

# How to write a SUMMARY

**Summary** = A shortened version of a longer reading that tells the basic ideas of the reading.

Longer Reading  
**News**



Japan's Android Museum

A museum in Tokyo lets people interact with life-like robots.

Shorter Reading  
(summary)

A museum in Tokyo Japan lets people interact with life-like robots. People who visit the museum can chat with them. They can even hug the robots.



A Good Summary  
Has:

1. must be 3-5 sentences.
2. Keep your summary short.
3. write about the main ideas.
4. use your words and key words from the text.
5. NO OPINIONS ! No feel on the topic.

# Criteria For A 4th Grade Summary

**Ensheng Dong**



## Criteria For A 4th Grade Summary:

**Reading Assessment Program Guide For Grade 4** Jennifer Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year **Reading Assessment**

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Jennifer Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes 1 A guide that focuses on how to assess students progress in reading comprehension and fluency decoding 2 Accompanying blackline masters and grade specific rubrics 3 Four levelled Reading Passages to use for assessment throughout the school year *Reading Assessment Program Guide For Grade 5* Jennifer Katz,2013-10-28

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**Reading Assessment Program Guide For Grade 9** Jennifer Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year *Reading Assessment Program Guide For Grade 1* Jennifer Katz,2013-10-25 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year *Contributions of Behavior Analysis to Reading and Writing Comprehension* Alessandra Rocha de Albuquerque,Raquel Maria de Melo,2023-10-13 This book shows how behavior analysis can be applied to teaching reading and writing to primary school students and to special populations such as children with intellectual and hearing disabilities and illiterate adults Originally published in Portuguese this contributed volume is now translated into English and presents for the first time to international researchers and students a comprehensive overview of a research program developed for more than three decades in Brazil which gave birth to a unique teaching program based on the concept of stimulus equivalence the Learning to Read and Write in Small Steps The book is divided into four parts The first part presents the theoretical framework and the historical context in which the teaching program was developed by the group led by Drs Julio Cesar de Rose and Deisy das Gra as de Souza currently organized in the National Institute of Science and Technology on Behavior Cognition and Learning INCT ECCE The second part describes the modules that make up the Learning to Read and Write in Small Steps teaching program The third part presents results of empirical research conducted with children with intellectual and hearing disabilities and illiterate adults Finally the fourth part presents contributions from other areas of knowledge such as speech therapy linguistics and education to the understanding of reading and writing and possible dialogues between them and behavior analysis Contributions of Behavior Analysis to Reading and Writing Comprehension will be of interest to researchers and students in the fields of psychology and education interested in the application of behavior analysis to teaching and learning processes It will also be a valuable resource for professionals directly working in educational institutions such as elementary school teachers and psycho pedagogues The translation of the original manuscript in Portuguese was done with the help of artificial intelligence The present version has been revised technically and linguistically by the authors in collaboration with a professional translator Reading Assessment Program

Guide For Grade 7 Jennifer Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year      **Reading Assessment Program Guide For Grade 10**

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**High Educational Standards for All** National Research Council,Division of Behavioral and Social Sciences and Education,2002-05-11 This volume summarizes a range of scientific perspectives on the important goal of achieving high educational standards for all students Based on a conference held at the request of the U S Department of Education it addresses three questions What progress has been made in advancing the education of minority and disadvantaged students since the historic Brown v Board of Education decision nearly 50 years ago What does research say about the reasons of successes and failures What are some of the strategies and practices that hold the promise of producing continued improvements The volume draws on the conclusions of a number of important recent NRC reports including How People

Learn Preventing Reading Difficulties in Young Children Eager to Learn and From Neurons to Neighborhoods among others It includes an overview of the conference presentations and discussions the perspectives of the two co moderators and a set of background papers on more detailed issues      **Reading Assessment Program Guide For Grade 8** Jennifer

Katz,2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year      **Resources in Education** ,1994      *Technical Report of the NAEP 1994 Trail*

*State Assessment Program in Reading* John Mazzeo,1995      **Morris Informal Reading Inventory** Darrell Morris,2014-09-25 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      *Basic Reading Inventory* Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores

Pediatric Neurology Kenneth F. Swaiman,Stephen Ashwal,Donna M. Ferriero,2006-01-01 This Gold Standard in clinical child neurology presents the entire specialty in the most comprehensive authoritative and clearly written fashion Its clinical focus along with relevant science throughout is directed at both the experienced clinician and the physician in training New editor Dr Ferriero brings expertise in neonatal neurology to the Fourth Edition New chapters Pathophysiology of Hypoxic Ischemic Encephalopathy Congenital Disorders of Glycosylation Pediatric Neurotransmitter Diseases Neurophysiology of Epilepsy Genetics of Epilepsy Pediatric Neurorehabilitation Medicine Neuropsychopharmacology Pain and Palliative Care Management Ethical Issues in Child Neurology      Forum ,1993

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