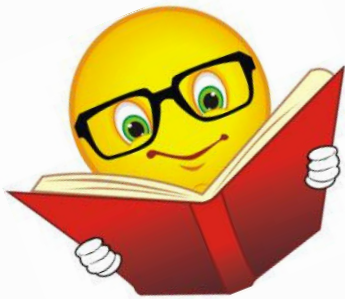


READING in the middle



A MONTHLY UPDATE FROM YOUR MIDDLE SCHOOL
READING INTERVENTIONISTS

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Finding the Most Important Details

February's focus was on the concept of summarizing. In order to write a successful summary, students must first have a clear understanding of what should and should not be included. Throughout the month, we discussed what should and should not be included in summaries, as well as comparing good summaries and bad summaries.

Students referred to the "What Makes a Good Summary?" sheet below throughout the unit to reinforce their skills.

What Makes a Good Summary Reference Sheet

1. A summary only includes information from the article, text, book, or passage read. No additional information is added.
2. A summary explains what the author thinks, not your opinion.
3. A summary includes only the most important details.
4. A summary consists of your own words. Do not copy sentences directly from the article, text, book, or passage read.

TAKE A PEEK!

FINDING THE MOST
IMPORTANT
DETAILS - 1 & 2

SUPPORTING
SUMMARIZING - 2

THIS YEAR'S READING
CONFERENCE:
SUPPORTING
STRUGGLING
READERS - 2

COMING UP - 2

What Are We Doing In Our Groups to Support Summarizing

Students participated in sorting activities, read-alouds, and board games to reinforce the strategy in a fun and engaging way. They learned many fun facts along the way, as well! Topics for reading and discussion included Black History Month, Animal Facts, History of Languages, National Landmarks, and more. We encourage them to go home and share what they learned in class, so we hope they shared some new information with you!

Coming Up in March

We are moving into our argumentative unit to provide students with the skills and strategies they need to comprehend informational texts, to develop opinions on a specific topic, and to support those opinions with reasons, evidence, counter arguments, and rebuttals. Although the students will not be writing essays in our small group sessions, they will be engaging in debates and gathering information to support their arguments on a smaller scale to prepare them for essay-writing in their English classrooms, as well as on the upcoming NJ State Learning Assessment.

