Name of Student: Angela

Context for Instruction: I will be having students write their own summaries after reading a chapter of The Hunger Games. It will be in the classroom during 4th hour, and the time will depend on what time we end the chapter. Students will need a pencil and paper. All students will be writing summaries, but I am focusing on one particular student, Angela. My co-op teacher and the interpreter will be in the room.

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| **Research Rationale** |
| Summary: 1. The first article, “Teaching summarization as a content area reading strategy”, by Rosalie Friend, discusses the steps in making a good summary. They talk about the “gist” process, and how there are 3 steps: deletion, generalization, and construction.  Summary 2: The second article, “Enhancing Main Idea Comprehension for Students with Learning Problems: The Role of a Summarization Strategy and Self-Monitoring Instruction”, by Jitendra, Hoppes, and Xin, talks about an experiment used for students with high-incidence learning disabilities. Students needed to receive specialized instruction for a reading deficit and they needed to be at least 2 years below grade level. Students were given tests for main idea comprehension. |

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| **Program objective** |
| After a chapter of a novel has been read aloud to the students, Angela will be able to summarize the text with 6-9 points according to the rubric.   [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

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| **Generalization** |
| I will be using sequential modification for this program. At first, students will master having me model a summary to them. Then, students will master making a summary as an entire class. After that, students will master writing a summary independently.  I will know that students are generalizing the skills by seeing their scores on the summary rubric. |

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| **Rationale** |
| Students need to be able to summarize text so they can put main ideas into their own words and show that they fully comprehend the material they are given. If students have the ability to summarize, they have the ability to see the “big picture” of what is being read. |

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| **Assessments/Data Collection** |
| Before instruction, I gave students 3 different excerpts from texts with a similar reading level to Hunger Games for my baseline. These procedures should be given the same way before and during instruction.   1. Hand out excerpt or tell them what chapter they are working on. 2. Tell students to take out a piece of paper and pencil and write down the main ideas from the excerpt/chapter in 1-2 sentences. 3. Give students pencils and paper if they do not have their own. 4. Give students 5 minutes to complete their summary. 5. Receive all summaries. 6. Using the summary rubric (attached to this program), grade the summaries.   DO NOT use the Grammar, Usage, Mechanics, and Spelling section of rubric.  Students will be asked to write their own summaries after completing a chapter of Hunger Games. The teacher will model the first 5 chapters after baseline on how to make a summary. Then the students will work as a class with the teacher to create a summary. After 3 chapters of that, students will independently write their own summaries. Students will be completing a summary after every chapter is ended. |
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| **Instructional Procedures/Reinforcement/Error Correction** |
| Instructional Procedures: (students independently writing summaries)  Sd= “let’s summarize chapter \_\_\_”   1. **Model**: Immediately following sd, give students a proper summary.   Steps: 1. The first part of a summary should start out with, “In chapter \_\_\_”   1. Point out that the rubric says “summary begins with a clear topic sentence that states the main idea of the original selection”. 2. Tell students that they need to have major points chronologically.” 3. Point out in the rubric that the summary presses only the major points of original selection”. 4. After pointing out certain points of the rubric, model a summary that would be given a 6-8 score on the rubric. 5. Do this for 5 chapters. 6. **Direct prompt**: Immediately following the sd, lead the students through creating their own summary. 7. Have students give their ideas of what were the major points in the chapter. 8. Tell students they need to have in the beginning of the summary say, “In chapter \_\_\_”. 9. Have students come up with the ideas and the teacher writes them on the board. 10. Create a summary as a class. 11. If steps done correctly, record “CDV” for correct direct prompt. 12. If students respond incorrectly or they do not respond, go back to modeling and record “IDV” for incorrect direct prompt. 13. **Indirect prompt**: Immediately following the sd, tell students, “Summarize chapter \_\_\_” 14. If steps are completed correctly, praise the student and let her move on to the next step of the rubric and record it on the data sheet. 15. If she completes a step incorrectly or does not respond within 10 seconds, point to rubric. 16. Record “CIP” for correct indirect prompt . 17. If she still does not respond, move back to the direct prompt by leading her through the summary. 18. Record “DV” for direct prompt. 19. If student still does not respond, model the summary for the student. 20. Record “M” for model.   Reinforcement: If Angela begins to receive a “6-8” score for 3 consecutive trials, I will begin to give her a reinforcer every time she receives a score in that range for the rest of the book.  I will be using most-to-least during this program. At first, I will write the summaries on the overhead and model to the students what a good summary looks like. After 5 chapters of modeling a summary, I will have students think of a summary as a class and I will write it on the overhead. After 3 chapters of that, I will have students independently write their own summaries with very little guidance. |

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| **Maintenance** |
| When students meet the criteria for success, we will go further from 1-2 sentence summaries to multiple sentence summaries. The skill will be known to be maintained when the students receive an “8” score on 5 consecutive probe trials. |