

# Additional Handouts

---



TEXAS LITERACY INITIATIVE



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



© 2014 Texas Education Agency / The University of Texas System





## 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 not developed the comprehension strategies required to condense what they have read into manageable chunks of information. Summarization requires a reader to distinguish between important, less important, and trivial information and to make a judgment about what are the main ideas and supporting details of the paragraph and topic levels. Judgments about importance are often based on the background knowledge of the reader. As students encounter text in different areas, they need an approach to sort information, and they need to see how individuals with sufficient background knowledge identify important information and summarize. Asking students to read and summarize reading selections without the teacher describing and routinely modeling how to use an appropriate summarization strategy, especially of varying text length, content area, and complexity, will not improve the ability of students to summarize. However, since almost all learning in school requires a student condense and remember what has been read, summarization comprehension strategies are important to teach.

### **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, is more inconsiderate, or the student does not have sufficient background knowledge, comprehension will falter, and more deliberate 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 material becomes more difficult to comprehend, students who previously could summarize multi-paragraph sections may need to return to more paragraph level summarizing and work up to section summarization and summarization of whole chapters.



# 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. |



# 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



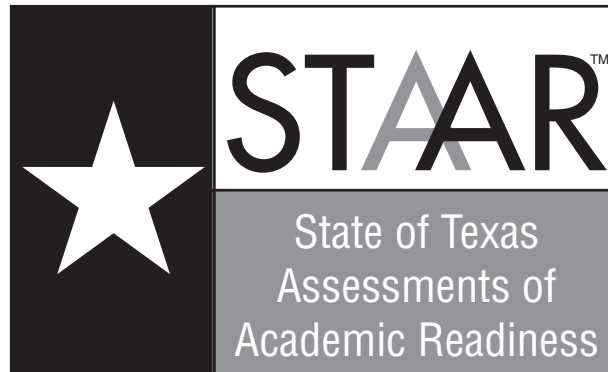
- Reread, discuss and identify main ideas



# 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.





# READING **Grade 7**

**2011 Released Selections and Test Questions**

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

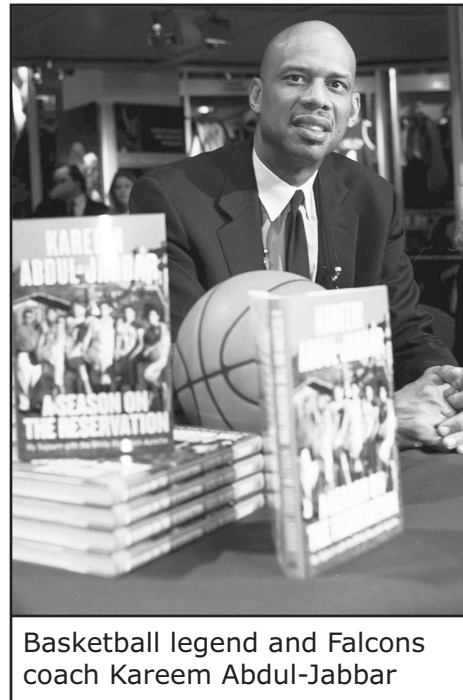
Read the selection. Then choose the best answer to each question.

## Coaching the Falcons

- 1 This was a long way from the bright lights of Los Angeles. No cameras. No screaming fans. Instead, in this area near Whiteriver, Arizona, there was only dry-baked earth and empty plains. But Kareem 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.
- 2 It was 1998, 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 "skyhook" shot, which involved rocketing high into the air and shooting the ball with one hand. And he was almost as good 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.
- 3 Abdul-Jabbar had faced challenges in his basketball career. But as he was about to learn, coaching the Alchesay 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.
- 4 Another obstacle was that the Apache boys on the team were not accustomed to being criticized. Many young athletes expect 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 essentially gave the opposing team free points and was a serious liability.



- 5 Although Abdul-Jabbar wanted to respect Apache traditions, he wanted the players to improve because he saw a lot of potential in them. The team had gone to the state tournament the year before, but they ended up losing by three points. Abdul-Jabbar felt the team would be much better if the players learned to communicate with each other on the court.
- 6 Although he saw many mistakes at the team's daily practices, Abdul-Jabbar decided to wait for the right time to give his input. After a game that ended in a heartbreaking defeat for the Falcons, Abdul-Jabbar found his moment. The time was right to establish some rules. He said, "From now on, anyone making a bad pass in practice owes the team some push-ups."
- 7 During the four months that Abdul-Jabbar coached the Falcons, the team savored some spectacular victories but also suffered some disappointing defeats. They reached the regional tournament but lost an extremely tight game. The opposing team beat them with a last-second shot. The Falcons would not compete in the state championship that year.
- 8 Although Abdul-Jabbar felt as disappointed as the players, he was able to take comfort in the fact that he had helped the boys improve their game. And when he thought about the time he had spent with the Apaches, he realized that he had learned as much from them as they had learned from him. He described this lesson himself: "What I am learning here is how to communicate what I know, but also to develop the altogether different talent of reaching inside other people to pull out their best effort."
- 9 The most important thing Abdul-Jabbar learned about the Apaches on the reservation was that they truly were one big family. As in any family there were conflicts and problems. But there was also a deep sense of community. People supported one another. For example, whenever the Falcons played, thousands of fans would crowd into the gym to cheer for them. This was even true of games held at schools that were four or five hours away.
- 10 Coaching the Falcons also helped Abdul-Jabbar learn more about himself. He had come to the reservation unsure of what the next



Basketball legend and Falcons coach Kareem Abdul-Jabbar

© Ed Bailey/Associated Press

step in his life would be. He was 51 years old, had been retired for eight years, and felt unhappy about the many changes in professional basketball. Working with the Falcons convinced him that coaching was something he wanted to do. Volunteering to coach the Falcons helped Abdul-Jabbar find his own path.

- 11 Many years have passed since Abdul-Jabbar spent the 1998–1999 season on the Fort Apache reservation. But the bonds that grew between him, the players, and the larger Apache community still remain.

*Abdul-Jabbar wrote a book about his experiences with the Alchesay Falcons titled A Season on the Reservation. From 2005 to 2009 he served as an assistant coach for the Los Angeles Lakers, his former team.*

- 1 In paragraph 2, the word rocketing emphasizes Abdul-Jabbar's —
- A skill
  - B power
  - C intensity
  - D accuracy
- 
- 2 In paragraph 4, why does the author include information about how the Falcons played basketball?
- A To educate readers about the Falcons' style of play
  - B To suggest that the Falcons lacked important athletic skills
  - C To identify some of the challenges Abdul-Jabbar faced when coaching the Falcons
  - D To foreshadow Abdul-Jabbar's feelings about the Falcons' losses
- 
- 3 Why does the author include the italicized paragraph at the end of the selection?
- A To demonstrate that Abdul-Jabbar is an accomplished author
  - B To show readers that Abdul-Jabbar has many interests
  - C To persuade readers to buy Abdul-Jabbar's book about his experience with the Falcons
  - D To inform readers of Abdul-Jabbar's accomplishments since he coached the Falcons

- 4 The author organizes the information in this selection by —
- A summarizing Abdul-Jabbar’s basketball career and then relating his experiences with the Falcons
  - B comparing Abdul-Jabbar’s coaching style with that of the Falcons head coach
  - C describing how Abdul-Jabbar’s philosophy of coaching changed over time
  - D discussing Abdul-Jabbar’s impressions of the Apache reservation and then explaining how he became a star player
- 
- 5 Why did Abdul-Jabbar wait until the Falcons lost a very close game before asserting himself as a coach?
- A He thought he should first develop a better relationship with the team’s coaches.
  - B He didn’t want the players to know that he had been a talented basketball player.
  - C He wanted the team to realize that they could win if they worked in new ways to improve.
  - D He believed he had finally come to understand Apache culture.
- 
- 6 Which sentence best shows that Abdul-Jabbar’s time with the Falcons has had a lasting impact on his life?
- A *Although Abdul-Jabbar felt as disappointed as the players, he was able to take comfort in the fact that he had helped the boys improve their game.*
  - B *But as he was about to learn, coaching the Alchesay High School Falcons at the reservation presented a new set of challenges.*
  - C *The most important thing Abdul-Jabbar learned about the Apaches on the reservation was that they truly were one big family.*
  - D *Volunteering to coach the Falcons helped Abdul-Jabbar find his own path.*

- 7 What is the best summary of this selection?
- A** Kareem Abdul-Jabbar played professional basketball for 20 years. He won six Most Valuable Player awards and was one of the best players in NBA history. He spent a season coaching a high school team on the Fort Apache Indian Reservation. The team was unable to win the state championship, even with Abdul-Jabbar's help.
  - B** Kareem Abdul-Jabbar was best known for his career as a professional basketball player. However, after he retired, he was not sure what he wanted to do. He decided to spend a season working with a high school basketball team on the Fort Apache Indian Reservation. A head coach and assistant coaches led the team.
  - C** Kareem Abdul-Jabbar retired from playing professional basketball after a very successful 20-year career. He later spent a season working with a high school basketball team on the Fort Apache Indian Reservation. He experienced some successes while coaching during this season, but the team did not win the state championship.
  - D** Kareem Abdul-Jabbar had a successful 20-year career playing professional basketball. After being retired for eight years, he decided to help coach a high school team on the Fort Apache Indian Reservation. Abdul-Jabbar both helped the team and learned a great deal from his experiences. He later decided to pursue a career in coaching.

| Item Number                | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|----------------------------|--------------------|-------------------------|-----------------------------|----------------|
| <b>READING Selection 1</b> |                    |                         |                             |                |
| 1                          | 2                  | Supporting              | 7.3(C)                      | A              |
| 2                          | 2                  | Supporting              | 7.4(A)                      | A              |
| 3                          | 2                  | Supporting              | 7.4(A)                      | C              |
| 4                          | 2                  | Supporting              | 7.4 Fig. 19(D)              | B              |
| 5                          | 2                  | Supporting              | 7.4 Fig. 19(D)              | D              |
| 6                          | 2                  | Supporting              | 7.4 Fig. 19(D)              | D              |
| 7                          | 2                  | Readiness               | 7.8(A)                      | B              |
| 8                          | 2                  | Readiness               | 7.8(A)                      | D              |
| <b>READING Selection 2</b> |                    |                         |                             |                |
| 1                          | 1                  | Readiness               | 7.2(B)                      | B              |
| 2                          | 2                  | Supporting              | 7.7 Fig. 19(D)              | C              |
| 3                          | 2                  | Supporting              | 7.7 Fig. 19(D)              | D              |
| 4                          | 2                  | Supporting              | 7.7 Fig. 19(D)              | A              |
| 5                          | 2                  | Supporting              | 7.7 Fig. 19(D)              | C              |
| 6                          | 2                  | Supporting              | 7.7 Fig. 19(D)              | D              |
| 7                          | 2                  | Supporting              | 7.7 Fig. 19(E)              | D              |

For more information about the new STAAR assessments, go to [www.tea.state.tx.us/student.assessment/staar/](http://www.tea.state.tx.us/student.assessment/staar/).