Element 12
Recording & Representing New Knowledge

Summarizing
Summarizing & Note Taking

- **Potential** 34 percentile increase in student achievement
- **Design Question 2**: What will I do to help students effectively interact with new knowledge?
- Must be taught
- Requires students to analyze and synthesize information
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading Standards for Literature 6-12

Grade 6 students:

Key Ideas and Details

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Reading Standards for Informational Text 6-12

Grade 8 students:

Key Ideas and Details

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
2. Determine the central ideas or information of a primary or secondary source; **provide an accurate summary** of the source distinct from prior knowledge or opinions.
Immature vs. Mature Summaries

- Identifying a series of details vs. the need to relate details to the main idea
  - **Knowledge Level** -- Stringing along events or details, often in the same words as the original author.
  - **Comprehension Level** -- Retelling events or details in one’s own words
  - **Synthesis Level** -- Stating the author’s main message in a succinct sentence (one’s own) and relating supporting details from the selection (also in one’s own words)
Narrative Text Pattern

- One text pattern-
  - Main Character
  - Goal to be achieved
  - Problem(s) get in the way
  - Events
  - Resolution
Most Commonly Used Expository Text Patterns

- Problem/Solution
- Description
- Cause/Effect
- Sequence
- Compare/Contrast

![Text Patterns Diagram]

**Text Patterns**

- **Problem/Solution**
  - Graphic Organizer
  - Sample Text Frame:

- **Description**
  - Feature: most important describe characteristic, e.g., details.
  - For example, explain:
  - Graphic Organizer
  - Sample Text Frame:

- **Cause/Effect**
  - Graphic Organizer
  - Sample Text Frame:

- **Sequence**
  - Graphic Organizer
  - Sample Text Frame:

- **Compare/Contrast**
  - Graphic Organizer
  - Sample Text Frame:

- **Cause – Effect**
  - Graphic Organizer
  - Sample Text Frame:
Summarizing Activity

- Done after reading, *but* . . .
- Comprehension must precede summarizing
  - Guided Reading (Reciprocal Teaching)
  - Think-aloud
One Summarizing / Note Taking Strategy: *Summary Frames:*

Provide a series of questions designed by the teacher to highlight critical elements for specific text patterns:

- Narrative
- Informational
Problem-Solution

- Read and highlight the problem and possible solutions

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SUMMARIZING STRATEGY: SAMPLE PASSAGE

Most scientists believe the solar system was formed 4.6 billion years ago with the gravitational collapse of the solar nebula, a cloud of interstellar gas, dust, and ice created from previous generations of stars. As time went on, the grains of ice and dust bumped into and stuck to one another, eventually forming the planets, moons, comets, and asteroids as we know them today.

How this transition from the solar nebula to planets took place has both fascinated and mystified scientists. Why did some planets, like Venus, develop thick, poisonous atmospheres, while others, like Earth, became hospitable to life? Partial answers are available from the study of the chemical composition of the solar system bodies, which scientists find are significantly different from one another. This information helps them model various processes for planet formation, but they are still hampered by one major question: What was the original solar nebula made of?

Our sun may contain the answer. It contains over 99 percent of all the material in the solar system and, while its interior has been modified by nuclear reactions, its outer layers are believed to be composed of the same material as the original solar nebula. By collecting and studying solar wind, the material flung from the sun, scientists may find more answers to this mysterious puzzle.
Summary Frame Questions: Problem-Solution

- What is the problem?
  
  *Scientists are trying to understand how the planets formed from solar nebula.*

- What is a possible solution?
  
  *Studying the chemical make-up of the solar system bodies*

- What is another solution?
  
  *Studying the solar wind*

- Which solution has the best chance of succeeding? Why?
  
  *Studying the solar wind, because these particles contain the same material as that of the original solar nebula*
Scientists are trying to understand how the planets formed from solar nebula. One possible solution has been to study the chemical make-up of the solar system bodies. Another possible solution is for scientists to study the solar wind. The solution that has the best chance of succeeding is studying the solar wind, because these particles contain the same material as that of the original solar nebula.
The problem discussed in this article is that scientists are trying to understand the planets were formed from solar nebula. One possible solution that has been tried is to study the chemical make-up of the bodies of the solar system. Another possible solution is to study the solar wind. The solution to study the solar wind has the best chance of succeeding because the particles of solar wind contain the same material as that of the original solar nebula.
Dual Purpose of Graphic Organizers

- An alternate way of taking notes while reading
- A scaffold for writing summaries

This article describes Ishmael Beah’s life as a child soldier in Sierra Leone. Life was very hard. After being separated from his parents, Ishmael was forced to serve in an army of thugs. His kidnappers kept him on drugs and manipulated him into killing people on command and without remorse.

Summary written from information on organizer
When he was 13 years old, Ishmael Beah was given an AK-47, drugged up, and taught to kill.

It was 1993, and his native country, Sierra Leone, was in the midst of a civil war. Rebel soldiers had attacked his village and Beah was separated from his parents. After spending months fleeing danger and wandering through his war-torn country, he was forcibly recruited into the Sierra Leone army.

“I shot at everything that moved,” Beah recalls of the two years he spent fighting rebel forces.

Now 26 and living in New York City, Beah is one of the lucky ones. At 15, his unit was ambushed. He was captured and tortured before being released.

Africa didn’t invent the modern underage soldier. The Germans drafted adolescents when they got desperate during World War II. So did Iran, which used boys as young as 12 to clear minefields during the Iran-Iraq War in the 1980s. Young people have fought in religion-driven or nationalistic conflicts in Kosovo (a largely Albanian breakaway province of Serbia), Afghanistan, and the Palestinian territories of the West Bank and Gaza, where children have been sent into Israel as suicide bombers.

**GREED & POWER**

In Africa, however, the problem is especially severe: In one country after another, conflicts have morphed from cause-related into illegal trafficking.

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**Beah’s Life as a Child Soldier**

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**Beah’s Life as a Child Soldier**

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This article describes Ishmael Beah’s life as a child soldier in Sierra Leone. Ishmael was kidnapped by thugs and separated from his parents. He was forced to serve in their army and taught to kill without remorse...
This article describes **Ishmael Beah’s life as a child soldier in Sierra Leone**. Life was very hard, as was shown in the way that child soldiers were manipulated. For example, Beah ________________________. In addition, ________________________ and ________________________.
How Steven Created His Drawing

1. He made a basic outline.
2. He started at the bottom.
3. He worked on the handle.
4. Tell what you can do about it.

Sequence Pattern (Scholastic Art)

Organizer for note taking
In the article, Steven tells us how he created his drawing. First, he made a basic outline. Then, he started at the bottom of the handle. Next, he worked his way up the figure and he tried to make the bristles look real. After that, …
The ___________ and ________________ are somewhat alike, but they differ in several ways. ______________ and ________________ are alike because they both ______________________________. However, these regions are not alike because ________________ is __________________________ and _________________. In contrast, ________________ is ______________ and _________________.

Tundra
- Treeless
- Permanently frozen subsoil
- Caribou, musk ox, polar bear
- Mosses, lichens, herbs, and dwarf shrubs
- Sometimes arctic

Taiga
- Conifers (spruce and fir)
- Moose, weasels, owl, and mink
- Only subarctic
- Lakes, bogs, and marshes

Tundra's annual precipitation is usually less than 10 inches. The upper layer of the soil thaws in the summer, but it stays frozen about a foot below that (permafrost).

Taiga has short cool summers (but longer than in the tundra) and long, dry, cold winters. Annual precipitation is only 10-20 inches, and most of it is snow.
This is what happens during the water cycle. First, ______
_______________________________________________. Then,
_______________________________________________. Next,
_______________________________________________. After that, _____ (etc.)
You may need to suggest an appropriate expository organizer at first.

Gradual Release

However . . . You want to work toward the point where your students will be able to recognize key organizational patterns and related organizers.
Have you seen these links?

www.inspiration.com

www.mapthemind.com
Remember:

- To **initially** teach any summarizing process, **teachers must provide explicit, direct instruction**:
  - **Modeling** *(showing + think aloud)*
  - **Guided Practice** *(with checking for understanding)*
  - **Enrichment or Reteaching** *(scaffolded and differentiated, depending upon students’ diverse needs)*

Reciprocal Teaching is one way to explicitly guide comprehension.