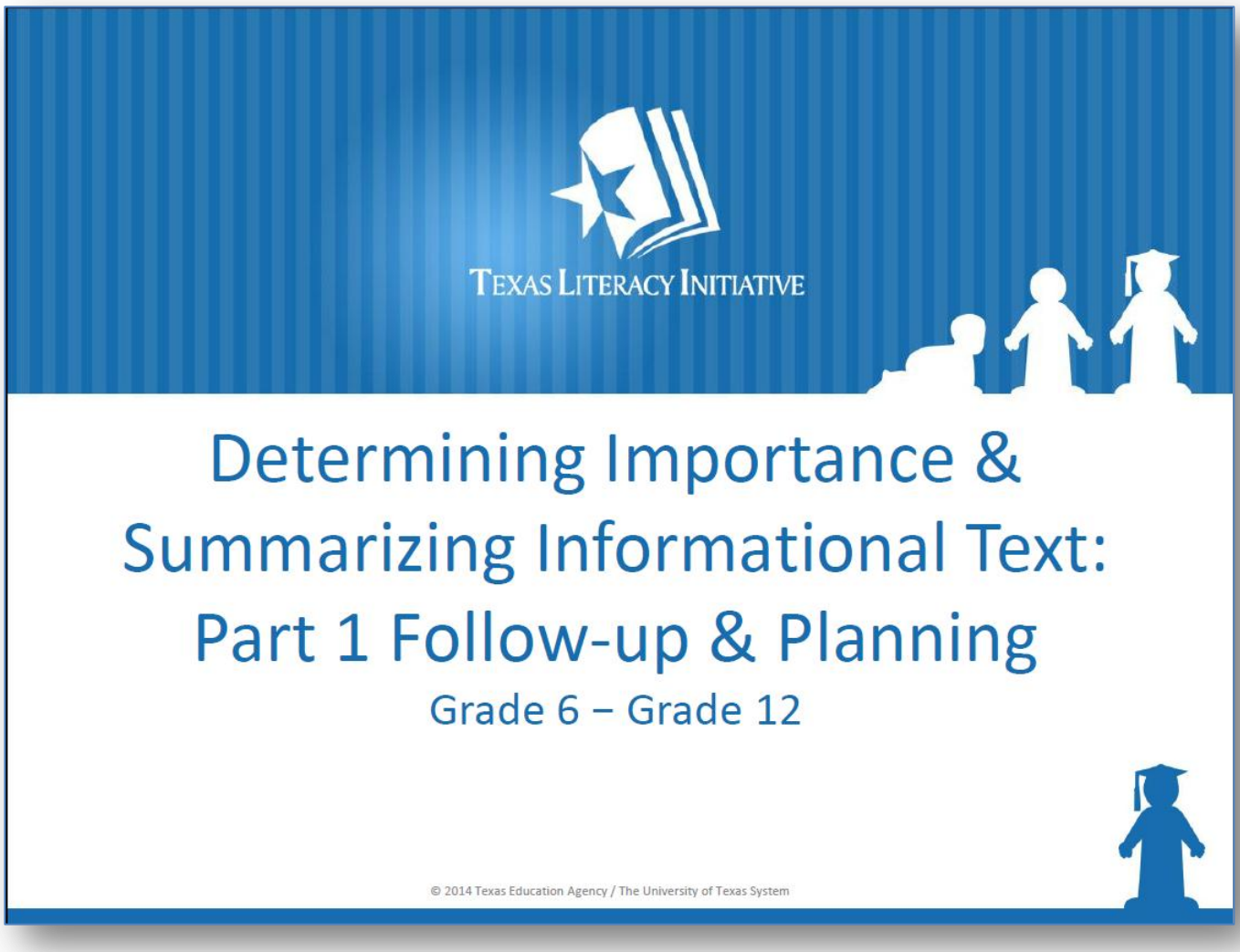
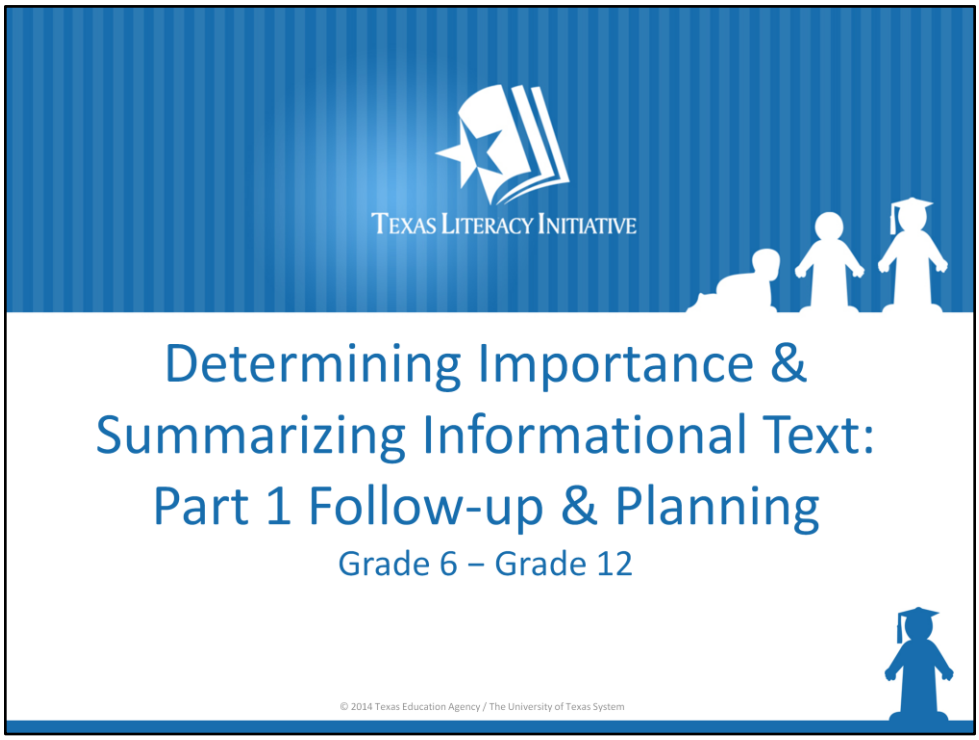
Speaker Notes





Say: Welcome to Determining Importance & Summarizing Informational Text Part 1 Follow-up and Planning.

Let's begin by reviewing the materials you need for this training.

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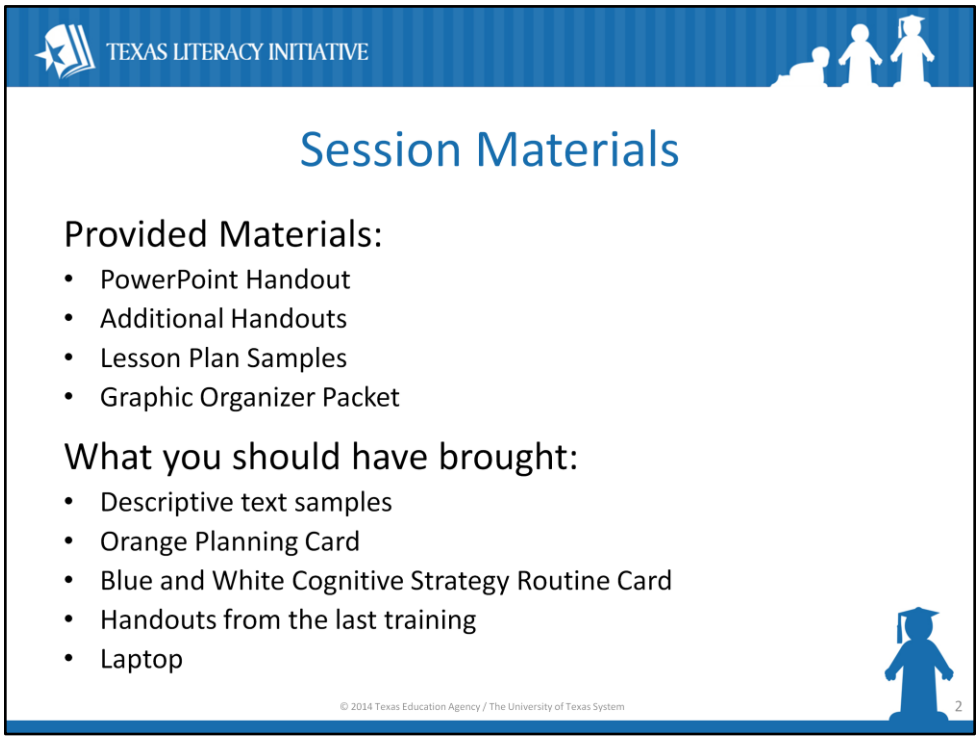

Say: You should have 4 sets of handouts for this training, the PowerPoint Handout, Additional Handouts, Lesson Plan Samples and a Graphic Organizer pack. You will also need your blue and white Cognitive Strategy Routine Card and the orange Lesson Planning Card for Determining Importance and Summarizing.

Hopefully, each of you brought descriptive text to plan with. We'll use this later in the session. You should have also brought your speaker notes, handouts and sample scripts with you from the last session. Finally, I hope that you also brought your laptops. This will be helpful as you practice portions of the training and when you plan your lessons.

Now that we have all of our materials ready, let's begin our session by reviewing the coaching cycle.

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Say: Remember, we begin by focusing on new information by providing a professional development session. The information contained in the training helps to set the stage for the teachers with whom we work. The training provides necessary background information as well as research to support the instructional practices that are shared in the training. Also included in the PD, are model lessons and opportunities to practice. However, we know that professional development alone has very little if any impact on classroom teaching, it is the classroom follow-up that makes the difference in instructional change. So, our goal for today is simple …

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Say: Our goal for this session, is to turn knowledge into action. We're going to take all that we learned in the last PD and plan lessons we will actually model for teachers in the classroom. We'll plan model lessons focusing on Determining Importance & Summarizing, following the Cognitive Strategy Routine.

We'll also take time to review the training and think about how to turn it around if we have not already done so.

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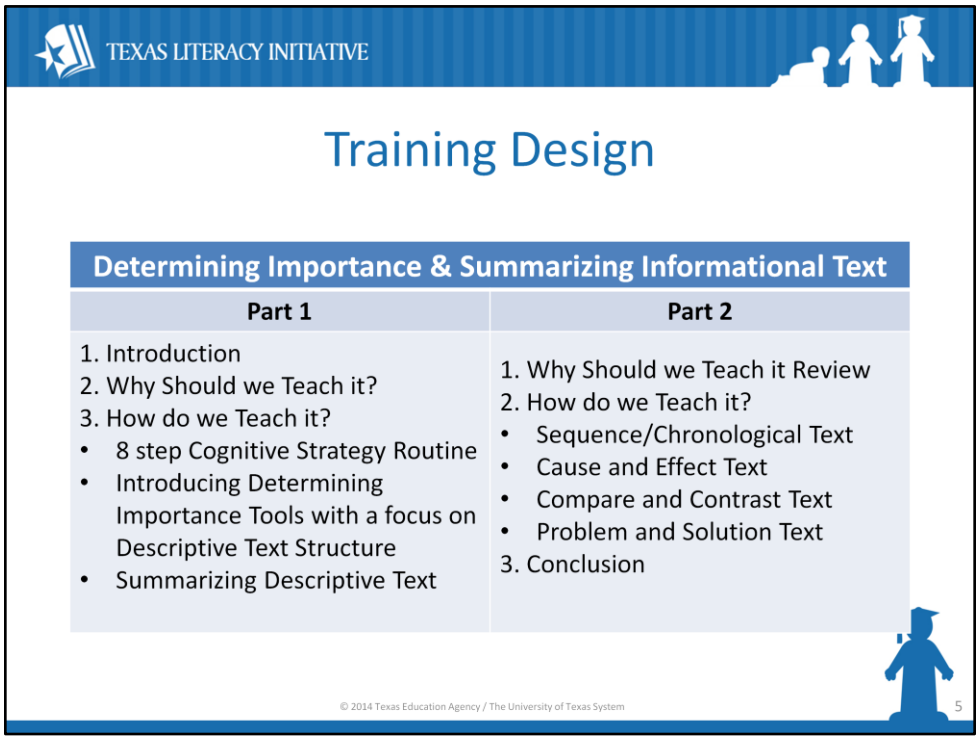

Say: As you know, in the first session, we focused only on Part 1 of this training.

Review Part 1 on the slide.

Say: Today, we will continue that focus.

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Say: Let's review why should we teach our students the strategy of Determining Importance and Summarizing.

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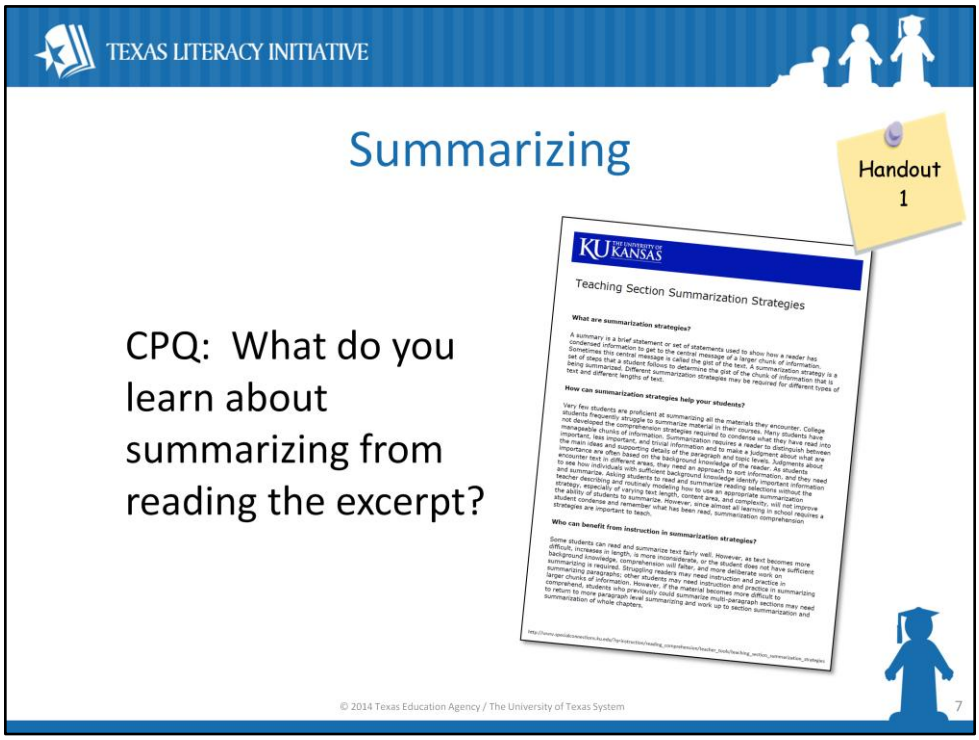

Say: We will take a few minutes to read an excerpt on summarization from the University of Kansas. It is Handout 1 in your Additional Handout packet. As you read, please think about the following CPQ: What do you learn about summarizing from reading the excerpt?

You may wish to highlight important information as you read. Feel free to share your thinking with a partner when you are done reading.

Provide time for participants to read and discuss.

Say: The ability to summarize effectively enhances learning and can be used to measure comprehension (Kissner, 2006). A number of studies have found that summarization has a positive impact on students' reading and writing performance. In addition, "students who write summaries remember the main points of an original text with greater accuracy than students who do not" (Kissner, 2006).

We can all agree that teaching students to determine importance and summarize is imperative. Let's review how we should teach the strategy to students.

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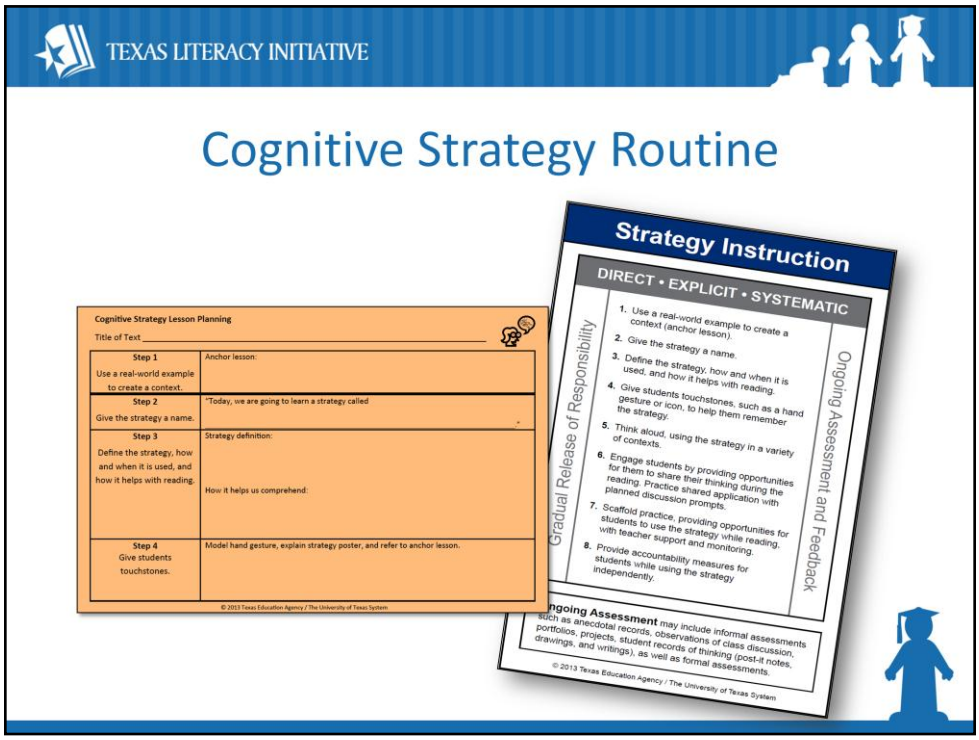

Say: Of course, we teach the strategy by following our 8 step routine. During the planning portion of our session, we'll look into this more carefully. First, let's review the components we need to teach to students when teaching them to determine importance and summarize effectively.

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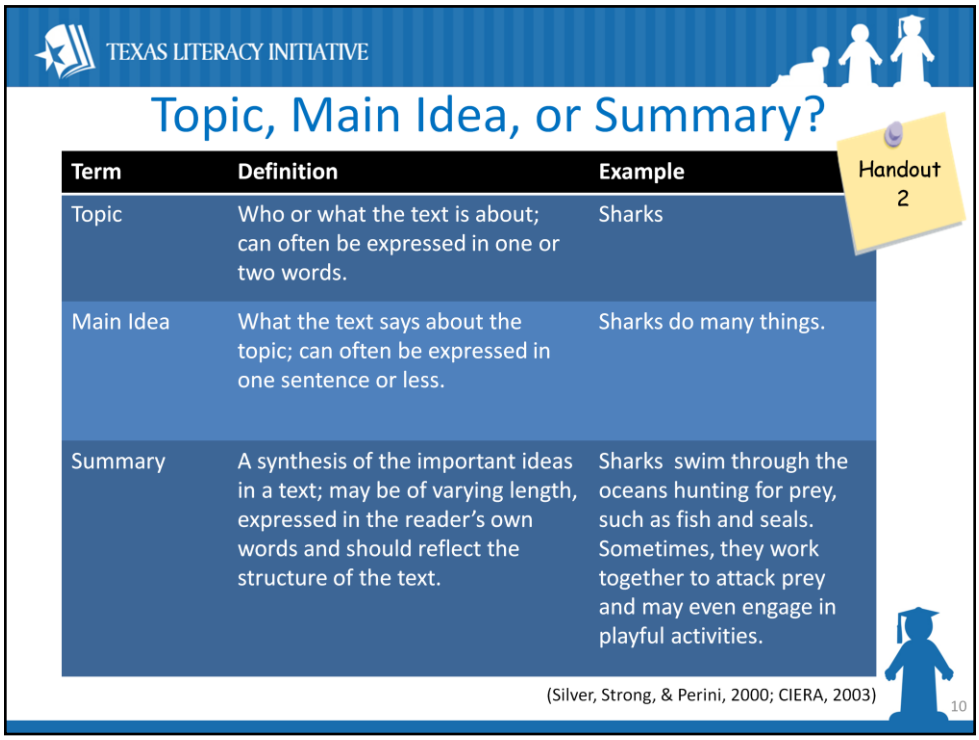

Say: Take out Handout 2 and follow along as we go over this chart. This is a simple example for discussion purposes.

In order for teachers to explain Determining Importance and Summarizing to students, we must clarify the associated terms in our own minds. Our state standards, the TEKS , expect students to distinguish between topic, main idea, and summary. What are the differences between these three terms?

The topic of a text is "who" or "what" it is about (Silver, Strong & Perini, 2000). The topic can often be expressed in one or two words. For an informational book about sharks, the topic may be, simply, "sharks."

The main idea is a brief statement of what the text says *about* the topic (Silver, Strong & Perini, 2000). The main idea may be expressed as a single sentence or less. If the informational book describes things that sharks do, the main idea might be: "Sharks do many things."

A summary is more complicated than a main idea, as "constructing main ideas [is] .. a critical component of the summarization process" (Johnston & Afflerbach, 1985). A summary synthesizes the important ideas from a text, and the reader expresses them in his or her own words (CIERA, 2003). Summaries include main idea statements from various parts of the text, but they are more than simply stringing together main

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ideas. The relationships between these main ideas must be probed and interpreted, then expressed in a succinct format – often a few sentences or less. A summary may be as long as necessary to express the important ideas in a text and how they are related and it should reflect the structure of the text that is being summarized.

Take a moment to read this example. What type of text structure is being summarized here? How do you know?

Now that we share a common understanding of these components, let's think about how we might teach them to students.

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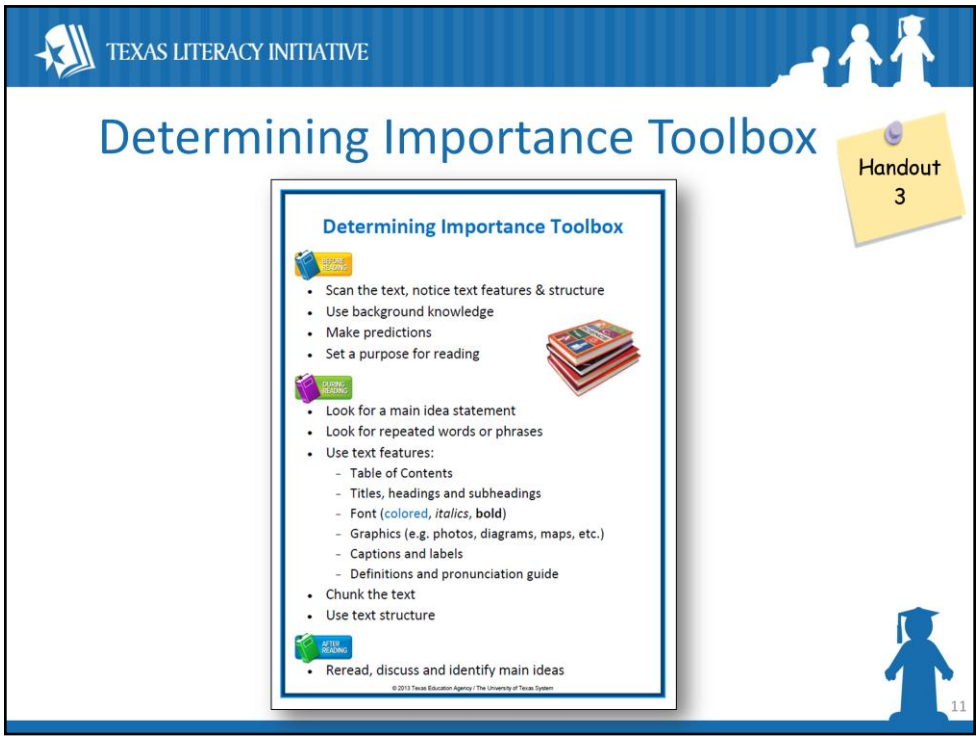

Say: In the last training, we provided you a poster that includes the scaffolds in our "Determining Importance Toolbox." You also have a copy of it in your Additional Handout packet. It is Handout 3. As you recall, we discussed what good readers do before, during, and after reading to help them determine importance. We spent a fair bit of time focusing on the last during reading tool – Notice text structure.

What are the common text structures students should know?

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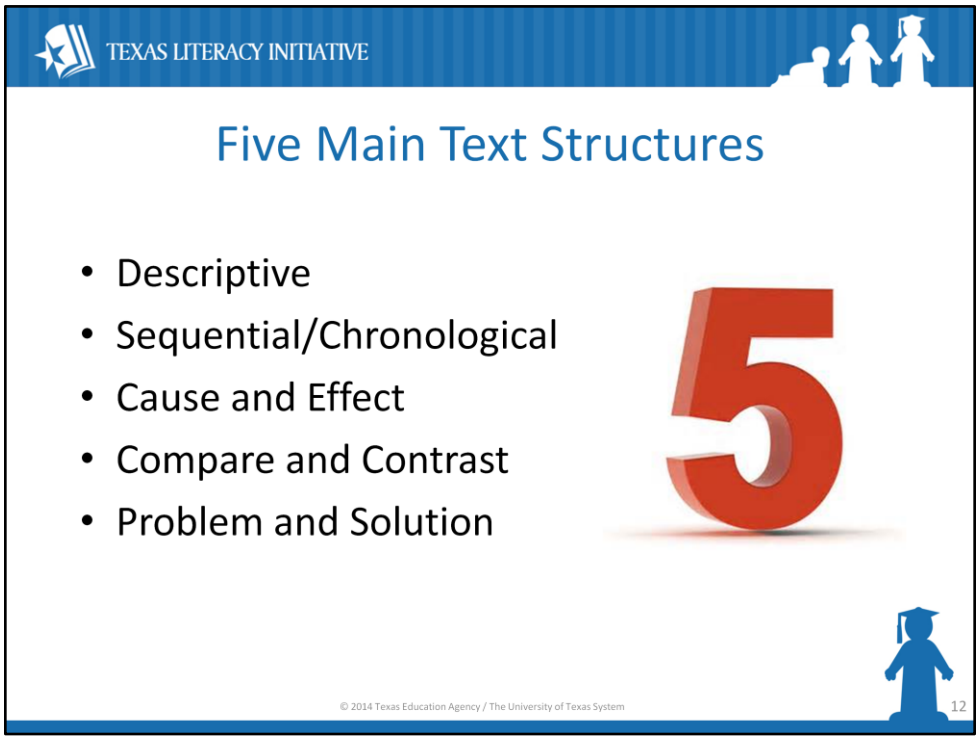

Read slide.

Say: Remember, the more students know about text structure, the better equipped they are to locate the important information and make sense of the text.

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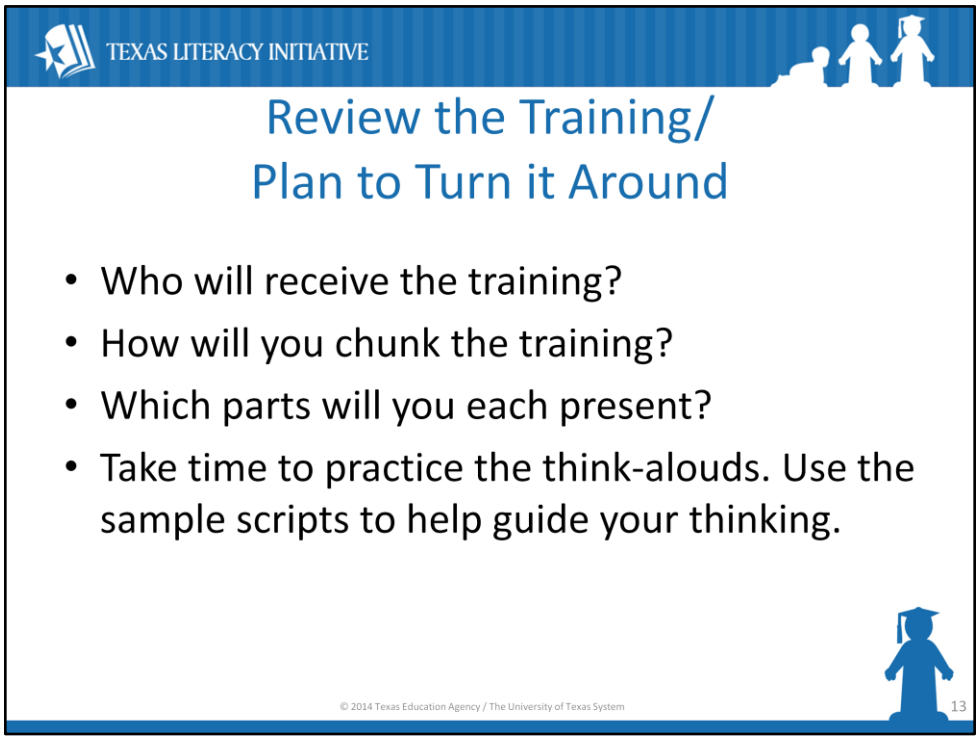

Say: Now that we have briefly reviewed the content of the training, I would now like you to spend the next 20 minutes discussing aspects of the training. Talk with your partner about turning the training around. Who will receive the training? How will you chunk the training? Which parts will you each present? Take time to practice the think-aloud pieces. Use the sample scripts to help guide your thinking.

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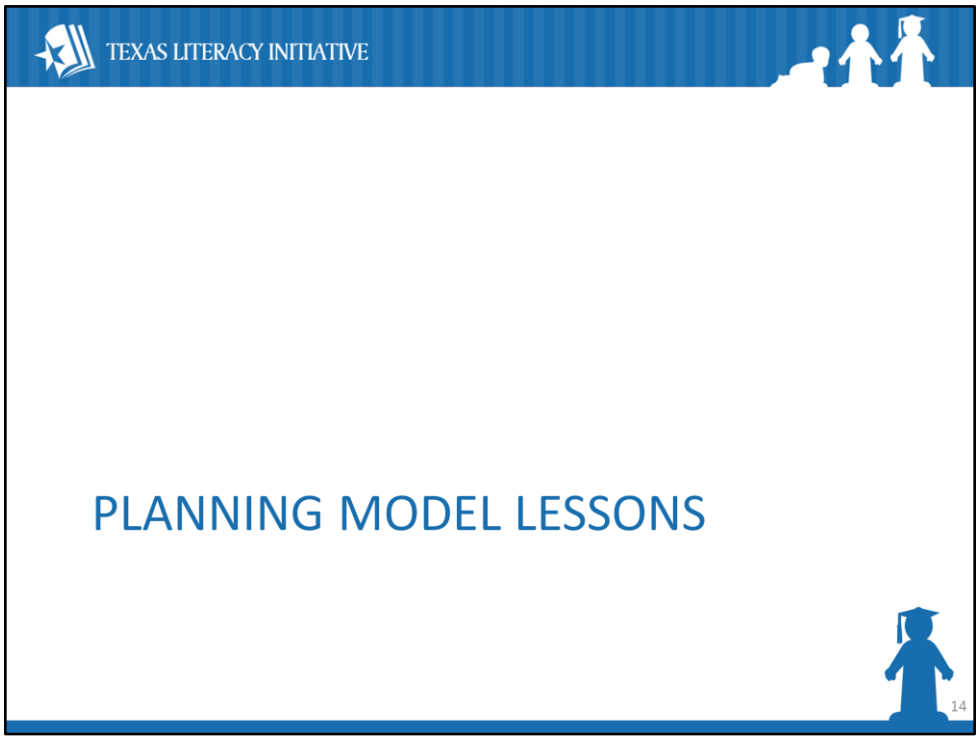

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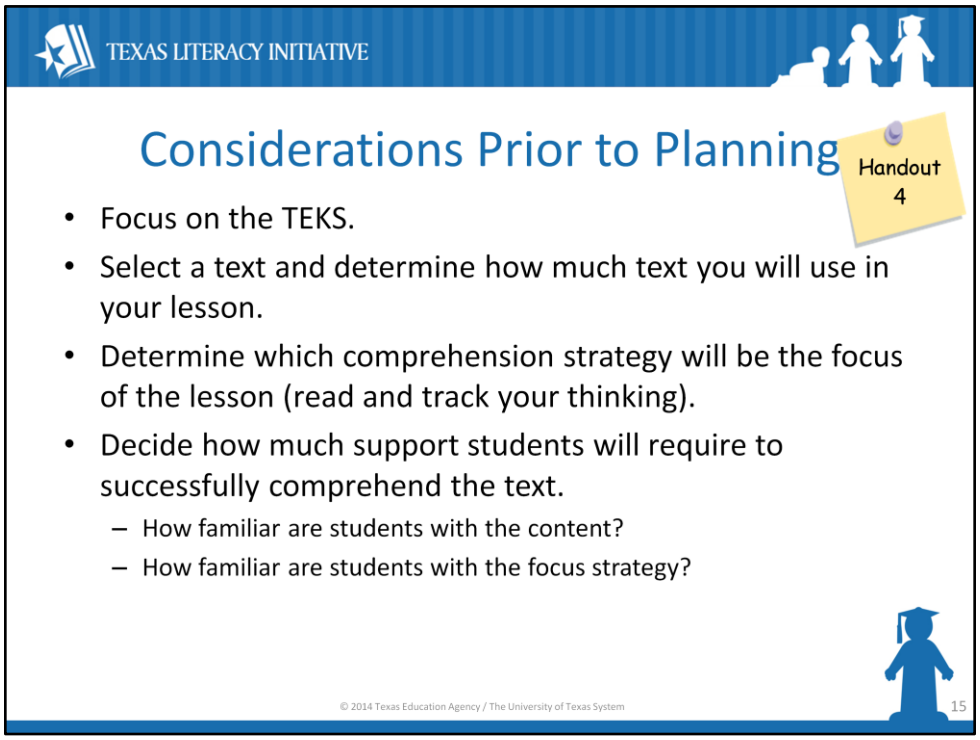

Say: Before we begin actually planning lessons, lets first think about what we need to consider as we approach the task of writing a lesson plan.

Of course, the first thing we consider are the TEKS. It is our mandate that we teach students the essential knowledge and skills that have been outlined by the state. Next, I select a text, if I am using a text in my lesson, to teach the identified TEKS to my students. In one particular lesson, I will need to determine how much text I will use during the lesson. I may read aloud a part, share read a part, and assign some reading for homework. Remember however, students will only sit and listen for so long, so I need to think about my purpose and the needs of the students in the class when deciding how much text to use in my lesson for the day.

Once I've selected the text, I read it. As I read, I track my thinking. This helps me to know what all I do to help me comprehend the text which helps me to know what I need to teach students to do. This also helps me to set a CPQ for the reading. As I reflect on my thinking I can see which strategy or strategies I tended to use most to navigate through the text. The CPQ I choose might also guide me in selecting the strategy I want to teach. For example, if my CPQ requires students to make connections in order to enhance understanding, then I will focus on the strategy of Making Connections during my lesson. If I am reading informational text, then I should be paying attention to text structure because that will guide how I will teach the lesson.

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Next, I need to think about my students. How much support will they need to successfully comprehend the text? How familiar are they with the content? How familiar are they with the strategy I will focus on during the lesson? This brings us to think about a lesson sequence for teaching strategies to students. Remember, for right now, we are focusing on single strategy instruction because so many students are struggling. So what might a lesson sequence look like at middle and high school?

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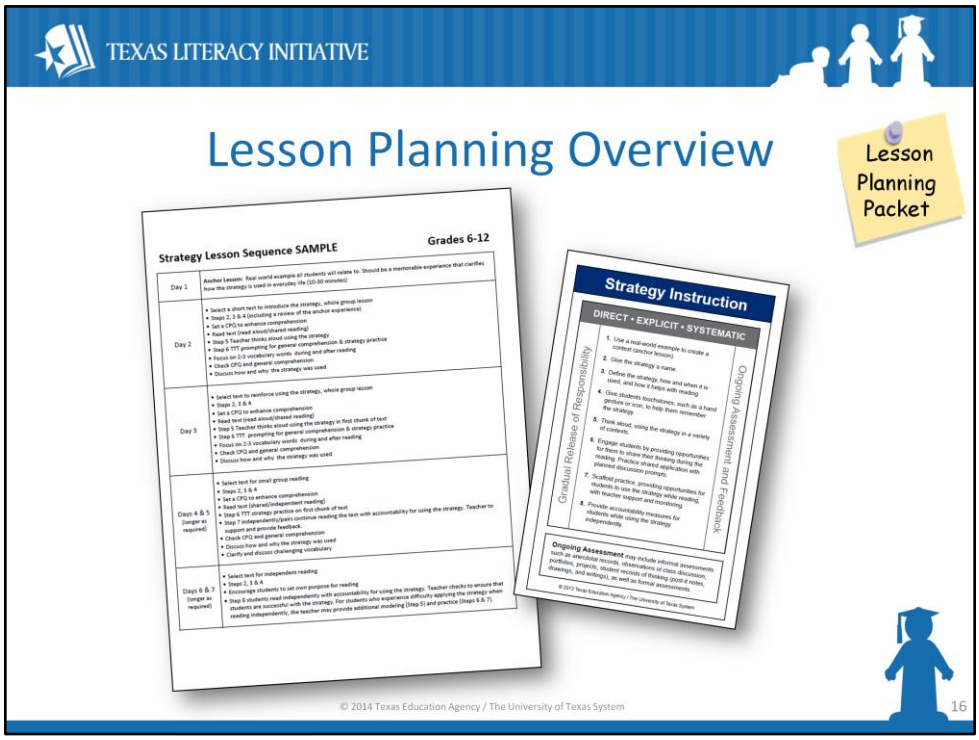

Say: Let's look at an example in your Lesson Planning packet.

This plan provides for approximately 7 days of explicit instruction focusing on one strategy. So not very long. However, if students require more instruction, we are sure to provide it. Some strategies are also more complex. For example, when teaching students to determine importance and summarize, you may need to proceed through this sequence for each type of text structure. When teaching Making Inferences and Predictions, you may proceed through this sequence for each scaffold you teach students to use.

The idea is that our instruction is explicit and it moves from highly supported to independence. Look at the back-side of your blue and white Cognitive Strategy Routine Card. The steps move from support to independence with the teacher constantly assessing and monitoring for when it is time to move onto the next step. We call this the gradual release of responsibility.

Let's look more closely at this sequence sample.

Day 1 is the Anchor lesson. Which step is that in our Cognitive Strategy Routine? (one)
Day 2 is where we model using the strategy through think-aloud. Notice that we begin by selecting a short text. Why would we select a short text to begin with?

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Continue to walk through the lesson sequence, clarifying for participants as needed.

Say: So knowing where we are at in the lesson sequence helps us to know how familiar students are with a particular strategy. Let's get back to our other considerations.

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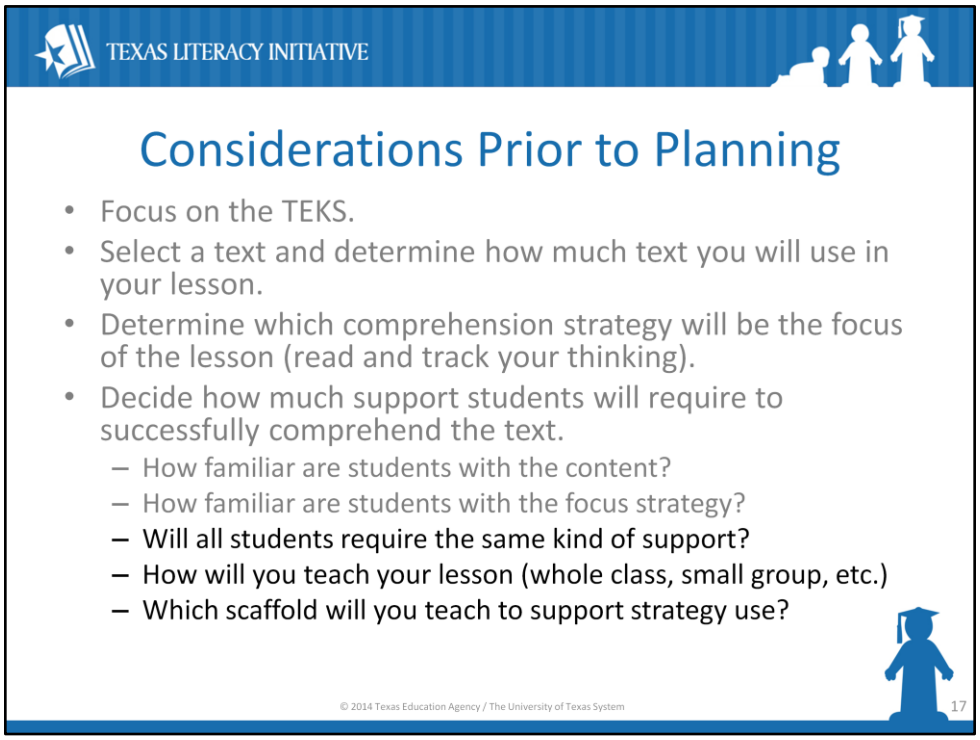

Say: Next we ask ourselves if all students will require the same kind and amount of support to successfully comprehend the text. Depending on my answer, I need to decide how to teach my lesson. Will it be whole group? Small group? And which scaffold will I teach to support strategy use and to whom? Remember scaffolds are supports we can employ in our lessons to help students use and be aware of the strategy.

Let's look at some examples to clarify what I mean.

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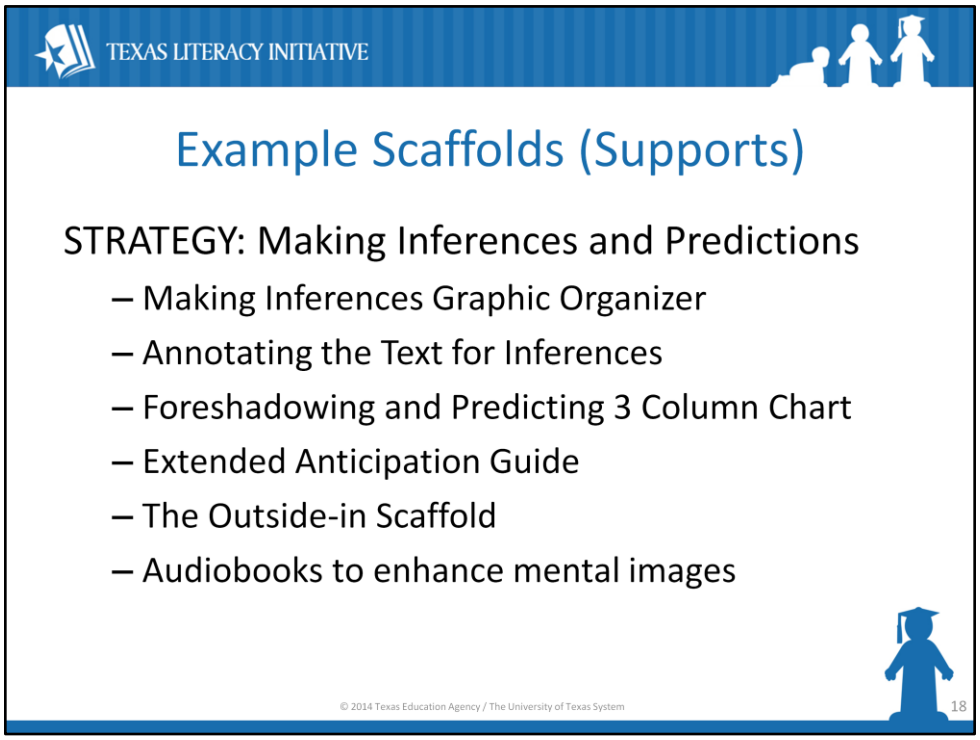

Say: Let's consider all of the scaffolds we learned to use when teaching students to make inferences and predictions.

Review slide.

Say: We would only ever use one of these scaffolds in a single lesson so we would chose the scaffold that provided the best support for our students.

What else should we consider prior to planning?

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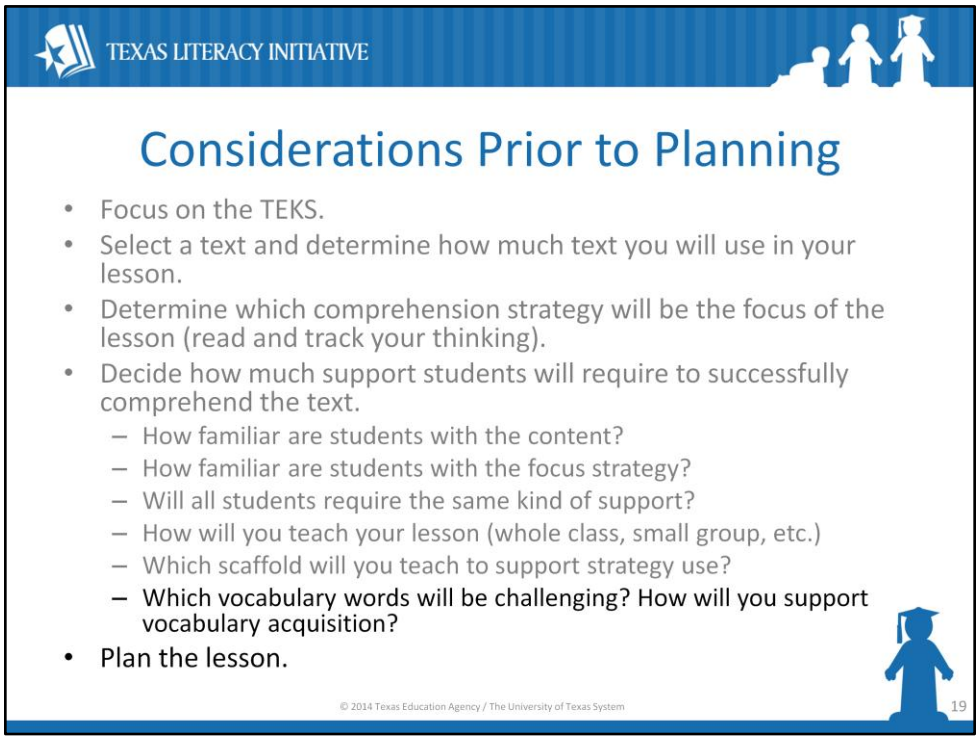

Say: We also want to think about the vocabulary in the text. How will I support students when they come across challenging words during reading? Will I weave definitions into the reading when I read aloud and then explicitly teach the words after reading? Are there words that I should pre-teach students? Which words will affect comprehension?

Once I have considered these basic things, and there are likely other things to consider that are not on this list, I am ready to plan.

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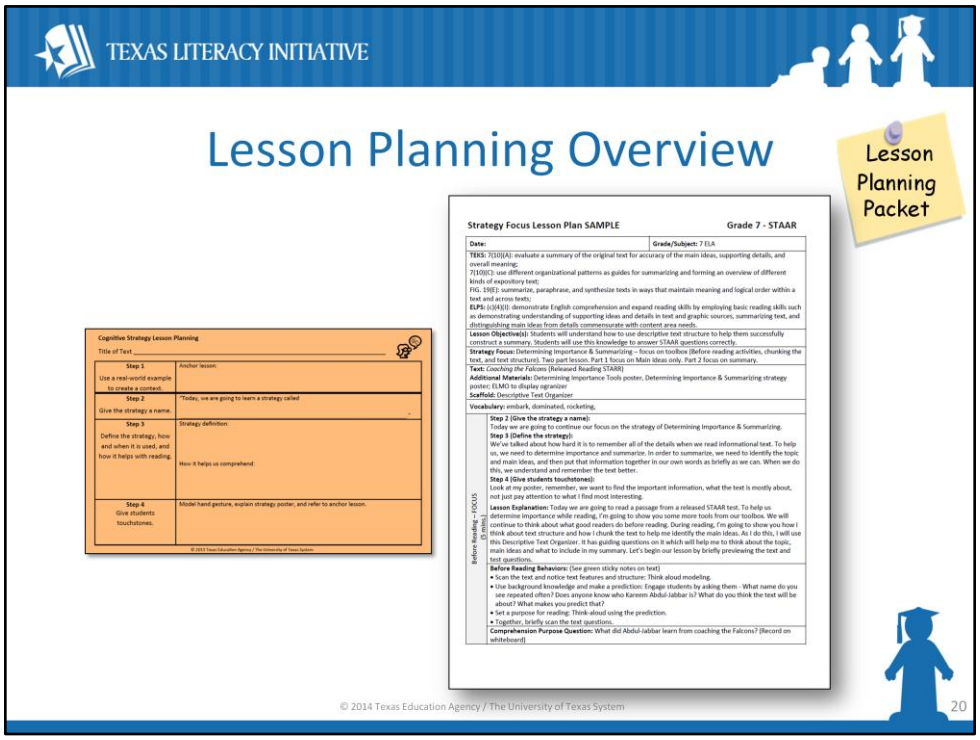

Say: Throughout our trainings, we have you plan using the orange planning card. The reason we have you plan with the card, is that it expedites the planning process. We don't have to sit down and record everything in detail on paper for our lesson, instead we use the front side of the card, Steps 1-4 which never change, and then we use sticky notes to place inside the text we'll use for our lesson for our CPQ and steps 5 and 6.

Today however, we're going to share with you some traditional lesson plans. Hopefully you will see how these linear plans match the orange planning card but contain a bit more information. We model lessons in classrooms, these are they types of plans we share with teachers so that they can see all that we are doing throughout the lesson. Let's take a look at a sample plan now and then I will teach the lesson for you so that you will see how what I do, actually matches the lesson plan. These are the types of lessons you will plan later today.

For my example, I will model teaching Determining Importance and Summarizing descriptive text using a released STAAR passage.

Take out the plan for Coaching the Falcons. Take some time to read through it and discuss with a partner. I want you to be very familiar with my lesson before I teach it.

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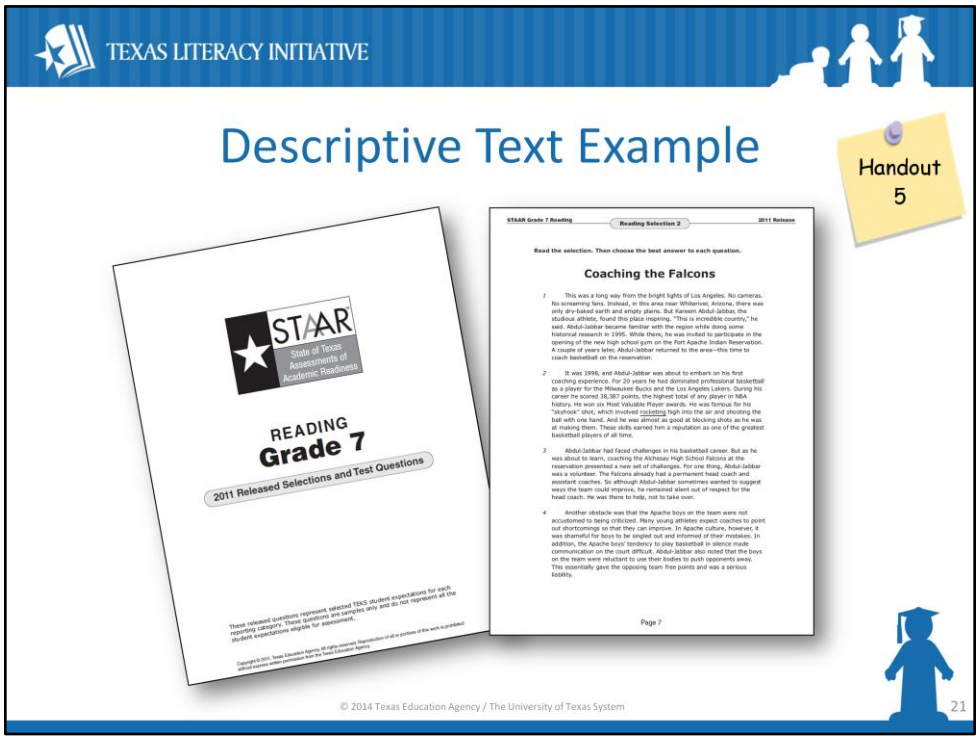
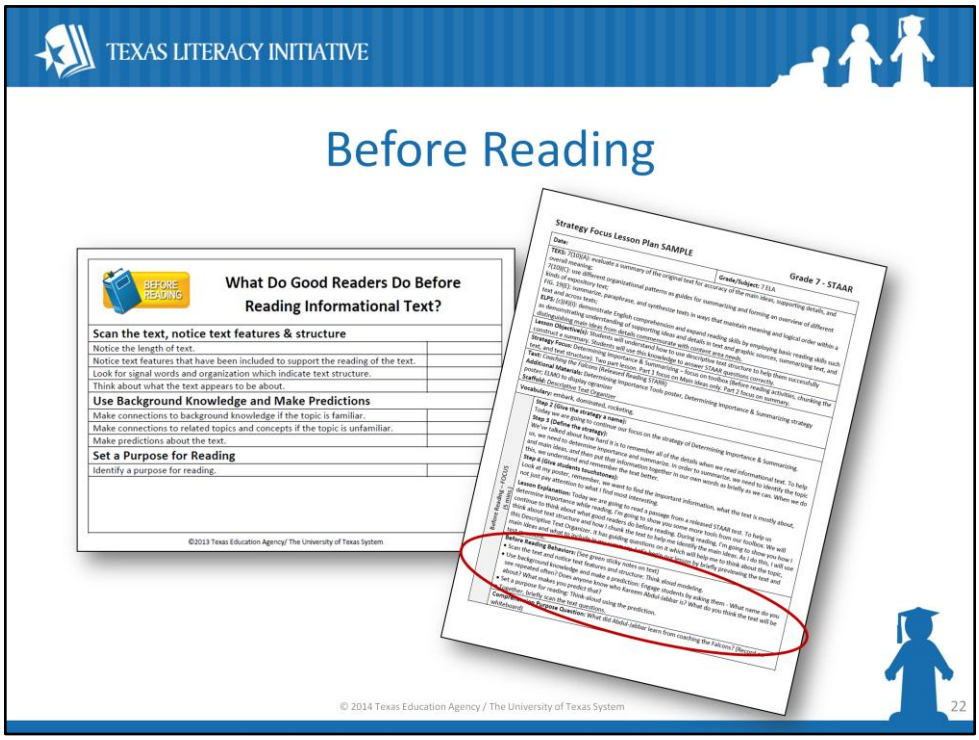
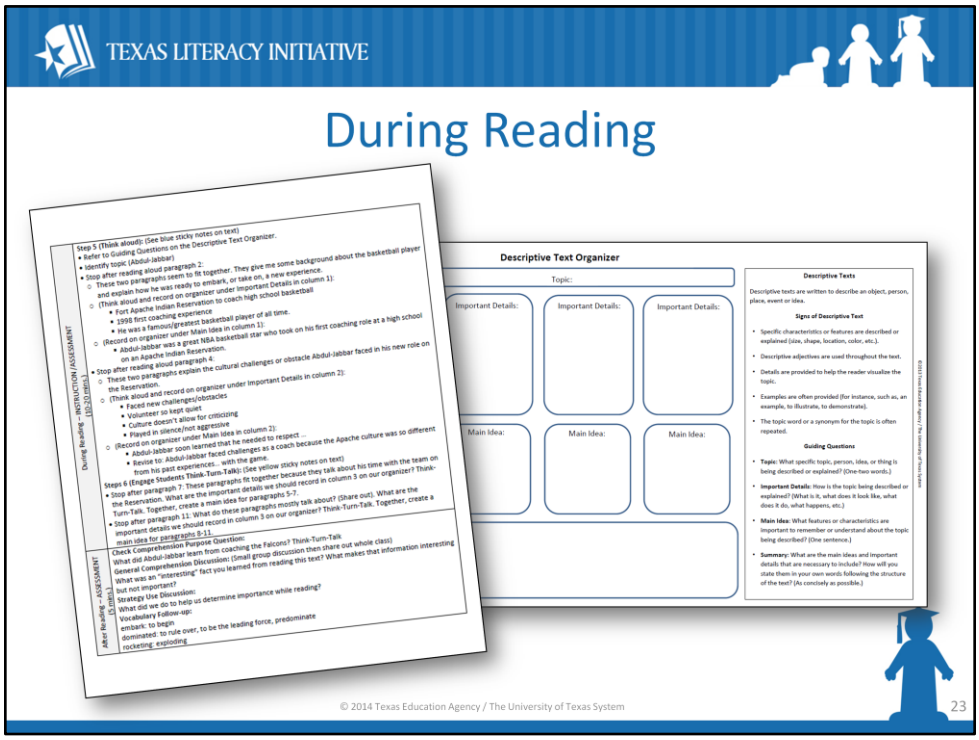


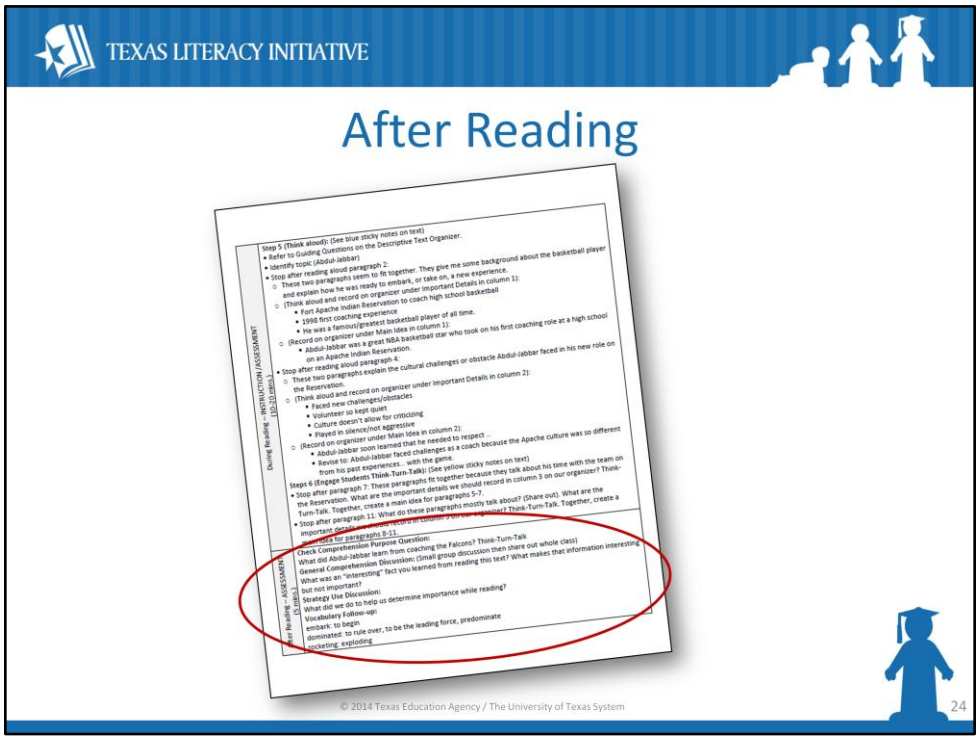
Say: In your Additional Handout packet, you have a copy of the text we'll use for this lesson.



Model everything contained on the Before Reading portion of the lesson. Remind participants about the checklist for before reading informational text.



Model the during reading portion of the lesson. Use an ELMO to show how you would complete the Graphic Organizer.



Model the during reading portion of the lesson. Use an ELMO to show how you would complete the Graphic Organizer.

TEXAS LITERACY INITIATIVE

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 text.
- Use the blank lesson plan template to guide you as you plan your lesson. Refer to the sample lesson for ideas of what to include.
- Be prepared to share your lesson with others.

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25

TEXAS LITERACY INITIATIVE

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Kissner, E., (2006). *Summarizing paraphrasing and retelling. Skills for better reading, writing, and test taking.* Portsmouth, NH: Heinemann.

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