

PowerPoint Handout




TEXAS LITERACY INITIATIVE



Determining Importance & Summarizing Informational Text: Part 1 Follow-up & Planning Grade 6 – Grade 12



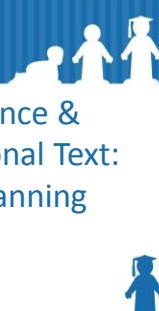
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TEXAS LITERACY INITIATIVE

Determining Importance & Summarizing Informational Text: Part 1 Follow-up & Planning

Grade 6 – Grade 12



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Session Materials

Provided Materials:

- PowerPoint Handout
- Additional Handouts
- Lesson Plan Samples
- Graphic Organizer Packet

What you should have brought:

- Descriptive text samples
- Orange Planning Card
- Blue and White Cognitive Strategy Routine Card
- Handouts from the last training
- Laptop



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Goal for the Session



Turn Knowledge into ACTION

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Training Design

Determining Importance & Summarizing Informational Text	
Part 1	Part 2
<ol style="list-style-type: none">1. Introduction2. Why Should we Teach it?3. How do we Teach it?<ul style="list-style-type: none">• 8 step Cognitive Strategy Routine• Introducing Determining Importance Tools with a focus on Descriptive Text Structure• Summarizing Descriptive Text	<ol style="list-style-type: none">1. Why Should we Teach it Review2. How do we Teach it?<ul style="list-style-type: none">• Sequence/Chronological Text• Cause and Effect Text• Compare and Contrast Text• Problem and Solution Text3. Conclusion

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Why Should We Teach Determining Importance & Summarizing?

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Summarizing

Handout 1

CPQ: What do you learn about summarizing from reading the excerpt?

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How Should We Teach Determining Importance & Summarizing?

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Cognitive Strategy Routine

Cognitive Strategy Lesson Planning	Teacher Notes
<p>Step 1 Use a real-world example to introduce a strategy.</p> <p>Step 2 Give the strategy a name.</p> <p>Step 3 Define the strategy, how and when it is used, and how it helps with reading.</p> <p>Step 4 Give students touchstones.</p>	<p>How do you plan to teach this strategy?</p> <p>How do you plan to assess this strategy?</p> <p>How do you plan to differentiate this strategy?</p>

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Topic, Main Idea, or Summary?

Term	Definition	Example
Topic	Who or what the text is about; can often be expressed in one or two words.	Sharks
Main Idea	What the text says about the topic; can often be expressed in one sentence or less.	Sharks do many things.
Summary	A synthesis of the important ideas in a text; may be of varying length, expressed in the reader's own words and should reflect the structure of the text.	Sharks swim through the oceans hunting for prey, such as fish and seals. Sometimes, they work together to attack prey and may even engage in playful activities.

Handout 2

(Silver, Strong, & Perini, 2000; CIERA, 2003)

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Determining Importance Toolbox

Determining Importance Toolbox

- Scan the text, notice text features & structure
- Use background knowledge
- Make predictions
- Set a purpose for reading

- Look for a main idea statement
- Look for repeated words or phrases
- Use text features:
 - Table of Contents
 - Titles, headings and subheadings
 - Font (colored, italics, bold)
 - Graphics (e.g. photos, diagrams, maps, etc.)
 - Captions and labels
 - Definitions and pronunciation guide
- Chunk the text
- Use text structure


- Reread, discuss and identify main ideas

Handout 3

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Five Main Text Structures

- Descriptive
- Sequential/Chronological
- Cause and Effect
- Compare and Contrast
- Problem and Solution



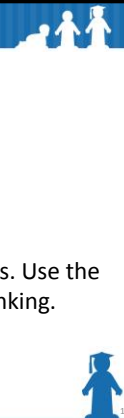
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Review the Training/ Plan to Turn it Around

- Who will receive the training?
- How will you chunk the training?
- Which parts will you each present?
- Take time to practice the think-alouds. Use the sample scripts to help guide your thinking.


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PLANNING MODEL LESSONS

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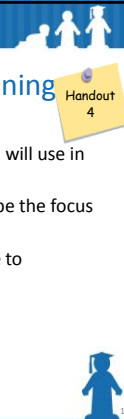
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Considerations Prior to Planning

Handout 4

- Focus on the TEKS.
- Select a text and determine how much text you will use in your lesson.
- Determine which comprehension strategy will be the focus of the lesson (read and track your thinking).
- Decide how much support students will require to successfully comprehend the text.
 - How familiar are students with the content?
 - How familiar are students with the focus strategy?

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Lesson Planning Overview

Lesson Planning Packet

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Considerations Prior to Planning

- Focus on the TEKS.
- Select a text and determine how much text you will use in your lesson.
- Determine which comprehension strategy will be the focus of the lesson (read and track your thinking).
- Decide how much support students will require to successfully comprehend the text.
 - How familiar are students with the content?
 - How familiar are students with the focus strategy?
 - Will all students require the same kind of support?
 - How will you teach your lesson (whole class, small group, etc.)
 - Which scaffold will you teach to support strategy use?

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Example Scaffolds (Supports)

STRATEGY: Making Inferences and Predictions

- Making Inferences Graphic Organizer
- Annotating the Text for Inferences
- Foreshadowing and Predicting 3 Column Chart
- Extended Anticipation Guide
- The Outside-in Scaffold
- Audiobooks to enhance mental images

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Considerations Prior to Planning

- Focus on the TEKS.
- Select a text and determine how much text you will use in your lesson.
- Determine which comprehension strategy will be the focus of the lesson (read and track your thinking).
- Decide how much support students will require to successfully comprehend the text.
 - How familiar are students with the content?
 - How familiar are students with the focus strategy?
 - Will all students require the same kind of support?
 - How will you teach your lesson (whole class, small group, etc.)
 - Which scaffold will you teach to support strategy use?
 - Which vocabulary words will be challenging? How will you support vocabulary acquisition?
- Plan the lesson.

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Lesson Planning Overview

Lesson Planning Packet

The image shows a lesson plan template on the left and a strategy focus lesson plan example on the right. The template includes fields for Title, Objectives, Materials, and Procedures. The example lesson plan is for 'Strategy Focus Lesson Plan: SUMME' and includes a 'Strategy Focus' section with detailed steps for teaching the strategy.

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Descriptive Text Example

Handout 6

The image shows a 'STAR' Reading Grade 7 test question on the left and a descriptive text passage titled 'Coaching the Falcons' on the right. The text passage describes the challenges of coaching a football team and the author's role as a coach.

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Before Reading

What Do Good Readers Do Before Reading Informational Text?

Scan the text, notice text features & structure
 Notice the length of text.
 Notice text features that have been included to support the reading of the text.
 Look for signal words and organization which indicate text structure.
 Think about what the text appears to be about.

Use Background Knowledge and Make Predictions
 Make connections to background knowledge of the topic, if available.
 Make predictions to related topics and concepts if the topic is unfamiliar.
 Make predictions about the text.

Set a Purpose for Reading
 Identify a purpose for reading.

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During Reading

Descriptive Text Organizer		
Topic:		
Text Details	Support Details	Expertise Details
Main Idea	Main Idea	Main Idea

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After Reading


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Your Turn

- Review the texts you brought with you. Select one to plan a lesson for. Ensure that it lends itself well to teaching descriptive paragraph.
- Use the blank lesson plan template to guide you as you plan your lesson. Refer to sample lessons for ideas of what to include.
- Be prepared to share your lesson with others.

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