

Step 1: Identify the Keywords

The first step when writing a summary is to identify the keywords or phrases that will be included in the summary.

Many students use one of the general **topic sentences** to get their answer. For example, students should **highlight** by writing in their notes to include the main idea and other details.

During the late 1970s, many countries began searching for **oil**. The world's oil supply was not unlimited, and it was not clear if it was enough to meet the world's demand. Many countries began searching for oil in the Middle East, and many countries began searching for oil in the Middle East.

Students should be able to find a **topic sentence** in the text. Students should be able to find a **topic sentence** in the text. Students should be able to find a **topic sentence** in the text. Students should be able to find a **topic sentence** in the text.

In June of 1971, Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo. Arab countries began the oil embargo.

Remember:
you can use
highlighting
when
writing.
It's much
easier to
find a
topic
sentence
that is
good
and useful.

Interesting but Irrelevant

Students are often interested in information that is interesting but not important. [Click for more info.](#)

Many students are interested in "the future" in one of the world's most interesting countries. The future is a country that is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future.

The oil embargo was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history. It was a major event in the world's history.

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While the world's most interesting countries are the most interesting, they are not the most interesting. They are not the most interesting. They are not the most interesting. They are not the most interesting. They are not the most interesting. They are not the most interesting. They are not the most interesting. They are not the most interesting.

Students are often interested in the world's most interesting countries. The future is a country that is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future. It is a country of the future.

Summarizing Nonfiction Texts

PowerPoint



Nonfiction Summary Powerpoint 3rd Grade

Laurie Noble Thelen



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Booktalking Nonfiction Jennifer Bromann-Bender, 2013-12-20 Booktalking Nonfiction 200 Sure Fire Winners for Middle and High School Readers will provide an introduction to selecting and writing booktalks for nonfiction books with a focus on unique informational texts and biographies and autobiographies A booktalk is a summary of a book presented in a way that would interest someone in reading the book described Why non fiction Because the Common Core Standards Initiative which most states have adopted requires that 70% of the materials students read be from the category of informational texts it is especially important to focus on nonfiction when sharing books with students Here s everything you need to do just that Chapters cover selecting writing preparing and presenting booktalks special tips for high interest low level books and using non fiction in the library and the classroom Two hundred ready to present booktalks arranged by genre are also included Genres include animals famous people sports crime and serial killers movies and television religion war history and the supernatural *Internationalizing the Academic Standards* Indiana University, Bloomington. Center for the Study of Global Change, 2011 *Nonfiction Author Studies in the Elementary Classroom* Carol Brennan Jenkins, Deborah Jean Downs White, 2007 If you ve experienced the delight and wonderment that children bring to nonfiction read alouds take the next step and invite nonfiction authors into your classroom through author study Like its fiction counterpart nonfiction author studies engage students deeply and help them interact with texts in multiple ways and Nonfiction Author Studies in the Elementary Classroom shows you how to guide and support these interactions while honoring readers fascination with the world around them Drawing on the latest research and the experiences of classroom teachers Carol Brennan Jenkins and Deborah White make the case for studying nonfiction writers and their books with zeal and rigor They give you a strong rationale for nonfiction author study outlining how and why it s effective and what its principal goals are Then they turn over the discussion to five teachers who showcase units they developed and implemented in their own classrooms Each unit investigates a well known and well loved nonfiction author Gail Gibbons The Pumpkin Book Ann Morris On the Go Teamwork Play and What Was It Like Grandma Jim Arnosky The All About series Jean Fritz Can t You Make Them Behave King George and George Washington s Mother Sandra Markle Outside and Inside Snakes Each author study takes you step by step through its key questions themes and instructional moments providing everything you ll need along the way including worksheets booklists biographical information web based resources student samples curriculum maps and links to literacy standards Author study isn t just for fiction anymore Get ready to find out why Read the wisdom of practicing teachers and explore what nonfiction author study can do for you Pick up Nonfiction Author Studies in the Elementary Classroom teach its units and find a fresh way to deepen your readers connection to the captivating world of nonfiction texts Evaluating the School Library Nancy Everhart Ph.D., 2020-10-14 This guide for the evaluation of school libraries both in practice and in research covers analysis techniques and research practices for conducting evaluations of curriculum collections facilities and

library personnel performance This new edition of an important tool for school librarians and administrators describes how and why to conduct evaluations of school libraries and explains the evaluation of curriculum collections facilities student programs and services and library personnel The results can be used for strategic planning curriculum development and conducting action research New topics to this edition include explorations of community faculty students and school library research discussing how to bring all stakeholders to the table when evaluating the school library program personnel and services and the collection and facilities Other new topics include information on high stakes testing multiculturalism special needs students advocacy school librarians self evaluation dispositions for learning and evidence based practice This title will be of value to new school librarians in assessing how their program compares to others as well as to school library professors who will find this book useful in management and administration courses **The Common Core in Action** Deborah J.

Jesseman,2015-06-19 This book addresses Common Core State Standard curriculum resources to assist the school librarian in collaborating with classroom teachers Librarians are being asked to understand the Common Core State Standards CCSS and their implications to programming and instruction as well as to collection development planning Using lesson plans originally published in School Library Monthly this title builds upon them adding many additional plans that address CCSS issues The plans will help you implement the standards and can also be used as stepping stones to facilitate planning conversations and collaboration with teachers to co teach lessons correlated with the standards The book begins with an overview of the CCSS what they are how are they different from the content standards and what the implications are for schools where the state has adopted them including what the CCSS mean for collection development It then goes on to explore the opportunities the CCSS present for the school librarian looking at how you can become a leader in employing the process The majority of the book is devoted to reproducible lesson plans organized by curricular area or topic and grade level for ease of use *Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students*

Keengwe, Jared,Onchwari, Grace,2019-06-14 Standardized tests have been selected as a key assessment factor in expanding the academic achievement of the national student population However these tests position immigrant students at the risk of academic failure leading education experts to search for new strategies and teaching models The Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students is a critical research publication that focuses on research based pedagogical practices for teaching immigrant students Edited by a prominent IGI Global editor this book examines the latest professional development models and assessment practices of English learners ELs Covering essential topics such as second language acquisition SLA classroom management teacher education refugee resettlement programs and more this publication is a valuable resource for academicians professionals researchers administrators faculty and classroom teachers as the social and academic needs of English language learners continue to present a challenge for many schools and teachers **Literature-Based Teaching in the Content Areas** Carole Cox,2011-01-12 Forty classroom tested

classroom ready literature based strategies for teaching in the K 8 content areas Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students Throughout the book student work samples and classroom vignettes bring the content to life

Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings Anderson, Rebecca S., Mims, Clif, 2014-04-30 More emphasis is being placed on writing instruction in K 12 schools than ever before With the growing number of digital tools in the classroom it is important that K 12 teachers learn how to use these tools to effectively teach writing in all content areas The Handbook of Research on Digital Tools for Writing Instruction in K 12 Settings will provide research about how students use digital tools to write both in and out of school settings as well as discuss issues and concerns related to the use of these learning methods This publication is beneficial to educators professionals and researchers working in the field of K 12 and teacher education **75 Outrageous Ways Librarians Can Impact Student Achievement in Grades K-8** Laurie Noble Thelen, 2008-02-15 Provides seventy five standards based lessons for kindergarten through eighth grade library media specialists *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning* Keengwe, Jared, 2017-10-31 Every generation of students comes to the classroom with different needs than that of their predecessors Implementing new methods and styles of teaching to meet these diverse needs will provide students with the best chance of success in their educational careers The Handbook of Research on Pedagogical Models for Next Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting Featuring pertinent topics including mixed reality simulations interactive lectures reflexive teaching models and project based learning this is an ideal publication for educators academicians students and researchers that are interested in discovering more about the recent advances in educational fields **14184: SR-CL Be Healthy! Be Fit! Teacher's Guide Book** Jack L. Roberts, 2011-09-15 **The Perfect Norm** Sandra Vavra, Sharon L. Spencer, 2009-02-01 Our goal in writing this book was to validate teachers for strong efforts in their life s work We often observe teachers frustrations with what they perceive to be a multitude of different hot topics in education that they must attend to now but which they expect to come and go like the last hot topics So we wanted to help readers see similarities between many of these hot topics differentiation multiple intelligences culturally responsive teaching brain friendly strategies authentic assessment and ethical classroom management which we feel are not flashes in the pan And we trust that serious practitioners will not oversimplify the

findings of neuroscientists and their application to education Reading studies and books by scientists a number of which are user friendly can help ensure that teachers separate the hype from credible information We have seen this professionally judicious approach in the work of graduate students Kolinski 2007 in adopting brain friendly strategies We have intentionally packed both theoretical research based and practical information in this book because professional educators want to know why they should use certain approaches models and strategies In turn as professionals we should be able to explain why we teach the way we do not to justify but to educate others about our knowledge based reflective decision making processes and the impact on student learning Thus it is important to read Chapter 1 because it lays a foundation Each succeeding chapter 2 6 has unique and compelling twists and turns chock full of ideas to use or to adapt It is possible to gain lots of ideas processes and strategies from reading and implementing or adapting even one of the unit chapters or a part of it While some of the units are explicitly about literacy others focus on content using reading writing speaking and listening as critical in the learning process Thus literacy skills are reinforced and strengthened Additionally some of our colleagues and public school partners have given us feedback that they wanted to implement some of the units and activities themselves So feel free to use this book for self exploration and professional development

Doing What Works Judy Tilton Brunner, 2013-01-12 Doing What Works Literacy Strategies for the Next Level will assist educators as they support students in the mastery of vocabulary comprehension and study skills required by the Common Core State Standards All strategies have been carefully selected based on their ease of use utility in terms of scaffolding differentiation and simplicity of format Judy Tilton Brunner designed this key sourcebook for educators who need or want to cultivate their students vocabulary development reading comprehension note taking and general study skills Doing What Works provides practical effective and research based strategies to help students remember and understand what they read at the highest levels of cognition layering of texts close reading collaborating using a variety of sources teaching uncommon vocabulary and posing text dependent By incorporating these teaching strategies into classroom instruction educators will teach with purpose and students will learn with independence

Distance Learning Michael Simonson, 2020-08-01 Distance Learning is for leaders practitioners and decision makers in the fields of distance learning e learning telecommunications and related areas It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners of all ages using telecommunications technologies of all types Stories are written by practitioners for practitioners with the intent of providing usable information and ideas Articles are accepted from authors new and experienced with interesting and important information about the effective practice of distance teaching and learning Distance Learning is published quarterly Each issue includes eight to ten articles and three to four columns including the highly regarded And Finally column covering recent important issues in the field and written by Distance Learning editor Michael Simonson Articles are written by practitioners from various countries and locations nationally and internationally

Metacognition in Literacy Learning

Susan E. Israel, Cathy Collins Block, Kathryn L. Bauserman, Kathryn Kinnucan-Welsch, 2006-06-17 This volume provides the first comprehensive research based examination of metacognition in literacy learning Bringing together research findings from reading linguistics psychology and education it is logically organized as follows Part I provides the theoretical foundation that supports the teaching of metacognition Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels and Part IV provides new information on integrating metacognition into professional development programs Key features include Chapter Structure Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters Contributor Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents Comprehensiveness Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy based metacognition This volume is appropriate for reading researchers professional development audiences and for upper level undergraduate and graduate level courses in reading and educational psychology

Instructors Manual Stephanie Blasi-Taylor, Teresa McDevitt, Jeanne E. Ormrod, 2003-01-28

Resources in Education, 1997

Discovering Science Through Inquiry: Earth Systems and Cycles Kit Kathleen Kopp, 2010-07-14 The Discovering Science through Inquiry series provides teachers and students of grades 3 8 with direction for hands on science exploration around particular science topics and focuses The series follows the 5E model engage explore explain elaborate evaluate The Earth Systems and Cycles kit provides a complete inquiry model to explore Earth's various systems and cycles through supported investigation Guide students as they make cookies to examine how the rock cycle uses heat to form rocks Earth Systems and Cycles kit includes 16 Inquiry Cards in print and digital formats Teacher's Guide Inquiry Handbook Each kit includes a single copy additional copies can be ordered Digital resources include PDFs of activities and additional teacher resources including images and assessment tools leveled background pages for students and video clips to support both students and teachers

Science Readers: A Closer Look: Las fuerzas y el movimiento (Forces and Motion) Kit (Spanish Version), 2010-05-13 Engage intermediate level students with foundational physical science concepts as they explore the forces at work in their toys bikes snowboards and favorite amusement park rides This kit includes leveled books allowing teachers to easily implement differentiation strategies that give all students access to this life and science theme Science Readers A Closer Look Las fuerzas y el movimiento Forces and Motion Complete Spanish Kit includes Books 6 titles 6 copies each 32 pages per book data analysis activities audio recordings digital resources and a Teacher's Guide in English

School Library Journal, 2009

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