The Writing Toolkit
for Students who are
Deaf or Hard of Hearing

Writing for Content Area Learning

Resource Packet

Table of Contents

Contents	Pages
Main Idea Identification	**3-21**
Summarizing	**22-35**
Question Asking and Answering	**35-66**

Main Idea Identification

Main Idea Chart

Name:_____   Date:_____

Paragraph Or Section	Details	Main Idea

Main Idea Sentence

Name:_____   Date:_____

Detail 1	Detail 2
Detail 3	Detail 4

Main Idea Sentence

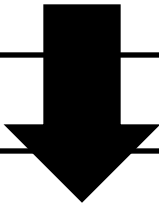**Main Idea Sentence**

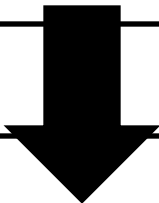**Detail 1**

Detail 2

Detail 3

Gist Log

Name:_____   Date:_____

1. Who or what is the paragraph mostly about?

2. What is the most important thing about the who or what?

3. Write the gist/main idea in a complete sentence.

RAP Strategy

- **Read a paragraph.**
  - Read the paragraph silently. As you read, be sure to think about what the words mean.
- **Ask yourself, "What were the main ideas and details of this paragraph?"**
  - Ask, "What are the main ideas and details?" This question helps you think about what you just read. To help you, you may need to look quickly back over the paragraph and find the main idea and the details that are related to this paragraph.
- **Put the main idea and details in your own words.**
  - Now put the main idea and details in your own words. When you put the information in your own words, it helps you remember the information. Try to give at least two details related to the main idea.

Main Idea:
In Your Own Words

- ❑ Must contain a complete thought
  - ❑ Subject
  - ❑ Verb
- ❑ Must be totally accurate
- ❑ Must have new information
- ❑ Must make sense
- ❑ Must contain only useful information
- ❑ Must be in your own words
- ❑ Only one general statement per paragraph is allowed

Main Idea Road Race

Start

Finish

1

2

1

2

3

2

3

1

Main Idea Prompt Card

1. Who is the paragraph mostly about?

2. What is the most important information about the *who?*
(What is the main thing the person did in the paragraph?)

1.

Sally put jam on the bread. Sally put butter on the bread. Sally cut the bread in half. Sally ate her snack.

2.

Mike took a bath and brushed his teeth. Mike got dressed, ate his breakfast, and left for school.

3.

Jen washed the dishes and mopped the floor. She swept the stoop. Jen even took out the trash.

4.

At noon, Pig felt very hungry so he made lunch. He put warm hotdogs on buns. He made green beans and he filled a cup of milk. Pig put the lunch on the table.

7.

Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant. Every day he gave the plant plenty of water. One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.

8.

One day Bear went down to the pond with his fishing pole and a big can of worms. While he was putting a worm on his hook, he looked down and saw a big fish. I'm going to catch that fish, thought Bear to himself.

5.

Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch.

6.

Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.

11.

"I'm writing a letter to Amy.

I'm inviting her to my party," Peter announced.

"Why don't you just ask her? You didn't write to anyone else," said his mother.

Peter started at the sheet of paper for awhile and said,

"We-e-el-l, this way it's sort of special."

12.

George Washington was born on February 22, 1732 in a simple Virginia farmhouse. At that time Virginia was an English colony. Young George liked to fish and go boating. He watched ships that sailed past on the nearby river. He enjoyed walking in the woods and running in the fields. He even liked reading outside. But most of all he liked to ride his horse.

9.

One winter morning Peter woke up and looked out the window. Snow had fallen during the night. It covered everything as far as he could see. After breakfast he put on his snowsuit and ran outside. Peter made footprints in the snow. He threw snowballs, made snow angles, and snow forts. He even pretended he was a mountain-climber. He also made a snowman.

10.

Alexander went to sleep with gum in his mouth and now there's gum in his hair. When he got out of bed in the morning he tripped on his skateboard and dropped his sweater by mistake in a sink of running water. Alexander could tell it was going to be a terrible, horrible, no good, very bad day.

15.

Gilbert was having a bad day. His class had been reading stories about famous people, and now Mrs. Byrd wanted them to make up plays to show what they learned. Gilbert didn't want to be in a play. He was sure he would get nervous and make a mistake. Gilbert decided that he would find a way to play a part that didn't have any lines. Gilbert volunteered to play the part of the cherry tree so he wouldn't have to act or do anything. He could just stand still and wave his arms like a tree in a breeze.

16.

Charles was happy as he could be, but he liked to play alone. He wouldn't talk to Wanda Sue, and he never went near the phone. He trembled at the thought of meeting other children at ballet lessons or football practice. Nothing could get Charles to talk, not even a chocolate surprise.

13.

"My Dad sent me a present!" Miguel told everyone at school. "I'm going with my grandmother to the train station to pick it up."

"That's exciting, Miguel," said his teacher. "Do you know what it is?"

"Maybe Rollerblades. Maybe a baseball glove," said Miguel. "It's from my Dad, so it'll be something really good."

14.

My full name is Jessie Daisy Turner, but everyone calls me Daisy. I am eight years old and the middle child of thirteen children. We live on a farm in Grafton, Vermont. From my window I can see the fields of beautiful daisies I was named for. My favorite time of day is after our chores are finished and we've eaten dinner. Then, my daddy and my momma and my Uncle Early tell stories and sing songs. I take turns making up poems with the other children too. We also square dance and play music.

Main Idea Prompt Card

1. Who is the paragraph mostly about?

2. What is the most important information about the *who?* (What is the main thing the person did in the paragraph?)

Main Idea Prompt Card

1. Who is the paragraph mostly about?

2. What is the most important information about the *who*? (What is the main thing the person did in the paragraph?)

Main Idea Identification Rubric

	3	2	1
Main Idea	The student fully identified the main idea.	The student partially identified the main idea.	The student incorrectly identified the main idea.
Supporting Details	The student fully identified all details.	The student partially identified details.	The student incorrectly identified details.
Picture	The student's picture fully communicates the main idea.	The student's picture partially communicates the main idea.	The student's picture does not communicate the main idea.

Main Idea Identification Rubric

	4	3	2	1	0
Main Idea	Student response is complete, specific, and accurate.	Student response is accurate, but not complete.	Student response gives details instead of main idea.	Student response is inaccurate, but is attempted.	Student did not attempt to respond to the item.
Supporting Details	Student response includes at least 3 relevant details from the passage that support the main idea.	Student response includes at least 3 details with at least 2 relevant details from the passage that supports the main idea.	Student response includes at least 1 to 2 details with at least 1 relevant detail from the passage that supports the main idea.	Student response includes details, but details *do not* support the main idea.	Student did not provide any details. OR Student did not attempt to respond to the item.

Summarizing

Summary Chart

Name: _____

Date: _____

Main Idea

Main Idea

Main Idea

Summary

Summarization Log

Name:_____ Date:_____

1. Identify 3 or 4 important ideas from the entire passage:

2. Write a summary for the entire passage (10 words or less):

3. Generate 3 questions about the important ideas (Use who, what, when, where, why, and how):

4. Create 1 question about the passage that might be on a test:

Summarization Prompt Card

1. Does your summary give ONLY important information and key ideas?

   [   ] Yes   [   ] No

2. Is your summary brief?

   [   ] Yes   [   ] No

3. Does your summary tell the main idea?

   [   ] Yes   [   ] No

Sum it Up!

Step 1:
Get a "Sum It Up" Sheet.

Step 2:
Read the entire selection and, as you read, list the main ideas words on the "Sum it Up" Sheet.

Step 3:
Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you only have $2.00 and that each word you use is worth ten cents.

Step 4:
You'll "sum it up" in 20 words!

Sum it Up!

Name: _____   Date: _____

Title of Reading Selection:

1. Read the selection and underline the key words and main ideas. Write these words in the blank area where it says "Main Idea Words."

2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00. Each word you use will cost you 10 cents. See if you can "sum it up" in twenty words.

Main Idea Words:

Sum it Up for $2.00:

___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___

Sum it Up!

Name: _____ Date: _____

Title of Reading Selection:

1. Read the selection and underline the key words and main ideas. Write these words in the "Main Idea Words" Box.

2. At the bottom of this sheet, write a summary of the reading using words from the "Main Idea Words" Box.

Main Idea Words:

Summary:

Summary Ball

- To start a round, the coach (teacher) tosses a ball to a group member. The group member who receives the ball has 3 seconds to tell the main idea from the first reading selection.

- After telling the main idea, the first player with the ball throws the ball to another player. The game continues with tossing/main idea telling until the coach (teacher) cues "stop."

- After the coach cues "stop," the player with the ball summarizes all of the main ideas in a short summary statement. The round ends after the final player tells a summary.

3-2-1

Name:_____ Date:_____

3 **Things you learned (main ideas):**

2 **Interesting things (details):**

1 **Question you still have:**

Reading Summary

Name:_____   Date:_____

Today's reading_____

_____

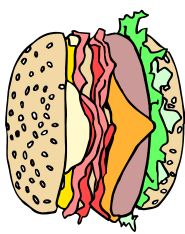_____. One key idea was _____

_____

_____. This is important because_____

_____

_____. Another key idea is _____

_____

_____. This matters because_____

_____

_____. In sum, today's lesson_____

_____

_____

_____.

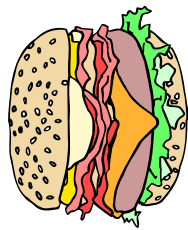# Hamburger Summary Paragraph

Name: _____

Date: _____

Main Idea:

Detail 1 :
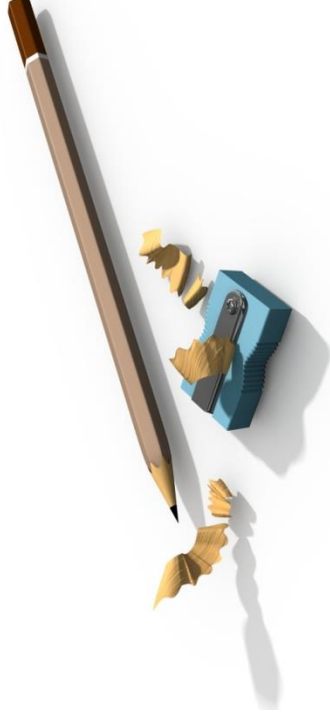
Detail 2:

Detail 3:

Concluding Sentence:

Hamburger Summary Paragraph

Name: _____

Date: _____

Summary Rubric

		Yes	No
		0	1
1.	Does the summary have more than one sentence?	☐	☐
2.	Does the first sentence tell the topic and main idea?	☐	☐
3.	Are all the other sentences about the topic?	☐	☐
4.	Do the sentences tell about facts and details, not opinions?	☐	☐
5.	Does the summary have the most important information?	☐	☐

Score: (_____ / 5)

Summary Rubric

4

- Clear main idea in first sentence
- All important ideas are included
- Details are in logical order
- Ideas are connected to make the writing flow
- Author restates the main idea again as a conclusion without writing it the same as in the first sentence

3

- Clear main idea in the first sentence
- Important details are included but some might be missing
- Ideas are in logical order
- Restated main idea doesn't differ from the first sentence

2

- Main idea is unclear – not specifically stated in the writing
- Some critical information is missing
- Ideas are in a random order and not logical
- Restated main idea is not in this piece of writing

1

- The main idea is not present in the first sentence
- Contains only some details
- Ideas are not in logical order
- Missing a concluding sentence with a restated main idea

0   Unacceptable or no response.

Question Asking and Answering
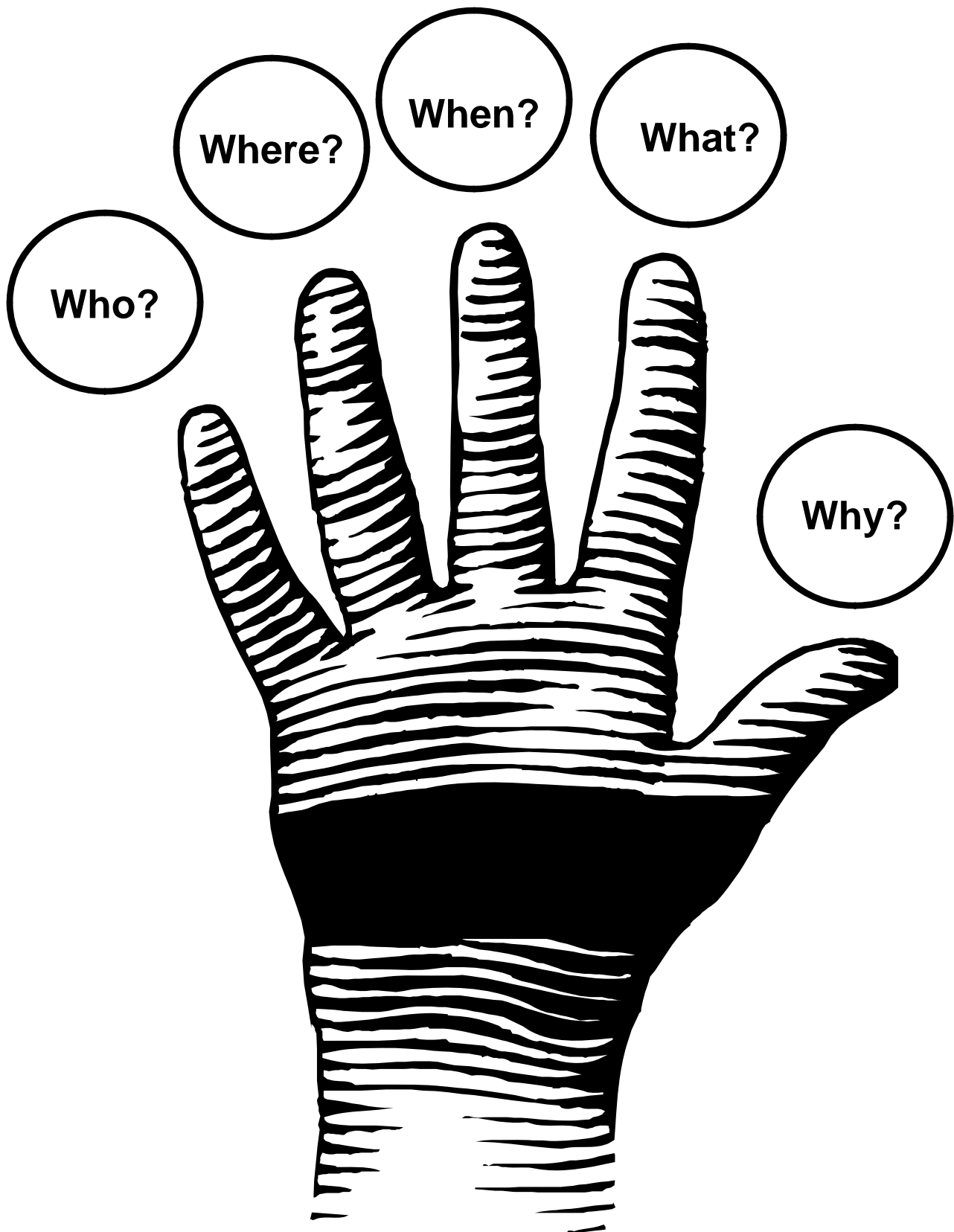
What?

Why?

When?

Where?

Who?

Who?

Where?

When?

What?

Why?

Who?

Where?

When?

What?

Why?

How?

K-W-L

What You Think You **K**now	What You **W**ant to Know	What You **L**earned

(Olson & Gee, 1991).

Expository Cards

Expository text explains information or tells about a topic. Cue cards can be used during teacher read alouds. Later, as students begin to read independently or with a partner, they can use the cards to help them understand expository texts. Students orally respond to the questions.

<u>Set 1</u> (Green Cards) — Use before reading.

- Before reading a text, place the green cards in a pocket chart. (Students place them on their desks.)

- Touch each green card, read it, and ask students to respond.

- Remove the green cards, and place the yellow cards in the pocket chart. (Students place them on their desks.)

<u>Set 2</u> (Yellow Cards) — Use while reading.

- Begin reading the expository text.

- Periodically, stop. Touch each yellow card, read it, and ask students to respond.

<u>Set 3</u> (Red Cards) — Use after reading the entire selection.

- Collect the yellow cards and lay out the red cards in the pocket chart.

- Touch each red card, read it, and ask students to respond.

Expository Cards Discussion

Green Cards

Card 1 —   What does the title tell me?

Card 2 —   What do I already know about the topic?

Card 3 —   What do the pictures tell me?

Card 4 —   What do I want to learn about . . . ?

Yellow Cards

Card 5 —   Does this make sense?
Periodically stop and ask if the text is making sense.
If the text does not make sense, reread.
Initially, stop reading after each page.
Eventually, increase the amount read before stopping.

Card 6 —   What have I learned so far?
Summarize what's been learned from the text.

Card 7 —   What questions do I still have?

Red Cards

Card 8 —   What new words did I learn?
State a brief definition for unfamiliar words.

Card 9 —   What was this mainly about?
State the main idea(s).

Card 10 —   What did I learn?

Card 11 —   What else do I want to know about . . . ?

What do the pictures tell me?

What do I want to learn about _____?

What does the title tell me?

What do I already know about the topic?

What have I
learned so far?

Does the text
make sense?

What questions
do I still have?

What was the text mainly about?

What new words did I learn?

What else do I want to know about _____?

What did I learn?

Informational Text: Focus Questions

Living Things	**People** / **Holidays**
Living Things ➤ **Animals** -What types of animals are _____? -What do they look like? -What do they eat? -Where do they live? -How do they survive? -What are their challenges? (What threatens their survival?) -What is unusual or interesting about them? -How are they useful or important?	**People** ➤**Martin Luther King, Jr.** ➤**George Washington** ➤**Abraham Lincoln** -Who was he/she? -Why is he/she famous? What were his/her accomplishments? -When did he/she live? -Were there any unusual or interesting things about him/her? **Holidays** ➤**Presidents' Day** ➤**Valentine's Day** ➤**Columbus Day** ➤**Veterans Day** -What is it? -Why do we celebrate it? -How do we celebrate it? -What are the customs and traditions? -Why is it important? -When was it first celebrated?
Nonliving Objects ➤**Rocks** ➤**Furniture** ➤**Clothing** -What is it? -What do it look like, feel like, smell like? -Where is it found? -How is it made? -Are there different types? -What is unusual or interesting about it? -How is it useful or important?	**Events** ➤**Historical Events –e.g., The Stamp Act, Boston Tea Party** ➤**Community Events –e.g., parade, circus, play/show** -When did this event occur? -Where did it occur? -Why did it occur? -What happened? -How did it end? -Was there anything unusual or interesting that happened? -Why was it important? -What did people learn from it? **Places** ➤**Home, School, Town, Farm, Community, State, Region, Country, Continent, Ecosystem** -Where is it located? -How long does it take together -What is the weather like? -What are the physical features? (e.g., What do the houses and buildings look like? Is it rural or urban? -What are the cultural (human) features? (e.g., What are the people like? What language do the people speak? What food do the people grow and eat?)

Informational Text: Focus Questions

Groups/Organizations/Institutions	Problem Solving	Theories/Concepts/Ideas
➢ **Community Groups – e.g., Boy Scouts, Girl Scouts, sports teams** ➢**Businesses – Grocery Store, Bank** ➢ **Government** ➢ **Labor Unions** -What is its name? -Where is it located? -What is its organizational structure? -Does it have a leader? -How is its leader chosen? -Does it have members? -What makes its members similar? -How are its members determined? -What is its purpose? -When did it first begin? -Does it have a symbol or flag? -How can people participate?	➢ **Historical Events – e.g., Revolutionary War, Civil Rights Movement, Great Depression** ➢ **Current Events – e.g., unemployment** ➢ **Community Conflicts** ➢ **Conflicts with Friends and Family** -What is the problem? -What started the problem? Why did the problem occur? -What information is needed to solve the problem? -How does the problem affect people? -Is there more than one way to solve the problem? If so, what are the different ways? -How can the problem be solved?	➢ **Money Management** ➢ **Voluntarism** ➢ **Eco-friendly** -What is it called? -What is its big idea? -Who uses it? Who does it? -How is it used? How does it work? -Why is it used? -Why is it important? -Who first thought of it? -When was it first thought of? -Are there other related theories/concepts?
Human Innovations ➢ **Inventions** ➢ **Technology** ➢ **Buildings and Structures** ➢ **Navigation – e.g., globes/maps** -Why was it created? -How was it created -Why is it important? -How is it used?	-Where is it used? -What tools were used to create it? -What are the parts? -How do the parts work and fit together?	

Where's the Evidence Log

Question	Answer	Page Number(s) for Answer	Words in Text that Helped Answer Question

Prediction Log

Title:_____

Predictions based on the topic:
Predictions based on skimming information such as the title, pictures, etc:
Predictions after reading the first part of the text: Pages _____ to _____.
Predictions after reading the second part of the text: Pages _____to_____.
Predictions after reading the third part of the text: Pages _____ to _____.

QAR
Question Answer Relationships

In My Head

→ On My Own

→ Author and You

In The Book

→ Think and Search

→ Right There

In the Book QARs

RIGHT THERE

Answer in the text.

THINK & SEARCH

Put it together.

In My Head QARs

AUTHOR & YOU

Answer NOT in the text.
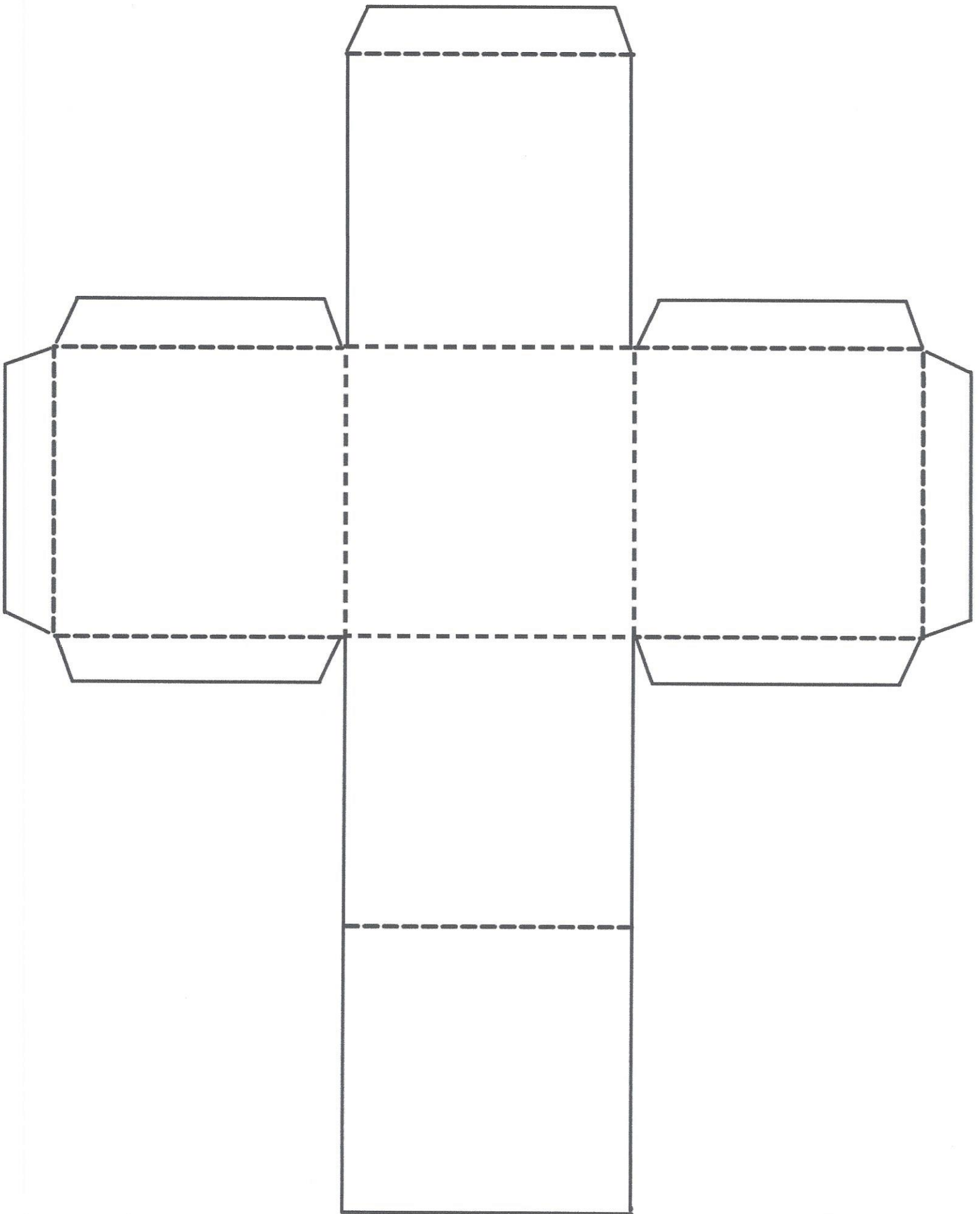
ON MY OWN

Don't even have to read the text.

Cube Pattern
Cut on solid lines - Fold on dashed lines

3-2-1

Name:_____   Date:_____

3 **Things you learned (main ideas):**

2 **Interesting things (details):**

1 **Question you still have:**

	3 Answer displays total knowledge of the text	**2** Answer displays partial knowledge of the text	**1** Answer does not reflect any knowledge of the text	**0** No response/Did not answer the question
Who?				
Where?				
When?				
What?				
Why?				
How?				
Column Totals				
			Overall Total	(_____/18)

5W's + H
Answering Questions

	5W's + H Answering Questions				
	4 Answers are comprehensive, accurate and complete. Key ideas are clearly stated, explained and well supported.	**3** Answers are accurate and complete. Key points are stated and supported.	**2** Answers are not comprehensive or completely stated. Key points are addressed, but not well supported.	**1** Answers are partial or incomplete. Key points are not clear. Questions not adequately answered.	**0** Did not answer the question.
Who?					
Where?					
When?					
What?					
Why?					
How?					
Column Totals					
				Overall Total	(_____/24)

	5W's Answering Questions				
	4	**3**	**2**	**1**	**0**
Who?	All main characters/people (who) are identified by name without help. Provides details about the who.	Is able to identify the who with little or no help. Some details are included when describing the who.	Maybe have to ask more direct questions to get the answer. Little or no details are included in the answer.	Unable to identify the who. The answer might not make sense. Answers are incorrect.	No response/Did not answer the question.
Where?	Can describe the setting without help. Details are also included.	Can describe the setting with little or no help. Some details are included.	May have to ask more direct questions to get the answer. Little or no details are included in the answers.	Unable to identify the setting. The answer might not make sense. Answers are incorrect.	No response/Did not answer the question.
When?	Can identify when the events take place without help. Most, if not all details are included.	Is able to identify when the event is taking place with little or no help. Many details are included, but not all.	May have to ask more direct questions to get the answer. Little or no details are included in the answer.	Unable to identify when the event is taking place. The answer might not make sense. Answers are incorrect.	No response/Did not answer the question.
What?	Can recall detail without help. Many details included.	Can describe details with little help. Some details are included.	May have to ask more direct questions to get the answer. Little to no details are included in the answer.	Unable to identify specific details. The answer might not make sense. Answers are incorrect.	No response/Did not answer the question.
Why?	The question is answered correctly without help.	Can answer the question with little or no help. Gives correct responses, but the responses could use more detail.	May have to ask more questions to get the answer. Little to no details are included in the answer.	Unable to identify specific details. The answer might not make sense. Answers are incorrect.	No response/Did not answer the question.

5W's + H Asking Questions				
	Asks Questions Before Reading (1 point)	Asks Questions During Reading (1 point)	Asks Questions After Reading (1 point)	Did Not Ask Questions
Who?				
Where?				
When?				
What?				
Why?				
How?				
Column Totals				
			Overall Total	

Informational Text Asking Questions			
	Fully **(2 point)**	**Partially** **(1 point)**	**Not at All** **(0 points)**
Asks Questions *Before* Reading			
What does the title tell me?			
What do the pictures tell me?			
What do I already know about the topic?			
What do I want to learn about _____.			
Asks Questions *During* Reading			
Does the test make sense?			
What have I learned so far?			
What questions do I still have?			
Asks Questions *After* Reading			
What new words did I learn?			
What was the text mainly about?			
What did I learn?			
What else do I want to know about _____?			
Column Totals			
		Overall Total	

	Asking Questions				
	4	**3**	**2**	**1**	**0**
Asks Questions	Asks questions that would likely encourage a response that is: • Pertinent • Comprehensive • Engaging	Asks questions that would likely encourage a response that is: • Focused • Detailed • Interesting	Asks questions that would likely encourage a response that is: • On-topic • Sufficient • Ordinary	Asks questions that would likely encourage a response that is: • Irrelevant • Sketchy • Minimally Engaging	No score awarded. Insufficient evidence to evaluate performance.

Inference Making				
4	**3**	**2**	**1**	**0**
Makes inference and elaborates on text support	Makes inference and provides adequate support from text to justify answer	Makes inference and provides some support to justify answer	Makes inference but provides no support	Unable to make an inference

Making Predictions				
4	**3**	**2**	**1**	**0**
Makes prediction and elaborates on text support	Makes prediction and provides adequate support from text to justify answer	Makes prediction and provides some support to justify answer	Makes prediction but provides no support	Unable to make a prediction

Predicting	
4	The response is complete. The prediction is logical, sequenced, and indicates an excellent understanding of the character and story events.
3	The response is partial. The prediction is reasonable and indicates a fairly good understanding of the story. The response is connected to a part of the story and does not take some events into account.
2	The response is fragmentary. The prediction is barely connected to the story and may be illogical. It indicates minimal understanding of the story's events and characters.
1	The response is illogical. The prediction indicates serious misunderstanding of the story.
0	No response.

	Making Predictions
4	• Uses all available information to make accurate predictions. • Includes only relevant text features to support prediction making. • Uses two or more text features in addition to relevant background knowledge. • The Confirmation/Prove Statement is an accurate statement. • Explains how predicting improves comprehension
3	• Prediction is specific; includes factual information for non-narrative. • Prediction is consistent with the text content and clearly based on specific text features mentioned in explanation. • Explains how prediction was determined using specific text features. • Prediction is enhanced/adjusted through use of specific text content and aides comprehension. • The Confirmation/Prove Statement is an accurate statement.
2	• Prediction is consistent with text content, at least one text feature used to support it. • Prediction is enhanced/adjusted very little or not at all through the use of text content. • The Confirmation/Prove Statement is inaccurate.
1	• Attempts to make prediction; it is not substantiated/supported. • Prediction attempt is not consistent with the text.
0	• No response.

Question Answer Relationships (QAR) Rubric	

1. The student accurately identifies each of the four question types:
 	
    Right There
    Think and Search
    On my Own
    Author and Me
	_____
	_____
	_____
	_____
	
	(1 point each)

2. The student's responses demonstrate a close, careful reading.	_____ (4 points)
3. The student makes appropriate links to the text for *In the Book* questions.	_____ (4 points)
4. The student makes appropriate connections for *In my Head* questions.	_____ (4 points)
5. The student demonstrates reflective reading habits during class discussions.	_____ (4 points)
TOTAL **(maximum of 20)**	

Question Answer Relationships (QAR) and Questioning the Author Rubric	
4	• Your answers are thoughtful and detailed. You really understand what you've read and show that you have understood the message the author is trying to send through their book. • You've used the book to check your ideas and have added your own opinions and ideas to your questions, answers, and writing.
3	• Your answers are complete and you used the book to help you find the details needed to answer the questions. • Your answers need more information that shows your opinions and ideas about the author's message.
2	• Your answers have some detail from the book, but you didn't completely answer the questions. • Make sure you explain your ideas and that you answer every question that is asked.
1	• Answers are incomplete or do not show that you used the book to find the answers. • Make sure you use the book when answering the questions so you can check your ideas, stay on topic, and show what you've learned.
0	• No response.