



TOUCHING BASE

JANUARY 12, 2009

PUTTING READING METHODS OF READING RESEARCH IN THE CLASSROOM
TO INCREASE STUDENT ACHIEVEMENT ACROSS COLORADO

Extra!
CSAP Edition!

PREPARATION BY EVALUATION

SPECIAL POINTS OF INTEREST

- Pre-CSAP evaluation tools
- Summary Writing

Question Stems/page	Contextual clues	What does the author mean when s/he says “___” in paragraph (number) of the text? Based on the information in the text, what do you think (character) will do now that (cite circumstances at the end of the story)?	What is the most likely reason that (character) did (action)? Include two details from the text in your answer. Based on the information in the text, what do you predict will most likely happen if (character) (action)? Include information
1.d Draw inferences using			

Menu of Question Stems For Assessing Targets on the Grade 3 Reading CSAP

Grade 3 Benchmark	Multiple Choice	Constructed Response
1.b Summarize text texts	<p>Which sentence best summarizes the text (e.g., story/selection/poem)?</p> <p>Which of the following is the best summary of this text?</p> <p>Which group of sentences best finishes the summary of this text?</p>	<p>Write a summary of the text (e.g., story/selection/poem). Include three main events.</p> <p>Write a (new) title for the text. Explain why you think your title is a good one.</p>
1.c Identify main idea, and find information to support particular ideas	<p>What is the main idea of the text?</p> <p>Paragraph (#) of the text tells mostly about</p> <p>What are some details that support the main idea?</p> <p>Why does (character) decide to ...?</p> <p>(Character) did/did not (action) because ...</p> <p>How is (character/setting) like ___?</p> <p>Which of these details/facts are from the text?</p>	<p>What is the main idea of the text? Support your answer with one example from the text.</p> <p>Why do you think (character) did (action)? Explain your thinking in at least two sentences.</p> <p>What was the main problem in the story? Explain what would have happened if the problem had not occurred.</p> <p>What are the strengths/weaknesses of (character)? Explain your thinking in at least three sentences.</p>

With the approach of the Colorado State Assessment Program (CSAP) window, many of you may be wondering where your students stand and where it would be best to direct your focus. The first step in this process is evaluation. Where do your students stand? Specifically, how do your students fair

with Colorado State academic standards?

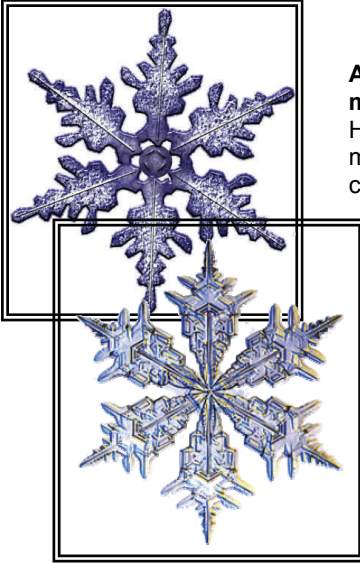
Attached (and link at right) is a pre-CSAP evaluation tool. This tool is intended to be used in the application phase of “Teach, Model, Practice, Apply”. The stem questions provide a means of determining performance, in order

to focus instruction for future achievement.

It is important to note that while this provides evaluation and examples, the stem questions are not CSAP questions and are only provided as a tool to determine if additional instruction is needed in an area.

Please visit the following link to download all of the stem questions: http://preview.cde.state.co.us/coloradoliteracy/crf/resources/touching_base/touching_base.htm

SUMMARY WRITING—STEP BY STEP



A brief introduction to summary writing: Haris and Hodges (1995) define a summary as a “brief statement that contains the essential ideas of a longer passage or selection.” Skill in summarization can make students more aware of the way a text is structured and how ideas are related (National Reading Panel 2000). Summarizing requires students to distill information into a concise, synthesized form and then to restate the information. This involves analyzing the text at a fairly deep level (Marzano, Pickering, and Pollock 2001). Students who struggle with reading comprehension have much difficulty with summarizing (Klingner et al. 2007). (Core: Teaching Reading Sourcebook, 2008)

The following submission is from Kathy Martin at Pike Elementary School, in Colorado Springs. Ms. Martin has developed a process to assist in the implementation of summary writing.

Kathy Martin—Pike Elementary (2008)

At Pike Elementary we use summary writing as a

way of supplementing our core reading programs. Summarizing text is an essential skill, used to show reading comprehension across curriculum. Summary writing is fundamental to showing student achievement on aptitude tests such as the CSAP.

At Pike Elementary we strive to deliver our core reading program with fidelity. At this time of year, every child in 3rd grade should understand this concept and be able to write a summary. Proper instruction of summary writing starts at the kindergarten level.

The following steps are how summary writing is implemented at Pike.

1. All 2nd, 3rd, 4th, and 5th grade students are given a summary assessment during the first six weeks of school. We use a seven-

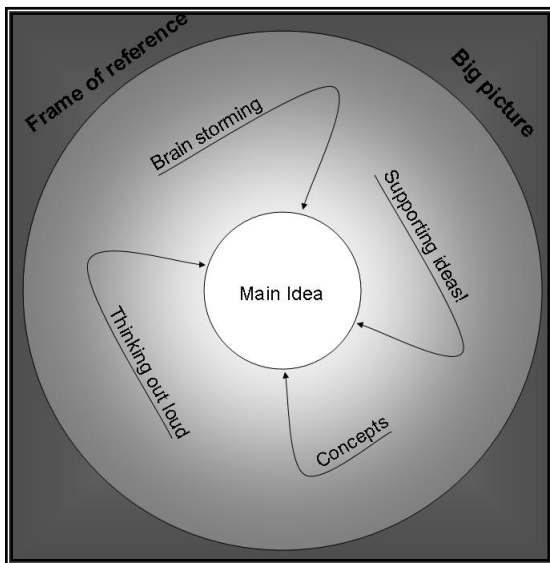
teen to twenty point rubric to score the student’s writing and to give them feedback. It is a basic “Step Up to Writing” model using IVF (*Identify* the item your writing about, select a strong *Verb*, *Finish* your thought). We are specific about the feedback and “next steps” notes that we make on each child’s summary rubric.

2. Summary writing is modeled by the classroom teacher, reading coach or literacy resource teacher. Students often struggle with separating the main idea from the details of a story or event. To better help students comprehend the main idea, we use a “Circle Map” from “Thinking Maps” to guide this process. Teachers instruct the students to always list the details in the outer ring of the circle first. This is an “I do, we do” activity. Drawing arrows pointing to the center circle of the “Circle Map” visually illustrates that all of the details of the text support and “point” to the main idea (example provided on following page). From this process, students begin to differentiate details from the main idea.

3. Third, 4th, and 5th graders

“STRUGGLING READERS OFTEN HAVE THE ‘ILLUSION OF COMPREHENSION’ - BELIEVING THAT IF THEY DECODE THE WORDS, THEY HAVE UNDERSTOOD THE TEXT”
~ RRSg, (2002)

January 2009 Events	February 2009 Events
Jan. 12: Regional Training, Region 3 Pueblo: Baca Elem. 719-549-7530	Feb. 2: Leveraging Resources 2nd Session Pueblo: Marriot 719.586.3281
Jan. 12: Regional Training, Region 4 Monte Vista: Marsh Elem. 719-852-3231	Feb. 3: Leveraging Resources 2nd Session Denver: Sheraton Four Points 866.837.4182
Jan. 13: Regional Training, Region 2 Colorado Springs: Queen Palmer Elem. 719-328-3200	Feb. 4: ELL Training 3rd Session Denver: Doubletree 303.321.3333
Jan. 13: Regional Training, Region 1 Commerce City: Kemp Elem. 303-288-6633	Feb. 5: ELL Training 3rd Session Pueblo: Marriot 719.586.3281
	Feb. 6: SPED Training 3rd Session Colorado Springs: Doubletree 719.576.8900
	Feb. 19: New Staff Training 3rd Session Denver: Doubletree 303.321.3333
	Feb. 20: New Staff Training 3rd Session Pueblo: Marriot 719.586.3281



SUMMARY WRITING—STEP BY

at Pike practice writing summaries every week using their core reading program. At the beginning of the year summaries are completed as an “I do” activity, progressing as the year

summarization, the use of “Circle Maps” and rubrics can be withdrawn. The purpose of withdrawing the visual assistance of the “Circle Map” or the structure of the rubric is that the students begin to articulate the main idea with the details. At Pike we require four basic transition words, *First, Next, Then, and Last or Finally*. Students automatically give more detail when using transition words. When students drop the transition words from this process the number of details also drop. The use of detail and transition words is meant to support the main idea and needs to be built into a habit. Sometimes stories do not lend themselves to four or more details. This is to be addressed with students on an ongoing basis by the classroom teacher.

summaries more independently moving from a “we do” to a “you do”.

5. Consistent and constructive feedback could be considered the most critical aspect of instructing students to achieve and understand summary writing. (At Pike, I spend coaching time with classroom teachers helping them score student summaries. Then I, along with the principal and classroom teacher, give the students feedback individually). Time spent scoring student summaries’ supports high returns on achievement. Individual feedback, deconstructing mistakes made, and building on accomplishments is very effective for “next steps” in summary writing. Consistent feedback is crucial to the improvement summary writing.

Attached with this e-mail you will find a copy of “Summary in a Package Rubric”

Online at: http://preview.cde.state.co.us/coloradoliteracy/crf/resources/touching_base/touching_base.htm

moves on to a “we do”. Summaries can focus on a portion of a story, poem, paragraph, or be used to grasp the main point of an entire anthology. Once independence is gained in summarizing text, this activity

becomes embedded as “you do” workshop time. Students start out by using the rubric (Summary in a Package Rubric, seen at left) or “Circle Map” to help them plan their summary. As confidence and skills are gained in

4. Kindergarten and 1st grade also participate in summary writing. At this level it is more of a “we do” activity. Students will participate with their classroom teacher and create a “Circle Map” for their core reading story. From that point the simple summary outline can be followed and modeled by the classroom teacher. Second grade is the year that students transition from being teacher dependant and start writing

If you have questions, please feel free to email me, Kathy Martin at Pike Elementary; martikm@d11.org or give me a call at 719-328-4645.

Auman, M.E., (1996) *Step Up to Writing*. Longmont, CO; Sopris West

Hyerle Ed.D., D. (1995) *Thinking Maps: Circle Map*. Cary, N.C.; Thinking Maps, Inc.

Summary in a Package			
Topic Sentence: Identify the item	Select a verb: explains, describes, gives, tells	Finish your thought	
Details About Your Topic Sentence.			
*First,			
* Then,			
*Next			
*Last or Finally,			
Capitals	Punctuation	Adjectives	Margins
Quality Work	Spelling	Grammar	Edit

Created for Pike Elementary by Kathy Martin, Literacy Resource Teacher © 2008





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COLORADO READING FIRST**

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WE ARE ON THE WEB!

[HTTP://WWW.CDE.STATE.CO.US/
CDELGI/RF_HOME.HTM](http://www.cde.state.co.us/cdelgi/RF_HOME.HTM)

PUT READING 1ST!

Colorado Reading First Has Moved, Again, Sort Of

Happy New Year!

Colorado Reading First has moved... our web-site. We are in the process of updating our content and bringing value added to our Reading First schools. The new web-site will be bringing you professional development, multi-media, resources, assessments and much, much more.

Please visit:

<http://preview.cde.state.co.us/coloradoliteracy/crf/index.htm>

As always we welcome your feedback and input. If you have any questions, comments, concerns or complaints, please contact Jacob Heiney at:

We hope that you enjoy the web-site and find it both valuable and educational.



CRF PROFESSIONAL DEVELOPMENT CALENDAR

January 2009



MON	TUE	WED	THU	FRI	S/SU
29	30	31	1	2	3/4
5	6	7	8	9	10/11
12 Regional Training, REG 3, Baca	13 Regional Training, REG 1, Kemp	14	15	16	17/18
19 Regional Training, REG 4, Marsh	20 Regional Training, REG 2, Queen Palmer	21	22	23	24/25
26 MLK Jr. Day	27	28	29	30	31/1
2 Leveraging Resources 2nd Session, Pueblo, CO	3 Leveraging Resources 2nd Session, Denver, CO	4 ELL 3rd Session, Denver, CO	5 ELL 3rd Session, Pueblo, CO	6 SPED 3rd Session, Colorado Springs, CO	7/8

**CDE Office
Closed on
January 19,
2009**

**Martin Luther
King Jr. Day**

