

GOAL V

AFTER READING: KEY WORD REVIEW

GOAL V: KEY WORD REVIEW OVERVIEW AND EXAMPLES

OUTCOME

Students learn to summarize the most important things learned, using key words.

DESCRIPTION

Identifying a key word or words after reading requires students to consider the most important aspects of what they read. To identify the most important information, students must remember what they learned, combine main ideas, and make inferences. The key word review strategy (adapted from Beers, 2003; Bleich, 1975) often provokes lively debate as students make a case for why their word or words are the “most important” in the text. Using the key word review strategy provides a bridge for students who may struggle to glean the most important information when they read multiple paragraphs.

In the key word review strategy, students are taught to do the following:

1. Review their learning logs and gist statements.
2. Select one to three key words that are the most important in the text.
3. Make a case for one of the key words, using elements of the text, such as setting, time period, characters, and conflict.

TEACHER-MODELED PHASE

Introduce students to the key word review strategy.

Teacher: One way to wrap up and review what you've read is to think of the most important word from the text. Because you've done the hard work already, you can use your learning log to help you come up with the most important word or words.

Think aloud to model the key word review strategy. Post or provide students with copies of the text and a completed learning log. An example of each is on the following pages.

Model for students how to reread the gists and the big idea on your learning log and how to glance back at the text to remember what you just read.

Teacher: The first key word I chose is *revolution*. The Texans were frustrated with Mexico's rules and treatment. This led them to fight for their independence, which is what a many revolutions are about. It is in the title, and it seems like all of the events that I read about, such as the March on San Antonio and Stephen F. Austin being angry with Santa Anna and his troops, led to the Texans' revolution against Mexico.

When I think about the most important words in a reading, I review my learning log, look back at the text, and then check whether I have evidence that my words really are the most important. There is never just one important word. My important words might be different from yours. As long as you can make a case for why your key word represents the most important things you learned, your key word will help you summarize and remember what you read.

Continue modeling with the remaining words. You may wish to begin the teacher-supported phase as you model.

THE REVOLUTION BEGINS

Section 1

In 1835, Stephen F. Austin returned to a troubled Texas. He had been held in a Mexican prison. This made Texans angry. They were also angry because Santa Anna, Mexico's dictator, was demanding that Texans pay taxes on goods from the United States. He wanted Texans to trade with Mexico instead.

Texans wanted Santa Anna to pay attention to the Mexican Constitution of 1824, the plan of government Mexico adopted after it won independence from Spain. Many rights in it were important to the Texans. But Santa Anna wanted more power than the constitution gave him.

Section 2

Santa Anna sent troops into Texas, and on October 2, 1835, fighting began. A commander in the Mexican army had ordered his soldiers to take a cannon from the town of Gonzales. The people of Gonzales placed a white flag on the cannon. The flag had a picture of a cannon on it and the words "Come and Take It." What a dare it was! The battle of the canon lasted only a few minutes. The Mexicans were easily defeated.

A week later, on October 9, Texans attacked a Mexican fort at Goliad. They wanted to protect the settlers from the Mexican soldiers there. Once again, the Texans were victorious.

These two battles gave Texans courage. They believed they were on the road to independence. They also knew that they could defeat Santa Anna's army. And they had a purpose. As one colonist said: "We have to either fight for our homes or fly and leave them."

Section 3

A few months later, about 300 Texan troops gathered at Gonzales to begin the March on San Antonio. Soldiers there had chosen Stephen F. Austin as their commander in chief. In San Antonio, the Texan soldiers would face the last Mexican troops in Texas. Again, Austin and his soldiers defeated the Mexican troops.

Texans hoped the fighting had ended. But Santa Anna had other ideas. He planned to lead an army into Texas himself.

Adapted from: **Social Studies, Grade 4 Texas Edition** (2003). Glenview, IL: Pearson Education.

LEARNING LOG

NAME:

DATE:

BEFORE READING

Title <i>The Revolution Begins</i>	Big idea <i>Growing unhappiness with Mexican rule led Texas colonists to fight for independence.</i>
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Pretought vocabulary *revolution, constitution, colonist*

I think I will learn... *about how the revolution starts
about fights between Texans and Mexicans.*

because... *title and pictures*

DURING READING

TEXT SECTION 1

Unknown words <i>DEMAND—insist, order that something happen</i>	<i>INDEPENDENCE—freedom</i>	<i>TAXES—extra charge on things you buy, goes to government</i>
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Gist for text section 1
The Texans were angry with Mexico's dictator, Santa Anna.

TEXT SECTION 2

Unknown words <i>COMMANDER—chief, person in charge</i>	<i>VICTORY—win</i>	<i>DEFEAT—beat, win</i>
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Gist for text section 2
The Texans easily defeated Santa Anna's Mexican troops in the first two battles.

TEXT SECTION 3

Unknown words <i>VOLUNTEER—someone who helps without being paid</i>	<i>JOIN—connect, become part of</i>	<i>OVERPOWER—overcome, take over</i>
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Gist for text section 3
Texas troops marched from Gonzales to San Antonio and defeated the Mexicans there.

LEARNING LOG (cont.)

AFTER READING

ASKING AND ANSWERING QUESTIONS

Right there

Q: Who was Stephen F. Austin?

A: Stephen F. Austin was the commander who led the Texans in their fights against the Mexican army.

Think and search

Q: Why were the Texans angry when Stephen F. Austin returned?

A: They were angry because he had been put in jail and because they didn't want to pay taxes to Mexico for things they bought.

Making connections

Q: What other ways could the Texans and the Mexican people have worked things out without fighting?

A: The leaders from Texas and the leaders from Mexico could have sat down and discussed the issues and created a peace treaty. They could have come to an agreement by talking instead of fighting. They could have decided to share the land.

KEY WORD REVIEW

1. *Revolution*

2. *Stephen F. Austin*

3. *Santa Anna*

TEACHER-SUPPORTED PHASE

The teacher-supported phase for the key word strategy could begin in the same lesson as the teacher modeling. For example, after modeling the first key word, *revolution*, you might ask a student to say why one of the other two words could also be considered the most important.

Teacher: Which key word did you choose? You can choose one of mine or one of your own.

Student: I think Stephen F. Austin is the most important.

Teacher: OK, tell me why you think that.

Student: Well, he's not in the gists, but he is mentioned in the reading three times.

Teacher: Yes, that's right. Who was Stephen F. Austin?

Student: He was the leader of the Texas army. It says here that he was made the commander in chief. I think that makes him important.

Teacher: Yes, he was the leader of the Texas army. What was the problem in this text?

Student: Well, the big problem was that the Texans didn't want to follow the Mexicans' rules, and they were mad because Santa Anna had put Stephen F. Austin in jail and that wasn't fair.

Teacher: So, you think Stephen F. Austin is the most important word because he is mentioned a lot in the passage, because he was the commander in chief, and because he was in the middle of the fighting with Santa Anna. I agree. Does anyone have anything to add?

Remind students to look at the big idea and the gists and to reread portions of the text as needed.

Once students have practiced justifying why key words are important, students can identify their own key words for a text. Do the following to support students' use of the strategy:

- Ask guiding questions to help students identify the most important parts of the text.
- Post the following questions to guide students in selecting and justifying key words:
 - Who is the most important person in the text?
 - Where did most of the events take place?

- Why are those places important to what you learned in the text?
 - Are there any bold words that are important?
 - Was there a big problem in the text? What was the solution?
 - For each reason you give, be ready to answer these questions: *How do you know?* and *Why do you think that?*
- Remind students to use their gists to support their key words.
 - Provide a number of justifications students must give for their keywords. For example, tell students to come up with three reasons why their word is important to what they learned.
 - Allow students to work in pairs to find support for their key words. Then, students can present to the group one of their key words and their reasons why it is important.

If you call on a student who has the same key words as those already discussed, encourage the student to choose a different key word that has not been mentioned, restate in his or her own words why one of the key words is important, or add to what has already been said. The focus should be on summarizing the most important information, not coming up with an original word.

Sometimes, students will select words such as *and* or *the*. Although students can make the case that these words are used often, that is about as far as the reasoning goes. Encourage students to select other words that represent the most important information from the text.

As students gain proficiency, make the task more difficult by telling students they cannot use a word from the title or the name of one of the characters.

If students have extra time, ask them to write the reasons why their word is the most important. Students can also use the key word review strategy to write a summary of what they read.

TEACHER-MODELED KEY WORD REVIEW LESSON 17 OUTLINE

OUTCOMES

- Students learn about the key word review strategy.
- Students learn to summarize the most important things they read, using key words.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several key words and prepare the teacher model.
 - Prepare learning logs and the text for students. (If skipping steps 1–4 below, you may want to provide filled-out learning logs.)
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.

4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: ASK AND ANSWER QUESTIONS (OPTIONAL; SEE GOAL IV)

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another’s questions.

STEP 5: MODEL KEY WORD REVIEW

1. Introduce the key word review strategy:
 - a. Review your learning logs and gist statements.
 - b. Select one to three key words that are the most important in the text.
 - c. Provide evidence for the importance of one of the key words.
2. Model how to reread the gists and the big idea and to glance back at the text.
3. Model how to select key words.
4. Tell why the key words are important, using evidence from the learning log and the text.
5. Repeat the modeling with other words.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.

LESSON 17 CASE STUDY

OBJECTIVES

- Students learn to select key words that represent the most important ideas in the text.
- Students learn to support their choice of key words with facts from the text.
- Students learn to summarize important ideas in the text, using key words.

MATERIALS

- Text: *Pollinators and Seed Dispersal*
- Previously completed learning log (see the following pages and Appendix B for an example)
- Index cards with preselected key words: *pollen*, *seeds*, and *reproduction*
- Vocabulary written on the board: *pollen*, *nectar*, *deposit*, *waste*

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Selecting vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read text will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the text.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

Teacher: Today, we will learn another after-reading strategy. What after-reading strategy have we been working on so far?

Shaelan: Asking and answering questions about what we've read.

Teacher: And why is that strategy important?

Zachary: To help us be sure we are understanding what we've read.

Bianca: To think about what we've read and connect different parts of the text.

INSTRUCTION

Teacher: Today we're learning the key word review strategy. One way to wrap up and review after reading is to think of the most important words from the text—words that stick with us and trigger our memory when we tell someone about what we've read. We can use the information in our learning logs to figure out the most important word or words.

I have given you a completed learning log of a passage we read during our previous class. The information in the learning log is important to finding our key words. Even though I will find the key words today, you need to understand the information to see whether you agree that my words are key to understanding.

LEARNING LOG

NAME:

DATE:

BEFORE READING

Title <i>Pollinators and Seed Dispersal</i>	Big idea <i>Plants are dependent on animals to pollinate and move seed so they can reproduce.</i>
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Pretought vocabulary *pollen, nectar, deposit, waste*

I think I will learn... *about how animals move seed so plants can grow*

because... *of the title and the picture.*

DURING READING

TEXT SECTION 1

Unknown words <i>BASIC—the main part of something</i>		
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Gist for text section 1

Living things help each other carry out the basic need to reproduce.

TEXT SECTION 2

Unknown words		
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Gist for text section 2

Pollen moves from plant to plant by pollinators in order to make seed.

TEXT SECTION 3

Unknown words <i>SCATTERING—carrying away</i>		
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Gist for text section 3

Seeds are relocated to other places by animals.

AFTER READING
ASKING AND ANSWERING QUESTIONS
Right there <i>Q: When do seeds form?</i> <i>A: Seeds form when pollen touches the right part of the flower.</i>
Think and search <i>Q: How do animals help plants reproduce?</i> <i>A: As pollinators, they feed on the pollen and nectar they find on plants, then carry the pollen from flower to flower. Animals also eat fruit with seeds and deposit the seeds, where they grow.</i> <i>Q: Why is it important to living things that the process of reproduction is carried out for plants?</i> <i>A: Animals need plants for food and shelter. Animals would die.</i>
Making connections <i>Q: What would happen if there were no insects or butterflies to pollinate?</i> <i>A: Plants couldn't reproduce and animals would die.</i>
KEY WORD REVIEW
1.
2.
3.

Teacher: Let's review the vocabulary. Zachary, can you tell us what *pollen* means?

Zachary: The powder that is moved from place to place that helps make a seed.

Teacher: Shaelan, what about *nectar*?

Shaelan: Nectar is the sweet liquid in a flower.

Teacher: Chang, *deposit*?

Chang: Deposit is to leave or drop.

Teacher: And what about *waste*, Bianca?

Bianca: Waste is what is not needed by our bodies, so it's removed.

Teacher: We have been talking about ways living things are interdependent in an ecosystem. And this passage is about plants being dependent on animals to reproduce. Everyone, read the passage silently.

[Students read.]

Teacher: Now, I will show you how looking back at the learning log will help me with the key word review strategy. I will reread my gists and my big idea. The big idea for this lesson is: *Plants are dependent on animals to pollinate and move seed, so they can reproduce.*

Let's see, my gist says: *Living things help each other carry out the basic need to reproduce.* I might need help remembering what *basic* means. Oh, that was one of our unknown words we used breakdown to figure out. Chang, can you remind me what *basic* means?

Chang: The main part of something.

Teacher: OK, the next gist says: *Pollen moves from plant to plant by pollinators in order to make seed.* I will look back in the book because I can't remember exactly what a *pollinator* is.

[Teacher locates text.]

Teacher: It says in the book that a pollinator is an animal that helps plants make seeds. Zachary, would you read the last gist, please?

Zachary: *Seeds are relocated to other places by animals.*

Teacher: Yes, now I remember that sometimes seeds get caught in animals' fur; then, when the animal moves, the seed stays on it. An animal can be pretty far away when the seed falls off.

Rereading the gists helped me remember the main idea of each section.

Now, let's review the questions written in the learning log. Bianca, read the "right there" question and answer.

Bianca: *When do seeds form? Seeds form when pollen touches the right part of the flower.*

Teacher: Again, I can see the importance of the pollen to the formation of the seed.

Please read the "think and search" question and answer, Zachary.

Zachary: *How do animals help plants reproduce? As pollinators, they feed on the pollen and nectar they find on plants and carry the pollen from flower to flower. Animals also carry seeds to new places. Animals also eat fruit with seeds and when it's deposited in their waste, the seeds grow.*

Teacher: So, there I can see how the process of reproduction takes place.

Please read the "making connections" question and answer, Shaelan.

Shaelan: *Why is it important to living things that the process of reproduction is carried out for plants? Animals need plants for food and shelter. Without plants making more plants, animals would die.*

Teacher: And Chang, please read the other "making connections" question and answer.

Chang: *What would happen if there were no insects or butterflies to pollinate? The pollen wouldn't make it from plant to plant and plants couldn't reproduce.*

Teacher: Reproduction of the plants couldn't happen without the animals, and the process of reproduction is important because without it, animals couldn't live.

Now, I am ready to find my key words. I am choosing the words *pollen*, *seeds*, and *reproduction*.

[Display the index cards or write the words on the board.]

Teacher: Now, I should be able to explain why I chose these words.

I chose *pollen* because a form of it is in the title and because the text says the process of reproduction starts with pollen. We are talking about animals moving the pollen, and if they didn't move the pollen, reproduction would not happen.

I chose *reproduction* because the whole passage is describing how the process can take place, from pollen to seed to animals. *Reproduction* is also a bolded word, and it's in the gist and the big idea.

Why do you think I picked *seed*?

Bianca: Because that's the last step of the process before it becomes a plant.

Zachary: The passage talks about how the seeds move and get planted.

Teacher: That's right. I notice my gists focus on pollination, seeds, and reproduction. The big idea mentions how butterflies and insects pollinate and animals move seed. My three key words will trigger my memory of what I read, so I can give a summary of the passage. For instance, my summary of this passage would be: *Reproduction in plants starts with pollinators moving pollen and ends when seeds are planted and grow.*

When I think about the key words in a reading, I review my learning log, look back in the text, and then seek evidence that my words are really important. There is never just one important word, and our words may be different. We want to choose words that will help us remember what we've read and summarize what the passage is about. If you can defend your words, and you can answer the questions *How do you know that?* or *Why do you think that?*, your key words will help you summarize and remember what you read.

Is there a word you would have picked that I didn't?

Zachary: I would have chosen *plant*.

Teacher: Can you defend your answer?

Zachary: Well, the whole process the text is talking about—from pollination to seed to being planted and growing—is happening to a plant. Without the plant, none of this would be happening. I would want to remember the plant's role in helping the other living things.

- Teacher:** And you know this how?
- Zachary:** Because it says so in the sentences. *Plants make seeds. Plants depend on animals to carry seeds. Pollen from the plant must be moved from the plant.*
- Shaelan:** Plants are also mentioned the most.
- Teacher:** You have supported your choice of key word with good reasons. Any other words?
- Chang:** *Animals*. It mentions that they move and sometimes bury the seed. They also help pollinate, which means they are an important part of the process.
- Bianca:** I would have picked *wind, water, and soil*. The wind moves the pollen sometimes, and you have to have water and soil for plants to grow.
- Teacher:** That is true, but are these part of your gists, title, or big idea? Are these words going to help you summarize the passage?
- Shaelan:** They're only mentioned once.
- Bianca:** But I think they're important to the process.
- Teacher:** Yes, they are needed for things to grow, but what process are we talking about, growing or reproduction?
- Bianca:** Oh, I see. This passage is about reproduction, and those words wouldn't help me remember that. I'd probably just remember these things are needed to grow, but I wouldn't remember about the pollen, seeds, and plants leading to reproduction.
- Teacher:** Right. We want to look at what is important to the text to be able to summarize and remember the whole text.
- So, where do we want to look to find our key words?
- Shaelan:** In our learning log and the gists.
- Zachary:** The big idea and vocabulary.
- Chang:** Also rereading the text, like the title and subtitles.
- Teacher:** And why do we want to use this strategy?
- Bianca:** Because it will help us to summarize and remember what we've read.

TEACHER-SUPPORTED KEY WORD REVIEW LESSON 18 OUTLINE

OUTCOME

Students learn to summarize the most important things they read, using key words..

PREPARATION

- Identify a short, multiparagraph text.
- Identify several key words.
- Prepare learning logs and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students using the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: ASK AND ANSWER QUESTIONS (OPTIONAL; SEE GOAL IV)

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another’s questions.

STEP 5: SUPPORT STUDENTS’ USE OF KEY WORD REVIEW

1. Review key word review. Remind students that there is not only one “correct” key word.
2. Select key words and ask students to state why each might be considered most important.
3. Use guided questions to support students’ selection and justification of key words. See the Overview and Examples section for suggestions.
4. Encourage students to add to one another’s responses to support summarizing skills and memory of what was read.

NEXT STEPS

- When students can successfully provide evidence for teacher-chosen words, students can begin to select key words of their own.
- Students can work in partners or as a group to find and justify key words.
- The key word review strategy can be done orally or in writing.
- Make key word review more difficult by limiting the words students may choose. Provide restrictions, such as no words from the title or the names of characters.

LESSON 18 CASE STUDY

OBJECTIVES

- Students select key words that represent the most important ideas in the text.
- Students support their choice of key words with facts from the text.
- Students summarize the important ideas in the text, using key words.

MATERIALS

- Blank sentence strips, three per student
- Index cards with one of each of the following words per card: *trees, consumer, animals, energy, plants, macaw, environment, food, organisms, producer*
- Sentence strips with the following on them:
 - *Without this, the flow of energy couldn't start.*
 - *The organisms in an ecosystem couldn't survive with this part missing.*
 - *Found in the big idea and gist*
- Blank learning logs
- Spinner or four-sided die marked with the three question types and a "free choice" space

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time permits.
- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read text will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the text.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

- Teacher:** We have talked about the key word review strategy. Can you tell me why this strategy is important?
- Shaelan:** The strategy helps us remember what we've read.
- Chang:** We should be able to tell what we've learned in the passage.
- Teacher:** Yes, we should be able to summarize what we've read. Where do we look to find these key words?
- Zachary:** The gists, big idea, and remembering important ideas.
- Bianca:** Titles and bold words.
- Teacher:** How do you know you have a good key word?
- Shaelan:** You can defend your word with reasons and you can summarize the text.

INSTRUCTION

- Teacher:** We have been learning about plants and animals working together to reproduce. Today, we will talk more about the relationships of living things in an ecosystem. The title of the passage today is *The Relationships Found in Ecosystems*.

Today, we will fill in our learning logs. Our vocabulary is *rely*. *Rely* means "to depend on someone or something." You might rely on someone to take you home

at the end of the day, or you might rely on your teacher to teach you. Would you rely on a pencil to write with?

Students: Yes.

Teacher: Preview your text, make your prediction, and be prepared to share.

[Give students time to work.]

Bianca, what have you predicted?

Bianca: I think we'll learn that plants and animals help each other because the title uses the word *relationship*.

Shaelan: We'll learn about producers and consumers because of the bolded words.

Chang: Living things get energy and pass it to other living things because the caption is talking about energy from the sun.

Zachary: We're going to find out what animals eat to survive in an ecosystem because of the caption that says animals eat producers.

Teacher: Let's read.

[Read the passage as a group.]

Teacher: Are there any unknown words?

Chang: *Transferred.*

Teacher: What fix-up strategy can we use to figure out this word?

Shaelan: I see the prefix *trans-*, which means "across," and I know *transport* means "to carry across" because we've talked about the words *export* and *import* in social studies and *port* means "carry," so I think it means some kind of movement across.

Zachary: I remember my dad was transferred once. It meant we moved.

Teacher: We can reread the sentence and try *move across* instead of *transfer*: *Energy is moved across to an animal from a plant after an animal eats a plant*. It makes sense. So write that in your learning log.

Any other unknown words?

Bianca: *Role: The role of producer is played by plants.*

Teacher: Does anyone have any ideas?

Chang: Well, I've heard of a role in a play, like a part, and it does say *played*. If I reread it like *The part of producer is played by plants*, it makes sense.

Teacher: Write that in your learning log.

Now, let's reread.

[Students reread.]

Let's write a gist together. Bianca, would you start us?

Bianca: Animals are consumers...

Chang: ...and plants are producers...

Shaelan: ...in an ecosystem.

Teacher: Now, let's write questions. Let's spin the spinner to see which kind of question you will write.

[Students write questions in their learning logs for the type indicated by the spinner.]

Chang, would you read your "right there" question and answer?

Chang: *What is the food a plant makes used for? Organisms that eat the plant use it for energy.*

Teacher: Shaelan, would you read your "think and search" question?

Shaelan: *What is the path that energy follows from sunlight to helping an animal live? Sunlight gives energy to the plants, so they can grow. Plants provide energy to the animals that eat them, so they can live.*

Teacher: Bianca, would you read your "making connections" question?

Bianca: *Why would a drought be a terrible thing to happen in an ecosystem? The plants would die, and the organisms cannot live without the producers.*

Teacher: Zachary, you had free choice. What did you choose?

Zachary: I chose “think and search.” *What is the relationship between consumers and producers? Consumers depend on producers, or other animals that eat producers, for food.*

Teacher: Very nicely done! I have chosen one of my key words, but I’m keeping it a secret. I will tell you why I chose this word; then, you can guess my word and tell me whether you agree that it is a key word. Remember, we should be able to explain why our word is a key word. My reasons for choosing the key word are on these sentence strips.

[Display the sentence strips with the reasons on them.]

What do you think my key word is?

Chang: I think your word is *producer*. It fits your reasons. I see it in the gist and the big idea, and the process couldn’t start without the producer.

Teacher: How do you know that? Let’s look back in the passage.

Chang: Well, in the passage it says that all consumers depend on producers, and the living things in an ecosystem couldn’t live without the producers. Without the producer being first in the path of energy being passed on, the consumer couldn’t live.

Teacher: Do you feel this word will help you remember what you’ve read and summarize the text? I think it’s a good word, but I think we need more.

OK, I have put several index cards with words on the table. Pick one that you think is a key word. After you have chosen a word, write three reasons why it is important on the sentence strips. When you have finished, put the sentence strips on the board and be prepared to share with us.

[Students work on the reasons.]

Bianca, will you share your work with us?

Bianca: The word I chose was *consumer*. It’s the other half of the relationship that goes with your word, *producer*. It’s also a bolded word. It’s in the gist.

Teacher: Zachary?

- Zachary:** I chose *energy*. My first reason is it's repeated lots of times, even in the captions. Second reason: The word *energy* was in the answers to our questions, and the passage says that energy starts this whole process.
- Teacher:** Shaelan?
- Shaelan:** *Trees*: There are pictures of trees. I couldn't think of any other reasons.
- Teacher:** If we can't think of more reasons, do you think it will trigger our memory and help us summarize the passage?
- Shaelan:** Probably not.
- Teacher:** So, we don't want to choose that word because we want key words that will help us remember what we've read.
- Shaelan:** Well, I really wanted one of the other words, but it was already taken.
- Teacher:** That's OK because you helped us see how some words will not help us summarize. You also showed us that we might need to choose the same words and that's OK.
- Chang?
- Chang:** *Food*, because the food is where the organisms get the energy. The passage talks about plants making food and then the animal eating the plant for food. In my gist, when it says *producers* and *consumers*, it's talking about what they produce and consume, and that's food.
- Teacher:** You've done a very good job defending your choices. Let's look at a few of the words left. Why do you think they weren't chosen?
- Shaelan:** Some were mentioned only to give an example of either a producer or consumer—kind of like a detail. Like *macaw*—that was just an example that wouldn't help me remember the passage.
- Bianca:** Some would have been OK, like *animal*, *plant*, or *organism*, but just not as strong to me. And because these have been in everything we've read on ecosystems, I'm not sure they would help me remember the information today.
- Teacher:** So, it's fine to choose the same words, and some words are more important and help us remember the text better than others. The words that are stuck in our head after we finish reading are likely our best key words.

Let's review one more time what the requirements are for a key word, where we find them, and why this strategy is important.

Shaelan: They should trigger our memory about what we've read, and they should help us to summarize.

Chang: We should be able to tell at least three reasons why that word is important. This strategy will help us remember better what we read and answer questions on a test or when our teachers ask.

Bianca: Or even later when we study this subject again.

Zachary: We can find them in our learning logs, bold words, and vocabulary.

Bianca: Also, sometimes captions, words used a lot in the passage, in our gists, big ideas, and learning logs. And important words that we remember after we read.

