

Strategy Instruction for Summarizing Narrative Texts

Introduction/Explanation: What is summarizing?

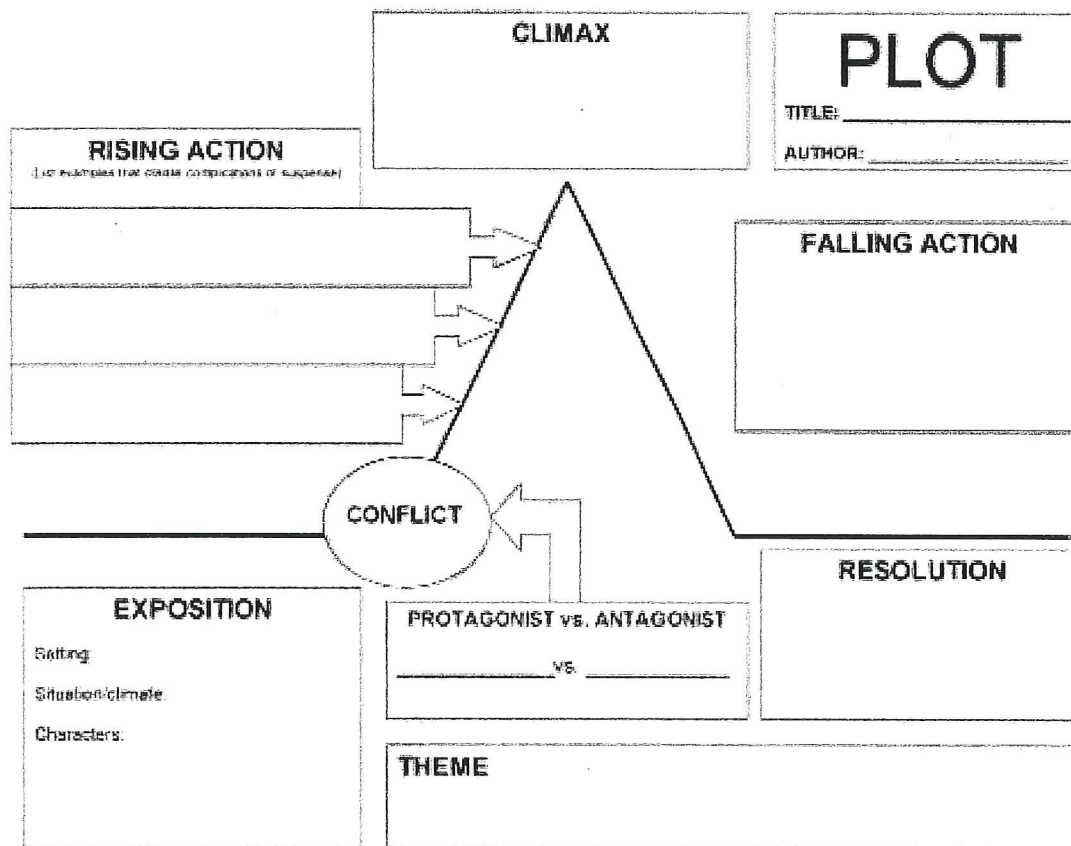
Purpose: Why are we doing this?

Rationale/Transfer: How will this help you become a better reader?

Explicitly model your process:

Story Maps for Summarizing Narrative Texts

Beginning	Middle	End
Characters Setting Beginning of a problem	How does the problem grow or change?	How does the problem resolve?
I think the author's message is 		



Write your summary in sentences.

Rubric for Summarizing Narrative Texts

4-Advanced	3-Very Strong	2-Approaching	1-Not meeting
The summary describes the most important elements of the text. This includes the main characters, setting, beginning of a problem, how the problem changes, the resolution to the problem, and the theme. The summary is precise, insightful, and cohesive.	The summary contains all of the most important elements of the text. This includes the main characters, setting, beginning of a problem, how the problem changes, the resolution to the problem, and the theme.	<p>The summary includes most of the important elements. An important part of the story was not mentioned.</p> <p>The summary is too long, containing too many details.</p>	The summary is incomplete and/or does not reflect important ideas.

Rubric for Summarizing a Novel

4-Advanced	3-Very Strong	2-Approaching	1-Not meeting
The summary describes the most important elements of the text. This includes: Exposition, Rising Action, Climax, Falling Action, Resolution and Theme. The summary is precise, insightful, and cohesive.	The summary contains all of the most important elements of the text. This includes: Exposition, Rising Action, Climax, Falling Action, Resolution and Theme.	<p>The summary includes most of the important elements. An important part of the story was not mentioned.</p> <p>The summary is too long, containing too many details.</p>	The summary is incomplete and/or does not reflect important ideas.
Even complex sentences are punctuated correctly. There are no spelling errors. Writing flows smoothly from one idea to the next.	Sentences are punctuated correctly, and almost all words are spelled correctly. Writing makes sense in the order it is presented.	Sentence structure is almost adequate but interferes a bit with meaning. There are more than 5 spelling errors.	Writing is difficult to read because of inadequate sentence structure, spelling, or order.

Examining Student Work

1. (5 min) Teacher hands out a few pieces of student work from a cross section of students. The teacher explains the lesson and asks a focusing question.
2. (2 min) The group asks clarifying questions. Presenter answers questions.
3. (5 min) The group examines and describes the work.
 - a. What skills/strengths are evident? What were students able to do?
 - b. What needs are evident in the work? What aren't students able to do?
 - c. What features of the work stand out or surprised you?
4. (5 min) Once several areas of skills in need of improvement are identified, the group shares research-based ideas for instruction.
5. (2 min) The teacher reflects on what he/she will do to continue to build on this work.