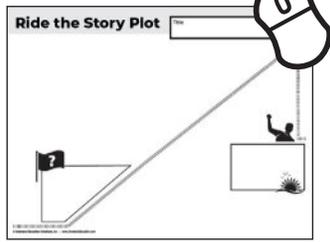
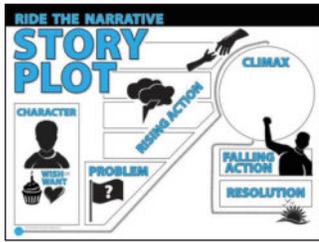


READERS SUMMARIZE LITERATURE

ROUND 1

GRADES 6-12

Emphasize **plot** over other story elements. Connect the summary to a **roller-coaster analogy**— rather the mountain.

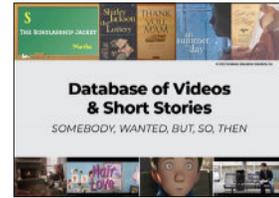


- Waiting in line = character & setting exposition
- Begin incline = main conflict
- Incline intensifies = rising action
- Major hill = climax
- Rest of the ride = falling action
- Exit the ride = resolution

TEXT x CONSIDERATIONS

Model how to **identify the type of conflict**.

Review known text to identify literal story details that describe this character's situation/conflict—and then infer the type of conflict the author created.



Model how to **identify the type of conflict** using photographs that depict grade-appropriate problems/conflicts.

Grades 7-12 ONLY | Teach the **summary frame**.

Character(s)		Somebody
Motivation		wanted
Conflict		but
Climax		so
Resolution		then

- Story elements are represented with key words.
- Stretch rising action for longer stories.
- Change characters to vary summaries for subplots.



Full-length Literacy eLesson for Grades 4-6



Full-length Literacy eLesson for Grades 7-12



Teach/Model how to write out the thinking collected from earlier in the week.

OPTION 1: Recall only literal details from the text.

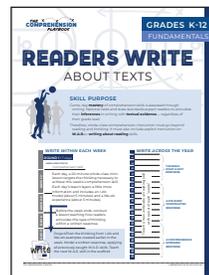
COMMAND: Summarize (a text) and its major plot episodes.

QUESTION: What would you write for a summary of (text)?

OPTION 2: Communicate an inference with text evidence.

COMMAND: Infer the type of problem/conflict (or solution) the author developed.

QUESTION: What type of problem/conflict (or solution) did the author develop?



State the INFERENCE— Identify the type of problem or solution the author created. Support with EVIDENCE— Provide literal story details that describe this character's situation.

READERS SUMMARIZE INFORMATION

ROUND 1

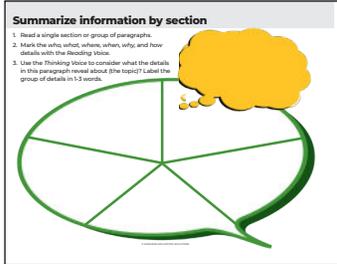
GRADES 6-12

Before readers summarize whole texts— they **summarize individual sections**.

- Review prior knowledge of summarizing. Connect to ESPN SportsCenter.
- Connect annotation and note-taking to *Reader Voices* Fundamental— Day 9 (annotation) and Day 10 (note-taking).
- Emphasize the 2-step process.
STEP 1 | *Reading Voice* collects details.
STEP 2 | *Thinking Voice* adds a 1-3 word label.



Full-length Literacy eLesson for Grades 4-6 | Resources



Summarize individual sections of an informational text
Read the section or group of paragraphs and add a 1-3 word label to summarize what it's about.

How Animals "Talk"
Humans communicate with one another all the time. We talk, phone, text, and email. But animals can't do any of these things. How do they communicate?

We've all heard dogs growl and bark and cats meow and purr. Making sounds is the most common form of animal talk. Dogs make sounds when they're scared, happy, or angry. They make sounds to warn you. Gorillas and chimpanzees make through sounds. Some animals, such as grasshoppers, make sounds by rubbing their legs together.

Other animals communicate through marking. Black bears mark their territory by biting and chewing trees. Other kinds of marking include deer rubbing their horns on a tree trunk or bees spraying urine on a bush.

Some animals search for clues from other members of their species. Monarch butterflies choose where to lay their eggs based on a specific scent. Electric eels and lightning bugs flash lights to send signals to mates. Dogs howl to let other dogs know they want to play. Some animals "get pheromones" to communicate. Wolves, however, use their sense of smell to find their way in the dark.

Scent is a way that animals communicate, too. Certain female moths send out smells that attract males. And none of us wants to be around when a skunk feels threatened!

Communicate
Sounds
Marking territory
Do with bodies
Scent, Smell

SUMMARIZE INFORMATION | Stretch it. Stack it. Revise it.

STRETCH: Read each section and copy a detailed sentence.

STACK: Copy 3 sentences in the order they appeared in the original text.

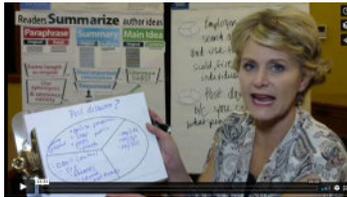
REVISE: Use the first sentence to include references to the title and serve as a topic sentence for the entire paragraph. Read over the first summary. Do another for the next two or three paragraphs.

SUMMARY:

TEXT x CONSIDERATIONS

Choose previously-read text with subheads removed. Model how to label the section, and assess it against the original subhead.

If modeling with new text, choose one on a familiar or common topic. (Perhaps read aloud for gist before reading to collect information.)



Summarize **with** subheads.

Full-length Literacy eLesson for Grades 7-12



Summarize **without** subheads.

Full-length Literacy eLesson for Grades 7-12



OPTION 1: Write a literal summary. Teach/Model how to write out the thinking from earlier in the week.

Review the summaries generated on Day 4. Revise them to improve clarity and cohesion. Add a first sentence that includes the text's title.

OPTION 2: Bring it all together in a one-sitting experience. Provide a new, short informational text.

Read the text, infer section labels, and stretch into an objective summary of the whole text.

READERS SEE TEXT ORGANIZATION

ROUND 1

GRADES 6-12

Connect the organizational **text structure** to the author's overall **purpose**— P. I. E.

- Define *shades* of inform.
- Focus on the type of information found in the intro, body, & conclusion.

TEXT x CONSIDERATIONS

Reveal excerpts or paragraphs on the SAME topic. Be sure that all 6 text-structure types are represented.

TEXT STRUCTURE | Recognize the 6 ways to organize information.
Recognize what type of information is revealed within each structure's introduction, body, and conclusion.

<p>To persuade/argue WHAT & WHY</p> <p>INTRO Reveals claim or overall opinion. BODY Provides reasons and evidence. • TOPIC SENTENCE States a reason or opinion. • SUPPORT Backs up the reason with facts, proof, and evidence. CONCLUSION Emphasizes the significance of the position/argument.</p>	<p>To teach how PROCEDURAL</p> <p>INTRO Names the event/process. BODY Reveals info in order of occurrence. • TOPIC SENTENCE Introduces a step. • SUPPORT Describes what happened in that step, time, or phase. CONCLUSION Highlights the impact or describes the result.</p>	<p>To explain DESCRIPTIVE</p> <p>INTRO Introduces the broad subject. BODY Organizes specific details into subtopics. • TOPIC SENTENCE Names 1 part/facet. • SUPPORT Describes that single part or facet. CONCLUSION Emphasizes the significance or importance.</p>
<p>To study 2 things COMPARE-CONTRAST</p> <p>INTRO Names items being compared. BODY Examines two items by category. • TOPIC SENTENCE Identifies a category. • SUPPORT Reveals similarities & differences within that category. CONCLUSION Draws an overall conclusion about the two items.</p>	<p>To relate 2 things CAUSE-EFFECT</p> <p>INTRO Introduces the effect(s) and suspected cause(s)—or vice versa. BODY Describes the effects (or causes). • TOPIC SENTENCE Names 1 cause/effect. • SUPPORT Reveals why or how one impacts the other. CONCLUSION Reinforces what happened because of something else.</p>	<p>To show before & after PROBLEM-SOLUTION</p> <p>INTRO Introduces the problem. BODY Describes the responses/actions. • TOPIC SENTENCE Reveals an attempted remedy. • SUPPORT Describes (& might evaluate) the result of each "solution." CONCLUSION Reveals the solution, outcome, or current status.</p>

Identify evidence of the author's purpose.

- Note the type of information included in the text.
- Note the order the information is presented in the text.
- Note the transitions used to connect sentences within the text.

Author Purpose | Butterfly Example
Analyze the type of information and how it's organized to determine the author's purpose.

Overall purpose	P Persuade To persuade or convince	I Inform To inform or teach	E Entertain To entertain with a story
Specific purpose	To state opinion To support an edge To compare/contrast	To explain or describe To teach or instruct To compare/contrast To state a strategy	To make a story To entertain or amuse To make an attempt To make a story To make a story

Author Purpose | Tornado Example
Analyze the type of information and how it's organized to determine the author's purpose.

Overall purpose	P Persuade To persuade or convince	I Inform To inform or teach	E Entertain To entertain with a story
Specific purpose	To state opinion To support an edge To compare/contrast	To explain or describe To teach or instruct To compare/contrast To state a strategy	To make a story To entertain or amuse To make an attempt To make a story To make a story

Author Purpose | Genetic Engineering Example
Analyze the type of information and how it's organized to determine the author's purpose.

Overall purpose	P Persuade To persuade or convince	I Inform To inform or teach	E Entertain To entertain with a story
Specific purpose	To state opinion To support an edge To compare/contrast	To explain or describe To teach or instruct To compare/contrast To state a strategy	To make a story To entertain or amuse To make an attempt To make a story To make a story

Dissecting Text Structures: Traffic during rush hour

Chronological Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Cause/Effect Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Expository Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Problem/Solution Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Compare/Contrast Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Proposition/Support Structure
The author begins with a general statement about traffic during rush hour. The author then provides specific details about the traffic situation. The author concludes with a general statement about the traffic situation.

Dissecting Text Structures: Olympic Games

Chronological
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

Cause/Effect
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

Expository
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

Problem/Solution
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

Compare/Contrast
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

Proposition/Support
The author begins with a general statement about the Olympic Games. The author then provides specific details about the Olympic Games. The author concludes with a general statement about the Olympic Games.

PLAYBOOK PRO TIP | Although this is NOT the first time students have heard of text structure, adjust the pace as needed.

- ON-GRADE-LEVEL | All 6 types
- SLIGHTLY SLOWER | 5 types (minus argumentative)
- SIGNIFICANTLY SLOWER | 4 types (descriptive, procedural, compare-contrast, cause-effect)



READERS WRITE ABOUT TEXTS
GRADES K-12 FUNDAMENTALS

SKILL PURPOSE
Students will be able to identify the author's purpose for writing a text.

LEVELS OF PROFICIENCY
The chart shows the progression of skills from Level 1 to Level 4 across different text structures.

Teach/Model how to write out the thinking from earlier in the week.

Communicate an inference with text evidence.

COMMAND: Infer the author's purpose. Support with text evidence.

QUESTION: What is the author's purpose? What text details support your answer?