



3rd – 5th Grade

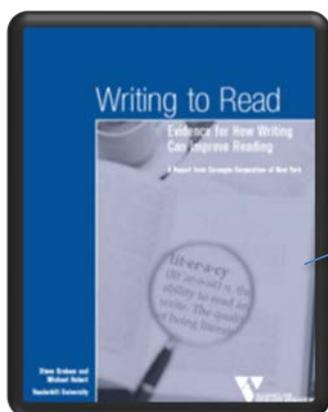
Have Students Write Summaries About Texts

Transforming a mental summary of text into writing requires additional thought about the essence of the material, and the permanence of writing creates an external record of this synopsis that can be readily critiqued and reworked. As a result, summary writing seems likely to improve comprehension of the material being summarized.

Writing to Read

A summary is a restatement of someone else's words in your own words. There are many different kinds of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, while others are just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer. Students who are capable of effectively summarizing what was learned are able to learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information.

Marzano, Robert J. (2001). Classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development.



“Writing to Read” research identifies summarizing as an instructional practice that increases reading comprehension.



Retelling

Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences.

- The teacher can use retelling as a way to assess how well students comprehend a story, then use this information to help students develop a deeper understanding of what they have read.
- The teacher uses explicit instruction, explaining why retelling is useful, modeling the procedure, giving students opportunities to practice, and providing feedback. As students become better readers, the retellings should become more detailed.

Types of Retelling

Simple retelling

The student can:

- identify and retell the beginning, middle, and end of a story in order.
- describe the setting.
- identify the problem and the resolution of a problem.

More complete retelling

The student can:

- identify and retell events and facts in a sequence.
- make inferences to fill in missing information.
- identify and retell causes of actions or events and their effects.

Most complete retelling

The student can:

- identify and retell a sequence of actions or events.
- make inferences to account for events or actions.
- offer an evaluation of the story.

Retelling Yardstick

Using a yardstick, teachers can note the beginning and the end of a story at each end of the yardstick. Place Velcro along the yardstick so students can take cut outs of the story and “stick them” in the correct order in which the event occurred in the story onto the yardstick. These cut outs should reflect the main events of the story. The students can retell a story by placing the cut outs along the yardstick, or the teacher can provide the yardstick with cut outs already placed on it so students who need that support can have it.

Retelling Drawing

Give students a piece of paper that has been divided into four squares. Instruct students to draw a picture that tells what happened in the beginning of the story in the first box, a picture that tells what happened in the end in the last box, and then fill in the middle boxes with events from the middle of the story. Students can then use their illustrations to verbally retell the story to the teacher, a group of students, or an individual student. Grouping: small group, partner, or individual

Low-Battery Retell

After reading a story, list details/events from the story in sequential order. Tell students to pretend that they are talking to someone on their cell phone who needs to know about the story, but the battery is about to die any second. If they had to pick just a few things, from all the details/events listed in the story to hurry up and say before the phone died- what would be the most important things for them to let the other person on the phone know? Go through different options and discuss why some pieces of information would be more helpful than others for the other person to have as much of an understanding of the story possible.



Prop Retellings

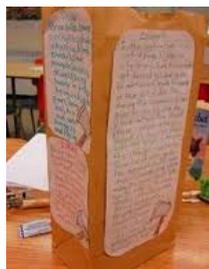
Visual prompts help children organize their thoughts when retelling a story. Props such as finger puppets and felt boards provide a concrete structure to frame the story. Make simple puppets by photocopying or drawing the main characters from a story and gluing them to craft sticks. You can also use these with a felt board—a small board covered in felt—using adhesive or Velcro.

(Owocki, 1999)

Paper Bag Reports

Purpose: To show understanding of characters, setting, conflict and resolution by choosing symbols that represent significant events or characters in the book.

1. On the front of a lunch bag, students draw a scene from a book that they have read.
2. Include the title of the book, the author's name and the student's name.
3. On the back of the lunch bag, students write the names of the main characters and summarize the conflict and resolution.
4. Inside the lunch bag, students place objects that represent significant events in the book. They could also put in objects that represent aspects of the character's personality.
5. Students share their Paper Bag Reports with classmates.



Story Frames

Story frames are visual representations that focus students' attention on the structure of a story and on how the content of the story fits its structure.

Students use story frames as a way to activate their background knowledge of the elements of story structure and thus to organize and learn new information from a story. Simple story frames require students to provide basic information about the sequence of events in a story:

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

In the end _____.

More complex frames might involve having students supply more detailed information by summarizing sequences of actions or events, or providing factual information to explain problems or motivations.

The procedure is introduced through explicit instruction, with the teacher first explaining why story frames are useful, then modeling when and where to use them, guiding students through practice opportunities, and providing corrective feedback along the way.



Information retrieved from <http://www.readingrockets.org/article/strategies-promote-comprehension>

Reciprocal Teaching

Reciprocal Teaching is the name for a teaching procedure that is best described as a dialogue between the teacher and students. "Reciprocal" means simply that each person involved in the dialogue acts in response to the others. The dialogue focuses on a segment of a text the group is reading and is structured by the use of four comprehension strategies:

- asking questions,
- clarifying difficult words and ideas,
- summarizing what has been read, and
- predicting what might come next.

The teacher first models and explains how to apply a comprehension strategy, then gradually turns over the activity to the students. As the students become more competent, the teacher requires their participation at increasingly more challenging levels.

Reciprocal Teaching provides students with opportunities to observe the value of applying strategies in their "real" reading. In addition, it allows the teacher to identify problems individual students might have in using strategies and to provide instruction that is geared to individual needs.

(Fisher and Frey, 2004)

Reciprocal Teaching for the Primary Grades

Video: ILA Video: The Fab Four by Lori Oczkus: Reciprocal Teaching <https://vimeo.com/13516178>
<http://www.adlit.org/article/40008/>
<http://www.readingrockets.org/article/strategies-promote-comprehension>

Predict	Read	Clarify	Ask Questions and Discuss	Sum up
				
I predict (title/ subheading/ chapter) will be about	Let's read to check the prediction/s and find out more.	Is there anything you need to clarify, such as tricky words, phrases or ideas?	What did we learn? What else are you wondering about? (Title/sub heading/ chapter) was about
Would anyone like to add to my prediction or ask any questions?				Would anyone like to add to my summary?

Five-Step Summaries

This five-step protocol is a good way for students to create summaries with texts that have headings/subheadings.

1. Read only the subheadings of a chapter.
2. List the subheadings on paper.
3. Read the material.
4. Convert each subheading into a main-idea sentence.
5. For each main-idea sentence, add one to three sentences containing supporting details.

GRASP (Guided Reading and Summarizing Procedure)

This is a group summarizing strategy with five steps. ¹

1. After the students have read a section of text, ask them to turn their books/text face down and to recall whatever they can from the material. Record their input in a list on the board/chart/screen.
2. Allow students to return to the text to find more information and make corrections.
3. With student participation, rearrange the information into categories.
4. Help students write a topic sentence for each category and detail sentences that support it.
5. Engage students in revising the summary to make it more coherent.

(Wormeli, 2005)

Summary Writing of Shorter Text

Students are directly taught rules for how to write a summary of material read. This can involve teaching them how to write a summary of a paragraph using the following operations:

1. Identify or select the main information
2. delete trivial information
3. delete redundant information
4. write a short synopsis of the main and supporting information for each paragraph

(Rinehart, Stahl and Erickson, 1986)

The GIST (Generating Interactions between Schemata and Text)

1. Students read a brief text
2. Students write a single-sentence summary of the information (20 words or less)
3. When students are proficient, the teacher provides more extensive texts that have been marked with stopping points where students stop and write the GIST summaries they have been practicing
4. When the article is complete, the students combine the brief summaries and craft them into an overall summary

Get the Gist: Nonfiction

Read the article or section of the text. Fill in the 5 W's and H.

- Who:
- What:
- When:
- Where:
- Why:
- How:

Write a 20-word GIST summary based on the above information.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Template: http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf

(Schuder, Clewell, & Jackson, 1989)

Summarizing a Longer Text

1. Create a skeleton outline starting with a thesis statement.
2. Generate main idea subheadings for each section of the text.
3. Add 2 or 3 important details for each main idea.
4. Convert outline into a written summary.

(Taylor and Beach, 1984)

Rule-Based Strategy

The strategy focuses on the concept of requiring students to follow a set of rules or steps that leads them to produce an organized summary. Before assigning the students to work on the strategy independently, take the time to make the strategy “come alive” for the students.

Demonstrate the steps with a model passage.

Steps:

1. Select a content-related passage. Read with students or assign to students.
2. Require students to go through the passage and delete trivial or unnecessary material.
3. Tell students to delete redundant material.
4. Remind students to substitute superordinate terms for lists (for example, substitute flowers for daisies, tulips, and roses).
5. Ask students to select or create a topic sentence.

(Marzano, Pickering, and Pollock, 2005)

Don't Look Back

One way to help students pick out important details, is to ask them to record only the information they remember. Suggest to students that they put away their notes and simply write down what they recall without looking back. Frequently, the most important information—especially the information that seemed most interesting to the students—is what they are able to recall and record. *Don't Look Back* helps convince students that this process works and gives them the confidence to rely on their memory and their comprehension of material studied.

Steps:

1. Provide students with a reading selection.
2. Ask students to take notes of important details as they read. They can make notations on the text, with sticky flags, or in their notebooks.
3. When students have finished, direct them to turn over the paper or put aside the material and write what they remember. . .without looking back.
4. After they have listed the details they recall, ask students to create a paragraph using just the information they remember.
5. Provide time for students to share and compare their paragraphs. This process of sharing helps students review content while identifying additional important information that they may have missed in their summaries.

(Jones, 2006)

One-Sentence Paraphrase (1 SP)

This strategy encourages students to focus on learning rather than on specific details. 1 SP requires students to synthesize information and identify important learning.

Steps:

1. Model the process prior to assigning students work on individual 1 SP lessons.
2. Select a section of text that includes several paragraphs. Consider placing the sections on an overhead transparency or PowerPoint presentation so the class can work as a group on their first efforts.
3. Read the first paragraph with the class. Cover the paragraph. Ask students to write one sentence—and only one sentence—that reflects their understanding of the paragraph.
4. Share several sentences, looking for similarities and differences.
5. Read the next paragraph and continue the process.
6. After students feel comfortable with the process, have them work independently.

(Lawwill, 1999)

One-Word Summaries

One-Word Summaries get students in the habit of picking out important concepts and main ideas. After reading a lesson, students suggest one word that most clearly summarizes the lesson's topic. Word choice is not what leads to learning in one-word summaries.

Rather, student rationale for choosing certain words reinforces and even expands their learning.

Steps:

1. Following a day's lesson (or reading), ask students to write one word that best summarizes the topic.
2. After identifying the word, each student should write a brief explanation (a sentence or two) that explains the word choice.
3. Students share their word choices and explanations.
4. Encourage students to support or refute the word choices.

(Wormeli, 2005)

Refine and Reduce

Another way to get students to extract essential information is to decrease the amount of space you allow students to use in order to convey the information. Refine and Reduce allows students to begin by condensing material into several paragraphs but requires them to pare down the information as they rewrite. As a result, students must analyze and synthesize content.

Steps:

1. After reading the material or completing a day's lesson or even a unit, ask students to write a half-page summary explaining what they've learned or what they consider to be the most important information covered in the material.
2. Give students a set amount of time to write the summary or assign it as homework.
3. Ask student to review their half-page summary. As they review, students should Refine and Reduce. Direct students to write two paragraphs. Make sure the students understand that the two paragraphs still need to contain the most important information, or the heart of the material covered.
4. Again, direct students to Refine and Reduce. Suggest that they write only one paragraph.
5. Direct students to write one concise sentence that clearly conveys the material studied.
6. At any point, stop to allow students to share material. Especially at the end of the process, give students time to discuss their one sentence summaries

(Jones, 2006)

Magnet Summaries

Magnet Summaries help students expand on key terms or concepts from a reading. These "magnet" words help students organize information that becomes the basis for student created summaries.

- The students read a passage and the teacher identifies magnet words from the passage.
- The students write each magnet word in the center of an index card.
- Details (words/phrases) for each magnet word are written around the index card.
- Words/phrases are combined into a summary.

(Sejnost & Thiese, 2006)



Jigsaw Summary

Jigsaw groups (adapted from Aronson, 1978) provide students a way to build summarizing habits while also pushing them to communicate meaningful information with other students. Students in one group become experts on a portion of the text and the experts then teach text to students that did not read the text.

1. Divide the chosen text into three to five sections. Plan to have the same number of students in each group as there are text sections.
2. Prepare an Expert Sheet or study guide that will help students become experts as they summarize a section of text. The sheet may have questions (open-ended), a task, and/or a graphic to fill in, and so on.
3. Use a random number or other method to create home groups. Then assign each student a letter that corresponds to his or her expert group and the text that the group will study.
4. Have students with the same letters get together in expert groups and read silently their assigned section. Agree upon the major points to share back with your home group.



Somebody-Wanted-But-So-Then Strategy

The strategy “Somebody-Wanted-But-So-Then” is used to help students understand plot elements such as conflicts and resolutions. It can be used as a “during reading” or “after reading” strategy. Student can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.

1. Teacher selects a piece of text that has previously been read with the class or one with which the class is most familiar.
2. Teacher models the SWBST strategy on a chart of an overhead and uses the information to write a summary of the text.
3. Students analyze what makes it a summary and discuss as a whole group. Teacher begins a criteria chart that is posted for all to use.
4. Teacher then selects a piece of text to be read in a shared reading format.
5. Work together as a class to create a group summary, selecting and deleting details. Compare the work to the criteria chart to check for correctness.
6. Leave the work posted so that students have a model to refer to for future work.



Examples of Somebody-Wanted-But-So-Then

Somebody	Wanted	But	So	Then
The Big Bad Wolf	Pigs for dinner	They hid in the brick house.	He went hungry.	The pigs celebrated.
Anne Frank	To hide from the Nazis	Someone turned her in	She died in a concentration camp.	Her story was shared with the world.
Adolf Hitler	To control all of Europe	The Allies fought against him	He killed himself when Germany was defeated.	The Allies won the war.
Christopher Columbus	To sail to India to buy spices	He ran into the Caribbean Islands	He claimed the area for Spain	Europeans began to settle the “New World”
Thomas Edison	To invent the incandescent light bulb	His light bulb blackened (the Edison effect)	It later led to the electron tube	The electronics industry was born
Stephen Hawking	To be a mathematician	His father wanted him to be a chemist	He combined science and math to study black holes in the universe.	He became one of the most respected physicists in the world.

(Macon, Bewell, and Vogt, 1991; Beer, 2003)

Additional Resources: <http://vve.vvewisd.net/ourpages/auto/2014/2/26/56190135/Reading%20Strategy%20SWBST.pdf>

Adaptation: Somebody, Wanted, But, So, Then, Finally

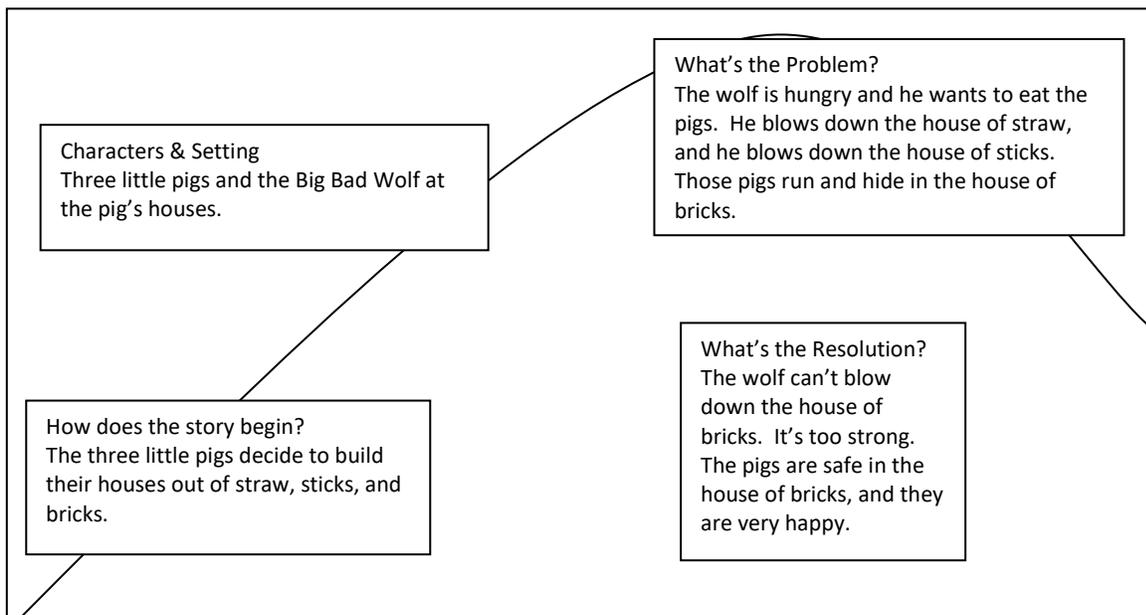
<http://www.uen.org/utahstandardsacademy/elaelem/downloads/level2/2-3-3-SWBSTF.pdf>

Story Arc Strategy

The Story Arc strategy focuses on summaries that maintain logical progression, and can also be used to emphasize how characters respond to situations and change over time.

1. The Story Arc begins with a graphic organizer that students fill out inserting relevant details from the story. Then the students use that graphic organizer to actually create a summary of the story.
2. After reading aloud a short, narrative passage of text, the teacher models the Story Arc strategy using the arc graphic organizer. The teacher fills in the graphic organizer, and then works with the students to transfer the information from the graphic into a good summary.
3. The next day, after reading aloud a short, narrative passage of text, the teacher divides the students into small groups. The students work with chart paper to create a Story Arc graphic, and then to transfer the information from the graphic into a good summary. The students then present their summary to the class.
4. The next day, students are given simple leveled readers to read. Then they transfer the information from the short, narrative text into the graphic organizer, and finally into a *summary*.

Example of Story Arc Summary



Summary:

Three little pigs decided to build houses. The first pig built his house of straw, the second built his house of sticks, and the third little pig built his house of bricks. A big, bad wolf came along, and he was hungry. He wanted to eat the little pigs. First, he blew down the house of straw, and that pig ran to the house of sticks. Then the wolf blew down the house of sticks, and the two pigs ran to the house of bricks. The wolf tried to blow down the house of bricks, but it was too strong. The three little pigs were safe in the house of bricks. They danced around singing, "Who's afraid of the Big Bad Wolf?"

B, M, E Strategy (Beginning, Middle, End)

The B, M, E strategy can help students generate a summary of a passage of text.

In this case, teachers can modify the B, M, E to include the elements of the story like the Story Arc or Somebody-Wanted-But-So-Then.

What was the setting?
Who were the characters?
What are they doing?

Beginning:

What was the problem?

Middle:

How was the problem solved?
What lessons were learned?

End:

Beginning, Middle and End Elementary Video: <https://www.youtube.com/watch?v=-E9V1D2OLkw>

Nonfiction Summary Chart

Who/What	What	Where	When	Why	How
Is most important?	Is most important about them?	Did this occur?	Did this occur?	Is the subject important?	Did this occur?

Summary:

Sticky Note Summarizing

Independent Instructions – What to do:

- Everyone will need 3 of the Sticky Notes found on your desk/tables. You will use these to identify the three most important points made in the article/section/paragraph.
- Read the article on the next two pages in your handouts.
- As you read, identify the 3 most important points made in the article/section/paragraph. Place one Sticky Note beside each of the 3 main ideas.
- After reading, summarize each of the main ideas and write your summary on the corresponding Post-It Note. You will have only one important point per Sticky Note.



Cooperative Instructions – What to do:

With a Partner:

- Work with one other person at your table to compare and discuss the most important points each of you identified.
- Next, condense the 6 main ideas to the 3 you agree together are the most important points in the article. Set aside the extra Sticky Notes.



With a Group:

- Choose another team of partners to work with, becoming a group of 4.
- Compare and discuss the main ideas each team identified and the reasons for those choices.
- Once again, work together to condense the 6 main ideas into the 3 you agree together are the most important points in the article.



Extension Activities:

- Continue to re-group teams as many times as you feel is necessary to effectively summarize the information presented.
- Have groups share their main ideas with the class, and create a class list of most important points.
- Use the main ideas identified on the Sticky Notes to create a written summary of the article/section/paragraph. This could be done individually, in groups, or as a class.

Three Minute Pause

Explain to students that if they do not pause every few minutes to think about what they are hearing, viewing, or reading, then they are not retaining the information. New information may be stored in memory banks for a limited period, but much of it will be heard, seen, or experienced and then forgotten. Material can be saved to your memory if you pause every 10 or 15 minutes to think through or process the material.

1. Have students choose partners. Each pair decides who is Partner A and Partner B.
2. Students hear, view or read for about 10 minutes (or less if just beginning this practice).
3. Tell students to pause after 3 minutes.
4. During the pause, Partner A summarizes key points and Partner B comments on both familiar and confusing material. At the next pause, reverse these roles.

Variation: 10 minutes (reading)-3 minutes (pause to summarize)-1 minute (writing)

The teacher can add additional components such as one minute of writing about what the partner said.

Additional Information and Template: <http://www.readingquest.org/strat/3mp.htmlIdea>

(Wiggins and McTighe, 2005)



Stop and Jot

Stop: Ask students to draw a rectangle on the page where they are taking notes for the day. This will serve as their “stop box.”

Jot: At least once during a lesson, stop and ask an important question for students to respond to in their “stop box.”

Share: Reconvene and ask volunteers to share one or two responses with the whole class or model your own response.

These boxes also help students later by serving as a study tool, highlighting important information about the topic.

When to Use: Use Stop and Jot at any point in the lesson to provide processing time and note-taking assistance for students:

- Before introducing new material to activate prior knowledge
- Before a new lesson to help assess what students already know
- Before a lesson to assist with planning instruction
- During the middle of a lesson to provide opportunity for students to make sense of the material
- During a lesson as a check for understanding
- During a lesson to provide time for students to create a written summary statement of auditory material
- After the lesson to provide closure, check understanding, and clarify any misunderstandings
- After a lesson to clarify key ideas or critical pieces of information
- After the lesson to allow students to make connections to previously learned material
- After a lesson to allow students to find personal relevance

Variations

Jot-Pair-Share

Similar to *Think-Pair-Share*, a student jots down his or her own thoughts, pairs with a partner to exchange ideas, and then partners share their ideas with the rest of the class.

Quick Jot

Students are given between 60 to 90 seconds to respond to a given question or statement posed by the teacher.

Stop and Fill

If it is important that key points or important words are noted as students listen to auditory materials or read written material as they work independently, a Stop and Jot sheet with blanks to be filled in will be the best way to capture key information.

Group Jot

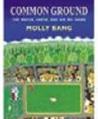
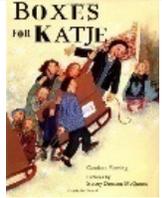
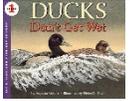
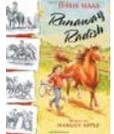
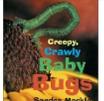
After completing the original Stop and Jot activity, ask students to compare their jots with a small group of students. Students discuss their Jots and add information to their notes based on this discussion. Students may also be asked to present a summary of their thoughts to the class.

Jot Survey

Instead of drawing a Stop Box on their note taking paper, students write their Jots on sticky notes. Students then take their sticky note Jots and post them on posters around the room. Posters may be made for individual questions or topics based on the content being covered. The teacher then sends the students around the room in small groups to survey the jots written by their classmates making comments or additions to their notes.

Retrieved from <http://www.theteachertoolkit.com/index.php/tool/stop-and-jot>

Children's Books to Help You Teach the Summarizing Strategy

	<p>Bang, Molly. <i>Common Ground: The Water, Earth and Air We Share</i> A beautifully painted and thoughtful environmental message about the natural resources we all share and our urgent need to preserve them</p>
	<p>Blake, Robert J. <i>Togo</i> Although he is small, Leonhard Seppala's sled dog Togo displays courage and leadership to save the residents of Nome, Alaska.</p>
	<p>Cooper, Elisha. <i>Ice Cream</i> A lively, detailed exploration of how ice cream is made.</p>
	<p>Fleming, Candace. <i>Boxes for Katje</i> After World War II there is little left in Katje's town of Olst in Holland. Her family, like most Dutch families, must patch their old worn clothing and go without everyday things like soap and milk. Postman Kleinhoonte pedals his bicycle down Katje's street to deliver a mysterious box—a box from America!</p>
	<p>Fleming, Denise. <i>Buster</i> Buster's owner brought home a big box. The adorable pointy-nosed red dog hoped there would be juicy steaks or fancy cheeses in the box. But inside was something Buster did not want. And that something was a cat named Betty.</p>
	<p>Davie, H., Goldin, A. <i>Ducks Don't Get Wet</i> Why don't ducks get wet? Ducks dip and dive, but they stay dry because they spread oil over their feathers to make them waterproof. Learn more inside the book and get to know different kinds of ducks.</p>
	<p>Haas, Jessie. <i>Runaway Radish</i> Radish is a feisty pony--and the best teacher Judy has ever had. He teaches her how to ride, and how to go fast and far, and even how to fall off. But most of all, he teaches her to be patient. And when Judy outgrows him, he teaches Nina all the same things, and most of all, how to be brave.</p>
	<p>Harjo, Joy. <i>The Good Luck Cat</i> Some cats are good luck. You pet them and good things happen. Woogie is one of those cats. But as Woogie gets into one mishap after another, everyone starts to worry. Can a good luck cat's good luck run out?</p>
	<p>Markle, Sandra. <i>Creepy, Crawly Baby Bugs</i> This book compares how different insects begin life, grow into adulthood, and go off on their own.</p>
	<p>Muth, Jon J. <i>The Three Questions</i> Nikolai knows that he wants to be the best person he can be, but often he is unsure if he is doing the right thing. So he goes to ask Leo, the wise turtle.</p>
	<p>Willey, Margaret. <i>Clever Beatrice</i> What happens when a very little girl makes a bet with a very LARGE giant? What happens when a very little girl makes a bet with a very LARGE giant?</p>

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