

Collaborative Summarizing

Focus: After Reading Strategy | Language Level: Word and Sentence



Description	Timing	
<p>Collaborative Summarizing is a comprehension strategy wherein students work with partners to closely read and summarize a section of complex text. Students pair up to find the subject, major action, and key details about one or several paragraphs of text, and condense this information into a summary of 15 words or fewer. Students negotiate with partners on the exact wording to use in the summary which leads to conversations about how to use language to express an idea.</p> <p>(Adapted from California ELA ELD Framework)</p>	30-60 mins	
	Language Domains	
	Listening ✓	Speaking ✓
Reading ✓	Writing ✓	
Procedure	Classroom Materials	
<p><u>Before strategy:</u></p> <ol style="list-style-type: none"> 1. Introduce complex text with students in earlier lesson, or budget time to introduce it at beginning of this lesson. 2. Model collaborative summarizing steps (with poster). <ul style="list-style-type: none"> Step 1 : Find who or what is most important in the section. Step 2 : Find out what it is that the who or what is doing. Step 3: Use some of the most important words in text to summarize the section in 15 words or fewer. (Summary can be more than one sentence.) <p><u>During strategy:</u></p> <ol style="list-style-type: none"> 1. With students, chorally read paragraph(s) of complex text. 2. Think aloud while finding and circling key noun, verb, and detail words or phrases. 3. Write summary paragraph using keywords, then edit by crossing out words until summary is 15 words or fewer. 4. Repeat steps 1-3 with next section of text with <i>students</i>, determining which words to circle. 5. Students work in partners to collaboratively summarize new section using circled words. 6. If time allows, students engage in process with partners in steps 1-5. Support students who need more guided practice. <p><u>After strategy:</u></p> <ol style="list-style-type: none"> 1. Prompt various students to share final paragraphs with whole group. 	<ul style="list-style-type: none"> ● Poster with collaborative summarizing steps ● Complex text or text section that students have already read ● Anchor chart with collaboration discussion stems (potentially co-constructed, see below) 	

<p>2. Compare how groups chose to use different language features to craft their summary students</p> <p>3. Students can work to independently summarize text sections on their own.</p> <p>Optional: Student-facing worksheet</p>	
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Scaffolds		
Substantial	Moderate	Light
<p><i>All light and moderate scaffolds plus...</i></p> <ul style="list-style-type: none"> • If possible, give directions in home language. Allow students to first summarize in L1 • Provide annotated copy of paragraph that already has keywords circled or highlighted 	<p><i>All light scaffolds plus...</i></p> <ul style="list-style-type: none"> • Provide sentence organizer with space for subject, verb, and key details • Heterogeneously partner students according to language proficiency 	<ul style="list-style-type: none"> • Have students practice language for sharing ideas and respectfully agreeing and disagreeing prior to introducing new academic content

Keys to Success
<ul style="list-style-type: none"> • Procedure will likely require multiple attempts before students are comfortable with the process. • Students might equate word's importance with its length or difficulty (i.e. all long tier 3 words are important). Ensure students understand that not every detail is important. • Students might fixate on the 15-word limit and lose focus on the main idea. Redirect students back to text and remind them to ensure they've found the most essential text components. • If possible, model this strategy with another teacher, so students can hear collaborative language they should use during this activity. Draw out this language to co-construct anchor chart of sentence stems with students.

ELD Standards
<p>Interacting in Meaningful Ways</p> <p>A. <u>Collaborative</u></p> <p>1. Exchanging information and ideas via oral communication and conversations</p> <p>B. <u>Interpretative</u></p> <p>6. Reading closely and explaining interpretations and ideas from reading</p> <p>C. <u>Productive</u></p> <p>10. Writing literary and informational texts</p> <p>Learning About How English Works</p> <p>C. <u>Connecting and Condensing Ideas</u></p> <p>5. Condensing ideas within sentences using a variety of language resources</p>

Learn More

- [Vignette Collection of the ELA/ELD Framework](#) (Vignette 4.3, pp. 46-49)
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Distance Learning Adaption

Create a video on your preferred platform ([Seesaw](#), [YouTube](#), [Zoom](#)) modeling your think aloud of a paragraph (steps 1-3 listed under “during strategy”) or modeling your conversation with another teacher, perhaps recording a Zoom call together where you discuss the paragraph while using share screen to share the paragraph. Then assign pairs a paragraph for which they will complete the collaborative summarizing steps. Pairs can work together on the same google document / slide and use comments to chat with one another. Alternatively, students can also work on this in a breakout room and return to report out or come back the next day or so to report out to continue the collaborative process.



Low/no tech version: This strategy requires access to [Google docs](#) at a minimum. In order to give students some practice with finding and expressing the main ideas of a passage, provide a version of the article, including a home-language translation if feasible, and ask students to tell their family what the article is about.