**Summarizing Information Texts in History**

**Timeline**

30 minutes to teach structure, 30 minutes to practice

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| --- | --- |
| **Content Standards** | **CCSS Addressed** |
| none | R1: Read closely to determine what the text says explicitly and to make logical inferences from it; citing specific textual evidence when writing or speaking to support conclusions drawn from the tex. |

**Objectives**

* Identify main ideas from text sources
* Describe supporting details to clarify the main idea

**Essential Question**

How can I use summarizing to account for the the main ideas of an informational

text.?

How should I interact with and summarize informational texts like out history

textbook?

**WICOR Strategies**

Writing .Summarize the Text

Inquiry .Write scaffolded questions using Costa’s Levels of Thinking

Collaboration .Peer review summaries

Organization .Plan and organize using note-taking and INB

Reading .Mark the text

**Materials**

Selected Text(s) (Either History Textbook or TCI Textbook one page text.

Colored Pencils

Marking the Text Poster for Reference (and Toolbox pg. \_\_\_\_)

Pausing to Connect Poster for Reference (and Toolbox pg. \_\_\_\_)

**Handouts**

Summarizing Sections of Text (Toolbox pg. )

Steps in Summarizing Informational Texts

Marking the Text Instructions

Pausing to Connect Bookmark

**……………………………………………………………………………..**

**Teacher Directions**

INB set up is photocopy of text on right and Summarizing Sections of Text Handout on left.

Select and photocopy the text section so they can write directly on it.

**Part 1: Dividing the Reading**

* Place students in groups of 6, then sub-divide the groups into pairs.
* Chunk the photocopied text by adding chunking lines, then assign one chunk to each pair.

**Part 2: The Reading Process**

* Have the students write the reading purpose at the top of their text.
  + Insert reading purpose here.
* Explicitly teach the Marking the Text Strategy by showing students how to number the paragraphs first.

**Step 1:** Set up the reading with a prereading activity that helps students understand what they are supposed to learn from the text they will be reading. Examples of prereading activities

* Survey the text, scanning titles, subtitles, and visuals.
* Predict the main idea.
* Read the first and last paragraphs.
* Build key vocabulary.

**Step 2:** Have students read the text with no pencils in their hand. After each chunk of text, have students refer to and discuss Questions \_\_\_\_ and \_\_\_\_\_ from their Pausing to Connect Bookmark. Discuss the type of text as guided in the summarizing handout.

**Step 3:** Have students independently reread and mark the text, circling key terms and underlining key information. Discuss with a partner: “What did you circle? Why? What did you underline? Why?”

**Step 4:** Have students connect ideas in the text by annotating the article with lines, arrows, symbols, and notes to show the relationships between the text and the graphics.

**Step 5:** Have students write a summary for each paragraph in the margin of the text.

**Step 6:** Have students organize their learning for this section and write the final summary.

* Ask students to exchange papers with a partner and review the summaries. Direct them to use the “Tips for Writing Summaries of Text” at the bottom of the handout to make sure that the summaries are clear, consistent, and concise. When a student has a suggestion to improve the summary that he or she is reading, the suggestion should be marked in a different color so that the author can modify as desired.

**Part 3: Insert**

**Part 4: Insert**

**Part 5: Insert**

**Part 6: Insert**

**Part 7: Processing the Lesson**

* **Debrief:** In this lesson we practiced reading, marking, and summarizing an informational text. We used a couple of Critical Reading Strategies to help work through the text.
  + **How did Pausing to Connect during your initial read help?**
  + **How did Marking the Text help your comprehension of the text?**
* **Questions:** Have students write one Level 1 question, one Level 2 question, and one Level 3 question in their Cornell Notes.
* **LP Activity:**
* **Alternate LP Activity:**
* **Summary:** Have students write a 3-5 sentence summary of what they learned in this lesson.