

## Self-Questioning Summarization Strategy

Wong, B.Y.L., Wong, R., Perry, N., & Sawatsky, D. (1986). The efficacy of a self-questioning summarization strategy for use by underachievers and learning disabled adolescents in social studies. *Learning Disabilities Focus*, 2(2), 20-35.

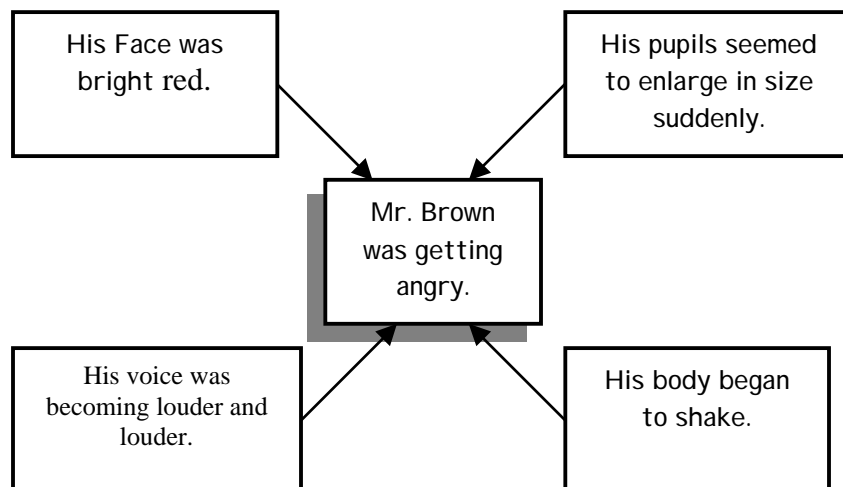
This reading comprehension strategy is a self-questioning summarization strategy that was developed to aid student learning and retention of social studies text materials. It is essentially an executive routine to direct their use of summarization skills to social studies materials, although it may be used in other content areas. This strategy involves *first*: teaching students to **identify main ideas in single paragraphs**, *second*: **summarization of single paragraphs**, and *third*: **application of the skills**.

### Identification of a main ideas in paragraphs

1. The main idea is the most general statement in the paragraph. It should explicitly explain the general topic.
2. Most of the other sentences should refer to it.
3. Most of the other sentences should elaborate or qualify this statement.
4. Covering the main idea sentence, the teacher asks the student to find out whether the remaining sentences make sense. This rule is to help students grasp that when they remove the main idea sentence, the semantic (meaning) integrity of the paragraph collapses. The students can use this additional rule to self-check or self-test whether or not they have found the main idea.

(Aulls, 1978)

Figure 1 *Diagram to Illustrate Teaching of Main Idea*



- Start with simple paragraphs, and after students have mastered those move on to more complex paragraphs, always doing the following:
  1. Teachers direct instruction on a simple paragraph
  2. Both teacher and student work together on a paragraph
  3. Students work independently with the aid of a prompt on which the four rules are typed out.
  4. Teachers provide corrective feedback after the student has completed a paragraph independently.

## Summarization of paragraphs

- Start with simple paragraphs, and after students have mastered those move on to more complex paragraphs.
- Using the Summarization form to record information:
  1. Locate the main idea sentence
  2. Rewrite in their own words as much as possible
  3. Add to it important details
- Teachers should start out by modeling the process by thinking aloud as they go.

Figure 2 Summarization Grid Used in Teaching Summarization

Name:	_____
Chapter title:	_____
Main Section Title:	_____ _____
Subsection (    ):	_____
	Main idea sentences (s) _____ _____ _____
	Important details (a) _____ (b) _____ (c) _____ (d) _____
Summary Sentence:	_____ _____ _____

## Application of the summarization strategy

- The teacher provides the students with a self-questioning prompt on which six questions are typed out on a summarization form, and is given a content driven paragraph with which to work.

### Six questions:

1. In this paragraph, is there anything I don't understand?
  2. In this paragraph, what's the most important sentence (main idea sentence)? Let me underline it.
  3. Let me summarize the paragraph. To summarize, I rewrite the main idea sentence, and add important details.
  4. Now, does my summary statement link up with the subheading?
  5. When I have written summary statements for a whole subsection:
    - a. Let me review my summary statements for the whole subsection.
    - b. Do my summary statements link up with one another?
    - c. Do they all link up with the subheading?
  6. At end of an assigned reading section: Can I see all the themes here? If yes, let me predict the teacher's test question on this section. If no, let me go back to step 4.
- After students have these skills mastered they can apply it to specific curriculum materials.

### *Additional References*

Aulls, M.W. (1978). *Developmental and remedial reading in the middle grades*. Boston: Allyn and Bacon.