Summarizing Stratgies

Meade PASS Training

Writing Summaries

Seems simple. Read a chapter. Write a summary. Students see the "write a summary" command on assignments, worksheets, and in testing situations. Sometimes the language varies; sometimes we ask students to paraphrase; other times we ask them for the main idea. Bottom line, we want our students to extract the important elements from a piece of text. We want them to get at the heart of the matter, and we want them to do it in as few words as possible. Unfortunately, we sometimes forget that they need to be taught "how" to break down a larger piece of text into a short, concise summary. It's not easy. Writing summaries requires students to apply higher-level thinking skills. For example, students must analyze the information and synthesize it before they can condense it.

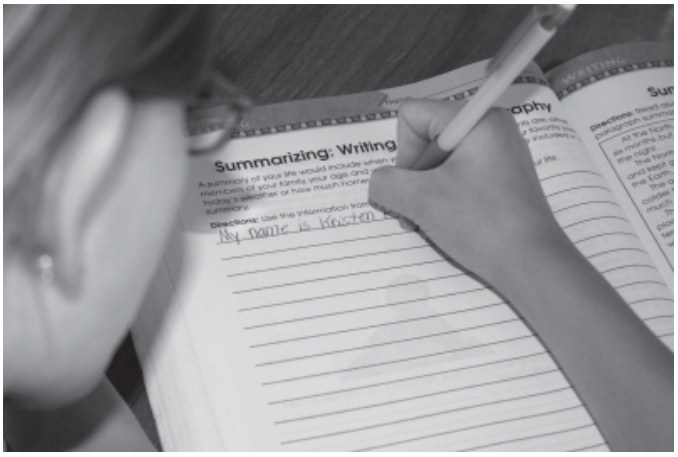
Basically, when we summarize, we take larger selections of text and reduce them to their bare essentials. What are the bare essentials? On the ReadingQuest.org website, Raymond Jones defines the bare essentials as the gist, the key ideas, and the main points worth remembering.

What do we really want students to accomplish when we ask them to summarize? Jones suggests that students begin to develop strong summarization skills when they are able to consistently complete the following tasks:

- Strip away the redundant and extraneous examples
- Focus on the heart of the matter
- Seek key words and phrases that manage to capture the gist
- Save the main ideas and crucial details that support them

Easier said than done. Without explicit instruction, Jones says, students are much more likely to take the following routes:

- Write down everything
- Write down next to nothing
- Write way too much
- Don't write enough
- Copy word-for-word



Photograph by Ryan Phillips

Sources:

Jones, Raymond. "Summarizing." *ReadingQuest.org: Making Sense in Social Studies.* Curry School of Education, University of Virginia, Charlottesville, VA. 7 Nov. 2001. 9 June 2006 <http://curry.edschool.virginia.edu/go/readquest/strat/summarize.html>.

Marzano, Robert J., et al. *A Handbook for Classroom Instruction that Works.* Alexandria, VA: ASCD, 2001.

Marzano, Robert J., Debra J. Pickering and Jane E. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA: ASCD, 2001.

Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning.* Alexandria, VA: ASCD, 2005.

"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.

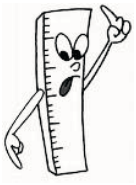
4. Remind students to substitute superordinate terms for lists (for example, substitute flowers for daisies, tulips, and roses).

5. Ask students to select or create a topic sentence.

A detailed description of the strategy appears on pages 32-34 of *Classroom Instruction that Works*.

Source:

Marzano, Robert J., and Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works: `Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA: ASCD, 2001.



Rules for Summarizing

Erase things that don't matter.

Delete trivial material that is unnecessary to understanding.

Only write down important points. If it is not something that will help you understand or remember, then don't write it down. Think of it this way . . . If you had to pay money for every word you write down, which words would you choose to include in your notes?

Erase things that repeat.

Delete redundant material.

In note taking, time and space are precious. If a word or phrase says basically the same thing you have already written down, then don't write it again!

Trade, general terms for specific names.

Substitute superordinate terms for lists (e.g., flowers for daisies, tulips for roses).

Focus on the big picture. Long, technical lists are hard to remember. If one word will give you the meaning, then less is more.

Select a topic sentence, or invent one if it is missing.

Topic sentences state the main idea. Select or write down a topic sentence to focus your study on the main idea.

Summary Frames

Teachers create Summary Frames by providing a series of questions to the students. The questions are designed to highlight the most important elements of a piece of text. Summary Frames can be created in the following formats: Narrative Frame, Topic-Restriction-Illustration Frame, Definition Frame, Argumentation Frame, Problem/Solution Frame, Conversation Frame. A detailed description of the strategy appears on pages 34-42 of *Classroom Instruction that Works.*

Steps for the Definition Frame:

1. Before assigning students to work independently, model a Definition Frame process with a concept. After modeling, select a concept important to the material being studied.

2. Explain to students that the Definition Frame will lead them to a deeper understanding of the concept.

3. Provide students with the frame questions:
   - What is being defined?
   - To which general category does the item belong?
   - What characteristics separate the item from other things in the general category?
   - What are some different types or classes of the item being defined?

Example:

Definition frame for onomatopoeia.

- What is being defined?
  Answer: onomatopoeia

- To which general category does the item belong:
  Answer: Figure of speech

- What characteristics separate the item from other things in the general category?
  Answers:
  – Doesn't have to rhyme
  – Sounds like what it is
  – Isn't an analogy or a comparison
  – Usually just a word or two

- What are some different types or classes of the item being defined?
  Answers:
  – Can refer to images or noises or people
  – Can be a noun or verb
  – Figure of speech
  – Poetic

Source:

Marzano, Robert J., and Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA: ASCD, 2001.

Reciprocal Teaching

Reciprocal Teaching provides students with an opportunity to discuss texts and to further develop the skills that will help them better comprehend texts. The strategy is especially effective for struggling readers when they are allowed to participate at levels that are challenging but not frustrating. The extended discussion allows the struggling students to gather additional information that they may not have comprehended while reading the text in a traditional manner.

Reciprocal Teaching promotes comprehension by focusing on the following skill areas:

- **Summarizing:** Students identify and condense most important aspects of a reading.
- **Questioning:** Students create questions about what they don't understand or still need to know.
- **Clarifying:** Students develop statements that make sense out of confusing or difficult portions of the text. They may explain vocabulary terms, for example.
- **Predicting:** Students consider the information (including information actually listed in the text, graphics, and background knowledge) to make a guess about what might occur in the next portion of the text.

Steps:

1. Model each of the skill areas before beginning the Reciprocal Teaching process.
2. Give students time to practice each skill area. Students need to be proficient at summarizing, questioning, clarifying, and predicting before they embark on this strategy. In *Teaching Reading in the Content Areas: If Not Me, Then Who?*, authors Rachel Billmeyer and Mary Lee Barton suggest that students practice summarizing by retelling book, movie, or TV show highlights.
3. Donna Dyer, North West Regional Education Service Agency in North Carolina, suggests the following process for using reciprocal teaching in the classroom:
   - Place students in four-person teams.
   - Provide each student with a role: summarizer, questioner, clarifier, predictor.
   - Assign students to read a few paragraphs of the assigned text. Suggest they take notes to help them prepare for their role.
   - At the stop point, the Summarizer highlights key ideas; the Questioner poses questions and concerns; the Clarifier addresses the confusing parts and attempts to answer the questions that were posed; the Predictor offers guesses about what will come next.
   - Shift roles in the group and read the next portion of the text. Repeat the process until the reading selection has been completed.

Sources

Billmeyer, Rachel and Mary Lee Barton. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO: McREL, 1998.

Jones, Raymond C. "Reciprocal Teaching." *ReadingQuest.org: Making Sense in Social Studies.* 7 November 2001. 24 June 2005 <http://curry.edschool.virginia.edu/go/readquest/strat/rt.html>.

Palinscar, A.S. and A. Brown. "Reciprocal Teaching and Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction.* 2 (1984): 117-175.

Zwiers, Jeff. *Building Reading Comprehension in Grades 7-12.* Newark, DE: IRA, 2004.

Reciprocal Teaching Descriptors for Four Reading Attributes

When I PREDICT, I:

guess
estimate
assume
imagine
visualize
infer
speculate
suspect
believe
forecast
project
envision

When I CLARIFY, I:

explain
reread
solve
monitor
refine
simplify
define
describe
illustrate
sharpen
remember

When I QUESTION, I:

search
ask
investigate
challenge
quarrel with

When I SUMMARIZE, I:

sum up
conclude
judge
reread
determine

Reciprocal Teaching
Student Worksheet

Predictions Made –

I think

I bet

I wonder

Questions Asked (QAR Strategy)

"Right There" Questions (literal)

"Think and Search" Questions (inferential)

"On My Own" Questions (application)

"Author and You" Questions (interaction)

Clarifications/Explanations Needed –

I did not understand the part where

I need to know more about

The section about _____ is confusing.

Summaries –

The important ideas in what I read are:

I can sum up the selection this way:

The overall ideas shared were:

Quick Summaries

Don't Look Back • One-Sentence Paraphrase (1 SP)
One-Word Summary • Refine and Reduce

If you and your students are not accustomed to bringing writing into daily classroom activities, it's best to keep beginning activities simple and relatively easy for your students. The following strategies lead students to condense text, analyze information, and synthesize details. Although the strategies don't necessarily end in summaries that follow a traditional format, they do pave the way for writing that is concise yet accurately reflects an understanding of essential content.

Don't Look Back

Students—even good students—often struggle with stripping away extra information. Think about the strong student who is agonizing over a research paper. After weeks of taking copious notes, the student is overwhelmed at the prospect of paring down the information. One way to help students pick out important details, is to ask them to record only the information they remember. In other words, suggest 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. Use this strategy frequently in class on reading assignments that include themes and concepts you want students to be able to identify and recall.

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.

Source:

Jones, Raymond. "Summarizing." *ReadingQuest.org: Making Sense in Social Studies.* Curry School of Education, University of Virginia, Charlottesville, VA. 7 Nov. 2001. 9 June 2006 <http://curry.edschool.virginia.edu/go/readquest/strat/summarize.html>.

One-Sentence Paraphrase (1 SP)

The One-Sentence Paraphrase (1 SP) is a quick and simple strategy that allows students to consider information presented in a reading. The strategy encourages students to focus on learning rather than on specific details. By its nature, 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.

Quick Summaries

One-Sentence Paraphrase (cont.)

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.

Source:

Lawwill, Kenneth Stuart. "Using Writing-to-Learn Strategies: Promoting Peer Collaboration among High School Science Teachers." Diss. Virginia Polytechnic Institute and State University, Blacksburg, VA, 1999, 29-30.

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. Rick Wormeli says that the 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.

Source:

Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning.* Alexandria, VA: ASCD, 2005, 122-123.

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.

Source:

Jones, Raymond. "Summarizing." *ReadingQuest.org: Making Sense in Social Studies.* Curry School of Education, University of Virginia, Charlottesville, VA. 7 Nov. 2001. 9 June 2006 <http://curry.edschool.virginia.edu/go/readquest/strat/summarize.html>.

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 (Buehl, 2001).

Steps:

1. Introduce the concept of magnet words by connecting to students' prior knowledge of magnets. Buehl suggests that just as magnets attract metal, magnet words attract information.
2. Instruct students to read a short piece of text.
   - As students read, they should look for key concepts that seem to organize the material.
   - After students have finished reading the material, discuss possible magnet words.
   - As a class, select one word to serve as the magnet term; write it on the chalkboard or on an overhead transparency. (When introducing the strategy, consider selecting the magnet words in advance rather than allowing students to generate the word choice.)
3. With the class, generate additional words, ideas, and details from the short reading that support the magnet word. Record the details on the chalkboard or transparency.
4. As a class or in small groups, write a paragraph using the magnet word and the details.
5. Assign the remaining text for students to read. Students can read cooperatively or independently but provide each student with several large index cards for additional magnet words and supporting details from the text. As they read the remainder of the text, they create magnet cards for selected terms.
6. Place students in cooperative learning groups. Students share cards and create summaries.
   - On the back of each magnet card write a summary statement.
   - Refine the magnet card summary statements into a summary paragraph.

Sources:

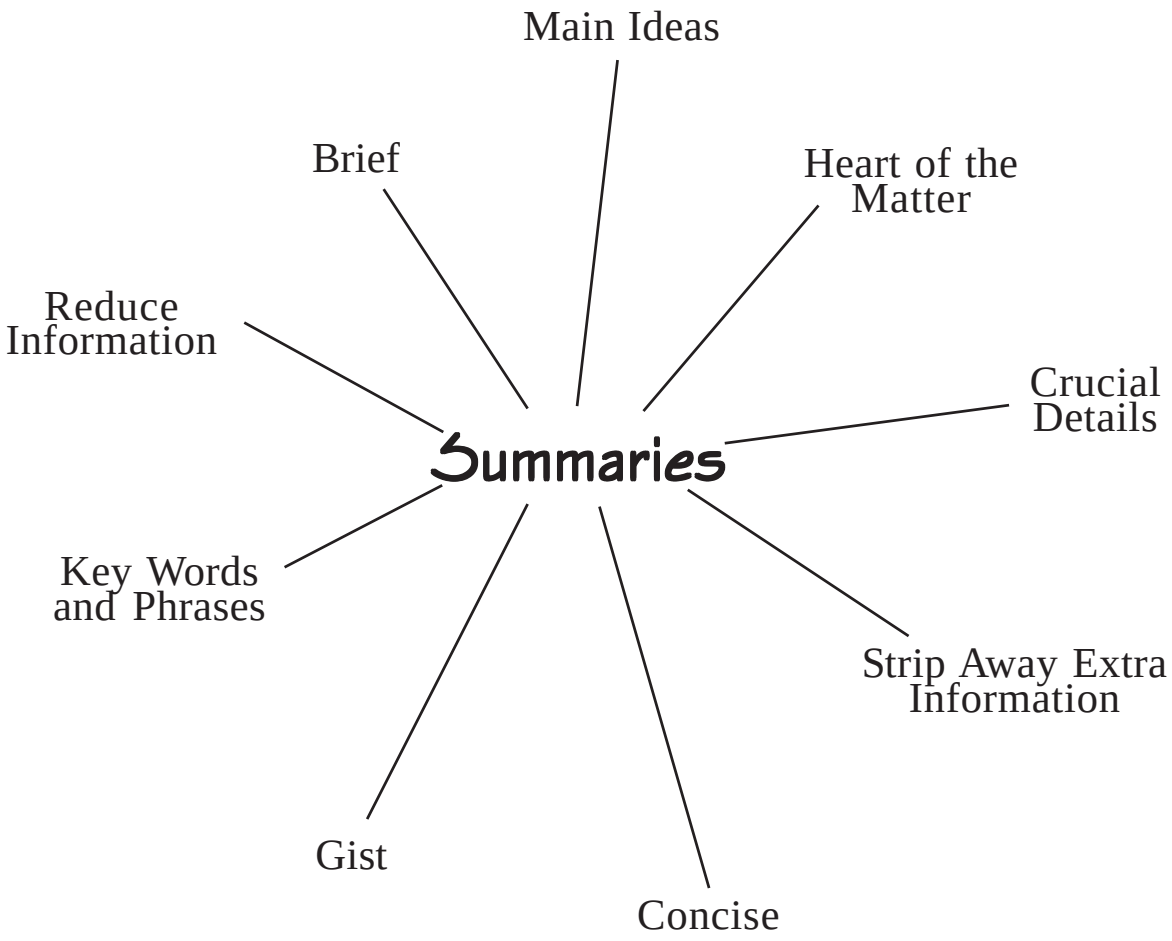
Buehl, Doug. *Classroom Strategies for Interactive Learning.* 2nd edition. Newark, DE: IRA, 2001, 80-82.

---. "Magnet Summaries." *WiLearns.* 15 June 2006 *<http://wilearns.state.wi.us/apps/default.asp?cid=18>*.

Sejnost, Roberta, and Sharon Thiese. *Reading and Writing Across Content Areas.* Thousand Oaks, CA: Corwin, 2006, Chapter 5.

Urquhart, Vicki, and Monette McIver. *Teaching Writing in the Content Areas.* Alexandria, VA: ASCD, McRel, 2005, 160-163.

Magnet Summaries



Magnet Summary Example Paragraph

A strong summary reduces information from a piece of text to get at the crucial details. Good summary writers are able to strip away the extra verbiage and go straight to the heart of the matter. These writers retain the main ideas and the key words and phrases. As a result, they record the gist of an article in a brief and concise manner.

Journalists' Questions

Long before students sit down to write their summaries, they have to categorize the information they've read. The process can be daunting for novice summary writers—regardless of their ages. One tried-and-true method to help students isolate important information is the strategy journalists have traditionally used to organize their writing. Called the Journalists' Questions or the 5 Ws and an H, these simple questions help writers identify important information about a topic. Only after the questions have been answered, can writers organize their news stories—or in the case of your students—their summaries.

Steps:

1. Teach students the 5 Ws and an H questions. (See questioning frame below which provides various question forms that address each of the 5 Ws and an H.)
2. Practice applying the questions to group readings. When first using the Journalists' Questions, allow students to work in pairs or groups.
3. Make sure students understand that not all questions will be answered in an article. For example, some of the questions might be irrelevant to the topic. For example, if the study topic focuses on weather trends of the past 10 years, the Who element will probably not be particularly important.
4. Review student answers and findings.
5. See GIST for a writing extension of this strategy.

Who?	Who are the primary or most important characters? Who are the secondary characters? Who participated? Who is affected?
What?	What is the topic of the lesson? What is its significance? What is the problem? What are the issues? What happened?
Where?	Where did the event occur? Where is the setting? Where is the source of the problem?
When?	When did the event occur? When did the problem begin? When is it most important?
Why?	Why did the event, issue, or problem occur? Why did it develop the way it did?
How?	How is the lesson, problem, or issue important? How can the problem be resolved? How does it affect the participants or characters identified in the Who question?

Sources:

"Prewriting Strategies." *KU Writing Center.* University of Kansas, Lawrence, KS. 6 June 2006 <http://www.writing.ku.edu/students/docs/prewriting.shtml>.

Urquhart, Vicki, and Monette McIver. *Teaching Writing in the Content Areas.* Alexandria, VA: ASCD, McRel, 2005, 82-84.

Journalists' Questions Adaptation:

Educator and author Traci Gardner offers the following suggestions for using the Journalists' Questions in content area classrooms. She suggests that after a day's lesson (a reading, a lecture, a lab), an instructor asks students to consider the questions a journalist would ask when writing news stories. Students apply the questions to the lesson. Not all questions will be answered.

- Who is the lesson about?
- What was the most important event or detail?
- When did the event occur?
- Where did it happen?
- Why did it happen?
- What caused the event to occur?

Model the process prior to assigning the Journalists' Questions for independent work. Direct students to respond to each question with a one-sentence answer.

Source:

Gardner, Traci. "Traci's 16th List of Ten: Ten Reading Comprehension Activities." *Traci's Lists of Ten.* 12 June 2005. 8 June 2006 <http://tengrrl.com/tens/016.shtml>.

GIST Summaries

(Generating Interaction between Schemata and Text)

GIST Summaries require students to pare down information into a 20-word summary. The process helps students better comprehend content material.

Frey, Fisher, and Hernandez (2003), offer the following strategy for creating GIST Summaries.

Steps:

1. Distribute a short piece of text that is divided into four or five sections. Sections should mark logical summarizing spots. The end of each section should be identified with the word STOP.
2. Explain the GIST format—Read a portion of the text, stop, write a summarizing statement for each portion so that at the end of the reading, students should have a concise summary.
3. Introduce the text by connecting with students' prior knowledge. Identify key vocabulary words.
4. Read aloud the first passage.
5. Lead class discussion and make note of key ideas.
6. Craft a GIST statement. Students write the sentence in notebooks or journals.
7. Read aloud the remaining passages and complete the above sequence for each section.
8. Combine the GIST statements into a concise summary of the material.

Teacher Che-Mai Gray of Marysville, WA, suggests the following format for creating GIST Summaries. This format combines the Journalists' Questions with the 20-word GIST. Before asking students to create their own GIST Summaries, model the process detailed below.

Steps:

1. Select content-related newspaper articles for students to read. Allow students to work in pairs as they learn the strategy.
2. Students read the article and identify the 5 Ws and an H on the GIST template.
3. Using the 5 Ws and an H as a reference, students write 20-word summaries (GISTs).
4. Once students have mastered writing a GIST using articles, the strategy is then applied to content area texts to support comprehension and summarizing skills.

Sources:

Frey, Nancy, and Douglas Fisher, and Ted Hernandez. "'What's the Gist?' Summary Writing for Struggling Adolescent Writers." *Voices from the Middle* 11.2 (2003): 43-49.

Gray, Che-Mai. "GIST: A Summarizing Strategy for Use in Any Content Area." *Read, Write, Think.* IRA, NCTE, MarcoPolo. 6 June 2006 <http://www.readwritethink.org/lessons/lesson_view.asp?id=290>.

Herrell, A.L. *Fifty Strategies for Teaching English Language Learners.* Upper Saddle River, NJ: Merrill/Prentice-Hall, 2000.

Jones, Raymond. "Summarizing." *ReadingQuest.org: Making Sense in Social Studies.* Curry School of Education, University of Virginia, Charlottesville, VA. 7 Nov. 2001. 6 June 2006 <http://curry.edschool.virginia.edu/go/readquest/strat/summarize.html>.

GIST Template

Name _____

Article Title _____

Article Source _____

1. Read the article.

2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 20-word GIST

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Teacher Prepared Notes

Teacher prepared notes are a **straight-forward** way to give students key information. They are also a good way to **model note taking**, but the teacher should make sure to provide good notes, rather than another long piece of text that will need to be summarized. Informational handouts and teacher prepared notes are not necessarily the same thing. Teachers should **use** this strategy **sparingl**y, as students may become dependent on it, and thus it may ultimately undermine the teaching of note taking skills.

Steps:

1. Summarize key information that students should have.
2. Prepare notes using proven summarizing and note taking practice.
3. Give the notes to students.
4. Go over key points with students, and use teacher prepared notes as an example of good notes.

Informal Outline

This strategy is more of a format for notes. The informal outline identifies headings and key points with indentation, rather than a numbering or lettering system. This is a quick way to write down and organize information, and is often used in conjunction with other note taking strategies.

Webbing

Most teachers and students are familiar with webbing, but often kids are uncertain of the "rules" of webbing. Basically, there are no rules, just same basic principles. In teaching this strategy, a teacher should explain to kids what a web is and model the organizational structure for students. An important tip with webbing is to know when to use it and when not to use it. The major drawbacks of webbing are that it does take up a lot of paper, and the circles or boxes do not allow a lot of room for detailed information. Webbing is particularly helpful for showing relationships between concepts and building a broad conceptual framework. Another plus for webbing is the visual representation of ideas. A feature that may make webbing attractive for teachers of children with special needs is the amount of white space around the key ideas that helps students focus on key information without getting lost on the page.

Combination Notes

This format is a good one as it combines standard note taking with visual representations, like webbing. This method should be modeled for kids, so that they can get the process down. Also, teachers should note that with this strategy, it is important to give kids time to reflect and to draw their visual representations. Another benefit of this method is the reflective process that students go through in summarizing the ideas.

Steps:

1. Have students divide the page into three parts, a left column, a right column, and a portion of the page across the bottom.
2. Have students track main ideas with an informal outline in the left column.
3. Have students create visual representations of main ideas in the right column.
4. The bottom of the page is for summarizing the main ideas and drawing conclusions.
5. Be sure to allow kids time to pause, reflect, and write.

Highlighting

This is a way of having kids pick out key information. Highlighting is a skill that should be taught. Do not take for granted that students know how to pick out key information. This note taking strategy works especially well with reproduced handouts, and is a good first step in teaching students how to summarize.

Skeleton Notes

With skeleton notes, the teacher provides a framework for students to write in key information. This strategy differs from teacher prepared notes in that students have the responsibility of writing in key information. Skeleton notes are helpful in teaching students how to organize ideas in a logical order. The teacher should be sure that the words or phrases students are asked to fill in represent some of the critical information, rather than the fillers.

Two-Column Notes

Two-column notes link a study strategy with the way in which information is organized and recorded. On the left-hand side of the page, students write down major topics or headings. Picking out the broad concepts for the left-hand side of the page gives students practice in identifying and classifying main ideas. Supporting details are written down on the right-hand side of the page. This step allows students an opportunity to think about the details of a concept or process. When studying the notes, students look at one side at a time, and rely on memory to fill in the other side.

Steps:

1. Divide the paper into a right and left side with a line down the middle.
2. Record broad concepts or “headings” on the left.
3. Record supporting details on the right.
4. Fold the paper in half to study and read either the concepts or the details, and use memory to recall the other.

During Reading: Say Something

Strong readers often carry on an inner dialogue as they read material and process what they are learning. This running monologue or self-talk becomes a habit that proficient readers do naturally. However, struggling readers often lack this skill. Therefore, it is helpful if instructors show struggling readers how to increase their comprehension by talking about material, making connections with material, and posing questions regarding the material as they read. The strategy is especially effective for students who are auditory learners since they both say (read) the text aloud and listen to a partner's thoughts and ideas regarding the text.

Steps:

1. Select a piece of text for students to read.
2. Pair students and provide each student with a copy of the assigned text.
3. Ask readers to designate a Reader A and a Reader B.
4. Reader A reads aloud a portion of the text. (Assign students to read a block of text, for example, a paragraph or a subsection. If text is complex or unfamiliar to students, keep the chunk of assigned readings small.)
5. After Reader A has finished reading the passage aloud, Reader B makes a response. The comment should reflect Reader B's thoughts while listening to the passage. Some possible reflective comments might include the following:
   - Agreements or disagreements
   - Questions about complex or confusing ideas
   - Predictions about what might come next in the text
   - Requests for clarity or explanation from the other reader
   - Summaries of important or interesting details from the text
   - A comment relating the passage to the student's own life or past learning
6. Reader A responds to Reader B's comments or insights.
7. Partners switch roles and Reader B reads aloud the next chunk of text.
8. Process continues until the assigned reading is completed.

Adaptations/Suggestions:

- Model prior to assigning the process to student pairs. Demonstrate the process with a classroom volunteer.
- After the paired readings have been completed, reinforce important concepts from the text by leading a discussion that gives students the opportunity to share some of the ideas and thoughts that they generated during the reading process.
- If students are struggling with ways to phrase their responses to partners, suggest the following beginning statements:
  - This reminds me of…
  - When reading this I felt…
  - I didn't understand it when the author said…because…

Sources

Elkins, Hope. "Ideas and Strategies for Teaching in the Content Areas." Bloomington, IN: Indiana University, Department of Language Education. 21 June 2005 <http://www.indiana.edu/~l525/x425_l525/ideastrat.html>.

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After Reading: One Sentence/One Word

One Sentence/One Word helps students focus on main ideas and themes of a reading or topic under study. The strategy aids in comprehension development, finding meaning, paraphrasing, and summarizing. An added benefit is that all students can participate and find success—regardless of student ability levels. When working with nonreaders or struggling readers, teachers may choose to omit One Sentence and focus on One Word.

One Sentence

Steps:

1. Select a reading. The selection can be anything from a short article to a picture book to a literary work to a content area reading. Either fiction or nonfiction is appropriate.
2. Assign the reading.
3. After students have completed the reading, bring the class together. If possible, place the group in a circle. If working with a large group, break up into smaller groups of no more than six.
4. Ask each student to mark a phrase or sentence or two from the article/story that held the most meaning for them. The student should NOT paraphrase at this point. The goal is to get a variety of statements—not just one or two. Students should work independently.
   (This step requires students to assimilate the knowledge they aquired while reading. It also makes them synthesize the information and evaluate what they consider to be important.)
5. When students have made their selections, call upon them to share. Since you are trying to monitor student learning, it is important to encourage participation from as many students as possible.
6. The student reads his/her selection. As a student shares, ask the student to explain why or how the statement was important to the reading. The student should also explain the setting and action surrounding the statement. As students discuss the statements, they begin to paraphrase the reading and to focus on the selections main idea(s).
   (Adapt this process depending upon the content. If you are dealing with fiction, the student should be able to talk about the characters involved and the events that were unfolding in the story.)
7. After a student shares, ask if other students had the same or similar selections. Get their input.

One Word

Steps:

1. Select a reading. The selection can be anything from a short article to a picture book to a literary work to a content area reading. Either fiction or nonfiction is appropriate.
2. Assign the reading.
3. Students select one word from their own experience (the word itself does not have to be in the text) that best defines the meaning of the story/reading.
4. Each student shares his/her word and explains why that word sums up the meaning of the story or selection.
   (This portion of the strategy leads to a discussion of the selection's main idea and author's purpose.)

Source

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Somebody Wanted But So

The Somebody Wanted But So strategy goes by many names, depending upon the genre or content being studied. As originally introduced by Macon, Bewell and Vogt in their 1991 booklet *Responses to Literature,* the strategy helps students understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.

Somebody	Wanted	But	So
Cinderella	to go to the ball	her wicked stepsisters and mother didn't want the beautiful Cinderella at the ball	her fairy godmother waved her wand and a carriage, a gown, carriage men appeared

The strategy can be adapted to other content areas. The Greece Central School District, North Greece, NY, offers an adaptation called the Conflict Dissection. (See below.)

Somebody	Wanted/Because	But	So
The Senate candidate	to get elected because she disagreed with the incumbent on many issues	the incumbent had more political clout and money	she was soundly defeated.

Somebody Wanted But So

Steps:

1. Model the strategy extensively before asking students to create their own charts. Explain the basic definitions for the categories depending on which variation of the chart you are using.
   - Somebody/Someone = main character or a group of people
   - Wanted/Because = main events or a group's motivation
   - But = the conflict or problem
   - So = the resolution of the problem
2. Practice using a sample text where you provide students with the information for the Somebody/Someone column.
3. After practicing as a class, allow students to work independently.
4. Follow up the lesson by asking students to write summary paragraphs based on their charts.

Adaptations:

- When working with a longer text, add connecting words so students can add additional characters or events.
- A science class might use the Concept Relationship Chart below as developed by the Greece Central School District, North Greece, NY:

Problem	Hypothesis	Testing	Conclusion
Is tongue rolling inherited?	When both parents can't roll their tongues, their kids won't be able to either.	Parents and kids try tongue rolling.	Testing supports the theory. When both parents are unable to roll their tongues, neither can their kids.

Sources:

Beer, Kylene. *When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12.* Portsmouth, NH: Heinemann, 2003.

"Conflict Dissection." *Tools for Reading, Writing, & Thinking.* Greece Central School District, North Greece, NY. 30 May 2006 <http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>.

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During Reading: The Jigsaw

Jigsaw was originally developed by Elliot Aronson (1978). It has since been adapted by a number of researchers and practitioners in a variety of ways. Jigsaw is a cooperative learning lesson design that takes the place of a lecture. Each student within a team has a piece of the information to be learned by all students, and each student is responsible for teaching that section to the other students on the team. When all the pieces are put together, the students should have the whole picture—the completed Jigsaw.

Steps:

1. Divide the reading material into five segments (could be more or less).

2. If needed, make five copies of each segment to be read.

3. Divide students into groups of five. Give group one a segment to read, give group two a different segment, and so forth.

4. Give each group a specific location in which to congregate.

5. Distribute the piece of material you want each group to read.

6. Instruct them to read the material carefully, taking notes.

7. When all members of a group have finished, they should go around the group, and each member contributes what he/she thinks the most important points are. Then group members discuss the material until all members are confident of their mastery for the piece.

8. Re-form groups so that one person from each of the original groups is in each new group. (Make sure that all segments of the reading are represented in each group.)

9. Each member of the new group "teaches" the material from his/her reading segment.

After Reading: Save the Last Word for Me

Save the Last Word for Me provides a framework for student review of materials. The discussion encourages students to share ideas and opinions. Since the discussion takes place in a small group, students who typically do not participate in large discussions are more comfortable joining in the review.

Steps:

1. Assign a story, selection, or passage. As students read, they should mark statements that they find interesting or statements they want to talk about. The statements could be ones they agree or disagree with. The statements may be ones that surprised, excited, or puzzled them. Students can lightly mark the statements with a pencil or attach a sticky note.

2. Provide each student with 3 to 5 index cards. (The more cards, the longer the time needed to complete the activity.) Each student writes a statement on the front of a card. On the back side, the student writes a response or comments. Students complete the front/back of a card for each of their marked statements.

3. Divide the class into small groups. (The larger the group, the longer the time needed to complete the activity.) Students select a member to begin the sharing process. The selected student reads the front of one card and then shows the card to the other students in the group. Each of the other students responds to the card. Following their responses, the first student tells his or her opinion and ideas.

4. After all cards are discussed, the group selects one card, and one student reports the group's discussion and ideas to the larger class.

Sources:

Buehl, Doug. *Classroom Strategies for Interactive Learning*. Newark, DE: IRA, 2001.
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Web Resources

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- IRA/NCTE/MarcoPolo's *Read, Write, Think:* http://www.readwritethink.org
- Oxford Primary Connection. http://www.oup.co.uk/oxed/primary/primlit/connections/skeleton/
- Raymond Jones' *ReadingQuest.org: Making Sense in Socials Studies:* http://readingquest.org
- Study Guides and Strategies: http://www.studygs.net/guidednotes.htm
- Traci Gardner's *Traci's Lists of Ten:* http://tengrrl.com/tens/016.shtml
- University of Kansas' *KU Writing Center:* http://www.writing.ku.edu
- Wisconsin Literacy Education and Reading Network Source's *WiLearns:* http://wilearns.state.wi.us/apps/