

Summarizing

This strategy has been used in the following ABLÉ lesson(s):

Reading the Newspaper - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=71

Purpose:

To help students summarize fiction and non-fiction material.

There are three important guidelines for summarizing material:

- To effectively summarize, students need to delete some information, substitute some information, and keep some information. (i.e. Rule-Based Summarizing)
- To effectively delete, substitute, and keep information, students need to analyze the information at a fairly deep level. (i.e. Reciprocal Teaching)
- Being aware of the structure of the information is an aid to summarizing. (i.e. Summary Frames)

Procedures:

Rule-Based Summarizing

The rule-based summarizing strategy involves a set of rules or steps that students use to construct a summary and include:

1. Take out material that is not important for your understanding.
2. Take out words or passages that repeat information.
3. Replace a list of things with a word that describes the things in the list (e.g. use trees for elm, oak, and maple).
4. Find a topic sentence or invent one if it is missing.

Summary Frames

A summary frame is a series of questions designed to highlight the elements of text patterns:

Narrative or Story

- Who are the main characters? What are their characteristics?
- When and where did the story take place? What were the circumstances?
- What prompted the action in the story?
- How do the main characters express their feelings?
- What did the main characters decide to do? Did they set a goal, if so, what?
- How did the main characters try to accomplish their goals?
- How does the story turn out?

Topic-Restriction-Illustration

- What is the general statement or topic?
- What information narrows or restricts the general statement or topic?
- What examples illustrate the topic or restriction?

Definition

- What is being defined?
- To which general category does the item belong?
- What characteristics separate the item from other things in the general category?
- What are some different types or classes of the item being defined?

Summarizing

continued

Argumentation

- What information is presented that leads to a claim?
- What is the basic statement or claim that is the focus of the information?
- What examples or explanations are presented to support this claim?

What concessions are made about the claim?

Problem or solution

- What is the problem?
- What is a possible solution?
- What is another possible solution?
- Which solution has the best chance of succeeding?

Conversation

- How did the members of the conversation greet each other?
- What question or topic was revealed or referred to?
- How did their discussion progress?
 - Did either person state facts? Did either person make a request of the other? Did either person demand a specific action of the other? Did either person threaten specific consequences if a demand was not met? Did either person indicate that he valued something that the other had done?
- How did the conversation conclude?

Reciprocal Teaching

Reciprocal teaching provides a deep level of understanding necessary for an effective summary and contains the following four components:

Summarizing – After reading a short passage, a single student acting as the student leader summarizes what has been read. Other students may add to the summary.

Questioning – The student leader asks some questions and the class responds. The questions are intended to identify important information in the passage.

Clarifying – Next, the student leader tries to clarify confusing points in the passage. She may point them out or ask other students to find them.

Predicting – The student leader asks for predictions about what will happen next in the text.

Adapted from Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). A Handbook for Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.