Writing Summaries

What:

Some people suggest that the best way to check your understanding of something is to explain it to someone else. That is the core of summarizing. Students will be given the opportunity to develop this skill. They will learn to use it as a self-check on their own understanding and as a communication skill.

At-Home:

- Have students summarize non-school related articles, TV shows, conversations
- Have students summarize two-column notes
- Have students summarize a top-down topic web

How To Write a Summary:

1. Read the material and identify the main ideas. Distinguish the main ideas from the details.

2. Write the main ideas in phrase form. The main ideas can be noted in a list, in a topic web, or in the left column of two-column notes.

3. Begin the summary with an introductory statement.

4. Turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea.

5. Combine the sentences into one or more paragraphs.

6. Use transition words to connect the sentences and the paragraphs.

7. Proofread the summary for punctuation, spelling, sentence structure, and content.

Developing Questions

What:

Student will become familiar with the vocabulary of question prompts. (i.e. describe, compare, contrast, evaluate and create.) They will learn to develop questions as they read and after reading. This skill helps students deal with difficult testing situations. They will have the opportunity to predict what type of questions are mostly likely and how to address answering them completely.
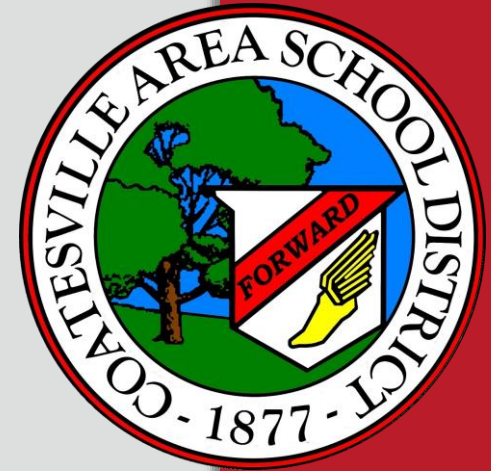
At-Home:

- Develop questions from school readings for students as examples
- Take turns developing questions and answering questions
- Create your own tests and quizzes while studying

How To Write a Summary:

Create a question from notes and readings for each of the headings on the table below using one of the key terms under that heading:

Question Terms

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Describe	Adapt	Analyze	Appraise	Assemble
Define	Discuss	Apply	Arrange	Assess	Compile
Find	Explain	Compute	Categorize	Choose	Compose
Give an Example	Interpret	Demonstrate	Compare	Conclude	Concoct
Identify	Paraphrase	Dramatize	Contrast	Criticize	Construct
Label	Report	Draw	Deconstruct	Critique	Create
List	Restate in Own Words	Illustrate	Detect	Debate	Design
Locate	Retell	Implement	Dissect	Deduce	Develop
Match	Review	Interview	Distinguish	Defend	Devise
Name	Summarize	Make	Examine	Hypothesize	Formulate
Quote	Translate	Operate	Group	Judge	Generate
Recall		Practice	Inspect	Justify	Imagine
Recite		Role Play	Integrate	Prioritize	Invent
Recognize		Sequence	Organize	Rank	Make
Retrieve		Solve	Probe	Rate	Originate
Show		Use	Research	Reject	Prepare
			Separate	Validate	Produce
			Sift		Set Up
					What if?

COATESVILLE AREA SCHOOL DISTRICT · 1877 · FORWARD

What is Keys to Literacy?
www.keystoliteracy.com

Keys to Literacy—The Comprehension Routine is a program designed by Joan Sedita. It teaches a combination of strategies to help students understand, learn and recall content information. This will help our students become "Achievers".

Keys to Literacy focuses on identifying main ideas and use 4 key strategies:

1. Top-Down Topic Webs
2. Two-Column Note-Taking
3. Writing Summaries
4. Developing Questions

You can help your student at home by supporting them in learning and using these strategies.

Identifying Main Ideas

The ability to identify the central idea in a reading passage or lecture is foundational to comprehension. Without this skill students may get lost in the details and have only the vaguest of notion about the purpose of what they just read. In C3 classes, students will work at developing this skill through categorization and labeling of lists of vocabulary . They will work at identification of main ideas in paragraphs and multi-paragraph selections. The skill will be applied to content specific reading as well.

Developing Top-Down Topic Webs

What:

This skill aids students in developing a visual representation of main ideas and supporting details. A broad "topic" is presented with several "webs" to help in organizing the main ideas and details. This aids in comprehension, memorization and retrieval of information.

At-Home:

- Practice with common topics
- Create webs from topics covered in notes
- Visit https://bubbl.us/ or other online resources to make your own electronic top-down topic webs

How To Make a Top-Down Topic Web:

```
                    Main Topic
          /             |            \
    Major            Major           Major
    Topic            Topic           Topic
    /   \            /   \           /   \
Sub- Sub-        Sub-  Sub-      Sub-  Sub-
Topic Topic      Topic Topic     Topic Topic
```

Learning Two-Column Note-Taking

What:

This skill is particularly useful throughout a student's career. It is a method for use in lecture settings, independent reading or research. The student will develop the skill in C3 classes by applying it to a variety of instructional practices. The format lends itself to organization of material, test review and long-term retention of information.

At-Home:

- Print off or make templates
- Use 2 column notes to study
- Create Top-Down Topic Webs from two-column notes

How To Create Two-Column Notes:

Topic: _____

main idea 1	- detail 1 - detail 2 - detail 3 - detail 4
main idea 1	- detail 1 - detail 2 - detail 3 - detail 4
main idea 1	- detail 1 - detail 2 - detail 3 - detail 4
main idea 1	- detail 1 - detail 2 - detail 3 - Note 4
main idea 1	- detail 1 - detail 2 - detail 3 - detail 4
main idea 1	- detail 1 - detail 2 - detail 3 - detail 4