

PD Support Materials

Summarizing

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

PD Goals

- ▶ To set a context for delving into Teach with Tech and the Lesson in Action
- ▶ To elicit prior knowledge and build background knowledge

PD Materials

- ▶ The slideshow within the Instructional Strategy Guide
- ▶ Discussion questions (embedded within the slideshow and provided as a handout below)

PD Activity

- ▶ Ask teachers to review the slideshow (either before or during the session)
- ▶ Elicit conversation using discussion questions
- ▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for the Summarizing Slideshow

DISCUSSION QUESTIONS

1. What types of problems do your struggling readers encounter when they are asked to summarize literature or informational texts?
2. Which Common Core State Standards focus on summarizing?
3. Which specific features of digital text could support students' ability to summarize?

DISCUSSION QUESTIONS

1. How do you explain summarizing to your students?
2. Do you build practice in summarizing into your ongoing reading instruction?
3. Over time, how could you increase the complexity of the reading materials that students have to summarize?

DISCUSSION QUESTIONS

1. How do you vary instruction if students are reading literature or informational texts?
2. What strategies help students to dig more deeply when they reread the text?
3. Which technology tools could help students after reading to draft their summaries?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which presents suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
 - What they are and how they can be used to differentiate instruction
 - How technology tools can be integrated to further meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
 - The left-hand column, “Evidence-Based Practices,” is divided into three sections, one for each of the three headings of evidence-based practices.
 - The middle column, “PowerUp Suggested Strategies,” lists the strategies presented within PowerUp.
 - The right-hand column, “Differentiating Instruction with Technology,” is blank so that it can be used to record ideas brainstormed by the group of teachers in your school.

PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
 - Review the strategies under each of the three evidence-based practice headings
 - Discuss how relevant they are to your students’ needs
 - Compare them with current classroom practices
 - Identify new ideas that could be implemented
 - Discuss the accompanying Quick Views
 - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
 - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
 - Exploring possible technology tools available in the school
 - Sharing ideas
 - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Summarizing

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Introduce the three key elements of a good summary.	
	Give students concrete strategies for marking digital text (e.g., highlighting, underlining, commenting, using sticky notes) to identify key ideas and details.	
	To activate prior knowledge, remind students that they are already creating summaries when they recount their daily events, tell others about their adventures, or describe a location.	
Give Students Strategies and Models	To model how to create a summary, provide students with a set of guidelines that they can keep in their reading portfolios.	
	Demonstrate the many different strategies that students can use to identify and organize big ideas and supporting details, such as marking and highlighting both print and digital text, using text-to-speech software to support independent reading, and creating a semantic map or drawing.	
	Demonstrate features of word processing software that can support summarization, such as headings and key words, images, graphs and maps, comments and notes, and tracked changes.	
Provide Ongoing Formative Assessment	Practice summarizing as a whole-class exercise. As student volunteers read short selections aloud, use a set of prompting questions to help them create a summary.	
	Support practice in small peer groups, where students can help each other to identify and synthesize information. Encourage use of text-to-speech programs (like Natural Reader) for independent reading tasks.	
	Encourage students to use a checklist for creating a good summary, saved on the class website or in a wiki, and provide relevant feedback as often as possible.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activity

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
 - Aligning the lesson with the Common Core State Standards
 - Employing the strategies suggested in Teach with Tech
 - Using technology to support struggling students
 - Personalizing instruction through differentiation
 - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
 - Evidence-based practices
 - Differentiated instruction and UDL
 - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
 - Discuss the sequence of the instructional steps: What? Why? How?
 - Discuss how the instructional steps can be used as a basis for lesson planning
 - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt



Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

If you can't find an example, what would you have done?