**Application for ELLs - Summarizing and Note Taking**

**Summarizing**

Summarizing needs to be explicitly taught rather than assigned to help ELLs understand text patterns and recognize signal words to help improve reading and writing skills (Hill & Flynn, 2006).

* Students keep, delete, & substitute information - Teachers should accompany steps with nonlinguistic representations to support beginning English proficiency levels access content.
* Students must analyze the information at a deep level - Teachers should point out what is important and what is not to support all English proficiency levels analyze information.
* Students must be aware of text structures and patterns - Teachers should offer visual examples of text patterns using graphic organizers and other sheltering strategies, such as gestures, clear explanation.

**Note-taking**

Note taking also needs to be explicitly taught and can be adapted to [language acquisition stages](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/Profile_Descriptors.pdf) with varying portions of words versus pictorial representations.

* One method is using teacher-prepared note hand-outs - Teachers should give clear examples of what information or key points are important
* Vary the formats of note taking instruction.
	+ Informal outlines, webbing, or combination notes (see below) help ELLs
	+ Color coding for note information is important and helpful for ELLs to organize and remember information (Supported by GLAD, SIOP, Step Up to Writing, Systematic ELD)
		- It's helpful to keep color-coding consistent throughout a unit or even throughout your building (eg. always use green for verbs and red for adjectives, etc.) to aid recall as well as not to confuse students.
* [Combination notes](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/Combination_notes_sample.pdf) are a good way to differentiate between the proficiency levels (see link connected to language acquisition stages for descriptors). Combination notes combine linguistic and non-linguistic (pictures, symbols, etc.) representations of concepts

**Ideas & Strategies - Summarizing and Note Taking**

**Summarizing**

*Important tip*: Students need to be shown how to use the various note frames or templates. Do ***with*** them (guided practice) to model using frames & picking out important ideas. It is also important to give students plenty of practice picking out or identifying the main idea of a paragraph. Main idea practice helps students begin to summarize.

* Narrative Summary- Utilized for Intermediate Upper Elem., based on Narrative Frame; model with students how to string ideas together into paragraph form.
* Primary Narrative Summary- Sentence frame for topic sentence to guide early intermediate, in "Step Up to Writing" outline format.
* Definition Frames- Appropriate for expository reading, probably intermediate and above proficiency level.
* [Argumentation Frame](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/The_Argumentation_Frame.pdf)s - Appropriate for persuasive texts
* [Problem Solution Frame](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/The_Problem_Solution_Frame.pdf)s - Appropriate for fiction or nonfiction
* Math work mats- Appropriate for use with manipulatives
* Money Summary: Students get a dollar amount. Each word costs money. For example, a student has $2.00 to spend, and each word costs 10 cents, except ***a***, ***an***, and ***the*** are free. The goal is to come up with the overall main idea of a short reading section without going over the dollar amount. (explanation from Step Up To Writing)
* [Summary rubric](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/Summary_Rubric.pdf)s

**Note-Taking**

*Important tip*: Be sure to model and allow multiple opportunities for practice of whichever note style you choose to teach. Also, remember that not every type of note style works for every student.

* Illustrated Notes- Individual or partners summarize new information by drawing or sketching in a picture form.
* T-Charts- for comparing/contrasting ideas/content
* Cornell Notes
* Interactive Journals- for response to literature
* Expert Groups- done in small groups with teacher modeling sketching of pictorial notes
* [Classroom Agreements](http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/StepUpNotesAgrmt.JPG)- color coding notes for topic, key ideas, details & conclusion