

Presenter's Preparation Outline

Unit 3, Module 3: Writing Summaries

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 12
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)
 - DVD of Flash presentation with embedded Flash video
 - Laser pointer
 - Chart paper and marker

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: Notes Log: Summarization: Incomplete Science Sample
- Handout 3: Notes Log: Summarization: Science Sample With Steps
- Handout 4: Notes Log: Summarization: Complete Science Samples
- Handout 5: Notes Log: Summarization Practice
- Handout 6: Notes Log: Summarization: Social Studies Sample
- Handout 7: Summarization Routine
- Handout 8: Notes Log: Summarization: Mathematics Samples

Outline continues on the next page.

- Handout 9: Notes Log: Summarization: English Language Arts Samples
- Handout 10: Scaffolding Summarization
- Handout 11: Moving from Paragraph Level to Increasingly Longer Sections of Text
- Handout 12: Notes Log Templates
- Handout 13: References

Videos

- Slide 18: Summarization Routine
(4:00)
- Slide 21: Summarization: Student Practice Writing and Editing
(2:14)

Time

This module will take approximately 90 minutes.

Unit 3:
Comprehension Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 3:
Writing Summaries

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Slide 1—Title Slide

This is the third module in the **Comprehension Instructional Routines** unit, **Writing Summaries**.

Comprehension Strategies Across Content Areas

Unit 3: Comprehension Instructional Routines	
Module	Title
1	Building Background Knowledge With Anticipation-Reaction Guides
2	Identifying Main Ideas in Text
3	Writing Summaries

TALA
Version 2.0 ©2010 University of Texas System/Texas Education Agency
2

Slide 2—Comprehension Strategies Across Content Areas

This module brings together the comprehension support before, during, and after reading by using a complete notetaking routine. You will combine previewing text and **identifying main ideas** and details with **writing summaries**.

 Find **Handout 1: TEKS/ELPS/CCRS Connections**. Take a moment to review and discuss this handout with a partner at your table.

Allow 2 minutes. Monitor and address any questions or concerns.

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

Objectives

- Understand how writing summaries after reading improves students' comprehension of text.
- Apply the three-step process for explicit instruction to the implementation of the Notes Log for writing summaries.

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 3

Slide 3—Objectives

Set expectations for this session.

Activity: Think-Pair-Share

THINK about some ways writing summaries might support students' comprehension skills.

Allow 1 minute.

Now, PAIR with someone at your table to discuss how writing summaries might support students' comprehension skills.

Monitor partners. Allow 1 minute.

Ask participants to SHARE their ideas.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU DO*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

THINK-PAIR-SHARE adapted from Lyman, 1981.

The Benefits of Explicit Instruction in Summarization

- Explicitly teaching students to summarize text improves their comprehension and helps them make connections among main ideas.
(Armbruster, Anderson, & Ostertag, 1987; Trabasso & Bouchard, 2002)
- Adolescent students who are allowed to work collaboratively on writing summaries of expository texts demonstrate improved comprehension and learning of content area information.
(Mastropieri, Scruggs, Spencer, & Fontana, 2003; Spencer, Scruggs, & Mastropieri, 2003)

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 4

Slide 4—The Benefits of Explicit Instruction in Summarization

Review the research statements on the slide to confirm participants' comments from the previous activity.

The previous module introduced a routine for identifying main ideas and details in text. Now we will teach students how to make connections among the main ideas and details they have listed on their Notes Log.

Research shows that when students are explicitly taught how to summarize, their comprehension improves, as well as their ability to make connections among main ideas.

Writing summary statements in collaborative learning groups helps improve comprehension and learning of content area information.

REFERENCES: Armbruster, Anderson, & Ostertag, 1987; Mastropieri, Scruggs, Spencer, & Fontana, 2003; Spencer, Scruggs, & Mastropieri, 2003; Trabasso & Bouchard, 2002.

The Benefits of Explicit Instruction in Summarization (cont.)

- Direct instruction in the use of a summarization strategy improves the comprehension and answering of both literal and inferential questions for students with learning disabilities.

(Gajria & Salvia, 1992)

- Cognitive strategy instruction, including the instruction of summarization strategies, enhances English language learners' comprehension of expository text.

(Slater, 2004)

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 5

Slide 5—The Benefits of Explicit Instruction in Summarization (cont.)

- **Direct instruction in the use of a summarization strategy improves the comprehension and answering of both literal and inferential questions for students with learning disabilities (Gajria & Salvia, 1992).**

Literal comprehension requires students to identify information that is directly stated in the text.

Inferential comprehension involves the correct interpretation of implied meanings. This often requires students to connect the given information with information from other texts or from the students' background knowledge.

- **Cognitive strategy instruction, including the instruction of summarization strategies, enhances English language learners' comprehension of expository text (Slater, 2004).**

Supporting the link between reading and writing is important for all students, including students who are still learning English.

REFERENCES: Gajria & Salvia, 1992; Slater, 2004.

Summary vs. Main Idea of the Passage

<div style="text-align: center; background-color: #663366; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;">Summary</div> <ul style="list-style-type: none"> • Includes information across the entire passage • Contains more than one significant detail • Paragraph in length 	<div style="text-align: center; background-color: #663366; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;">Main Idea of the Passage</div> <ul style="list-style-type: none"> • Overall gist of the passage • Contains only the most significant idea about the topic • One sentence* <p style="font-size: small; color: #663366; margin-top: 10px;"><i>*Answer choices for main idea questions on some assessments may appear as sentence fragments. The complete sentence is formed by combining the answer with the stem.</i></p>
--	---

TALA
Version 2.0 ©2010 University of Texas System/Texas Education Agency
6

Slide 6—Summary vs. Main Idea of the Passage

In the main idea module, we addressed writing a main idea or “gist” statement for the entire passage or section of text. Some students will, therefore, be confused about the difference between a summary and a main idea when asked to compose both using the same material. You will need to point out the differences in how each is written and what information is included.

Review the differences listed on the slide.

Main Idea Instructional Routine

1. Complete the previewing routine:
 - Introduce the important academic and content-specific vocabulary words.
 - Have students record the title or topic and the page numbers for the chapter or section.
 - State the primary focus of the chapter or section.
 - Have students look at the title, page numbers, headings, terms, graphs, tables, and pictures.
2. Identify the main ideas with Get the Gist.
3. Record important details related to the main ideas.
4. Record the main idea of the section.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 7

Slide 7—Main Idea Instructional Routine

Additional Information for the Presenter

This module assumes participants have already completed the previewing routine before reading and identifying the main ideas during reading.

As you learned in the last module, comprehension support begins *before* reading with previewing, and continues *during* reading with recording main ideas and details. Here is a recap of the steps we learned in the previous module.

Review the information on the slide.

GET THE GIST reprinted with permission from Klingner et al., 2001.
 PREVIEWING INSTRUCTIONAL ROUTINE adapted with permission from Vaughn, S., Emonds, M., Simmons, D., & Rupley, W.H. (n.d.). *Enhancing the quality of expository text instruction and comprehension through content and case-situated professional development* (Teacher Quality Research Project; R305M050121A). Washington, D.C.: U.S. Department of Education, Institute of Educational Sciences.

Summarization Instructional Routine

Construct a summary of the passage.

1. List
2. Underline
3. Combine
4. Number
5. Write
6. Edit

(Archer, Gleason, & Vachon, 2005)

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 8

Slide 8—Summarization Instructional Routine

This module will continue using the Notes Log by constructing summaries after having read a passage. We will use a six-step process for writing the summary.

Be sure to define the term *summary* for students: Unlike our one-sentence gist statements, a summary is a few sentences long. In those sentences, you will give the main points from across the passage. You want to be clear and not go into too much detail, but you will also need to connect the main points.


Additional Information for the Presenter

Prior to the presentation, write the six-step summarizing instructional routine on chart paper. Display the chart on a wall in the room. Encourage teachers to make a similar chart to hang in their classrooms.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer, Gleason, & Vachon, 2005.

Notes Log: Science Sample

Main Idea of Section:
Energy from the Sun is transferred from producers to consumers and decomposers.



TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 9

Slide 9—Notes Log: Science Sample

 Direct participants to **Handout 2: Notes Log: Summarization: Incomplete Science Sample**.

This is the sample science Notes Log we used to help students preview text in a systematic way before reading the chapter and as an organizer for recording main ideas and details during reading. Notice that it is complete through the Main Idea of the Section. We will now return to the log to help students summarize what they have learned after reading.

The log covers, at least, a complete section of text, not just a single paragraph. It is important to have enough information worth summarizing.

Summarization: Modeling Phase: *I Do*

- Explain the purpose for summarizing a passage:
 - Make sure you understand the most important information.
- Remind students of the primary focus for the chapter/section and how it relates to their prior learning.

Slide 10—Summarization: Modeling Phase: *I Do*

Establish the purpose for the activity so that students will learn when they should apply it in the future to support their independent learning. You might tell students: “You will want to be able to summarize information throughout your life. The goal is to be able to give a shortened version of something. Whenever you are reading or listening to a lot of information, you want to check whether you understand and can remember the most important points. You can do this by composing summaries.”

Review the primary focus of the chapter or section as first identified in previewing. The primary focus should be the most important thing you want students to understand and remember from the reading. What should students know and be able to do after the lesson? Restate the primary focus as students write their summaries, so they will be able to identify what is most important in the passage as a whole. It may be helpful to post the essential learning objective on the board so that students can refer back to what they are expected to know and be able to do after the lesson.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Modeling Phase: *I Do* (cont.)

Explain that you will construct a summary of the entire passage using this routine.

1. List all the main ideas.
2. Underline terms or phrases that contain the most important information.
3. Combine any ideas (including significant details) that could go into one sentence.
4. Number the ideas in a logical order.
5. Write your summary in one paragraph.
6. Edit (revise and proofread) your summary.

Slide 11—Summarization: Modeling Phase: *I Do* (cont.)

Explain that you will construct a summary of the entire passage using this routine.

1. **List all the main ideas.** These will be the Get the Gist statements we composed earlier and recorded under the Main Idea section in the left column of our Notes Log. It is not necessary for students to recopy these statements; students can simply review the statements and use the existing list to complete the summarizing routine.

Review the remaining steps.

It will be necessary to model the process of deciding which ideas are most important and composing a logical, orderly paragraph. Therefore, we will begin by contrasting correct and incorrect examples of the various steps of the routine.

GET THE GIST adapted with permission from Klingner et al., 2001.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Modeling Phase: *I Do* (cont.)

Step 1: List all the main ideas.
Step 2: Underline terms or phrases that contain the most important information.

Correct Example	Incorrect Example
<ul style="list-style-type: none"> • <u>Heterotrophs must eat autotrophs to obtain food energy.</u> • <u>Autotrophs make their own food through photosynthesis.</u> • <u>Organisms can be classified by their energy roles in the ecosystem.</u> • <u>Food chains describe how energy flows from producers to consumers and decomposers.</u> • <u>Food webs show overlapping food chains.</u> 	<ul style="list-style-type: none"> • <u>Heterotrophs must eat autotrophs to obtain food energy.</u> • <u>Autotrophs make their own food through photosynthesis.</u> • <u>Organisms can be classified by their energy roles in the ecosystem.</u> • <u>Food chains describe how energy flows from producers to consumers and decomposers.</u> • <u>Food webs show overlapping food chains.</u>

TALA
Version 2.0 ©2010 University of Texas System/Texas Education Agency 12

Slide 12—Summarization: Modeling Phase: *I Do* (cont.)

Here we have our main idea statements from the Notes Log. We want to identify portions that contain the most important information.

Review the information on the slide.

Make sure you include information from across the passage as well as the significant details. Typically, the only time the beginning or ending segments of the passage are omitted is if the information is superfluous.

“Think aloud” to model the process of considering whether each statement contains the most important information from the passage. Continue to reiterate the primary focus of the chapter/unit during the think aloud.

For example: “Since this passage is about the flow of energy in an ecosystem, I need to include how that energy first enters. I will have to add the significant detail that autotrophs can convert sunlight to energy. Then, I need to know how energy is transferred, so I will keep the part about heterotrophs eating autotrophs for food. In order to know the parts of the food chain, I first have to know how autotrophs and heterotrophs are classified. I’ll keep the main idea about classifying them by

Notes continue on the next page.

their energy roles and add the significant details about which organism is a producer and which organism is a consumer or decomposer. Finally, I will need to keep the parts about food chains and webs showing the flow of energy among producers, consumers, and decomposers.”

Notice that the incorrect example has left out information that would help connect the ideas and explain the flow of energy. It may be difficult to see the differences between the correct and incorrect examples here, but those differences will become clearer as we continue the steps of the routine on the next slides.

When you transition to using longer sections of text or complete passages, the Notes Log will contain a greater number of main ideas. In addition, the information will be less condensed. Therefore, you would expect more variation in underlining the terms and phrases to be used in the summary.

Students do not all have to use the same pattern of underlining. However, they must be able to explain their decisions and use the terms and phrases to construct a logical and accurate summary.

Additional Information for the Presenter

Although participants do not have a sample text from which the information on these slides was drawn, the purpose here is to show how a completed Notes Log can be used to generate a summary. Use the think alouds provided in the speaker’s notes and the information on the slides and handouts to help participants understand what appropriate responses should look like/sound like at each step in the routine.

The terms “correct example” and “incorrect example” are used in this module to prevent participants from confusing the instruction on how to summarize with the types of information included in “examples” and “nonexamples” on a Frayer Model.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Modeling Phase: *I Do* (cont.)

Step 3: Combine any ideas that could go into one sentence.

Step 4: Number the ideas in a logical order.

Correct Example

- 1
 - Heterotrophs must eat autotrophs to obtain food energy.
 - Autotrophs make their own food through photosynthesis.
 - *Autotrophs convert sunlight and carbon dioxide to energy and oxygen.*
- 2
 - Organisms may be classified by their energy roles in the ecosystem.
- 3
 - *Producers: autotrophs*
 - *Consumers and decomposers: heterotrophs*
- 4
 - Food chains describe how energy flows from producers to consumers and decomposers.
 - Food webs show overlapping food chains.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 13

Slide 13—Summarization: Modeling Phase: *I Do* (cont.)

In the next steps of the summarization routine, we want to put the most important information together in a way that will make sense.



Direct participants to **Handout 3: Notes Log: Summarization: Science Sample With Steps**. Refer to this handout when presenting the information in this and the following slide.

Notice that in the **correct example**, significant details were added (in No. 1 and No. 3). Knowing how energy first enters and what the relation is among autotrophs, heterotrophs, producers, consumers, and decomposers will help the ideas make sense when they are put together.

These ideas were numbered to coincide with a logical sequence for explaining the various concepts contained in this lesson on energy flow in an ecosystem.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Modeling Phase: *I Do* (cont.)

Step 3: Combine any ideas that could go into one sentence.

Step 4: Number the ideas in a logical order.

Incorrect Example

- 2 — • Heterotrophs must eat autotrophs to obtain food energy.
- Autotrophs make their own food through photosynthesis.
- 3 < • Organisms may be classified by their energy roles in the ecosystem.
- Food chains describe how energy flows from producers to consumers and decomposers.
- 1 — • Food webs show overlapping food chains.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 14

Slide 14—Summarization: Modeling Phase: *I Do* (cont.)

The **incorrect example** does not combine ideas that are related or consider the appropriate sequence of ideas. It starts with food webs before establishing the energy roles. Then, it addresses how heterotrophs get energy without explaining how the energy entered the ecosystem. Finally, it combines undefined energy roles with the term “food chains.” A person who did not know about the flow of energy in ecosystems would not be helped by a summary constructed this way. Too much is left unknown and unconnected.

Additional Information for the Presenter

Suggest the following tip for teachers: To scaffold instruction for numbering and combining ideas, write each idea on a separate slip of paper or sticky note. That way students can move them around or change which ideas to include without marking up their papers.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Modeling Phase: *I Do* (cont.)

Step 5: Write your summary in one paragraph.
Step 6: Edit (revise and proofread) your summary.

<p style="text-align: center; background-color: #4a2c5a; color: white; padding: 5px; border-radius: 5px;">Correct Example</p> <p>Because autotrophs can convert sunlight and carbon dioxide to energy and oxygen, heterotrophs are dependent on autotrophs for food. All organisms may be classified by their energy roles in the ecosystem. Autotrophs are producers, and heterotrophs are either consumers or decomposers. A food chain or food web can show how the energy flows from organism to organism.</p>	<p style="text-align: center; background-color: #4a2c5a; color: white; padding: 5px; border-radius: 5px;">Incorrect Example</p> <p>Food webs show overlapping food chains. Heterotrophs must eat autotrophs to obtain food energy. Organisms are classified by their energy roles in the ecosystem and make up food chains.</p>
---	--

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 15

Slide 15—Summarization: Modeling Phase: *I Do* (cont.)

Review the final two steps of the summarization routine.

A proper summary paragraph contains both main ideas and significant details. This **correct example** is not the only way the main ideas could have been arranged. It is correct because, in the final steps of the routine, the sentences were combined and revised to be accurate and concise.

The **incorrect example** is just a listing of the main idea statements that were underlined. They have not been revised, and significant details have not been added to clarify the points. Therefore, it is not a connected paragraph but just a list of random facts. Another type of incorrect example might have too many details that make the summary too long and more like a rewrite of the entire passage.

Following the six steps of summarization will not lead students to identical summary paragraphs; many versions of the summary on this Notes Log would be considered correct. You will experience the variety of summaries that your students might generate when we practice the routine in an upcoming activity.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Notes Log: Science Sample



Summary:

Because autotrophs can convert sunlight to energy, heterotrophs are dependent on autotrophs for food. All organisms can be classified by their energy roles in the ecosystem. Autotrophs are producers, and heterotrophs are either consumers or decomposers. A food chain or food web can show how the energy flows from organism to organism.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 16

Slide 16—Notes Log: Science Sample



Find **Handout 4: Notes Log: Summarization: Complete Science Samples**, which features two completed science logs. The summary from sample 1 is shown here.

Review which sections were completed in which phases.

The Notes Log is a structured way for students to record the basic ideas and check their basic understanding of the information. It will still be necessary to help students consider the significance of this information.

Summarization: Teacher-assisted Phase: *WE Do*

- Before continuing, review the summarizing routine by asking students:
 - Why would you need to identify or write a summary of a passage?
 - What are the six steps in our summarizing routine?
 - What should the summary include?

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 17

Slide 17—Summarization: Teacher-assisted Phase: *WE Do*

Be sure that students know why and how to use the routine so that they can begin to use it with less support.

Review the information on the slide.

Students need to understand the most important information in the passage and how to connect the main ideas.


Remind students to include the most important ideas and any significant details. When students underline insignificant information, you need to ask them how they decided to include that. Once you hear their reasoning, you can help them think through whether the information is important by asking the following:

- How is that related to our primary focus?
- Why is that something I would have to know in order to understand the entire passage?
- How is that information different from what is already included in your other statements?

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Summarization: Peer-assisted Phase: *WE Do*



- Preview a section of text.
- Have students work in pairs to write main idea statements using the Get the Gist routine.
- Record important details.
- Have students work in pairs to write summaries for sections of text.
 - Guide students as they use the summarizing routine.
 - If necessary, model the routine again with a “think aloud.”

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 18

Slide 18—Summarization: Peer-assisted Phase: *WE Do*

Review the information on the slide.

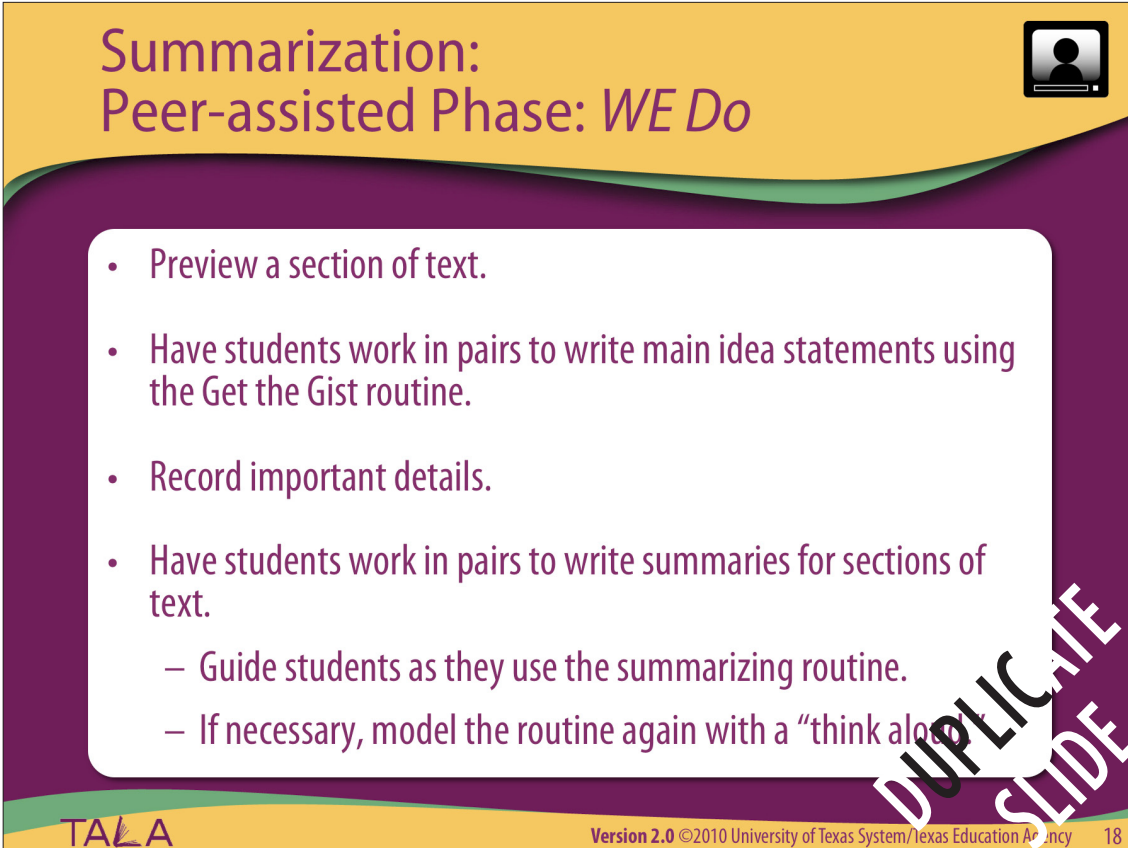
“Several studies documented that students with learning disabilities required repetitive, intensive opportunities to practice using strategies before they became proficient” (Mastropieri, Scruggs, & Graetz, 2003, p. 114). It is critical to provide repeated exposures to the routine through modeling and guided practice.

Gradually release responsibility and create more opportunities to practice by having students work collaboratively to write summaries. However, if students are having difficulty, you may work as a whole class to practice writing summaries before shifting to partners.

Evaluate summaries after completing each section. Are they accurate and concise? Do they include the most significant information from across the entire passage/section of text?

Return to *I Do* and model the routine again if necessary.

Notes continue on the next page.



Summarization: Peer-assisted Phase: *WE Do*

- Preview a section of text.
- Have students work in pairs to write main idea statements using the Get the Gist routine.
- Record important details.
- Have students work in pairs to write summaries for sections of text.
 - Guide students as they use the summarizing routine.
 - If necessary, model the routine again with a “think aloud.”

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 18



Video: Summarization Routine (4:00)

In this video, the science class continues the lesson on climate change by writing summaries from the main ideas and details on their Notes Logs. Pay attention to how the students determine what to include in their summaries and how to organize the information.

Click the icon to play the video.

Activity: Tell-Help-Check

TELL me what you observed the students doing as they completed the first four steps of the summarization routine.

Call on participant. Acknowledge and repeat/rephrase response.

Can anyone HELP by adding some other things you noticed the students doing as they completed the first four steps of the summarization routine?

Call on participant. Acknowledge and repeat/rephrase response.

Notes continue on the next page.

Suggested responses:

- *Considered the main points of the section*
- *Looked for information that better explained the main points*
- *Combined points that were related to the same idea*
- *Chose to put the most important idea first*

Take a moment to CHECK whether your partner noticed anything else that might be helpful as you prepare to teach your own students how to summarize text.

Allow 1 minute for partners to discuss.

SOURCE: Mastropieri, Scruggs, & Graetz, 2003.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

Practice the Summarization Routine

Using the main ideas and details from the Notes Log on *Physical and Chemical Properties of Water*, practice applying the six-step routine for summarizing.

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 19

Slide 19—Practice the Summarization Routine

 Direct participants to **Handout 5: Notes Log: Summarization Practice**.

Activity: Writing a Summary

So far, we have looked at completed samples of how a summary might be written from the main ideas and details recorded while reading a text. To help you understand how this routine will work with your students, we will practice the **summarization routine** with a sample Notes Log.

Read over the information on the handout. You may recognize the first part of the passage from the previous module, when we used it to practice writing the main idea. When you finish reading, work with your partner to apply the six steps: list, underline, combine, number, write, and edit. You will have about 7 minutes to compose your summary. Are there any questions?

Monitor participants and offer assistance as necessary.

Notes continue on the next page.

After 7–8 minutes, ask a group identified during your monitoring to share their summary. Have the partners explain how they chose the terms and phrases to underline and why they combined those ideas in the way they did.

Suggested response:

Physical and chemical properties are used to identify matter. Physical properties describe measurable characteristics of a substance. Chemical properties describe the way a substance behaves in a chemical reaction. An important physical property of water is that it can be found in all three states of matter with different densities at different temperatures. Water is colorless, tasteless, and odorless. One of the most important chemical properties of water is that it dissolves many substances because of the polarity of the molecule.

Some of you may have used the main idea of the section as your topic sentence for your paragraph. This can be a form of scaffolding you suggest to students, but to avoid formulaic writing, you will want students to become more flexible in their writing styles.

SOURCE: DeLeon, n.d.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Notes Log: Social Studies Sample

Summary:

Completely surrounded by water, North America has five vegetation zones determined by climate and geography. These zones range from desert to rainforest and contain some unique plants and animals. Improvements in shipbuilding and ocean navigation eventually brought settlers to the continent. North America's rich natural resources encouraged economic development and the establishment of towns and businesses along waterways.

Topic/Title	Pages
Main Ideas	Notes
Main Idea of Section	
Summary	

TALA
Version 2.0 ©2010 University of Texas System/Texas Education Agency 20

Slide 20—Notes Log: Social Studies Sample



 Direct participants to **Handout 6: Notes Log: Summarization: Social Studies Sample**.

This is how a sample social studies Notes Log will look when every section is completed.

Remember that the sample Notes Logs reflect a teacher's version for each subject area. It is not expected that middle school students would produce this amount of detail, so teachers will need to use their professional judgment to determine the amount of information that is most appropriate for their students to include.

The Notes Log is a structured way for students to record the basic ideas and check their understanding of the information. It will still be necessary to help students consider the significance of this information.

Summarization: Independent Practice: *YOU Do*

1. Complete the previewing routine.
2. Ask students to write the main ideas with the Get the Gist routine.
3. Ask students to record details in the Notes section.
4. Ask students to construct summaries of the passage.
 - a) List
 - b) Underline
 - c) Combine
 - d) Number
 - e) Write
 - f) Edit

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 21

Slide 21—Summarization: Independent Practice: *YOU Do*

 **Handout 7: Summarization Routine** is a compilation of the steps in the summarization routine.

Review the information on the slide.

Do not shift to *YOU Do* until you are confident students can handle the routine on their own. It is best to have students practice the routine in partners several times before working independently.

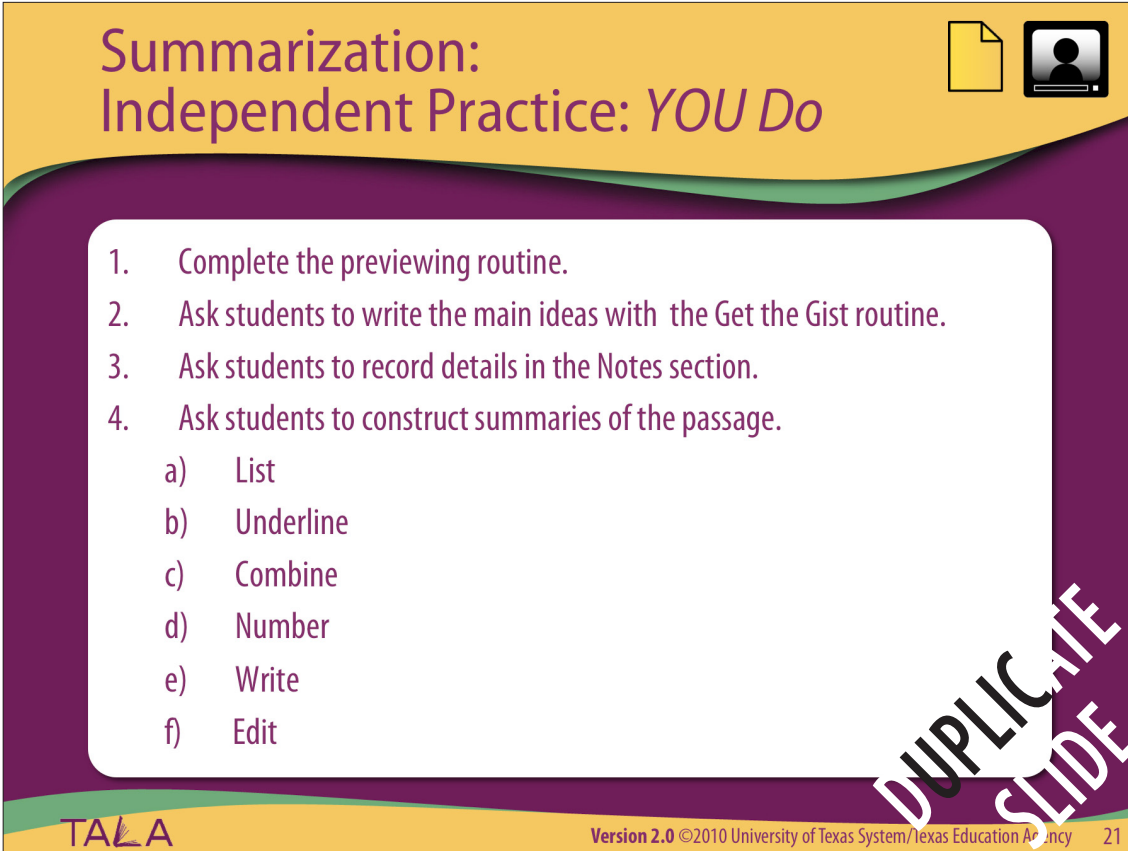
Have students verbalize the steps of the routine several times. Prompt with:

- Why would you need to identify or write a summary of a passage?
- What are the six steps in our summarizing routine?
- What should the summary include?

Monitor closely and provide feedback as necessary.

Periodically stop to have students share their summaries. Discuss the appropriateness of their summaries and how they might be improved. If students

Notes continue on the next page.



Summarization:
Independent Practice: *YOU Do*

1. Complete the previewing routine.
2. Ask students to write the main ideas with the Get the Gist routine.
3. Ask students to record details in the Notes section.
4. Ask students to construct summaries of the passage.
 - a) List
 - b) Underline
 - c) Combine
 - d) Number
 - e) Write
 - f) Edit

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 21

are having difficulty, identify exactly which step(s) is/are problematic. Reteach those steps or break the tasks into further mini-steps.



Video: Summarization: Student Practice Writing and Editing (2:14)

The final video from the science class shows the students writing and editing their summaries on climate change. Pay attention to how the teacher has gradually shifted responsibility for completing the steps of the routine to her students. How has she made sure that everyone is able to compose a summary independently?

Click the icon to play the video.

Activity: Best Ideas

Take a moment to discuss with your partner how the teacher has gradually shifted responsibility for completing the steps of the summarization routine to her students. How has she made sure that everyone can successfully compose a summary paragraph?

Allow 1–2 minutes.

Notes continue on the next page.

Partner One, tell me your partner's best idea about shifting responsibility for completing the summarization routine to students.

Call on participants. Acknowledge and repeat/rephrase responses.

Suggested responses:

- *Allowed students to complete the first four steps with partners before writing on their own*
- *Monitored students as they worked*
- *Allowed students to return to their partners for editing (the last step)*
- *Provided a peer model of a summary but reminded students that not everyone's summary will sound the same*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

Notes Log: Mathematics Sample

Summary:

Angles are given different names if they are less than, equal to, or more than 90 degrees. If two angles added together equal exactly 90 degrees, they are called complementary. If two angles added together equal exactly 180 degrees, they are called supplementary. You can use a protractor to measure the angles, and you can use a compass to copy an angle.

Topic/Title	Pages
Main Ideas	Notes
Main Idea of Section	
Summary	

TALA
Version 2.0 ©2010 University of Texas System/Texas Education Agency 22

Slide 22—Notes Log: Mathematics Sample

Direct participants to **Handout 8: Notes Log: Summarization: Mathematics Samples**.

These sample Notes Logs show the previewing, main idea/details, and summarizing steps completed for a section of a mathematics textbook. Notice that the summary includes information from across the entire selection. The completed summary for Sample 1 is shown on the slide.

Using a Notes Log will probably be an occasional practice in a math class, perhaps as a culminating activity in a geometry or probability and statistics lesson. The routine will be most appropriate to implement after students learn or engage in the lesson. Students can talk, see, and work on two-dimensional figures, for example, and then read a related passage, record the main ideas and details, and synthesize the information in a summary.

Additional Information for the Presenter

As with all samples, this Notes Log is provided to give teachers a feel for how the

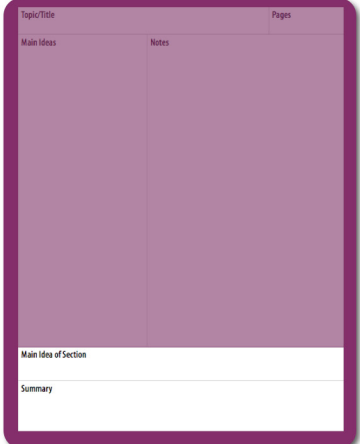
Notes continue on the next page.

routine might be used in their classes. It is not intended as an actual lesson to be used with their students since all teachers must exercise professional discretion in determining the appropriateness of the specific content for their courses, as well as the alignment of the material to the Texas Essential Knowledge and Skills.

Notes Log: English Language Arts Sample

Main Idea of Section:
Memories can help ease the pain of losing a loved one.

Summary:
Nadia’s bad temper can be calmed by only her favorite brother, Hamed. When Hamed disappears in the desert, Nadia becomes angrier and drives people away. Even though her father has ordered that no one say Hamed’s name, Nadia risks punishment to share her memories with others and ease her pain. After Nadia’s father banishes a shepherd for saying Hamed’s name, Nadia teaches her father the secret of keeping Hamed alive in their hearts.



TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 23

Slide 23—Notes Log: English Language Arts Sample

 **Direct participants to *Handout 9: Notes Log: Summarization: English Language Samples.***

In the last module, we introduced the main idea of a section with these Notes Logs from English language arts or reading. Let’s use Sample 1 to review the differences between the main idea of the section and the summary:

- A main idea is one complete sentence; a summary is a paragraph.
- The main idea has only the most significant idea, but a summary can contain more than one significant detail.
- A summary contains information from across the entire passage.

There is not one correct way of wording a main idea or summary. Preparing a teacher key will help you consider the possible combinations of ideas suitable to your lesson, but the sophistication of the language will vary according to students’ level of skill and English proficiency. Displaying and discussing

Notes continue on the next page.

numerous examples of students' work will provide useful peer models for improving students' writing and moving it to a closer approximation of the goal.

SOURCE: Alexander, 1983.

Scaffolding

- Work with short segments of text and gradually increase to larger sections.
- Write the main ideas on slips of paper or sticky notes for students to move around in steps 1–4 (list, underline, combine, and number).
- Provide templates with completed portions of the summary and portions containing blanks to be filled in by students.
- When necessary, return to modeling how to write summaries.
- Slowly transfer the responsibility for summarizing to students.

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 24

Slide 24—Scaffolding



Refer participants to **Handout 10: Scaffolding Summarization**, which lists the scaffolding steps presented on this slide.

Review the information on the slide.

Gradually increase the length of the text or passage for which students compose summaries. This gives students time to develop their ability to condense information into accurate and concise “shortened versions.”



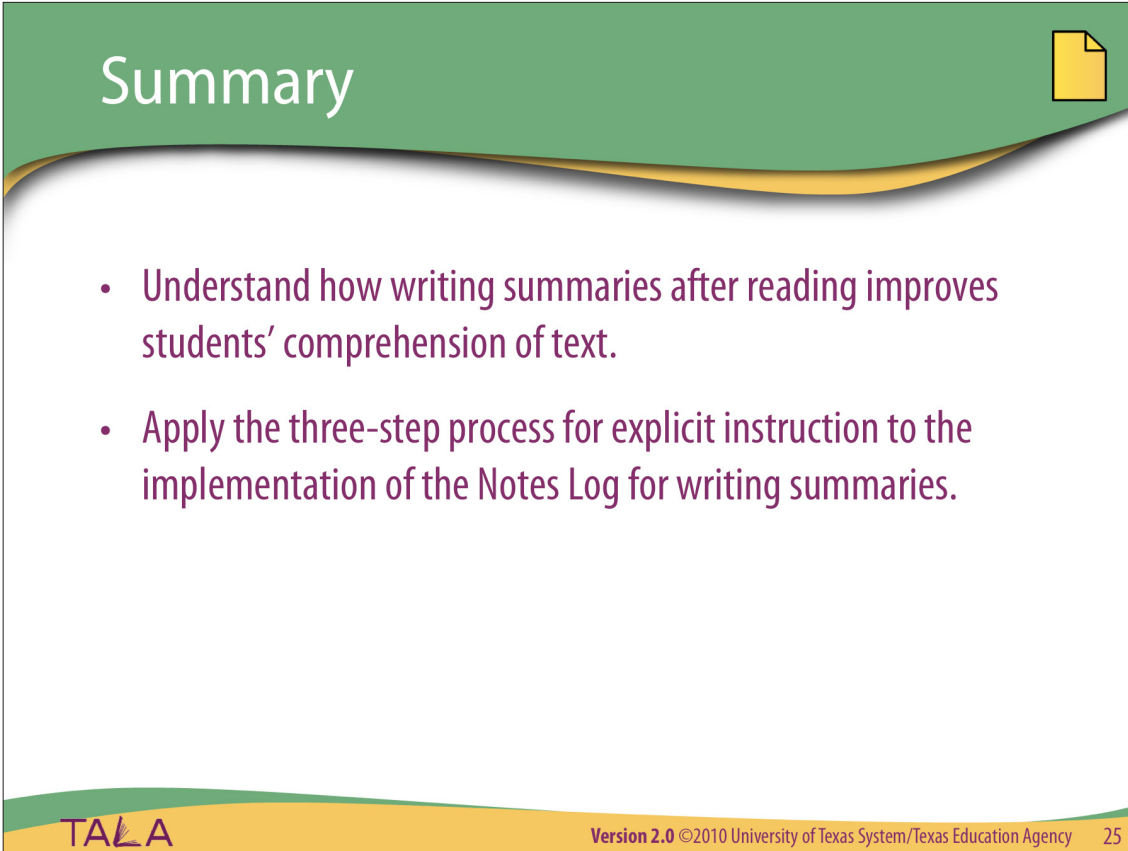
For further information on dividing text, see **Handout 11: Moving from Paragraph Level to Increasingly Longer Sections of Text**.

Many students will need extensive modeling and additional support in constructing summaries of complex text. Provide only the necessary scaffolds. It is helpful to surround the activity with many opportunities for discussion so that students hear and see models of language use. This practice also helps students to process the information before actually composing their response.

Notes continue on the next page.

ALWAYS complete a “teacher key” of the Notes Log so that you can anticipate potential problems and student responses.

Do not force students through the steps of the routine for too long. Eventually, you want students to be able to compose summaries without having to go step-by-step.

A presentation slide with a green header and a yellow footer. The header contains the word "Summary" in white. The main body is white with a wavy yellow border at the top and bottom. It contains two bullet points in purple. The footer has "TALA" on the left and "Version 2.0 ©2010 University of Texas System/Texas Education Agency 25" on the right. A small yellow document icon is in the top right corner of the header.

Summary

- Understand how writing summaries after reading improves students' comprehension of text.
- Apply the three-step process for explicit instruction to the implementation of the Notes Log for writing summaries.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 25

Slide 25—Summary

Review the objectives.



Handout 12: Notes Log Templates provides two versions of the log to use a classroom master. One version has all sections on a single page, and the other has the Main Idea and Notes sections expanded to two pages.

Planning for Application (Optional)

Using your materials, plan a lesson in which you will use an Anticipation-Reaction Guide or a Notes Log to support students' comprehension of text.

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 26

Slide 26—Planning for Application

Optional Activity: Plan for Application

Participants may use the templates found in the handouts for this module or for the Anticipation-Reaction Guide in Unit 3, Module 1.

If they choose to prepare a Notes Log, tell participants that it might be necessary to break it into several parts or to use more than one page of the Notes Log. If they choose to prepare an Anticipation-Reaction Guide, remind them to write four opinion statements—not true/false statements—that target the key concepts or themes of the lesson. Monitor the activity and assist participants as needed.

Allow 10 minutes and break time.

SUMMARIZATION ROUTINE adapted and reprinted with permission from Archer et al., 2005.

