

SUMMARISING

Name: _____



GOTCHA!

This is a story about an ordinary man who did something extraordinary. It all started in the Dollars-Are-Us Bank on a Tuesday afternoon. Jimmy was lining up, waiting to deposit a large sum of money into his savings account when a masked man pushed past him. He ran straight to the counter and held the teller at gun point screaming, "Put all the money in the bags or we'll shoot everyone in this bank!". The customers screamed and crouched down on the ground while the terrified lady started stuffing money into the man's bag. Little did he know, the lady had pressed a silent alarm and before he had a chance to escape the police had arrived, blocking the front doors. But the criminal grabbed a hostage, ready to fight his way out. Jimmy decided that he wasn't going to let this horrible man hurt anyone. He jumped up and barrelled straight in the man, pummelling him to the ground and knocking the gun out of his hands. The police saw the man was now unarmed and quickly ran in to arrest him. Jimmy received a medal for bravery and the robber who caused it all is now serving a long sentence behind bars!

SUMMARISE THE STORY USING THE PROMPTS TO HELP YOU

Who was in the story?

Type here

Where does the story take place?

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What was the problem in the story?

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How was the problem resolved?

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SUMMARISE THE STORY IN ONE SENTENCE

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Passages For Summarizing In 3rd Grade

Lori Jamison Rog



Passages For Summarizing In 3rd Grade:

Four Powerful Strategies for Struggling Readers, Grades 3-8 Lois A. Lanning, 2008-07-17 Lanning reduces the long list of skills and strategies found in curriculum documents into four key comprehension strategies setting out a very workable plan for enhancing reading comprehension Richard Allington Professor of Education University of Tennessee These four powerful strategies come to the rescue with detailed and engaging lessons and examples for guided reading instruction The clarity and insight make this book a must read for elementary and middle school reading specialists and classroom teachers H Lynn Erickson Educational Consultant Author Concept Based Curriculum and Instruction Focused techniques to help struggling readers strengthen comprehension skills Children who struggle with reading by the time they reach third grade risk falling further behind as they progress through school This important resource presents four targeted research based comprehension strategies to help struggling readers in small group settings understand what they read Four Powerful Strategies for Struggling Readers Grades 3 8 shows teachers how to support students reading comprehension by teaching the strategies that highly effective readers use summarizing creating meaningful connections self regulating and inferring The author examines how why and when to use each strategy and what each strategy looks like in practice The book also covers A gradual release approach that begins with teacher directed instruction and leads to student directed learning as skills increase Specific teaching techniques to use with each strategy Detailed lesson examples for reading instruction and content area reading Reflections in each strategy chapter The underlying principles in the book make these powerful strategies relevant for all elementary teachers literacy coaches and instructional leaders working to help students learn to read for deep understanding Comprehension and Critical Thinking Grade 3 Lisa Greathouse, 2007-10-23 Build Grade 3 students comprehension and critical thinking skills and prepare them for standardized tests with high interest informational text from TIME For Kids Research-Based Practices for Teaching Common Core Literacy P. David Pearson, Elfrieda H. Hiebert, 2015 This one of a kind resource will be invaluable to every teacher educator every curriculum director and every literacy coach whether or not they must meet Common Core Standards Bringing together perspectives from literacy luminaries each addressing their specialty this book offers an accessible fund of rich practices in literacy instruction The book serves two purposes First it assembles a body of knowledge and wisdom from leading literacy researchers who each draw from a long career in the field to address topics of central importance to good literacy instruction Second these research to practice leaders connect established best practices and foundational research to the current challenge of instruction to meet Common Core Standards and other rigorous curriculum guidelines The contributors point out strengths of the Common Core as well as issues and oversights that educators should be aware of Closing chapters situate the Common Core within a continuum of educational policy and legislation Contributors Richard L Allington Monica T Billen Jay S Blanchard Robert Calfee Gina N Cervetti Michael F Graves John T Guthrie Elfrieda H Hiebert James V Hoffman Rosalind

Horowitz Michael L Kamil Barbara Kapinus Richard Long Leigh Ann Martin Kimberly McCuiston James Nageldinger David Paige P David Pearson Timothy Rasinski S Jay Samuels Barbara Taylor Joanna P Williams Kathleen Wilson Pearson and Hiebert have long advocated for children in schools and this volume is no exception They and their chapter authors situate the CCSS within the historical and policy context in which it was written and support the literacy education community as we wrestle with the implications the standards have for research for teachers for teaching and for learning Sharon Walpole University of Delaware This book gets way beyond generalities and polemics about the Common Core taking a deep and measured dive into a wide range of essential topics within the standards I read a lot and I can't think of the last time I read anything about the CCSS as engaging and thought provoking as this Nell K Duke University of Michigan 24 Nonfiction Passages for Test Practice Michael Priestley, 2001-12 Boost your students reading comprehension and critical thinking skills using all kinds of high interest nonfiction sources From how to guides and letters to news stories and advertisements these ready to reproduce passages and companion questions will give your students the practice they need to understand the information they see and read every day and succeed on standardized tests Book jacket *Nonfiction Strategies Grades 1-3* Debra J. Housel, 2002-06 Lessons detailing how to read write discuss research remember and listen to information from nonfiction sources give students the meaningful practice they need to master nonfiction comprehension skills Strategies are correlated to McREL's Standards **Reading Comprehension, Grades 3 - 4** Holly Fitzgerald, 2014-12-01 A top selling teacher resource line The 100 Series TM features over 100 reproducible activities in each book Organized by specific reading skills this book is designed to enhance students reading comprehension Lively reading passages present high **Expanding Reading Comprehension in Grades 3-6** Katherine A. Dougherty Stahl, Georgia Earnest García, 2022-03-25 Students in grades 3-6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas Grounded in research this book presents effective practices for integrating literacy instruction with literature science and social studies Chapters address text selection vocabulary development strategy instruction discussion formats writing to express and expand comprehension assessment and more Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout Ideal for preservice and inservice teachers and professional staff development the book includes classroom vignettes text boxes with easy to read instructional procedures and curriculum resources Helpful reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size See also the authors related book on the primary grades Developing Reading Comprehension Effective Instruction for All Students in PreK-2 **Reading Comprehension, Grade 8** Carson-Dellosa Publishing, 2015-03-16 Reading Comprehension for grade 8 is designed to aid in the review and practice of reading comprehension skills Grade 8 covers standards such as main topic and key details identifying an author's purpose summarizing inferring and vocabulary practice The book includes engaging nonfiction and fiction passages and stories to appeal to all readers The 100 Series Reading Comprehension books span

grades 1 to 8 The activities in each book reinforce essential reading comprehension skills by providing practice with sequencing main idea predicting and inferring as well as story elements character plot and setting The books include engaging grade appropriate fiction and nonfiction passages and stories Each book has 128 pages and 100 pages or more of reproducible content to help students review and reinforce essential skills in reading comprehension The series is correlated and aligned to the Common Core State Standards **Specific Skills Series: Summarizing , Read & Succeed**

Comprehension Level 3: Summarizing Passages and Questions Debra J. Housel,2014-01-01 Students need purposeful practice on summarizing to improve reading comprehension These third grade texts capture student interest with focused standards based activities that provide targeted practice opportunities *Marvelous Minilessons for Teaching Intermediate Writing Grades 3-8* Lori Jamison Rog,2018-02-15 This timely book offers a host of minilessons that focus on comprehensive written communication as one of the essential skills for success These fresh minilessons explore how to help students go beyond fuzzy thinking and generic voice and organize their thoughts solve problems identify key ideas and reflect on different perspectives The book argues that writing is important to help students communicate ideas to others as well as document their own thoughts This buffet of minilessons gives teachers ideas to add to their teaching repertoire so they can help their students work shine a little brighter **Comprehension [Grades K-12]** Douglas Fisher,Nancy Frey,Nicole

Law,2020-08-20 Radically change the way students learn from texts extending beyond comprehension to critical reasoning and problem solving Is your reading comprehension instruction just a pile of strategies There is no evidence that teaching one strategy at a time especially with pieces of text that require that readers use a variety of strategies to successfully negotiate meaning is effective And how can we extend comprehension beyond simple meaning Bestselling authors Douglas Fisher Nancy Frey and Nicole Law propose a new comprehensive model of reading instruction that goes beyond teaching skills to fostering engagement and motivation Using a structured three pronged approach skill will and thrill students learn to experience reading as a purposeful act and embrace struggle as a natural part of the reading process Instruction occurs in three phases Skill Holistically developing skills and strategies necessary for students to comprehend text such as monitoring predicting summarizing questioning and inferring Will Creating the mindsets motivations and habits including goal setting and choice necessary for students to engage fully with texts Thrill Fostering the thrill of comprehension so that students share their thinking with others or use their knowledge for something else Comprehension is the structured framework you need to empower students to comprehend text and take action in the world **Teaching and learning to read in a**

multilingual context IBE,2017-03-13 **Prepare & Practice for Standardized Tests Grade 3** Julia

McMeans,2009-01-02 This series takes advantage of the latest research related to standardized testing It prepares not only students but also teachers and parents for successful testing experiences Each book in the series presents test taking strategies and anxiety reducing tips The practice tests cover grade specific standards based content The test questions are

similar in style to those found in current standardized tests There s no magic in these books They re not fancy But they offer the very best preparation for making the most of testing and getting results that accurately measure what each student knows

Practical Handbook of School Psychology Gretchen Gimpel Peacock,Ruth A. Ervin,Kenneth W. Merrell,Edward J. Daly, III,2012-07-20 Bringing together leading authorities this concise state of the science Handbook delves into all aspects of problem solving based school psychology practice Thirty four focused chapters present data based methods for assessment analysis intervention and evaluation with special attention given to working in a response to intervention framework Tools and guidelines are provided for promoting success in key academic domains reading writing and math Social emotional and behavioral skills are thoroughly

X-kit FET Grade 11&12 English First Additional Language Sonja Burger,2007

Morris Informal Reading Inventory Darrell Morris,2014-10-13 In one concise volume Darrell Morris provides a complete tool for assessing students reading ability Unlike most informal reading inventories IRIs Morris s approach incorporates measures of automaticity word recognition and fluency together with oral reading accuracy and comprehension This results in more efficient accurate and thorough assessments Included are an examiner s manual and all test materials for the basic IRI grades 2 8 plus a separate beginning reading inventory grades K 1 In a large size spiral bound format for ease of use the book features more than 90 pages of word letter lists illustrated reading passages and other test materials all with permission to photocopy See also Morris s *Diagnosis and Correction of Reading Problems* Second Edition which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention

RTI in the Common Core Classroom Sharon Vaughn,Philip Capin,Garrett J. Roberts,Melodee A. Walker,2016 Schools and teachers have struggled to integrate Common Core State Standards CCSS into their local Response to Intervention RTI systems This book offers an adaptable framework and practical tips to assist educational professionals charged with making this connection in their schools districts and classrooms for English language arts Based on years of experience we know that students perform best when provided with research based instruction frequent progress monitoring and timely and targeted interventions Focusing on what the research tells us about how children learn this highly practical guide can serve as the core of language arts instruction RTI in the Common Core Classroom will guide today s classroom teachers reading coaches and administrators in their efforts to support all students in meeting literacy standards including individuals with mild to moderate disabilities Book Features A research based innovative approach for implementing RTI and the Common Core curriculum Effective teaching and assessment practices in foundational reading skills reading comprehension and writing User friendly design including research highlight boxes recommended reading lists questions for professional learning communities prompts sample assignments student writing excerpts a Q A section and a trait weighting table Sharon Vaughn is the perfect classroom expert to help teachers mesh the requirements of any RTI program with high standards whether they be CCSS state or local Susan B Neuman New York University Teaching to the unique abilities of an increasingly diverse

group of students is a persistent challenge in public education Whether used in a Common Core classroom or school system Dr Vaughn s new book is yet another invaluable tool for teachers and leaders to use RTI to accelerate achievement for all students Larkin Tackett executive director Austin Region IDEA Public Schools *Standards-Based Comprehension Strategies and Skills Guide* Miriam Myers,2006-03-13 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests **Contemporary Readings in Literacy Education** Marva Cappello,Barbara Moss,2010 Contemporary Readings in Literacy Education is designed to provide students with high quality journal and research articles in literacy education The readings are contextualized with introductions and discussion questions by the editors of the text The text will help instructors to easily integrate the latest research into their course in a meaningful way This reader with edited content and contextualizing material makes the latest research more interesting and accessible to the students of literacy education

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