*English Instructional Plan – Summarizing Grades 4-5*

**Primary Strand: Reading 4.5, 5.5**

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

**Essential Understanding:**

* understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry
* understand the similarities and differences between literary and informational nonfiction texts

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

* summarize important plot events, using specific details from the text
* describe how characters are developed by
	+ what a character says
	+ what a character thinks
	+ what a character does
	+ what other characters in the story say or think about them
* identify and explain the main conflict and resolution of the plot
* identify the events in sequence that lead to resolution of the conflict
* identify the theme(s) of a text
	+ thematic topic
	+ lessons learned
* demonstrate comprehension and apply strategies to write about what is read
* read with sufficient accuracy and fluency to support comprehension
* summarize plot events using supporting details
* describe how an author’s choice of language, setting, and characters develops the plot and contributes to the sequence of events

**Primary SOL:**

4.5c Summarize events in the plot.

5.5a Summarize plot events using details from text

**Reinforced (Related Standard) SOL:**

4.1 c) Orally summarize information expressing ideas clearly.

 e) Use evidence to support opinions and conclusions.

4.5 b) Identify the theme(s).

 k) Use reading strategies throughout the reading process to monitor comprehension.

 l) Read with fluency, accuracy, and meaningful expression.

5.1 e) Use evidence to support opinions and conclusions.

 f) Summarize the main points a speaker makes, and connect comments to the remarks of others.

5.5m Use reading strategies throughout the reading process to monitor comprehension.

5.7e Organize information to convey a central idea.

**Academic Background/Language:**

In earlier grades, students develop an understanding of retelling text in sequential order and begin summarizing. Teachers should create experiences with students using the plot of the story to summarize and select the best summary. Students need to have a strong understanding of story elements and identifying important events and details to summarize.

**Materials**

* short fiction passage such as “ The Kids Table” <https://www.commonlit.org/en/texts/the-kids-table?search_id=22889143>
* post it notes
* chart paper

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

1. Have students respond on sticky notes to brainstorm what makes a “good summary”. Facilitate a class discussion to share responses and to confirm and clarify ideas on the sticky notes. Reinforce the story elements that are often present when you summarize, character, setting, major events, conflict, resolution, and theme. Create a summarizing anchor chart for students to reference.
2. Have students read the fiction passage “The Kids Table.” After reading have students turn and talk with a partner about the events from the passage.
3. Provide students with details from the plot of text on strips of paper. Some strips should include details that would be included in a summary and some strips should be details that would not be included in a summary. When the students finish sorting, they should have two groups. One group will contain details from the text that should go in the story and the second groups will contain details from the story that you would not use when summarizing.
4. The teacher should model how to read the strips and sort them into two groups. Model the process of how to decipher which strips go into which pile by thinking aloud, “Does this statement answer, who (characters), when and where (setting), did what (events, conflict, resolution, theme)?
5. Provide students time to sort the detail statements from the story into the two categories. Bring students back together to share how they sorted the detail. Have students work with a partner or small group to use the details sorted to first orally summarize the story and then write a summary.
6. Have students share their summaries to confirm that the summary includes the main character, the setting, only the major events (including conflict and resolution), and possibly the theme. (e.g. James was frustrated by being treated like a child; he wanted to be treated like an adult. At Thanksgiving, he was finally asked to sit at the adult table. Sitting at the adult table was boring. James realized it was more fun to be one of the kids not one of the adults.)

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

* Take anecdotal notes to monitor students’ oral responses during the lesson.
* Assess the written summary written for “The Kids Table.” Did the student use important events or details or does the written response read more like a retelling of the story?

**Writing Connections:**

* Use student and published author examples of summaries as mentor text.
* Look with students for real life examples of summarizing. Use this to provide a menu of options for students to create oral or written summaries.
* Have students summarize the text they read during independent reading.

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

* Increase the length of text for students to summarize (e.g. progress from short stories, picture books, chapter in a book, and finally to chapter books.)
* Have students read the same text to summarize as part of a Literature Circle.
* Have students create book summaries to share with peers when recommending new books.
* Compare and contrast how summarizing the plot of fictional text is similar and different to finding the main idea and supporting details of a nonfiction text.
* Read poetry and literacy nonfiction text for students to summarize.

**Strategies for Differentiation**

* Use graphic organizers such as a plot map to organize the details of the text.
* Provide text in native languages.
* Allow students to listen to complex text to summarize.
* Choose a less complex text for students to summarize, these text should be well organized so students can identify the plot details to summarize.