

## Assessment

### Writing a polished summary

1. Give the author's complete name and the title of the work in the first sentence or two.
2. After the above introduction, use only the author's last name. For example: *Baerwald uses metaphors to explain the connections between reading and writing.*
3. Use present tense verbs.
4. Use your own words. If you need to clarify by using information from the text, quote it directly.
5. Use standard quoting guidelines.

### How do you know that students are using and understanding the strategy and/or content?

- Summaries include all key components and no unnecessary detail.
- Summaries are in student words not borrowed terms from the text.
- Summaries show that student was aware of text type (narrative or expository) and addressed unique components of the type.
- Students followed guidelines for a polished summary, if turning in as an assignment.

## Variations

### Other ideas for using this strategy:

- Write notes into the funnel circles, as you read. When finished, put an X through any that are not important ideas or key concepts. Write the summary using those that are not crossed out.
- Fishbone labels may be removed. This allows it to be used with a different set of questions created by the teacher to match the text.

## Resources

*Reading Links* (2002)

Tierney, Readance, and Dishner, (1990)

Washington State Office of Superintendent of Public Instruction - Commission on Student Learning. (2001).