

Say: Welcome to Determining Importance & Summarizing Expository Text.

Introduce yourself and other presenters.

Let's begin by reviewing the materials you need for this training.

(Hold items up as you talk.)

Say: From your participant bag you will need your supply pouch and TEKS Handbook. At your table setting you have 2 sets of handouts. You should have 1 set that says Determining Importance & Summarizing With Expository Text PowerPoint Presentation, and one that says Additional Handouts. The last items you will need, is your blue and white Cognitive Strategy Routine Card and the orange Lesson Planning Card

Now that we have all of our materials ready, let's begin our session.

When we think about summary, we often think about a written summary. Look at this slide. Here is an example of how a beginning of the year first grader chose to share what important information she learned from the expository text she just finished reading. This student is well on her way to being able to determine importance and summarize.

Being able to determine importance and summarize is critical to being a successful student. However, many teachers assert the difficulty of teaching this strategy. Today we will discuss ways to make our instruction more effective.

Big Ideas

- Expository ≠ Narrative
- Think-Aloud Is Critical
- Tools for Success
- CPQ = Scaffold

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Say: Let's take a moment to consider 4 "big ideas" for Determining Importance and Summarizing Expository Text.

Although good readers determine importance and summarize all kinds of text, today we are going to specifically look at how we determine importance and summarize expository text. We need to think about narrative text separately from expository, because with this strategy, we teach them quite differently. With expository text we depend on text organization, text features, signal words etc. to help us determine importance while reading. When we read narrative text, we depend on story structure to help us determine what information is most important. So, next to the slide on your handout, I would like you to write, "Expository does not equal Narrative".

Click for first bullet to appear.

Say: Next, I would like you to write, "Think-aloud is Critical."

Click for second bullet to appear.

Say: This strategy is difficult for students. It is critical that we show students HOW we determine importance and summarize if we want them to do so successfully.

Under "Think-aloud is Critical", I would like you to write, "Tools for Success."

Click for third bullet to appear.


Say: We will show you how we can explicitly teach our students that there are a variety of tools that which will help them to determine importance and summarize expository text effectively.

Finally, I would like you to write, "CPQ = Scaffold."

Click for fourth bullet to appear.


Say: Who remembers what CPQ stands for? Right, Comprehension Purpose Question. How many of you have attended the session called Reading With Purpose? In this session, we talk about the importance of setting a high quality focus question prior to reading. This question helps to focus student attention and aids in their ability to identify important information. Today, we will reinforce the value of those questions.

We will come back to these big ideas throughout our presentation. In the *Materials* column, go ahead and write Cognitive Strategy Routine Card and Planning Card as these are two items that you will want to use when implementing this strategy in your classroom.



TEXAS LITERACY INITIATIVE


Kids Say...



“You know how when it rains?
The grass and flowers and trees
soak up all the water they need,
and the rest just runs on down
the street. We soak up what’s
important, to us, too, and let
the rest of it go away.”

Christopher, a first grader
(as quoted in Miller, 2002, p. 69)

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Say: Let’s hear what a first grader has to say about determining importance.

Read quotation on slide.

Say: Christopher has discovered that in life it is necessary to distinguish what is essential from what is not. Christopher arrived at this understanding because of the instruction he received from his teacher. All students can achieve this level of understanding with explicit strategy instruction.

The ability to determine importance, however, is not a skill that everyone naturally possesses. Can you relate to this experience: A student (or one of your adult friends) comes into school excited about a movie she’s seen – and proceeds to tell you every plot point, every word of dialogue, and what color the main character was wearing in the ballroom scene? If you can relate to this you have met someone who has difficulty determining importance.

Teaching students to determine importance and summarize may seem like a daunting task. Researchers Dole, Duffy, Roehler & Pearson (1991) confirm this impression. In particular, summarizing demands that readers “sift through large units of text, differentiate important from unimportant ideas, and then synthesize those ideas This sounds difficult, and the research demonstrates that, in fact, it is” (p. 244). So how do we teach such a challenging strategy to our young students?

TEXAS LITERACY INITIATIVE

Determining Importance & Summarizing

Mathematical Formulation

The inner product between two state vectors is a *probability amplitude*. The probability that a system collapses to a particular state is given by the square of the absolute value of the amplitude between the initial and final states.

(“Quantum mechanics,” in wikipedia.org)

Reread!

Rely on background knowledge.

Use text features.

Look at ideas that are repeated

Handout 1

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Say: Before we begin to address our task as instructors, let us take a moment to reflect upon our own thinking. Because this task is challenging for our students, we are going to present a task that was designed to be challenging for you.

I am going to show you a short text. I will give you a moment to read it, and I would like you to do two things: First, determine the main idea of the passage. Second, if you have time, write a summary. When the time is up, we will discuss the strategies you used to help you complete this task and what made this activity challenging. Handout #1 contains the text you see on the slide and space for you to write.

Click to reveal box labeled: Handout 1.

Say: Are you ready?

Click to reveal text. Allow participants a moment to read the text and write their main idea/ summary statements.

Say: Were you able to determine what information is important in this text?

Ask participants to volunteer main ideas or read summary statements.

Say: Let’s consider what strategies we used to determine importance with this challenging text. Think-Turn-Talk about how you attacked this text.

Allow participants a moment to Think-Turn-Talk. Select two to three participants to share with the group.

Say: You have identified many of the things that proficient readers do when they try to determine importance in challenging text.

(For each click listed below, a text box will appear stating the processes we might use to

determine importance).

Click and Say: We may begin by attempting to identify the type of text – non-fiction or fiction? The heading “Mathematical formulation” suggests that this is a non-fiction piece. Knowing genre or text type aids in comprehension (Fletcher, Lyon, Fuchs & Barnes, 2007; RAND, 2002). Headings also give us clues to the main idea of a piece (Zimmermann & Hutchins, 2003). Before beginning to read, we might determine that this will be about some kind of mathematical formula.

Click and Say: Fonts and effects, such as italics, also suggest importance (Harvey & Goudvis, 2007; Zimmermann & Hutchins, 2003). Here, italics emphasize the words “probability amplitude.”

Click and Say: We also rely on our background knowledge (Johnston & Afflerbach, 1985). Because I have heard the term “probability” before, I may determine that it is important, whether it is or not.

Click and Say: Proficient readers also focus on ideas which are repeated throughout the text (Johnston & Afflerbach, 1985). The word probability appears three times in this text. Several clues point to the fact that probability is important here.


Click and Say: Finally, rereading can help us determine what is important. Through rereading several times, putting together the text structure, and text features with my background knowledge, I can determine that this piece describes a mathematical formula for the probability of *some* event, although I might not be able to create a more specific summary.

We hope our students will use similar thought processes when they determine importance and summarize, but because of the level of complexity in this cognitive strategy, it will take a great deal of explicit teaching, over a number of years, for our students to be able to determine importance and summarize text that is challenging for them.


TEXAS LITERACY INITIATIVE

Goals for This Training


- Clarify the value of Determining Importance and Summarizing.
- Plan and practice an introduction lesson for Determining Importance and Summarizing.
- Plan and practice think-alouds for teaching Determining Importance and Summarizing




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Read slide.





TEXAS LITERACY INITIATIVE



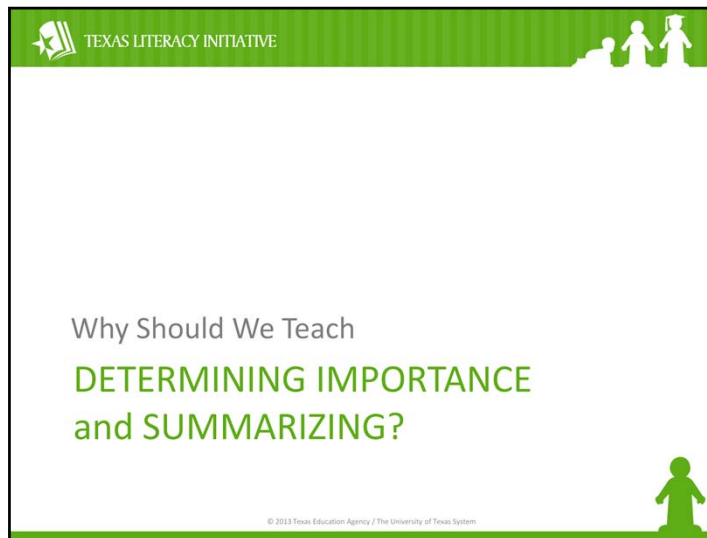
Determining Importance and Summarizing

...one piece of the
comprehension puzzle.




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Say: The cognitive strategy of determining importance and summarizing is only one piece of the comprehension puzzle. Although we may focus on one strategy at a time for the sake of clarity, it is important that our students understand that cognitive strategies are not used in isolation. Proficient readers use multiple strategies automatically and interchangeably, and often they use more than one at a time.



Say: Why do we teach our students to determine importance and summarize? Won't they figure it out as they get older?




TEXAS LITERACY INITIATIVE



Why Should We Teach Determining Importance and Summarizing?

Students are expected to:

- 3.13(A): identify the details or facts that support the main idea.
- 4.11(A): summarize the main idea and supporting details in text in ways that maintain meaning.
- 5.11(A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.
- Figure 19(E): summarize information in text, maintaining meaning and logical order.



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Say: As you are aware, it is an expectation from our state standards that we teach students to determine importance and summarize - which also means that students will be assessed on their use of this strategy as well.


Note: Ask participants to tab:

Reading/Comprehension of Informational Text/Culture and History, Reading/Comprehension of Informational Text/Expository Text, and Figure 19 (E) for their grade level.

ELAR pages 20-21

SLAR pages 25-26

This may also be a good time to read the TEKS and have a short discussion on what students are expected to know. Ask participants to think about what they do in their classrooms.



TEXAS LITERACY INITIATIVE



Why Should We Teach Determining Importance?

Determining Importance helps readers to...

- Monitor understanding.
- Make connections.
- Manage excessive amounts of information.
- Extract relevant information.
- Understand the author's purpose.
- Remember text.
- Improve overall comprehension.

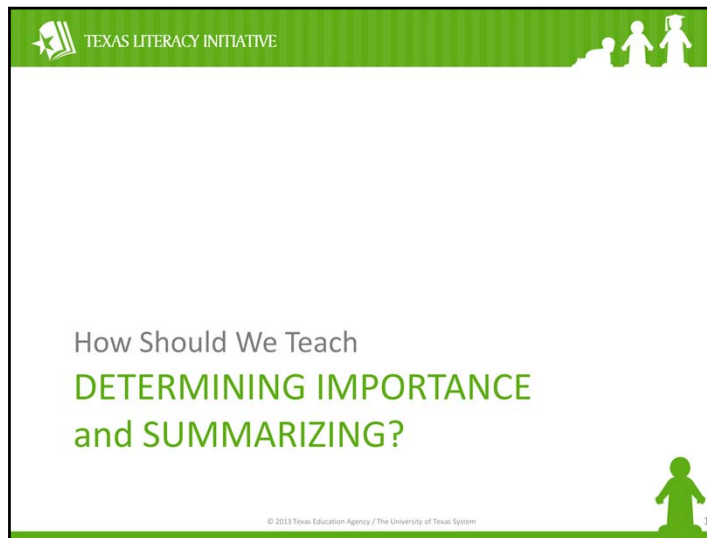
(CIERA 2003; Coyne, Chard, Zipoli, & Ruby, 2007; Duke & Pearson, 2002; Keene & Zimmermann, 2007; Silver, Strong, & Perin, 2009)

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Say: This cognitive strategy has a number of benefits . It helps readers to ...

Read bulleted statements on slide.



Say: We've discussed the many reasons we should include this strategy in our instruction. So how do we help our students to use this strategy effectively? What do we teach? How do we express this strategy in language that students can understand?

Cognitive Strategy Routine Lesson Planning

Core Program Unit _____ Lesson _____ Story _____

Step 1 Anchor lesson:
Use a real-world example to create a context.

Step 2 Give the strategy a name
"Today, we are going to talk about a strategy called _____."

Step 3 Strategy definition:
Define the strategy, how and when it is used, and how it helps with reading.
How it helps us comprehend: _____

Step 4 Touchstones
Model hand gesture, explain strategy pointer, 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 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: anecdotal records, observations of class discussion, portfolios, student records of thinking (post-it notes, drawings, and writings), as well as traditional assessments.

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Say: As with all of our cognitive strategies, we want to teach determining importance and summarizing to our students in a direct, explicit, systematic manner. We use our 8-step Cognitive Strategy Routine.

This routine is important because it scaffolds the learning for our students by keeping our instruction consistent. Please take out your blue and white Cognitive Strategy Routine Card so that you can follow along as I model the steps. You can also take out your orange Lesson Planning Card because we will be using that shortly as well.

TEXAS LITERACY INITIATIVE

Begin With an Anchor Lesson (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.



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Say: We begin all strategy instruction the same way – with Step 1, using a real-world example to create a context for the strategy. This step is important because cognitive strategies are just that – cognitive. That means that they happen in our heads, which makes it hard to see what we are talking about. For many of our students, these cognitive strategies are abstract concepts. A real-world example helps students realize what the strategy is, and that they already use it in their everyday lives. We call this part of the routine an anchor lesson.

Read slide.

TEXAS LITERACY INITIATIVE

Introduce the Strategy (Step 1)

 **Anchor Lesson**



- 4 years old
- Eats Purina One food
- Blue collar
- Favorite toy is a stuffed squirrel
- Likes kids
- Last seen at school playground
- Has a tag labeled Sonny
- Wags his tail a LOT!
- Likes to cuddle
- Likes to hide in small places
- Knows how to sit, stay, and lie down
- Has ridden on a plane five times
- Smallest puppy in the litter

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Say: In our anchor lesson for determining importance, we ask students to help us create a poster for a lost dog, sifting through general information about the dog to decide what a passer-by would need to know if they were looking for the dog.

Sample Script: *Class, this is a picture of my friend's dog Sonny. My friend and I need your help. Sonny is lost. We need to make a lost dog poster that we can put on the mailboxes in my friend's neighborhood to let everyone know that we are looking for Sonny. To help us make the poster, my friend made a long list of all the things she could think of about Sonny.*

After the class had read the list together, I might go on to say:

Say: *There is a lot of information on this list. I don't think all of it will fit on a poster. It will also be hard for someone to remember so much. What information is most important for people to know about Sonny so that they can help us find her? Let's read the list one more time, and this time, and let's think about what information is important to include on the lost dog poster. We can put a check mark beside the ideas we think are important.*

Reread the first bullet on the slide.

Say: *Four years old. Sonny is a little dog. Little dogs always look young to me even if they are ten years old. I don't think that it's important for anyone to know how old Sonny is. That information isn't going to help someone find her. I'm not going to put a check mark beside that idea.*

Continue modeling your thinking for two or three more bullets. Explicitly explain which information is important and why you think it is important.

NOTE lines will disappear as you click through this slide.

Say: After I have modeled some of my thinking, I would ask my students to participate with me, using Think-Turn-Talk or thumbs-up/thumbs-down so they might indicate what they think is important.

TEXAS LITERACY INITIATIVE

Introduce the Strategy (Step 1)

Lost Dog




- Blue collar
- Has a tag labeled Sonny
- Last seen at school playground
- Likes to hide in small places

REWARD
Please Call 713-500-0000

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Say: Once we have created our poster, I would say to my students:
When we read, authors give us lots of information – too much for us to remember. Good readers determine what information is important to know and to remember, just like we did when making this lost dog poster.






TEXAS LITERACY INITIATIVE

Introducing the Strategy (Step 1)

Use a real-world example to create a context (anchor lesson).

Record what you will do for Step 1 on your orange Cognitive Strategy Routine Lesson Planning Card.

Handout 2



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Say: Now it is your turn to think about Step 1. How will you introduce Determining Importance and Summarizing to your students? Think about their background knowledge. Whatever you choose to do should be familiar, or something to which your students will be able to relate. You might like to create a lost dog poster with your class. The plan for this lesson is in your additional handout packet. It is handout 2.


Take a moment to discuss with the colleagues at your table what you think you will do for your anchor lesson. Record what you will do on the Cognitive Strategy Routine Lesson Planning Card. You have a Vis-à-vis and a Sharpie in your supply pouch that you can use to write with.

TEXAS LITERACY INITIATIVE

Teaching the Strategy (Steps 2-4)

Strategy Instruction		
Direct – Explicit – Systematic		
responsibility	<ol style="list-style-type: none">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.	Ongoing Assessment

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Say: An anchor lesson is our introduction to the strategy. Steps 2-7 are how we teach the strategy. These next three steps do not change. What we plan to say and do for the next three steps we will repeat EVERY time we teach this strategy. We do these three steps before every think-aloud.

TEXAS LITERACY INITIATIVE

Teaching the Strategy (Step 2)

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


Record what you will say for
Step 2 on your orange
Cognitive Strategy Routine
Lesson Planning Card.




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Say: Step 2 is, “Give the strategy a name.” We want to use clear and consistent language when referring to the cognitive strategies. Our comprehension strategy instruction is stronger if everyone in the school, from kindergarten to fifth grade, uses the same vocabulary to refer to the strategies we are teaching.

Read red text and the bottom part of the slide.




TEXAS LITERACY INITIATIVE




Teaching the Strategy (Step 3)

Define the strategy, how and when it is used and how it helps with reading.



“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 determine importance while reading expository text, we think about our purpose for reading – what it is we want to find out. When we do this, it helps us to identify the topic and main idea of the text.

(McGregor, 2007, p. 81)



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Read slide.

TEXAS LITERACY INITIATIVE

Teaching the Strategy (Step 3)

Record what you will say for Step 3 on your orange Cognitive Strategy Routine Lesson Planning Card.



Determining Importance and Summarizing is...

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Read slide.

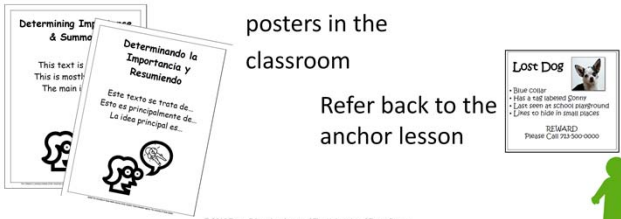
TEXAS LITERACY INITIATIVE

Touchstones (Step 4)

Provide students with a hand motion that signals determining importance & summarizing



Display strategy posters in the classroom




Refer back to the anchor lesson

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Say: To make the strategy more explicit for our students, we give them touchstones that will help them remember and understand a strategy. I have a kinesthetic hand motion, a visual icon with words for support, and the anchor lesson as a common experience. I want my students to value these touchstones, so I explicitly explain to them what the hand signal and graphic represent.

For example, I might say something like this ...

Click to next slide.




TEXAS LITERACY INITIATIVE



Teaching the Strategy (Step 4)

Touchstones: Model the hand gesture, explain the strategy poster, and refer to the anchor lesson.

“Remember when we made our lost dog poster? We had a long list of details about the dog. Pretend that all of my fingers are those details. We didn’t want to put all of those details on our poster, we had to figure out which information was the most important – like my thumb here. The unimportant details can hide behind my hand, so that only the most important or key information is left. You will know when I am Determining Importance while reading, because I will show you this thumbs-up hand signal.”



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Read slide.

Say: When we look at our poster, you can see a lady talking. She is telling only the “key” ideas, or important information.


TEXAS LITERACY INITIATIVE

Teaching the Strategy (Step 4)

Record what you will say for Step 4 on your orange Cognitive Strategy Routine Lesson Planning Card.



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Say: Work with others at your table. How will you explain the touchstones to your students?

Read slide.

TEXAS LITERACY INITIATIVE

Practice Steps 2-4

You Do:
Practice Steps 2-4 of your Determining Importance lesson.



Explicit Strategy Instruction Planning	
Learning Goal	Strategy Instruction
Step 1 List a strategy/strategy set to be explicitly taught.	Strategy Instruction
Step 2 List the strategy or strategy set.	Why are we going to teach about a strategy/strategy set?
Step 3 Define the strategy, how and when to use it, and how to make it work.	Strategy definition: When? Where? How? (in context?)
Step 4 Provide explicit, explicit strategy instruction, and allow for practice.	When? Where? How? (in context?)


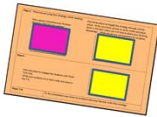
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Say: Remember, Steps 2-4 help make our strategy instruction explicit. These three steps we will say over and over, every time we teach this strategy. We want how we say these steps to flow naturally, so we need to practice saying them to ensure that they will make sense to our students. Take some time right now to practice your steps with a partner.

TEXAS LITERACY INITIATIVE

Cognitive Strategy Lesson Planning Card (Side 2)

- Step 5 is where we SHOW students how we use the strategy while reading.
- We plan a Comprehension Purpose Question (CPQ), as well as places to model “thinking aloud” for students.
- Step 5 will differ with each lesson. We transfer the sticky notes from the planning card and place them on our teacher edition or text.




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Say: Step 5 of the Cognitive Strategy Routine is modeling through think-alouds how and when we use the strategy in a variety of contexts. This really is the critical piece of our instruction and yet, it is the one step that often gets left behind.

“Think-aloud has been shown to improve students’ comprehension” (Duke & Pearson, 2002, p. 214). Students who struggle with reading “in general do not possess knowledge of strategies and often are not aware of when and how to apply the knowledge they do possess” (Duffy et al., 1987, p.348).

Read slide.




TEXAS LITERACY INITIATIVE




Modeling With Think-Alouds (Step 5)

Where do I begin?
Determining Importance
and Summarizing



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Say: So, where do we begin?



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.	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.

Handout 3

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

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Say: Take out Handout 3 and follow along as we go over this chart. In order for teachers to explain determining importance and summarizing to students, we must clarify the associated terms in our own minds. Our state standards, the TEKS, expect students to distinguish between topic, main idea, and summary. What are the differences between these three terms?

The topic of a text is “who” or “what” it is about (Silver, Strong & Perini, 2000). The topic can often be expressed in one or two words. For a non-fiction book about sharks, the topic may be, simply, “sharks.”

The main idea is a brief statement of what the text says *about* the topic (Silver, Strong & Perini, 2000). The main idea may be expressed as a single sentence or less. If the non-fiction book describes things that sharks do, the main idea might be: “Sharks do many things.”

A summary is more complicated than a main idea, as “constructing main ideas [is] .. a critical component of the summarization process” (Johnston & Afflerbach, 1985). A summary synthesizes the important ideas from a text, and the reader expresses them in his or her own words (CIERA, 2003). Summaries might include main idea statements from various parts of the text, but they are more than simply stringing together main ideas. The relationships between these main ideas must be probed and interpreted, then expressed in a succinct format – often a few sentences or less. A summary may be as long as necessary to express the important ideas in a text and how they are related.

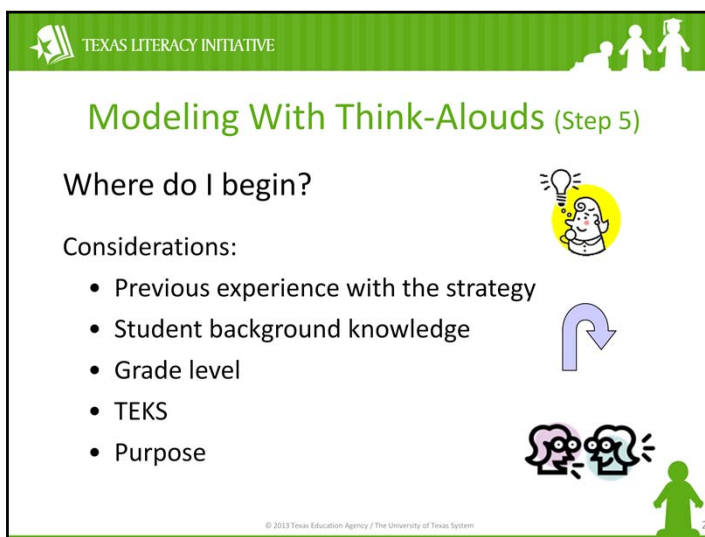
TEXAS LITERACY INITIATIVE

Modeling With Think-Alouds (Step 5)

Where do I begin?

Considerations:

- Previous experience with the strategy
- Student background knowledge
- Grade level
- TEKS
- Purpose



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Say: There are a number of things we need to consider before making decisions about where to begin our instruction. For example, we want to think about our students' past experience with the strategy. How much EXPLICIT instruction have they received in this strategy in prior grades? We consider our students' background knowledge about the subject matter we are to read about. We think about grade level and the TEKS expectations for the students that we teach. And of course, we consider our instructional purpose. What is it that we specifically want our students to learn?

Think about the students you will be teaching this fall (**click and model the hand signal for think**). Think about all of these considerations. How much experience do they have with this strategy. Do they clearly know the difference between topic, main idea and summary? Turn and talk with your partner about these considerations (**model the hand signals for turn and talk**).

NOTE: Do NOT ask participants to share out with the whole group at this time.

Say: When introducing this strategy to students, we want to be thoughtful about how we scaffold our instruction. Choosing our texts carefully, and sequencing them from simpler to more complex, can benefit our students' understanding (Coyne, Chard, Zipoli, & Ruby, 2007). I will want to begin by modeling for students how I determine importance with very simple text or by even using a collage that includes limited amounts of text.

My instruction might sound something like this (**model referring to the orange Planning Card**):

Say: Today we are going to learn a strategy called Determining Importance.

When we read, authors tell us lots of information. If I want to be able to understand what I am reading better, then I need to think about what information is most important. When I can figure out, or determine, what information is most important, then I can identify the topic and main idea of the text. That helps me to understand what the author's message is.

Remember when we made our lost dog poster? My neighbor gave us a long list of details and we had to determine which details were important to include on our lost dog poster. We were determining importance. This is our hand signal for determining importance (**model thumbs up**). My fingers are the details. These details are interesting, but they are not the most important information so they will hide behind my hand. This detail however, is very important. When I hold up my thumb like this, then you will know that I am determining importance.

Let's see if I can look at this collage to determine the topic and main idea. Remember, the topic is what the text is about, and the main idea tells me what the text says about the topic, what the text is mostly about.

Model your think-aloud.

Say: *Hmm, well I notice lots of pictures on this collage.*

Click for text box (I notice ...) to appear.

Say: *I notice that these pictures all look like they are of the same boy. I notice that the boy is playing basketball in the pictures. I also notice that there is some print on this collage. These letters here, say Connor. I'm inferring (show the hand signal for inferring) that the boy in all of the pictures is Connor. I also see the year 2008. I notice here, a logo. It looks like it says, Boston Celtics. I'm making a connection ... I've heard of a basketball team named that before. There is a lot of information on this poster, but I think that I have figured out what it is about.*

Click for text box (The topic is ...) to appear.

Say: *This poster is about Connor, so the topic is Connor (show thumbs up).*

Click for text box (This is mostly about ...) to appear.

Say: *Let me think about the main idea of this collage – what the collage tells me about the topic, which is Connor. This collage is mostly about Connor playing basketball for the Boston Celtics (show thumbs up).*

Say: *I was able to determine the topic and main idea of this text, this collage, because I carefully looked at all of the details. I noticed that there were labels and graphics and ideas that were repeated many times.*

TEXAS LITERACY INITIATIVE

Modeling With Think-Alouds (Step 5)

I notice...

The topic is...

This is mostly about...

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Say: Now it is your turn to practice a think-aloud using a non-print example. Work with a partner and decide which one of you will go first. Begin by thinking aloud all of the things that you notice. Then think out loud what you think the topic and main idea are. **(click)**

Provide time for partners to practice. Walk around offering support to participants. Listen to see if you hear a good example think-aloud. You may wish to have one or two participants share out with the whole group.

Sample things participants might notice:

- All athletes
- Sports
- Summer sports
- Olympic rings
- No Olympic uniforms
- Infer that these athletes are practicing for the Olympics
- Athletes all look very fit
- The athletes are all in motion

Sample Topic:

The topic is ...

- sports
- athletes
- Olympic athletes
- Summer Olympics

Sample Main Idea:

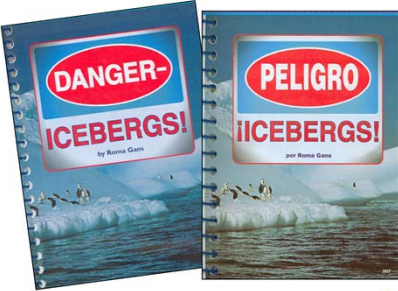
This is mostly about ...

- athletes preparing for the Summer Olympics
- sports at the Summer Olympics
- various sports at the Summer Olympics

TEXAS LITERACY INITIATIVE

Modeling With Think-Alouds (Step 5)

Scott Foresman
Reading and Lectura
Grade 3, Volume 1,
Unit 2




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Say: Let's now take a look at a think-aloud example using text. One of the challenges we face when teaching determining importance (finding the topic and main ideas) is that students must be able to distinguish what is interesting from what is important. This involves "making decisions about which information or ideas are most critical to understanding the overall meaning of the piece" (Zimmermann & Hutchins, 2003, p. 124).

Another way to scaffold instruction is to use text with which our students are already familiar.


To model, we have chosen an excerpt from *Danger – Icebergs!*, by Roma Gans. It is found in *Scott Foresman Reading and Lectura*, Grade 3, Unit 1. In selecting text with which to model, we have selected just two pages. We would teach this lesson after our students had already read the text at least once.



TEXAS LITERACY INITIATIVE

Determining Importance Toolbox

- Purpose for reading
- Scanning the text
- Background knowledge
- Location in paragraph or text
- Rereading
- Text features:
 - Headings and subheadings
 - Fonts (**colored**, *italics*, **bold**)
 - Signal words and phrases (in conclusion, most importantly...)



Handout 4

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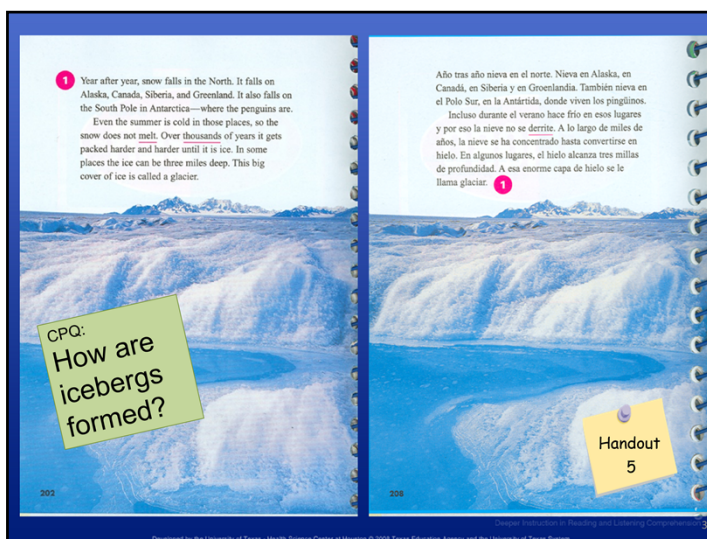
Say: As we discussed during the opening activity, when we read the text *Mathematical Formulation*, readers use many tools to help them determine what is important in a text. We are guided by our purpose for reading and rely on our background knowledge. We also think about the location of a specific statement, within a paragraph or an entire text. Important information is often found at the beginning or ending of a paragraph or text like it was in the simple paragraph example. Important information may also be repeated several times like it was in our collage example.

In addition to these tools, expository text provides us with a wealth of text features which may also indicate importance. They include, but are not limited to: headings, font effects (such as italics or bold text), graphics and maps, definitions of terms, and captions (Harvey & Goudvis, 2007).

It is important to be explicit about how these tools can help us determine importance. If we present all of these tools at once to our students, however, they may become overwhelmed. Therefore, in a single lesson the teacher must decide in advance which tools to reinforce in a think-aloud. In other words, I must determine which tools are most important, in a given situation, to help us determine importance.

Click to reveal box labeled “Handout 4.”

Say: We have included a handout that includes the items in our “Determining Importance Toolbox.” It is Handout 4. You may want to enlarge this handout and hang it in the classroom as a reference for students and may even add to it as you discover other “tools” that help you to determine importance.



Participants can follow along with handout 5.

Say: In this example, I have chosen to focus on only two of the tools in the toolbox: rereading and checking with my comprehension purpose questions, or CPQ.

Sample script: *Have you ever read a book and found that there was too much information to remember? We've talked about how good readers use titles, headings, pictures, maps and more to get a complete picture of what an author is telling them. Our brains can feel overloaded with all that new information. Luckily, we don't have to remember everything. Instead, we can choose the most important information to remember. We call this strategy determining importance.*

Today, I am going to show you how I decide what is important to remember and how I use that information to identify the main idea of the text. The main idea is a statement of the important ideas in a passage.

I am going to reread two pages of text that should be familiar to you because we've read it before. Remember this non-fiction text, Danger – Icebergs!? As I read, I will share what I think is important and I will mark the important information by placing a sticky note flag on that spot on the page. I have only three flags so I will have to be thoughtful about where I put them.

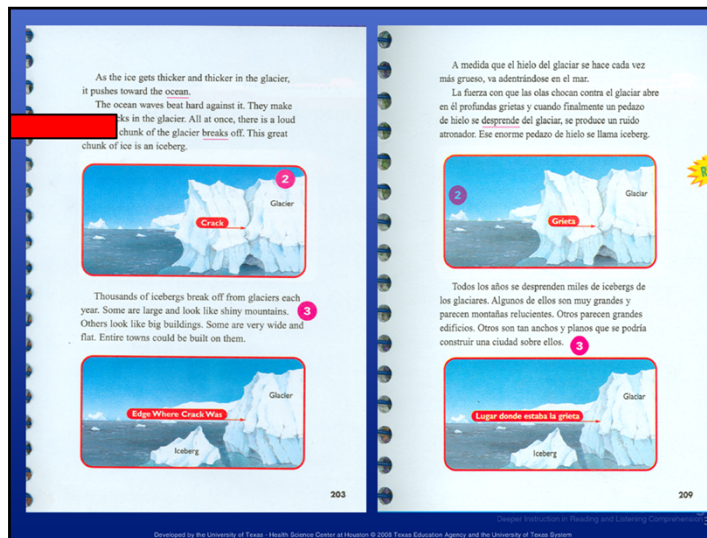
When I determine importance, my purpose for reading will help me. My CPQ, or purpose question, is: how is an iceberg formed? I will look back at my CPQ often to help me determine what is important.

**Post CPQ poster for Danger – Icebergs! Click to reveal CPQ on slide .
Place highlighter tape on Purpose for Reading on tools poster.**

Say: *When I'm confused about what information will answer my CPQ, one thing I can try is rereading. As I think-aloud you will notice that I reread to help me determine importance. That is something else that good readers do.*

**Place highlighter tape on Rereading on tools poster.
Read the first page of text aloud.**

Say: *Hmm... three miles deep. Wow that's deep! That's an interesting fact that I didn't know. I also didn't know that all of that ice is called a glacier. That might be important. Let me look back at my CPQ to see if that might help me. How is an iceberg made? So far, this has been mostly about a glacier, not an iceberg. I'm not completely sure, but I don't think I've found the important information yet. I'm going to read on.*



Read the first two paragraphs on p. 203 (p. 209 in the Spanish text). Point to the graphic at the top of the page.

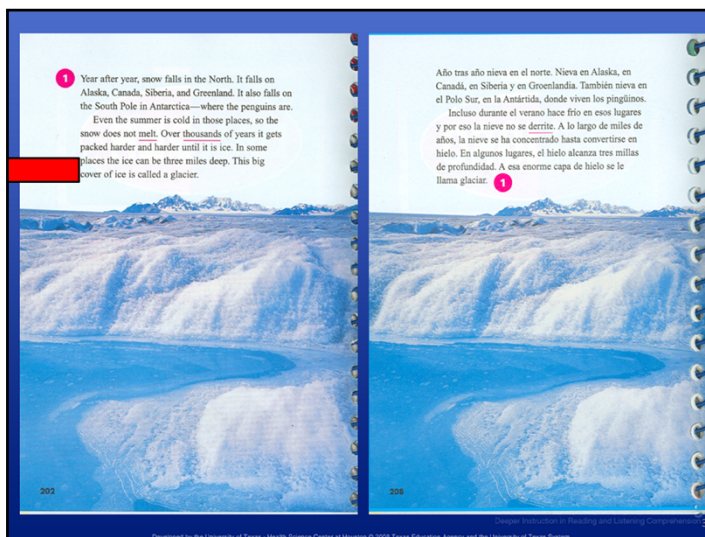
Sample script: *Wow! That is a big chunk! The graphic the author included clarifies just how big it is. Let me reread a bit here... "a chunk of the glacier breaks off." This tells me how an iceberg is made from the glacier. It gets a deep crack and then it breaks off. That helps to answer my CPQ – so I know that this information is important*

Model the hand signal for determining importance.

Say: *I will put a flag here.*

Click for red flag to appear next to the text.

Say: *Now I understand why the author took an entire page to explain what a glacier is – icebergs are made from glaciers. I think that I will go back to reread some of the information on the previous page.*



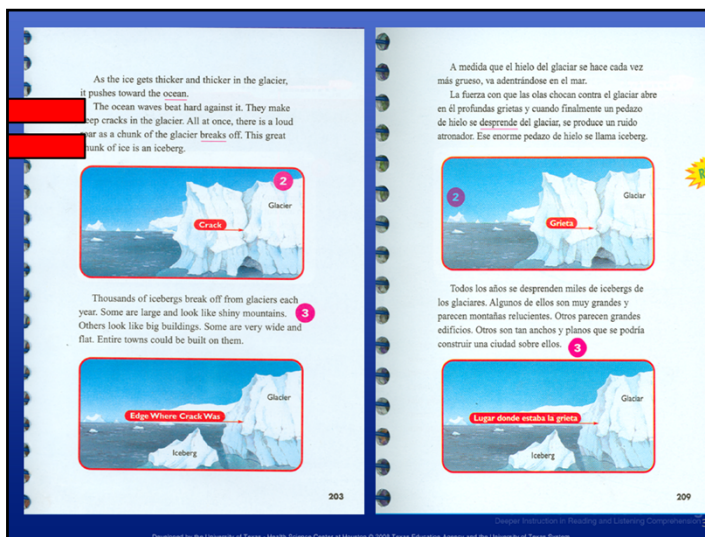
Model rereading the second paragraph. Sample script: “This big cover of ice is called a glacier.” *Now I realize this information is important.*

Model the hand signal for determining importance.

Say: *I need to know what a glacier is to understand how an iceberg is formed, because it comes from a glacier.*

Click for red flag to appear next to the text.

Say: *Let me keep reading to see if I can find out more about how an iceberg is formed.*



Read to the bottom of the page including the picture.

Sample Script: *It's interesting that thousands of icebergs break off from glaciers each year. I also think it's pretty cool that a town could be built on one. I don't know if that's important though. Hmm, I only have one flag left. Which detail should I put my flag on? Let me check my CPQ: How is an iceberg formed? I know that a glacier gets a big crack in it and then it breaks off to become an iceberg. I don't know why the chunk breaks off though. That would be important to know. Let me re-read to see if I can find any information about that.*

Model skimming the text, reading quickly to the second sentence of the second paragraph.

Say: *Look here.*

Point to the second sentence on the page.

Say: *The ocean waves beat against the glacier forming deep cracks. That detail also helps to explain how an iceberg is made. I think that is important.*

Model the hand signal for determining importance (see slide X for more information).

Click for red flag to appear next to the text.

Sample Script: *The main idea is made up of some of the important details I put my flags on. A main idea can usually be stated in one sentence or less. I can use one of the sentence stems from our strategy poster to begin my sentence.*


Click to reveal text box.

Read text box: *The main idea is: Icebergs are created when waves beat against a glacier until a large piece breaks off.*

Think-Aloud: Step 5

Topic: Iceberg Formation

Main Idea (This text is mostly about):



Icebergs are created when waves beat against a glacier until a large piece of ice breaks off.

Icebergs are created when a large piece of ice breaks off of a glacier.

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Say: Okay, that was a lot of thinking I had to do. Thinking about what is most important in text is hard work. So what's my topic. Well, I already know the answer to that. This part of the text was about how icebergs are formed – so my topic is Iceberg formation.

Click for text to appear.

Say: So now I have to figure out or determine the main idea. Remember, a main idea is what the text is mostly about, what the text says about the topic.

Let's see ... Icebergs are made when waves beat against a glacier and it breads off (**click for text to appear**). Hmm, I don't know if I need that detail. Maybe instead I just need to say the part about how a crack is made in a glacier and it breaks off (**click for text to appear**). No, I'm not sure about that part either. Maybe I'll just say that a large piece of ice breaks off (**click for text to appear**). Oh, but I haven't said of what (**click for text to appear**).

Okay, I think that I'm getting close. What if I said, (**click for text to appear**) Icebergs are created when a large piece of ice breaks off of a glacier.

That's pretty good. This main idea statement includes the what and the how. I could include the bit about the why by saying (**click for text to appear**). Icebergs are created when waves beat against a glacier until a large piece of ice breaks off.





I think both of these main idea statements are good. They include the most important information (**show thumbs up**).

TEXAS LITERACY INITIATIVE

Planning Your Think-Aloud (Step 5)

You Do:

- Read the sample text. Use the flags on the index card to mark the three most important pieces of information in the text.
- Explain to your neighbor what you flagged and why.



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Say: Now it is your turn to plan and practice a think-aloud lesson. Handout 6 is an article from Time for Kids. One side is in English and one side is in Spanish. We will use this text to plan a think-aloud lesson teaching students how we determine importance in expository text.

Read slide.

TEXAS LITERACY INITIATIVE

Planning Your Think-Aloud (Step 5)

- Use the sticky note on the orange Planning Card to record a CPQ for the text. Place the sticky note on the front of the article.

Strategy Instruction
Direct - Explicit - Systematic

Release of Responsibility

- Use a read-aloud example to create a context for the strategy.
- Give the strategy a name.
- Define the strategy, how and when to use it, and how it helps with reading.
- Give students opportunities, such as a read-aloud or a story, to help them remember the strategy.
- Think about using the strategy in a variety of contexts.

Choosing Assessment and

Engage students by providing opportunities for them to share their thinking during the reading. Consider shared experiences with planned discussion prompts.

Read

Read aloud or have students read together. Ask them to use the strategy as they read. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible.

CPQ

Read

Read aloud or have students read together. Ask them to use the strategy as they read. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible.

Think Aloud

Think aloud or have students think aloud. Ask them to use the strategy as they think. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible.

Read

Read aloud or have students read together. Ask them to use the strategy as they read. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible. Encourage them to use the strategy as often as possible.

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Read slide.

TEXAS LITERACY INITIATIVE

Determining Importance Toolbox

Handout
4

- Look at the Determining Importance Toolbox poster. Which one or two tools will you explicitly model while reading this text?



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Read slide.

TEXAS LITERACY INITIATIVE

Planning Your Think-Aloud (Step 5)

- Beside the flags you placed in the text, record on the three think-aloud sticky notes the thinking you will share out loud to show how you determine importance while reading this text.

The diagram illustrates the process of planning a think-aloud. It features three main components: a 'Strategy Instruction' box, a 'Measure of Responsibility' box, and a 'Think-Aloud' sticky note. The 'Strategy Instruction' box contains a list of steps: 1. Use a real-world example to create a context for the strategy. 2. Give the strategy a name. 3. Define the strategy, focus and when it is used, and show it being used with modeling. 4. Define the strategy, focus and when it is used, and show it being used with modeling. 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 modeling. Practice several applications with individual students or groups. The 'Measure of Responsibility' box contains a table with columns for 'Strategy Instruction' and 'Measure of Responsibility'. The 'Think-Aloud' sticky note is a rectangular box with a header 'Think-Aloud' and a body containing a grid for recording thoughts. A blue arrow points from the sticky note to the 'Strategy Instruction' box.

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Read slide.

TEXAS LITERACY INITIATIVE

Planning Your Think-Aloud (Step 5)

Handout 7

- On Handout 7, record the **topic** and **main idea**. Remember, it may be messy! Think about how you will explain your thinking to the class.
- Practice Steps 2-5 of the lesson you just planned.

Topic	Definition	Example	Your Thinking



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Read slide.



Read slide.




What Is a Summary?

“A summary is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense the information, and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas;
- Connect the main or central ideas; and
- Eliminate redundant and unnecessary information, and...”

(CIERA, 2003, p.53)

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Say: When we defined the differences between topic, main idea, and summary, we discussed summary briefly. Here is the entire definition, as defined in the booklet *Put Reading First* (CIERA, 2003).


Read slide.

Say: As you see here, generating the main ideas is only the beginning. Once those main ideas have been identified, students must connect them, stating the relationships between them. Finally they must evaluate to determine if the summary includes repetitive or irrelevant information.

TEXAS LITERACY INITIATIVE

Laying the Foundation for Summarizing

“Model many times over how to make a summary of a short passage or a paragraph; progress gradually to longer segments of text. Summarizing is difficult and in the beginning should be taught through extensive modeling and supported practice.”



(Moats, 2005, p. 52)

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Say: Summarizing is challenging for many students; therefore, in the early grades, much of our instruction will be centered on the think-aloud (Step 5) and thinking together (Step 6) stages of the routine. Researcher Louisa Moats (2005) describes effective summarizing instruction this way:

Read slide.

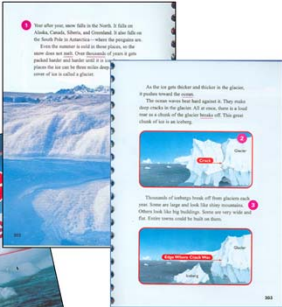

As a teacher, I want to control the difficulty of instruction by carefully selecting texts (Coyle, Chard, Zipoli & Ruby, 2007) and pre-reading them to determine whether they will be effective or not. For example, I may begin by modeling several times how to summarize texts with the description structure. One day I might model a summary of a passage about penguins, then dogs, then polar bears, etc. Over time, my students will begin to understand the procedures I am using and will begin to participate. We will then write the summaries together.

It is important that I maintain this level of support as long as necessary. I would not want to give my students a sequence passage if we have only summarized description passages, nor would I want to ask them to summarize books of their own selection if they have not first been successful at summarizing short passages without support.



Modeling With Think-Alouds (Step 5)

Summary CPQ:
What do you learn from this text?



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Say: Let's briefly consider how we would think-aloud for students creating a summary. For example, if we think about our Iceberg text, I might suggest that we read the same portion of text but with a different CPQ: What do you learn from this text? This is a broader question, and I can model for students how this type of question helps me to identify information that will become part of my summary.


TEXAS LITERACY INITIATIVE

Topic (This text is about...): Iceberg Formation		
Main Idea (This text is <u>mostly</u> about...): Icebergs are created when waves beat against a glacier until a large piece of ice breaks off.		
Details 1: <ul style="list-style-type: none">• snow never melts• thousands of years gets packed into ice called a glacier	Details 2: <ul style="list-style-type: none">• waves beat the glacier• causes a crack• chunk breaks off	Details 3: <ul style="list-style-type: none">• large and tall• wide and flat
Summary (the important ideas in this text include...): Glaciers are formed over thousands of years as snow gets packed into layers of ice. The glacier is beaten by ocean waves until a large piece breaks off becoming an iceberg. Icebergs can be various shapes and sizes.		

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Say: I can use a graphic organizer to help me track my thinking and I can model for students how I select details from each paragraph to include in my summary. My summary is three sentences long, and it includes the main ideas that were discussed in each paragraph. Note that one sentence include the main idea of the section as a whole.







TEXAS LITERACY INITIATIVE

Modeling With Think-Alouds (Step 5)

Where do I begin?

Considerations:

- Previous experience with the strategy
- Student background knowledge
- Grade level
- TEKS
- Purpose



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Say: Let's come back to this question that we raised when we first began to talk about Step 5 – the think-aloud step of the cognitive strategy routine. After everything we have just discussed, where do you think your instruction needs to begin with the students you will meet in the fall? **(Click 1x for animation.)**

Turn and talk with neighbors about your thinking.

After talk time, you may wish to have one or two participants share with the whole group.

Say: We have spent the majority of our time in this session discussing Step 5 / think-alouds. We have done this because this is the one step that is often overlooked – especially with this challenging strategy.


As Michael Pressley (2001) has said, strategy instruction must take place over a matter of years, rather than weeks. We will continue modeling, using think-alouds, to demonstrate to our students the many ways proficient readers determine importance. As we continue to model how we determine importance, we also ask students to begin sharing their thinking with the class which is Step 6 of the Cognitive Strategy Routine.

TEXAS LITERACY INITIATIVE


Thinking Together (Step 6)

Use Think-Turn-Talk to allow students to share thinking.

- “What information do you think we should flag?”



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Say: We use the Think-Turn-Talk routine to allow our students to share their thinking with partners and with the class. We might use prompts such as “Which information do you think we should put a flag on?” or “Which information in that paragraph is important to answering our CPQ?”


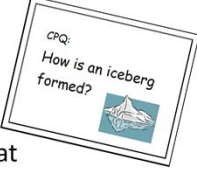
Remember, we use CPQs to scaffold student learning.

TEXAS LITERACY INITIATIVE

Using CPQs to Scaffold Student Learning

Refer students to the Comprehension Purpose Question (CPQ) to help them decide what information is important.

- Ask: “Does that information help you answer the CPQ?”
- Acknowledge that information that is not important to answering the CPQ may be interesting to them.




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Say: Our CPQ guides us in our reading for importance – therefore, different CPQs may result in different information being highlighted. Silver, Strong & Perini (2000) say these questions can “act like a spotlight, focusing the mind’s attention on what is truly important” (p. 9). As we discussed earlier, however, our young students might have another spotlight – the spotlight of their personal interests and fascinations – which might draw their attention away from the information which is truly important.

When our students identify interesting information as important, we can guide them by referring back to the CPQ. We might ask, “Does that information help you answer the CPQ?” If they say, “Yes,” we prompt them to elaborate on their thinking, asking “Why do you think that?”

We also acknowledge that what they find fascinating is still worth paying attention to, although it might not be the “main idea” of a text. We use the terms “interesting” and “important,” as we modeled in the think-aloud, to validate the sense of wonder that many students have about the facts they find in expository text.

We scaffold student learning in other ways as well.




TEXAS LITERACY INITIATIVE


Scaffolding with Graphic Organizers

- Complete together as a class (Step 6).
- Complete in pairs or small groups (Step 7).
Teacher monitoring and support as necessary.
- Complete alone (Step 8).
May use for Assessment.

Handout 8



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Say: Graphic organizers are one scaffold that has been found to assist our students in comprehending text (NRP, 2000, CIERA, 2003).

When using graphic organizers, we must go through the same sequence of instruction – from support to independence – that we do in any of our teaching. It also benefits our students if we use simple, consistent graphic organizers at all grade levels (Baxendell, 2003). If my students are accustomed to seeing a main idea organizer at first grade, a slight variation can be used when they begin summarizing in third grade.

In Step 6 of the Cognitive Strategy Routine, as we think together, we might complete graphic organizers together on chart paper or on the overhead.

In Step 7, students take more of the responsibility for using the strategy. They might work in pairs or in small groups on a structured task. For example, I might say, “Today I would like each of you to complete a graphic organizer with your partner. Each group will complete the organizer on the passage we just read about meat-eating plants.”

The teacher continues to monitor the class. Some groups of students might be able to complete the graphic organizer with minimal assistance, while for some I might use a combination of an individualized think-alouds and strategic questioning to provide more support.

Say: In Step 8, students are accountable for using the strategy independently. They may complete the graphic organizer alone, as an assignment, or perhaps in an expository text workstation.

Click to reveal box labeled “Handout 8”.

Say: We have included examples of simple graphic organizers in your Additional Handouts packet. Handout 8 is 4 pages of topic/main idea organizers that might be used in the classroom.



TEXAS LITERACY INITIATIVE

Big Ideas

- Expository ≠ Narrative
- Think-Aloud Is Critical
- Tools for Success
- CPQ = Scaffold



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Say: Let's revisit the "big ideas" for this session.

It should be clear now that we teach expository text differently than narrative. When we teach expository text, we begin with simple text focusing on topic and main idea, and then we build upon that foundation.


We have seen how critical it is for us to think-aloud for students. We just can't TELL students to identify topic and main idea, we must SHOW them how we think through this challenge.

We have also seen today, how we can rely on "tools" like text features, text organization, and rereading to help us determine importance. Graphic organizers are another tool that can support students to be successful in determining importance and summarizing expository text.

We've seen how we can plan CPQs to scaffold student learning – to focus attention on the important ideas in text. Over time, we must fade this scaffold and model for them how to create their own purposes for reading.



TEXAS LITERACY INITIATIVE



Black Bears cub

“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



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Say: Are there any questions?

Thank you for coming . Enjoy the rest of your sessions.



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