

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

Laurie A Henry, Norman A Stahl



Writing A Summary Graphic Organizer 2nd Grade:

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 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

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 *Show What You Know on the WASL, 3rd Grade Parent/Teacher Edition (2nd Edition)* Englefield & Associates, Incorporated, 2006 P T Edition WASL The 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

Thronsdon,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 Resources in Education ,1984 **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 Content Area Reading John E. Readence,Thomas W. Bean,R. Scott Baldwin,1985 **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 addressees 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

"That Graphic Organizer is Awesome" Gatee Esmat, 2009 Research Question How does the teaching of an organizational checklist and graphic organizers affect struggling second grade students in their informational writing Sub Questions 1 Would an organizational checklist lead to better informational writing more writing samples with a level 3 according to AUSD rubric 2 Would a graphic organizer lead to better informational writing more writing samples with a level 3 according to AUSD rubric Research Activities This research focuses on teaching students to organize their writing better by using the Step Up to Writing approach The students were introduced to a graphic organizer which they used throughout the inquiry The students then were taught to use a writing checklist to help them organize and improve their writing skills Context The study took place in a self contained second grade classroom in a public school The intervention was implemented with the whole class but focused on four focus students Out of the four students one was an English language learner whose primary language was Chinese Methods and Data The intervention lasted a period of six weeks and incorporated a variety of writing activities to practice the tools being taught in the inquiry In addition peer work through the use of the writing checklist increased collaboration Data sets include a pre and post writing assignment an attitudinal survey and a series of observations Results The comparisons of pre and post intervention data indicate that the use of the graphic organizer and writing checklist positively increased students scores The writing activities with the use of the writing tools improved the students with the organization of their writing and their ability to focus on one topic Using the checklist gave students the ability to work with one another creating a sense of responsibility Grade Level Second Grade Data Collection Methods Observation behavior tallies student work Survey attitude writing assessment writing samples Curriculum Areas

English Language Arts Writing Instructional Approaches Writing Prompts Writing Organization Writing Explicit instruction Writing Peer response feedback Writing Self evaluation The ... Yearbook of the National Reading Conference National Reading Conference (U.S.). Meeting, 1990 Middle School Journal ,2003 **Show Me** Katherine Scrapper, Vicki Scrapper, 2006 Organized into fiction nonfiction and word study units 32 graphic organizers build reading strategies such as predicting identifying main ideas making inferences analyzing cause and effect and drawing conclusions Each organizer is supported by a six page lesson comprising teacher instructions a reproducible passage to read a photocopy master of the organizer a filled out copy of the organizer along with model student responses a writing assignment for which the graphic organizer becomes a writing planner and assessment and extension activity ideas Grades 4 6 Illustrated Good Year Books 202 pages *30 Graphic Organizers for Reading, Grades 5-8* Stephanie Macceca, 2006-01-01 Provides fresh new graphic organizers to help students read write and comprehend content area materials Helps students organize and retain information *30 Graphic Organizers for Writing Grades 5-8* Christi E. Parker, 2006-07-01 Provides fresh new graphic organizers to help students read write and comprehend content area materials Helps students organize and retain information

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