

Summarizing Strategies for Deeper Comprehension Thinking

Strategy	Processing
One Sentence Summary	Students summarize in one sentence the key points of the lesson or what was read following a sentence frame: I learned... The most important thing I remember is... Who did what/when/how/why...
Paragraph Frames Powerful Thinking Frames Framed Paragraphs	Instead of writing a sentence, students expand their ideas from a graphic organizer for sequence, cause/effect, main idea, problem/solution, compare/contrast, character trait, generalization...etc..
Sequence Timeline	List in order of importance or in chronological order the steps or concepts discussed in a lesson or text.
SQR3	Survey Question, Read, Recite, Review This strategy will result in a summary of a lesson when used in a direct, explicit way scaffolded for students to use independently during silent reading.
Frayer Model for Summarization	Students use the frame of a Frayer adding the main idea, examples, non-examples, ways the student will remember the information or concept
Graphic Organizers	Select graphic organizers which teach 'process thinking' according to text structure then after direct instruction scaffold the learning until a student can recognize and use the organizer during silent reading on their own. <ul style="list-style-type: none"> • Story elements • Main idea/detail • Sequence • Cause and Effect • Prediction • Visualization • Compare/Contrast, Venn or Venn Variation • Concept Mapping
Remember	<i>All instruction for the above strategies must be taught using teaching modeling with a 'Think aloud' through Direct, Explicit Instruction: I Do, You Do, We Do</i>
Quick Engagements Product Focused	The following activities are used for processing which can add to strong connections to the points needed in summarization
ABC Brainstorming	Students are given a letter of the alphabet. Students are to provide a word or phrase which starts with the letter given and describes something they know to be important from the text or concept being or to be learned. Students can each be given a chart with all the letters of the alphabet to place ideas on as individuals or as teams. (good for review or to gather what a student already knows about a topic)
5-3-1	Teacher poses a topic/question. Students brainstorm 5 answers. They group students in pairs for them to choose 3 of the 5 best. Finally make each group of 2 partner with another group for the final team to come up with the 1 most important answer.

Give One- Get One	Pose a question/topic. Students number their paper to 5. They write 3 answers on their papers then must meet with two other students getting two more ideas and giving away at least two of their ideas or thoughts.
Snowball	Pose a question/topic. Students write answers on a sheet of paper without their name on it. Then they wad up the paper and toss the 'snowball' (either in a box or designated center spot) On the teacher signal, the students select a 'wad' and consider the answer on the paper. The teacher explains the correct response and students with the incorrect answer clarifies the correct answer or adds another idea being ready to 'throw' it again.
Most Important Charades	Students must determine the most important word or concept learned in a text and 'act' it out for others to identify the word and explain its importance to the topic.
Key Concepts Clothesline	Students in collaborative pairs are given construction paper and a key concept from their reading/learning. The partners are to represent that visually with drawings, symbols, etc.. These are hung on a clothesline for all to reference and interact with as students move through the learning and use these to summarize the learning.
Key Words	<p>Sequence Structure Words- Produce and connect student thinking to 'key words' which will engage processing for text structure: later, afterwards, after, later on, then, subsequently, as time passed, following, continuing on, to end, finally, year(s) ago, later that year, in the first place, first, second, third, 1, 2, 3, 4, ..., next, primarily, secondarily, early, before, to begin with, more recently, again, finally, not long after, soon, now, today, after a short while, meanwhile, immediately, last, steps...</p> <p>Cause and Effect Structure Words- Produce and connect student thinking to 'key words' which will signal and engage processing text structure for cause and effect: cause, led to, bring about, originate, produce, make possible owing to, by means of, accomplish, by, since, due to, because, in order to, reasons, give reasons for, the reason why, if/then, this is why, on account of, in explanation, effect, affects, so, influenced by, as a result, result from, consequence, consequent, thus, therefore, accordingly, for the purpose of...</p> <p>Problem and Solution Structure Words-: Produce and connect students to these 'key words' to signal the thinking needed to link problems with solutions: because, since, consequently, nevertheless, therefore as a result, in addition, however, solution...</p> <p>Comparison Words – Guide students to use and identify the following words to engage with 'key words' for finding similarities and differences within text: however, but, on the other hand, instead of, compared to, as well as, similar to, different from...</p>