Summarization and Reciprocal Teaching Model
Instructional Plan
Social Studies

Mrs. Rothberg’s Learning Targets for the Unit

**Know:**
Students will know the steps in Reciprocal Teaching.

**Understand:**
Students will understand that Reciprocal Teaching strategies can be used to comprehend challenging text.

**Do:**
- Students will be able to successfully apply Reciprocal Teaching strategies to guide group discussion in order to comprehend increasingly complex text.
- Students will be able to use the Reciprocal Teaching Strategies independently to support their comprehension when reading silently.

Reciprocal Teaching

Mrs. Rothberg knows that Reciprocal Teaching can be used to improve comprehension. It is an instructional activity that helps students use four strategies: summarizing, question generating, clarifying, and predicting. She knows that Reciprocal Teaching can be used with informational texts as well as narrative texts. It can be used for most subjects and in most grade levels. Reciprocal Teaching is characterized as a dialogue that takes place between the teacher and students (or student leader and members of the group) that results in students learning how to construct meaning when they are placed in must-read situations (tests or assignments). Reciprocal Teaching derives from the theory that reading for meaning and retention—what is referred to as *study reading*—requires effort, a full repertoire of comprehension strategies, and the flexibility to use these strategies as the situation requires. The dialogues incorporate four strategies: summarizing, generating questions, clarifying, and predicting.

The strategies used in Reciprocal Teaching encourage students to:
- Think about their thought process during reading.
- Be actively involved and monitor their comprehension as they read.
- Ask questions during reading.

Mrs. Rothberg knows that other teachers teach all the Reciprocal Teaching strategies at one time with just a few lessons and then expect students to use the strategies with classmates. She has observed that teaching all the strategies at one time without modeling, guided practice and without carefully checking for understanding results in many students who can’t independently apply the strategies in discussions with classmates or when reading independently. Mrs. Rothberg plans to explicitly teach each of the four strategies one at a time allowing adequate time to ensure proficiency with one strategy before integrating all of them. She plans to provide guided practice, carefully monitor progress, and give the students meaningful feedback on their use of the strategy. In this lesson, she is working on summarization and will actually have students do written summaries even though typically Reciprocal Teaching strategies are done orally in group discussion. She feels that writing short summaries will strengthen the learning and assist with other classroom activities.
Reciprocal Teaching Strategies

- **Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the Reciprocal Teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels. The goal is to have the students use the strategy with increasingly complex text.

- **Question generating** reinforces the summarizing. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and check to determine that they can answer their own question. Students can be taught to generate questions at many levels from identifying significant detail to inferring or applying new information from text.

- **Clarifying** is an activity that is important when working with students who think that the purpose of reading is saying the words correctly and may not be aware that they don’t understand what they are reading. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, difficult syntax, and unfamiliar and perhaps difficult concepts).

- **Predicting** occurs when students hypothesize what the author will discuss next in the text. Students must activate relevant background knowledge regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

Previous Instruction

Prior to working on summarization, Mrs. Rothberg taught how to make good main idea statements. Mrs. Rothberg did a Think-Aloud to demonstrate how to identify the most important *who* or *what* and the most important thing about the *who* or *what*. After modeling with several short passages, students were given opportunities for guided and independent practice with the skill. Students who were already proficient at making main idea statements, used the skill with more complex text.

Tony worked independently writing main idea statements of each paragraph using an advanced text that Mrs. Rothberg located on the internet. After Rachelle and Carlotta participated in the whole group, Mr. Vogel worked with them on main idea statements with text they could easily read. Rachelle initially refused to read the text but participated when Mr. Vogel agreed to alternate reading sentences with her. He let the girls and one other student dictate their main idea statements and he wrote them on a small whiteboard.
### Learning Targets for the Lessons on Summarization

#### Know
- The students will know the meaning of the terms summary, summarization, main idea statement, topic, critical, supporting.
- The students will know that summarizing is one strategy in Reciprocal Teaching.

#### Understand
- The students will understand that a summary reflects the main idea, critical details, and underlying meaning of the original text.
- The students will understand that the purpose of summarization is to help them understand what they are reading.

#### Do
- The students will be able to determine the extent to which a summary accurately reflects the main idea, critical details, and underlying meaning of the original text.
- The students will be able to write a summary of a section of grade-level text with accurate grammar, punctuation, and spelling.
- The students will be able to combine two summaries to make a single summary.
- The students will work in heterogeneous teams of four students as well as in pairs and will demonstrate equal participation and individual accountability.

### Mrs. Rothberg’s Instructional Plan

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>About two weeks before the lesson series, do the following in order to determine what the students already know, understand, and can do:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Distribute the pre-assessment handouts Jamestown Article and Jamestown Summary (provided at the end of this instructional plan).</td>
</tr>
<tr>
<td></td>
<td>• Explain to the students that they should do their best work but that it won’t be graded because I am using the activity to learn more what they can already do. Explain that I don’t want to waste their time teaching things that they already know, understand, and can do.</td>
</tr>
<tr>
<td></td>
<td>• Ask students to work with Class-wide Peer Tutoring partners to identify the similarities and differences between the original article and its summary. Have students record their observations on a Venn Diagram. (using a Venn Diagram was explicitly taught in previous lessons). Have both students in the pair record responses on their own copy of a Venn Diagram. Let Tony do this step by himself. Ask Mr. Vogel to let Rachelle and Carlotta dictate their answers to him.</td>
</tr>
<tr>
<td></td>
<td>• Distribute a one page passage of easy text and ask the students to write down a main idea statement on the bottom half of the paper. Carlotta and Rachelle will dictate a response to Mr. Vogel.</td>
</tr>
<tr>
<td></td>
<td>• If Mr. Vogel is not providing support during the time of the pre-assessment, quietly encourage the girls to write down anything they know.</td>
</tr>
</tbody>
</table>

| Day One Hook   | Model by briefly summarizing a recent episode of a television show that I know most if not all of my students will recognize. Ensure that my oral summary has a clear beginning, middle, and end. |
|                | Have students talk to their Class-wide Peer Tutoring partner. *Carlotta and Rachelle will be in a trio instead of a pair but not the same trio. Tony should be comfortable working with his partner because he loves to talk about TV shows.* |
- Ask each student to tell their partner what happened in a television show he or she may have watched recently.
- Explain that the summary of the TV show should include a beginning, middle, and end but should be very brief.
- Remind the students that it is important to identify the most important who or what in the show and the most important thing about the who or what.
- Tell them to share the most important supporting details without retelling the entire show.
- Give the students think-time before they share.
- Invite them to write down their thoughts about the beginning, middle and end before they begin speaking orally, but don’t require it.

Move around the room listening to the oral summaries and use a small clipboard with a notepad to quickly write down some observations about student performance. Plan to use the notes to adjust the instructional plan.

<table>
<thead>
<tr>
<th>Priming Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach vocabulary: summary, summarization, main idea statement, topic, critical supporting details. Use pre-assessment results to determine how long to spend on this. Pronounce each word and define it with student-friendly language. Ask students to orally repeat the term and its definition. If needed, prior to whole group instruction, consider pre-teaching this vocabulary to a small group of students if there are any who don’t define any of the words on the pre-assessment. They will need both the small group instruction and the whole group review.</td>
</tr>
<tr>
<td>2. Remind the students of the previous work they have done on how to make a good main idea statement.</td>
</tr>
<tr>
<td>3. Share the following example with the students to illustrate the difference between topic and main idea: Imagine yourself overhearing a conversation in which your name is repeatedly mentioned. You know that they are talking about you but you don’t know what they were saying about you. At that point, you have the topic but not the main idea. You probably wouldn’t be satisfied until you learned what your friends were saying about this particular topic- you. You would know the most important who or what (you) but you wouldn’t know the most important thing about the who or what. You would probably pester them until you knew the main idea, until you knew exactly what they were saying about your personality, appearance, or behavior. The same principle applies to reading. The topic is seldom enough. You also need to discover the main idea and the supporting details in order to create a meaningful summary.</td>
</tr>
<tr>
<td>4. Ask the students to work with their partner or trio to answer the following questions:</td>
</tr>
<tr>
<td>- What was the topic of the TV show you summarized (one or two words, the most important who or what)?</td>
</tr>
<tr>
<td>- What was the main idea of the TV show you summarized (a sentence about the most important thing about the who or what)?</td>
</tr>
<tr>
<td>- Make a main idea statement that says the most important who or what and the most important thing about the who or what.</td>
</tr>
<tr>
<td>- What were the critical supporting details that supported the main idea statement - how, what, when, where, why, how much, or how many?</td>
</tr>
<tr>
<td>5. Listen to as many students as you can and continue to jot down notes.</td>
</tr>
</tbody>
</table>
**Set a Purpose: Why Should We Learn This?**

Ask the students to work with their partner(s) to make a list of when they use summaries at school and when they use summaries in real life. Emphasize that summaries of written text are always based on careful reading of the text and help with comprehension. Do a quick whole group share by calling on students to give an example of how they use summaries.

*Be sure that Carlotta and Rachelle know a reason and are able to give it during the whole group share.*

**Lesson 1**

1. Model with a passage of informational text about colonization. Do a Think-Aloud to demonstrate finding the main idea and critical supporting details.
2. Have most of the class work in heterogeneous teams of four students. Distribute red and blue pencils and redistribute the pre-assessment handout, Jamestown Article (found on page 8 of this document). *Put Tony on a team for this activity since it is brief. As most of the class will be able to read the text with ease, Mr. Vogel will work with Carlotta and Rachel as well as two other students who will need reading support.*
3. Have the students number off in their teams.
4. Ask person #2 in each team to read the Jamestown Article orally to their team.
5. Ask each person on the team to underline words that identify the main idea in red and underline critical supporting details in blue.
6. Ask person #3 in each team to share their answers with the team.
7. Continue around the team and have each person share what they marked. Be sure you have built a climate where the students trust and support one another.
8. Distribute the pre-assessment handout Jamestown Summary (found on page 8 of this document).
9. Ask the teams to compare the two and determine if the summary included a topic sentence, main idea and also included the critical supporting details.
10. Use the document camera to make a chart to show how the summary and the article are alike and different.

<table>
<thead>
<tr>
<th>Jamestown Article</th>
<th>Jamestown Summary</th>
<th>Both the Summary and Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longer</td>
<td>Shorter</td>
<td>Both have a topic sentence</td>
</tr>
<tr>
<td>More details</td>
<td>Fewer details</td>
<td>Both have main ideas</td>
</tr>
<tr>
<td>More description</td>
<td>Less description</td>
<td>Both have beginning, middle, and end</td>
</tr>
<tr>
<td>More depth</td>
<td>More to the point</td>
<td>Both have supporting details</td>
</tr>
<tr>
<td>More time to read and understand</td>
<td>Less time to get an idea of the information</td>
<td>Both have supporting details</td>
</tr>
</tbody>
</table>

**Lesson 2**

1. Project the Plymouth Article (found on page 8 of this document) for all of the students to see. Distribute copies of the Plymouth Article.
2. Read the Plymouth Article out loud.
3. Using teacher Think-Aloud, model marking the main idea in red and the critical supporting details in blue. Ensure that the Think-Aloud is specific enough to help students see the process. Students should mark their papers along with the teacher using red and blue pencils or two different color highlighters.
4. *As an alternative, students can view the text on the computer and highlight the main idea and supporting details in word processing.*
5. Ask the students to work with their Class-wide Peer Tutoring partners to create a summary of the Plymouth Article based on the highlighting.

6. Before they begin to work on the summary, share a scoring rubric to help guide the work (example found on page 9 of this document).

7. Review the scoring rubric carefully and check for understanding.

8. Monitor the progress of each pair to observe how each member of the class is performing. Write down short written notes about student performance to help determine if there are students who may need more explicit instruction and more scaffolding to be able to eventually do the task independently.

9. *If your pre-assessment or observation indicates that you have students who can do this task independently or do it with more complex text, allow them to do the more advanced version rather than participate in the whole group instruction on something they can already do.*

10. Have Rachelle and Carlotta work with Mr. Vogel to reread the text and orally dictate a summary.

---

**Lesson 3**

1. Prior to the lesson, scan the summaries so that they can be projected for the whole class to see. As you project each one, have a member of the team read the summary out loud. Ask Mr. Vogel to ensure that Rachelle or Carlotta are prepared to read their summary out loud. Perhaps send their summary home with them so they might have an opportunity to practice reading it aloud with a family member.

2. Lead a brief discussion of the similarities and differences among the team summaries.

3. Emphasize that each summary may state the information in a different way but all should include a topic sentence, the main idea and critical supporting details using evidence from the text.

4. Then show the students one or two examples of poor summaries and clarify why they are not a good example of summarization.

---

**Lesson 4**

Determine which students need more explicit instruction on how to identify the main idea statement, identify critical supporting details and write a succinct summary. Initially, you may need to have some students do this orally if the writing is a barrier to them learning the skill. Use the small group instruction time to determine exactly where students are experiencing difficulty. Use short passages of informational text that the students can read fluently and/or support students by reading text orally. The goal is to develop the skill rather than to use cognitive energy trying to read a text that they cannot read fluently.

Have other students work in teacher-selected pairs (based on performance) to write a summary titled “Why the English Colonized Jamestown and Plymouth” to integrate the Jamestown Summary and the group Plymouth Summary. The combined summary should explain the reasons and goals the English had for colonizing these areas.

These students can also try their skills using a more difficult passage with multiple paragraphs.
Continued
Instruction in
the Use of
Reciprocal
Teaching

1. As students become proficient with summarization verbally and with easy
text, have them summarize longer and more challenging passages with
multiple paragraphs and more academic language.
2. When students are proficient with summarization, continue to explicitly
teach each of the next strategies in Reciprocal Teaching.
3. As each of the four Reciprocal Teaching strategies is introduced, initially
practice with short, simplified selections that students can read fluently
before applying the strategy to more challenging text.
4. As students become proficient with each new strategy, integrate it with the
other Reciprocal Teaching strategies. Then when the students are
comfortable using the whole process with simplified text or with text that
has been read aloud, have the students practice the process with more
challenging text.
5. The ultimate goal is for students to use all of the Reciprocal Teaching
strategies to improve teacher-led discussions in whole and small group and
improve student-led team discussions of text. Reinforce that the strategies
will also benefit students when they are reading independently and will
help them understand increasingly complex text.
6. Be proactive about determining what needs to be taught to the whole
group vs. what skills need to be taught or scaffolded for a small group or
one or two individual students. To increase the explicitness and intensity of
the instruction lower the size of the group and increase modeling,
demonstration, and scaffolding.

Student Scoring Rubric:

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence</td>
<td>Includes an exceptionally clear and precise topic sentence that reflects all the elements of the passage.</td>
<td>Includes a topic sentence related to the passage.</td>
<td>Topic sentence needs to be more directly related to the topic.</td>
<td>There is not a topic sentence.</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Clearly summarizes the main idea for settling the colony (colonies).</td>
<td>Clearly summarizes at least one main idea for settling the colony (colonies).</td>
<td>Main idea needs further refinement and greater clarity.</td>
<td>The main idea is unclear.</td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Plymouth summary includes two supporting details. Integration summary includes two supporting details for Plymouth and two supporting details for Jamestown.</td>
<td>Plymouth summary includes at least one supporting detail. Integration summary includes at least one supporting detail for each colony or two details for one of the colonies.</td>
<td>Includes less than one detail for each colony.</td>
<td>Includes no supporting details.</td>
</tr>
</tbody>
</table>
Articles used in this instructional plan:

**Jamestown Article**
After hearing of the success of the Spanish, the English were eager to seek their share of riches in the New World. Since the English government could not support such a venture, private merchants formed a plan to establish a colony on the new continent in hopes of striking it rich. According to the plan, a group of London merchants formed two joint-support stock companies called the Virginia Company of Plymouth and the Virginia Company of London. The companies sold shares to many individual investors to raise money to establish a colony. If the colony was successful, all the investors would share in the rewards. The first settlers arrived at Chesapeake Bay in 1617 and sailed up a wide river. They named the river the James River after their king in England. The location they selected for their colony had many advantages and disadvantages. The main advantage was that the settlers should keep watch for any Spanish ships patrolling the coast. They were also well situated for trade with the native peoples. Unfortunately, the land was swampy and filled with mosquitoes. It also lacked good drinking water. Another major disadvantage was that the settlers had joined the company for profit and adventure but knew little about surviving in the wilderness.

**Jamestown Summary**
Like Spain, England wanted to seek riches in the New World. English merchants established the Virginia Company of Plymouth and the Virginia Company of London to establish a colony in America. If the colony was successful, all investors would profit. When the settlers reached their destination, they built a colony along a river near what is now called Chesapeake Bay. The location was good for spotting Spanish ships and trading with native peoples. The land was swampy, however, and the settlers lacked good water and experience living in the wilderness.

**Plymouth Article**
Not all of the early English settlers set their hopes on profit in the New World. A small group who called themselves Pilgrims began the colony of Plymouth so they could follow their religious beliefs without persecution. In England, the Pilgrims strongly disapproved of the Church of England and were often attacked for their beliefs. They moved to the Netherlands where they could worship freely. However, they found it hard to earn a living and their children were influenced by the Dutch. In 1620, the Pilgrims decided to move to America to establish a colony based on religious freedom. After sailing aboard The Mayflower for several months, the Pilgrims landed at Cape Cod. Since they arrived in the winter, the first season was especially hard on the Pilgrims and almost half of them died. Later, they got help from the Native Americans in the area that taught them how to hunt the forest, where to fish and how to grow corn. The Pilgrims celebrated the help of the Native Americans the following harvest, which became known as the first Thanksgiving. While they remained a poor community, the Pilgrims were content in their belief that God put them in America to live in a truly Christian community.