**Summarizing**

**Purpose:**
To help students summarize fiction and non-fiction material. There are three important guidelines for summarizing material:

- To effectively summarize, students need to delete some information, substitute some information, and keep some information. (i.e. Rule-Based Summarizing)
- To effectively delete, substitute, and keep information, students need to analyze the information at a fairly deep level. (i.e. Reciprocal Teaching)
- Being aware of the structure of the information is an aid to summarizing. (i.e. Summary Frames)

**Procedures:**

**Rule-Based Summarizing**
The rule-based summarizing strategy involves a set of rules or steps that students use to construct a summary and include:

1. Take out material that is not important for your understanding.
2. Take out words or passages that repeat information.
3. Replace a list of things with a word that describes the things in the list (e.g. use trees for elm, oak, and maple).
4. Find a topic sentence or invent one if it is missing.

**Summary Frames**
A summary frame is a series of questions designed to highlight the elements of text patterns:

**Narrative or Story**
- Who are the main characters? What are their characteristics?
- When and where did the story take place? What were the circumstances?
- What prompted the action in the story?
- How do the main characters express their feelings?
- What did the main characters decide to do? Did they set a goal, if so, what?
- How did the main characters try to accomplish their goals?
- How does the story turn out?

**Topic-Restriction-Illustration**
- What is the general statement or topic?
- What information narrows or restricts the general statement or topic?
- What examples illustrate the topic or restriction?

**Definition**
- 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?

**Argumentation**
- What information is presented that leads to a claim?
- What is the basic statement or claim that is the focus of the information?
- What examples or explanations are presented to support this claim?
- What concessions are made about the claim?

**Problem or solution**
- What is the problem?
- What is a possible solution?
- What is another possible solution?
- Which solution has the best chance of succeeding?
Conversation
How did the members of the conversation greet each other?
What question or topic was revealed or referred to?
How did their discussion progress?
   Did either person state facts? Did either person make a request of the other? Did either person demand a specific action of the other? Did either person threaten specific consequences if a demand was not met? Did either person indicate that he valued something that the other had done?
How did the conversation conclude?

Reciprocal Teaching
Reciprocal teaching provides a deep level of understanding necessary for an effective summary and contains the following four components:
   Summarizing – After reading a short passage, a single student acting as the student leader summarizes what has been read. Other students may add to the summary.
   Questioning – The student leader asks some questions and the class responds. The questions are intended to identify important information in the passage.
   Clarifying – Next, the student leader tries to clarify confusing points in the passage. She may point them out or ask other students to find them.
   Predicting – The student leader asks for predictions about what will happen next in the text.