

B  
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A

## ROUTINE FOR TEACHING PARAGRAPH SUMMARIZATION

PS

**PROCEDURES:** Model through read-alouds for Grades K and 1  
Use template #15 to teach strategy in Grades 2 and 3

<b>STEP 1</b>	<b>Teacher Tells the Students the “What” of Paragraph Shrinking:</b> Example: “Today we are going to learn a new reading strategy called Paragraph Shrinking. When we think about the word “shrink” we think about something getting smaller. That is exactly what we will do with paragraphs that we read. We are going to select the most important information in paragraphs we read. The most important information is called the main idea. So, we will “shrink” the paragraph down to tell (or write) the most important information or main idea.”
<b>STEP 2</b>	<b>Teacher Tells the Students the “Why” of Paragraph Shrinking:</b> Example: “The reason we are learning about Paragraph Shrinking is that it will help us understand what we are reading. We do this by finding the main idea of the paragraph.”
<b>STEP 3</b>	<b>Teacher Uses Explicit Instruction to Teach the “How” of Paragraph Shrinking: (I Do It, We Do It, You Do It)</b> “Name the who or what.” (The main person, animal, or thing) “Tell the most important thing about the who or what.” “Say the main idea in 10 words or less.”
<b>STEP 4</b>	<b>Teacher Assists in Helping Students Generalize the Strategy Across Time and Texts with Corrective Feedback, Reteaching, and Refinement as Needed</b>

Western Regional Reading First  
Technical Assistance Center 2008

Adapted from PALS Program by Fuchs, Mathes, and Fuchs

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