

# Group Summarizing

## Description

This strategy gives students the opportunity to condense information, explain, and summarize what they have learned through reading or an inquiry activity.

## Purpose

Group summarizing is a comprehension strategy that helps students to set a purpose for reading or completing an activity by identifying major topics and/or important concepts in readings or activities. Students also communicate about them. Through the use of this strategy, students decide what is important and what is not important. They also categorize all of the information that is determined to be critical to the understanding of the text or activity. In addition, group summarizing is a valuable tool to help students write sentences that are clear and concise.

## Connection to Inquiry and Standards:

Group summarizing connects to inquiry in the following ways: Students determine and communicate relevant information from readings and/or activities. Students select the information, which is most important to the text and classify it into categories.

Additionally, the students explain the important knowledge in their own words and support their decisions during class discussions with evidence from the text and/or activity. This strategy also addresses the Reading, Writing, Speaking and Listening Standards: 1.2 Reading Critically in All Content Areas (Read and understand essential content of informational texts and analyze text for information), 1.1 Learning to Read Independently and 1.3 Reading, Analyzing, and Interpreting Literature (Purposes for reading and Comprehension). Additionally, the technique requires careful listening and use of speaking skills (PA Standard 1.6).

## Materials

Selected text or an activity to use with this strategy. Chart paper or chalkboard.

## Procedures

Ask students to skim a passage and identify major topics to focus on during reading. If using this strategy with an activity, the teacher should provide lesson objectives as major topics or concepts. Divide the chart paper or chalkboard into parts and label the sections to reflect the major topics. Students read the text or complete the activity and provide information for each of the categories. The information is recorded in complete sentences. Class discussion should be encouraged. Ask students to determine what is critical and how to state it clearly. The critical information is then copied onto the chart.

Note: Identifying major topics or concepts can be very difficult. The strategy can be modified by recording the information first, then determining the categories.

## Resources

Barton, M.L. & Jordan, D.L. (2001). Teaching Reading in Science. Aurora, CO: McRel Brown, Day, & Jones (1983). "The development of plans for summarizing texts." Child Development, 54, 968-979.