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COMPREHENSION KEYSTONE VOLUME 2

I

Summarizing

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A Guide for Teaching Comprehension:

*Building Readers for **LIFE** with
Balanced Reading Instruction*

Welcome

Volume 2 of the Comprehension Keystones is an expert's guide to teaching summarizing. **Reading for LIFE**, the central philosophy driving the Comprehension Keystones, provides maximum support for teachers and students during each stage of the learning process.

The four phases of **LIFE**—Learning, Instructing, Facilitating, and Extending—correspond to the precise stages of balanced reading instruction. Each Keystone chapter fully prepares teachers to deliver successful comprehension instruction.

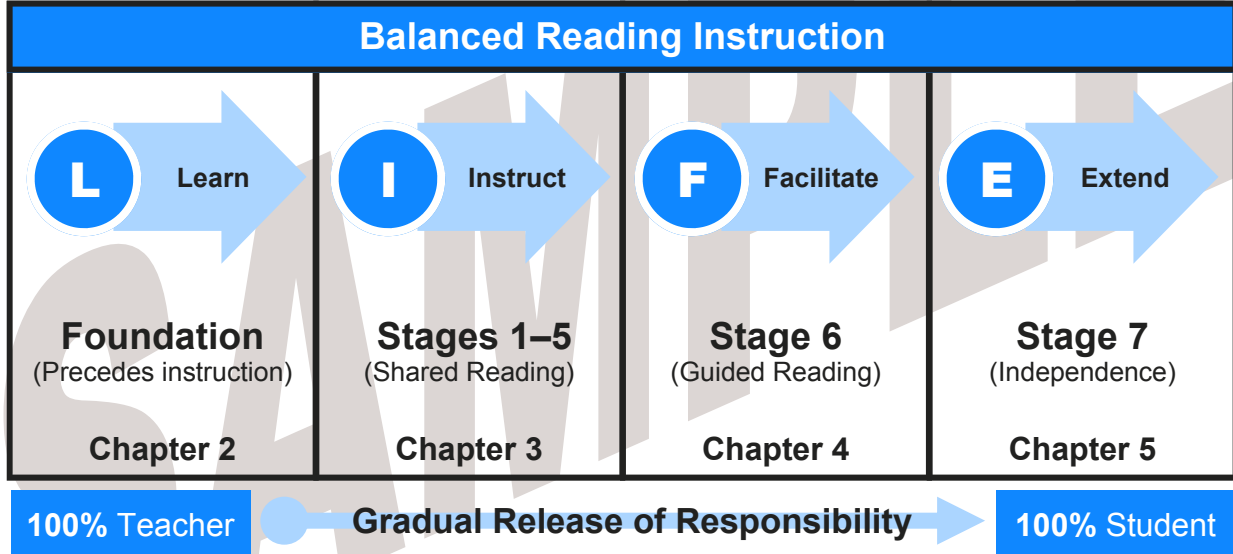




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SAMPLE

Instruction: Summarizing

Teaching Students to Summarize While Reading



The LIFE process begins when teachers learn the essentials of each strategy, forming the foundation for comprehension instruction. Learning to effectively identify key ideas and weave them into a summary results from seven precise stages of reading instruction. Figure 3.1 provides a snapshot of the seven stages and how they correlate to LIFE.

Beginning Instruction: Text Selection Criteria for Summarizing

Before beginning summarizing instruction, it is essential for teachers to select appropriate texts for summarizing Read Aloud sessions, Shared Reading lessons, Guided Reading facilitation, and Independent Practice (stages 1-7). The summarizing text selection criteria in Figure 3.2 assures that each selected text offers opportunities to create the teaching moment—obvious and overt application of the summarizing strategy for comprehension.

As summarizing instruction progresses through each stage, teachers select more difficult and less considerate texts and genres strategy lessons. The texts used for strategy instruction in the initial stages requires many easy-to-find opportunities for strategy application. As student learning progresses toward independence, texts are chosen to challenge students to summarize in a variety of texts.












Stage	Delivery Model	Description	LIFE
Foundation	Precedes instruction	Teacher learns strategy continuum, looks for strategy use in personal reading	
	Read Aloud	Teacher locates strategy-friendly text reads aloud; demonstrates strategy by thinking aloud	
	Shared Reading	Teacher reads aloud; demonstrates use of strategy, models use of graphic organizers	
	Shared Reading	Helps teacher read aloud; asks students to use strategy and helps complete graphic organizer	
	Shared Reading	Teacher reads aloud; students discuss strategy and/or complete graphic organizer in small, cooperative groups	
	Shared Reading	Teacher reads aloud; students use strategy to complete organizer individually, teacher assesses strategy use	
	Guided Reading	Teacher monitors application of strategy during Guided Reading sessions and assesses student performance	
	Independent Reading	Student demonstrates use of strategy while reading independently; teacher assesses student proficiency	

Figure 3.1: Seven Stages of Teaching Reading Comprehension



Key Ideas: Reading and Thinking Aloud

Reading Aloud is a hallmark activity across all grade levels. Read Alouds are used to model three important aspects of reading instruction: fluency (which includes phrasing, expression, accuracy, and rate), vocabulary in context, and the features of multiple genres. Read Aloud sessions in which comprehension strategies are modeled as Think Alouds update this vital teaching tool. Before effective direct instruction can take

Text Selection Criteria: Fiction Summarizing

- Contains clear plot
- Contains easily identifiable theme(s)



Text Selection Criteria: Nonfiction Summarizing

- Clearly defines key points
- Offers an abundance of textual techniques available for summarizing
- Uses one key point per informational paragraph
- Organized with a clear text structure



Figure 3.2: Guidelines for Selecting Texts That Support Summarizing

- Identifies Plot**
 - The main characters are...
 - The most important events are...
 - The problem is...
 - The solution is...
- Identifies Theme(s)**
 - The author wants me to think about...
 - The theme(s) are...
- Previews text**
 - My preview tells me...
 - The headings, graphics, text features tell me...
- First/last sentence(s)**
 - The first sentence tells me...
 - The last sentence tells me...
 - The key point is...
 - The author is telling me that...
- Repeated words and synonyms**
 - The author repeats the words...
 - I know...
 - The author wants me to pay attention to...
 - The key point to remember is...
- Categorizes details**
 - I see many details about _____. This must be important.
- Notices transitions**
 - I noticed that _____ follows the transition _____.
- Combines techniques**
 - I used _____ summarizing technique(s) because...
- Analyzes text**
 - This paragraph is important because...

place, students must have the opportunity to see the strategy in action, modeled, and explained by an expert reader. In **Stage 1** of instruction, the teacher reads aloud, demonstrating strategy use in a Think Aloud format.

Stage 1

Summarizing Think Alouds

During a summarizing comprehension Think Aloud, the teacher clearly articulates the step-by-step process he or she uses to construct meaning from text. Each skill level on the Summarizing Continuum Curriculum serves as a guide for what is modeled for students during a Think Aloud session. Figure 3.3 correlates Think Aloud prompts with specific summarizing skill levels.

Figure 3.3: Think Aloud Prompts for the Summarizing Continuum

Independent Practice Graphic Organizer: Bookmarks

Instructions:

1. Students read, view, or listen to a piece of text independently.
2. Students use what they have learned in nonfiction summarizing lessons.
3. Students record summarizing techniques they used to find the key point.
4. Independent practice is evaluated on the summarizing rubric for assessing student comprehension.



4	Identifies multiple key ideas/concepts important in overall text meaning. Explains how/why these were selected and ties them together in a summary. Explains how summarizing enhances comprehension.
3	Identifies at least one important key point and explains how the key point was determined by citing technique.
2	Identifies part of the important information or lists only details without including important information.
1	Guesses randomly, inaccurately identifying important information.
0	Unable to identify important information from the text.



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



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