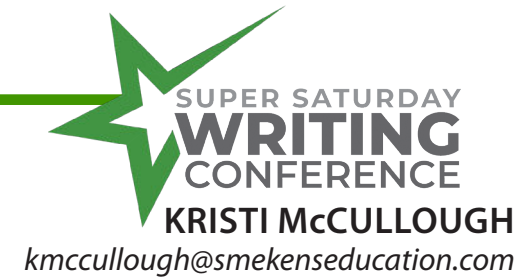




Advance from Retelling to Summarizing to Main Idea



Move across the literature standards.

KEY DETAILS	RETELLING	SUMMARY	TRAITS	THEME
<p>FOCUS: Recognize and recall text details per story element.</p> <p>STRATEGY INSTRUCTION</p> <ul style="list-style-type: none"> • Problem • Solution • Character • Setting 	<p>FOCUS: Retell in order, providing key details for each story element.</p> <p>STRATEGY INSTRUCTION</p> <ul style="list-style-type: none"> • <i>Storyboard</i> • <i>Ride the Story Plot</i> 	<p>FOCUS: Summarize only the most important details in order.</p> <p>STRATEGY INSTRUCTION:</p> <ul style="list-style-type: none"> • <i>Somebody...wanted...but... so... then</i> 	<p>FOCUS: Track a character from beginning to end to infer traits.</p> <p>STRATEGY INSTRUCTION</p> <ul style="list-style-type: none"> • <i>Character Tracker</i> • Traits v. Feelings • <i>Character Web</i> 	<p>FOCUS: Infer the author's message through the changing of the character.</p> <p>STRATEGY INSTRUCTION</p> <ul style="list-style-type: none"> • <i>Character Change Chart</i> • 3 Lesson Types • Lessons v. Themes • Thematic statements
<p>Grades K-1 RL2, RL3 Retell familiar stories, including key details... Identify characters, settings, and major events in a story.</p> <p>Grades 2-3 RL1, RL2 Recount stories... and key details...</p> <p>Grade 4 RL3 Describe in depth a character, setting, or event...</p>		<p>Grades 4-6 RL2 Summarize the text.</p> <p>Grades 7-12 RL2 ...Provide an objective summary.</p>	<p>Grade 3 RL3 Describe characters... (e.g., their traits, motivations...)</p> <p>Grade 4 RL3 Describe in depth... a character's thoughts, words, or actions.</p> <p>Grade 5 RL3 Compare... characters...in a story...</p> <p>Grade 5 RL2, Grade 6 RL3 Determine how characters... respond to challenges...</p> <p>Grade 7 RL3 Analyze how particular elements... interact... (e.g., shapes the characters...).</p> <p>Grade 8 RL3 Analyze how... dialogue or incidents... reveal aspects of a character...</p> <p>Grades 9-10 RL3 Analyze how complex characters ... interact...</p> <p>Grades 11-12 RL3 Analyze ... how characters are... developed.</p>	<p>Grade 1 RL2 ...Demonstrate understanding of central message or lesson.</p> <p>Grades 2-3 RL2 ...Determine central message, lesson...</p> <p>Grades 4-10 RL2 Determine a theme or central idea.</p> <p>Grades 11-12 RL2 Determine 2 or more themes or central ideas...</p> <hr/> <p>Grade 2 RL3 Describe how characters in a story respond to major events and challenges.</p> <p>Grade 3 RL3 ... Explain how character actions contribute to the sequence of events.</p> <p>Grade 4 RL3 Describe in depth a character... (e.g., a character's thoughts, words, or actions).</p> <p>Grade 5 RL2 Determine how characters... respond to challenges...</p> <p>Grade 6 RL3 Determine how characters... change...</p> <p>Grade 7 RL3 Analyze how particular elements... interact (e.g.,... shapes the characters or the plot).</p> <p>Grade 8 RL3 Analyze how... dialogue or incidents... provoke a decision.</p> <p>Grades 9-10 RL3 Analyze how complex characters ... develop the theme.</p> <p>Grades 11-12 RL3 Analyze ... author's choices regarding...how characters are developed.</p>

SPIN-OFF SESSION

WRITE ABOUT THE TEXT | Session 3:
Summarize content-area information.



WRITE ABOUT THE TEXT

Advance from Retelling to Summarizing to Main Idea

KEY DETAILS

Recognize & recall text details per story element.

Text details that indicate **PROBLEM** or **CONFLICT**:



MAN v MAN

- Someone is lost or hurt.
- Something is broken or missing.
- Someone is upset.

MAN v SELF

- Someone is being naughty.

MAN v NATURE

- Someone is in danger.

Text details that reveal the **SOLUTION** or **RESOLUTION**:



- Something happened.
- Someone helped.
- Something changed.
- Time passed (i.e., resolution).

Text details that reveal **CHARACTER**:



PHYSICAL DESCRIPTION:

- LOOK— person, animal, cartoon/imaginary, gender, age, size, shape, skin, hair, clothes



CHARACTER DEVELOPMENT:

- DO— job, title, actions, reactions, choices, decisions
- SAY— speech bubbles in illustrations, dialogue, narrated conversations, written communication, texts
- THINK— thought bubbles in illustrations, wonderings, feelings, fears, worries, wishes, wants, dreams, goals, hopes

Text details that reveal **SETTING**:



WHERE:

- A physical building
- Geographic region
- Surrounding activity (e.g., sights and sounds)

WHEN:

- Time of day
- Time of year, holiday, season, weather
- Time of life
- Era, culture, mood, tone
- Universal (e.g., *one day, one morning*)

Recognize if the story elements are **REALISTIC** or **FANTASY**.

RETELLING

Retell the story in order, providing key details for each story element.

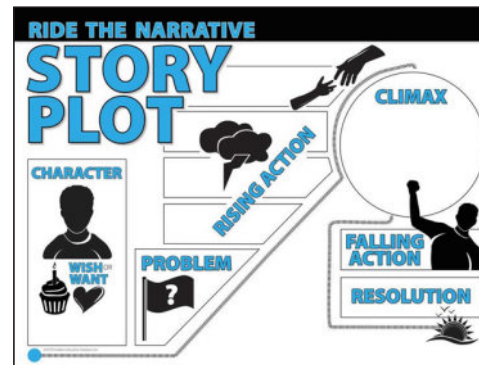
Introduce **PLOT** as the problem + the solution.

Connect the individual story elements to their place within the **Story Structure**.

- Exposition/Beginning
- Conflict
- Rising Action
- Climax
- Falling Action
- Resolution/Denouement

Identify setting and main character(s).
Identify the problem.
Identify the solution.

Identify setting and main character(s).	
Identify the problem.	Add tension. Describe the problem getting worse/bigger.
Identify the solution.	



SUMMARY

Summarize only the most important details in order.

Reveal the most **important details** to provide a concise and **objective** summary.



(Somebody)
wanted...
but...
so...
then...

Somebody, Wanted, But, So, Then	
Who is the story about?	
What does the character want to do?	
What happened?	
What did the character try to do?	
How was the problem solved?	

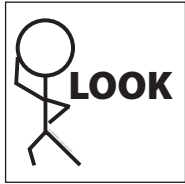
WRITE ABOUT THE TEXT

Advance from Retelling to Summarizing to Main Idea

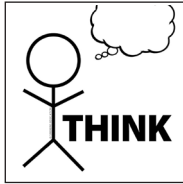
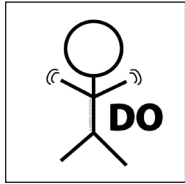
TRAITS

Track a character from beginning to end to infer consistent traits.

Clarify character **DESCRIPTION** from character **DEVELOPMENT**.



How they look.



How they act.

Clarify character **FEELINGS** from character **TRAITS**.

FEELINGS are <i>fleeting</i>	TRAITS are <i>tried & true</i>
joyful amused helpful satisfied proud sad guilty hurt abashed depressed miserable lonely bored mad jealous stubborn angry frustrated enraged furious irritated scared rejected confused discouraged embarrassed nervous	energetic playful creative dreamer delightful friendly extravagant daring adventurous curious funny humorous carefree generous cheerful powerful fearless patriotic confident bold independent ambitious courageous loyal intelligent optimistic respected hard-working content humble perceptive thoughtful respectful responsible cooperative serious loving trusting honest sentimental nurturing thankful bashful timid shy glib inferior apathetic lazy demanding hostile rude conceited disagreeable selfish hateful critical skeptical mischievous troublemaker cunning helpful submissive gentle weak clumsy insecure foolish anxious naive

Grade Level	Recommended Character-Trait Vocabulary
K	brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked
1	arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, glib, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise
2	argumentative, bold, careless, conceited, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable
3	admirable, appreciative, caring, demanding, inclusive, egotistical, innocent, insensitive, irritable, modest, persistent, prudent, unambitious, rash, sensitive, spiteful, sympathetic, tolerant, trustworthy, unsympathetic
4	assertive, cordial, cunning, defiant, fickle, haughty, hesitant, indifferent, meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising
5	apprehensive, compliant, corrupt, cross, deprived, dignified, discreet, docile, ethical, frank, glum, ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen
6	abrupt, amiable, callous, candid, cantankerous, capricious, confrontational, cynical, devoted, eloquent, erratic, forlorn, gallant, impish, incredulous, pitiless, uncooperative, unflappable, unyielding, whimsical

Track the Do, Say, Think of a single character.

Character Tracking

DO
 SAY
 THINK

BEGINNING:		
MIDDLE:	MIDDLE:	MIDDLE:
END:		

Support a character trait with **textual evidence** on a *Character Web*.

EVIDENCE FROM THE BEGINNING OF THE TEXT

Proof: Proof: Nobody was able to swing, kick, or bounce until Jean did all of these things. She pushed, smooched, and hammered them.

EVIDENCE FROM THE MIDDLE OF THE TEXT

Proof: She growled at the students on the playground. She bullied the playground crew.

Character Web

Book Title: The Recess Queen Character Name: Jean

Author: Alexis O'Neill Character Trait: Disrespectful

EVIDENCE FROM THE MIDDLE OF THE TEXT

Proof: She raced kids on the playground.

EVIDENCE FROM THE END OF THE TEXT

Proof: She chased kids around the playground.



WRITE ABOUT THE TEXT

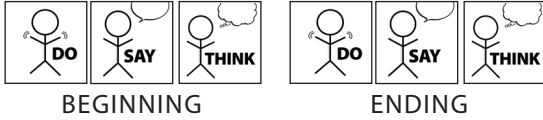
Advance from Retelling to Summarizing to Main Idea

THEME

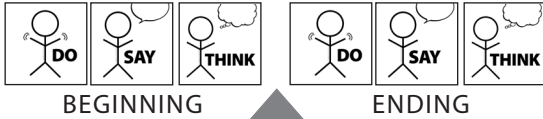
Infer the author's message through the changing of the character.

Analyze character actions *across* the text.

CHARACTER **TRAIT**: He acts consistently.



CHARACTER **LESSON**: He acts differently.



What did he learn?

*Why did he change?
What caused the change?
What did he realize?*

Identify the pivotal moment.

- What choice did the character make?
- What mistake did the character make?
- How did the character act right after?
- What did the character feel badly about?

Define a "lesson."



Explain that authors don't *tell* lessons—they *teach* them.

the message the author teaches **ME**

Introduce the **3 LESSON CATEGORIES**.

Authors Teach LESSONS		
about ME	about OTHERS	about LIFE
Believe in yourself. Be confident. Overcome the fear of failure. Take risks. Never give up—persevere.	Be kind to others. Don't hurt others. Be gentle. Be courteous/polite.	Don't trust everyone. Some try to trick/hurt you. Be careful. Be aware of danger signs. Ignorance can be dangerous.
Value yourself. Be yourself. Don't be fake/pretend/hide. Like yourself (self-acceptance).	Help others. Stick together. Care for others. Share with others. Encourage others. Get along with others.	Value differences. Being different isn't bad. Accept & respect differences. Don't judge others. Look for common ground.
Do your best. Work hard. Do the right thing. Be honest. Tell the truth. Clean up your own mess. Say you're sorry.	Be happy for others. Celebrate other people's success. Don't be jealous. Don't be greedy.	Love/Respect your family. Obey your parents. Treasure memories. Respect adults/older people. Take care of your siblings. "Family" isn't just relatives.
Keep growing. Learn from mentors. Listen to advice/wisdom from those more experienced. Try/Discover new things.	Be a team player. Work together. Do the job you're given. Do your fair share. Play fair.	You can make a difference. Get involved. Speak up for others. Do what you can.
		Choices have consequences. Follow the rules/the law. Keep people safe. Stay out of trouble. Avoid physical dangers. Avoid/Recognize temptations.
		Change can be good. Hard things/lucky things can be good for you. Change is different, but it's not necessarily bad. New experiences help us grow.
		Bad things happen to everyone. Life isn't fair. Life has ups and downs. There is a circle of life. Face reality.
		Take care of the environment. Appreciate nature. Embrace your community. There is beauty in simplicity.

Connect **LESSONS** to familiar text.

Clarify **LESSONS** versus **THEMES**.

The author believes that...

Lesson Topic + Why it is important = 1-sentence theme

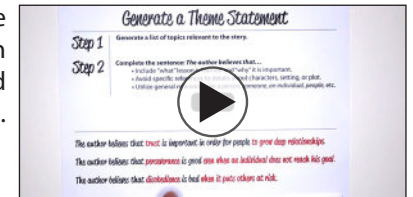


SECRET SITE RESOURCES



Where do I start when teaching theme?

Differentiate between themes and topics.



Support **UNIVERSAL THEMES** with **TEXTUAL EVIDENCE**.

- Generate a universal statement.
- Add specific plot details that prove it true.

individuals people someone one	can should must	believe act choose risk learn
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