Step 1: What does the text say? Or What is the content of the text?

Close reading of text assumes that the first reading is to determine the content of the passage. If there are questions following the text, then the first reading is to read the questions and then read text to locate the answers to the questions. If there is a purpose beyond answering the questions, then a second read is done to determine the whole content of the passage.

Questions for Summary/Restatement/Retelling

- Determine a shortened version of the text containing only the main points and logical inferences.
- How would you summarize or determine a shortened version of the text containing only the main points? *CC1, CC2*
- What is the gist/central idea? *CC2*
- What is the specific textual evidence used to support the central idea? *CC1*
- What are the most important ideas/events? *CC1, CC2*
- What are the ideas in order of importance or presentation? *CC1*
- What ideas might the author be *suggesting* rather than directly stating? What can you *infer* (obvious, logical inferences) from these hints or suggestions? *CC1*

Common Core Reading Anchor Standards

CC1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CC2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

> **Step 1** assumes that students can decode the words and read fluently enough to replicate the meaning intended by the author. To support the reading development of students who cannot decode or read fluently or comprehend sufficiently go to www.misisonliteracy.com Reading Comprehension and find the appropriate assessments and interventions.

Summary Definition

Summary means a short version containing the gist of something: a shortened version of something that has been said or written, containing only the main points. To read for summary, students need to have developed the following comprehension skills: determining important ideas, visualizing, synthesizing, fixing-up strategies, and asking questions. They need to know how to use the ideas without using the same language (paraphrasing and using synonyms).

Summarizing Activities

Word or Phrase
Students circle the most important word or phrase in the sentence, paragraph or text.

Important Ideas
Students underline the most important words or phrases that describe an idea.

One-syllable Word Summary
Students work in small groups to develop a one-syllable word summary of the article. Students may use only one-syllable words.

One Sentence Summary
Students state key ideas by using one of the following sentence structures: description; definition; compare/contrast; problem/solution; sequence; cause/effect.

One Sentence Summary Citation
Santa, C.M., Havens, L.T., Maycumber, E.M. (1998). Creating independence through student-owned strategies, 2ndEd. Dubuque, IA: Kendall/Hunt.

Guided Highlighted Reading   *Developed by Dr. Elaine Weber*

1. Teacher selects an article or piece of text that is accessible to all the students.
2. Teacher identifies the vocabulary that needs to be taught in advance.
3. Teacher determines a context for the information that could frame it for the students' prior knowledge.
4. Teacher considers what kind of discussion you want to come out of the reading of the text.
5. Teacher selects the appropriate information to be highlighted based on the goal for the discussion.
6. Teacher maps out the text paragraph by paragraph with prompts to highlight the information.
7. Students use a highlighter and follow directions to highlight the text that is requested by the prompt.
8. Students compare their highlighted text with one another.

Research Supporting Step # 1 What does the text say?

Schema Theory
Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary
Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling
Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998)Writing and learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne,.