PowerPoint Handout

TEXAS LITERACY INITIATIVE

Determining Importance & Summarizing Informational Text: Part 2

Grade 6 – Grade 12

UTHealth
The University of Texas
Health Science Center at Houston

CHILDREN'S LEARNING INSTITUTE
Learning from science.

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Determining Importance and Summarizing Informational Text: Part 2
Grade 6 – Grade 12

Acknowledgments

TEXAS LITERACY INITIATIVE

Determining Importance & Summarizing Informational Text: Part 2

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UTHealth
The University of Texas
Health Science Center at Houston

CHILDREN'S LEARNING INSTITUTE

TEXAS LITERACY INITIATIVE

Goals for the Training

- Reinforce the significance of teaching Determining Importance & Summarizing of informational texts.

- Practice a routine for planning and teaching various tools to Determine Importance & Summarizing if informational texts.

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TEXAS LITERACY INITIATIVE
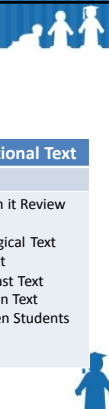
Training Design

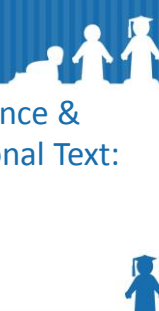| Determining Importance & Summarizing Informational Text	
Part 1	**Part 2**
1. Introduction	1. Why Should we Teach it Review
2. Why Should we Teach it?	2. How do we Teach it?
3. How do we Teach it?	• Sequence/Chronological Text
• 8 step Cognitive Strategy Routine	• Cause and Effect Text
• Introducing Determining Importance Tools with a focus on Descriptive Text Structure	• Compare and Contrast Text
	• Problem and Solution Text
• Summarizing Descriptive Text	3. Problem Solving When Students Struggle

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Why Should We Teach

Determining Importance & Summarizing?

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Why Should We Teach
Determining Importance & Summarizing?

It helps readers to…

- Improve overall comprehension.
- Manage excessive amounts of information.
- Focus attention.
- Extract relevant information.
- Build relationships among concepts contained in text.

(CIERA 2003; Coyne, Chard, Zipoli, & Ruby, 2007; Duke & Pearson, 2002;
Keene & Zimmermann, 2007 Silver, Strong, & Perini, 2000; Thiede & Anderson, 2003)

Why Should We Teach
Determining Importance & Summarizing?

It helps readers to…

- Understand author's purpose.
- Remember text.
- Identify theme.
- Make connections.
- Monitor understanding.

(CIERA 2003; Coyne, Chard, Zipoli, & Ruby, 2007; Duke & Pearson, 2002;
Keene & Zimmermann, 2007 Silver, Strong, & Perini, 2000; Thiede & Anderson, 2003)

TEXAS LITERACY INITIATIVE
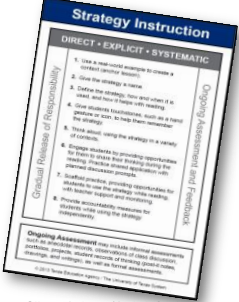
How Should We Teach

Determining Importance &
Summarizing?

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Cognitive Strategy Routine

TEXAS LITERACY INITIATIVE

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.

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

TEXAS LITERACY INITIATIVE

Descriptive Text Structure

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TEXAS LITERACY INITIATIVE

Jigsaw Activity

1. Arrange yourselves into groups of 4.
2. Number group members 1-4
3. Read your assigned portion.
4. Complete the descriptive organizer to help you summarize your reading.
5. When given the signal, share your summary with your group.

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TEXAS LITERACY INITIATIVE

Considerations for Teaching Students to

DETERMINE IMPORTANCE AND
IDENTIFY MAIN IDEA

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TEXAS LITERACY INITIATIVE

Determining Importance Toolbox

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

Informational Text

**Caja de Herramientas
Determinando Importancia**

ANTES DE LEER
- Examina unas palabras del texto, fíjate en las características del texto y estructura
- Utiliza conocimientos previos
- Haz predicciones
- Establece el propósito de la lectura

DURANTE LA LECTURA
- Busca la idea principal
- Busca las palabras o frases que se repiten
- Usa las características del texto:
  - Tabla del contenido
  - Títulos, encabezamientos y subtítulos
  - Letra (color, cursiva, **negrilla**)
  - Gráficas (fotos, diagramas, mapas, etc.)
  - Leyendas
  - Definiciones y guía de pronunciación
- Combina unos párrafos a la vez
- Usa la estructura del texto

DESPUÉS DE LEER
- Vuelve a leer, habla de, e identifica las ideas principales

Texto Informativo

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TEXAS LITERACY INITIATIVE

BEFORE READING

Scan the Text, Notice
Text Features & Structure

Good readers:
- Notice the length of the 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.

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Use Background Knowledge and Make Predictions

Good readers:

- Make connections to background knowledge if the topic is familiar.
- Make connections to related topics and concepts if the topic is unfamiliar.
  – E.g. Spring thaw … ice cubes melting
- Make predictions about the text.

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Set a Purpose for Reading

- Good readers identify a purpose for reading.
  – Teacher CPQ?
  – Student CPQ?
    - Rely on titles or headings.
    - Review test questions.
    - Consider predictions.
    - Ask, what do I want to learn from reading this text?

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- Have you taught any of the Before Reading tools to your students?
- How did these tools work for students?

Think

Turn

Talk

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Slide 1: Determining Importance Toolbox

TEXAS LITERACY INITIATIVE

Determining Importance Toolbox

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

Caja de Herramientas Determinando Importancia

ANTES DE LEER

- Examina las palabras del texto, fíjate en las características del texto y estructura
- Utiliza conocimientos previos
- Haz predicciones
- Establece el propósito de la lectura

DURANTE LA LECTURA

- Busca la idea principal
- Busca las palabras o frases que se repiten
- Usa las características del texto:
  - Tabla del contenido
  - Títulos, encabezamientos y subtítulos
  - Letra (color, *cursiva*, **negrilla**)
  - Gráficas (fotos, diagramas, mapas, etc.)
  - Leyendas
  - Definiciones y guía de pronunciación
- Combina unos párrafos a la vez
- Usa la estructura del texto

DESPUÉS DE LEER

- Vuelve a leer, habla de, e identifica las ideas principales

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Slide 2: Five Main Text Structures

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Five Main Text Structures

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

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Slide 3: Descriptive Text Structure

TEXAS LITERACY INITIATIVE

Descriptive Text Structure

Descriptive Text Organizer

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TEXAS LITERACY INITIATIVE

Sequential Text Structure

- Sequential texts are written to show how to do something, explain the progression of something, or to relate a series of events that happen over time.
- Sequential writing is organized from one time point to another.
- Sequential text can be challenging to identify because descriptive details are often interspersed between events.
- Creating mental images while reading sequential text helps to keep track of the steps being described.

(Kissner, 2006, p. 56-57)

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TEXAS LITERACY INITIATIVE

Signs of Sequential Text Structure

- Signal words are used:
  - first, second, third
  - next, after, not long after, later, following, then
  - before, prior to, earlier, previously
  - during, meanwhile, in the meantime, throughout
  - finally, last, lastly
  - most recent, now, soon

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TEXAS LITERACY INITIATIVE

Sequential Text Structure Guiding Questions

- **Topic:** What sequence of events is being described? (One-two words.)
- **Important Details:** What are the major events or incidents that occur? What is the order of the events, steps, directions, or procedures?
- **Main Idea:** What events are important to remember or understand about the topic being described? (One sentence.)
- **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 concisely as possible.)

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TEXAS LITERACY INITIATIVE

Smallpox is explosively contagious, and it travels through the air. Virus particles in the mouth become airborne when the host talks. If you inhale a single particle of smallpox, you can come down with the disease. After you've been infected, there is a typical incubation period of ten days. During that time, you feel normal. Then the illness hits with a spike of fever, a backache, and vomiting, and a bit later tiny red spots appear all over the body. The spots turn into blisters, called pustules, and the pustules enlarge, filling with pressurized opalescent pus. The eruption of pustules is sometimes called the splitting of the dermis. The pustules bec away from its underlayers. The pustules bec body with pus, and the skin resembles a cot

The pain of the splitting is extraordinary squeeze shut with pustules, but they remain attack or shock or an immune-system stor known. There are many mysteries about the have understood that if the pustules merge the virus has split the whole skin. If the victim ing scars. This is known as ordinary smallpox

Sequence/Chronological Text Organizer

Title: The Demon in the Freezer   Topic: Smallpox

Important Details:

Main Idea(s): Group important details that form one main idea.

Guiding Questions

- **Topic:** What sequence of events is being described? (One-two words.)
- **Important Details:** What are the major events or incidents that occur? What is the order of the events, steps, directions, or procedures?

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TEXAS LITERACY INITIATIVE

Sequence/Chronological Text Organizer

Title: The Demon in the Freezer   Topic: Ordinary Smallpox

Important Details:
- Explosively contagious and is passed through the air
- Ten day incubation period
- Fever, backache, vomiting
- Red spots appear over body
- Spots become pustules, then erupt, skin splits, pustules become hard
- Splitting of skin painful
- How smallpox kills a person unknown
- Pustules form sheets, person dies
- Survivors left with scars when scabs fall off
- Called ordinary smallpox

Main Idea(s): Group important details that form one main idea.

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TEXAS LITERACY INITIATIVE

Sequence/Chronological Text Organizer

Title: The Demon in the Freezer   Topic: Ordinary Smallpox

Important Details:
- Explosively contagious and is passed through the air
- Ten day incubation period
- Fever, backache, vomiting
- Red spots appear over body
- Spots become pustules, then erupt, skin splits, pustules become hard

Guiding Questions

- **Topic:** What sequence of events is being described? (One-two words.)
- **Important Details:** What are the major events or incidents that occur? What is the order of the events, steps, directions, or procedures?
- **Main Idea:** What events are important to remember or understand about the topic being described? (One sentence.)

Main Idea(s): Group important details that form one main idea.

Smallpox is extremely contagious since it is passed through the air but symptoms don't present during the 10 day incubation period.

Red spots appear all over the body, turn to pustules, erupt, and then become hard, leaving scars after scabs fall off.

If pustules spread into sheets the victim usually dies, although the exact cause of death is unknown.

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Slide 1

TEXAS LITERACY INITIATIVE

Sequence/Chronological Text Organizer

Title: The Demon in the Freezer   Topic: Ordinary Smallpox

Important Details:
- Explosively contagious and is passed through the air
- Ten day incubation period
- Fever, backache, vomiting
- Red spots appear over body
- Spots become pustules, then erupt, skin splits, pustules become hard
- Splitting of skin painful
- How smallpox kills a person unknown
- Pustules form sheets, person dies
- Survivors left with scars when scabs fall off
- Called ordinary smallpox

Main Idea(s): } Group important details that form one main idea

Ordinary smallpox is extremely contagious since it is passed through the air but symptoms don't present during the 10 day incubation period.

Red spots appear all over the body, turn to pustules, erupt, and then become hard, leaving scars when scabs fall off.

If pustules spread into sheets the victim usually dies, although the exact cause of death is unknown.

Sequence/Chronological Texts

Sequence/chronological texts are written to show how to do something, explain the progression of something, or to relate a series of events that happen over time.

Signs of Sequential Text

- Signal Words:
  - first, second, third
  - next, after, not long after, later, following, then
  - before, prior to, earlier, previously
  - during, meanwhile, in the meantime, throughout
  - finally, last, lastly
  - most recent, now, soon

Guiding Questions

- **Topic:** What sequence of events is being described? (One-two words.)
- **Important Details:** What are the major events or incidents that occur? What is the order of the events, steps, directions, or procedures?
- **Main Idea:** What events are important to remember or understand about the topic being described? (One sentence.)
- **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 concisely as possible.)

Summary: Ordinary smallpox is extremely contagious since it is passed through the air and symptoms are not present during a ten-day incubation period. Smallpox first appears as red spots all over the body that later turn into pustules. Next, pustules erupt, scab over and finally leave behind scars. If pustules spread into sheets, the victim usually dies, although the exact cause of death is unknown.

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Slide 2

TEXAS LITERACY INITIATIVE

Summary Checklist
Expository Text

Name _____ Date _____
Title of text _____

	Beginning	Developing	Proficient	Does not apply to text
Important ideas from the text	Important ideas are missing OR Important ideas aren't stated accurately	Some important ideas are presented, but: • Some are missing • Used author's exact words • Doesn't use key vocabulary from the text	Important ideas are presented clearly and in the student's own words	
Accurately paraphrases the author's words	Many ideas used verbatim OR Copied directly from text	Attempt is made to paraphrase, but: • Awkward wording • Best words not chosen	The author's words are accurately and precisely paraphrased	
Deletes trivia and repeated information	Many trivial or unimportant statements included	Some trivial or unimportant statements included	No trivial or unimportant information included	
Collapses lists	Lists are copied directly from text	Attempt is made to collapse list, but word choice is not accurate	Lists are collapsed with accurate terms	
Reflects the structure of the text	Seems random OR Written in chronological order	Attempt is made to reflect structure of text	The structure of the text is apparent in the summary	
Word choice	Words are not well chosen; writing sounds awkward	Some specific words, may be slightly awkward or wordy	Brief and concise; specific, vivid words	
Sentence variety	Sentences are short and engage with unnecessary fragments or run-ons	Some attempt is made to include variety	Sentences have a variety of patterns, length, and beginning	
Capitalization	Many errors in capitalization	Some errors in capitalization	Capitalization used where needed	
Punctuation	Punctuation errors interfere with meaning	Punctuation choices are mostly correct	Punctuation choices are correct and enhance the writing	

Figure 4-4.

© 2006 by Emily Kissner from *Summarizing, Paraphrasing, and Retelling*. Portsmouth, NH: Heinemann.

Slide 3

TEXAS LITERACY INITIATIVE

DURING READING

- What did you notice as I modeled using the sequential organizer?
- How did the organizer scaffold my writing of a sequential summary?

Think

Turn

Talk

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TEXAS LITERACY INITIATIVE

Cause and Effect Text Structure

- Cause and Effect texts are written to explain how or why something happened, exists or operates. A cause is the reason for the occurrence and the effect is what happened as a result of the cause. Sometimes there are multiple causes and/or effects.
- Cause and Effect text can be challenging to summarize because students will often only include either the cause or the effect. A summary should include both.

(Kissner, 2006, p. 57)

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TEXAS LITERACY INITIATIVE

Signs of Cause and Effect Structure

- Signal words are used:
  - cause, because, since, the reason for, due to
  - effect, as a result, so, for this reason
  - therefore, consequently, subsequently

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TEXAS LITERACY INITIATIVE

Cause and Effect Text Structure Guiding Questions

- **Topic:** What is the text explaining? (One-two words.)
- **Important Details (Cause):** What happened? Why did it occur?
- **Important Details (Effect):** What were the results of the occurrence? What was the outcome of the occurrence? As a result of _____, what happened?
- **Main Ideas:** What is the general cause? What is the general effect? (One sentence for each.)
- **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 concisely as possible.)

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DURING READING

Cause and Effect Text Structure
Using a Graphic Organizer

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DURING READING

TEXAS LITERACY INITIATIVE

DURING READING

- How might you use this organizer in your classroom?
- How might this organizer support student learning and comprehension?

Think

Turn

Talk

TEXAS LITERACY INITIATIVE

DURING READING

Compare and Contrast Text Structure

- Compare and Contrast texts are written to explain how two or more ideas, events, things or people are alike and different from each other.
- "Comparison text can be written in an alternating format, with the author switching back and forth between characteristics of the two objects, or in clustered format, with the author listing the details of one object, and then all the details about the other.
- Many struggling readers will mistake comparison text for description, especially when it is written in the clustered style."

(Kissner, 2006, p. 59)

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TEXAS LITERACY INITIATIVE

DURING READING

Signs of Compare and Contrast Structure

- Signal words are used:
  - both, as well as, ___ and ___, either, each, also, likewise
  - similar, alike, compared to, same, common
  - however, yet, but, although, on the other hand, than, conversely
  - as opposed to, in contrast, different from, differences between

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TEXAS LITERACY INITIATIVE

DURING READING

Compare and Contrast Text Structure Guiding Questions

- **Topic:** What is the text comparing? (One-two words.)
- **Main Ideas:** What is being compared? (Complete both main idea sentences.)
- **Important Details:** How are they similar? How are they different?
- **Summary**: What are the main ideas and which important details are necessary to include? How will you state them in your own words following the structure of the text? (As concisely as possible.)

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Slide 1

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DURING READING

Compare and Contrast Text Structure Using a Graphic Organizer

Compare/Contrast Text Organizer

Title: Topic:

Similarities   Differences

Main Idea: _____ and   Main Idea: There are also differences between _____
_____ are alike.   and _____.

Important Details: Important Details:

                                  Important Details:

Summary:

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Slide 2

TEXAS LITERACY INITIATIVE

DURING READING

Compare/Contrast Text Organizer

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Slide 3

TEXAS LITERACY INITIATIVE

DURING READING

- Why is it important to model for students how to complete the graphic organizer before asking them to do it independently?

Think

Turn

Talk

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TEXAS LITERACY INITIATIVE

DURING READING

Problem and Solution Text Structure

- Problem/Solution texts are written to explain a problem and possible solutions. Once the problem has been defined, one or more solutions are described.
- Noting the difference between Cause and Effect and Problem and Solution text structures can be challenging because they sometimes use similar signal words.

(Kissner, 2006, p. 58)

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TEXAS LITERACY INITIATIVE

DURING READING

Signs of Problem and Solution Structure

- Signal words are used:
  - problem, challenge, difficulty
  - because, since, due to, reason for, however
  - solution, resolution, solve, suggestion, recommendation, change, answer, to address the problem, prevent

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TEXAS LITERACY INITIATIVE

DURING READING

Problem and Solution Text Structure Guiding Questions

- **Topic:** What is the text explaining? (One-two words.)
- **Main Idea (Problem):** What is the general problem and why is it a problem? (One sentence.)
- **Important Details (Problem(s)):** What factors contribute to the problem? Why did it occur?
- **Important Details (Solution(s)):** What possible solutions are provided? What can be changed? What recommendations are made?
- **Main Idea (Solution):** Why is it important to solve the problem or how was the problem solved? (One sentence.)
- **Summary**: What is the main idea (problem) and which important details are necessary to include about the problem? How will you explain the various solutions? What is the main idea (solution)? How will you state this information in your own words following the structure of the text? (As concisely as possible.)

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TEXAS LITERACY INITIATIVE

DURING READING

Problem and Solution Text Structure Using a Graphic Organizer

Problem/Solution Text Organizer

Title: Topic:

Main Idea (Problem)

Important Details (Solution(s))

Important Details (Problem(s))

Main Idea (Solution)

Summary:

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Problem/Solution Texts

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TEXAS LITERACY INITIATIVE

DURING READING

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TEXAS LITERACY INITIATIVE

PROBLEM SOLVING WHEN STUDENTS STRUGGLE

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Problems and Actions

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Problem in Student Summary	Actions for Peer Response
Too many words	Circle at least 10 words that can be eliminated
Copying directly from the text	Highlight phrases that come from the text
Irrelevant details	Highlight details that do not contribute to the main idea
Repeated ideas	Circle repeated words or phrases
Not including important ideas	Put a star above every main idea from the text
Ideas not connected	Circle connection words in the summary
Key words not included	Make a list of key words from the text; highlight the words that appear in the summary

FIGURE 13–3. Ideas for Specific Peer Response

(Kissner, 2006, p. 140.)

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Collapsing Lists

TEXAS LITERACY INITIATIVE

- Sometimes students struggle with how to summarize a list of details/information found in text. "When students cannot collapse lists, they either list all of the items or omit the idea altogether" (Kissner, 2006, p. 78).
- We don't want students to list all of the items separately in their summary, instead, we want them to take the list and collapse it into a word or phrase. Basically, we want them to label the category of items in the list.

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Let's PLAY The Collapsing List Game!

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Red = Level 1   Yellow = Level 2   Green = Level 3

Rules:
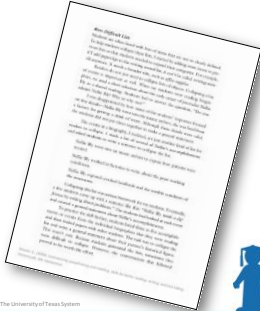- Team with the youngest member guesses first.
- Guessing team tells the reading team the color card they want to play.
- Reading team reads clues aloud.
- If guessing team does not provide the exact answer, then half points for the color are scored. If the answer is incorrect, then no points are scored.
- First team to earn 10 points wins.

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Collapsing Difficult Lists

- Read Handout 7.

- CPQ: How might you support students in learning how to collapse difficult lists?

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Allowing Access to the Text
When Creating a Summary

"It's good practice for students to have frequent experience in looking back to the text. Because no one recalls 100 percent of what they read, the brain fills in the gaps through a process called *confabulation*. It is an unconscious process and the reader does not know which details are accurate and which are fabricated. Therefore, allowing students to go back to the text lets them check on details to be sure they are accurate (Sousa, 2001)."
(Kissner, 2006, p. 141)

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Your Turn

With a partner, orally summarize what you have learned about solving problems when students struggle to summarize.

WHAT HAVE YOU LEARNED?

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