

Name: _____

Date: _____

Summary Graphic Organizer

Title: _____

Main Idea

Circle the 3 most important words in the Main Idea, and then write them here:

Three Important Details

1) _____

2) _____

3) _____

Summary of the Passage in ONE Sentence

Writing A Summary Graphic Organizer 2nd Grade

Debra J. Housel



Writing A Summary Graphic Organizer 2nd Grade:

PA PSSA 8th Grade Reading & Writing 2nd Ed. The Editors of REA, Dana Passananti, 2013-01-01 Practice with REA and Pass the PSSA REA's second edition of our Ready Set Go Reading Writing test prep for the Pennsylvania System of School Assessment PSSA exam gets Pennsylvania students ready for this crucial high stakes test Specifically designed to boost essential reading and writing skills this test prep provides all the instruction and practice eighth grade students need to excel on this important exam Written in an easy to follow student friendly style it's perfect for classroom family or individual study Fully aligned with the Assessment Anchors adopted by the Pennsylvania Department of Education the review chapters cover every topic tested on the exam including word recognition inferences and conclusions main ideas literary analysis and writing and revising essays Numerous drills and review lessons throughout the book enhance student vocabulary and literary analysis skills Key tutorials reinforce writing skills and increase the reading comprehension abilities needed to succeed on the test Color icons highlight the key concepts questions and activities in each chapter A diagnostic Pretest pinpoints student strengths and weaknesses and a full length Posttest allows students to measure their progress and focus on areas in need of further study Our confidence building test tips help reduce test anxiety and boost test day readiness for this important high stakes exam Whether used in a classroom for home or self study or with a tutor this test prep gets Pennsylvania students ready for their important high stakes exam set to take on new challenges and helps them go forward in their studies

Teaching Science Today 2nd Edition Kathleen N. Kopp, 2014-11-01 Implement engaging science instruction that intrigues motivates and supports students toward becoming scientifically literate This second edition takes a deep dive into Next Generation Science Standards to help teachers enhance their approach to teaching science concepts skills and processes Based on solid research this teacher friendly resource is ideal for pre service educators new teachers or anyone seeking to improve their practice This valuable resource is a must have

Using Literature to Support Skills and Critical Discussion for Struggling Readers Nancy S. Williams, 2004-03-18 Emphasizing the need to develop higher level thinking skills and critical discussion with intermediate and middle school struggling readers Williams uses quality children's literature as a springboard to help readers understand and use descriptive vocabulary and figurative language make personal connections with text create and solve text related mathematical problems promote an active engaged discussion and critical analysis of the story and the important issues raised in text extend meaning through research and writing art and drama To help teachers match student to text literature selections are categorized according to interest e.g. mystery sports humor identity solving problems genre and include reading level interest level and number of pages Discussion questions and extension activities specific to over 100 children's literature selections provide opportunities for students to ask questions discuss and use descriptive language make predictions and inferences evaluate story elements and critically reflect on character perspectives and social issues raised in the text All questions are appropriate for individual work special education

classrooms general education and inclusion classrooms and help teachers facilitate literature discussion groups book club discussion and response writing self regulated reading guided reading and whole class discussions

Virtual Educational Therapy Marion E. Marshall, 2022-06-20 Virtual Educational Therapy presents a board certified educational therapist's year long case study of clinical supports and advocacy for a student with learning disabilities who is attending school remotely during the COVID 19 pandemic With online and blended learning now the norm in K 12 education educational therapists need new models of intervention treatment and relationship building for their child age clients This book offers detailed single case research focused on a middle school student who is learning virtually while challenged with ADHD as well as visual and verbal memory issues but who is nonetheless found ineligible for special education services Across eight chapters author and renowned educational therapist Marion E Marshall describes the neuropsychological principles research based techniques personal interactions clinical approaches and advocacy efforts that led to a vulnerable student's significant gains in academic skills and outcomes

Checking for Understanding Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren't students getting it And just as important why didn't the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention*

The Leaders of Their Own Learning Companion Ron Berger, Anne Vilen, Libby Woodfin, 2019-10-01 A New Companion to *Leaders of Their Own Learning* Puts Students in Charge of Their Learning and Growth Five years after the publication of *Leaders of Their Own Learning* EL Education is back with a new companion guide to help you tackle the common challenges of student engaged assessment This unique student centered approach to assessment equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them EL Education has more than 25 years of experience supporting school transformation through student engaged assessment With their new book *The Leaders of Their Own Learning Companion*

they have harvested the best tools and wisdom from schools across the country to help you hone student led assessment practices in your classroom and school Identifies the common challenges of implementing each of the eight interrelated student engaged assessment practices from Leaders of Their Own Learning and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox The Leaders of Their Own Learning Companion is designed for teachers and leaders of all grade levels and no prior knowledge of the original Leaders of Their Own Learning is necessary to make the most of this book *Resources in Education* ,1989 **Show What You Know on the WASL, 3rd Grade Parent/Teacher Edition (2nd Edition)** Englefield & Associates, Incorporated,2006 P T Edition WASLThe Parent Teacher Edition of the Washington Assessment of Student Learning WASL correlates with the Student Workbook and covers the Essential Academic Learning Requirements EALR s Components and new Grade Level Expectations GLE s Offers Teaching Tips and activities covers all subjects tested per grade level with answers and in depth analyses test item distribution charts scoring rubrics subject specific glossaries of terms scoring guides and item distribution charts **Raising Up Readers** Jennifer Throndsen,2025-06-02 In this practical guide educators learn 25 ready to use research based teaching strategies aligned to the science of reading to scaffold learning from grade level texts for a range of readers to accelerate literacy achievement These strategies can be used in whole or small group instruction before during and after reading to increase each student s opportunity to grow Grades K 5 teachers instructional coaches and reading specialists can use this book to Plan effective scaffolds for grade level texts that challenge students and encourage growth Employ a versatile array of strategies to promote active engagement with literacy Provide engaging research based strategies that increase student learning and comprehension Readily adapt strategies to meet both individual and classwide challenges and needs Ensure all students achieve the established literacy standards for their grade level Contents Introduction Chapter 1 Building the Case for Challenging Text Chapter 2 Scaffolding Strategies Before Reading Chapter 3 Scaffolding Strategies During Reading Chapter 4 Scaffolding Strategies After Reading Chapter 5 Incorporating Scaffolding Strategies Into Instruction References and Resources Index Improving Writing Susan Davis Lenski,2004-02-11 A practical professional resource with a focus on literacy Includes strategies and activities to help students student and teacher assessments student worksheets transparency masters teacher and student examples and technology tips *Literacy Across the Community* Laurie A Henry,Norman A Stahl,2020-12-17 This volume explores and evaluates community based literacy programs examining how they bridge gaps in literacy development promote dialogue and connect families communities and schools Highlighting the diversity of existing literary initiatives across populations this book brings together innovative and emerging scholarship on the relationship between P20 schools and community based literacy programming This volume not only identifies trends in research and practice but it also addresses the challenges affecting these community based programs and presents the best practices that emerge from them Collaborating with leading scholars to provide national and

international perspectives and offering a clear birds eye view of the state of community literacy praxis chapters cover programming in a multitude of settings and for a wide range of learners from early childhood to incarcerated youths and adults and including immigrants refugees and indigenous communities Topics include identity and empowerment language and literacy development across the lifespan rural and urban environments and partnership programs The breadth of community literacy programming gathered in a single volume represents a unique array of models and topics and has relevance for researchers scholars graduate students pre service educators and community educators in literacy

Graphic Organizer and Checklist Sophia Nguyen, 2009 Research question s How will teaching the use of a graphic organizer and a checklist help struggling fourth and fifth grade students improve their structure and content of summary writing after reading a news article 1 Will using Step Up to Writing strategies that are organized into one graphic organizer help the structure of students summaries to include a topic sentence details and a conclusion 2 Will using a checklist which include the questions who what where when why and how improve students ability to recognize whether their summaries include the most important information from the news article reading 3 Will using Step Up to Writing strategies that are organized into one graphic organizer help students ability to figure out a logical progression of ideas in their news article summaries

Research activities Context The study took place in combination class of fourth and fifth grade students at a public school in the Bay Area The intervention was especially focused on five students Two of the students were fourth grade students and three of the students were fifth grade students who were all struggling with summarization Although I had English language learners in my class these five students who were not English language learners were having the most trouble with summarizing articles Methods and Data The whole class intervention lasted six weeks but three of the weeks were an interruption due to the Winter Break Each day varied between 45 minutes to an hour and a half depending on students needs The students were expected to use a graphic organizer created using Step Up to Writing strategies and a checklist in order to help students with their article summaries The data sets used were the grading of summaries based on a rubric done as a pre and a post intervention assessment attitudinal data found through a survey also done as a pre and a post assessment and in the midst notes written daily Results Comparisons of baseline data to outcome data suggested that using a graphic organizer and a checklist improved students ability to write an article summary My target students improved their average score from a 4 8 to a 9 5 The class average improved from 6 8 to 9 8 out of a total of 12 points The graphic organizer was able to assist students in organizing their ideas in a logical progression help students create a topic sentence conclusion sentence and indicate where details are expected in a paragraph The checklist helped students pull out the most important information of the article to include in their summary Together these two strategies led to drastic improvement in writing

Grade Level 4 and 5 Data collection methods Survey attitude Observation Student engagement behavior tallies Student work Writing samples Writing assessment Curriculum Areas English Language Arts Writing Instructional Approaches Graphic

Organizer concept maps and Writing Summary *Linguistics and Language Behavior Abstracts* ,1995 **TExES ESL Supplemental (154), 2nd Ed., Book + Online** Beatrice Mendez Newman,2020-10-26 This up to date second edition is designed to help teacher candidates excel on the TExES ESL Supplemental 154 exam It s perfect for college students teachers and career changing professionals who are looking to teach ESL in Texas public schools Our comprehensive test prep contains a thorough review of all the domains and competencies tested It also includes discussions of key educational concepts and theories Two full length practice tests deal with every type of question and skill assessed on the exam Amazon com *Content Area Reading* John E. Readence,Thomas W. Bean,R. Scott Baldwin,1985 *How to Master Skills for the TOEFL iBT Listening Basic (2nd Edition)* Monika N. Kushwaha, Jasmine C. Swaney, Christine F. Houck, E2K,2024-12-24 MP3 CD www.darakwon.co.kr Reading Listening Speaking Writing 3 Listening QR www.darakwon.co.kr 1 3 QR MP3 PART I Basic Comprehension UNIT 01 Listening for Main Ideas UNIT 02 Listening for Main Purpose UNIT 03 Listening for Major Details PART II Pragmatic Understanding UNIT 04 Understanding the Function of What Is Said UNIT 05 Understanding the Speaker s Attitude PART III Connecting Information UNIT 06 Understanding Organization UNIT 07 Connecting Content UNIT 08 Making Inferences Actual Test Appendix Mastering Word List **Implementing the SIOP Model Through Effective Professional Development and Coaching** Jana Echevarría,Deborah Short,MaryEllen Vogt,2008 Click here to watch videos of the authors talking about the SIOP Model Take the SIOP Model to the next level and implement the ground breaking sheltered instruction observation protocol in your school This book is an indispensable resource for K 12 teachers professional development coordinators and coaches and is the ideal companion to Making Content Comprehensible for English Learners The SIOP Model Written by renowned author team Jana Echevarria Deborah Short and MaryEllen Vogt Implementing the SIOP Model discusses effective implementation of the SIOP Model and addresses the how and the why of incorporating the SIOP into school curricula This new addition to the SIOP series provides effective professional development and coaching for all those involved with English learners **Scaffolding Instruction and Using Graphic Organizers for Writing Effective In-class Summaries** Dianne Fergus,2009 Research Question s To what extent do teaching students different summarizing strategies using graphic organizers and scaffolds and giving students practice with in class writing influence students ability to organize and write an effective summary in a timed in class setting To what extent will teaching students to outline effective summaries using graphic organizers lead to students eventually being able to create effective outlines for summaries on their own Research Activities This study examined the effects of 1 teaching students to summarize using graphic organizers and scaffolds and 2 giving students practice with in class summary writing Context This study was conducted in a ninth grade SDAIE English class that consisted of 11 students of which 8 were boys and 3 were girls The students came from a variety of backgrounds but all of the students were non native English speakers Instructional Approach The intervention consisted of three weeks of carefully designed lessons that included a variety of graphic organizers scaffolds

and modeling During the first week of the intervention the lessons focused on activating background knowledge introducing types and formats of summary writing and examining the rubric and models The goal was to teach students to effectively produce summaries based on seven specific rubric criteria for summary writing The summaries were scored on a four point scale in each of the seven categories on the rubric which were 1 Introduction 2 Details and Facts 3 Neutrality 4 Paraphrasing 5 Voice 6 Point of View and 7 Conclusion The lessons during the second week of the intervention focused on deciphering the main points of a text and organizing those points using graphic organizers as well as on in class practice of summary writing Over the course of the third week of the intervention the lessons focused on avoiding plagiarism paraphrasing and putting new skills into practice Data Gathering Both prior to the intervention and after the intervention data were collected in the form of in class summaries and surveys that students filled out about their perceived difficulty with various aspects of summary writing in addition students wrote mid intervention paragraph summaries Time sampling observational data about student behaviors were gathered while students wrote both baseline and outcome summaries Results Comparison of baseline and outcome data indicates that students ability to write in class summaries improved significantly in this intervention In baseline writing data on average the students in the class scored 1.5 on a 4 point rubric with 3 being considered proficient Outcome data for an equivalent task showed that on average the students in the class scored 2.3 on the same 4 point rubric All students in the class scored higher on the outcome summary assignment than they had scored on the baseline summary assignment with the greatest improvement being a difference of 1.7 points Students could write a more complete well organized and effective summary after the intervention The area still most challenging for students was concluding effectively in a timed setting All but one of the students reported that they enjoyed writing summaries the same or more after the intervention

Grade Level 9th grade Data Collection Methods Writing Assessment Writing Samples Survey Self Assessment Observation Student behavior Curriculum Areas English Language Arts ESL ELL Writing Curriculum Areas English Language Arts ESL ELL Writing Instructional Approaches Graphic Organizers Scaffolded Instruction Writing Summarizing Writing On demand writing Writing Explicit instruction

Content Area Lessons Using Graphic Organizers, Grade 2 Debra J. Housel, 2007-12 Teaching lessons that meet the standards for your grade level in reading writing science geography history and math

Handbook of Reading Disability Research Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and

anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

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