

# Unit 3: Comprehension Instructional Routines

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ADOLESCENT  
LITERACY  
ACADEMIES

## Module 3: Writing Summaries

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# Participant Notes



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# Unit 3: Comprehension Instructional Routines

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## Module 3: Writing Summaries

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## Comprehension Strategies Across Content Areas



Unit 3: Comprehension Instructional Routines	
Module	Title
1	Building Background Knowledge With Anticipation-Reaction Guides
2	Identifying Main Ideas in Text
3	Writing Summaries

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## Objectives

- Understand how writing summaries after reading improves students' comprehension of text.
- Apply the three-step process for explicit instruction to the implementation of the Notes Log for writing summaries.

## The Benefits of Explicit Instruction in Summarization

- Explicitly teaching students to summarize text improves their comprehension and helps them make connections among main ideas.

*(Armbruster, Anderson, & Ostertag, 1987; Trabasso & Bouchard, 2002)*

- Adolescent students who are allowed to work collaboratively on writing summaries of expository texts demonstrate improved comprehension and learning of content area information.

*(Mastropieri, Scruggs, Spencer, & Fontana, 2003; Spencer, Scruggs, & Mastropieri, 2003)*



## The Benefits of Explicit Instruction in Summarization (cont.)

- Direct instruction in the use of a summarization strategy improves the comprehension and answering of both literal and inferential questions for students with learning disabilities.

*(Gajria & Salvia, 1992)*

- Cognitive strategy instruction, including the instruction of summarization strategies, enhances English language learners' comprehension of expository text.

*(Slater, 2004)*

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## Summary vs. Main Idea of the Passage

### Summary

- Includes information across the entire passage
- Contains more than one significant detail
- Paragraph in length

### Main Idea of the Passage

- Overall gist of the passage
- Contains only the most significant idea about the topic
- One sentence\*

*\*Answer choices for main idea questions on some assessments may appear as sentence fragments. The complete sentence is formed by combining the answer with the stem.*

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## Main Idea Instructional Routine

1. Complete the previewing routine:
  - Introduce the important academic and content-specific vocabulary words.
  - Have students record the title or topic and the page numbers for the chapter or section.
  - State the primary focus of the chapter or section.
  - Have students look at the title, page numbers, headings, terms, graphs, tables, and pictures.
2. Identify the main ideas with Get the Gist.
3. Record important details related to the main ideas.
4. Record the main idea of the section.

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## Summarization Instructional Routine

Construct a summary of the passage.

1. List
2. Underline
3. Combine
4. Number
5. Write
6. Edit

*(Archer, Gleason, & Vachon, 2005)*

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## Notes Log: Science Sample



### Main Idea of Section:

Energy from the Sun is transferred from producers to consumers and decomposers.

Topic/Title	Pages
Main Ideas	Notes
Main Idea of Section	
Summary	

## Summarization: Modeling Phase: *I Do*

- Explain the purpose for summarizing a passage:
  - Make sure you understand the most important information.
- Remind students of the primary focus for the chapter/section and how it relates to their prior learning.

## Summarization: Modeling Phase: *I Do* (cont.)

Explain that you will construct a summary of the entire passage using this routine.

1. List all the main ideas.
2. Underline terms or phrases that contain the most important information.
3. Combine any ideas (including significant details) that could go into one sentence.
4. Number the ideas in a logical order.
5. Write your summary in one paragraph.
6. Edit (revise and proofread) your summary.

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## Summarization: Modeling Phase: *I Do* (cont.)

Step 1: List all the main ideas.

Step 2: Underline terms or phrases that contain the most important information.

### Correct Example

- Heterotrophs must eat autotrophs to obtain food energy.
- Autotrophs make their own food through photosynthesis.
- Organisms can be classified by their energy roles in the ecosystem.
- Food chains describe how energy flows from producers to consumers and decomposers.
- Food webs show overlapping food chains.

### Incorrect Example

- Heterotrophs must eat autotrophs to obtain food energy.
- Autotrophs make their own food through photosynthesis.
- Organisms can be classified by their energy roles in the ecosystem.
- Food chains describe how energy flows from producers to consumers and decomposers.
- Food webs show overlapping food chains.

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## Summarization: Modeling Phase: / Do (cont.)

Step 3: Combine any ideas that could go into one sentence.

Step 4: Number the ideas in a logical order.

### Correct Example

- 1 {
  - Heterotrophs must eat autotrophs to obtain food energy.
  - Autotrophs make their own food through photosynthesis.
- 2 — • *Autotrophs convert sunlight and carbon dioxide to energy and oxygen.*
- 3 — • Organisms may be classified by their energy roles in the ecosystem.
- 3 — • *Producers: autotrophs*  
*Consumers and decomposers: heterotrophs*
- 4 {
  - Food chains describe how energy flows from producers to consumers and decomposers.
  - Food webs show overlapping food chains.

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## Summarization: Modeling Phase: / Do (cont.)

Step 3: Combine any ideas that could go into one sentence.

Step 4: Number the ideas in a logical order.

### Incorrect Example

- 2 — • Heterotrophs must eat autotrophs to obtain food energy.
- 2 — • Autotrophs make their own food through photosynthesis.
- 3 {
  - Organisms may be classified by their energy roles in the ecosystem.
  - Food chains describe how energy flows from producers to consumers and decomposers.
- 1 — • Food webs show overlapping food chains.

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## Summarization: Modeling Phase: *I Do* (cont.)

Step 5: Write your summary in one paragraph.

Step 6: Edit (revise and proofread) your summary.

### Correct Example

Because autotrophs can convert sunlight and carbon dioxide to energy and oxygen, heterotrophs are dependent on autotrophs for food. All organisms may be classified by their energy roles in the ecosystem. Autotrophs are producers, and heterotrophs are either consumers or decomposers. A food chain or food web can show how the energy flows from organism to organism.

### Incorrect Example

Food webs show overlapping food chains. Heterotrophs must eat autotrophs to obtain food energy. Organisms are classified by their energy roles in the ecosystem and make up food chains.

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## Notes Log: Science Sample



### Summary:

Because autotrophs can convert sunlight to energy, heterotrophs are dependent on autotrophs for food. All organisms can be classified by their energy roles in the ecosystem. Autotrophs are producers, and heterotrophs are either consumers or decomposers. A food chain or food web can show how the energy flows from organism to organism.

Topic/Title		Pages
Main Ideas	Notes	
Main Idea of Section		
Summary		

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## Summarization: Teacher-assisted Phase: *WE Do*

- Before continuing, review the summarizing routine by asking students:
  - Why would you need to identify or write a summary of a passage?
  - What are the six steps in our summarizing routine?
  - What should the summary include?

## Summarization: Peer-assisted Phase: *WE Do*



- Preview a section of text.
- Have students work in pairs to write main idea statements using the Get the Gist routine.
- Record important details.
- Have students work in pairs to write summaries for sections of text.
  - Guide students as they use the summarizing routine.
  - If necessary, model the routine again with a “think aloud.”

## Practice the Summarization Routine



Using the main ideas and details from the Notes Log on *Physical and Chemical Properties of Water*, practice applying the six-step routine for summarizing.

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## Notes Log: Social Studies Sample



### Summary:

Completely surrounded by water, North America has five vegetation zones determined by climate and geography. These zones range from desert to rainforest and contain some unique plants and animals. Improvements in shipbuilding and ocean navigation eventually brought settlers to the continent. North America's rich natural resources encouraged economic development and the establishment of towns and businesses along waterways.

Topic/Title		Pages
Main Ideas	Notes	
Main Idea of Section		
Summary		

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## Summarization: Independent Practice: *YOU Do*



1. Complete the previewing routine.
2. Ask students to write the main ideas with the Get the Gist routine.
3. Ask students to record details in the Notes section.
4. Ask students to construct summaries of the passage.
  - a) List
  - b) Underline
  - c) Combine
  - d) Number
  - e) Write
  - f) Edit

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## Notes Log: Mathematics Sample



### Summary:

Angles are given different names if they are less than, equal to, or more than 90 degrees. If two angles added together equal exactly 90 degrees, they are called complementary. If two angles added together equal exactly 180 degrees, they are called supplementary. You can use a protractor to measure the angles, and you can use a compass to copy an angle.

Topic/Title		Pages
Main Ideas	Notes	
Main Idea of Section		
Summary		

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## Notes Log: English Language Arts Sample



### Main Idea of Section:

Memories can help ease the pain of losing a loved one.

### Summary:

Nadia's bad temper can be calmed by only her favorite brother, Hamed. When Hamed disappears in the desert, Nadia becomes angrier and drives people away. Even though her father has ordered that no one say Hamed's name, Nadia risks punishment to share her memories with others and ease her pain. After Nadia's father banishes a shepherd for saying Hamed's name, Nadia teaches her father the secret of keeping Hamed alive in their hearts.

Topic/Title	Pages
Main Ideas	Notes
Main Idea of Section	
Summary	

## Scaffolding



- Work with short segments of text and gradually increase to larger sections.
- Write the main ideas on slips of paper or sticky notes for students to move around in steps 1–4 (list, underline, combine, and number).
- Provide templates with completed portions of the summary and portions containing blanks to be filled in by students.
- When necessary, return to modeling how to write summaries.
- Slowly transfer the responsibility for summarizing to students.

## Summary



- Understand how writing summaries after reading improves students' comprehension of text.
- Apply the three-step process for explicit instruction to the implementation of the Notes Log for writing summaries.

## Planning for Application (Optional)

Using your materials, plan a lesson in which you will use an Anticipation-Reaction Guide or a Notes Log to support students' comprehension of text.

