

Smock

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## Term Project: TE 846

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For this final project, I decided to use the topic of summarization because I feel that this is an important skill that students need to learn now because they will use it for the rest of their school career. This comprehension strategy will aid in the comprehension of a piece of reading material.

*“The act of comprehending a written text is a complex one that depends upon a number of different thinking processes within the reader. These include word-level processes...Also important are comprehension strategies....special knowledge of how to comprehend that readers consciously use as they attempt to understand what they read.” (Neufeld, 2005, p. 303)*

Beth and Mike (names have been changed and also referred to “B” and “M”) are both eighth graders in my seventh/eighth grade classroom. Beth is a thirteen year old, Caucasian/white, young lady who is in my seventh and eighth grade classroom this year. She is in eighth grade. Beth was in my classroom last year for seventh grade. Beth has an IEP and struggles with organization, reading comprehension and writing. Beth receives special education help every day; the special education teacher comes in the room to help Beth on any assignments she is struggling with or to help Beth stay on track and organized.

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Mike is a thirteen year old, Caucasian/white, young man who is in my classroom for his eighth grade year. He also was in my classroom for seventh grade last year. Mike is in mostly advanced classes, works in a ninth grade math and vocabulary book and receives modified work for advancement in his reading book, which is at the eighth grade level.

I sat down with both Beth and Mike individually and asked them if they would mind helping me with this teaching project in the fall. They said they didn't mind and I could tell they were excited that they were picked. I have done MSU projects with the whole class, as well as with the eighth grade students last year. They both wanted to know what they would be doing and asked if this would require them to do more homework. When I assured them that it wouldn't require more homework and that it may actually help them with their reading they were all for it. They are both easy going students and agreeable to work with. I told them that we would get started the next day and they seemed to look forward to it. Considering that I do not teach Language Arts, my partner teacher does, I will be taking both Beth and Mike aside while my partner is teaching another Language Arts lesson.

To begin, I thought it was important to get to know how both students felt about reading in general. Giving them a Reading Interest Inventory was the best way to get this information. (Sample 1) I had the students fill them out individually and then I compared the results. This inventory asked questions as to which activities each student enjoyed doing and/or watching. It then asked about what kind of books, magazines and newspapers they liked to read. At the end they were asked if they enjoy reading alone, out loud, and being read to. As I expected, Beth did not score reading

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very highly and seemed to rush through the sample. I actually asked her to go back to answer a question she answered “I don’t know” to. I also gave her some ideas for magazines she reads because she originally left this blank. In class we read Junior Scholastic and Science World magazines together and individually. Mike on the other hand took his time and answered the questions thoughtfully. After taking the survey I spoke with both students and discussed on a deeper level the way they felt about reading. Beth stated that she really didn’t like to read but did it anyway when she had to. Mike said reading was ok and he sometimes likes to read as long as it is about something he likes.

After I gave them the Reading Interest Inventory, I observed them in the day to day classroom setting. I was looking for Literacy Behaviors in both students that would help me see a better picture of what kind of reader each student is. I used the Teacher’s Observations of Student’s Literacy Behaviors-Reading chart (Sample 2). This observation sheet focused on how the student behaved during classroom reading times. It provided a variety of questions to observe both individual reading and group reading assignments. I decided to complete these observations for a few days. To get a good reading on both students, I chose to observe them at different times throughout the day. Most of the observation was done during their Language Arts time in the morning. However, I observed them during one Social Studies lesson which took place mid-morning and one Science lesson which took place in the afternoon. With regards to Beth, I observed that she does not often choose to read on her own and rarely participates in conversations about the material she does read. When reading is assigned, she does engage, but only for short periods of time. When asked what she

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has just read she often has to look back in the text and rarely gives details about the material. Mike usually is paying attention to the material he is given. He is often seen reading during assigned reading time and free time. He is willing to participate in classroom or small group settings. He has a lot of information that he likes to share with his fellow classmates. He rarely asks for help when it comes to reading and he often would rather read the text on his own instead of with his reading group. He is often seen following along with his small reading group, but will then go back to his seat to reread what they have just read.

At the beginning of the year each student completed two tests in order for me to put them in their correct reading group. The first test is the Scantron test that is administered online. The students start with questions that are at their grade level and the questions become more advanced or decrease in difficulty based on the students' performance. Another assessment I use to determine reading level is the SRA reading assessment. The SRA reading assessment has links to all areas of the curriculum. It also has material for students who are below level, at level and above level. Each student receives a color (their level) at the beginning of the year and takes tests every few weeks on the computer. At our school, each student is assessed and is put into groups based on their level, not just their grade level. Because of these test I already knew that Beth was approximately at a 6<sup>th</sup> grade reading level. Mike was approximately at a 9<sup>th</sup> grade reading level.

I had to decide what reading material I was going to use for this summary project. I thought about using their Literature book or one of the SRA reading books but I wanted something that both students could read and that is presented to them at the

same level. I decided to use both the Junior Scholastic and Science World magazines that my students read on a weekly basis. I think it is important to use reading strategies across the curriculum. These two Scholastic magazines are great examples of current events from both Science and Social Studies standpoints. As a class, we read either a Science World or Jr. Scholastic magazine at least 3 times a month. We read through the articles together and at the end they are responsible for answering comprehension questions, completing research projects, and/or filling in a comprehensive crossword puzzle. I plan to have Beth and Mike read the articles from a few of the magazines and use different graphic organizers to organize the main idea and supporting details from each article. As reading comprehension is a complex skill, this summarizing lesson is just the start. However, I have previously taught them to look for a purpose for reading, preview the text, activate prior knowledge when introduced to and when previewing a text and how to make a plan about how they are going to read a text. I felt summarizing fit in nicely as the next step to take in teaching comprehension skills.

*“Many students benefit from instruction that explicitly teaches them a few research-supported strategies and then, over time, helps them learn to use such strategies in a flexible, coordinated, and self-regulated fashion.” (Neufeld, 2005, p. 303). My main goal is to have the students use these summarization techniques on their own in order to help them comprehend a text. “Teaching students to summarize what they have read is another strategy that has been shown to improve their overall comprehension.”*

*(Neufeld, 2005, 305)*

I found several articles from both the Junior Scholastic and Science World magazines. I wanted to have the students do both oral and visual summaries during the

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first few days of this unit. I also wanted to use the approach I read about in Stephanie Harvey and Harvey Daniels' book. This approach is called the Gradual Release of Responsibility approach. This is where the teacher starts with all control of the lesson and then gradually releases responsibility onto the student. So, for the first day of this summarizing lesson, I am using step one in the Gradual Release of Responsibility approach. This approach starts with the teacher modeling the skill that is being taught. This includes using explanation, modeling and thinking aloud in order to fully explore with the students this new strategy.

To begin the lesson, I had the students tell me about what happened on the last episode of their favorite show. I felt that this would introduce them to summarizing without even knowing that they are learning something new. While they were summarizing their favorite show orally, I took notes on the details they were giving. Next, I used a visual summary on the whiteboard to introduce a graphic organizer that I want them to use in future lessons.

*“Their (visual structures) purpose is to help students better understand the important text ideas and how they are related. The information from a visual structure also aids summarization...” (Dowhower, 1999, p. 678)*

I believe that students need to see the information in an organized fashion before they are able to put the reading into their own words. I then wrote on the dry erase board a sample of the summarization chart that they will receive after the lesson (Sample 3). We walked through the article “Doubleheader” together in order for me to model the importance of finding the main idea and the details that support this idea.

*“We have to show kids explicitly how we, as proficient adult learners, notice and develop questions, how we search out and evaluate information, and how we put new knowledge to work and share it with others.” (Harvey, Daniels, 2009, p. 68)*

The article is about a hognose snake egg that started splitting in two but never finished the split. Remembering previous lessons on previewing text, we looked at the picture that was provided and skimmed over the article looking at the text features. After our walkthrough, I told both Beth and Mike that they will be doing a summarizing chart like the one I modeled on the board. Harvey and Daniels also explain how, even though it is important to model the skill we are trying to teach the students, it is not important to spend a lot of time modeling this for the students. (p. 112-113). They were given their chart and told to reread the article and to look for what the main purpose for writing it was and some reasons that explain why it is important. I gave them a few minutes to work on their summary on their own. I made sure to walk around them to make sure they were getting the details that were important. Looking at their summary I could see that both Beth and Mike had a general understanding of the article. With Beth, she gave minimal responses and had to frequently check back with the article. Looking back through the reading is something that I have had to previously work on with Beth. I am glad to see that she is using this skill. I would however like her to start retaining information the first time reading through a text instead of constantly relying on the material. She got a general understanding that the snake in the article had two heads because the egg didn't split to form the other snake. One thing I found interesting is that she did not mention the name of the snake. Mike on the other hand not only gave the name of the snake but also told what kind of snake it was. Mike included a lot of

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important details. He was able to summarize most of the article without going back to look up information; with the exception of “herpetologist.” From this first encounter with summarizing an article with a graphic organizer I feel that both students were successful. I will have to focus on making sure Beth is reading the article for more information that is important to the story. She has a base started but I would like to see her go further in her investigation of main idea and details.

The second day we started with reviewing the qualities of a good summary from the previous lesson. The students will read the article “Big Thinkers – Was Steve Jobs this generation’s Thomas Edison?” This article compares Steve Jobs with Thomas Edison. It describes many details from both inventors’ lives. We read this article together but this time I stepped back and didn’t lead the discussion as much as in the previous lesson. The students were given an E-chart template and were told that for this graphic organizer they were to write the main topic on one line and then 3 supporting details on the “E.” For this lesson, I just explained what they were to do and then read the article with them. On their own, they were to reread the article and fill in their organizer. Looking over this organizer I saw the Beth and Mike both were successful. Reflecting on this however, next time I will probably choose a different article. This one seemed to give both Mike and Beth a hard time. They seemed lost for information that supported the main idea. I think because the article just listed facts about Steve Jobs and a few facts about Thomas Edison it was hard to find supporting details. However, they did a nice job summing up what the article was about so I deemed this a success.

For the third lesson about summarization I had the students review their E-chart from the previous lesson. I wanted to introduce another graphic organizer that I thought



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would be the best in organizing information in order to write a short summary about the article. I modeled this new graphic organizer (Sample 5) because I felt that this would be the best way to show them this new concept, especially because it is so detail oriented. I modeled this step with a different article than what they will be using. I used the article, "Colorful Ants." I made sure to show both Beth and Mike how to write the main topic in the middle of the web. I modeled using think aloud and questioning, what details I would put in the outlying circles. I also explained how to add circles to explain more details. I then gave them a blank web and the article, "Tracking Hurricanes." Using the guided practice technique from Harvey and Daniels, I had them read the article on their own and fill in their web. I then had them share what they had written with each other, the collaborative practice.

The last day was the cumulative project. I handed each student a copy of the rubric for their summary. I told them that they would be writing a summary using the details they filled in on their web. I went over what was expected of them using the rubric as a guide. Beth and Mike were then given their web and the article, "Tracking Hurricanes" again. I had them use the computer to type their summary. They were instructed that they were allowed to use their web and also the article. However, they were to try to do the summary without looking at the article too much.

After reviewing what each student completed for this lesson I feel that I am on the right path toward teaching the skill of summarization successfully. At first I was concerned that Beth was not getting the concept of finding the main idea and then the details that supported the main idea. I had to make sure I was giving clear and concise directions and I model both orally and visually. With Beth, I believe doing both oral and

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visual modeling is the best way for her to understand a concept. With Mike, I felt that he would easily grasp the concepts that I was trying to teach. He proved me right. He needed little to no prompting when completing assignments on his own. I feel that he understood the concepts with just visual modeling. I think choosing two students who are at the opposite end of the educational spectrum was helpful in showing me that I need to make sure my lessons are easily understood yet challenging at the same time. I believe that using the Gradual Release of Responsibility technique and having oral and visual models is something that I need to do in all of my lessons.

# Lesson Plan: Summarization

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## Lesson Overview:

Students will learn what makes up an effective summary. Students will practice with small groups/the teacher to create a summary. Students will then write summaries individually. The teacher will be looking to see if students can identify main ideas and supporting details.

## Grade Level Content Expectations covered:

### *Informational Text*

**R.IT.08.01** analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

**R.IT.08.02** analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

**R.IT.08.03** explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

### *Comprehension*

**R.CM.08.02** retell through concise summarization grade-level narrative and informational text.

### *Metacognition*

**R.MT.08.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

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### **Time period:**

The lessons will take place over four days. We will be meeting for about 30 minutes each time period. The entire lesson should take about 2 hours to complete.

### DAY ONE:

Tell students that they will be learning about the qualities of a great summary. Tell students that a summary is a short description of the main ideas and details of a piece of writing.

Ask students to describe the most recent novel they have read or are reading. Record their responses in small groups. Ask probing questions in order to get more information about the main idea and supporting details, characters, etc. Model summarizing for the students while they give you the details from their story. Explain the importance of including main ideas and the details that support the main idea.

Hand out Article One- “Double Header” (Science World, October 17, 2011, p. 21) to each small group, along with the Summarizing template (Sample 3) (Scholastic). Explain that they will use the summarizing template to organize the details from the article. Preview the article by looking at the picture, and other text features like the words that are italicized and in parenthesis. Tell the students that this article is about a snake that has two heads. Ask students if they have ever seen this before or about any other animal that they have seen with unusual features. Ask students to read the article and then review the Summarizing template. Informally assess by observing and listening to what the students say about this sample. Together, (students and teacher) have the students fill out their summarizing chart with important details. Close the lesson by having the students record qualities of a good summary. Check that students record main idea and supporting details, characters, etc. Collect Summarizing chart to formally assess students’ work.

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### DAY TWO

Have students review the qualities of a good summary from the previous lesson. Hand out Article Two. Tell the students that they will read the article and then write the main idea and three details supporting the main idea. Read the article together and have students point out the main idea. Then continue reading together until they have found a few details about the main idea. Then hand out E-chart template (Sample 4). Explain to the students that they will reread the article on their own and look for the main idea and supporting details of the article. Collect at the end of the lesson for assessment.

### DAY THREE

Have students review the E-chart from the previous day. Model how to read Article Three and ask questions as you read. Hand out word web (Sample 5) and model how to fill in the circles using Article 4 as a model. Tell the students that the middle circle is for the topic, what the article is about. Then tell them the next set of circles is for the details that support the topic. Then tell them the circles from the detail circle are for even more details. Today the students will read the article on their own and fill in their own word web. Collect for assessment.

### DAY FOUR

Students will turn their word web from yesterday into a summary. They will type their summary using details from their word web. Using rubric, grade each summary. (Sample 7)

Sample 1 (Beth)

**Sample Reading Interest/Attitude Inventory**

Name: B Date: \_\_\_\_\_

Answer the following questions to help me learn about you and about your reading interests.

A. Some activities that I presently enjoy doing are: **(Circle these)**.

B. Some activities that I am interested in trying or watching are: **(Underline these)**

jogging	horseback riding	gardening
roller skating	tennis	raising animals
board games	sewing	showing dogs
drawing/painting	listening to music	swimming
archery	gymnastics	diving
cross-country skiing	ice skating	dancing
fishing/hunting	basketball	attending music concerts/shows/raves
writing letters	talking to friends	attending theatre
writing poems/stories	soccer	watching television
acting in plays	golfing	computers
carpentry	reading novels	playing card games
photography	video games	visiting museums
movies	bowling	water skiing
downhill skiing	hockey	playing a musical instrument
reading newspapers/magazines	volleyball	skateboarding
cheerleading	reading nonfiction	snowshoeing
reading poetry	track and field	arts and crafts
sculpture/pottery	cooking	martial arts
backpacking/hiking	singing	canoeing/boating
		playing pool

C. Other activities that I enjoy or would like to try are:

doing my hair

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D. From the selections I have made above, the three I like the most, in order of preferences are:

1) listening to music

2) volleyball

3) talking to friends

E. One thing that I learned about myself from taking this interest/attitude inventory is:

I don't know

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I like some sports and being with my friends

Sample 1 (Beth)

F. The kind of books I most like to read are: (Circle your three favorite types).

poetry	<input checked="" type="checkbox"/> mystery
science fiction	<input checked="" type="checkbox"/> fantasy
romance	<input type="checkbox"/> sports
nonfiction	<input type="checkbox"/> science
autobiography/biography	<input type="checkbox"/> historical fiction
<input checked="" type="checkbox"/> horror	<input type="checkbox"/> myths/legends
<input type="checkbox"/> adventure	others _____

G. The newspapers I read are: None

H. The sections of the newspaper I prefer are: (Check your choices).

<input type="checkbox"/> sports	<input checked="" type="checkbox"/> comics	<input type="checkbox"/> editorials
<input type="checkbox"/> news articles	<input type="checkbox"/> other (list) _____	

I. The magazines I read are: ischepaste, Science World

J. Answer each of the following questions briefly.

- I have pets:  Yes  No  
What kind? \_\_\_\_\_
- I collect the following things: neul polish
- I own books:  Yes  No  
Approximately how many? 56  
I borrow books from the library:  Yes  No  
Approximately how many each week? \_\_\_\_\_
- I enjoy having someone read to me:  Yes  No
- When asked to read aloud I feel: nerves, don't want to mess up
- My favourite school subject is: math  
Reason: it's easy
- The best book I have ever read is: Twilight  
Reason: I love Vampires
- A book that I would like to own is: ?

Sample 1 (Mike)

Sample Reading Interest/Attitude Inventory

Name: M Date:

Answer the following questions to help me learn about you and about your reading interests.

A. Some activities that I presently enjoy doing are: (Circle these).

B. Some activities that I am interested in trying or watching are: (Underline these)

- |                              |                           |                                      |
|------------------------------|---------------------------|--------------------------------------|
| jogging                      | <u>horseback riding</u>   | gardening                            |
| roller skating               | tennis                    | raising animals                      |
| board games                  | sewing                    | showing dogs                         |
| drawing/painting             | <u>listening to music</u> | swimming                             |
| archery                      | gymnastics                | diving                               |
| <u>cross-country skiing</u>  | ice skating               | dancing                              |
| <u>fishing/hunting</u>       | basketball                | attending music concerts/shows/raves |
| writing letters              | <u>talking to friends</u> | attending theatre                    |
| writing poems/stories        | soccer                    | watching television                  |
| acting in plays              | golfing                   | <u>computers</u>                     |
| carpentry                    | reading novels            | <u>playing card games</u>            |
| photography                  | video games               | visiting museums                     |
| <u>movies</u>                | bowling                   | water skiing                         |
| downhill skiing              | <u>hockey</u>             | playing a musical instrument         |
| reading newspapers/magazines | volleyball                | skateboarding                        |
| cheerleading                 | reading nonfiction        | snowshoeing                          |
| reading poetry               | track and field           | arts and crafts                      |
| sculpture/pottery            | cooking                   | martial arts                         |
| backpacking/hiking           | singing                   | canoeing/boating                     |
|                              |                           | playing pool                         |

C. Other activities that I enjoy or would like to try are:

FOOTBALL

D. From the selections I have made above, the three I like the most, in order of preferences are:

- 1) HUNTING
- 2) COMPUTERS
- 3) MUSIC

E. One thing that I learned about myself from taking this interest/attitude inventory is:

I LIKE A VARIETY OF ACTIVITIES



Sample 1 (Mike)

F. The kind of books I most like to read are: (Circle your three favorite types).

poetry	mystery
science fiction	fantasy
romance	sports
nonfiction	science
autobiography/biography	historical fiction
horror	myths/legends
adventure	others _____

G. The newspapers I read are:

NONE

H. The sections of the newspaper I prefer are: (Check your choices).

sports       comics      \_\_\_\_\_ editorials  
 news articles       other (list) \_\_\_\_\_

I. The magazines I read are: HUNTING, SIKIDS

J. Answer each of the following questions briefly.

1) I have pets: \_\_\_\_\_ Yes       No  
 What kind? \_\_\_\_\_

2) I collect the following things: GUNS

3) I own books:  Yes      \_\_\_\_\_ No  
 Approximately how many? 100  
 I borrow books from the library:  Yes      \_\_\_\_\_ No  
 Approximately how many each week? 1

4) I enjoy having someone read to me:  Yes      \_\_\_\_\_ No SOMETIMES

5) When asked to read aloud I feel: OK

6) My favourite school subject is: MATH

Reason: IT IS HARD BUT I GET IT, IM IN A HIGH MATH GROUP

7) The best book I have ever read is: PERCY JACKSON SERIES

Reason: IT IS REALLY INTERESTING AND EXCITING

8) A book that I would like to own is: THE SON OF NEPTUNE

"Beth"

Sample 2

Observe the child during story time or center/choice time, and then assess him/her on the behaviors listed. Additional observations should take place during other classroom literacy activities.

Teacher's Observations of Student's Literacy Behaviors—Reading	not observed	rarely observed	sometimes	usually observed
Listens to a short text in an attentive manner.	0	1	2	3
Indicates understanding of a story read to her/him through facial expressions, body language, verbal and auditory responses, etc.	0	1	2	3
Chooses to read texts when given choice time.	0	1	2	3
Requests that stories be read to him/her.	0	1	2	3
Shows evidence of thinking about her/his own reading (When I read this part, I thought..., but when I read the next passage I knew that...) Child is able to <i>Think aloud</i> .	0	1	2	3
Chooses to read silently in order to construct meaning of <b>informational</b> texts.	0	1	2	3
Chooses to read silently in order to construct meaning of <b>narrative</b> texts.	0	1	2	3
Actively participates in conversation using justification statements with teacher or peers about what s/he has read.	0	1	2	3
Spontaneously shares interesting parts of texts with friends.	0	1	2	3
Often chooses to read silently during free time.	0	1	2	3
Other observations: <i>"Beth" will read if it is an assignment. I don't often see understanding of texts, especially longer passages.</i>				

"Mike"

Sample 2

Observe the child during story time or center/choice time, and then assess him/her on the behaviors listed. Additional observations should take place during other classroom literacy activities.

Teacher's Observations of Student's Literacy Behaviors—Reading	not observed	rarely observed	sometimes	usually observed
Listens to a short text in an attentive manner.	0	1	2	3
Indicates understanding of a story read to her/him through facial expressions, body language, verbal and auditory responses, etc.	0	1	2	3
Chooses to read texts when given choice time.	0	1	2	3
Requests that stories be read to him/her.	0	1	2	3
Shows evidence of thinking about her/his own reading (When I read this part, I thought..., but when I read the next passage I knew that...) Child is able to <i>Think aloud</i> .	0	1	2	3
Chooses to read silently in order to construct meaning of <b>informational</b> texts.	0	1	2	3
Chooses to read silently in order to construct meaning of <b>narrative</b> texts.	0	1	2	3
Actively participates in conversation using justification statements with teacher or peers about what s/he has read.	0	1	2	3
Spontaneously shares interesting parts of texts with friends.	0	1	2	3
Often chooses to read silently during free time.	0	1	2	3
Other observations: "Mike" likes to read. He enjoys reading on his own & seems to comprehend better when he has time to read things on his own."				

Sample 3

Name B Date \_\_\_\_\_

GRAPHIC ORGANIZER

### Summarizing

**Important Idea**

A snake with 2 heads

**Important Idea**

herpetologist is a reptile expert said it would be hard to live with 2 heads

**Important Idea**

One egg didn't split that's how it became a snake with 2 heads

**Important Idea**

They don't fight to eat they work together

**Summary**

There's a snake with 2 heads. His egg didn't split when he was born. So he had 2 heads. The two heads work together so they can live.

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Sample 3

Name	M	Date	
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GRAPHIC ORGANIZER

## Summarizing

### Important Idea

LENNY AND SQUIGGY ARE AS A HOGNOSED SNAKE THAT HAS TWO HEADS BUT ONE BODY

### Important Idea

HERPETOLOGIST IS A REPTILE EXPERT. HAVING TWO HEADS WOULD MAKE IT HARD FOR A SNAKE TO LIVE. SO A SNAKE BREEDER KEPT IT

### Important Idea

THEY STARTED OUT AS ONE EGG BUT IT DIDN'T ALL THE WAY SPLIT.

### Important Idea

THEY WORK TOGETHER TO EAT.

### Summary

LENNY AND SQUIGGY IS A HOGNOSED SNAKE FROM CALIFORNIA. AS AN EGG THEY STARTED OUT AS ONE EGG BUT IT NEVER SPLIT. THIS FORMED THE SNAKE WITH TWO HEADS. THEY WORK TOGETHER TO EAT AND SURVIVE EVEN THOUGH THE HERPETOLOGIST SAID IT WOULD BE HARD TO.

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Name B Ample 4 Date \_\_\_\_\_

**E-Chart**

Write the main idea on the left line. Write details that support on each line of the "E".

<p>Some jobs and Thomas Edison did similar things</p>	<p>Thomas Edison invented electric things and used electricity.</p> <p>Some jobs invented 203 things for the world or technology.</p> <p>They both are famous inventors</p>
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Name M Date Sample 4

**E-Chart**

Write the main idea on the left line. Write details that support on each line of the "E".

WAS STEVE JOBS SIMILAR TO THOMAS & STEVE?

THOMAS AND STEVE WERE FAMOUS INVENTORS.

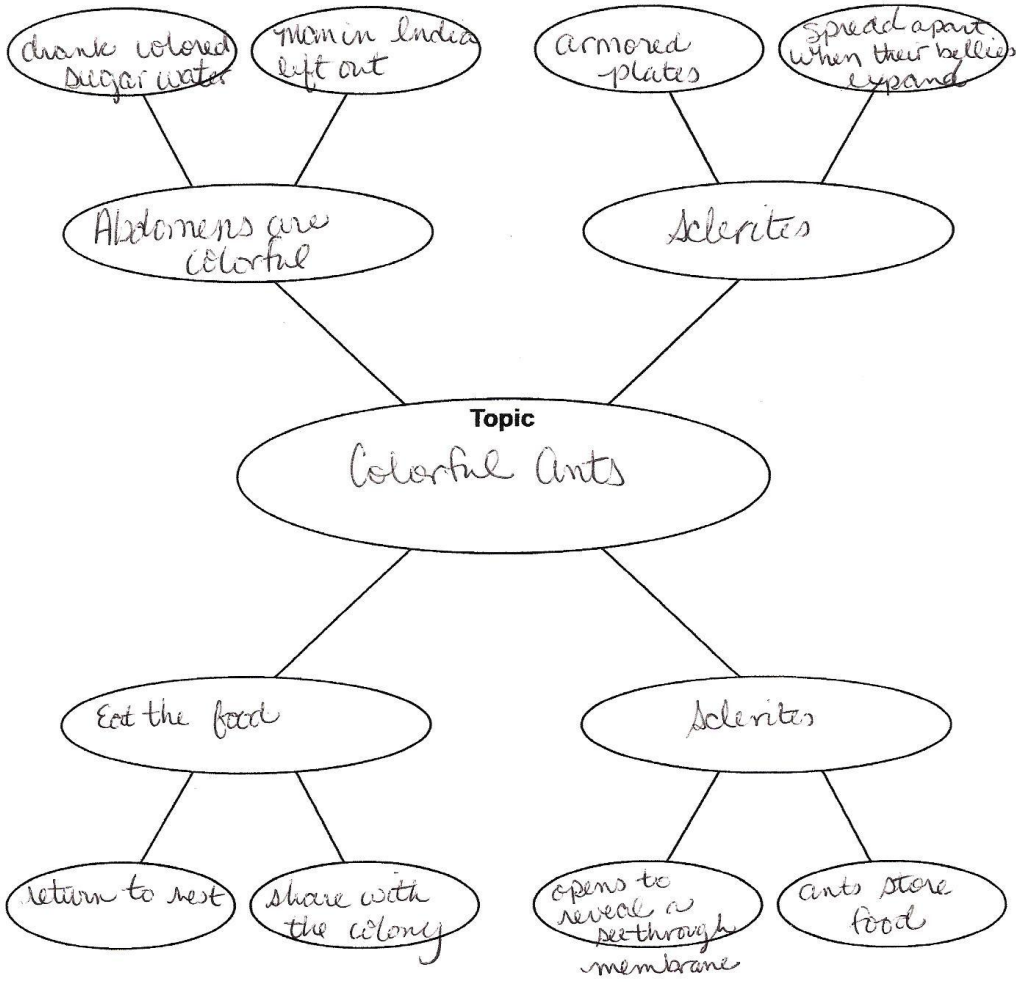
THEY BOTH INVENTED THINGS THAT CHANGED THE WAY PEOPLE THINK

THEY MADE THINGS EASIER TO USE

Name Mrs. Smock Sample 5 Date \_\_\_\_\_

**Cluster/Word Web 1**

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



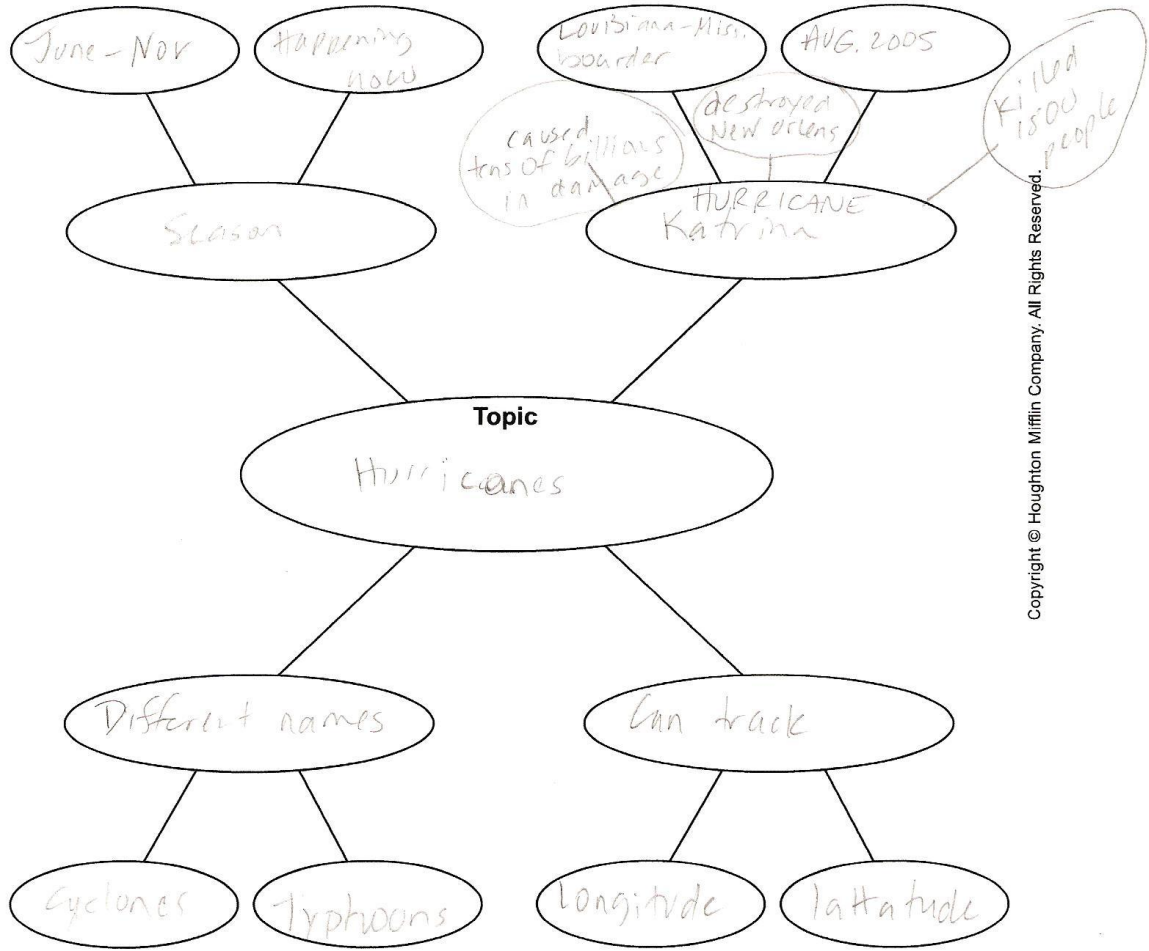
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Name B Example 5 Date \_\_\_\_\_

**Cluster/Word Web 1**

Write your topic in the center circle and details in the smaller circles. Add circles as needed.

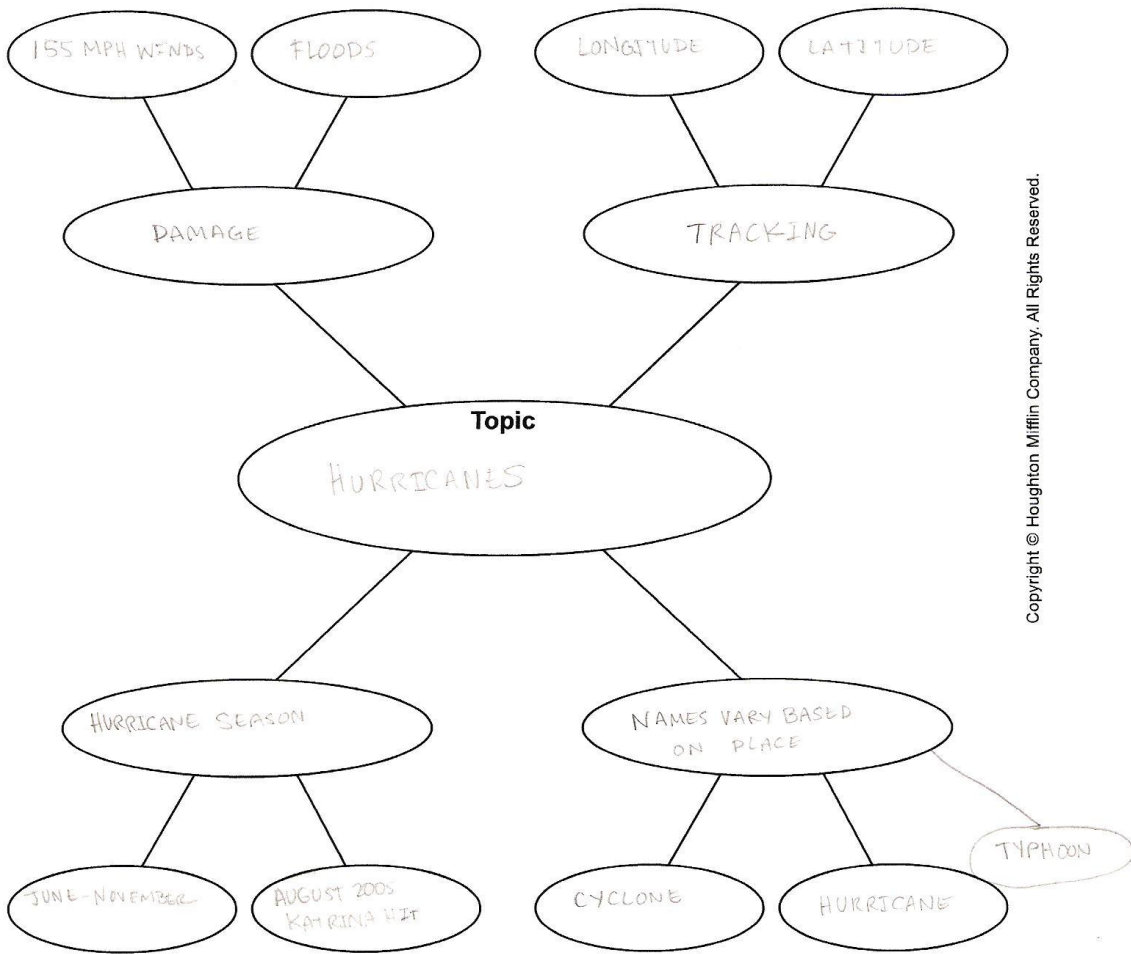


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Name M Sample 5 Date \_\_\_\_\_





**Cluster/Word Web 1**

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



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**Reading - Analyzing Information : Summarization**Teacher Name: **Mrs. Smock**Score :     10/16    Student Name:                 Beth                




CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference. 	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally. 	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about. 	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text. 

**Reading - Analyzing Information : Summarization**

Teacher Name: **Mrs. Smock**

Score: ____14/16____
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Student Name: \_\_\_\_\_Mike\_\_\_\_\_

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her. 	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article,  occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about. 	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.

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