**Primary Strand: 3.5, 4.5, 5.5**

**Integrated Strand/s: Reading, Vocabulary, Multimodal Literacies**

**Essential Understanding:**

All students should:

* understand the essential elements and characteristics of fictional text and poetry.
* understand how to plan and compose writing for a variety of purposes.
* understand the difference between plagiarism and using their own words in writing.

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

To be successful with this standard, students are expected to:

* use important plot events to summarize fictional text, literary nonfiction, and poetry
* apply knowledge of characterization by
  + describing a character’s attributes (e.g., traits, motivations or feelings)
  + using evidence from the text to support generalizations about the character
  + comparing and contrasting characters within a selection or between/among two or more selections
  + explaining how the actions of characters contribute to the sequence of events
* apply knowledge of setting by
  + identifying the time and place of a story, using supporting details from the text
  + identifying the details that make settings similar or different
* identify the main conflict and resolution
* recognize and identify a theme or lesson of fictional text(s)s (e.g., friendship, survival, determination) using key supporting details
  + thematic topic
  + lessons learned
* learn to differentiate fiction from nonfiction
* demonstrate comprehension by writing about what is read
* read with accuracy, fluency, and meaningful expression to support comprehension.

**Primary SOL:**

3.1a, e, l The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

4.5c, d The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.

5.5a, f The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

**Reinforced (Related Standard) SOL:**

3.1i, j, k The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

4.5f, k The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.

5.5a, d, e, f, m The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

**Academic Background/Language:**

Summarizing can be difficult for students as they try to determine importance of details and struggle to identify key ideas. To support summarizing skills, students must understand fictional texts follow similar patterns/structures through the inclusion of several story/plot elements. Fictional texts as well as literary nonfiction texts all include characters, setting, conflicts, story events, and resolutions. Students should be taught to summarize narrative texts around these specific story elements. Furthermore, students can be taught to use sketch noting to represent these story elements in a visual format, thus avoiding plagiarizing/copying specific lines of text.

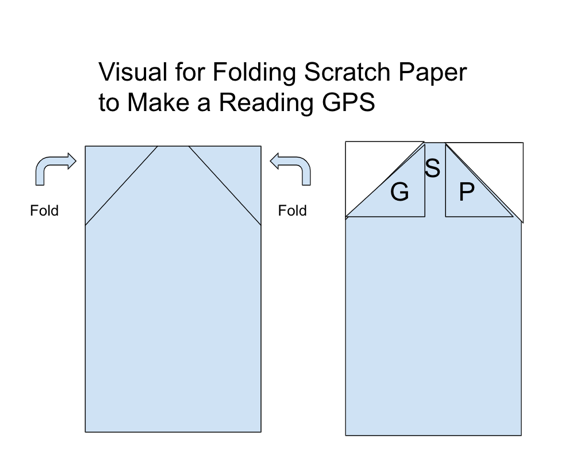
**Sentence starters:**

* The characters in the story are \_
* The setting is the story is \_. It changes to \_
* The conflict in the story is \_
* The important events in the story are \_ (in order)
* The resolution of the story is \_
* In this paragraph, the most important thing that happened was \_

## Materials

* [ReadWorks Fiction](https://www.readworks.org/books/passages#!q:/g:19/t:13/f:0/pt:/features:/): Example: [The Treasure Hunt](https://www.readworks.org/article/The-Treasure-Hunt/f52ee1e6-6018-4067-88f6-8e45854b8264#!articleTab:content/): Lexile 740, [The Big Hike](https://www.readworks.org/article/The-Big-Hike/ea76e55b-92bd-4671-8881-753d020e50a8#!articleTab:content/) Lexile 460, [The Fox and the Crow](https://www.readworks.org/article/The-Fox-and-the-Crow/c694652a-1026-4ea4-b980-7dac60b8f908#!articleTab:content/) Lexile 910
* VDOE released SOL test passages
* Copy of a fiction text with the pictures covered.
* Suggestions: Sunflower House by Eve Bunting, Our Tree Named Steve by Alan Swelbel, Sylvester and the Magic Pebble by William Steig, Mirette on the High Wire by Emily Arnold McCully
* Scratch paper (lined or plain)
* Pencil/pen
* Anchor Chart for Story Elements

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

1. The goal of this lesson is to teach students a strategic way to use sketchnoting as a summarizing tool to support comprehension using a sheet of scratch paper.
2. Introduction: Ask students if they have ever heard of a GPS? What is the function of a GPS? How does it help? Review with students, the purpose of a GPS is to provide directions. For example, a GPS in a car helps a driver know where to turn to reach a destination. A GPS on a phone can guide a walker through city streets to find their way. As readers, we can create a “Reading GPS” to help find the way through a text. This Reading GPS employs several strategies to help students comprehend or understand a text.
3. To organize the GPS, one will use a piece of scratch paper. It can be lined or blank. The first step is to fold the top two corners of the paper down (similar to the first step of making a paper airplane). On the first corner, fold over and record a G for Genre. On the second corner, fold over and record a P for Purpose. At the top of the inside, record S for Summary. See visual.
4. Once the scratch paper is organized, it is time to start reading. Step one is to preview the text to identify the genre (type/kind of text). At this point, students need to focus on how the text is organized (narrative or expository). Students need to be taught to look for story elements (character, setting, problem, solution, and plot events) as a key indicator that the text structure is narrative. These story elements will help identify key information for summarizing later. Students should record “narrative” or “expository” on the flap along with the letter “G” as they create their GPS. Students should also reflect on whether or not the narrative text contains story events that really occurred (narrative nonfiction) or are fiction. If the text is short, students are encouraged to read the entire piece to get a general understanding of the story and identify genre. Discussions about the importance of reading a text more than once will be key. Students need to learn that rereading is another key strategy supporting comprehension and summarizing.
5. Next, students should be taught to reflect on the author’s purpose for writing the text. The second flap of the scratch paper is marked with a “P” for purpose. Students should be taught to understand expository/nonfiction texts share information while narrative stories (fiction or nonfiction) often entertain and teach lessons. Students should be on the “look out” for the lesson or theme as they read.
6. The majority of the GPS scratch paper is used for summarizing. Once the flaps are folded back, the student has a full sheet of paper to use for summarizing. For the purpose of our Reading GPS, we will be summarizing using sketchnoting. Sketchnoting provides a powerful tool for visualizing our thinking in a series of quick sketches with labels. The intent is not to draw everything that occurs; rather, as students sketchnote, they draw the important information to help support comprehension. Sketchnoting is a powerful tool for summarizing because it requires the students to think about the text and sketch out their “pictures from their mind.” This process prevents students from simply copying/plagiarizing text for summarizing because it requires the reader to put the ideas into their own visualizations. This will require direct instruction on sketchnoting and determining importance. Summarizing fiction requires students to identify important details from a text instead of unimportant details. For narrative texts, students need to focus on key story elements (characters, setting, conflict, resolution, and significant plot events) to summarize using their GPS. Furthermore, as students sketchnote their summary, they need to learn to draw quick simple sketches. Students should spend more time reading than sketching; after all, this is a reading strategy. Using labels, arrows, and sequencing will help provide another layer of detail to their quick sketches.
7. The teacher will want to model sketchnoting for students using a given piece of text. See materials section for specific recommendations. To maintain organization, it is suggested to sketchnote one paragraph/page at a time on the piece of scratch paper. The teacher will want to read aloud the first section of text, identify any story elements, quickly sketch out those key ideas, and then go back and label as needed (adding character names, setting locations…). The teacher may want to use a gradual release model for the text. He/she can model the first paragraphs as direct instruction, then gradually turn over the responsibility to the students to identify story elements and sketchnote on their own. It is recommended to start with a short text for the first time. Students can sketchnote along one paragraph at a time with their teacher as a shared writing experience. Using lines between paragraphs also helps to support organization. Longer texts will eventually need to be introduced and students can be taught to chunk texts and sketchnote several paragraphs at a time.
8. The teacher will want to move around the room to check students’ sketchnote summaries. Feedback will be important to help students maintain a brisk pace, include labels, maintain organization, and focus on story elements. Drawing ability is not essential as stick figures and simple sketches are fast and efficient.
9. Once the entire GPS has been completed, it is important for students to use it as a tool to demonstrate comprehension of a text. First students should be encouraged to discuss their sketches with a partner. Quite simply, they should be able to retell the entire text straight from their sketchnote summary. Students should also go back and add the specific lesson or theme learned on the “P – Purpose” flap. It is recommended that the students use the GPS to help them answer comprehension questions.
10. The final step of the Reading GPS is reflection. Students need to reflect on the thinking used when creating the GPS (summarizing, determining importance, identification of genre, author’s purpose, theme, focus on story elements…). While it takes time to create the Reading GPS, this strategy does support reading comprehension! Students and teachers need to commit to spending time reading and comprehending.

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

* Teachers need to walk around during the GPS lesson to provide feedback to students.
  + Are students making quick sketches? Adding enough detail? Too much detail?
  + Are students focusing on story elements and key ideas or supporting details?
  + Can students identify appropriate the appropriate genre?
  + Can students identify the author’s purpose and specific story themes/lessons?
* Provide additional texts for students to apply the GPS strategy. Collect the samples and provide feedback.
* Have students share their GPS with each other. Can they retell the text? Identify important story elements?
* The goal of this strategy is to support reading comprehension. Summative assessment will focus on more traditional reading comprehension questions.

**Writing Connections:**

* The sketchnoting strategy helps students create a visual summary of the text. Students can be encouraged to write a summary from the visuals in their own words.
* Written reflection is a powerful tool. Encourage students to reflect on the Reading GPS strategy. How does it help? What part is difficult? What part is easy? When should the students commit to using this strategy?

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

* This lesson focuses on creating a GPS for narrative texts. It can be extended to teach students how to summarize expository texts. Sketchnoting can still be used for expository information; however, the summary would be organized around main ideas and details instead of story elements. A two-column note structure organized one paragraph at a time has been helpful for some students.
* The Reading GPS strategy is powerful for summative reading assessments like the SOL test. Have older students who are familiar with the strategy teach the strategy to third grade students in preparation for their first SOL test.
* Use technology-based drawing software to create sketch notes.
* Have students record their retelling/explanation of their Reading GPS.

**Strategies for Differentiation**

* Have students work with partners.
* Model more for students before they complete independently.
* Modify text level/length to match the level of the student. Use independent or instructional level text. Work up to grade level text as needed.
* Use an anchor chart as a visual for story elements.
* Use a text reader to support decoding as needed.
* Teach students to highlight story elements to support determining importance. Students can be taught to “hunt” for characters, setting, conflicts, and resolution. This will make it easier to know what to sketch during the summary.
* Chunk the text into smaller pieces for summarizing. Students may need to sketch one sentence at a time instead of chunking by paragraphs.