

# Scaffolding Comprehension of Informational Text

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Reading Comprehension:

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**Before Reading**  
**During Reading**  
**After Reading**

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## Preview - Before Reading Strategies

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- Teach the pronunciation and meaning of critical, unknown **vocabulary** words
- Review, teach or activate any necessary **background knowledge**
- **Preview** the text

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## Before Reading - Vocabulary

- “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content” Marzano, 2001, p. 69
- .97 effect size for direct teaching of vocabulary related to content Stahl & Fairbanks, 1986

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## Before Reading - Vocabulary

- Limit number of words given in depth instruction to 4 to 5 words (Robb, 2003)
- Select words that are **unknown**
- Select words that are **critical** to passage understanding
- Select words that students are likely to use in the **future** (Stahl, 1986)
  - General academic vocabulary found used in many domains
  - Domain-specific vocabulary that provides background knowledge

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## Selection Vocabulary

- **General academic vocabulary** – Words used in many domains. (*suitcase words*)  
Examples: contrast, analyze, observe, evidence, theory
- Application of **general academic vocabulary** differs across domains (Hyland & Tse, 2007; Fisher & Blachowicz, 2013)
  - Math – *Analyze* givens, constraints, and relationships in problem
  - Science – *Analyze* and interpret data
  - English – *Analyze* how author develops character

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## Selection of Vocabulary

- **Domain-specific vocabulary** that provides background knowledge  
Examples: tariff, acute angle, foreshadowing
- When possible, teach clusters of words that are meaningfully related.
  - Math:** angles, acute, right, obtuse, straight, reflex
  - Science:** cell, nucleus, mitochondrion, vacuole, cell membrane, cell wall, chromosome
  - Social Studies:** colony, ethnic group, migration, society, settlement, settler

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## Selection of Vocabulary

- Select **difficult words** that need interpretation.
  - Words not defined within the text
  - Words with abstract referent
  - Words with an unknown concept

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## Selection of Vocabulary - Summary

- ❖ Select a **limited number** of words.
- ❖ Select words that are **unknown**.
- ❖ Select words **critical** to passage understanding.
- ❖ Select words that can be used in the **future**.
- ❖ Select **difficult words** that need interpretation.

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## Selection - Vocabulary

Text: <i>American Journey</i> Chapter 11, Section 1			
Publisher: Glencoe		Jacksonian Democracy	
favorite son	majority	plurality	mudslinging
landslide	nominating convention	tariff	suffrage
nullify	secede		

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## Selection - Vocabulary

Text: <i>My World</i>		Chapter 4, Section 3	
Publisher: Pearson		Central America and the Caribbean Today	
* carnival	* Santeria	* diaspora	*microcredit
* ecotourism	indigenous	democracy	parliamentary system
dictatorship	free-trade agreements		

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## Organize words for Instruction

- Order words in list to stress relationships between words.
- Group words into semantic clusters to create a scheme. (Marzano & Marzano, 1988; Wixson, 1986)

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## Before Reading - Vocabulary

### Step 1. Introduce the word.

- Write the word on the board or overhead.
- Read the word and have the students repeat the word.
- Have students tap out the syllables in the word.
- Have students read the word by parts as you loop under the word.
- Have students repeat the pronunciation of the word.  
(If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.)

*Introduce the word with me.*

*This word is **suffrage**. What word? suffrage*

*Tap and say the parts of the word. suf frage*

*Read the word by parts. suf frage*

*What word? suffrage*

***Suffrage** is a noun.*

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## Before Reading - Vocabulary

### Step 2. Introduce meaning of word.

#### Option # 1. Present a student-friendly explanation.

- Tell students the explanation. OR
- Have them read the explanation with you.

*Present the definition with me.*

*When someone has **suffrage**, they have the right to vote in an election.*

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## Before Reading - Vocabulary

### Step 2. Introduce meaning of word.

#### Option # 2. Have students locate the definition in the glossary or text and break the definition into the critical attributes.

Glossary: **Suffrage** - the right to vote

suffrage  
- the right  
- to vote

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## Before Reading - Vocabulary

### Step 2. Introduce meaning of word.

### Option # 3. Introduce the word using the meaningful parts in the word.

autobiography  
 auto = self  
 bio = life  
 graph = letters, words, or pictures

hydroelectricity  
 hydro = water

NOTE: 88% of key science words have Spanish cognates;  
 1/2 are high frequency words in Spanish

## Common Latin and Greek Roots

<b>aqua</b>	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
<b>aud</b>	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
<b>auto</b>	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
<b>astro</b>	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
<b>biblio</b>	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
<b>bio</b>	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
<b>chrono</b>	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
<b>corp</b>	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
<b>demo</b>	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
<b>dic, dict</b>	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
<b>dorm</b>	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
<b>geo</b>	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

## Common Latin and Greek Roots

<b>graph</b>	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
<b>hydro</b>	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
<b>ject</b>	throw	Latin	reject, deject, project, inject, injection, projection
<b>logos, logy</b>	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
<b>luna</b>	moon	Latin	lunar, lunacy, lunatic, interlunar
<b>meter</b>	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
<b>mega</b>	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
<b>min</b>	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
<b>mit, mis</b>	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
<b>path</b>	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
<b>ped</b>	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
<b>philia</b>	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, philip

## Common Latin and Greek Roots

<b>phono</b>	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
<b>photo</b>	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
<b>port</b>	carry	Latin	port, transport, transportation, portable, portage, report
<b>spect</b>	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
<b>scope</b>	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
<b>sol</b>	sun	Latin	solar, solar system, solstice, solarium, parasol
<b>struct</b>	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
<b>tele</b>	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
<b>terra</b>	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

## Before Reading - Vocabulary

Step 3. Illustrate the word with examples.

- a. Concrete examples
  - objects
  - acting out
- b. Visual examples
- c. Verbal examples

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## Before Reading - Vocabulary

Suffrage Examples

When the United States was founded only white men with property had suffrage.

At the time of the American Civil War, most white men had been granted suffrage.

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## Before Reading - Vocabulary

Suffrage Examples

In 1920, women were granted suffrage. The passage of the Nineteenth Amendment granted women the right to vote in all United States elections.



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## Before Reading - Vocabulary

Suffrage Examples

The *Voting Rights Act of 1965* outlawed discriminatory voting practices that denied **suffrage** to many African Americans in the United States.



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## Before Reading - Vocabulary

Step 4. Check students' understanding.  
Option #1. Ask deep processing questions.

*Check students' understanding with me.*

Why is suffrage a critical aspect of a democracy?

Begin by saying or writing:

Suffrage is a critical aspect of democracy for the following reasons. First, \_\_\_\_\_

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## Before Reading - Vocabulary

Step 4. Check students' understanding.  
Option #2. Have students discern between examples and non-examples.

*Check students' understanding with me.*

Tell me **suffrage** or **not suffrage**.

The right to run for elected office. **not suffrage** Why not?

The right to vote. **suffrage** Why?

The right to develop ads for a candidate. **not suffrage** Why not?

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## Before Reading - Vocabulary

Step 4. Check students' understanding.  
Option #3. Have students generate their own examples.

*Check students' understanding with me.*

*Make a list of ways that **suffrage** could be limited or compromised.*

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## Before Reading - Vocabulary

suffrage            noun  
suffragist        noun



In 1917, all women in the United States did not have **suffrage**, the right to vote. **Suffragists** in New York City collected more than a million signatures of women demanding voting rights. They then paraded down Fifth Avenue with the signature placards.

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## Vocabulary Routine

1. Introduce the word.
2. Introduce meaning of word.
3. Illustrate the word with examples (and non-examples).
4. Check understanding.

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## Background Knowledge - What

- ...what one already knows about a subject.  
Stevens, 1980
- ...all the knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.  
Biemans & Simons, 1996

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## Background Knowledge - Why

- Background knowledge of text has a major impact on whether or not a reader can comprehend text.  
Anderson & Pearson, 1984; Bransford, Stein, & Shelton, 1984; Wilson & Anderson, 1986
- Across grades and reading ability, prior knowledge of subject area and key vocabulary results in higher scores on reading comprehension measures.  
Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980

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## Background Knowledge - Why

- Average correlation between person's background knowledge of a given topic and extent to which a person learns new information is .66. Marzano, 2004
- Prior knowledge has a large influence on student performance, explaining 30 to 60% of variance in performance. Docy, Segers, & Buehl, 1999

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## Background Knowledge - Why?

Read this paragraph and explain it to your partner.

From a neuroanatomy text (found in *Background Knowledge* by Fisher and Frey)

Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are imposed on one another.

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## Teach Background Knowledge

### BIG IDEA

Even a thin slice of background knowledge is useful.

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## Teach Background Knowledge

### Preparation

1. What is critical?
2. What information would ease acquisition of new knowledge?
3. What information would reduce cognitive overload?
4. What information will increase interest and motivation?

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## Chapter 11 The Jackson Era 1824-1845

### Section 1 Jacksonian Democracy

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## Main Idea

**The political system of the United States changed under Andrew Jackson.**

As you read, ask yourself:

What changes in the political system of the United States occurred under Andrew Jackson?

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## Andrew Jackson

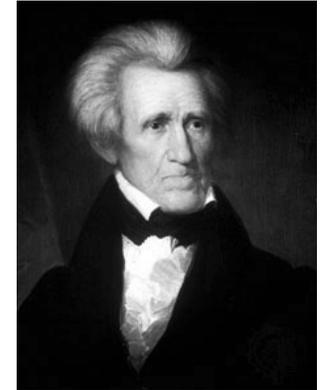
Background knowledge

### President

- 7th President
- 1829 - 1837

### Early Life

- Parents emigrated from Ireland
- Father died before his birth
- Mother died when he was 14
- Two brothers also died



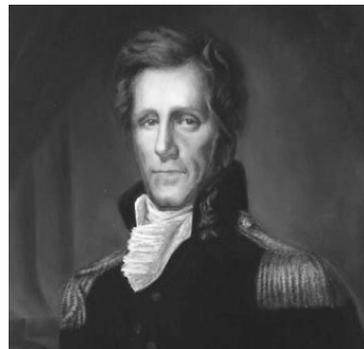
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## Andrew Jackson

Background knowledge

### Career - Military

- At 13 joined Continental Army
- Major General of Tennessee Militia
- Led campaign against Creek Indians in Georgia
- In 1815 led military victory over British at the Battle of New Orleans



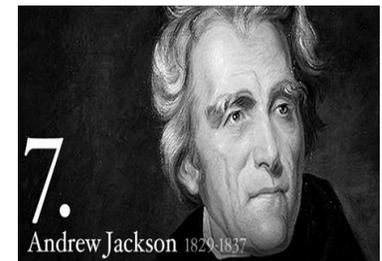
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## Andrew Jackson

Background knowledge

### Career - Politician

- Lawyer
- US Representative
- US Senator
- Circuit Judge
- President



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# Andrew Jackson

Background knowledge

## Personal Life

- Married Rachel Jackson
- Two adopted children
- Owned large cotton plantation with 150 slaves
- Killed man in pistol duel



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## Preview - Informational Passage

As the student previews, he/she discovers:

- the topics to be **covered**,
  - the information that will be **emphasized**,
  - how the material is **organized**.
- 
- In addition, background knowledge is **activated**.

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## Preview - Informational Passage

### Warm-Up

Before you read a chapter or a section of a chapter in your science, social studies, or health book, Warm-up. Get an idea of the chapter's content by previewing these parts.

#### BEGINNING

- Title
- Introduction

#### MIDDLE

- Headings
- Subheadings

#### END

- Summary
- Questions

Curriculum Associates, *Skills for School Success*

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## Jacksonian Democracy

### The Election of 1824

Striking a Bargain  
The Adams Presidency

### The Election of 1828

Jackson Triumphs

### Jackson as President

"Old Hickory"  
New Voters  
The Spoils System  
Electoral Changes

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## Preview - During Reading Strategies

- Utilize passage **reading procedures** that provide adequate reading practice
- **Ask appropriate questions** during passage reading
- Have students **generate questions**
- Teach **text structure strategies** that can be applied to passage reading

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## Comprehension- Informational Text Reading

- **Read** (a paragraph or a number of related paragraphs)
- **Stop**
- **Respond**
  - answer teacher questions
  - generate questions/answer questions
  - verbally retell content ("Paragraph shrinking")
  - mark text /add notes in the margins
  - take notes
  - map/web content

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## During Passage Reading

**Read**  
**Stop**  
**Respond**

- Teacher Asks Questions
- Students Answer Questions

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## During Passage Reading - Ask Questions

**Asking questions.** A evidence-based, time honored procedure

The teacher asks questions to guide and monitor students' comprehension

(Ambruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; McKeown, Beck, & Blake, 2009) )

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## During Reading - Ask Questions

### The Teacher-Generated Questions

- Divide the material into appropriate segments.
- Develop questions on the content, focusing on the **most important** understanding that students should construct.

OR

### Curriculum Questions

- Ask questions provided by the curriculum material.

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## Guidelines for Asking Questions

1. Ask **text-dependent** questions  
- The student must read the text to respond to the question
2. Creating **better questions**
3. Ask **higher order** questions  
- Inferences, predictions, comparisons, summaries
4. Scaffold higher order questions with **foundation** questions on key details
5. Scaffold answers with **sentence starters**
6. Use appropriate **active participation** procedures for asking questions

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## During Reading - Text-Dependent Questions

Ask questions that focus on information (evidence) provided in the text.

Students must answer the questions based on passage information NOT on previous experience or personal ideas.

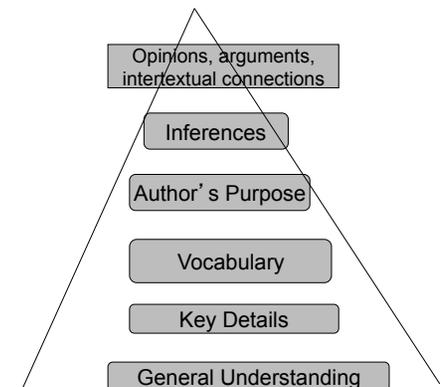
**Keep students cognitively in the text... don't draw them out of the text.**

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## During Reading - Scaffolding

Fisher & Frey, 2012

Scaffold higher order questions by first asking literal, foundation questions.



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## During Reading - Scaffold Higher Order Questions

### Scaffolding Questions

How many political parties were there in 1824?

Four men in the party ran for president. Did Andrew Jackson get a majority of votes?

Which of the 4 candidates received the most votes?

Who did the House of Representatives select as president?

Who helped Adams to be elected as president?

What position in the government was Clay given?

### Big Question to be asked:

Why were Adams and Clay accused of making a “corrupt bargain” (stealing the election)?

**Sentence Starter:** Adams and Clay were accused of making a *corrupt bargain* because.....  
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## During Reading - Ask Questions

Procedure for asking students questions on text material.

### Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time or writing time**
3. Provide a verbal or written **sentence starter or paragraph frame**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in a **discussion**

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## During Passage Reading

**Read**  
**Stop**  
**Respond**

- Students generate questions
- Students answer questions

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## During Reading - Students generate and answer questions

Student-Generated Questions based on Headings and Subheadings

1. Read the heading or subheading.
2. Generate one or two questions .
3. Read the section.
4. Answer the question.

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## Classifying Rocks

Question	Answer
How do you classify rocks?	Rocks are classified by mineral composition, color, and texture.
How are rocks classified?	

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## How Rocks Form

Question	Answer
Igneous rocks How do igneous rocks form?	
Sedimentary rocks How do sedimentary rocks form?	
Metamorphic rocks How do metamorphic rocks form?	

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## How Rocks Form

Question	Answer
Igneous rocks	Igneous rocks are formed when magma or lava cools.
Sedimentary rocks	
Metamorphic rocks	

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<i>Why was Poe labeled a "loner"?</i>	<ul style="list-style-type: none"> <li>- <u>orphaned by three</u></li> <li>- <u>separated from siblings</u></li> <li>- <u>conflict with foster family</u></li> <li>- <u>unable to gain approval of foster father</u></li> </ul>
<i>What turmoil and grief did Poe face?</i>	<ul style="list-style-type: none"> <li>- <u>lost job</u></li> <li>- <u>plagued with alcoholism &amp; illness</u></li> <li>- <u>wife died of tuberculosis</u></li> </ul>
<i>Why is Poe considered a literary giant?</i>	<ul style="list-style-type: none"> <li>- <u>considered first modern writer</u></li> <li>- <u>Poe's stories continue to be read</u></li> </ul>

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## During Passage Reading

### Read Stop Respond

- Students create main idea statements
- Students respond to teacher or partner questions

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## During Reading - Students generate main idea statements

### Paragraph Shrinking

1. **Name the who or what.**  
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

**(Optional: Record your main idea sentence.)**

(From the PALS program by Fuchs, Mathes, and Fuchs)

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9.1 Early Brain Development  
*The Developing Child*  
Application of Paragraph Shrinking

1. *A baby's brain develops rapidly in the first year of life.*
2. *When baby is given quality experiences, brain development accelerates.*
3. *Neural pathways form and control body functions and thinking.*
4. *The brain uses sensory input to build neural pathways.*
5. *Most actions of newborns are instinctive reflexes.*
6. *Baby gains many skills that result for development of brain.*

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## During Passage Reading

### Read Stop Respond

- Students "mark" the text
- Students write notes in the margins

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## During Reading - Students “mark” the text

1. Number the paragraphs
2. Circle the topic and/or key terms
3. Underline the author’s claims or other critical information

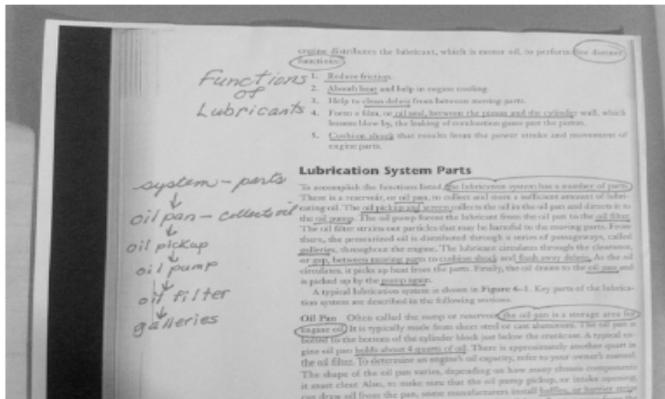
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## During Reading - Students write notes in the margins

- Notes in the margin might include:
  - A drawing to illustrate a point
  - A summary of the content
  - Key vocabulary terms and definitions
  - Responses to interesting information, ideas, or claims

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The Car Care Book, 4<sup>th</sup> Edition by Ron Haefliger  
Marking the Text



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## During Passage Reading

### Read Stop Respond

- Students take notes
- Students map/web the content

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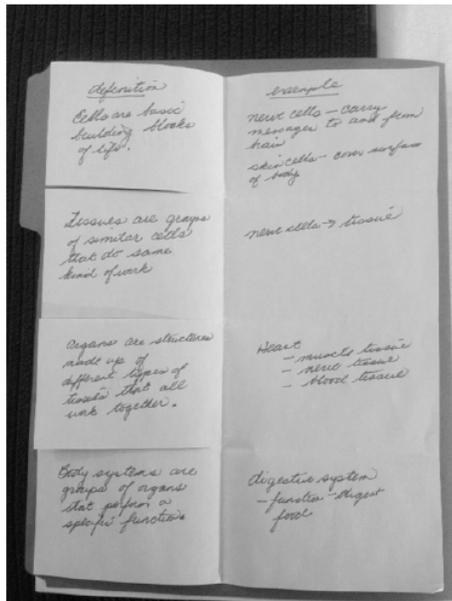
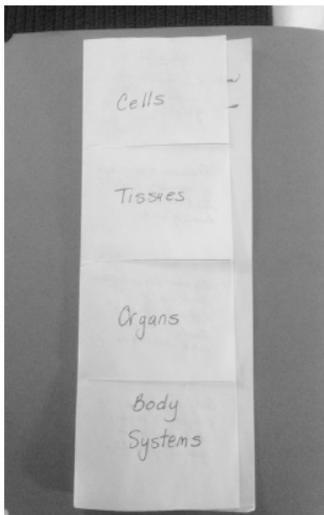
## During Reading - Students take two column notes

Antarctica	- far south continent
	- South Pole
	- Covered with ice
Weather	- Harsh
	- Below Freezing
	- Windy
Living Things	- Few
	Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica.

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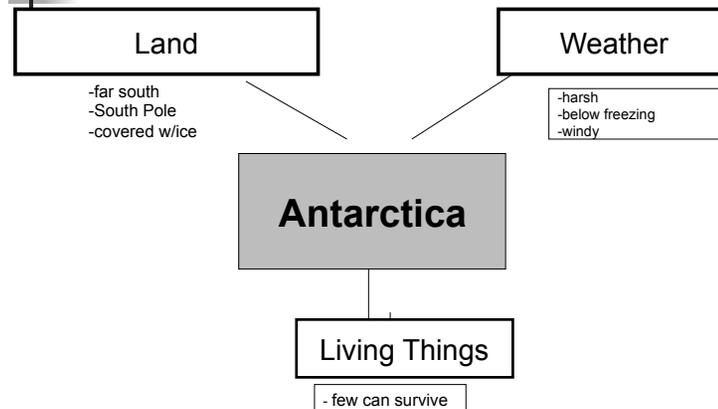
Discovering Cells	
What are cells?	<ul style="list-style-type: none"> <li>• <u>all</u> living things are made of cells</li> <li>• <u>cells</u> are basic unit of structure and function</li> </ul>
Cells and structure	<ul style="list-style-type: none"> <li>• <u>structure</u> of living things determined by how cells are put together</li> </ul>
Cells and function	<ul style="list-style-type: none"> <li>• <u>processes</u> to live, grow, reproduce</li> </ul>
	Summary
	All living things made of cells. Cells provide structure of organisms and cells carry out functions that allow organisms to live, grow, and reproduce.

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## During Reading - Students map or web the content



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Event \_\_\_\_\_ Event \_\_\_\_\_

Problem, Conflict, Goal	Problem, Conflict, Goal

Actions	Actions

Outcomes	Outcomes

Event <u>Gold Rush</u>	Event <u>Mormon Trail</u>
Problem, Conflict, Goal	Problem, Conflict, Goal
- Many people wanted to go to California to prospect for gold.	- Mormons wanted religious freedom after being treated poorly in Ohio, Missouri, Illinois.

Actions	Actions
- Some took ships to California.	- Brigham Young lead 3000 Mormons to Utah.
- Others traveled in wagon trains along the Oregon Trail.	- Other Mormons followed the first group to Utah.
- Instead of going to Oregon, went to California.	- The Mormons established a new trail that went through Nebraska.

Outcomes	Outcomes
- Very few of these pioneers got rich because of gold.	- Many of the Mormon pioneers died during a harsh winter.
- However, some of the pioneers gained wealth by selling supplies.	- Remaining Mormon pioneers established settlements in Utah where they were free to practice their religion.

Read
Think (and Mark)
Paraphrase
Visualize
Represent Visually
Create a number sentence / equation
Solve
Verify
Explain/Justify

## Preview - After Reading Strategies

- Have students complete or generate graphic organizers that summarize critical information
- Have students write in response to a passage:
  - Summary
  - Compare and Contrast
  - Opinion

## After Reading - Graphic Organizers

### The teacher:

- Provides students with a **graphic organizer** that reflects the structure of the text material
  - Central Idea
  - Hierarchy
  - Compare/Contrast
  - Sequence of Events
  - Cause/Effect
  - Problem/Solution

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## After Reading - Graphic Organizers

- After completing the graphic organizer, students:
  - **Teach** the content on the graphic organizer to their partners
  - Use the graphic organizer as a support during **class discussions**
  - Write a **summary** of the content based on the graphic organizer

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## Write a Summary - Writing Frames

Antarctica is the coldest continent on the earth.

The land is covered with

\_\_\_\_\_. The temperature stays below \_\_\_\_\_ and the \_\_\_\_\_ constantly blow. Because of these conditions, not many \_\_\_\_\_ things are found on this continent.

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## Write a Summary - Writing Frames

Summary of Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

- In this section of the chapter, a number of critical points were made about ...
- First, the authors pointed out that...
- This was important because...
- Next, the authors mentioned that...
- Furthermore, they indicated...
- This was critical because...
- Finally, the authors suggested that...

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## Write a Summary - Writing Frames

### Chapter: *Drifting Continents* Topic: *Wegener's Theory*

- In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift*. First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single land mass that he called Pangaea that drifted apart forming the continents of today*. This was important because *it explained why the outline of the continents as they are today fit together*. Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift*. Furthermore, they indicated that *Wegener used evidence of similar landforms and fossils on different continents to prove his theory*. This was critical because *this evidence could be validated by other scientists*. Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continents*.

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## Write a Summary - Writing Frames

### Summary of Opinion Article

- Name of Article:...
- Author: ...
- Topic: ...
  
- In this article, \_\_\_\_\_, discusses...
- The author's primary claim is that ...
- First, she/he states....
- She/he then points out that ...
- In addition, \_\_\_\_\_, indicates that....
- Finally, she/he conclude.....

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## Write a Summary - Writing Frames

### Summary of Opinion Article

- Name of Article:...
- Author: ...
- Topic: ...
  
- In this article, \_\_\_\_\_, discusses...
- The author's primary claim is that ...
- First, she/he states....
- She/he then points out that ...
- In addition, \_\_\_\_\_, indicates that....
- Finally, she/he conclude.....

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## Write a Summary - Writing Frames

Name of Article: *The Writing Revolution*  
Magazine/Journal: *the Atlantic* (September, 2012)  
Author: Peg Tyre  
Topic: Writing Instruction

In this article, *Peg Tyre* discusses *writing instruction in today's schools*. The author's primary claim is *that a return to traditional, explicit instruction on the fundamentals of writing could be the answer to poor writing exhibited in schools*. First, she states *that teachers at New Dorp High School determined that their students poor performance was due to the fact that they could not express their ideas on paper*. She then points out that *when New Dorp adopted intense, explicit instruction on the skills of analytic writing, test scores and graduation rates improved*. In addition, Tyre indicates *that thinking, speaking, and reading skills are strengthened through writing instruction*. Finally, she *concludes that a return to traditional writing instruction may be the key to improving the writing skills of failing students*.

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## Write a Summary - Strategy

Write down the topic of the summary.

- List** - Make a list of important ideas.  
**Cross-out** - Cross out any unnecessary or weak ideas.  
**Connect** - Connect ideas that could go in one sentence.  
**Number** - Number the ideas in the order that they will appear in the paragraph.

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## List - Make a list of important ideas.

*Penquin' s birth*

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *The water is very cold*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn' t eat*
- *Egg hatches*
- *Male must care for baby*

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**Cross-out** - Cross out any unnecessary or weak ideas.

**Connect** - Connect ideas that could go in one sentence.

*Penquin' s birth*

*Male takes care of egg*

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*Male doesn' t eat*

*Egg hatches*

*Male must care for baby*

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**Number** - Number the ideas in the order that they will appear in the paragraph.

*Penquin' s birth*

3 *Male takes care of egg*

1 *Female lays egg*

2 *Female leaves*

*Female spends winter at sea*

*The water is very cold*

4 *Male puts egg on his feet under belly*

*Male stays on egg for two months*

5 *Male doesn' t eat*

*Egg hatches*

6 *Male must care for baby*

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## **Write a summary - Strategy**

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The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.