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**Professional Development Series for Grades 3-12:  
Content Literacy in Action (Supporting Literacy in  
All Content Areas)**

**Session 9: Summary Writing to Develop Reading  
Comprehension**

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November 9, 2022



# Objectives

- Participants will be able to
  - implement the Summary Writing to Develop Reading Comprehension Support with students while using High Quality Instructional Materials.



# Agenda

- Review of Content Literacy Series
- Purpose of Summary Writing to Develop Reading Comprehension Support
- Summary Writing to Develop Reading Comprehension In Action
- Next Steps
- Closure

# Literacy in Grades 3-12

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

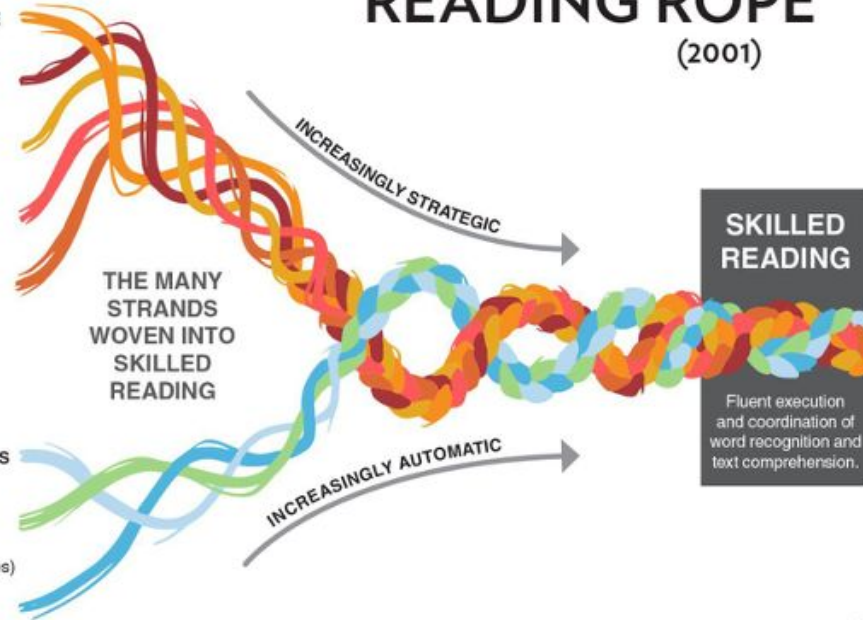
## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

## SCARBOROUGH'S READING ROPE (2001)



**SKILLED  
READING**

Fluent execution  
and coordination of  
word recognition and  
text comprehension.



# Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
  - Reading
    - Whole Class Read Aloud
    - Partner Reading
    - Independent Reading
    - Annotating Text
    - Direct and Explicit Vocabulary Instruction
    - Reading and Writing for a Purpose



# Content Literacy Series Continued

- Writing
  - Creating a Claim
  - Reading and Writing for a Purpose
  - [Summary Writing to Develop Comprehension](#)
  - Using Rubrics
  - Using Student Exemplars
  - Writing Frames
  
- Speaking and Listening (coming soon)
  - Discussion Tracker
  - Socratic Seminar
  - Fishbowl Discussion



# Purpose of Summary Writing to Develop Comprehension

- to develop reading comprehension skills
- to help students extract the most important information from a text (written, visual, or auditory)



# Summary Writing to Develop Comprehension

## Pre-Work

- **Pre-read** the selected text so that you can become familiar with the words/ideas and you know what you want students to pull from the text. Also, search for places where students may struggle, anticipate the struggle, and plan for it. For text with heavy domain-specific vocabulary, consider some work with words before reading by selecting the [Direct and Explicit Vocab Instruction](#) document from the Content Literacy documents for the students. Also, consider teaching the [Annotating](#) strategy prior to the reading strategies so that students know best practices while reading.



# Summary Writing to Develop Comprehension in Action

- Step 1: Model finding the topic sentence of the passage, and point out where the topic sentence can be found. When modeling, do a think-aloud of how you knew it was the topic sentence. Model finding them in different places throughout lessons by annotating the text so that students can have different experiences finding them. If there is no topic sentence, show students how to find the main idea from the first paragraph or the first sentence or two of the paragraph. The topic or main idea can be found by asking yourself, “Who or what is this selection about?”
  - Topic sentences are usually the first sentence of a paragraph, but not always.
  - Sometimes they can be found within the paragraph and again at the end.
  - Other times it is implied and the student needs to put all the key details together to determine what they all have in common and what the selection is about.



# Summary Writing to Develop Comprehension in Action Continued

- Teacher Talk
  - “Good morning, class. Today we are going to practice writing a summary for our article on wind turbines. Practicing writing summaries helps us get better at finding the most important information in a text, and it also helps us to get better at comprehending what we are reading.”
  - “Let’s start our summary writing practice by finding the topic sentence, and explaining how to find a topic sentence. This will be the first part of our summary.”



# Summary Writing to Develop Comprehension in Action

- Step 2: Model finding key details. Key details guide us to a full understanding of the topic, and are what the text is mainly about. The model should be an explicit model where you annotate in the text and underline or highlight the key detail. Do a think-aloud, where you talk through your thinking on how you knew that was a key detail, so that students can use that same line of thinking when it is their turn to locate a key detail. Supporting details can also answer the questions who, what, when, why and how about the topic.
- Model finding key details in several types of text, including but not limited to:
  - comparisons
  - contrasts
  - statistics
  - graphs
  - quotations from authorities
  - vivid descriptions
- Supporting details could come in the form of: facts, statements, or examples



# Summary Writing to Develop Comprehension in Action

By **James R. Riordon**

OCTOBER 31, 2022 AT 7:00 AM

Wind turbines could offer a double whammy in the fight against climate change.

Besides harnessing wind to generate clean energy, turbines may help to funnel carbon dioxide to systems that pull the greenhouse gas out of the air (SN: 8/10/21). Researchers say their simulations show that wind turbines can drag dirty air from above a city or a smokestack into the turbines' wakes. That boosts the amount of CO<sub>2</sub> that makes it to machines that can remove it from the atmosphere. The researchers plan to describe their simulations and a wind tunnel test of a scaled-down system at a meeting of the American Physical Society's Division of Fluid Dynamics in Indianapolis on November 21.

Source: <https://www.sciencenews.org/article/wind-turbines-capture-carbon-dioxide-power>



# Summary Writing to Develop Comprehension in Action Continued

- Step 3: Have students write the topic sentence in their own words as the first part of their summary. Then have them choose the best 2-3 supporting details that truly help to describe the topic.



# Summary Writing to Develop Comprehension in Action Continued

- Teacher Talk
  - “Let’s put the topic sentence in our own words. The most important things in the sentence are: wind turbines and fighting climate change.”
  - First sentence of our summary: Wind turbines are fighting climate change by removing CO2 from the atmosphere.
  - “Now let’s look for supporting details to support our first sentence. These are the most important details in the text that all relate to our topic sentence.” (Consider creating an anchor chart with what could be supporting details and refer to it at this point.)
  - Supporting Details: wind turbines drag dirty air from the city.



## Next Steps

- Look at upcoming lessons to decide which texts would be best to model how to use this support.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?





# Closure

- Direct and explicit instruction is the best way to help struggling readers.
- Extracting the most important information in a text and synthesizing a summary of that information is a complex set of skills that bolster reading comprehension.
- Good comprehenders monitor their own comprehension as they read. Writing summaries is a great way to help facilitate this skill.



# Questions or Comments

If you have any questions or comments you can reach out to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

