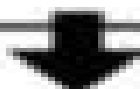


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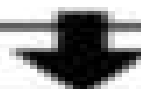
Name: _____ Date: _____

Topic (1-2 words):

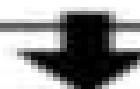
Main Idea (1 sentence of what the passage is about):



Key Detail #1



Key Detail #2



Key Detail #3

Put it altogether! Write the summary of the passage.

Nonfiction Summary Graphic Organizer 2nd Grade

Sophia Nguyen



Nonfiction Summary Graphic Organizer 2nd Grade:

Linguistics and Language Behavior Abstracts, 1994 *Nonfiction Passages with Graphic Organizers for Independent Practice* A. Blevins, Alice Benjamin Boynton, W. Boynton, Wiley Blevins, 2004-09-01 Presents thirty high interest passages along with a variety of comprehension questions and activities *Graphic Organizer Booklets for Reading Response* Rhonda Graff Silver, 2007-04 Help students become active learners use higher level thinking and read with a purpose by using these reproducible six page booklets Each visually appealing booklet contains several graphic organizers that will enable students to focus on key points *Reading Response for Nonfiction Graphic Organizers and Mini-Lessons* Jennifer Jacobson, 2008-03 Help students learn to comprehend nonfiction with 20 engaging graphic organizers They ll navigate text features make connections compare and contrast and more Interactive mini lessons introduce each organizer then photocopy for flexible use such as homework class work group work and assessment A great way to make learning visible and memorable For use with Grades 2 4 **Using Graphic Organizers, Grades 6 - 8** Smith, 2008-12-19 With Using Graphic Organizers students can practice analyzing nonfiction texts by using visual symbols to represent ideas and concepts as well as learn to engage in information processing and higher order thinking skills Each lesson contains a blank organizer and a completed organizer with sample answers provided Topics include the great Mayan mystery Alexander the Great earthquakes and more The book also provides differentiated instruction strategies and an interactive CD that allows organizers to be completed on a classroom whiteboard computer projection device or desktop computer Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources *Nonfiction Passages with Graphic Organizers for Independent Practice* Alice Boynton, Wiley Blevins, 2005-12 Thirty high interest passages plus comprehension questions graphic organizers writing prompts and more A great way to get kids to read nonfiction **Using Graphic Organizers, Grades 5 - 6** Smith, 2008-12-19 With Using Graphic Organizers students can practice analyzing nonfiction texts by using visual symbols to represent ideas and concepts as well as learn to engage in information processing and higher order thinking skills Each lesson contains a blank organizer and a completed organizer with sample answers provided Topics include the tropical rain forest camels types of clouds and more The book also provides differentiated instruction strategies and an interactive CD that allows organizers to be completed on a classroom whiteboard computer projection device or desktop computer Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line

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Graphic Organizer and Checklist Sophia Nguyen, 2009 Research question s How will teaching the use of a graphic organizer and a checklist help struggling fourth and fifth grade students improve their structure and content of summary writing after reading a news article 1 Will using Step Up to Writing strategies that are organized into one graphic organizer help the structure of students summaries to include a topic sentence details and a conclusion 2 Will using a checklist which include the questions who what where when why and how improve students ability to recognize whether their summaries include the most important information from the news article reading 3 Will using Step Up to Writing strategies that are organized into one graphic organizer help students ability to figure out a logical progression of ideas in their news article summaries Research activities Context The study took place in combination class of fourth and fifth grade students at a public school in the Bay Area The intervention was especially focused on five students Two of the students were fourth grade students and three of the students were fifth grade students who were all struggling with summarization Although I had English language learners in my class these five students who were not English language learners were having the most trouble with summarizing articles Methods and Data The whole class intervention lasted six weeks but three of the weeks were an interruption due to the Winter Break Each day varied between 45 minutes to an hour and a half depending on students needs The students were expected to use a graphic organizer created using Step Up to Writing strategies and a checklist in order to help students with their article summaries The data sets used were the grading of summaries based on a rubric done as a pre and a post intervention assessment attitudinal data found through a survey also done as a pre and a post assessment and in the midst notes written daily Results Comparisons of baseline data to outcome data suggested that using a graphic organizer and a checklist improved students ability to write an article summary My target students improved their average score from a 4 8 to a 9 5 The class average improved from 6 8 to 9 8 out of a total of 12 points The graphic organizer was able to assist students in organizing their ideas in a logical progression help students create a topic sentence conclusion sentence and indicate where details are expected in a paragraph The checklist helped students pull out the most important information of the article to include in their summary Together these two strategies led to drastic improvement in writing Grade Level 4 and 5 Data collection methods Survey attitude Observation Student engagement behavior tallies Student work Writing samples Writing assessment Curriculum Areas English Language Arts Writing Instructional Approaches Graphic Organizer concept maps and Writing Summary **Increasing the Understanding of Nonfiction Through Graphic Organizers** Jennifer Swann, 2004 [Graphic Organizers Simplified B](#) Karen Bromley, Marcia Modlo, 2024-12-31 This resource is for grades 3 4 and aligns to the International Reading Association IRA and National Council of Teachers of

English NCTE Standard 1 3 6 and 12 A graphic organizer is a visual way to represent knowledge in a pattern using labels Organizing or arranging important aspects of a concept or topic is a critical step in the processes of reading writing and thinking a step that educators used to assume students did in their heads Now we know that helping students develop and or use graphic organizers greatly improves reading comprehension as well as analytical thinking and writing skills Graphic Organizers Simplified is a four book supplemental series that provides teachers with ready to use materials to help students learn how to create and use graphic organizers Each lesson consists of three parts a story article or poem written and illustrated by nationally recognized contributors a graphic organizer to study complete or create work sheets that include comprehension questions guided activities for interpreting data and opportunity to apply and write about what has been learned Selections in each book represent a variety of fiction and nonfiction genres including poetry journal entries humor biography history science nature study sports fantasy and more Each was hand picked as appropriate for the independent and instructional reading levels for the specified grades

Step Up to Writing, Step Into Summaries Rowena Velasco, 2009 Research question s How will teaching and using outlining as a planning strategy impact the organization of second grade students summary writing 1 How will the content quality of student summary writing improve after teaching modeling and scaffolding the use of outlines and writing frames 2 How will this research on second graders writing organization impact a teacher s perceptions about teaching writing Research activities This research explores the use of outlines as a planning strategy to facilitate second grade students writing and impact the organization and content quality of students summary writing Context The study took place in a second grade self contained classroom composed of a diverse group of students with a wide range of academic needs The intervention targeted six students who represented a continuum of writing skills and abilities Proficient Basic Below Basic One of the six focus students was an English Language Learner and one was receiving additional services for language development Methods and data The intervention occurred over a course of nine weeks and comprised of sixteen writing sessions Session activities ranged from whole class direct instruction on intervention components small group brainstorming and practice with Step Up to Writing Auman 2003 graphic organizers and independent application of outlines and writing of drafts Data sets included pre and post parent surveys student writing samples teacher observations and teacher created newspapers documenting the students work and community s responses Results From the analysis of preliminary and outcome data students demonstrated growth in their summary writing Improvements varied but were noted in both the quality of structure and content of writing Improvement in organization was demonstrated through increase in use of transition words and appropriate order of sentence structures improvement in content quality was demonstrated through increase in details and explanation example sentences as well as the strength of support in addition overall student self efficacy was shown to improve through teacher observation Conclusion The inquiry findings suggest that targeting a writing strategy with the use of supplements from a prescribed writing program such as

teaching and using informal outlines as a planning strategy prior to drafting paragraphs may work towards improving the structure and organization of a paragraph Findings suggest that strategies working to improve the organization of writing may also work to enhance the content quality of student work In addition home school connections and teacher perceptions about teaching writing may be reinforced and strengthened through the implementation of a targeted intervention Grade level Elementary Second Grade Data collection methods Parent surveys teacher observations student writing samples parent reflections Curriculum area s English Language Arts Writing Instructional approaches Direct instruction writing collaboration graphic organizers outlining writing summary school community Graphic Organizers Simplified Karen D'Angelo Bromley, Marcia Modlo, Essential Learning Products Company, 2001 This supplemental series provides teachers with ready to use materials to help students learn how to create and use graphic organizers

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