



TEXAS LITERACY INITIATIVE



Determining Importance & Summarizing Informational Text

Grade 6 – Grade 12





Determining Importance & Summarizing

Mathematical Formulation

The inner product between two state vectors is a complex number known as a *probability amplitude*. During a measurement, the probability that a system collapses from a given initial state to a particular eigenstate is given by the square of the absolute value of the probability amplitudes between the initial and final states.

(“Quantum mechanics,” in wikipedia.org)

Handout

1





Determining Importance & Summarizing

Mathematical Formulation

Reread!

The inner product between two state vectors is a *probability amplitude*. Do not rely on background knowledge. Use text features.

probability that a system collapses into a particular eigenstate is given by the square of the probability amplitudes between the initial and final states. Look at ideas that are repeated.

(“Quantum mechanics,” in wikipedia.org)

Handout

1





Goals for the Training

- Reinforce the importance of teaching Determining Importance & Summarizing to students.
- Learn and practice various tools which help readers determine importance & summarize informational texts successfully.





Training Design

Determining Importance & Summarizing Informational Text

Part 1

1. Introduction
2. Why Should we Teach it?
3. How do we Teach it?
 - 8 step Cognitive Strategy Routine
 - Introducing Determining Importance Tools with a focus on Descriptive Text Structure
 - Summarizing Descriptive Text

Part 2

1. Why Should we Teach it Review
2. How do we Teach it?
 - Sequence/Chronological Text
 - Cause and Effect Text
 - Compare and Contrast Text
 - Problem and Solution Text
3. Conclusion





Why Should We Teach
Determining Importance &
Summarizing?



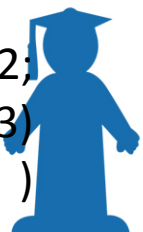


Why Should We Teach Determining Importance & Summarizing?

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)





Why Should We Teach Determining Importance and Summarizing?

Students are expected to:

- 6.10(A): summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions
- English III & IV: 9.10(A): summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;
- Figure 19(C): reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; asking textual, personal, and world connections; creating sensory images);
- Figure 19(E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts;





Why Should We Teach Determining Importance and Summarizing?

The student is expected to:

- Social Studies 7.21(B): analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

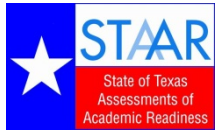




Why Should We Determining Importance and Summarizing?

ELPS Reading 4(I) 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 commensurate with content area needs;





Why Should We Teach Making Determining Importance & Summarizing?

Think about your data.

- What does your data indicate regarding our students' ability to determine importance and summarize?





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.

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Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

Gradual Release of Responsibility

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 and Feedback

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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Use a Real-World Example (Step 1)



- An anchor lesson is a real-world example used to create context for a cognitive strategy.
- It is useful to create a different anchor lesson for each cognitive strategy.
- We refer to the anchor lesson to remind students of the cognitive strategy.
- Learning is more consistent for students when the same anchor lesson is used within and across grade levels.





The Babysitter ...





Anchor Lesson



- 5 years old
- Likes to play Nintendo
- Brownish blonde hair
- Cheerios for breakfast
- Wears glasses
- Runs really fast
- Was on the swings
- Best friend is John
- Name is Alex
- Wearing a navy jacket
- In kindergarten
- Likes to play hide and seek
- Said he was thirsty
- Has a birthmark on his back
- Is in big trouble for leaving the park





Found Him!





Give the Strategy a Name (Step 2)

“Today, we’re going to talk about a strategy called Determining Importance & Summarizing.”

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.

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Define the Strategy (Step 3)

“Have you ever noticed how difficult it is to remember everything that you read?... Our brains just can’t seem to hold all of that information at the same time.” To help us, we need to determine importance and summarize information. In order to summarize, we must be able to identify the topic and main ideas of text, and then, we need to put that information together in our own words as briefly as possible. When we do this, we understand and remember informational text better.

(McGregor, 2007, p. 81)

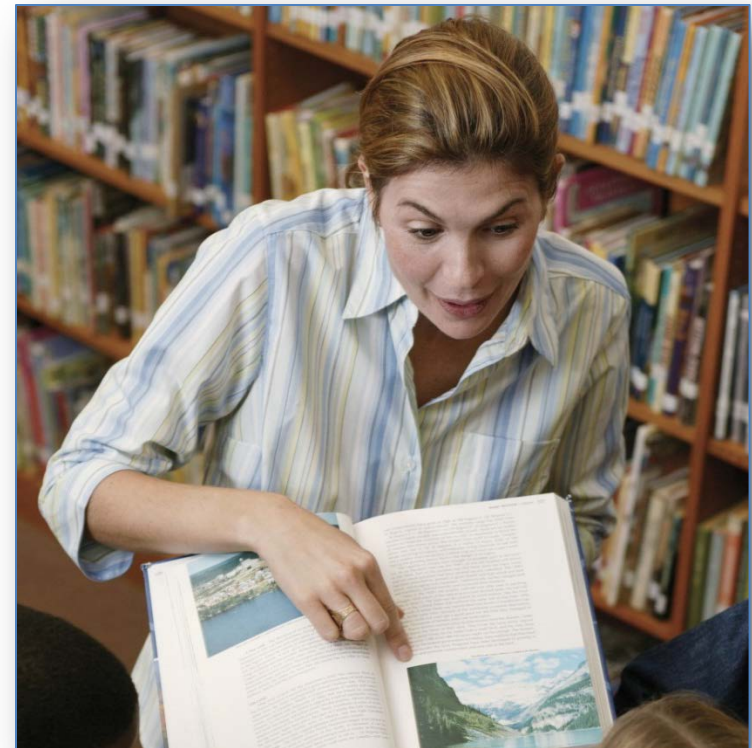




Think-Aloud (Step 5)

“A think-aloud is a way to provide *instruction* rather than just give *instructions*.”

(Daniels & Zemelman, 2004, p. 238).





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)





Considerations for Teaching Students to **IDENTIFY TOPIC**





Identifying Topic

“Usually the topic will be apparent by looking at the title, pictures, or subheadings ... Higher level text may confuse students by dancing around the topic instead of stating it directly. In these cases, teach students to look for repeated references to help them find a topic.”

(Kissner, 2006, p. 34)





What is the Topic?

“You may have a wetland at your house and not even know it. Sometimes, *small depressions* in the lawn fill up with rain and hold the moisture for days at a time. These ‘*potholes*’ often come alive at night with creatures like spring peepers (tiny frogs), insects, and birds. When people avoid these *wet areas* and don’t mow *them*, they are providing a habitat for animals – without even knowing it!”

(Kissner, 2006, p. 34)





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective gear like gloves and goggles as they work carefully to ensure that none of the fireworks deploy before they are intended to do so. The fireworks' fuses are connected to long wires. The wires are long so that the pyrotechnicians can ignite the fuse a safe distance away from the actual explosion. The crowd watching the show is also situated a fair distance away from the site of ignition.





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective gear like gloves and goggles as they work carefully to ensure that fireworks are safely deploy before they are set off. Fireworks' fuses are connected to wires that are long so that the person lighting the fuse a safe distance from the explosion. The crowd was situated a fair distance away from the site of ignition.

I think this paragraph is going to be about fireworks. Let me keep reading to see if I am right.





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective gear like gloves and goggles as they work carefully to ensure that none of the fireworks deploy before they are intended to do so. The fireworks' fuse wires. The wires are connected to the fuse. The fuse is also situated in a safe of ignition.

This sentence tells me that pyrotechnicians wear gloves and goggles. They are also careful when they work with fireworks.





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective goggles as they work carefully to deploy the fireworks' long wires. The technicians stay safe. The wires are long so that the pyrotechnicians can ignite the fuse a safe distance away from the actual explosion. The crowd watching the show is also situated a fair distance away from the site of ignition.

These sentences tell me that the wires are long so that the technicians stay safe.





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective gear and work carefully to deploy fireworks. They work with the fireworks' wires and the fuse and explosion. The crowd watching the show is also situated a far distance away from the site of ignition.

This last sentence is interesting. It doesn't talk at all about pyrotechnicians. Instead, it talks about the crowd being away from the fireworks so that they can stay safe too.





What is the Topic?

One must be specially trained for a number of years to work with fireworks. Pyrotechnicians wear protective gear and work carefully to deploy fireworks. They are also careful when they work with fireworks. They make sure the crowd is away from the fireworks so that they can stay safe too.

This last sentence is interesting. It doesn't talk at all about pyrotechnicians. Instead, it talks about the crowd being away from the fireworks so that they can stay safe too.

Pyrotechnicians wear gloves and goggles. They are also careful when they work with fireworks.





Considerations for Teaching Students to

DETERMINE IMPORTANCE AND IDENTIFY MAIN IDEA





Main Idea

The main idea can usually be stated in one sentence or less. A main idea sentence:

- Includes the topic.
- Includes the important information that is said about the topic.
- Might include a statement about the purpose of the text (Why was the text written?).





Determining Importance Toolbox



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





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.





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.





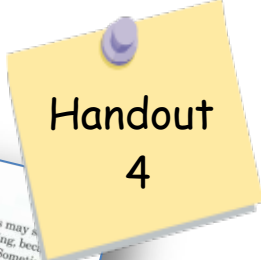
Set a Purpose for Reading


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

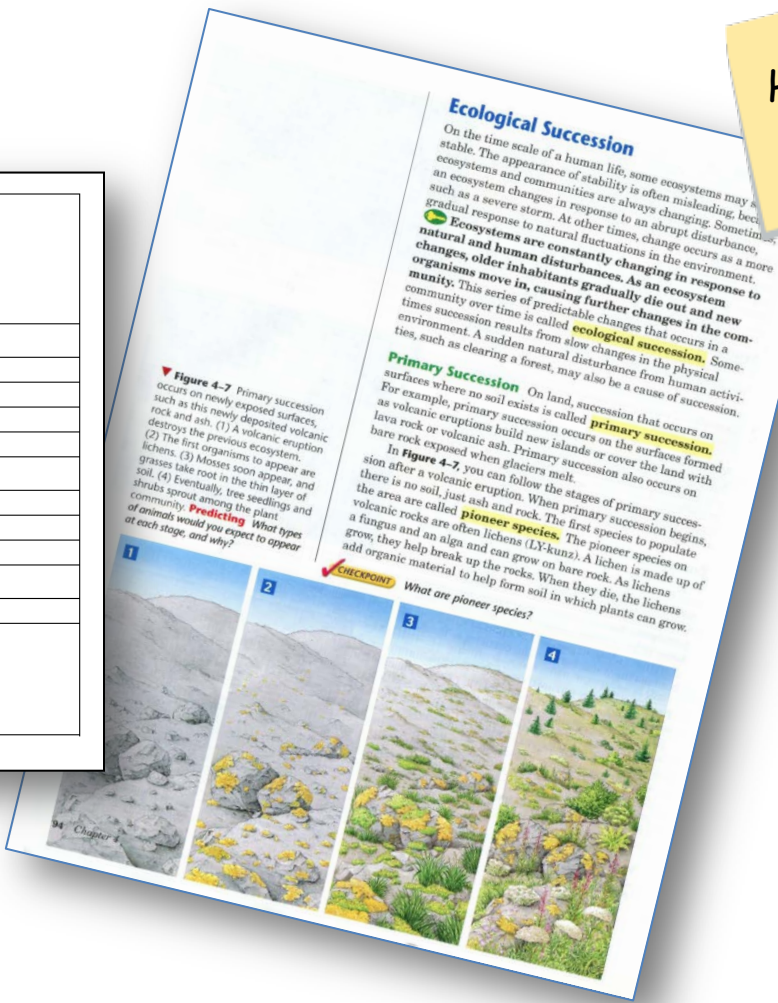




Before Reading Demonstration



	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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Ecological succession. What is that?

This information is important.

This subheading tells me that the information that follows will be more specific.

Ecological Succession

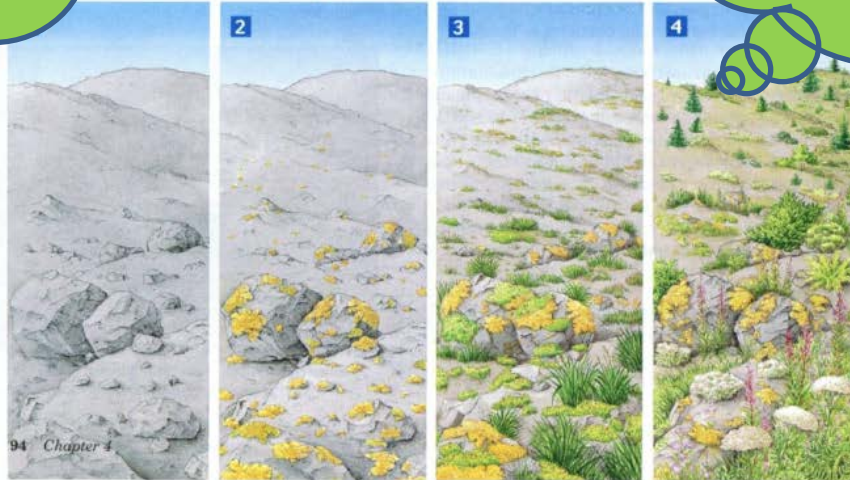
On the time scale of a human life, some ecosystems may seem stable. The appearance of stability is often misleading, because ecosystems and communities are always changing. Sometimes an ecosystem changes in response to an abrupt disturbance, such as a severe storm. At other times, change occurs as a gradual response to natural fluctuations in the environment.

Ecological succession is a series of predictable changes that occurs in a community over time. As an ecosystem changes, older inhabitants gradually die out and new organisms move in, causing further changes in the community. Sometimes succession results from slow changes in the physical environment. A sudden natural disturbance from human activities, such as clearing a forest, may also be a cause of succession.

Primary Succession On land, succession that occurs on surfaces where no soil exists is called **primary succession**. For example, primary succession occurs on the surfaces formed by volcanic eruptions build new islands or cover the land with lava rock or volcanic ash. Primary succession also occurs on bare rock exposed when glaciers melt.

In **Figure 4-7**, you can follow the stages of primary succession after a volcanic eruption. When primary succession begins, there is no soil, just ash and rock. The first organisms that appear in the area are called **pioneer species**. The first pioneer species are often lichens (LY-kunz) and mosses. Lichens are a fungus and an alga and can grow on bare rock. As lichens grow, they help break up the rocks. When they die, they add organic material to help form soil in which other plants can grow.

CHECKPOINT What are pioneer species?



What is ecological succession?

That's usually important.

This graphic looks like it's showing how the environment is changing. That's probably what this passage is talking about.

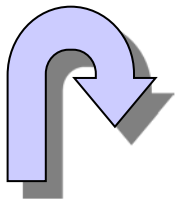
Miller, K.R. & Levine, J.S. (2008). *Prentice Hall Biology*. Boston, MA: Pearson Education, Inc.






Think

- How might thinking aloud before reading help your students?
- How might you use this checklist with students?



Turn

 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.	



Talk

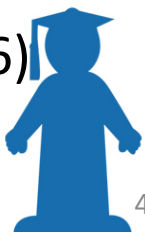




Look for a Main Idea Sentence

- Main ideas can be directly stated in the text or inferred.
- “Baumann (1986) found that only about 15% of paragraphs in adult expository material have the topic sentence in the initial position. He also found that only 30% of the paragraphs have the main idea explicitly stated anywhere in the paragraph. These findings strongly suggest that we must teach students to overcome the lack of an explicitly stated main idea.”

(Zwiers, 2010, p. 36)





Look for a Main Idea Sentence

- When students don't encounter an explicit main idea in the first sentence, they form a guess about the main idea of the passage and then check later sentences against this guess."
(Kissner, 2006, p. 42)
- When main ideas are implicit, readers rely on other "tools" to help them formulate and check their main idea inferences.





Look for Repeated Words or Phrases

Important information is often repeated. Good readers look for repeated words or phrases that carry similar meaning. If authors are repeating ideas or concepts in various ways, then likely that information is important.





Use Text Features

- Table of Contents
- Titles, headings and subheadings
- Font (*colored*, *italics*, **bold**)
- Graphics (e.g., photos, diagrams, maps, timelines, etc.)
- Captions and labels
- Definitions and pronunciation guide





Chunk the Text

“...readers who are unaware of text structure do not approach text with any particular plan of action. Consequently, they tend to retrieve information from the text in a seemingly random way. Students aware of text structure on the other hand, tend to “chunk” or organize the text as they read.”

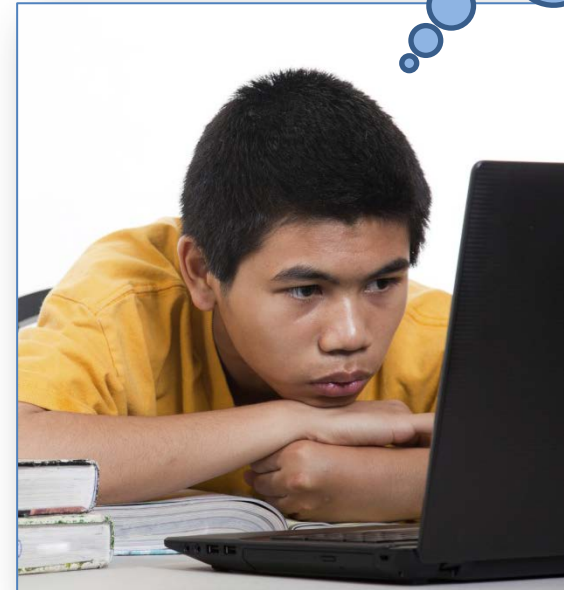
(Snow, 2002, p.40)





Five Main Text Structures

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





Keep in mind that identifying text structure is not the goal. The goal is for students to internalize knowledge about text structure and use it to enhance their reading comprehension and improve their writing organization.

(Orcutt, K., n.d.)





Considerations for Teaching Students to

SUMMARIZE INFORMATIONAL TEXT





Summarizing

“...summarizing helps us to understand and make meaning of the events of everyday life—what we read, what we view, what we experience.”

(Kissner, 2006, p.3)





Summarizing

“To summarize effectively, students need to recognize main ideas and key details, disregard unimportant or repetitive ideas, construct topic sentences, paraphrase, and collapse or combine lists or events into general statements.”

(Graham, S., MacArthur, C., & Fitzgerald, J., 2013, p.339)





Summarizing

A summary should:

- Reflect the structure of the text.
- Include a topic sentence.
- Include the main ideas.
- Include important details.
- Be paraphrased and shorter than the original text.





Step 5: Think-aloud Summarizing the Text

Ecological Succession

On the time scale of a human life, some ecosystems may seem stable. The appearance of stability is often misleading, because ecosystems and communities are always changing. Sometimes, an ecosystem changes in response to an abrupt disturbance, such as a severe storm. At other times, change occurs as a more gradual response to natural fluctuations in the environment.

➡ Ecosystems are constantly changing in response to natural and human disturbances. As an ecosystem

- **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.)

Topic Ecological Succession

Important Details

Ecological communities are always changing

Response-natural or human

Gradual/sudden

Important Details

Main Idea

Ecological succession is a series of changes in an ecosystem.

Main Idea

Summary

Ecological succession is when a series of sudden or gradual changes occur in response to natural or human disturbances in the ecosystem, for example, a severe storm or clearing of a forest.



Cognitive Strategy Routine

Step 5 Think-aloud, using the strategy in a variety of contexts while reading.

Plan a great Comprehension Purpose Question (CPQ) for the reading.

CPQ

Plan three places to model the strategy through a think-aloud. Write your think-alouds on sticky notes and place them in the text where you will stop to share your thinking. Remember: Think-alouds are not questions for students.

Model the Strategy 3 Times

Step 6 Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.

Plan at least one place to engage students with Think-Turn-Talk. Write your question on a sticky note and place it directly on the text.

Think-Turn-Talk

Steps 7—8 To be completed over time as students become familiar with the strategy.

Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

Increase of Responsibility

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 and Feedback

Ongoing Assessment may include informal assessments, anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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Step 6

Provide opportunities for students to Think-Turn-Talk as you work through the reading and complete the graphic organizer as a class .





Read the next two selections and answer the questions that follow.

2009 Young Innovators Under 35: Jaime Teevan, 32

by Kurt...

Information to improve search results

were
ask an
er before
hang,
er in a
her to
ne up
ility
ote
own



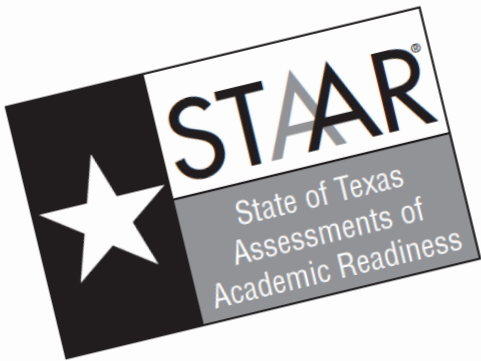
Jaime Teevan, a 2009 Young Innovator honoree, works at Microsoft. She researches how people search for information online and what they do with the large amount of information they find.

become an Internet graduate student working Science and Artificial es-handedly created this er who manages teams ft Research.

et. They use such search engine can ts that sort Internet vious searches, and

ch. Early on, Teev they've already

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English II Reading

Administered April 2013

RELEASED

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Descriptive Text Organizer

Topic Jamie Teevan (Innovator)

Important Details

- Teevan helps people navigate search engines. *p. 1-4*
- Studies ways people navigate - researches using personal data
- pioneer in field
- builds tools to help

Important Details

- Tools *p. 5-7*
- repeat searches
- web always changing
- customize results based on desktop info
- never share personal info

Important Details

- Not yet released *p. 8*
- Impact on Bing
- future changes

Important Details

Main Idea

Teevan was a pioneer in the field for researching using personal data to navigate search engines.

Main Idea

Teevan creates tools using personal info that are customized to the user.

Main Idea

Teevan's tools have not yet impacted Bing but future changes will come.

Main Idea

Summary

Jamie Teevan pioneered the field for researching + developing tools using personal data to customize ^{internet} search tools for users. Her work has impacted Bing + future changes ^{to search engines} will come. Such as repeat searches + desktop information



Summary Example

Jamie Teevan pioneered the field for researching

such as repeat searches and desktop information

~~and developing tools~~ using personal data^v to

internet

customize^v search tools for users. Her work has

to search engines

impacted Bing and future changes^v will come.





Handout
5

- 5 Which of these is the best summary of the selection?
- A Jaime Teevan, who works for Microsoft, has become a leader in the field of personalizing Internet search results. Through her research, she has found that people often repeat the same searches. She has developed ways of using this knowledge to make future searches more productive.
 - B Microsoft Research, a division of the country's largest software company, hires only the most promising and creative students emerging from leading graduate programs. By recruiting these talented employees, Microsoft has developed cutting-edge programs such as the search engine Bing.
 - C Jaime Teevan created the field of personal information management. After many failures, which included crashing Infoseek's search engine on one occasion, she discovered some data on the Internet that convinced her that search engines were poorly designed.
 - D Personal information management has become an important field of study for computer programmers. Since discovering that people search the Internet in different ways, programmers have been building tools that sort search results according to a user's personal preferences.



Giving Instructions VS. Providing Instruction

Look at the three examples of student work.

- The first two students were given brief instructions on how to use the graphic organizer and the Determining Importance Tools poster to help them write a summary (Graphic Organizers 4 & 5).
- The third student, was provided explicit instruction on how to identify topic and main idea using a variety of tools including text structure. As well, the student received explicit instruction on how to write a summary using a graphic organizer for support. Modeling and opportunities to practice were included in the instruction (Graphic Organizer 6).

Compare the three examples to one another and then compare the examples to the answer choices provided on the STAAR assessment.

What conclusions might you draw from these examples?





Step 7

Complete the graphic organizer in pairs or small groups with teacher monitoring and support as necessary.





Reread and Discuss to Clarify and Identify Main Ideas in the Text

- Reread to clarify and confirm the main idea.
- Discuss to consolidate understanding and remember the text better.





Step 8



Complete the graphic organizer independently to demonstrate understanding. Use a rubric to support students and to assess.

Summary Checklist
Expository Text

Name _____
Title of text _____ Date _____

	Beginning	Developing	Proficient	Does not apply to text
Basic Summary Criteria	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 inaccurate statements. 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 statements 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.
Optional Writing Criteria	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 choppy, with unintentional 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.





Your Turn to Summarize

- Use the completed graphic organizer in the Graphic Organizer packet.
- Plan how you will share your thinking with students.
- Complete a summary for the entire text.

2.4 The Third Founding Ideal: Liberty
"That among these [rights] are Life, Liberty and the pursuit of Happiness."

By the time Jefferson was writing the Declaration, the colonists had been at war with Britain for more than a year—a war waged in the name of **liberty**, or freedom. Every colony had its liberty trees, (groups of poles, and its Sons and Daughters of Liberty (groups organizing against the British). Flags proclaimed "Liberty or Death." A recently arrived British immigrant to Maryland said of the colonists, "They are all liberty mad."

Defining Liberty in 1776 Liberty meant different things to different colonists. For many, liberty meant political freedom, or the right to take part in public affairs. It also meant civil liberty, or protection from the power of government to interfere in one's life. Other colonists saw liberty as moral and religious freedom. Liberty was all of this and more.

However colonists defined liberty, most agreed on one point: the opposite of liberty was slavery. "Liberty or slavery is now the question," declared a colonist, arguing for independence in 1776. Such talk raised a troubling question. If so many Americans were so mad about liberty, what should this mean for the one fifth of the colonial population who labored as slaves? On the thorny issue of slavery in a land of liberty, there was no consensus.

Debating Liberty Today If asked to define liberty today, most Americans would probably say it is the freedom to make choices about who we are, what we believe, and how we live. They would probably also agree that liberty is not absolute. For people to have complete freedom, there must be no restrictions on how they think, speak, or act. They must be aware of what their choices are and have the power to decide among those choices. In all societies, there are limits to liberty. We are not, for example, free to ignore laws or to recklessly endanger others.

Just how liberty should be limited is a matter of debate. For example, most of us support freedom of speech, especially when it applies to speech we agree with. But what about speech that we don't agree with or that hurts others, such as hate speech? Should people be at liberty to say anything they please, no matter how hurtful it is to others? Or should liberty be limited at times to serve a greater good? If so, who should decide how, why, and under what circumstances liberty should be limited?

Descriptive Text Organizer

Topic *liberty*

Important Details • colonists at war wanted freedom from Britain • Signs of liberty - trees - poles - flags • Liberty made priority serious	Important Details • 1776 • Liberty included - political freedom - civil liberty - religious freedom • Opposite was slavery • Not all could agree that slaves should be free	Important Details • Today • Freedom to make choices with some restrictions. o following laws • Debate about limits • Who, how decide on the limits?	Important Details
Main Idea The colonists demonstrated in many ways that their priority was liberty from Britain	Main Idea In 1776 colonists fought for a variety of liberties but not all could agree that slaves should be free.	Main Idea Today freedom means the right to make choices with some debatable limits.	Main Idea
Summary			

Descriptive Texts

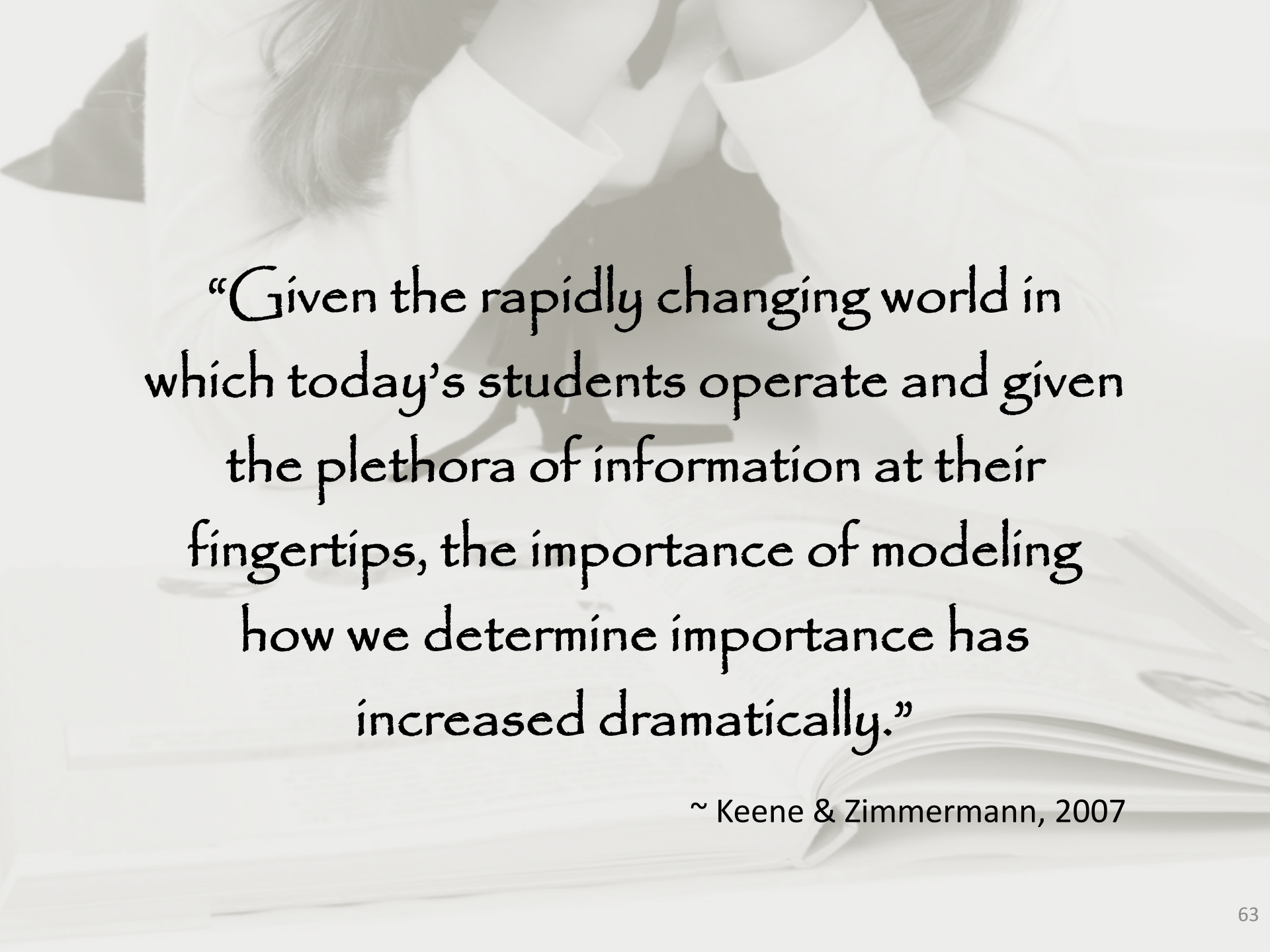
Descriptive texts are written to describe an object, person, place, event or idea.

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, to illustrate, 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-two words.)
- **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? (One sentence or less.)
- **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.)



“Given the rapidly changing world in which today’s students operate and given the plethora of information at their fingertips, the importance of modeling how we determine importance has increased dramatically.”

~ Keene & Zimmermann, 2007