How to Get the Most from Summarizing Strategies?

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## Essential Questions:

- What is summarizing?
- Why summarize?
- What does summarizing look like?
- How do you use distributed summarizing?
- What are exemplary summarizing strategies?

“Effective Summarizing leads to an increase in student learning. Helping students recognize how information is structured will help them summarize what they read or hear. Summarizing is a real-world skill.” Rick Wormeli, 2003

## What Is Summarizing?

- A learning strategy that requires the learner to consolidate information by restating key points or the essential idea of the lesson in a few words or in a new way.
- An active key thinking strategy for processing information and construct meaning.
- Stimulates thought, provides inquiry and creates transfer and greater retention.
- An evaluative tool that allows students to self-evaluate what they know and what they do not know.

## Why Summarize?

- Helps gather evidence of learning. When students summarize, their confusions, misconceptions, or misunderstandings surface and teaching can be adapted accordingly.
- Research has shown that summarizing yields some of the greatest leaps in comprehension and long-term retention of information.
- Provides the opportunity to practice using new vocabulary in the intended context.
- Increases student achievement (Marzano, *Classroom Instruction that Works*).
- Summarizing is a real-world skill (Wormeli, *Summarization in Any Subject*).

## What Does Summarizing Look Like?

- There are two times when you use summarizing:
  1. Distributed Summarizing throughout the lesson
  2. Summarizing at the end of the lesson

## Summarizing Should...

- Support and consolidate learning
- Lead to comprehension and to retention
- Be connected to the standards and assessments
- Have an answer that is related to what has been
- Require dialogue and not yes or no answers
- Involve all students
- Occur throughout the lesson to check for understanding
- Allow students to process new information
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What Is Distributed Summarizing?

Distributed Summarizing is an exemplary practice that moves students toward acquisition of knowledge and skills. Distributed summarizing occurs at strategically planned points during the lesson. Using this technique, the teacher stops instruction to check for understanding using a summarizing strategy or prompt before moving forward with the lesson. Distributed summarizing actively requires every student to categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. Distributed summarizing also considers the attention span of students (chronological age + one or two minutes).

How Do You Use Distributed Summarizing?

1. Arrange your classroom for Collaborative Pairs. Best grouped by: Low – Middle, Middle – Middle and Middle – High. Avoid Low – High. Grouped daily, weekly or by the unit.
2. Numbered Heads: Number students in pairs (1 group of 3 if odd number of students in the class). Each student has a number. Assign a task to each numbered student. All students are actively and simultaneously engaged.
3. Plan exactly when to insert a question prompt to ensure that students pay the greatest attention to the most important issues and concepts.
4. Create questions to be asked or plan a summarizing strategy for those important intervals during the lesson to check for student understanding thus far before moving on.
5. Chunk instruction to pre-determine the intervals. Pairs write, discuss, summarize, or solve a problem related to the lesson. Pairs clarify or demonstrate their understandings.
6. Observing, reading and/or listening to check misunderstandings and errors.

Examples:
- Have a Question Box with topics related to the lesson. At selected times choose one or two and have a 10 minute discussion.
- Stop after 10 minutes and have students write a test question or a study guide question related to the lesson.
- Give students a stretch break and have them tell their partner two key points learned so far while stretching.

Prompts and Questions for Pairs:
"We have been talking about ______. Ones clarify or explain _____ to your partner and twos report."

"Ones explain to twos why _____ is important. Twos share one to two key points to remember about ______."

"Twos tell ones how to ___ (steps in process). Ones carry out the process as twos describe. If you disagree, explain why and discuss.

How Do You Summarize At the End of the Lesson?

1. Choose a summarizing strategy that encourages students to be cognitively active in summarizing for themselves what was important, what they learned and why it is important.
2. Students must do the summarizing themselves for the learner to construct meaning.
3. Based on their needs, the content and/or the circumstances, choose thoughtful and purposeful summarizing strategies.

Questions to Ask When Planning Summarizing Strategies:
- Which strategy should I use for this lesson?
- Will this strategy evaluate the quality of what students have learned?
- Will the strategy enable students to condense important information into their own words?
- Will the strategy help to solidify understanding?
- Will the strategy provide students with the opportunity to communicate and identify key elements of the lesson or text and condense the important information into their own words?
- Can students use this strategy to summarize a variety of texts for a variety of purposes?

What Are Exemplary Summarizing Strategies? (Recall, Reflect, Write or Tell Strategies)

- **Ticket Out the Door**: Students summarize main idea on a Post-It-Note.
- **Carousel Brainstorming**: Prompts are strategically placed at different points in the classroom. Teams of students identified by color marker rotate from prompt to prompt adding information.
- **3-2-1**: Write 3 examples of content, 2 examples of how the content is used and 1 reason why the content is important.
- **Key Word**: This is an acrostic of a topic or concept and students write sentences for each letter that summarizes information they have learned.
## Summarizing Strategies

### The Important Thing …

<table>
<thead>
<tr>
<th>The important thing about _______ is ___________.</th>
<th>Inner/Outer Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another Detail</td>
<td>1’s are the inside circle and 2’s are the outside circle. Students face each other and take turns responding to questions posed by teacher. After each question, one circle moves counterclockwise based on the number provided by the teacher.</td>
</tr>
<tr>
<td>Another Detail</td>
<td></td>
</tr>
<tr>
<td>Another Detail</td>
<td></td>
</tr>
<tr>
<td>But the most important thing about _______ is ___.</td>
<td></td>
</tr>
</tbody>
</table>

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### Pass It On

Place students in groups. Give each group an envelope with 4 note cards in each envelope. Each group creates a question based on content learned. Write the answer on one of the note cards. Groups rotate the envelopes answering another group’s questions. Students may add to an answer using one of the note cards.

### 3 – 2 – 1

3 Write three ideas or words that summarize the most important aspects of __________.

2 Narrow down to 2. With a partner, examine your responses and select two words that capture the most important part of ___________.

1 Pairs examine their responses and select one word or big idea about __________.

### Journaling/Summary Logs

- Students summarize Lesson Essential Question and vocabulary, i.e. Describe how to perform a math operation. Converse with a molecule about its properties. What can I say about the protagonist rising action?
- What the absent student missed, i.e. Dear __________, Today we learned __________.
- New words I learned today and how I will be using them.

### A-B-C Review

“Create a summary sentence about something you’ve learned today that starts with your selected letter. Be sure that your sentence answers one of our Essential Questions.”

Each pair will pull a letter out of the bag and create a summary sentence about something they learned today that starts with the selected letter. Students read the sentences aloud in alphabetical order. Students also could create an ABC book for the unit topic as a culminating performance.

### RAFT Examples

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>Whole Numbers</td>
<td>Campaign Speech</td>
<td>Importance of the #0</td>
</tr>
<tr>
<td>Percent</td>
<td>Student</td>
<td>Tip Sheet</td>
<td>Mental ways to calculate percents</td>
</tr>
<tr>
<td>Water drop</td>
<td>Other water drops</td>
<td>Travel guide</td>
<td>Journey through the water cycle</td>
</tr>
<tr>
<td>Red blood cell</td>
<td>Lungs</td>
<td>Thank-you note</td>
<td>Journey through the circulatory system</td>
</tr>
<tr>
<td>Lawyer</td>
<td>US Supreme Court</td>
<td>Appeal Speech</td>
<td>Dred Scott Decision</td>
</tr>
<tr>
<td>Comma</td>
<td>9th Graders</td>
<td>Job Description</td>
<td>Use in sentences</td>
</tr>
<tr>
<td>Rusty old car</td>
<td>Previous owner</td>
<td>Letter</td>
<td>Chemical change</td>
</tr>
<tr>
<td>Duck</td>
<td>Humans</td>
<td>Editorial</td>
<td>Effects of oil spills</td>
</tr>
<tr>
<td>Parts of a graph</td>
<td>TV Audience</td>
<td>Script</td>
<td>How to read a graph</td>
</tr>
</tbody>
</table>

### $2 Summary

Where one word is worth 10 cents, i.e. Write a $2 summary that explains __________.
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How is Summarizing Distributed Throughout the Lesson?

Primary Example

Essential Question: How do I use adjectives to describe nouns?
Assessment Prompts: (1) Descriptive words (2) Visualization (3) Seeing words (4) Pictures to words

Activating Strategy:
Choose your favorite person and then describe this person to your partner.

AP#1: Write the answer to: What words did you use that helped your partner know who you were describing.

Teaching Strategies:
Show students a picture of a slug. Have students brainstorm words to describe it.

AP#2: Students Pair-Share: How does the describing word help you see the slug?
Read a book that has many adjectives, i.e. Thundercakes by Patricia Pollaco, The Very Hungry Caterpillar by Eric Carle. As you read, stop at selected times and have students describe the passage read.

AP#3: Ones tell Twos: Which words helped you ‘see’ what the words were describing? Twos write them down. Share with another pair.
Continue in this manner until you finish reading the book. Explain that adjective are words used to describe nouns and that adjectives make nouns smile. Give each student a picture book. Have them take turns choosing a picture and describing it to their partner. The partner then has to find the page using the descriptors from their partner.

AP#4: Twos explain to your partner how the description helped you find the page. Ones report to group.

Summarizing Strategy:
The Most Important Thing. Today, when your parents ask you what you learned in school you will share what you learned about adjectives. Write down what you learned about adjectives using The Most Important Thing.

Secondary Example

Essential Question: Why do authors use foreshadowing?
Assessment Prompts: (1) Suspense (2) Cause and Effect (3) Predictions

Activating Strategy:
Play selected pieces from movies that show how much music gets the viewer thinking about what is coming next.

Collaborative Pairs take turns identifying other examples that trigger a feeling of suspense.

Teaching Strategies: Graphic Organizer – Cause/Effect T-Chart
Read a novel, i.e. Edgar Allen Poe, Jaws, To Kill a Mockingbird, Lord of the Rings, Harry Potter books, that uses foreshadowing. Clues can be given through dialogue, description, or actions taken by characters. Using the organizer to record, find examples where foreshadowing builds suspense or causes the reader to question the action of a character so the reader wants to continue reading. Add real life examples.

AP#1: On the bottom of the chart answer: What is suspense and how is it used with foreshadowing?
AP#2: On the back of the chart answer: How does the understanding of cause and effect support foreshadowing?

Share your answers with your partner.
Stop at different points in the book and note when foreshadowing is used. Have students predict what they think will happen based on the cue.

AP#3: Think-Ink-Pair-Share: How do predictions strengthen the understanding of foreshadowing?

Summarizing Strategy:
3-2-1: 3 Ways an author uses foreshadowing. 2 Examples of suspense. 1 prediction that was confirmed in the story.

A teacher who lets the students summarize is like a _______________________________ because _________________________________________________________.

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