**Goal 2 Intervention:  *Summary Writing***

According to research, one of the strongest strategies to support long-term understanding of complex mathematics material is summarize and reflect on content in writing. This has been shown to directly impact student performance in mathematics communication and performance.[[1]](#footnote-1)

***What is it?***

* Condenses and paraphrases main point and key information of lecture, text, video
* Gives the GIST, main ideas presented in notes and questions
* Addresses the Essential Question of the lesson
* Includes important content and lesson-based vocabulary

***Where is it done?***

* At the end of Cornell notes
* After listening to a lecture, watching a video, or reading a text selection
* As a chapter or section summary for a textbook
* As part of a Chapter/Unit Reflection
* As an “**Exit Slip**” to be used for formative assessment

***Why is it done?***

* To highlight the major points from the original text and to process information from the notes
* By synthesizing information from the text and notes, the students internalize the learning and help move it to long-term memory

***When is it done?***

* As part of notes, within 24 hours of learning the material/process to be summarized
* Immediately after direct instruction, before beginning a student activity for ***formative assessment or flexible grouping***
* At the end of reading a section or chapter of text (***blends well with text-marking procedure***)
* After reading an article or current event
* After viewing a video
* As an exit slip for ***formative assessment***
* After marking a text to prepare for Socratic Seminar or Philosophical Chairs Debate
* After Socratic Seminar as a reflection activity
* As the “***L***” column in a KWL activity

***How is it done?***

* **Most basic, functional summary of notes or text: GIST Summary**
  + **A GIST summary should:**

1. **Explain what you are summarizing.**
2. **Describe the concept you are learning.**
3. **Highlight or list five key phrases/words that encompass the message of the text.**
4. **Use your five key phrases/words to write three to five complete sentences summarizing the text or your notes.**
5. **Check your summary to be sure the details support the topic and the concept in your notes.**

1. Brookhart, S. (2010). How to Assess Higher-Order Thinking Skills. Alexandria: ASCD.

   Ching, K., & Gill, T. (2003). Algebra Tutorial: A Guide for AVID Coordinators and Tutors. San Diego: AVID Press.

   Donohue, J., & Gill, T. (2009). The Write Path II: Mathematics. San Diego, Ca.: AVID Press.

   Ebbinghaus, H. (1885). Memory: A Contribution to Experimental Psychology. Berlin.

   Pauk, W., & Owens, R. J. (2008). How to Study in College. Boston: Houghton Mifflin Company.

   Wormeli, R. (2005). Summarization in Any Subject. Alexandria: ASCD. [↑](#footnote-ref-1)