



OUTLINING – STORIES & STEPS

PRODUCT CODE: **540**

PRODUCT CONTENTS

28 cover-weight sheets, (7 per 4 levels)
2 cover-weight sheets of essay starters
5 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 page of this guide is a master for a student checklist 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.

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WRITTEN COMMUNICATION

Written communication, even for the most skilled authors, is a complex, constant quest. The more one learns about writing and language, the more the self-challenge intensifies. For this reason, school programs should provide explicit writing instruction along with abundant writing experiences. Students learn to write through writing, as well as improving overall knowledge.

Reading and writing are interrelated processes, and the instructional implications of this need to be considered. For instance, writers need to possess the literal comprehension skills of identifying the main idea of each paragraph and sequencing them according to time order. Otherwise, how would they write interesting compositions that flow properly? Because of these relationships, all language arts skills should be integrated and taught throughout the curricula in order to advance literacy.

PARAGRAPH FORMAT

Before studying outlining or writing essays, students must understand that each paragraph develops the story topic and is about a specific main idea, or subtopic. Reading Manipulatives paragraph sequencing and main idea match manipulatives are quite effective for building these concepts. The outlining activities transfer these concepts from reading to writing.

Typically, the topic sentence is the first sentence of a paragraph.¹ Topic sentences tend to keep writing under control by specifying what the paragraph is going to be about. The details that follow give supporting information or explanations related to the topic.²⁻⁶ A closing sentence may wrap up or summarize the paragraph, but these materials stick to details. Stories in this product have been structured to make the topic, subtopics, and details obvious to students.

Man's best friend, the dog, communicates in many ways.¹ In addition to barking, dogs howl, growl, whine, and yip. They are sending different messages with these varied noises. Dogs also use many bodily movement signals, such as lifting a paw, rubbing against humans, or baring teeth. Most dogs let their owners know when it is time for dinner if the master fails to stay on schedule. Their exceptional senses of hearing and smell also trigger communication responses.²⁻⁶

FOUR OR FIVE PARAGRAPH ESSAYS

Expository essays are a classic format for compositions. Due to their clear, repetitive structure and nonfiction content, essays are an excellent device for developing writing skills. Students learn to write carefully structured paragraphs that work together to form an essay.

The first paragraph offers a thesis statement, which is an overview of what the essay is about. It should engage readers and move them into the body of the essay. The next two or three paragraphs contain the arguments for what is being said. Each should have a clear topic sentence, followed by supporting details. The first body paragraph should have the strongest argument, the most significant example, or a beginning point. With each subsequent body paragraph, the argument weakens. Each body paragraph should transition smoothly to the next. Finally, a concluding paragraph restates the thesis and clinches the author's points. New material should not be introduced in this paragraph.

Outlining is a complementary skill. Writing an outline of paragraphs to be included in an essay leads to more organized and coherent compositions. Then, once students can outline and write essays, they are capable of expanding an outline to multiple topics for report writing.

Eight essay outlines (example on right) are included in this product. These reverse the process and give students opportunities to use outlines to guide the writing process.

ESSAY OUTLINE #1	
I.	Our Stressed Planet
A.	People major stress factor
1.	took all human history to reach 1 billion in 1800
2.	now approaching 13 billion
3.	why the population explosion is a major problem
4.	how people tax Earth's resources
B.	Effects on air
1.	over 60 million Americans breathe bad air
2.	why children and elderly are more affected
3.	why air in homes can be worse than outside
4.	types of health and ecosystem problems caused
5.	causes and long-term effects of global warming
C.	Effects on water
1.	covers 70% of Earth, but only 3% is fresh
2.	what happens with sewage and other pollutants
3.	how rain runoff can damage water supplies
4.	66% living in water-stressed areas by 2020
D.	Solutions
1.	Environmental Protection Agency (EPA) formed in 1970
2.	how the EPA protects the environment
3.	why clean, renewable energy must be found
4.	why world population growth must be controlled
5.	what each of us can do

OUTLINING– STORIES & STEPS STRUCTURE

Outlining is valuable organizational mechanism for writers, and it is particularly suited to factual essays or reports. Once students know that each paragraph develops the story topic and is about a main idea, or subtopic, they are ready to reverse the process and learn outlining.

The Reading Manipulatives outlining product is broken into 4 levels. The 7 sets in each level can be done in any order, but all sets in a level should be completed before moving to the next level. Level 1 is all manipulatives, but the other levels require that all or part of the outline be written on paper.

- Level 1 (1–7): read an essay and arrange a manipulative outline
- Level 2 (8–14): arrange the manipulative outline; then write subtopics for A, B, C, D
- Level 3 (15–21): write the outline (topic and subtopics are given), determining the details for the four paragraph subtopics
- Level 4 (22–28): compose outline using provided framework

<p style="text-align: center;">Nobel Prize</p> <p>A Nobel Prize is considered to be one of the greatest honors bestowed. Each year, a Nobel Prize winner for each of six fields is selected from among the nations of the world. The prizes are awarded for contributions in medicine or physiology, literature, chemistry, physics, economic science, and world peace.</p> <p>The irony is that the prizes were started by a man who specialized in the science of destruction. Alfred Nobel lived in Sweden from 1833 to 1896. Nobel invented and patented dynamite, blasting gelatin (a more powerful explosive than dynamite), and an improved detonator for explosives. These inventions made him one of the richest men in the world.</p> <p>As years passed, Nobel became increasingly ill and nervous. He was anguished that his inventions were used as instruments of death and destruction, rather than for peaceful uses. Nobel was interested in establishing peace. He was also a poet and had a plan that he thought would prevent war.</p> <p>When he died, Nobel left a trust fund of nine million dollars, an enormous amount at that time. The Nobel Foundation of Sweden began distributing annual prizes on December 10, 1901, the anniversary of Nobel's death. Great people have won Nobel Prizes for contributions in their fields, and the awards remain a coveted honor.</p>	I. Nobel Prize	LEVEL 1 – MANIPULATIVE OUTLINE		LEVEL 4 – WRITE OUTLINE	
	A. What the Nobel Prize is	I.	A.	LEVEL 3 – WRITE DETAILS	
	1. one of greatest honors bestowed	1.	I. Olympic Games	LEVEL 2 – MANIPULATIVES/ WRITE PARA. SUBTOPICS	
	2. annual winners from nations worldwide	2.	A. Olympic Games begin	I. Tornadoes	A.
	3. award fields: medicine, literature, chemistry, physics, economic science, world peace	3.	1.	1. nickname for Iowa, Kansas, Missouri, Oklahoma, Texas	2. most tornado-struck states in U.S.
	B. How Nobel achieved fame and fortune	4.	2.	3. one-third annually touch down in Texas, Oklahoma, and Kansas	B.
	1. specialized in science of destruction	I. B.	3.	1. central U.S. has ideal conditions in late spring	2. cool, dry air moving east collides with warm, wet air moving north
	2. lived in Sweden from 1833 to 1896	1.	4.	3. rain or huge hail	4. tornado funnels up to 600 feet drop down
	3. invented and patented dynamite, blasting gelatin, improved detonator	2.	B. Importance of games	5. funnels suck up things in their paths	D.
	4. made him one of the richest men in the world	3.	1.	1. National Weather Service warns people to seek shelter	2. storm cellar safest place
	C. Guilt and ill health	4.	2.	3. next safest under table in basement	4. if no basement, under tables or beds on ground floor
	1. became ill and nervous	I. C.	3.	C. Olympics revived	
	2. felt guilt that inventions used for destruction	1.	4.	D. Olympics today	
	3. wanted to work for peace	2.	5.	1.	
	4. wrote poetry and had plan to prevent war	3.	D. Olympics today	2.	
	D. The fund and prizes	4.	1.	3.	
	1. left a \$9 million fund	5.	2.	4.	
	2. Nobel Foundation distributes prizes	I. D.	3.	5.	
	3. began awards on December 10, 1901, anniversary of Nobel's death	1.	4.		
	4. great people have won Nobel Prizes	2.	5.		
	5. coveted honor	3.			

TEXT ALIGNMENT

Before moving into level 3 (sets 15–21), work with students to assure that they know how to format outline levels (Roman numerals, capital letters, numerals) when writing outlines. The first two levels (sets 1 through 14) demonstrate proper alignment. Teach students strategies for aligning on paper.

CAPITALIZATION

In the topic, or title of the story, each major word is capitalized. Words such as *a*, *the*, or *of* are not capitalized unless at the beginning. Only the first word of paragraph subtopics is capitalized. Paragraph details have no capital letters. Proper nouns override these rules. Some outlining products use capitals at the beginning of each line, but this is the more traditional format.

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.

The cutting of this product varies according to level. The outlines in the first two levels are manipulatives. Cut apart the stories, answer keys, and outline (right side). Then use scissors to cut pieces of the outlines apart. You might want to put these outline pieces in smaller zipper bags.

Levels 3 and 4 are not cut into manipulatives. These sheets are to be cut into 3 parts: story, answer key, and outline. Due to the size, consider using sheet protectors to store all pieces in the levels.

Teachers must devise their own storage plan. Levels should be separated or made evident since students must work through all sets in each level before proceeding to the next level. The number after the O in the codes indicates the level (O1-#, O2-#, O3-#, O4-#).



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.

The outlining checklist is divided into 4 columns, one for each level (O1-#, O2-#, O3-#, O4-#). Students should complete all sets in each level before moving to the next level. The bottom of the checklist has spaces for the 8 essay outlines (EO-#). These are done after all levels are completed.

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.

OUTLINING LEVELS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
O1-1 _____	O2-8 _____	O3-15 _____	O4-22 _____
O1-2 _____	O2-9 _____	O3-16 _____	O4-23 _____
O1-3 _____	O2-10 _____	O3-17 _____	O4-24 _____
O1-4 _____	O2-11 _____	O3-18 _____	O4-25 _____
O1-5 _____	O2-12 _____	O3-19 _____	O4-26 _____
O1-6 _____	O2-13 _____	O3-20 _____	O4-27 _____
O1-7 _____	O2-14 _____	O3-21 _____	O4-27 _____

ESSAY OUTLINES

EO-1 _____	EO-3 _____	EO-5 _____	EO-7 _____
EO-2 _____	EO-4 _____	EO-6 _____	EO-8 _____

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O1-7 _____	O2-14 _____	O3-21 _____	O4-27 _____

ESSAY OUTLINES

EO-1 _____	EO-3 _____	EO-5 _____	EO-7 _____
EO-2 _____	EO-4 _____	EO-6 _____	EO-8 _____