

Summarizing

1. Teach students the rule-based summarizing strategy.

It is often helpful to have a well-defined set of steps or rules to follow when learning the process of summarizing.

1. Take out the material that is not important to understand.
2. Take out the words that repeat information.
3. Replace a list of things with one word that describes them (e.g., replace “oak, elm, and maple” with trees).
4. Find a topic sentence or create one if it is missing.

2. Use summary frames.

Narrative Frame	1. Who are the main characters? What distinguishes them from the other characters?	Charlie Bucket He was very poor compared to the other characters.
	2. When and where did the story take place? What were the circumstances?	Charlie's hometown Winter Charlie was starving.
	3. What prompted the action in the story?	Charlie wanted a golden ticket so he could visit the chocolate factory.
	4. How did the characters express their feelings?	Charlie confided in Grandpa Joe. They both longed to find a ticket.
	5. What did the main characters decide to do?	They took a gamble and used Grandpa Joe's savings to buy a candy bar.
	6. How did the main characters try to accomplish their goals?	Charlie sneaked to the store and bought a candy bar. He and Grandpa Jo secretly opened the candy bar.
	7. What were the consequences?	No golden ticket- money was lost. Charlie gave up on his dream of visiting the factory.
	Summary: Charlie desperately wanted to find a golden ticket. His Grandpa Joe took a gamble and gave Charlie his savings to buy a candy bar. They secretly opened it together and there was no golden ticket. Charlie gave up on his dream of visiting the chocolate factory.	
Topic-Restriction Frame	1. What is the general statement or topic?	Fish
	2. What information narrows or restricts the general statement or topic?	Fish have a backbone and are cold-blooded. Most fish have gills, scales and fins.
	3. What examples illustrate the topic or restriction?	Fish are divided into three classes: bony, cartilaginous, and agnathan
	Summary: Fish are cold-blooded animals with backbones. There are three types of fish, which are based on skeletal composition.	
Definition Frame	1. What is being defined?	wiki
	2. To which general category does the item belong?	A wiki is an online collaborative tool.
	3. What characteristics separate the item from the other things in the general category?	A wiki helps people create and edit websites without having to know special code or have special software. Typically, any member of a wiki community can edit the page but not at the same time as someone else.
	4. What are some different types or classes of the item being defined?	PBSWorks, Wikispaces, Google Sites
	Summary: A wiki is a collaborative tool that helps people create and edit websites together. Some examples include PBWorks, Wikispaces, and Google Sites. Usually only one person can edit a wiki page at a time.	

Argumentation Frame	1. What is the basic claim or focus of the information?	<i>Our state should join a multistate lottery.</i>
	2. What information is presented that leads to a claim?	<i>The state benefits from state lottery games, and multistate lottery games offer more money for state programs.</i>
	3. What examples or explanations support the claim?	<i>Multistate lotteries will give the state a source of revenue to spend on health care and safety problems in public schools. People drive out of state to purchase tickets for big, multistate lottery games, but that money should stay in our state. Multistate lotteries are the only way for people in smaller states to win really big jackpots. Tickets for the big lottery games are usually cheap, but they give players the potential to win millions of dollars.</i>
	4. What restricts the claim? What evidence counters the claim?	<i>Our state already has lottery games.</i>
	Summary: <i>Although our state already has lottery games, joining a multistate lottery would provide more benefits to the state. Joining a multistate lottery would keep more money in the state and allow players to win bigger jackpots.</i>	
Problem-Solution Frame	1. What is the problem?	<i>Crude oil and tar will have a detrimental effect on marine life, the coastline, and land animals.</i>
	2. What is a possible solution?	<i>Containment booms or building barrier islands</i>
	3. What is another possible solution?	<i>Disperse the oil with chemicals, burn it, filter it, or contain it.</i>
	4. Which solution has the best chance of succeeding and why?	<i>Students decide which solution is best and why.</i>
	Summary:	
Conversation Frame	1. How did the members of the conversation greet one another?	<i>polite head nods between candidates handshakes</i>
	2. What question or topic was insinuated, revealed, or referred to?	<i>recent initiatives recent interview questions</i>
	3. How did the conversation progress?	<i>Opposing party interview- more interruptions, references to previous statements Same party interview- interrupted less, asked more questions about how ideas will improve status quo</i>
	4. How did the conversation conclude?	<i>Polite handshakes</i>
	Summary:	
3. Engage students in reciprocal teaching.		
Students take on the role and use these 4 strategies as a means of aiding constructing meaning from a text as well as monitoring for understanding. When beginning reciprocal teaching, focus on the sentence and paragraph levels before moving to the multiple paragraph and passage levels. http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm		
Summarizer (Summarizing)	Questioner (Question Generating)	
<ul style="list-style-type: none"> Reads a short passage and summarizes what has been read, heard or seen. 	<ul style="list-style-type: none"> Poses questions that help identify important information and takes group deeper into the text. 	
Clarifier (Clarifying)	Predictor (Predicting)	
<ul style="list-style-type: none"> Clarifies vocabulary words, pronunciations, or terms the group may not know or understand well. 	<ul style="list-style-type: none"> Draws on their knowledge of the text and predicts what will come next in the text. Sets the purpose for continued reading. 	