Chapter Seven: Summarizing and Note Taking

**Summarizing:**

\*ELLs are taught to understand text patterns (chronological and cause-and-effect patterns in history books) and to recognize the signal words that accompany them.

*Summarizing:*

1. To effectively summarize, students must keep, delete, and substitute information.
	1. Nonlinguistic representations
2. To effectively keep, delete, and substitute information, students must analyze the information at a fairly deep level.
	1. Point out what is important and what is not
3. Being aware of the explicit structure of information is an aid when summarizing.
	1. You can offer visual examples of text patterns (graphic organizers) and use eye contact, body movements, pantomime, facial expressions, gestures, clear expression, and clear articulation when explaining

*Classroom Recommendations:*

1. Teach students the rule-based summarizing strategy.
	1. This is when you teach the “keep, delete, substitute” information strategy, with hand gestures.
2. Use summary frames.
	1. There are six types of summary frames: narrative, topic-restriction-illustration, argumentation, problem/solution, conversation, and definition.
	2. All summary frames have a set of questions that extract important elements from the text.
	3. The answers are ten used to summarize the text.
3. Instruct students in reciprocal teaching as an aid to understanding expository text.
	1. Reciprocal teaching is a type of dialogue that students use to create meaning from text.

*Reciprocal Teaching:*

 Step 1: Summarizing: the student leader summarizes what was just read, the other students may add. Point out clues (important items and obvious topic sentences).

 Step 2: Questioning: ask questions about specific pieces of information. Answers are based on recollection.

 Step 3: Clarifying: the group then attempts to clear up the confusing parts, which might involve rereading parts of the passage.

 Step 4: Predicting: write these out (on whiteboard, computer projector, paper).

**Note Taking:**

\*Note taking is closely related to summarizing because it requires that students take information and synthesize it using their own words.

\*The purpose of note taking is to help students acquire and integrate knowledge; it is a way to organize and process information.

*Note Taking:*

1. Verbatim note taking is the least effective way to take notes.
	1. Trying to record everything that is said or read occupies a student’s working memory and does not leave room for analyzing the incoming information.
2. Notes should always be considered works in progress.
	1. As students acquire and integrate content knowledge, they return to their notes and revise them to reflect their deeper understanding.
3. Notes should be used as study guides for tests.
	1. It is important to verify that ELLs’ notes contain visual representations.
4. The more notes taken, the better.
	1. Notes that elaborate on the learning objectives
	2. The more graphics, the better

Classroom Recommendations:

1. Give students teacher-prepared notes.
	1. Students have a clear example of what the teacher thinks is important.
	2. For ELLs, teacher-prepared notes can take written form with pictorial representations.
	3. As students progress in their language acquisition, notes can be given in written form with some of the words missing.
2. Teach students a variety of note-taking formats.
	1. It will be important to model all the different forms of note taking, along with clear, concise explanations.
	2. The informal outline is characterized by indentations to indicate major ideas and their related details.
	3. Webbing can be valuable for ELLs because it provides a visual representation.
	4. Combination notes use both the informal outline and the web technique.
3. Use combination notes.
	1. Combine linguistic and nonlinguistic formats
	2. They are particularly helpful because they allow students to portray the information in a visual way
	3. It is helpful if you stop periodically to let them make a graphic representation.
		1. This may take extra time, but it forces students to consider the information a second time.
		2. Allows students to store information a different way, without using words

*Adapting Teacher Prepared Notes:*

 Preproduction: student completes graphic part of the chart

 Early Production: completes graphic part of the chart, and answers yes/no questions

 Speech Emergence: students can answer why, how, when, or where questions using the teacher-prepared written notes and graphics

 Intermediate Fluency: students can respond to teacher questions that start with “Why do you think…”

 Advanced Fluency: students can write questions

*Remember:*

\*Summarizing techniques work best when the teacher uses comprehensible input, such as visuals and kinesthetic clues, while keeping in mind the appropriate questioning strategies for each stage of language acquisition \*Reciprocal teaching

\*Note taking works well when you encourage students to supplement their written notes with visual representations