*English Instructional Plan – Retelling Bridging to Summarizing Grades 2-3*

**Primary Strand: Reading 2.7, 3.5**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing**

**Essential Understanding:**

* understand that they must attend to the details of the text in order to comprehend
* understand that fiction texts tell a story
* understand that authors tell stories through words and illustrators tell stories with pictures
* understand that they should use a variety of strategies to assist with comprehension of fictional texts
* understand that orally read text has a rhythm and expression that helps convey meaning

**Essential Knowledge, Skills, and Processes:**

* set a purpose for reading
* use titles to generate ideas about the text
* use knowledge of transition words (e.g., *first*, *next*, and *soon*) to understand how information is organized in sequence
* describe the characters, settings, and important plot events using details
* explain how illustrations and images contribute to and clarify text
* describe a character’s traits, feelings, and actions as presented in fictional texts
* describe the characters, settings, and important plot events using details
* identify the main conflict and resolution in fictional texts
* determine the theme of fictional texts (e.g., friendship, family, working hard)
  + thematic topic
  + lesson learned
* practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression

**Primary SOL:**

2.7g Summarize stories and events with a beginning, middle, and end in the correct sequence.

3.5e Summarize plot events.

**Reinforced (Related Standard) SOL:**

2.10 d) Use strategies for organization according to the type of writing.

e) Organize writing to include a beginning, middle, and end.

i) Revise writing for clarity.

3.1 d) Orally summarize information expressing ideas clearly.

e) Use language appropriate for the context and audience.

3.8 f) Elaborate writing by including supporting details.

g) Use transition words to vary sentence structure.

**Academic Background/Language:**

When teaching summarizing it is important that students understand the difference between retelling and summarizing. For students to be able to summarize independently, students must first be able to retell a story independently in sequential order. Students should experience doing both. As students are orally retelling a story and orally summarizing, it is important to help students build their vocabulary in the areas of transitional words, character traits, and descriptive words. Doing this will help students as they write to retell a story and write to summarize.

## Materials

* Familiar chapter book and summary
* Teacher selected read aloud such as, *The Other Side* by Jacqueline Woodson, *ENEMY PIE* by Derek Munson and Tara Calahan King, *Those Shoes* by Maribeth Boelts, and *Verdi* by Janell Cannon
* Anchor chart paper/ butcher paper

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. To introduce the concept of summarizing, preselect a summary from a familiar children’s chapter book. Read aloud the summary of the book. The teacher will say, “What I just read is a summary of this book. Summaries are shortened version of what has happened in the story. They include the main story elements. While this book has many events, the summary of the book only includes the most important characters, setting, events, conflict and resolution.” Review with the class the story elements that were present in the book’s summary.
2. Read aloud a selected picture book to students. Create a large display on a piece of chart or butcher paper, and write several bullet points down the right-hand side. Ask students to tell what happened in the story. Accept all responses from students, placing each event next to the appropriate bullet point.
   * For example, if a student provides an event that happened towards the end of the story the teacher should place that event at a bullet point toward the bottom of the list. If students neglect to supply the event at the beginning of the story, ask “What happened first?” or “What happened before\_\_\_\_\_?”
3. Tell students, “Good readers take all of the events from a story and determine what is most important to summarize.” Guide students to determine what should be in the summary by asking these questions:
   * Who is in the story? (character(s))
   * Where and when does the story take place? (setting)
   * What did the main character(s) do? (important event leading to conflict, the conflict, and resolution)
   * What did the character learn?
4. Record student responses to the prompted questions on a piece of chart or butcher paper.
5. Use sequential vocabulary to model creating, and writing, the summary statement based on the student responses.
6. To help students visualize the difference between retelling and summarizing, place the retelling bullet chart next to the written summary. Facilitate a class discussion to help student compare and contrast the two charts.
7. Use the class discussion to create an anchor chart for retelling vs. summarizing. Use this chart as a reference as students retell and summarize text independently.

**Assessment (Diagnostic, Formative, Summative)**

* Take anecdotal notes to monitor student responses during the lesson to ensure that students are able to retell in sequential order & understand story elements.
* Use independent text for students to demonstrate their understanding of summarizing using sequence vocabulary.

**Writing Connections:**

* Encourage students to use sequential and transitional words to support students as to sequence of events that occur in narrative writing.
* Have students orally retell an event that has happened in their life (such as a field trip, vacation, or holiday) to a partner. The partner will be tasked to create summary of the event.

**Extensions and Connections (for all students)**

* Students can work in pairs or small groups to select the best summary statement from a piece of text.
* Use multiple fictional texts with a common theme, to have students compare and contrast the summaries.
* Students can create book jackets with a written summary for familiar text.
* Students can use a form of media, Flipgrid, Powerpoint, Google Slides, or Google Docs to orally summarize the text or create a written summary to present to the class.

**Strategies for Differentiation**

* Reteach in small group as necessary
* Consider the length of text
* Provide students with a graphic organizer story elements as they read
* Provide native language text available for ELL students
* Multicultural books for read alouds and classroom library
* Provide word banks with transitional words and phrases