

<b>Grade and Content Area</b>	Grade 5 Writing
<b>Lesson Title</b>	Using Important Events to Summarize Literary Text
<b>GLE</b>	<b>W-5-2.2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</b> Summarizing key ideas
<b>Context of the Lesson</b>	<p>Students have had a few opportunities to summarize text orally in whole class and small group situations. Up to this point, the class has worked on determining importance and recording important events in fictional texts. Many students reverted to their background in retelling by adding many unnecessary details to their lists of important events. From this action, it is evident that the differences between summarizing and retelling need to be emphasized. Before teaching this lesson, the teacher modeled how to list the important events and remaining story elements (i.e. setting, main characters, and problem) using a short text. Today, the teacher will be showing the students how to write a concise summary of the text using those story elements. During this guided practice stage, the teacher will be providing scaffolded instruction through conferences and small groups meetings.</p> <p>This lesson is intended to be part of an ongoing series of lessons to extend students' summarizing skills. Once the students have met the expectations for writing a summary with a picture book, the teacher will model how to write a summary using a longer text (novel).</p>
<b>Opportunities to Learn</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Polacco, P. (1996). <i>Aunt Chip and the Great Triple Creek Dam Affair</i>. New York: Philomel.</li> <li>• Completed Summarizing Thinksheets</li> <li>• Overhead projector</li> <li>• Overhead transparency of completed Summarizing Thinksheet</li> </ul> <p><b>Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• Students have had some experience summarizing text orally.</li> <li>• Students who have had difficulty summarizing orally and determining important events will be closely monitored.</li> </ul> <p><b>Differentiation of Instruction</b></p> <ul style="list-style-type: none"> <li>• Students who have struggled with determining importance in previous lessons will be monitored more closely and will be pulled aside during the guided practice portion of the lesson to provide additional support and clarification.</li> <li>• Students who have demonstrated high levels of understanding in determining importance in the previous lesson will be encouraged to write using complex sentences.</li> </ul>

<p><b>Opportunities to Learn Continued</b></p>	<p><b>Depth of Knowledge</b>  <i>Level 2 (Basic Reasoning)</i>  Writing summaries that contain the main idea of a reading selection and pertinent details</p> <p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to participate in group discussion during the mini-lesson.</li> <li>• Students will use "turn and talk" to discuss their ideas about summarizing.</li> <li>• Students work with partners to conference.</li> </ul>
<p><b>Objectives</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between a retelling and a summary.</li> <li>• Define summarizing.</li> <li>• Group important ideas so that they are similar to the author's sequence</li> <li>• Construct a well-written and concise summary using previous story elements.</li> </ul>
<p><b>Instructional Procedures</b></p>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. "A three-year-old describes a movie to her friend by explaining scenes and things that were said in great detail. This child feels it necessary to leave nothing out in reporting the movie to the friend. Now, an adult sees a movie and describes it to her friend by telling her the gist of the movie. She does not give too much away; rather she describes the highlights of the movie. How can we compare these two ways of telling? What can we name them?"</li> <li>2. "What does it mean to summarize? Turn and Talk with a partner to come up with some good definitions or ways to describe a summary." The class discusses different ways to describe summarizing in order to refresh students' thinking and prepare them for their work.</li> <li>3. "You should each have your important events and story elements filled out for Aunt Chip with you today. Now let's think about how we will use the Summarizing Thinksheets to help us write summaries."</li> </ol> <p><b>Engagement</b></p> <ol style="list-style-type: none"> <li>1. The teacher will model how to begin her summary (think aloud) using setting and main characters with the first important event listed on teacher Summarizing Thinksheet. Students will copy what she writes on the overhead. For example, "I know that my first sentence is very important for two reasons: first, I have to grab my reader's attention, and secondly, I have to set the scene for the story. How can I combine some of the setting and the main character with the first important event that happens in the story?"</li> </ol>

<p><b>Instructional Procedures Continued</b></p>	<ol style="list-style-type: none"> <li>2. The teacher will ask students to tell her what her next step may be.</li> <li>3. The class will discuss how sentences need to flow and make sense. "Sometimes, we may realize what seemed important before, may not be necessary in a summary. We may also realize that we need to include some words or phrases to make the summary flow and make sense to the reader."</li> <li>4. "Who would like to come to the overhead and try to write the next sentence?" The teacher will make sure to choose a student who has had success summarizing orally to represent a good model for students to learn from. As the student thinks aloud and models for the class, the teacher will sit with the students and encourage the students to provide feedback to the student who is modeling. "Is the sentence that (student's name) wrote sequentially correct? Does it flow with the sentence before it? Does it make sense?" If the student struggles while at the overhead, the teacher should ask him or her if they would like assistance from a peer.</li> <li>5. The teacher will then ask a different student to take over for the next sentence. The teacher will provide guidance to the students by describing the strategies that the student is doing well.</li> <li>6. "Now, I'd like each of you to have a go. You all have a start to your summary, try to continue writing your summary by referring to your Summarizing Thinksheet and the work that we have done so far together. I will be here to help you in any way that I can. Do your best."</li> <li>7. The teacher will stop the students after about ten minutes of individual work. She will tell the students to share their summary thus far with a partner to get feedback.</li> <li>8. Meanwhile, the students who struggled with the summary writing will meet with me at the back table for additional support. <ul style="list-style-type: none"> <li>o The teacher should ask those students to bring their summary and Summarizing Thinksheets with them to the group.</li> <li>o "How's it going? What's been difficult for you?"</li> <li>o The teacher should ask a student to share his or her summary so that the group can provide feedback as a team. By discussing a summary as a group, the students are more likely to learn from others' struggles.</li> <li>o Students work to finish their summaries.</li> </ul> </li> </ol>
	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. "How many of you learned something during your peer conference?" Ask students to share specific feedback that helped them with their summary.</li> <li>2. "What was most difficult about writing this summary? What went well?"</li> <li>3. "Remember, a summary is like telling or writing the 'gist' of something. It should be the shortened version."</li> </ol>

<p><b>Instructional Procedures Continued</b></p>	<p>4. The teacher should ask the students to explain what a summary should NOT be. For example, a summary should not include direct quotes or dialogue. It should not be the same length as the original, nor should it include too many details.</p> <p>5. "We will have time to finish these summaries tomorrow. Next week, we will think about how we can summarize a longer text, such as the novel we are reading together."</p>
<p><b>Assessment</b></p>	<p>1. The teacher will informally assess students' understanding by monitoring their participation and individual work.</p> <p>2. At the end of the period, the teacher will collect the summaries as they are. She will review them overnight, and return them to the students the following day with additional feedback. The feedback should be aligned to the criteria from the rubric, so that students clearly understand the expectations. After reviewing the students' work-in-progress, the teacher will be able to determine if students need additional small group support.</p> <p>3. When students have submitted their completed summaries, the teacher will utilize the district created narrative summary rubric.</p>
<p><b>Reflections</b></p>	<p><b>Student Work Sample 1 – Approaching Proficiency</b>  This student had an understanding of a summary, and was able to determine and include some story elements such as setting and main characters. However, s/he was unable to identify all of the important events in the story, and left out the solution. The teacher will provide this student with additional modeling using different texts. The teacher will create a visual bookmark identifying the necessary components of a summary and highlight those that s/he has left out in previous summaries (solution, important events from beginning, middle, and end).</p> <p><b>Student Work Sample 2 – Proficient</b>  This student clearly understands how to summarize, however s/he added unnecessary details and occasionally misinterpreted the author's sequence. At this point, the teacher would think that this student is ready for the next step, which is to summarize a longer and more complex text. The teacher will monitor the student and confer with him/her to insure that s/he is not including too many details in the summary.</p> <p><b>Student Work Sample 3 – Exceeds Proficiency</b>  This student was able to determine importance in text and convey that understanding in a well-structured piece of writing. The student's summary included all of the most important events, so that a reader would have a good understanding of the text without having read it before. The teacher will challenge the student by encouraging him/her to share his/her thinking about how to summarize with his/her peers. This would help the student to extend his/her proficiency in summarizing by thinking metacognitively.</p>

**Reflections  
Continued**

**Lesson Implementation**

I feel that my lesson met the objective of allowing students to identify key ideas to summarize narrative text. When modeling how to summarize, I highlighted the important components of a successful summary, which are included in the rubric. Students were shown the rubric, and asked to score fifth grade summaries from previous years in order to understand what is expected of them.

By analyzing the student work, I observed that most students were at least proficient at summarizing a short narrative text. However, some students struggled with the task, so I will continue to pull these students into small groups to provide them with additional practice.

Modifications such as conferring and pulling students into small guided writing groups worked well, because those students needed a forum to listen to the struggles of their peers, and receive additional guidance to their specific needs. As these students were engaged in small group work, the remaining students were working to complete their summaries.

Because we have discussed the idea of summarizing before, most of the students were able to understand the meaning or purpose of summarizing. The difficult part of the lesson for most students was how to form cohesive sentences that highlighted the important events of the story. They struggled with the decision making of determining importance as opposed to interesting details.

The next lesson will be an easy transition because the students know the procedure that is expected of them. I will model how to write a summary of a novel, and invite them to write one with my support and guidance.

I will provide additional support in small guided writing flexible groups by using the various indicators on the rubric. For example, if I notice that a group of students had difficulty staying in line with the author's sequence, I would pull a small group to model how to sequence events.

I learned that most students struggle with determining the most important ideas, and sometimes feel the need to add details. The next time that I teach this lesson, I will stress that the students reread the summary to ensure they have not included too many details.

I feel as though I have grown as a teacher from this lesson. This lesson confirmed the difficulty that students continue to encounter when finding the big idea in text. This was the first time that I utilized students to do reciprocal teaching to demonstrate summarizing, and the class seemed to respond well to learning from their peers. I will continue to use students in different roles so that they can become more reflective of their thinking and learning. Students who were not modeling their thinking in front of the class can strive to become proficient in a different area of writing for future reciprocal teaching.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

### District Summary Writing Rubric for Narrative Text

	1	2	3	4
<b>Important Events and Details</b>	Includes few important events and/or many unimportant details.	Includes some important events and both important and unimportant details.	Includes most important events and details.	Includes all important events and important details.
<b>Story Elements (characters, setting, problem, solution)</b>	Contains no mention of story elements.	Contains few story elements.	Contains most story elements.	Makes clear, purposeful reference to all story elements.
<b>Sequence of Events</b>	Does not reflect story sequence.	Is somewhat in sequence.	Is mostly in sequence.	Is completely in sequence.
<b>Balance and Text Structure</b>		Weight given to beginning, middle, or end does not reflect story structure.		Weight given to beginning, middle, and end accurately reflects story structure.
<b>Sentence Structure and Style</b>	Sentence structure is awkward.	Sentence structure is fair but awkward at times.	Most sentences are well formed. Some elements are combined to form more concise statements.	Sentences are well constructed. Compound structures are used to write a clear and concise summary.
<b>Specificity of Key Story Elements (characters, setting, important details)</b>	Names no key story elements.	Names few key story elements using proper or specific nouns.	Names most key story elements using proper or specific nouns.	Names all key story elements using proper or specific nouns.
<b>Conventions</b>	Contains many intrusive errors in spelling, punctuation, and usage.	Contains some intrusive errors in spelling, punctuation, and usage.	Contains a few minor errors in spelling, punctuation, and usage.	Demonstrates mastery of spelling, punctuation, and usage. May contain occasional lapses as student attempts complexities in ideas or style.

- 25–28 = Exceeded standards
- 18–24 = Achieved standards
- 14–17 = Nearly achieved standards
- 7–13 = Below standards

Score: \_\_\_\_\_

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

## Summarizing Thinksheet

### Important Events:

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### Setting:

Where: \_\_\_\_\_

When: \_\_\_\_\_

### Characters who are important enough to be included in a summary:

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_