

# 5 Steps to Summarizing Nonfiction Texts

Making language visible for ELLs



The goal of this infographic is to share a process that helps make the process of summarizing nonfiction texts and complicated concepts more accessible for ELs.

## Research says

### The Need



Teaching academic language is imperative to helping ELs academic success (Freeman & Freeman, 2008; Zwiers, 2008; Frances, et. al., 2006).

### Our Role



It is our responsibility as EAL educators to explicitly teach academic language, in particular command terms, to develop ELs' academic language skills (Valdés, 2001).

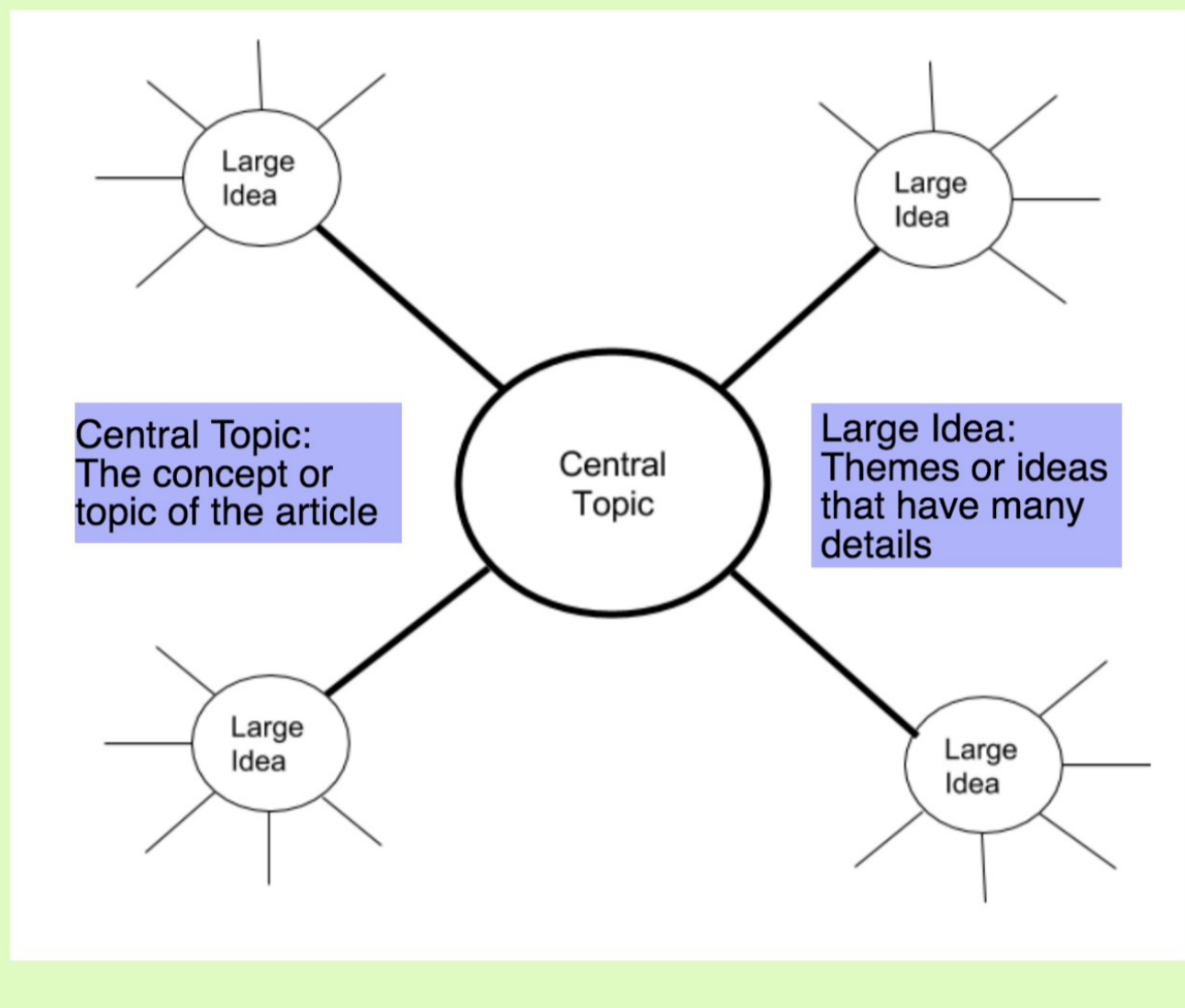
### Summarize

To summarize is to "Give a brief statement of the main points (of something)" (Google).

## The Process

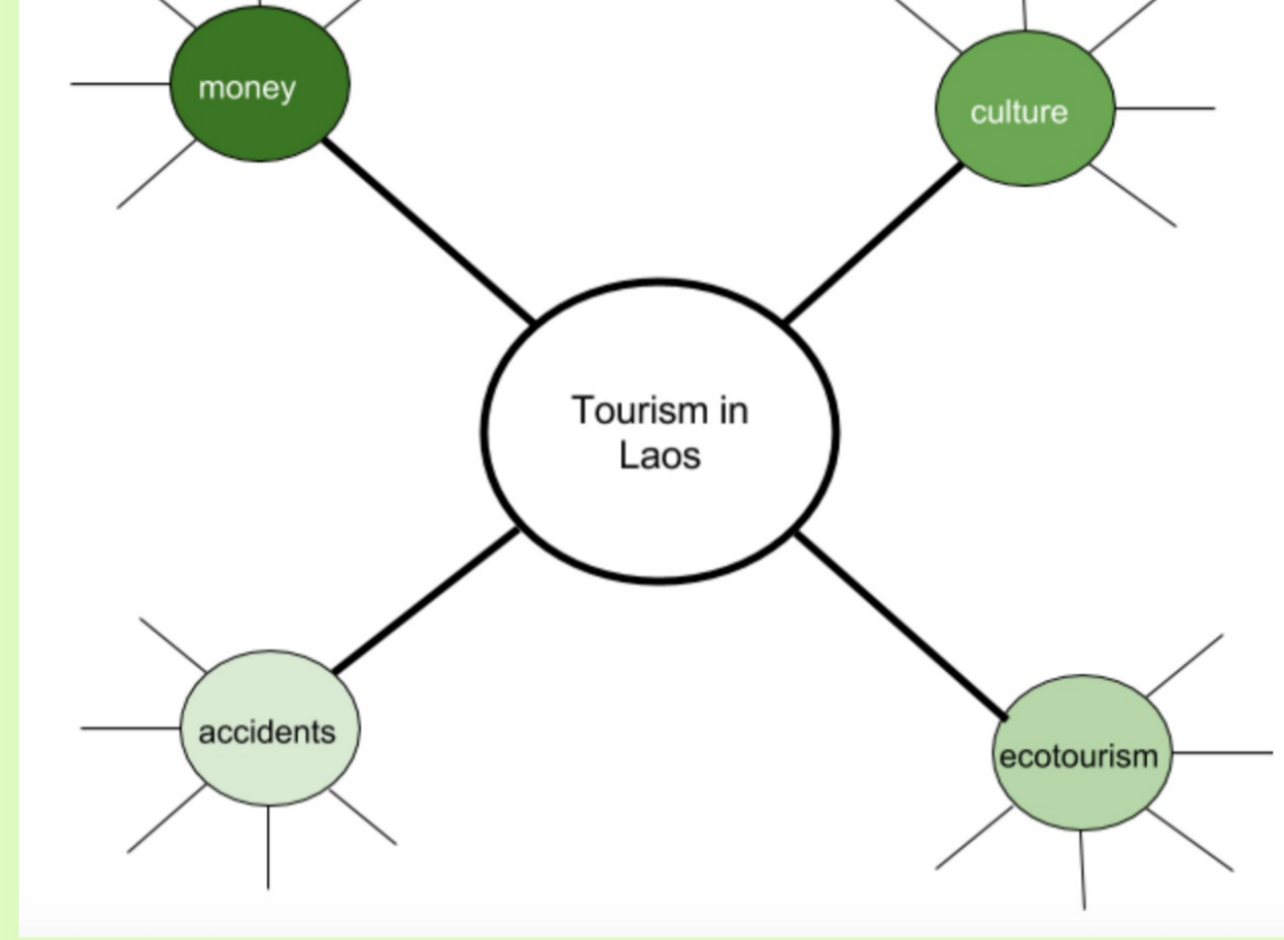
### 1 Outline the Mind Map

Provide ELs with this mind map and explain that they will use it to accurately summarize nonfiction texts and concepts.



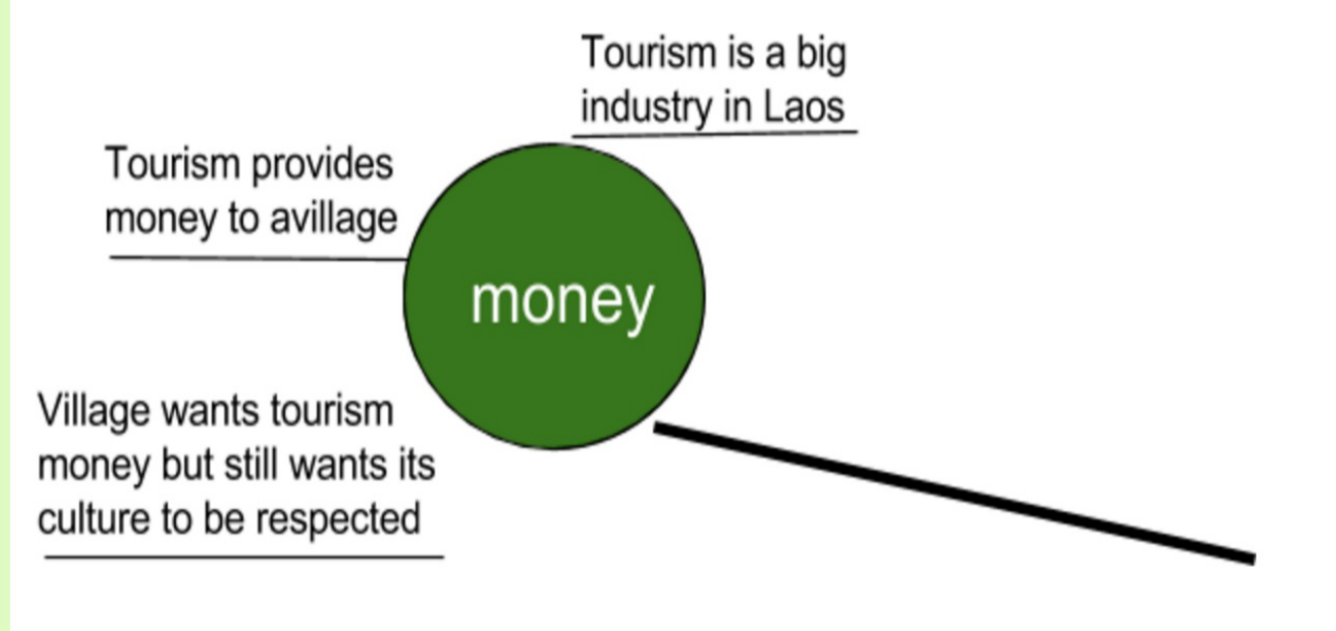
### 2 Identify Large Ideas

Identify the various concepts that are connected to the text



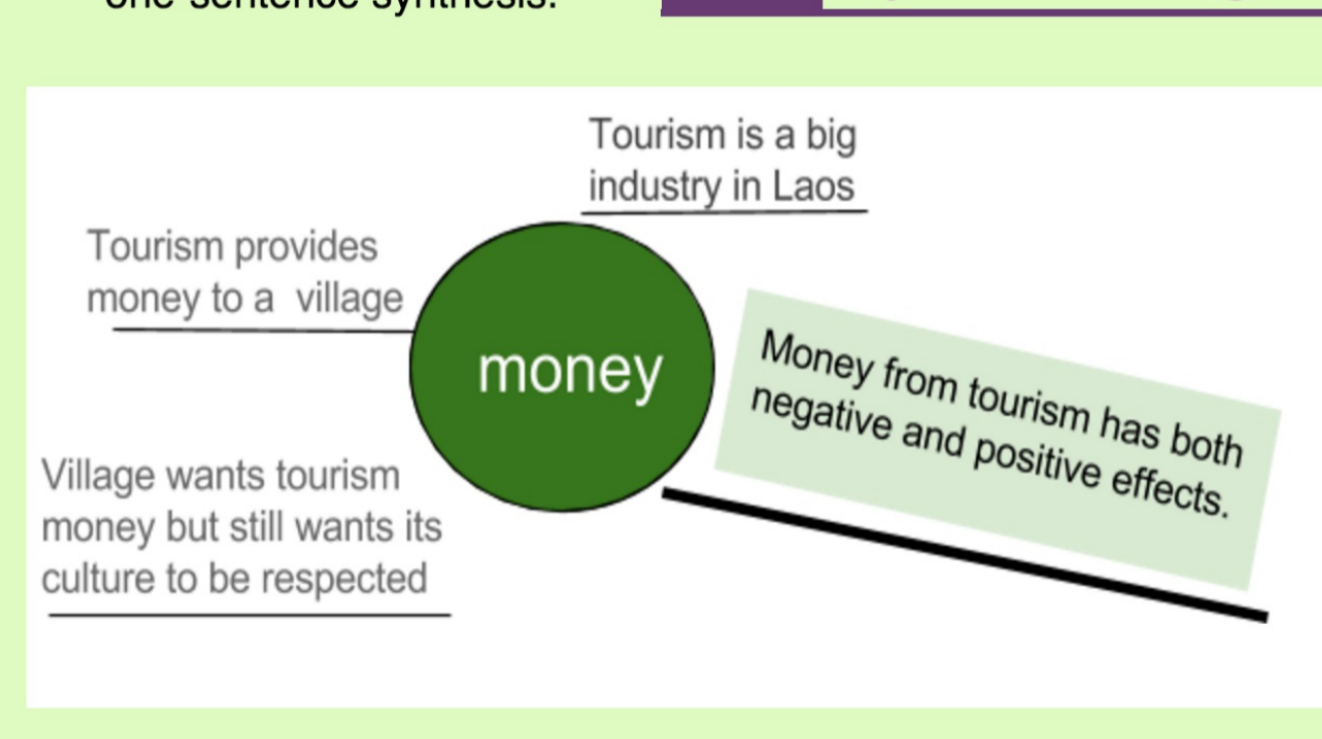
Identify text-based details that are associated with the "Large Idea".

### 3 Identify Details



ELs form the connections between the details to create a one-sentence synthesis.

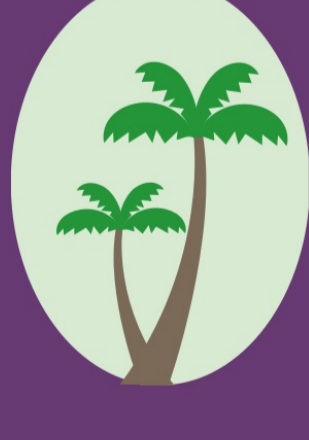
### 4 Synthesize Large Ideas



Repeat steps 1-4 until all the Large Ideas and their details are filled

### 5 Write the Summary

Help the ELs find the connection between all the one sentence syntheses to produce a cohesive summary.



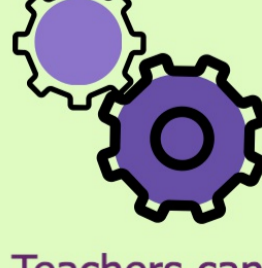
## Takeaways



1. Summarizing is an important academic skill to master.



2. ELs can be taught to summarize rigorous academic text.



3. Teachers can cultivate master of this skill by using structures that explicitly teach the process.

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Freeman, Y. S., & Freeman, D. E. (2008). Academic language for English Language Learners and struggling readers: How to help students succeed across content areas. Portsmouth, NH: Heinemann.

Francis, D. J., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston for the Center on Instruction.

Valdés, G. (2001). "Understanding language in schools" ... Learning and not learning English. NY: Teachers College Press.

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms, grades 5–12. San Francisco, CA: Jossey-Bass.