

## Teacher Explanations for Response to Text Summary: Secondary

### Activity Board

This activity provides a context for grammar forms and functions. (This page is a miniature sample of this wall activity.) Download the attached activity pictures to set up a grid on the board or a large sheet of paper with days of the week written across the top, and students' names (or "pretend" students) written down the left side. Place a picture, symbol, and/or word for an action they do on that day in the corresponding grid. While the grammatical focus in this unit is on transitions and the past tense, the board can be used to practice past, present and future tenses. Guide a discussion asking questions, such as "What does Gwen do on Fridays?" "Does Carlos swim or play soccer on Wednesdays?" "Today is Thursday. Bill is studying. What did he do yesterday?" "Today is Monday. What will you do tomorrow?" Modify the level of questioning to match the ability level of each student. Later elicit statements from students that describe their activities that week. Then model the use of simple transitions in context. Use the hands-on strips to encourage students to make their own oral transitions.

### Clouds/Map

The purpose of the following activities is to understand the criteria for a response to text summary. Reinforce deductive reasoning by encouraging students to infer or guess the criteria for this genre as they choose the ten clouds that they think might support this genre. Use the Understanding the Criteria activity to guide students to check their clouds and restate each criterion in their own words.

Prepare the clouds as follows:

1. Copy enough mats (first activity page) on colored paper for every pair of students.
2. Copy enough cloud pages with criteria on white paper for every pair of students.
3. Copy enough Student Scoring Guides for every student on white paper. When activity is finished, direct students to place scoring guide in their Writing Tools Folder for future reference.
4. Cut out clouds that have criteria.
5. Place one set of clouds and one mat in an envelope for each pair of students.
6. Distribute one envelope to each pair of students.

Model the process of deciding and selecting correct summary criteria with a student. Direct students to choose the clouds that they think make up the rubric criteria for this genre and place them onto the mat. Guide students to check their answers by comparing their criteria to those on the Student Scoring Guide and restate the criteria in their own words with their partner.

### Cube Summary

The purpose of this activity is practice academic speaking. Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

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### **Frame Lesson**

The purpose of this resource is to provide a frame to summarize a lesson in writing. Frames provide students with the opportunity to practice using the correct parts of speech, conventions and syntax of Standard English.

### **Frame Paragraph**

The purpose of this activity is to provide students genre-specific language structures at various language proficiency levels. While some frames should be used for writing, others are most effectively used in developing oral language (i.e., Practice Strips). These language frames will help students internalize the forms (grammatical structures), as well as the functions (purpose for writing) for each writing genre. Frames provide students with the opportunity to practice using the correct parts of speech, conventions and syntax of Standard English.

### **Gist 6 Ws**

The purpose of this hands-on activity is to show how to question and classify key information. Direct students' attention to the grammar associated with the parts of speech as they internalize the sentence patterns.

### **Gist Sentences**

Explain that two common types of summaries include a single sentence summary (gist summary) and paragraph summary. (In this genre, instruct students to summarize the specific incident in the first paragraph.) Guide students to create single sentence gist summaries using the information from Getting the Gist. With this hands-on activity, create sentence strips and ask students to complete the key information on each strip. Direct students to cut apart the strips and practice rearranging the information, writing different gist summaries. Guide each group to share its favorite gist summary.

### **In My Own Words**

The purpose of this activity is to teach students that thoughts impact words and actions. Model several examples to guide students in constructing dialogues that authentically describe the personality of the character, the author's intent, and the situation.

### **KWH**

The purpose of this activity is to help students focus on their topic, plan where to find out more information, and to analyze their learning. Guide students to categorize and recall what they know about a topic, what they want to know, and later, what they learned.

### **Notetaking**

The purpose of this activity is to help students focus on their topic, plan where to find out more information, and to analyze their learning. Guide students to categorize and recall what they know about a topic, including related facts and examples.

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## One Pager/Hands-on

Encourage students to capture the main idea and intent of the reading using pictures. First encourage students to discuss the main idea of the text. Then, select a quote that captures the main idea. To reinforce critical thinking, encourage students to interact with the text by questioning and responding.

## Phonetic Sequence

Struggling writers at the secondary level need to be taught to read systematically and explicitly. Phonology is the study of speech sounds. There are several interconnected, yet often misused terms within phonological studies.

Phonological Awareness and Phonemic Awareness (a subset of phonological awareness) focus on *spoken* language. Phonological awareness deals with the ability to identify and manipulate larger parts of spoken language (i.e., syllables), while phonemic awareness deals with individual sounds (i.e., phonemes). Developing phonemic awareness is critical since it has a direct correlation to a student's ability to read and write.

Phonics and Spelling focus on letter-sound correspondence in *written* language (i.e., the letter 'p' represents the sound /p/. Before introducing phonics instruction to struggling secondary readers, first develop phonemic awareness. If students cannot hear and manipulate the phonemes of spoken words, they will have a difficult time learning how to relate these phonemes to letters when they see them in written words. This document outlines the phonetic sequence for phonics instruction.

## Plagiarism

The purpose of this activity is to encourage students to think critically about plagiarism, its causes and its implications. Explain that plagiarism is derived from the Latin verb meaning "to kidnap." In order to avoid plagiarism, encourage students to (1) restate original information in his/her own words by paraphrasing or summarizing the passage, or (2) copy the original author's words exactly as they are written and put them in quotation marks. Cite all facts and statistics (unless they are common knowledge), as well as quotations and the original author's ideas or opinions.

## Pronoun Picture Words/Sort/Practice

Guide students to sort the picture cards on the Word Sort mat. (Laminating this page on card stock is a good idea.) Explain how pronouns take the place of nouns. Note that some nouns, such as 'family', can be used as a plural or singular depending on context.

## Punctuation

The purpose of this activity is to review how to use punctuation correctly. Encourage students to add their own examples for each punctuation or capitalization rule.

To signal an example or illustration: for example, thus, for instance, that is, namely, apparently, evidently, obviously

To signal a contrast or alternative: but, or, not yet, still, however, nevertheless, on the contrary, on the other hand, conversely.

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## Reading Strategies

The purpose of using the Reading Strategies activities is to build comprehension, create meaning and build relationships among ideas in a text.

## Student Scoring Guide

The purpose of this document is to provide a scaffold for the Student Scoring Guide. Instruct students to organize their essay ideas by analyzing the characteristics (i.e., rubric criteria) of summary writing.

## Summary Cards

The purpose of these icons cards is to scaffold key concepts related to summary writing. These cards can be cut out, hole-punched, and put on rings for quick, easy reference.

## Summing Up Water Article

The purpose of this activity is to explore international, national and community problems that may exist and how they are reported through the media. Students identify strategies used by the media and then analyze the validity of arguments set forth in public documents, newspapers and media. Students collect information to report back to class. Guide students to compare and contrast the ways in which media genres cover the same event. Encourage a person connection to a topic (see Summing up Water and Me for an example) in order to foster interest in reading a selected text.

Encourage students recognize their roles as change agents for themselves, their families and their communities. Based on the ideas of critical pedagogy, this activity enables teachers and students to examine the role they play in the school, local community or world. This type of analysis enriches the writing process by developing critical thinking skills.

## Vocabulary Notebook Table

The purpose of this activity is to develop vocabulary by clarifying word meanings in context and to use a dictionary. Encourage students to write or point out new vocabulary words from the text.

## Worn-out Words

The purpose of this activity is to assist students in enhancing their understanding of complex vocabulary through word association. Write commonly used adjectives (i.e., happy, sad, nice and mad) and model possible synonyms for these words. In small groups, ask students to continue finding synonyms. Encourage the use of a thesaurus and dictionary to complete this activity.

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**Reminder: Look for the following:**

KWGL [Esquema SQVA (KWGL)]

Narrative vs. Expository Sort Narativa vs. Expositivo clasificar