compare and contrast their outlines.

Completed outlines should look something like this.

---

**Example**

**Slide Bar**

To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Reflect
Ask learners how their outlines are the same and/or different from the projected outline.

Discuss any differences and have learners revise their outlines as appropriate.

Explain that learners’ next task — in Lesson 5 — will be to add notes to their outline to describe the sequence of events in their own words and to add more details to their outlines.

Respond
Ask learners to explain how sequencing helped them make more meaning of what they read.

On the “How Does Sequencing Information Help?” chart you created in Lesson 1, list any new learner insights or comments.

Learner Portfolios
Have learners print and store their completed lessons in Learner Portfolios to be used for review, assessment and as a model for strategy use.
Purpose:
Read, collect and organize information into a sequence to make meaning.

Teacher Instruction
• Model and think aloud
• Questioning
• Collaborative grouping — learning pairs

Learner Activity
• Read for a purpose
• Collect information
• Sequence information

Wrap Up Activity
• Review and Discuss
• Reflect

Sequencing Lesson 5
Introduce the Lesson and Reading Objective
Tell learners that in this lesson they will be working more independently to:
• Read, collect and sequence information to answer a new reading objective question:
  What happened before, during and after Meriwether Lewis set off to explore the wilderness of the western United States?

Begin Sequencing Lesson 5
Using a projector, have learners follow along on their own computers as you do the lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Sequencing Text 5.rtf)
• Add Outline
  (Strategy Sequencing-Lesson 5.opt)

Reading Objective
To answer the question:
“What happened before, during and after Meriwether Lewis set off to explore the wilderness of the western United States?”

Add eText
Sequencing Text 1
Sequencing Text 2a
Sequencing Text 2b
Sequencing Text 4
Sequencing Text 5

Add Outline

Traveling Off the Map: The Lewis and Clark Expedition
Preparing to Go West
You don’t know what you’ll be coming across or what dangers lie ahead on the journey west.

Bookmark Eraser Alt+X
Green Bookmark Alt+G
Yellow Bookmark Alt+Y
Red Bookmark Alt+D

Outdent
Indent
Move Up
Move Down

Add Outline Ctrl+Shift+O
Model

Use Read:OutLoud 6 to read the first four paragraphs of the eText aloud.

Remind learners that, as the text is read aloud, you are going to:
- Visually track the text on the screen.
- Pay attention to the order of events leading up to the Lewis and Clark expedition.

Think Aloud

Direct learners’ attention to the sequencing categories in the outline.

Note that three categories have been provided to support learners in gathering and sequencing information:
- “Before Lewis could plan”
- “During Lewis’s planning”
- “After Lewis finished planning”
Tell learners that, as you read the text, you noticed that the first two paragraphs introduced the reader to what Lewis and Clark might have been thinking and feeling as they got ready for their expedition.

Although this text is interesting and grabs your attention, there is no information in those paragraphs that you want to add to your outline.

Point out that there is some important information in the third paragraph that you want to add to your outline: “President Jefferson had to get money from Congress to pay for the expedition.”

With learners, brainstorm which category this information belongs in (“Before Lewis could plan.”)

**Model**

Have learners follow along as you:
- Click the category, “Before Lewis could plan” to select the location in which you want to place this information.
- Use the yellow bookmark to highlight the text, “President Jefferson had to get money from Congress to pay for the expedition” and place it in your outline.

Tell learners they are now ready to apply the strategy independently.

Remind learners that you will guide them and provide support as needed.
Adding and Sequencing Information: Have learners follow the same steps to gather and organize information into a sequence.

Work in Pairs
Direct learners to work in learning pairs to:

- Identify information about the sequence of events that took place before, during and immediately after Meriwether Lewis planned his expedition west.
- Decide where the subtopics belong within the sequence of events.
- Add new subtopics into the outline.
- Arrange subtopics to reflect the correct sequence of events.

Save the Lesson
Have learners click Save on the toolbar to name and save their Read:OutLoud 6 lessons.

Instruct learners to name their lessons as follows:

Sequence Lesson 5
<LEARNER’S NAME>
At the end of the lesson, have learners review and discuss their work.

**Review and Discuss**
Remind learners of the reading objective.

Have two learning pairs get together to compare and contrast their outlines.
- How are their sequences the same? Different?

The finished outlines should look something like this:

**Reading Objective**
To answer the question:

“What happened before, during and after Meriwether Lewis set off to explore the wilderness of the western United States?”

---

**Example**

**Before Lewis could plan**
- “President Jefferson had to get money from Congress to pay for the..." Congress agreed to give $2500 for the expedition.
- “Lewis to Philadelphia to study with experts.”
- “He learned how to use special tools for making maps.”
- “He learned how to identify dinosaur bones.”
- “He learned how to collect specimens (examples) of animals and...studied medicine”
- “rushed around buying supplies.”
- “spent $20 to buy a big, black dog.”
- “offered to let Clark share the command of the expedition.”
- “making a keelboat for the trip.”
- “When the boat was finally ready, Lewis headed down the Ohio River.”
- “In Kentucky, they stopped to pick up Clark.”
- “picked the first men who would travel with them all the way to the..." Lewis and Clark’s band of men then traveled down the Ohio River to...set up camp near the small town of St. Louis to wait for spring.”
- “bought more supplies in St. Louis.”
- “questioned everyone they met about the country up ahead and the..." hired some men who spoke Native American languages to act as..."
- “May 1804,”
- “The big keelboat and two smaller boats slowly pulled away from..." plan was to travel north and west to the source of the Missouri River.”
- “For months, the expedition moved along rivers by day and camped...”

---

**Slide Bar**
To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Reflect and Respond

Ask learners to explain how sequencing helped them make more meaning of what they read about the Lewis and Clark expedition.

On the “How Does Sequencing Information Help” chart, list any new learner insights or comments. Keep the chart posted in a central location to remind learners of the purpose for using sequencing.

Learner Portfolios

Have learners print and store their completed lessons in Learner Portfolios to be used for review, assessment and as a model for strategy use.
EXTENDING THE LESSONS

Support Learner Success: Teach Sequencing “Signal” Words

Review reasons to sequence information when reading:

- Sequencing — organizing information into some kind of order — is a strategy good readers use to make sense of what they read.

- In the last five lessons, we practiced:
  - Reading to find information about a sequence of events — what happened before, during and after a volcano and a tsunami; what happened before, during and after Meriwether Lewis planned for his expedition into the uncharted western United States.
  - Gathering information related to a sequence of events into an outline
  - Organizing notes and subtopics to show a sequence of events

Now that we are familiar with what sequencing is all about, let’s think about the words in a text that might “signal” — or give us a clue — that part of the text is organized as a sequence.

Have the group brainstorm words that might signal text that is organized sequentially. Record their ideas on the board or chart paper. Then, have learners look for these “signal” words as they read to locate and organize sequential information.

### Words that Signal a Sequence

- first, second, third
- eventually
- another
- before, during, after
- gradually
- begin (beginning)
- dates
- earlier
- end (ending)
- times (o’clock)
- later
- middle
- steps
- finally
- last
- next
- initially
- more
- then
- following
- now
- last
- furthermore
- when
- while
Extending Practice

You may use the format of ANY of these lessons to provide extended practice opportunities for your learners by replacing lesson eText with other Start-to-Finish or your curriculum text that presents information in a sequential format.

Content-free outline templates for several types of sequencing have been included with Read:OutLoud 6 to help teachers and learners quickly get started with their own eText.

Here are examples of content area Reading Objectives involving chronological sequencing (organizing information by time/date).

Science

- What happens before, during and after a tornado (or hurricane, or earthquake, or flood)?
- What occurs at the beginning, middle and end of a science experiment? (e.g. chemistry; physics; biology)
- Describe the stages of a biological development process. (e.g. stages of human embryo development; photosynthesis process)

Social Studies

- Describe the sequence of events that led up to a major historical event. (e.g. war; desegregation of public schools; industrial revolution)
- Describe the sequence of events that occurred during a specific time period or historical process. (e.g., expansion of states/civilizations in the Americas between 1000 and 1500; rise and fall of the Roman Empire)
Here are examples of additional content area Reading Objectives involving procedural sequencing (organizing information by the order in which steps must be performed).

**Science**
- Describe the stages of a biological development process. (e.g. stages of human embryo development, respiration, digestion)
- Describe the stages of a physical science process. (e.g. the water cycle sequence, how rocks are formed)
- Describe the scientific inquiry process.
- List the steps to complete a science experiment.

**Social Studies**
- In the United States, list the steps needed to turn a Bill into a Law.
- List the steps ancient Egyptians took to turn a dead body into a mummy.
- Describe the procedure followed by the British Military to fight against Napoleon in the Battle of Waterloo.

**Miscellaneous**
- Write a recipe. List the ingredients in order of their use. Describe the steps for preparing (measuring, combining ingredients, cooking/baking, etc.).
- List the steps for making/building something (a model, something built from wood/clay/paper/fabric/etc.).
Here are examples of additional content area Reading Objectives involving spatial sequencing (organizing information according to the order of objects in space).

### Science

- List the order of the planets in our Solar System (beginning with the planet closest to the sun).
- List the parts of a cell (or an atom, or a plant, etc.) from the inside out (or bottom to top, or top to bottom).

### Social Studies

- In the United States, list the steps needed to elect the President.
- List the countries conquered by (Alexander the Great, Hitler, Great Britain, etc.) in the order in which they were conquered. (NOTE: This could be combined with chronological sequencing according to the time period/date of the conquest).
- Give directions to get to a particular location (mapping).

### Writing (Descriptive)

- Describe a room, beginning with what you see as you enter the door and progressing through the middle to the far side of the room.
- Describe a person, beginning at the feet and moving up to the head (or the other way around).
EXTENDING THE LESSONS

Extending Practice

Have your learners follow these steps to use your own curriculum text:

Launch Read:OutLoud 6

Add eText: Tell your learners which eText to use from the list or instruct them to navigate to another location (browse) on the computer or network where the eText is located.

1. Launch Read:OutLoud 6

2. Insert eText

3. Look here for new eText.

4. Click Open.

If you want your learners to use information from the Internet (and you are connected to the Internet), simply use the Web tab. Direct learners to the web site you desire. If you want learners to save the web page with their work, select Capture Web Page from the Insert menu.
Extending Practice (continued)

5. Add Outline

6. Select the Outline

7. Click
**Using Reading Strategies across the Curriculum**

Use this chart to note strategy use observations or collaborate with content-area teachers and plan what reading comprehension strategy learners should use. Content-area teachers can use this chart to note learner observations. Collaborate again to plan next steps or actions to consider.

Strategy to use: ___________________________________________  Date: ________________  (e.g., sequencing)

Strategy Teacher ____________________  Content-Area Teacher ___________________________

Content-Area: _______________________________________________  (e.g., Earth science)

Period: ___________________________  Location: ____________________________________________

(e.g., 7th period)  (e.g., science computer lab)

<table>
<thead>
<tr>
<th>Notes</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in working order?</td>
<td>Whole class  Small group  Individual</td>
</tr>
<tr>
<td>Software in working order?</td>
<td></td>
</tr>
<tr>
<td>Learners successes</td>
<td></td>
</tr>
<tr>
<td>Areas for Improvement</td>
<td></td>
</tr>
<tr>
<td>More strategy instruction needed? Check or Circle</td>
<td>Whole class  Small group  Individual</td>
</tr>
<tr>
<td>More technology instruction needed? Check or Circle</td>
<td>Whole class  Small group  Individual</td>
</tr>
<tr>
<td>More content-area instruction needed? Check or Circle</td>
<td>Whole class  Small group  Individual</td>
</tr>
</tbody>
</table>
Differentiate Instruction

There are many ways that learners gain, express and engage in new information. Here is a list of ideas on how you can modify your instruction.

**Universal Design for Learning**
Consider UDL principles when conducting or modifying lessons

- Multiple means of Representation
- Multiple means of Expression
- Multiple means of Engagement

**Differentiated Instruction**
Meet the needs of your learners at many levels

- Modify Content
- Modify Product
- Modify Process

**Multiple Means of Representation/Modify Content**
Instead of only reading information, learners may improve their performance with other ways to gather information such as:

- Use photos and captions
- Use an audio book
- Watch a video
- Print a paper version of the material and use it alongside the electronic version
- Provide reading materials at different reading levels

**Multiple Means of Expression/Modify Product**
Instead of just using the completed outline in the assignments, some learners may improve their understanding of information with alternate methods such as:

- Expand notes into a presentation to be shared with the whole group
- Prepare a graphic timeline including dates, times and graphics
- Prepare a PowerPoint® (or other multimedia) presentation describing the sequence of events
- Perform an “on the spot” news report about the sequence of events leading up to the main event

**Multiple Means of Engagement/Modify Process**
Some learners may improve their performance by engaging with material in different ways such as:

- Let learners choose a new book or reading objective/question
- Find reading-level appropriate material related to the reading objective/question
- Creatively group learners for collaboration
- Pair academically strong learners with learners who are struggling
- Allow a learner to work quietly independently
- Print information into individual strips and have learners physically arrange notes into and within categories
The Eruption of Mount Saint Helens
FACT SHEET

**May 18:** powerful blasts of hot steam, ash, gas, and rock escapes through the enormous opening on the north side of the mountain

**March 27:** a small explosion blows a 250-foot hole in the mountain and releases a plume of ash

**Beginning of May:** a bulge on the side of the mountain grows 5 feet per day

**April 3:** first small earthquakes are felt

**May 18:** at 8:32 A.M. a 5.1 magnitude earthquake strikes one mile beneath the mountain

**March 20:** scientists measure a 4.1 magnitude earthquake

**May 7-13:** several earthquakes measure up to a 4.9 magnitude

**May 18:** an avalanche crashes down the mountain and buries nearly 230 square miles of forest beneath volcanic deposits

**April:** a small bulge forms on mountain from gases and magma

**March 30:** 79 earthquakes are recorded in one day

**May 18:** moments after the earthquake an enormous landslide of rocks, mud, and debris sweeps away the north side of the mountain

**May 7-13:** small explosions release steam and ash

*Photo Credit: R.M. Krimmel, U.S. Department of Interior, U.S. Geological Survey*
A Monster Volcano

“The mountain was blown to pieces.... The side of the volcano was ripped out, and ... a solid wall of flame ... flew straight toward us. It sounded like a thousand cannons. The wave of fire was on us and over us like a lightning flash.”

These are the words of Charles Thompson. In 1902, Thompson saw a volcano erupt. It was a hundred years ago, but it still stands out as one of the worst eruptions of modern times.

The volcano that erupted on that day is called Mount Pelée. Mount Pelée is an old volcanic mountain on the island of Martinique in the Caribbean Sea. There are a lot of volcanoes in this part of the Caribbean because two of Earth’s plates are colliding there, between North and South America.

Thompson was a member of the crew of a steamship that was anchored just off the island when the volcano erupted. He was lucky to survive. More than 29,000 people were killed. Let’s see what happened on that terrible day.

Clues that the Volcano Was Going to Erupt

Volcanologists say the volcano gave many clues that it was going to erupt.

The first clue began a few years before the eruption. Before an eruption, toxic (poisonous) gas sometimes escapes from the magma inside a volcano. Mount Pelée had started giving off toxic gas. The gas came out of cracks near the top of the mountain. It was a sign that magma was moving up inside.

How did people know that the volcano was giving off gas? The gas had something called sulfur in it, and sulfur smells like rotten eggs. Wind carried the smell to the people in a nearby village.

The people also had another way of knowing that the volcano was giving off toxic gas. Birds that were flying over the volcano suddenly died and fell from the sky. They were killed by breathing the gas.

The volcano gave a second clue that it was about to erupt. The mountain started to grow in size. People didn’t know it at the time, but this was also a sign that magma was moving up inside the volcano. The fresh magma made the volcano swell up.

There were other clues, too. In the month before the eruption, there were many small earthquakes around Mount Pelée. When magma moves up inside a volcano, the magma can crack and break rocks in the Earth’s crust. This can make the ground shake all around the volcano.

Then, closer to the time of the eruption, smoke poured out of the volcano, and people saw flashes of fire near the top. Ash rained down on the land around the volcano. Many of the animals that lived on the volcano began to flee. Millions of ants, snakes, and centipedes came crawling down the mountain.

Text excerpts from Start-to-Finish Core Content “Understanding Volcanoes and Earthquakes” by Helen Sillett. Copyright © 2005.
The City That Didn’t Believe

About three miles from the volcano was the city of St. Pierre, home to 29,000 people. Of course, the people knew that the volcano was giving off gas and ash, because their eyes and throats were sore from the sulfur. They walked around with wet cloths over their faces to keep out the gas and ash. Everything was coated in white ash, as if a snowstorm had hit the city.

But even with all the clues, most people in St. Pierre didn’t believe that Mount Pelée was about to erupt. It hadn’t erupted for more than 50 years, and the last eruption hadn’t been serious, just a shower of ash. So people didn’t pay much attention to what was happening this time.

Then, on May 8th, 1902, at 8 o'clock in the morning, the volcano cut loose with four giant explosions. Smoke and ash poured out of the mountain up into the sky.

Then a brown gas blasted out of the mountain. This cloud was super-hot — probably about 900 degrees Celsius! It also carried drops of hot magma and small chunks of rock. The toxic, super-hot brown cloud raced down the mountain at 200 miles an hour like a hurricane of fire.

Scientists call this kind of cloud a pyroclastic flow. It doesn’t happen in every volcanic eruption. This is a good thing, because pyroclastic flows are killers.

The blast raced down the mountainside and across the island, heading straight for St. Pierre. The super-hot flow set fields and trees on fire. In only a few seconds, the burning winds reached the city.

The blast set fire to St. Pierre, burning it to the ground. Almost all the people in the city were killed in an instant.

Only one man survived -- a man named Auguste. When the blast hit the town, Auguste was in jail. His cell had very thick stone walls and one small window that faced away from Mount Pelée. The cell helped to protect him from the force of the blast, but he was badly burned. He had to wait for four days without food or water before he was rescued. Later on, Auguste was let out of jail and he joined a circus in the United States. In the circus, he sat in a cell as part of an act about the volcano.

Text excerpts from Start-to-Finish Core Content “Understanding Volcanoes and Earthquakes” by Helen Sillett. Copyright © 2005.

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Walls of Water

On a Sunday morning in December 2004, there was a huge earthquake under the Indian Ocean. It happened near the country of Indonesia.

Soon after the earthquake, a 76-year-old man named Mr. Kadir looked out across the ocean and saw something that filled his heart with fear. He saw a huge wall of water rising up out of the sea. “Get out! Get out!” he yelled to his neighbors, as he rushed from door to door to warn people about the giant wave that was heading toward them.

The giant earthquake had started a tsunami that struck countries all around the Indian Ocean. In this article, you’ll read about this disaster that killed more people than any other tsunami in history.

The Waves Hit Land

As you can see from the map (at the beginning of this article), the tsunami spread out like giant ripples in a pond. The first country to be hit was Indonesia. One man watched from the top of a hill as three waves hit the town of Calang. “When the waves came, the coconut trees just smashed like a potato chip crushed in your hand,” he said. “The third wave was the biggest, and it swept everything away.”

After the tsunami, there was nothing left of the town. Most of Calang’s 7300 residents disappeared, too. Only about 1300 lucky people survived. But only about 300 bodies were found. The rest of the people—more than 5600—were probably swept into the ocean.

A few hours later, the countries of Thailand and India were hit by the tsunami. And six to seven hours after the earthquake, the tsunami had traveled 3000 miles and killed about 150 people in Somalia, a country in Africa.

Dealing with the Dead

The tsunami of 2004 killed more people than any other tsunami in history. At least 283,100 lives were lost in the earthquake and in the giant waves that followed it. Many bodies were swept out to sea, but thousands and thousands of dead bodies were left behind by the water.
More Dangers After the Tsunami

The danger wasn’t over when the seas were calm again.

Health experts were worried about the water that people used for drinking, cooking and washing. The experts knew that they had to take care of the bodies quickly so that diseases would not spread to the water supply. Relief groups helped by sending fresh drinking water and food to the countries that had been hit by the tsunami.

People were also afraid that there might be more earthquakes and another tsunami. In fact, three months after the tsunami, there was a giant aftershock (an earthquake that comes after an earlier quake) under the Indian Ocean near Indonesia. Hundreds of people were killed in this quake.

All around the Indian Ocean, people ran away from the coast because they were afraid that a new tsunami would follow the quake. Luckily, it didn’t happen this time, but scientists worry that another tsunami could happen before too long.

Preparing to Go West

Imagine that President Jefferson picked you to explore the West. You don’t know much about where you are going. You don’t know how long you will be there. You aren’t sure how the Native Americans will treat you, or what dangers might lie ahead.

What kinds of things will you bring on your trip? What will you need to learn to do before setting out? Who will you pick to go with you? Meriwether Lewis had to decide all these things before he went into the West. In this chapter, you’ll see how he got ready for his journey.

Planning the Expedition

Before Lewis could start his preparations, President Jefferson had to get money from Congress to pay for the expedition. Congress is a group of people who are elected by the American people to make laws and decide how to spend tax money. Congress agreed to give $2500 for the expedition.

As soon as Congress granted the money, Lewis started planning his journey. Jefferson told him that he could pick men from the army to join the expedition. But first he wanted Lewis to learn even more skills. He sent Lewis to Philadelphia to study with experts.

In Philadelphia, Lewis eagerly learned all that he could. He learned how to use special tools for making maps. He learned how to identify dinosaur bones. He learned how to collect specimens (examples) of animals and plants and keep them in good condition. He even studied medicine with Dr. Benjamin Rush, the country’s most famous doctor. There would be no doctors in the wilderness. If anyone got sick or hurt, it would be up to Lewis to treat that person.

When Lewis wasn’t busy studying, he rushed around buying supplies. He had to try to imagine what his team would need in the wilderness. He bought some compasses and other tools. (A compass is a tool for finding directions, such as north and south.) He picked out army rifles for hunting. The men would also be able to use the rifles to defend themselves if they were attacked.
Lewis bought paper, journals (blank books to write notes in), ink, and pencils for writing down everything that he saw, and for drawing maps. He bought tin boxes for keeping the journals dry.

Lewis knew that his team couldn’t depend on finding or hunting all their food. He bought salt pork, corn flour, and salt. He also knew that the army men on the expedition would want whisky to drink, so he bought 120 gallons.

Finally, Lewis spent $20 to buy a big, black dog that was good at hunting and swimming. Lewis named him Seaman.

**Lewis and Clark and Their Band of Men**

As he was getting ready, Lewis decided that he wanted a partner that he could trust for the journey. He wrote to an old friend from the army, William Clark of Kentucky.

At 33, Clark was a few years older than Lewis. Like Lewis, he was tall and strong and a good leader. Lewis liked and trusted Clark so much that he offered to let Clark share the command of the expedition. Lewis waited anxiously for Clark’s reply.

Clark wrote back, “My friend, I join you with hand and heart.” Lewis was thrilled.

With Clark set to join him, Lewis was eager to get started. All summer he waited impatiently while builders worked on making a keelboat for the trip. A keelboat is a flat boat that is often used for moving large loads across shallow water. Lewis complained that the work was going slowly because the builder in charge was always getting drunk.

When the boat was finally ready, Lewis headed down the Ohio River with a small group of men. In Kentucky, they stopped to pick up Clark.

Together, Lewis and Clark picked the first men who would travel with them all the way to the Pacific. They were careful to choose men who had the right skills for the journey. Some were members of the army, and some were not. Clark brought along his slave, an African American named York. Owning slaves was still legal at the time in Kentucky and other states.

Lewis and Clark’s band of men then traveled down the Ohio River to the Mississippi. (See the map on this page.) Lewis had already decided that they could not go up the Missouri River during winter because of snow and ice, so the men set up camp near the small town of St. Louis to wait for spring.

Over the winter, Lewis and Clark bought more supplies in St. Louis. They questioned everyone they met about the country up ahead and the Native Americans who lived there. They also hired some men who spoke Native American languages to act as interpreters. An interpreter is someone who can translate from one language to another.

When the snow melted in the spring, Lewis and Clark were ready to continue up the Mississippi to the Missouri River. With them were 25 carefully chosen men and Lewis’s dog Seaman. The grand adventure was about to begin.

**Life on the River**

In May 1804, a group of cheering people gathered on the banks of the Mississippi. They were there to see Lewis and Clark’s band of explorers set off on their way to the Missouri River.
The men pulled hard on their oars. They had been waiting all winter for this moment and they were eager to be on their way. The big keelboat and two smaller boats slowly pulled away from shore and started up the river.

During the first part of their journey, Lewis and Clark would be going through land that traders and other travelers had already explored. It would be another year before they came to land that they knew nothing about at all. Still, they were already farther west than most Americans had ever been.

Their plan was to travel north and west to the source of the Missouri River. There they hoped to find a short route by land to the Columbia River, which could take them the rest of the way to the Pacific.

For months, the expedition moved along rivers by day and camped on land by night.
Get IT!

1. Launch Read:OutLoud 6
2. Get eText
   - Add eText
   - OR
   - Open previous Read:OutLoud 6 file
3. Look here (or where your teacher tells you) for eText or your previous work
4. Click

Learn IT!

Create Outline

1. Get Outline
2. Find your Outline here
   - Reorganize outline
   - Click and drag subtopics
3. Click

Add to Outline

1. Highlight text
   - He saw a huge wall of water
2. Click Bookmark
   - Green
   - Yellow
   - Red
3. Add note

Read IT!

- Speak
- Stop Speak
Print Your Work

1. Use Print from the File menu for print options

2. Select what options you want to print

3. Click Print

Save Your Work

1. Click Save

   Tip: Click Save every 10 minutes while you work

2. Type the name for your work

   NAME: Summer Social Studies

3. Click Save

Use Co:Writer® (optional)

1. Launch Co:Writer

2. Begin typing

   You see this or this

   I am ty
   1: that
   2: then
   3: typing

3. Select the word you want to use