

Speaker Notes




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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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.



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



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.



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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Goal for the Session




Turn
Knowledge
into
ACTION

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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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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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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Why Should We Teach
**Determining Importance &
Summarizing?**



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

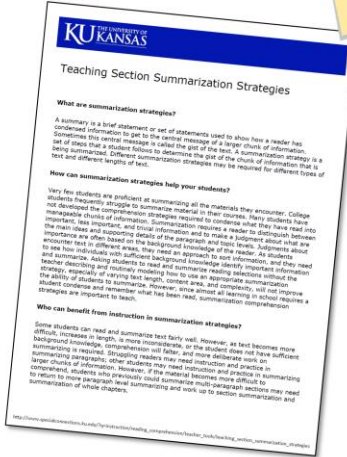


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Summarizing

Handout 1

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



Handout 1: Teaching Section Summarization Strategies

What are summarization strategies?

A summary is a brief statement or set of statements used to show how a reader has condensed information to get to the central message of a larger chunk of information. Sometimes this central message is called the gist of the text. A summarization strategy is a set of steps that a student follows to determine the gist of the chunk of information that is being summarized. Different summarization strategies may be required for different types of text and different lengths of text.

How can summarization strategies help your students?

Very few students are proficient at summarizing all the materials they encounter. College students frequently struggle to summarize material in their courses. Many students have measurable chunks of information. Summarization requires a reader to distinguish between important, less important, and trivial information and to make a judgment about what the importance is often based on the background knowledge of the reader. As students read and summarize, they need an appropriate knowledge of the text. As students read and summarize, they need to identify important information. As students read and summarize, they need to identify important information. As students read and summarize, they need to identify important information.

Who can benefit from instruction in summarization strategies?

Some students can read and summarize text fairly well. However, as text becomes more difficult, increases in length, or is more complex, or the student does not have sufficient background knowledge, comprehension will suffer, and more elaborate work on summarizing is required. Struggling readers may need instruction and practice in summarizing paragraphs. Other students may need instruction and practice in summarizing larger chunks of information. However, if the student has trouble and practice in summarizing paragraphs, students who previously could summarize multi-paragraph sections may need to move paragraph level summarization to multi-paragraph sections. Some students may need summarization of whole chapters.

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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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How Should We Teach
**Determining Importance &
Summarizing?**



Cognitive Strategy Routine

| Cognitive Strategy Lesson Planning | |
|---|--|
| Title of Text: _____ | |
| Step 1 Use a real-world example to create a context. | Anchor lesson: |
| Step 2 Give the strategy a name. | *Today, we are going to learn a strategy called _____. |
| Step 3 Define the strategy, how and when it is used, and how it helps with reading. | Strategy definition: How it helps us comprehend: _____ |
| Step 4 Give students touchstones. | Model hand gesture, explain strategy poster, and refer to anchor lesson. |


Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussions, drawings, and writings, as well as formal assessments.

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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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)



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

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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Determining Importance Toolbox

Handout 3

Determining Importance Toolbox


- BEFORE READING**
 - Scan the text, notice text features & structure
 - Use background knowledge
 - Make predictions
 - Set a purpose for reading
- DURING 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
- AFTER READING**
 - Reread, discuss and identify main ideas

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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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Five Main Text Structures

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



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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.



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.



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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PLANNING MODEL LESSONS




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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?



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Say: Before we begin actually planning lessons, let's 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.

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?

The graphic features the Texas Literacy Initiative logo at the top left. The main title is "Lesson Planning Overview" in large blue font. To the right is a yellow sticky note that says "Lesson Planning Packet". Below the title are two overlapping documents. The first is a "Strategy Lesson Sequence SAMPLE" for Grades 6-12, which is a table with 6 rows (Day 1 to Day 6 & 7) and 2 columns. The second is a "Strategy Instruction" card with a blue header and a white body, containing a list of steps and a section on "Ongoing Assessment and Feedback". At the bottom right of the graphic is a small blue silhouette of a graduate and the number "16".

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?

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.



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?



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.



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



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?




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.




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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Lesson Planning Overview

Cognitive Strategy Lesson Planning

| Step | Author lesson |
|---|--|
| Step 1 Use a non-verbal example to create a context | |
| Step 2 Give the strategy a name | *Title: we are going to learn a strategy called |
| Step 3 Define the strategy, how and when it is used, and how it helps with reading | Strategy definition: How it helps us comprehend: |
| Step 4 Give students touchstones | Model hand gesture, explain strategy poster, and refer to anchor lesson. |

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Strategy Focus Lesson Plan SAMPLE Grade 7 - STAAR

Date: _____ **Grade/Subject:** 7 EA

TEKS: 7100(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
 7100(E) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;
 7101(S) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts;
 81PS (1)(XV) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details; communicate with content area reading.

Lesson Objective(s): Students will understand how to use descriptive text structure to help them successfully construct a summary. Students will use this knowledge to answer STAAR questions correctly.

Strategy Focus: Determining Importance & Summarizing – focus on toolbars (before reading activities, chunking the text, and text structure). They plan lessons Part 1 focus on Main Ideas only. Part 2 focus on summary.

Text: Coaching the Falcons (Released Reading STAAR)

Additional Materials: Determining Importance Tool poster, Determining Importance & Summarizing strategy poster (LIMD) to display organizer

Scaffold: Descriptive Text Organizer

Vocabulary: embed, decontextual, socketing.

Step 2 (Give the strategy a name):
 Today we are going to continue our focus on the strategy of Determining Importance & Summarizing.

Step 3 (Define the strategy):
 We're all asked about how hard it is to remember all of the details when we read informational text. To help us, we need to determine importance and summarize. In order to summarize, we need to identify the topic and main ideas, and then put that information together in our own words as briefly as we can. When we do this, we understand and remember the text better.


Step 4 (Give students touchstones):
 Look at my poster, remember, we want to find the important information, what the text is mostly about, not just pay attention to what I find most interesting.

Lesson Explanation: Today we are going to read a passage from a released STAAR test. To help us determine importance while reading, I'm going to show you some more tools from our toolbars. We will continue to think about what good readers do before reading. During reading, I'm going to show you how I think about text structure and how I chunk the text to help me identify the main ideas. As I do this, I will use this Descriptive Text Organizer. It has guiding questions on it which will help me to think about the topic, main ideas and what to include in my summary. Let's begin our lesson by briefly previewing the text and text questions.

Before Reading Behaviors: (See green sticky notes on text)

- Scan the text and notice text features and structure: Think aloud modeling.
- Use background knowledge and make a prediction: Engage students by asking them: What came do you use repeated often? Does anyone know who Kareem Abdul Jabbar is? What do you think the text will be about? What makes you predict that?
- Set a purpose for reading: Think aloud using the prediction.
- Digression: Briefly scan the text questions.

Comprehension Progress Question: What did Abdul Jabbar learn from coaching the Falcons? (Record on whiteboard)



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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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Descriptive Text Example

Handout 5

STAR
State of Texas
Assessments of
Academic Readiness

READING
Grade 7

2011 Released Selections and Test Questions

These released selections represent selected TEES student expectations for each priority category. These selections are complete only and do not represent all the student expectations eligible for assessment.

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STAR Grade 7 Reading Reading Selection 2 2011 Release

Read the selection. Then choose the best answer for each question.

Coaching the Falcons

2 This was a long way from the bright lights of Los Angeles. His camera, his swimming fins, instead, in this area near Wilbarney, Arizona, there was only dirt-based earth and empty places. But because Abdul-Jabbar, the studious athlete, found this place inspiring, "This is incredible country," he said. Abdul-Jabbar became familiar with the region while doing some historical research in 1995. While there, he was invited to participate in the opening of the new high school gym on the Fort Apache Indian Reservation. A couple of years later, Abdul-Jabbar returned to the area—this time to coach basketball on the reservation.

3 It was 1996, and Abdul-Jabbar was about to embark on his first coaching experience. For 20 years he had dominated professional basketball as a player for the Milwaukee Bucks and the Los Angeles Lakers. During his career he scored 38,387 points, the highest total of any player in NBA history. He won six most valuable player awards. He was famous for his "airborne" move, which involved dribbling high into the air and shooting the ball with one hand. And he was difficult to guard at blocking shots as he was at making them. These skills earned him a reputation as one of the greatest basketball players of all time.

4 Abdul-Jabbar had faced challenges in his basketball career. But as he was about to learn, coaching the Arizona High School Falcons at the reservation presented a new set of challenges. For one thing, Abdul-Jabbar was a volunteer. The Falcons already had a permanent head coach and assistant coaches. So although Abdul-Jabbar sometimes wanted to suggest ways the team could improve, he remained silent out of respect for the head coach. He was there to help, not to take over.

5 Another obstacle was that the Apache boys on the team were not accustomed to being criticized. Many Arizona expert coaches to point out shortcomings so that they can improve. In Apache culture, however, it was shameful for boys to be singled out and informed of their mistakes. In addition, the Apache boys' tendency to play basketball in silence made communication on the court difficult. Abdul-Jabbar also noted that the boys on the team were reluctant to use their bodies to push opponents away. This eventually gave the opposing team free points and was a serious liability.

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

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Before Reading

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 if the topic is familiar. | |
| Make connections 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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Grade 7 - STAAR

Strategy Focus Lesson Plan SAMPLE

Date: _____

Grade: _____

Unit: _____

Lesson Objective: _____

Essential Question: _____

Learning Objective: _____

Vocabulary: _____

Materials: _____

Procedure:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Step 11: _____

Step 12: _____

Step 13: _____

Step 14: _____

Step 15: _____

Step 16: _____

Step 17: _____

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Step 19: _____

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Step 25: _____

Step 26: _____

Step 27: _____

Step 28: _____

Step 29: _____

Step 30: _____

Step 31: _____

Step 32: _____

Step 33: _____

Step 34: _____

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Step 87: _____

Step 88: _____

Step 89: _____

Step 90: _____

Step 91: _____

Step 92: _____

Step 93: _____

Step 94: _____

Step 95: _____

Step 96: _____

Step 97: _____

Step 98: _____

Step 99: _____

Step 100: _____

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

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During Reading

Step 5 (Think aloud): (See blue sticky notes on text)

- Refer to Guiding Questions on the Descriptive Text Organizer.
- Identify topic (Abdul-Jabbar).
- Stop after reading about paragraph 2.
- These two paragraphs seem to fit together. They give me some background about the basketball player and explain how he was ready to embark on a new experience.
- (Think aloud and record on organizer under Important Details in column 1.)
 - First Apache Indian Reservation to coach high school basketball
 - 1998 first coaching experience
 - He was a famous/greatest basketball player of all time.
- (Record on organizer under Main Idea in column 1.)
 - Abdul-Jabbar was a great NBA basketball star who took on his first coaching role at a high school on an Apache Indian Reservation.
- Stop after reading about paragraph 4.
- These two paragraphs explain the cultural challenges or obstacle Abdul-Jabbar faced in his new role on the Reservation.
 - Faced new challenges/obstacles
 - Volunteer to help build
 - Culture doesn't allow for criticizing
 - Played in silence/hot aggression
 - (Record on organizer under Main Idea in column 2.)
 - Abdul-Jabbar soon learned that he needed to respect ...
 - Abdul-Jabbar faced challenges as a coach because the Apache culture was so different from his past experiences. ... with the game.
- (Review to: Abdul-Jabbar faced challenges as a coach because the Apache culture was so different from his past experiences. ... with the game.)
- (Review to: Abdul-Jabbar faced challenges as a coach because the Apache culture was so different from his past experiences. ... with the game.)

Step 6 (Engage Students Think-Turn-Talk): (See yellow sticky notes on text)

- Stop after paragraph 7. These paragraphs fit together because they talk about his time with the team on the Reservation. What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 7-9.
- Stop after paragraph 11. What do these paragraphs mostly talk about? (Share out.) What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 10-11.

Check Comprehension Purpose Questions: Think-Turn-Talk

What did Abdul-Jabbar learn from coaching the Falcons? How then share out whole class!

General Comprehension Discussion: (Small group discussion then share out whole class)

What was an "interesting" fact you learned from reading this text? What makes that information interesting but not important?

Strategy Use Discussion:

- What did we do to help us determine importance while reading?
- Vocabulary Follow-up: embark / to begin dominated / to rule over, to be the leading force, predominate rocketing / exploding

Descriptive Text Organizer

| | | |
|--------------------|--------------------|--------------------|
| Topic: | | |
| Important Details: | Important Details: | Important Details: |
| Main Idea: | Main Idea: | Main Idea: |

Descriptive Texts

Descriptive texts are written to describe an object, person, place, event or idea.

Signs of Descriptive Text


- Specific characteristics or features are described or explained (size, shape, location, color, etc.).
- Descriptive adjectives are used throughout the text.
- Details are provided to help the reader visualize the topic.
- Examples are often provided (for instance, such as, an example, for instance, to demonstrate).
- The topic word or a synonym for the topic is often repeated.

Guiding Questions

- **Topic:** What specific topic, person, idea, or thing is being described or explained? (One new word.)
- **Important Details:** How is the topic being described or explained? (What is it, what does it look like, what does it do, what happens, etc.)
- **Main Idea:** What features or characteristics are important to remember or understand about the topic being described? (Five sentences.)
- **Summary:** What are the main ideas and important details that are necessary to include? How will you state them in your own words following the structure of the text? (As complete as possible.)

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



After Reading

Step 5 (Think aloud): (See blue sticky notes on text)

- Refer to Guiding Questions on the Descriptive Text Organizer.
- Identify topic (Abdul-Jabbar)
- Stop after reading about paragraph 2:
 - These two paragraphs seem to fit together. They give me some background about the basketball player and explain how he was ready to embark, or take on, a new experience
 - (Think aloud and record on organizer under Important Details in column 1):
 - Fort Apache Indian Reservation to coach high school basketball
 - 1998 first coaching experience
 - His wife's former/greatest basketball player of all time
 - (Record on organizer under Main Idea in column 1):
 - Abdul-Jabbar was a great NBA basketball star who took on his first coaching role at a high school on an Apache Indian Reservation
- Stop after reading about paragraph 4:
 - These two paragraphs explain the cultural challenge/ or obstacle Abdul-Jabbar faced in his new role on the Reservation.
 - Faced new challenges/obstacles
 - Volunteer to help visit
 - Culture doesn't allow for criticism
 - Played in silence/ not aggressive
 - (Record on organizer under Main Idea in column 2):
 - Abdul-Jabbar soon learned that he needed to respect from his past experiences... with the game.
 - Reveal to Abdul-Jabbar these challenges as a coach because the Apache culture was so different
- Stop after paragraph 7: These paragraphs fit together because they talk about his time with the team on the Reservation. What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 5-7.
- Stop after paragraph 11: What do these paragraphs mostly talk about? (Share out). What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 8-11.

Check Comprehension Purpose Question:
 What did Abdul-Jabbar learn from coaching the Falcons? Think-Turn-Talk

General Comprehension Discussion: (Small group discussion then share out whole class)
 What was an "interesting" fact you learned from reading this text? What makes that information interesting but not important?

Strategy Use Discussion:
 What did we do to help us determine importance while reading?
 Vocabulary Follow-up
 embark: to begin
 committed: to take over, to be the leading force, predominate
 coexisting: exploring

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



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.





References

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