



Demonstrate comprehension via succinct summary writing

SPARK YOUR NEXT STEPS

Scaffold summary-writing strategies.



- Recognize that summarizing precedes synthesizing.
- Understand the research.
- Define the 2 components of an accurate, objective summary.
- Compare summarizing to ESPN *SportsCenter*.
- Scaffold students' summary-writing skills.

TEXT TYPE	SUMMARY TECHNIQUE	TEXT LENGTH	IDEAS	ORGANIZATION
NONFICTION TEXT	1 Title-Wave Summary	Any length	Text identifies the most important information in subheads.	Text provides the order to reveal the subheads in the summary.
	2 PART 1 Label the Subhead	Excerpt	PART 1: Student determines subhead to label specific details.	NA
	3 PART 2 Stretch & Stack Labels	Short, then long	NA	PART 2: Text provides the order to reveal the section labels in the summary.
	4 Key-Word Summary	Short text/excerpt	Teacher identifies 2-3 key words from the text that represent its big ideas.	Student connects key words to explain their relationship to one another.
	5 5-Step Paraphrase	Short text/excerpt	Student restates the information in his own words and sentence structure.	Text provides the order to reveal the details in the paraphrase.
	6 Framed Summary	Short, then long	Teacher <i>may</i> determine the key information. Student provides specific details.	Teacher provides a frame that matches the structure of the original text.
	7 Information Pyramid	Short, then long	Teacher determines the type of information. Student provides specific details.	Teacher provides a <i>Pyramid</i> that matches the structure of the original text.
LITERATURE	8 Story Pyramid	Short, then long	Student provides specific details about the essential story elements.	Teacher provides a <i>Pyramid</i> that matches the structure of the original text.
	9 Chapter Titles	Long text	Student generates a single-sentence summary per chapter.	Text provides the order to reveal the chapter statements.
PERSUASIVE TEXT	10 Trace an Argument	Short, then long	Student paraphrases the claim stated within the first paragraph(s).	Text provides the order to reveal the reasons the author gives.

#1 Title-Wave Summary

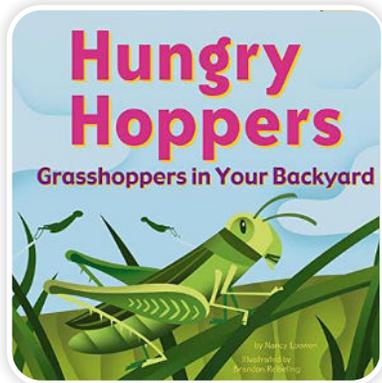
Use text features as clues to the important information in nonfiction text.

**BEFORE
READING
THE TEXT**

Students list all the subheadings in the order they appear—creating a wave of titles.

**AFTER
READING
THE TEXT**

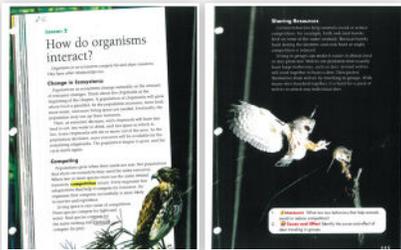
Students write a summary of the entire text using each subhead in the order it was presented.



- Hungry Hoppers:
- Grasshoppers in Your Backyard
- Big Jumpers
- Sensing Danger
- What Do Grasshoppers Eat?
- Tricky Wings

Grasshoppers **jump big** distances due to their strong back legs. They use their eyes and antennae to **sense danger** in front or behind them.

Grasshoppers eat any kind of plant including crops growing in a farmer's field. The grasshopper has two sets of **wings to trick** their enemies with a bright flash of color that seems to disappear when the wings are folded.



- How do organisms interact?
- Change in Ecosystems
- Competing
- Sharing Resources
- Helping Each Other
- Living Side by Side
- Causing Harm

Organisms interact when they live in the same ecosystems. **Ecosystems change** as populations increase and resources dwindle. **Competition** between predators is caused by organisms that **share resources**. Some organisms **help** each other because they **live side by side**. Other organisms, called parasites, **cause harm** to the organisms they attach themselves to.



#2 Label the Subhead (PART 1)

Retell a section or excerpt of informational text.

UTILIZE SUBHEADS

1. "Remove" subheads.

Zebra Sharks
Zebra sharks live in the Indian and Pacific oceans. You can find them in warm, coastal waters.

Hunting and Eating
Zebra sharks hunt mainly at night. Their favorite food is fish. They like crabs and snails too.

Baby Zebra Sharks
Zebra sharks lay eggs. They lay about four eggs at a time.

Helping Each Other
The zebra sharks are very smart. They can find their way back to their home if they get lost. They also help each other when they are in trouble. They will share their food with each other.

Living Side by Side
Zebra sharks live in the same place as the other sharks. They like to live in the warm, shallow waters of the ocean. They like to live near the coral reefs and the sandy bottom.

2. Guess the subheads.

Zebra sharks live in the Indian and Pacific oceans. You can find them in warm, coastal waters.

Zebra sharks hunt mainly at night. Their favorite food is fish. They like crabs and snails too.

Zebra sharks lay eggs. They lay about four eggs at a time.

3. Check for accuracy.

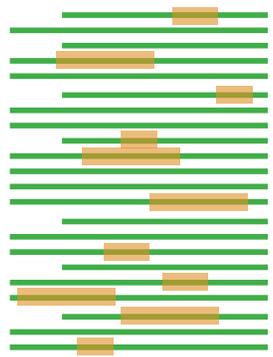
CONFIRM

ADJUST

CREATE SUBHEADS

STEP 1 | LIST text details for *that* section.

- Highlight or list facts and details learned from *that* section.
- No sentences—just words and phrases.

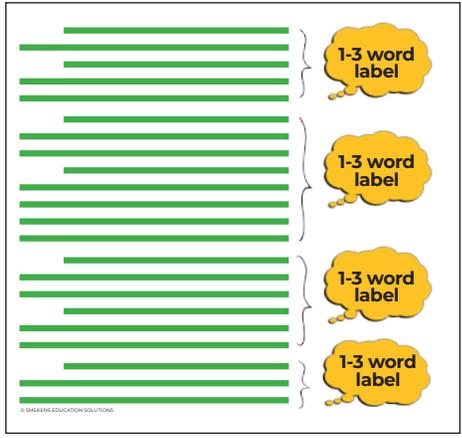
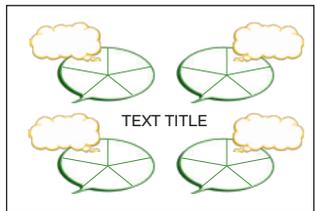
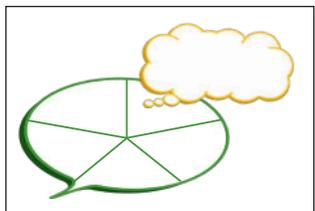


SECRET SITE RESOURCES

- Introduce *Reading Voice* and *Thinking Voice*.
- *Dissected Web* graphic organizers

STEP 2 | LABEL the section of details.

- Review the list of details and consider what type of information was learned about the topic. *What do the small details have in common?*
- Add a 1-3 word label in the bubble above the oval, or if annotating, add a 1-3 word label in the margin of each section or paragraph block.



#3 Stretch & Stack Labels (PART 2)

Provide an accurate, objective summary of the informational text.

GRADES 3-12

STEP 3 | **STRETCH** each section label into a single sentence.



STEP 4 | **STACK** the individual sentences in the order of the original text.

How Animals "Talk"	
Communicate	Animals talk or communicate with each other in different ways.
Sounds	They make sounds with their bodies or throats.
Marking territory	Some mark their territories as a way to communicate their space to other animals.
Do with bodies	They can signal to others in their species by moving their body parts.
Scent, Smell	Some use scents to attract and others to warn.

STEP 5 | Revise to improve the overall structure and fluency.

- Edit for repetitious words (e.g., the topic).
- Revise for stronger, more complex sentence structure.
- Include the text's title in the first sentence to serve as a topic sentence for the entire summary.

The article "Animals Talk" explores how animals communicate. Some use different body parts to make sounds or send signals. Animals also communicate by marking territories or producing scents in order to warn others or attract prey.

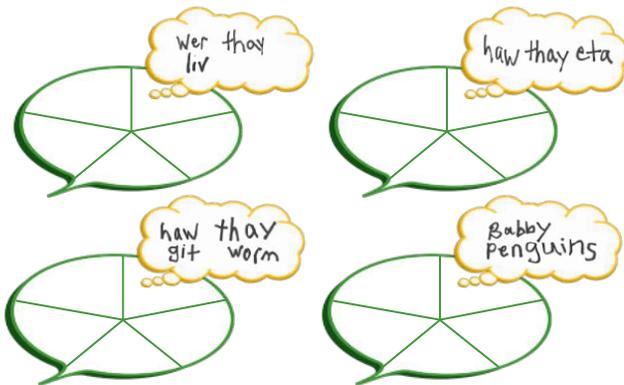


SECRET SITE RESOURCES

- Stack & Stretch graphic organizer
- Writing template to retell informational text

GRADES K-2

STEP 3 | **STACK** the individual labels in the order of the original text.

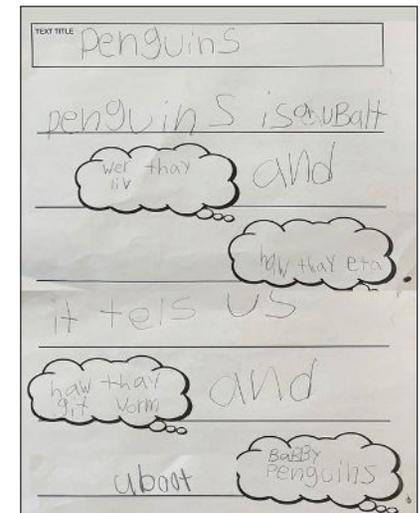


STEP 4 | **STRETCH** the individual labels into sentences.

Retell the whole text using the section labels

your title

wer thay liv
haw thay eta
haw thay git worm
Babby Penguins



#4 Key-Word Summary

Integrate relevant vocabulary when summarizing short excerpts of text.

Students explain a main idea using 2-4 important words the teacher determined.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

Generate longer explanations that reveal understanding of inter-related ideas.

Explain the difference between a cylinder and a cone.

Use these words	Do NOT use these words
face	side
vertex/vertices	point
edge	corner
figure	

A cylinder and a cone are different because the cone has a vertex and the cylinder does not. Also, a cone rolls in a circle and a cylinder rolls straight. Another difference is a cone has one face and the cylinder has two faces. One more difference is a cone has one curved edge and a cylinder has two curved edges.

#5 5-Step Paraphrase

Retell an author's idea in your own words.

- Connect to play-by-play commentators.
- Define paraphrasing vs. plagiarizing.
- Identify 2 secrets and 5 steps.



SECRET SITE RESOURCE

Paraphrase author ideas.

4 Steps to Paraphrasing Author Ideas

Step 1: **Read** the text.

Step 2: **Remove** the text.

Step 3: **Explain** the idea out loud. (Repeat steps 1-3, if necessary.)

Step 4: **Write** the explanation.

PARAPHRASE



1. **Read** it



2. **Remove** it



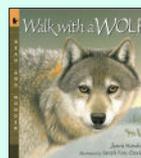
3. **Say** it



4. **Write** it



5. **Return**



ORIGINAL EXCERPT

If there is plenty of food around, all pack members will feed at once. But if meat is scarce, the strongest wolves will eat first—and the youngest, the cubs, last.

PARAPHRASE

When there is enough food, all wolves eat at the same time. However, if it's limited, then the strongest wolves take advantage and feed first.

#6 Framed Summary

Expect longer, more comprehensive summaries of nonfiction text— while providing skeletal organization.

UNIVERSAL FRAMES Choose the frame to fit the text's structure.

HISTORICAL FIGURE

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

FDR wanted to restore U.S. prosperity during his presidency, **but** the long years of the Depression had suppressed the economy and citizens' morale to the point that current government practices couldn't bring them back. **So** he redefined the government's role in economical stimulation with his radical "New Deal." **Then**, the programs and reforms helped revive the economy, provided jobs, and restored public confidence in the government.

MATH EXPLANATION

In the problem...
 ...key information...
 ...to solve...
 ...the answer...

In the problem, I had to find what fraction of the garden is planted with flowers. The **key information** to use is knowing that only 3/4 of the garden is planted, and 2/3 of that is flowers. **To solve** this problem, I multiplied 2/3 by 3/4 by multiplying the numerators (2 and 3) to get 6 and the denominators (3 and 4) to get 12. **The answer is** 6/12, which simplifies to 1/2. Half of the planted items are flowers.

Select the frame that fits the original text's information & organization.

DESCRIPTIVE
 (GENERAL SUMMARY)
 ...in the reading...
 ...the main idea...
 ...that includes...
 ...for example...
 ...in summary...

COMPARE-CONTRAST
 ...both...
 ...however...
 ...one difference...
 ...another difference...
 ...overall...

CAUSE-EFFECT
 ...happens because...
 ...this causes...
 ...as a result...
 ...another effect is...
 ...therefore...

SEQUENCE
 ...begins with...
 ...then...
 ...next...
 ...as a result...
 ...eventually...

PROBLEM-SOLUTION
 ...the problem is...
 ...this causes...
 ...one possible solution...
 ...another...
 ...as a result...

CONTENT SPECIFIC Create a frame that organizes the most important information stated in the text.

INFORMATIVE

...the emperor...
 ...ruled Rome...
 ...his accomplishments...
 ...some of his shortcomings...
 ...in summary...

The emperor Augustus Caesar **ruled Rome** from approximately 43 B.C. to A.D. 14. **His accomplishments** included bringing about government programs that benefited many citizens. **Some of his shortcomings** included his bad temper and losing an important battle in what is today Germany. **In summary**, he is remembered most for bringing 200 years of peace to the Roman Empire.

INFORMATIVE

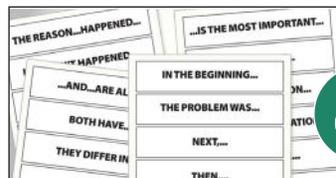
...windows on the bus...
 ...the process...
 ...because...
 ...molecules...
 ...that's why...

The **windows on the bus** get foggy because of the **process** of condensation. It happens **because** warm air inside the bus holds water vapor. When that warm air touches the cold windows, the water **molecules** slow down and turn into tiny drops of liquid. **That's why** you see fog or water droplets on the glass.

ARGUMENTATIVE

...the branch...
 ...one reason...
 ...a second reason...
 ...unlike the other...
 ...in summary...

The judicial **branch** is the most important branch of government. **One reason** for this is that it makes sure laws are fair and follow the Constitution, which protects people's rights. **A second reason** is that it stops the other branches from having too much power, keeping things fair. **Unlike the other** two branches, judges don't have to worry about elections, so they can make the right choices without trying to please people. **In summary**, the judicial branch is super important because it makes sure everyone is treated fairly and follows the rules.



SECRET SITE RESOURCE

Support summary writing with frames based on a text's structure.

#7 Information Pyramid

Capture a text's big idea in 10 words.

Complete Information Pyramids with tiers that match the text structure.

TOPIC OR CONCEPT

2 key words

Main idea in 3 words

Examples/Details in 4 words

EVENT

Main idea in 2 words

Causes in 3 words

Effects in 4 words

SCIENTIFIC ELEMENT

2 Characteristics

How it works/Purpose in 3 words

Detail/Example in 4 words

HISTORICAL CHARACTER

2 characteristics

Problem in 3 words

Solution/Resolution in 4 words

CONSTITUTION

rights, privileges

law of land

citizens follow same rules

EARTHQUAKE

moving plates

bending, breaking, scraping

vibrations travel through crust

OXYGEN

essential gas

supports life processes

breathing, rust formation, combustion

LINCOLN

Honest Abe

nation at war

promoted unity, saved union



Name: _____

CONCEPT

2 RELATED WORDS

MAIN IDEA IN 3 WORDS

EXAMPLE/DETAILS IN 4 WORDS

Generate a summary: _____

The **CONSTITUTION** is the foundation of our country, setting the **LAW OF** the **LAND** that everyone must follow. It protects our **RIGHTS** and grants certain **PRIVILEGES**. It also requires **CITIZENS FOLLOW THE SAME RULES** to keep order and fairness.

An **EARTHQUAKE** happens when **MOVING PLATES** in the Earth push and slide against each other. This causes **BENDING**, **BREAKING**, and **SCRAPING**, building up pressure. When the pressure is released, **VIBRATIONS TRAVEL THROUGH THE CRUST**, making the ground shake. This can cause buildings to move, roads to crack, and the land to change.

OXYGEN is an **ESSENTIAL GAS** that **SUPPORTS LIFE PROCESSES** by enabling respiration in living organisms. It is involved in **BREATHING**, **COMBUSTION**, and **RUST FORMATION**, making it crucial for life and various chemical reactions on Earth.

Abraham **LINCOLN** was the 16th president of the United States, often called "**HONEST ABE**" because of his reputation for honesty and fairness. During his time in office, the **NATION WAS AT WAR**, with the North and South fighting over important issues. Lincoln faced the challenge of keeping the country together. He **PROMOTED UNITY** and worked hard to **SAVE** the **UNION**, ensuring that the United States remained one nation.

#8 Story Pyramid

Summarize short or long narrative texts.

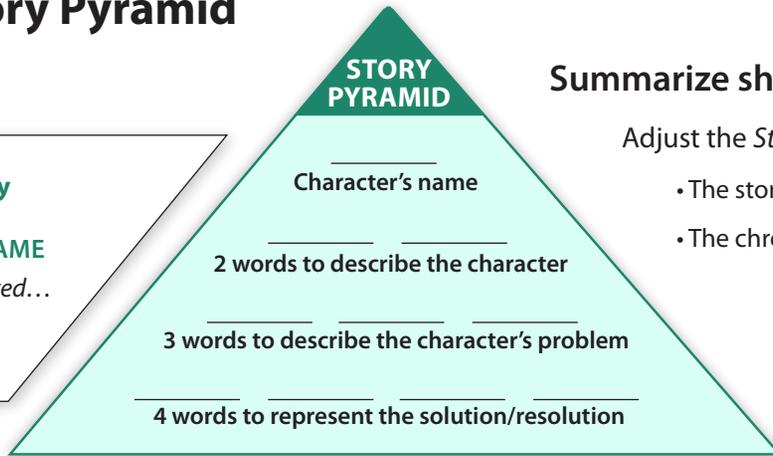
Adjust the *Story Pyramid* to account for the story elements and plot map.

- The story elements are always the most important information highlighted in the summary.
- The chronological progression of the story is the organization of all narrative summaries.

#6 Framed Summary

LITERATURE FRAME

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



SECRET SITE RESOURCES

Basic and Advanced
Story Pyramids

_____ **TITLE** & author

_____ **MAIN CHARACTER**(s)

_____ 3 words to describe character **MOTIVATION**

_____ 4 words to portray the **MAIN SETTING**

_____ 5 words to describe the character's problem or story's **MAIN CONFLICT**

_____ 6 words that represent an **EVENT** that occurred in the **BEGINNING** of the story

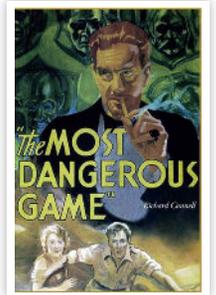
_____ 7 words that represent an **EVENT** that occurred in the **MIDDLE** of the story

_____ 8 words that represent an **EVENT** that occurred in the **CLIMAX**/near the end of the story

_____ 9 words to represent the **SOLUTION**(s) to the problem and/or the **OUTCOME** to the story

_____ 10 words to explain one (or more) **THEME OR LESSON** that the character(s) learned

- 1 | "The Most Dangerous Game," Richard Connell
- 2 | Rainsford, Zaroff
- 3 | Escape to survive
- 4 | Isolated, dark, dangerous jungle
- 5 | Rainsford hunted by ruthless Zaroff
- 6 | Rainsford falls overboard near Ship-Trap Island.
- 7 | Rainsford learns Zaroff hunts humans for sport.
- 8 | Rainsford jumps into the sea to escape Zaroff.
- 9 | Rainsford surprises Zaroff when he wins the deadly game.
- 10 | Survival instincts are tested through intelligence and strategy under pressure.



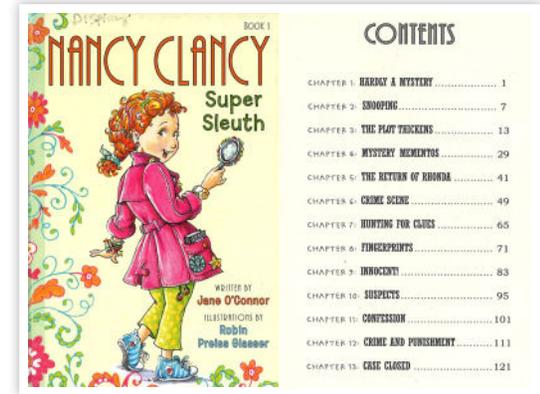
"The Most Dangerous Game" by Richard Connell follows Rainsford, a resourceful hunter, who finds himself stranded on Ship-Trap Island, an isolated, dark, and dangerous jungle. There, he meets General Zaroff, a ruthless man who hunts humans for sport. When Rainsford refuses to participate, he becomes Zaroff's next prey, forced to escape to survive. After falling overboard and reaching the island, Rainsford soon learns the horrifying truth about Zaroff's twisted game. As the hunt intensifies, Rainsford leaps into the sea to evade capture. In a final surprise, he outsmarts Zaroff and wins the deadly game. The story highlights how survival instincts are tested through intelligence, strategy, adaptability, and perseverance under pressure.

#9 Chapter Titles

Create one-sentence summaries for each chapter of a novel.

Recognize the overwhelming amount of information within a novel.

- Acknowledge the challenge of distinguishing important from unimportant details.
- Review the expectation— write an accurate, objective, and comprehensive summary.
- Compare subheads (in informational text) to chapter titles (in literature).
- Repeat a similar process to what was used when summarizing nonfiction.



STEP 1
LABEL

STEP 2
STRETCH

STEP 3
STACK

CHAPTER TITLES
ONE-SENTENCE SUMMARIES OF EACH CHAPTER

Fahrenheit 451, Ray Bradbury

<p>CHAPTER 1 (Exposition / Conflict Revealed) Montag is a fireman who burns books until he meets Clarisse and starts questioning everything.</p> <p>CHAPTER 2 (Rising Action) Montag feels uneasy about burning books, especially after Clarisse disappears.</p> <p>CHAPTER 3 (Rising Action) Montag reads a book for the first time and feels something change inside him.</p> <p>CHAPTER 4 (Rising Action) Montag hides books at home while his wife stays distracted by TV.</p> <p>CHAPTER 5 (Rising Action) Montag meets Faber, who helps him understand why books matter.</p> <p>CHAPTER 6 (Rising Action) Montag decides to fight against the rules that ban books.</p> <p>CHAPTER 7 (Rising Action) Montag argues with Captain Beatty, who tries to change his mind about books.</p> <p>CHAPTER 8 (Rising Action) Montag kills Beatty and runs away before he can be caught.</p>	<p>CHAPTER 9 (Rising Action) Montag finds people who memorize books to save their stories.</p> <p>CHAPTER 10 (Rising Action) Montag watches the city get destroyed and thinks about a better future.</p> <p>CHAPTER 11 (Rising Action) Montag realizes Clarisse helped him start thinking for himself.</p> <p>CHAPTER 12 (Rising Action) Montag reads more and starts seeing how the world could change.</p> <p>CHAPTER 13 (Climax) Montag chooses to rebel and escapes his old life.</p> <p>CHAPTER 14 (Falling Action) Montag joins people who want to bring books back.</p> <p>CHAPTER 15 (Falling Action) Montag believes they can rebuild after the city's destruction.</p> <p>CHAPTER 16 (Falling Action) Montag understands how to help fix the broken world.</p> <p>CHAPTER 17 (Resolution) Montag is ready to create a future where books matter again.</p>
---	---

Montag is a fireman who burns books until he meets Clarisse and starts questioning everything. Montag feels uneasy about burning books, especially after Clarisse disappears. Montag reads a book for the first time and feels something change inside him. Montag hides books at home while his wife stays distracted by TV. Montag meets Faber, who helps him understand why books matter. Montag decides to fight against the rules that ban books. Montag argues with Captain Beatty, who tries to change his mind about books. Montag kills Beatty and runs away before he can be caught. Montag finds people who memorize books to save their stories. Montag watches the city get destroyed and thinks about a better future. Montag realizes Clarisse helped him start thinking for himself. Montag reads more and starts seeing how the world could change. Montag chooses to rebel and escapes his old life. Montag joins people who want to bring books back. Montag believes they can rebuild after the city's destruction. Montag understands how to help fix the broken world. Montag is ready to create a future where books matter again.

In **Fahrenheit 451** by Ray Bradbury, Montag is a fireman who burns books until he meets Clarisse and starts questioning everything. He feels uneasy about his job, especially after she disappears. Reading for the first time, he feels something change inside him.

When Montag meets Faber, he begins to understand why books matter. Determined to fight against the rules, he argues with Captain Beatty, who tries to change his mind. When the conflict turns deadly, he kills Beatty and runs away.

Montag finds people who memorize books in order to save their stories. After watching the city be destroyed, he thinks about a better future. Reading even more, Montag begins to see how the world could change.

Choosing rebellion, he escapes his old life and joins others who want to bring books back. Believing they can rebuild, he understands how to help fix what was lost. Now, he is ready to create a future where knowledge and free thought are valued again.

SECRET SITE RESOURCE

#10 Trace an Argument

Identify the parts of an author's argument using a table analogy.

TABLECLOTH

The overall position or claim is stated within the introduction.

CLAIM = WHAT THE AUTHOR THINKS

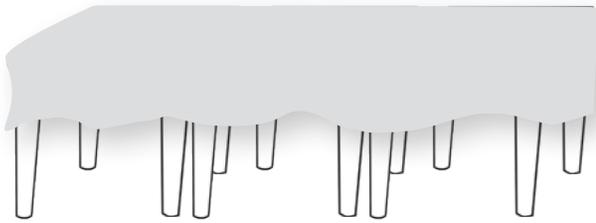
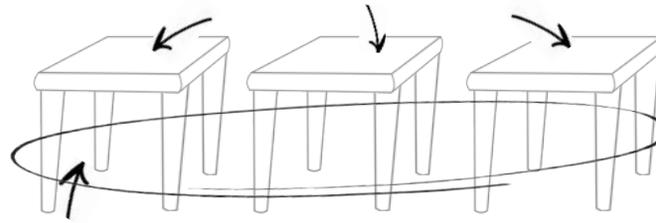


TABLE TOPS

Each reason is stated as topic sentences within the body paragraphs.

REASONS = WHY THE AUTHOR THINKS IT



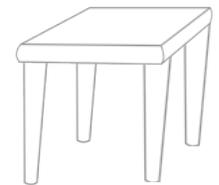
EVIDENCE = HOW HE SUPPORTS HIS REASONS

TABLE LEGS

Evidence for each reason includes facts, details, examples, and quotes.

THE KIDDIE TABLE

The opposition is acknowledged and developed.



Argumentative-text summaries follow the *What-and-Why* structure.



SECRET SITE RESOURCES

Trace an Author's Argument

Overall Claim or Thesis: **"A Modest Proposal," Jonathan Swift** The poor Irish population should sell their children as a source of food and income.

AUTHOR'S PURPOSE: Although a satirical argument, it is intended to criticize the British exploitation of the Irish and the inhumane treatment of the poor.

Reason #1: This will reduce the number of impoverished people. Evidence/Facts

Reason #2: This would also reduce the financial burden of raising children. Evidence/Facts

Reason #3: If they sell the children as a delicacy for the rich, it would create a new source of revenue. Evidence/Facts

Jonathan Swift writes a satirical argument criticizing how the British are inhumanely treating the Irish. In "A Modest Proposal," he claims that the Irish population, who are poor, should sell their children as a source of food and income.

He reasons that this will reduce the number of impoverished people. He also proposes this solution would reduce the financial burden of raising children. Additionally, if the Irish sell their children as a delicacy for the rich, it would create a new source of revenue, putting money in the poor people's pockets.

WHAT THE AUTHOR THINKS

WHY THE AUTHOR THINKS IT