

## FIGURE 8.5: Lesson Plan for Identify-Analyze-Summarize

Lesson Step	Explanatory Notes for the Teacher
1. Teacher prepares and assembles the necessary materials.	<p>1a. Choose content-related and standards-aligned text for teacher modeling and student reading, then:</p> <ul style="list-style-type: none"> <li>• Chunk text into three parts as shown in the sample text (figure 8.1, page 104).</li> <li>• Complete the reproducible organizer (figure 8.4, page 107) as a key for modeling with your text in preparation for teaching the lesson.</li> </ul> <p>1b. Prepare photocopies for students of your selected text, the reproducible student-friendly definitions (figure 8.3), and the reproducible organizer (figure 8.4). In anticipation of teaching Identify-Analyze-Summarize+, prepare photocopies of figure P1.2 (How to Write a Summary, page 23), and figure 7.6 (Summary Checklist, page 102).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (for example, document camera, PPT slides, SMART Boards, overhead transparencies, or enlarged posters).</p>
2. Teacher identifies the content standard from state or district standards for students.	Display the content-specific standard you want students to understand and retain as a result of their reading, thinking, and writing. Discuss the standard with students.
3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials.	<p>Share the following advance organizer or one of your own choosing:</p> <p>Have you ever worked to put together a puzzle? Usually you start by looking at the picture of the completed puzzle from the lid. After that, you begin to spread the puzzle pieces out on a table to see if you can figure out where each piece goes and how it contributes to the picture. In some ways, reading a text is like putting together a puzzle. As proficient readers, we make an effort to identify the central ideas and then analyze how the “pieces” of the text—the supporting details and ideas—fit together to contribute to its development. Today, we are going to practice putting together the puzzle pieces of a text.</p>

Lesson Step	Explanatory Notes for the Teacher
<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p>	<p><b>Teacher models: Chunk 1</b></p> <p>Ask students to silently read the first chunk of text, and then read it aloud to them. Tell students that you will think aloud as you identify the central idea by answering this question: What is the information in this chunk mainly about? (See figure P1.2, page 23, for more information.) Record the central idea in column 1 of the organizer (figure 8.4, page 107).</p> <p>Now, refer back to the text in order to analyze the text, and make a list of the key supporting details and ideas used to develop the central idea. Read each sentence aloud to model analyzing the text in order to identify the key supporting details and ideas that are used to develop the central idea. Record your answers in column 2.</p> <p><b>Students work with teacher: Chunk 2</b></p> <p>Ask students to silently read the second chunk of text, and then read it aloud to them. Ask students to answer this question: What is the information in this chunk mainly about? Call on students to share their central idea answer, and select a model to record on the organizer. Next, ask students to analyze the chunk and underline what they identify as key supporting details and ideas. Call on students to share. Discuss and record accurate answers on the organizer.</p> <p><b>Students work with peers: Chunk 3</b></p> <p>Ask students to silently read the third chunk of text, and then read it aloud to them. Ask students to work independently to answer this question: What is the information in this chunk mainly about? Tell students to work with a partner in order to reach consensus on their answers. After reaching consensus, tell partners to work together to analyze, agree on, and underline key supporting details and ideas.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Have several pairs share what they identified as being the central idea in chunk 3 as you record an accurate answer on the organizer. Have several pairs display their key supporting details and ideas, and facilitate a discussion. Record accurate answers on the organizer. Formatively assess as many students as possible while they are presenting, sharing, and processing answers.</p> <p>NOTE: At this point, you have two options: (1) conclude this lesson by going directly to steps 6 and 7, temporarily skipping the +feature (schedule the +feature for a later class period using the same text and organizers students have completed up to this point), or (2) extend this lesson by incorporating the +feature followed by steps 6 and 7.</p>

**Identify-Analyze-Summarize+**

**Teacher models**

Read the +prompt aloud to students as they follow along (figure 8.4, page 107). Tell students that in order to respond to the prompt, they will need to write a summary. Call on students to share their understanding of the critical attributes of a summary as you record accurate answers on the board. (See figure 7.6, Summary Checklist, page 102, and figure P1.2, How to Write a Summary, page 23, for additional information about summaries.)

**Students work with teacher**

Using the list of attributes recorded on the board along with information from figure P1.2, model the process of writing a summary for chunk 1 in the “model summary” section of the organizer.

**Students work with peers**

Ask students to work interdependently to use the list of attributes along with your model to complete a summary for chunk 2. Ask partners to display their summaries and facilitate a discussion regarding the merits. Select a model to record on the organizer.

Ask students to work independently to write a summary for chunk 3.

**Teacher formatively assesses students**

Call on several students to display their summaries. Facilitate a discussion of the merits. Ask the class to select a model summary or ask them to create an entirely new summary as a model for the class. Record the model on the organizer.

Lesson Step	Explanatory Notes for the Teacher
6. Teacher returns to the content standard to identify progress in understanding and retaining new content.	<p>In order to identify student progress with the new content, ask students to write an exit ticket in response to this stem:</p> <p>In what ways did the reading, thinking, and writing you did today help you understand the content standard? Explain.</p>
7. Closure	<p>Ask students to reflect on their current level of understanding of the content standard(s) and the literacy skill(s) they worked with today by using “fist to five” hand signals to the following questions as you display them, read them aloud, and ask for student responses:</p> <p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your understanding of the following content standard: _____</p> <p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____</p>