

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Targeting Reading Strategies: Summarizing

Adlai E. Stevenson II Elementary School, Illinois • November 2010

Topic: Improving K-3 Reading Comprehension
Practice: Teach Comprehension Strategies

Highlights

- Melanie Stanley, second-grade teacher at Adlai E. Stevenson Elementary School, describes how she uses a gradual release of responsibility with her students.
- Stanley walks us through a lesson on summarizing that begins with modeling and moves to guided practice.
- Stanley highlights some common challenges in teaching summarizing and the specific ways she supports her students in using the strategies independently.
- Stanley's use of graphic organizers to examine story structure relates to another recommended practice: Focus on Text Structure.

About the Site

Adlai E. Stevenson II Elementary School
Bloomington, IL

Demographics

52% White

22% Black

11% Asian

9% Multiracial

5% Hispanic

47% Free or Reduced-Price Lunch

7% English Language Learners

Stevenson Elementary has a coherent and consistent focus on reading comprehension. All teachers are on board and unified with a set of clear learning targets, and they help each child succeed through a variety of approaches:

- All teachers help students become effective members of their community through clear norms and expectations for behavior.
- Reading comprehension strategies are taught across the curriculum.
- Teachers use read-alouds, guided reading, and independent practice to teach comprehension strategies.
- Text structure is a focus of instruction.
- Text discussions are used to further students' learning and understanding in large-group, small-group, and partner formats.
- Staff are leaders within their school and in their district, supporting their colleagues' work in teaching reading.
- Staff use a number of sources of data to monitor student progress and adjust instruction accordingly.

Full Transcript

Slide 1: Welcome

Welcome to Targeting Reading Strategies: Summarizing.

Slide 2: Introducing Ms. Stanley

My name is Melanie Stanley. I teach second grade at Stevenson Elementary School, in Bloomington, Illinois.

Slide 3: Target: Summarizing

Today on the interactive whiteboard I had our target displayed and the target said that "I can summarize text." So we looked at the stop sign and it asked the questions, "Do I know the characters, the setting, main events, problems, and solutions?"

I asked the children to come over to the carpet to listen to me read the story *Cat Up a Tree*. This story was introduced to them on Monday, used to practice our previous comprehension strategies—predicting, monitoring, clarifying—and we talked about some questions with it. Then they knew that later in the week we would be using it to help us with a new strategy, summarizing. So I read through the story and the children were to be thinking about those things that were on the stop sign. After the story was read, I asked the children to give me some ideas to go with the questions on the stop sign, such as I asked them, “What are the characters?” and I waited for some children to respond.

Slide 4: Mapping the story

Up on the interactive whiteboard was a story map that was not filled out so that they would understand what they would be seeing when they did this on their own. And there was a completed story map that I had filled in with answers that I had come up with.

At guided reading we were reviewing a story that we have read this week in our guided reading session, and the at-level group was reading *Special Clothes*. The students were taking a story map like the one that they saw on the interactive whiteboard, and they were filling that out based on the story in *Special Clothes*.

Slide 5: Figuring out the solution

We had a good discussion today about trying to figure out what the solution was to the problem. The students knew the problem very well, but we knew we needed to reread to go and find the solution. We didn’t remember how the person solved the problem, so that was a good lesson there today to find out about rereading and using that strategy of summarizing to help us to know that we needed to reread because we weren’t able to summarize everything.

Students are usually very good at retelling the story and they can tell you on and on and on and on what has gone on. It’s getting them to say, “But what’s the big picture?” The story map that I am using I like because the way that it’s broken down: We have the problem, and what I tell them is we are going to answer the problem, and then we are going to go right to the solution so that we are getting that out of the way and we know what is the big thing and how was this solved at the end of the story or near the end of the story.

Slide 6: Shooting for independence

The students filled out their map and then they went to their reading strategy booklet. The *I Can Use Reading Strategies* booklet is there to help them to practice. It’s kind of like their guided practice when I am not with them. At the guided reading table we use it with my help, but they are also using it at a station

during that guided reading practice time and they are on their own. They are with a book that they have chosen that's at their level, and they are sitting with their "I Can" reading strategy booklet to help them to remember to predict before they start reading. They stick it inside the book, and in the middle of the book they stop and they monitor their reading.

So the booklet is there kind of as an in-between, in between me with them, them on their own, and then eventually, hopefully, they will leave me knowing that I know these strategies and I don't need to use this booklet anymore and I can just read fluently and comprehend what I am reading.

Slide 7: Learn more

To learn more about Targeting Reading Strategies, please explore the additional resources on the Doing What Works website.