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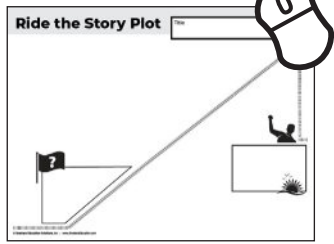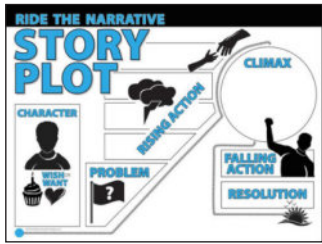
Emphasize plot over other story elements. Connect the summary to a **roller-coaster analogy**— rather the mountain.


- 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 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.
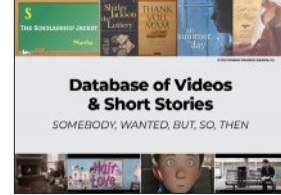

Model how to **identify the *type* of conflict** using photographs that depict grade-appropriate problems/conflicts.

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.
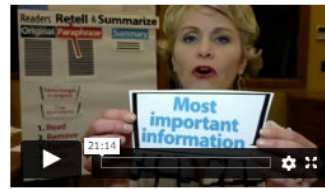
Full-length *Literacy* eLesson for Grades 4-6

Full-length *Literacy* eLesson for Grades 7-12

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

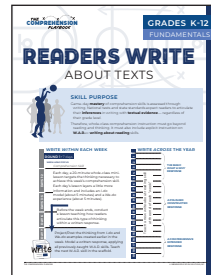### OPTION 1: Recall only literal details from the text.

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.

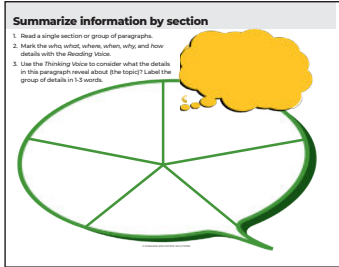# READERS **SUMMARIZE INFORMATION**

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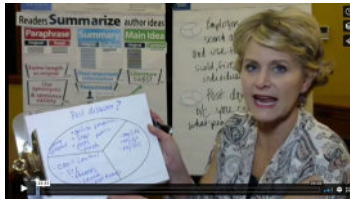
Full-length *Literacy* eLesson
for Grades 4-6 | Resources

TEXT 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 a an objective summary of the whole text.

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 STRUCTURE | Recognize the 6 ways to organize information.

Recognize what type of information is revealed within each structure's introduction, body, and conclusion.

To persuade/argue
WHAT & WHY

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.

To teach how
PROCEDURAL

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.

To explain
DESCRIPTIVE

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.

To study 2 things
COMPARE-CONTRAST

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.

To relate 2 things
CAUSE-EFFECT

INTRO | Introduces the effect(s) and suspected cause(s)— or visa versa.

BODY | Describes the effects (or causes).
- **TOPIC SENTENCE** | Names 1 cause/effect.
- **SUPPORT** | Describes why or how one impacts the other.

CONCLUSION | Reinforces what happened because of something else.

To show before & after
PROBLEM-SOLUTION

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.

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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.

TEXT CONSIDERATIONS

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

Dissecting Text Structures: Traffic during rush hour

Author Purpose | Butterfly Example

Author Purpose | Tornado Example

Author Purpose | Genetic Engineering Example

Dissecting Text Structures: 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)

GRADES K-12
FUNDAMENTALS
READERS WRITE
ABOUT TEXTS

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?