Handouts

UNIT 3, MODULE 3:
Writing Summaries

TEKS Connections

English Language Arts

Grades 6–8:

Reading/Comprehension Skills (Figure 19). Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

Grades 6 and 8:

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions

Knowledge and skills statement 10 and the accompanying student expectation apply to composing main ideas with informational and expository text, an important component in English language arts instruction.

SOURCE: Texas Education Agency (TEA), 2008a.

Whether students are asked to summarize or to identify the main idea, the need to synthesize information concisely is apparent in every subject. Synthesis involves complex thinking. Students must be able to synthesize information in order to draw conclusions and summarize data.

Social Studies

Grades 6–7:

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

Grade 8:

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

A lesson using the summarization routine might also include other social studies skills, such as organizing and interpreting information from various sources, identifying bias, and/or evaluating the validity of a source.

SOURCE: TEA, 2010.

Science

Grades 6–8:

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

Identifying the main idea allows students to successfully navigate content area instruction and assessment. Instructional activities such as reading for information, taking notes, and participating in classroom discussions about the content all require students to practice this skill. In science, students must communicate valid conclusions in an effective summary.

SOURCE: TEA, 2009.

Mathematics

Grade 6:

(12) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

Grade 7:

(14) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

Grade 8:

(15) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

When communicating mathematical ideas, students must summarize the data as completely but concisely as possible. This can be done in written form, but might also include the use of multiple representation formats.

SOURCE: TEA, 2006.

English Language Proficiency Standards (ELPS) Connections

4 (G) The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

II. Reading

(A)(4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish fact from simple assertions and opinions.

Cross-Disciplinary Standards

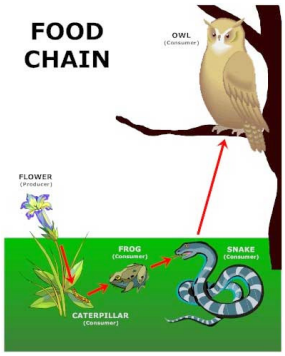
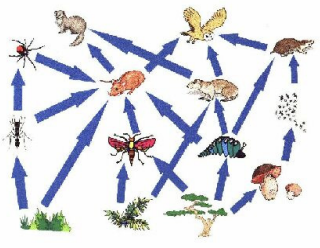
II. Foundational Skills

(A)(6) Annotate, summarize, paraphrase, and outline texts when appropriate.

SOURCE: TEA, 2008b.

Notes Log: Summarization: Incomplete Science Sample

Topic/Title: Energy in an Ecosystem	**Pages:** 280-284

Main Ideas	Notes
Heterotrophs must eat autotrophs to obtain energy.	• Cannot make own food • Animals and fungi
Autotrophs make their own food through photosynthesis.	• Plants • Convert sunlight and carbon dioxide to energy and oxygen and store it in molecules that can be broken down
Organisms may be classified by their energy roles in the ecosystem.	• Producers – Autotrophs – Produce and store energy – Grasses, shrubs, and trees • Consumers – Heterotrophs – Obtain energy by consuming other organisms – Herbivores, carnivores, and omnivores • Decomposers – Heterotrophs – Obtain energy by breaking down wastes and the remains of dead organisms – Small molecules are returned to the environment – Mold and bacteria
Food chains describe how energy flows from producers to consumers.	
Food webs show overlapping food chains.	

Log continues on the next page.

Main Idea of Section: Energy from the sun is transferred from producers to consumers and decomposers.
Summary

Science TEKS

Grade 8:

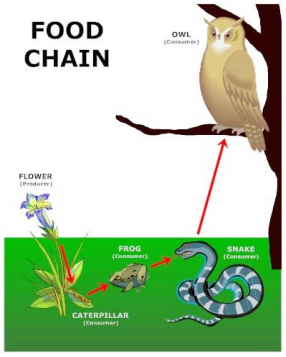
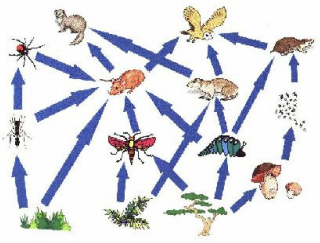
(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems.

SOURCE: TEA, 2009.

Notes Log: Summarization: Science Sample With Steps

Topic/Title: Energy in an Ecosystem | **Pages:** 280-284

Main Ideas	Notes
Heterotrophs must eat autotrophs to obtain energy.	• Cannot make own food • Animals and fungi
1 Autotrophs make their own food through photosynthesis.	• Plants • Convert sunlight and carbon dioxide to energy and oxygen and store it in molecules that can be broken down
2 Organisms can be classified by their energy roles in the ecosystem.	• Producers – Autotrophs – Produce and store energy – Grasses, shrubs, and trees • Consumers – Heterotrophs – Obtain energy by consuming other organisms – Herbivores, carnivores, and omnivores • Decomposers – Heterotrophs – Obtain energy by breaking down wastes and the remains of dead organisms – Small molecules are returned to the environment – Mold and bacteria
4 Food chains describe how energy flows from producers to consumers.	
Food webs show overlapping food chains.	

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Log continues on the next page.

Main Idea of Section:
Energy from the sun is transferred from producers to consumers and decomposers.
Summary

Science TEKS

Grade 8:

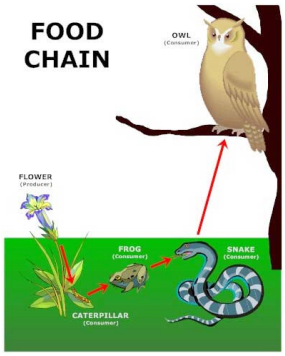
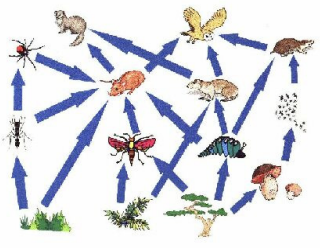
(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems.

SOURCE: TEA, 2009.

Notes Log: Summarization: Complete Science Sample 1

Topic/Title: Energy in an Ecosystem	**Pages:** 280-284

Main Ideas	Notes
Heterotrophs must eat autotrophs to obtain energy.	• Cannot make own food • Animals and fungi
Autotrophs make their own food through photosynthesis.	• Plants • Convert sunlight and carbon dioxide to energy and oxygen and store it in molecules that can be broken down
Organisms can be classified by their energy roles in the ecosystem.	• Producers – Autotrophs – Produce and store energy – Grasses, shrubs, and trees • Consumers – Heterotrophs – Obtain energy by consuming other organisms – Herbivores, carnivores, and omnivores • Decomposers – Heterotrophs – Obtain energy by breaking down wastes and the remains of dead organisms – Small molecules are returned to the environment – Mold and bacteria
Food chains describe how energy flows from producers to consumers.	
Food webs show overlapping food chains.	

Log continues on the next page.

Main Idea of Section:
Energy from the sun is transferred from producers to consumers and decomposers.

Summary

Because autotrophs can convert sunlight and carbon dioxide to energy and oxygen, heterotrophs are dependent on autotrophs for food. All organisms may be classified by their energy roles in the ecosystem. Autotrophs are producers, and heterotrophs are either consumers or decomposers. A food chain or food web can show how the energy flows from organism to organism.

Science TEKS

Grade 8:

(11) Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:

(A) describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems.

SOURCE: TEA, 2009.

Notes Log: Summarization: Complete Science Sample 2

Topic/Title: What is a Tropical Rainforest?	**Pages:** 1–3
Main Ideas	**Notes**
Tropical rainforests are found near the equator.	• Tropical rainforests are mostly found between the Tropic of Cancer and the Tropic of Capricorn • The largest rainforests are found in: – Brazil (South America)—the Amazon is the largest tropical rainforest, 2/3 the size of the U.S. – The Democratic Republic of Congo (Africa) – Indonesia (islands near the Indian Ocean) • Other tropical rainforests found in: Southeast Asia, Hawaii, and Caribbean islands
Tropical rainforests are called "rainforests" because of the rainfall they receive.	• Tropical rainforests see 160–300 inches of rain per year • The city of Los Angeles sees 10–20 inches of rain per year • Tropical rainforests have a year-round temperature of 75–80 degrees
Tropical rainforests have hundreds of different species that live in four layers.	• Tropical rainforests are unique because they are home to hundreds of different plant and animal species. • The incredible number of species make tropical rainforests different from forests in North America. • Four layers: – Emergent trees: the few trees that poke out to reach the sun – Canopy: most of the plant growth and animals are here – Understory: young trees and shrubs – Forest floor: has very little sunlight and a thin carpet of wet, rotting leaves
Plants and animals of the rainforest are interdependent.	• Interdependent = depend on each other for survival • If one type of plant or animal becomes extinct, other plants and animals are also in danger of extinction
Rainforests recycle everything.	• When leaves, flowers, or an animal dies on the forest floor, they decay and are recycled back into the soil and roots • Roots are shallow to collect all of the nutrients from the decay • Rain is recycled as water evaporates, forms clouds, and rains again onto the forest
Rainforests are essential to everyone on Earth.	• Rainforests help control the world's climate • Many medicines come from plants that grow in tropical rainforests • Logging and gold mining threaten to destroy the rainforest

Log continues on the next page.

People live in the rainforest in a sustainable manner.	• Indigenous people have lived in the rainforest for thousands of years and use it in a manner that does not destroy the rainforest. • Recently, many people have moved to the rainforest and do not use the resources carefully
Rainforests cannot grow back once they have been destroyed.	• Plants and animals that are interdependent cannot rebuild their community • Rainforests are 70–100 million years old and have species found nowhere else on Earth

Main Idea of Section:
It is essential that we protect our tropical rainforests.

Summary

Tropical rainforests are found near the equator between the Tropic of Cancer and the Tropic of Capricorn. The name "rainforests" was chosen because they receive a lot of rain, about 160–300 inches per year, and have four layers of vegetation called emergent trees, canopy, understory, and forest floor. The rainforest is home to hundreds of different species of plants and animals that are interdependent, or dependent on each other for survival. This means that if one plant or animal becomes extinct, other plants or animals may be in danger of extinction. The hundreds of species of plants and animals contribute to the sustainability of the rainforest ecosystem. Rainforests recycle everything, including leaves, flowers, animals, and even water. A rainforest cannot grow back once it has been destroyed, so it is important that we protect our tropical rainforests. Without them, we would lose sources of medicines and experience major changes in climate around the world. Rainforests are essential to everyone on Earth.

Science TEKS

Grade 7:

(10) Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:

(B) describe how biodiversity contributes to the sustainability of an ecosystem;

SOURCE: TEA, 2009.

Notes Log: Summarization Practice

Please turn to the next page for the log.

Notes Log: Summarization Practice

Topic/Title: Physical and Chemical Properties of Water	**Pages:** 4-6
Main Ideas	**Notes**
Physical and chemical properties are used to identify matter.	Physical properties • Do not change the chemical nature of matter • Examples: color, smell, freezing point, boiling point, melting point, density Chemical properties • Do change the chemical nature of matter • Examples: heat of combustion, reactivity with water, pH, color change, produce electrical force Knowing more properties means knowing more about the substance • Help model the substance • Understand how substance will behave in different conditions
Water molecules are "sticky" because they have positive and negative sides.	Chemical property Hydrogen atoms are positive and the oxygen atom is negative Oxygen side of one molecule attracts hydrogen side of another molecule • Molecules clump together • Without gravity, drop of water would be sphere
Water dissolves more substances than any other liquid.	Chemical property Called "universal solvent" Carries chemicals, minerals, and nutrients
Water has a neutral pH.	Chemical property pH = 7, so not acid or base
Water is found in all three states of matter.	Physical property Only natural substance that is solid, liquid, and gas • Freezes at 32 degrees Fahrenheit, or 0 degrees Celsius • Boils at 212 degrees Fahrenheit, or 100 degrees Celsius • Ice floats because it is less dense than liquid form
Air temperature changes slowly because water has a high heat index.	Physical property Absorbs a lot of heat before it gets hot Means that seasons change gradually, especially near the ocean

Log continues on the next page.

Because water clumps together, it can move through roots and blood vessels.	Physical property High surface tension = sticky and elastic • Does not spread out in thin film • Responsible for capillary action
Water has different weights and densities at different temperatures.	Weight: • 62.416 pounds per cubic foot at 32° F • 61.998 pounds per cubic foot at 100° F • 8.33 pounds/gallon, 0.036 pounds/cubic inch Density: • 1 gram per cubic centimeter (cc) at 39.2° F • 0.95865 gram per cc at 212° F

Main Idea of Section:
The physical and chemical properties of water make it unique and necessary for living things.

Summary

Notes Log: Summarization: Social Studies Sample

Topic/Title: North America's location, physical features, and distribution of natural resources	**Pages:** 70-83
Main Ideas	**Notes**
The waters surrounding North America isolated it for many years.	• Arctic Ocean (north) to the Gulf of Mexico (south) • Pacific Ocean (west) to the Atlantic Ocean (east) • Unique plants (sequoia tree and saguaro cactus) • Unique animals (bald eagle and alligator) • Difficult for people to reach (early settlers and attackers during WWI and WWII)
Improvements in shipbuilding and ocean navigation brought settlers to the continent.	• Earliest settlers arrived 12,000 to 35,000 years ago • Introduced new plants and animals from home countries • Used internal waterways (rivers) and Native American guides to travel throughout continent
Vegetation zones are determined by climate and geography.	Polar and tundra • Northern Canada and Alaska • Above freezing for only 2 months of year • Precipitation from 4-20 inches/year • Frozen ground Forest • Conifer (evergreen) and broadleaf trees cover Canada and the northwest, northeast, and southeast of the U.S. • Precipitation from 10-80 inches/year • Temperatures middle to cold Rainforest • Pacific coast • Precipitation up to 167 inches/year • Trees up to 300 feet tall • Ground covered in smaller vegetation • One acre of rainforest can have 6,000 pounds of moss and lichen • Temperature moderate and rarely below freezing Grassland • Center of North America • Precipitation from 15-30 inches/year • Grow grain and rice Desert • Southwestern U.S. • Precipitation less than 10 inches/year • Plants (shrubs, small trees, cacti) must survive harsh sun, high temperatures, and little rain

Log continues on the next page.

Rich natural resources have influenced North America's economic development	Natural resources in North America • Farmlands of midwestern U.S. and prairies in central Canada have rich soil • Forests in northwest, northeast, and southeast • Oil fields in Alberta, Texas, California, Louisiana, Oklahoma, Alaska, and Gulf of Mexico • Coal in western Canada, Appalachian Mountains, Illinois, Indiana, and Wyoming Cities and businesses first grew around waterways • Still used to ship resources • Supply drinking water, power, irrigation • Support fishing industry Trade exceeds $1 billion/day Must cooperate on national security, environment, air traffic, and fishing regulations
Main Idea of Section: North America's location, vegetation zones, and natural resources have influenced its development.	
Summary Completely surrounded by water, North America has five vegetation zones determined by climate and geography. These zones range from desert to rainforest and contain some unique plants and animals. Improvements in shipbuilding and ocean navigation eventually brought settlers to the continent. North America's rich natural resources encouraged economic development and the establishment of towns and businesses along waterways.	

Social Studies TEKS

Grade 6:

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and

(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.

SOURCE: TEA, 2010.

Summarization Routine

1. Complete the previewing routine.

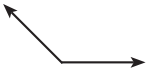
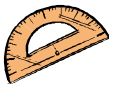
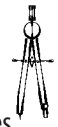
2. Ask students to write the main ideas with the Get the Gist routine.

3. Ask students to record details in the Notes section.

4. Ask students to construct summaries of the passage.
    a. List
    b. Underline
    c. Combine
    d. Number
    e. Write
    f. Edit

Notes Log: Summarization: Mathematics Sample 1

Topic/Title: Circulation: Measuring and Constructing Angles	**Pages:** 214–215

Main Ideas	**Notes**
Angles are classified by their measurement in degrees.	Degrees: How angles are measured • Acute angle: Less than 90 degrees  • Right angle: Exactly 90 degrees  • Obtuse angle: Greater than 90 degrees and less than 180 degrees  • Straight angle: Exactly 180 degrees
Complementary and supplementary angles are made up of two angles.	• Complementary angles: Two angles that add up to 90 degrees • Supplementary angles: Two angles that add up to 180 degrees
A compass and protractor are used to measure and draw angles.	• Protractor: Used to measure angles  • Compass: Used to draw arcs  • Name and give measure of angles • Estimate the measure of angles • Find complements and supplements • Use protractor to draw angle.

Main Idea of Section: A protractor or the angle's name can help you figure out its measurement.

Summary

Angles are given different names if they are less than, equal to, or more than 90 degrees. If two angles added together equal exactly 90 degrees, they are called complementary. If two angles added together equal exactly 180 degrees, they are called supplementary. You can use a protractor to measure the angles.

TEKS information on the next page.

Mathematics TEKS

Grade 6:

(6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:

(A) use measurements to classify angles as acute, obtuse, or right.

(8) Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:

(C) measure angles.

SOURCE: TEA, 2006.

Notes Log: Summarization: Mathematics Sample 2

Topic/Title: Quadrilaterals	**Pages:** 1
Main Ideas	**Notes**
There are many types of quadrilaterals, or closed, four-sided figures.	• Parallelogram: A quadrilateral with two pairs of parallel sides • Rhombus: A quadrilateral with two pairs of parallel sides, and all sides are congruent • Square: A quadrilateral with two pairs of parallel sides, all sides are congruent, and all angles are right angles • Rectangle: A quadrilateral with two pairs of congruent, parallel sides, and all angles are right angles • Trapezoid: A quadrilateral with one pair of parallel sides called bases
The angles of parallelograms follow special rules.	• Sum of the angles is 360° • Opposite angles congruent (=) • Consecutive angles supplementary (sum is 180°)
Main Idea of Section: There are several types of quadrilaterals, classified by their attributes.	
Summary There are several types of quadrilaterals, or closed, four-sided figures. Parallelograms such as squares, rectangles, and rhombi are quadrilaterals that have two pairs of parallel sides. The trapezoid is also a quadrilateral, but it has only one pair of parallel sides. The angles in a quadrilateral have special rules. For example, the sum of the angles in a quadrilateral always equals 360°. In a parallelogram, opposite angles are congruent, or equal. Also in parallelograms, consecutive angles, or angles next to one another, are supplementary. This means that their angles add up to 180°.	

Mathematics TEKS

Grade 7:

(6) Geometry and spatial reasoning. The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties.

(A) use angle measurements to classify pairs of angles as complementary or supplementary;

(B) use properties to classify triangles and quadrilaterals

TEKS SOURCE: TEA, 2009.

Notes Log: Summarization: English Language Arts Sample 1

Topic/Title: Nadia the Willful	**Pages:** 69-73
Main Ideas	**Notes**
Nadia was closest to her older brother, Hamed.	• Only Hamed could calm Nadia's temper – Made her laugh • She followed Hamed everywhere • He taught her games
When Hamed disappears, Nadia grows angrier and lonelier.	• Her father ordered that no one say Hamed's name – Everyone was uneasy but obeyed • All the memories of Hamed were too much for Nadia – She raged at everyone until they avoided her
Nadia risked punishment by speaking of Hamed to ease her pain.	• She taught her other brothers to play games Hamed had taught her • She told tales of Hamed to women at the loom • She told the shepherds of Hamed's love for the black lamb • Nadia's mother warned of her father's punishment – Her father had grown quick-tempered in his grief, too
Nadia had to convince her father to speak of Hamed.	• Her father had banished a shepherd who came to show Nadia the black lamb • Nadia helped her father remember Hamed's face and voice by telling her memories of him – Her father called her wise – Hamed lived in the hearts of those who remembered him
Main Idea of Section: Memories can help ease the pain of losing a loved one.	
Summary Nadia's bad temper can be calmed by only her favorite brother, Hamed. When Hamed disappears in the desert, Nadia becomes angrier and drives people away. Even though her father has ordered that no one say Hamed's name, Nadia risks punishment to share her memories with others and ease her pain. After Nadia's father banishes a shepherd for saying Hamed's name, Nadia teachers her father the secret of keeping Hamed alive in their hearts.	

Based on an excerpt from Alexander, S. (1983). *Nadia the willful*. New York: Knopf Books for Young Readers.

TEKS information on the next page.

English Language Arts TEKS

Grade 6:

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction

Generating summaries is a precursor to looking more closely at elements of plot development.

SOURCE: TEA, 2008a.

Notes Log: Summarization: English Language Arts Sample 2

Topic/Title: *The Watsons go to Birmingham—1963*, Chapter 12	**Pages:** 162–168

Main Ideas	Notes
p. 162 Kenny wakes up and joins the guys in the back yard.	• Kenny and Byron have a hard time sleeping because they are not used to the heat in Alabama • As soon as he wakes up, Kenny runs out to talk with Dad, Byron, and Mr. Robert
p. 163 Mr. Robert and Toddy are too old to hunt.	• Mr. Robert explains that he and Toddy still dream of hunting, but their bodies are too old • Toddy used to be the best coon dog in all of Alabama • Mr. Robert used to get $100 to breed Toddy
p. 164 Mr. Robert saved Toddy after a raccoon tried to drown him.	• Toddy chased a raccoon and followed him into a lake • The raccoon held Toddy's head under the water to drown him • Mr. Robert dragged Toddy out of the water and blew into his nose to resuscitate him • Kenny and Byron are impressed with this story
p. 165 Kenny goes back inside to eat breakfast.	• Momma, Grandma Sands, and Joey are in the kitchen • Grandma Sands' laugh sounds like the Wicked Witch of the West • Kenny is not used to the Southern style of talking
p. 166 Momma and Grandma Sands are talking and catching up.	• Momma is asking Grandma Sands a lot of questions • They are oohing, aahing, laughing, and catching up on people having trouble with white people, getting married, having babies, and going to jail
p. 167 Momma asks Grandma Sands about Mr. Robert.	• Momma clearly does not approve of Grandma and Mr. Robert living together • Grandma says that Mr. Robert is her dearest friend • Kenny sees that Grandma can make a few words very powerful, just like Byron does • Kenny loves seeing his mom in her role as daughter
p. 168 Kenny walked to the lake and then took a nap.	• Even though he didn't have the energy to walk, Dad and Byron coerced Kenny to walk with them to the lake • Byron seemed to be having a great time, talking and joking with Dad and Mr. Robert • When they got back from the lake, Kenny took a nap under a fan

Log continues on the next page.

Main Idea of Section: Kenny's first morning in Alabama is spent listening to Mr. Robert and then to Grandma Sands.

Summary

After a long night of trying to get used to the Alabama heat, Kenny wakes up and joins his Dad, Byron, and Mr. Robert in the back yard. Mr. Robert explains that he and his dog, Toddy, are too old to hunt anymore. He then tells the story about how he saved Toddy's life after a raccoon tried to drown him. After listening to this cool story, Kenny goes back inside to eat breakfast and finds Momma and Grandma Sands catching up at the kitchen table. Momma clearly does not approve of Mr. Robert living with Grandma Sands, and she confronts Grandma about this. Grandma Sands says that Mr. Robert is her dearest friend, and the way she says this makes Momma quiet. Mr. Robert, Dad, and Byron convince Kenny to walk with them to the lake so Momma and Grandma can talk alone. Kenny goes reluctantly and then comes home to take a nap under a fan.

TEXT SOURCE: Curtis, C. P. (1995). *The Watsons go to Birmingham—1963*. New York: Random House.

English Language Arts TEKS

Finding and composing main ideas and summaries would be a first step in meeting the following from the TEKS; however, to address it in total, the teacher must go beyond the statements conveying plot development to assist students in determining the resolution of conflicts contained therein.

Grade 8:

(6) Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

The example provided here is for illustrating the use of the instructional routine to TALA participants. It is not intended to convey a preference for a particular novel, nor is it intended as a required reading.

SOURCE: TEA, 2008a.

Scaffolding Summarization

- Work with short segments of text and gradually increase to larger sections.
- Write the main ideas on slips of paper or sticky notes for students to move around in steps 1–4 (list, underline, combine, and number).
- Allow students to select the best summary from a set of options.
- Provide templates with completed portions of the summary and portions containing blanks to be filled in by students.
- When necessary, return to modeling how to write summaries.
- Slowly transfer the responsibility for summarizing to students.

Moving from Paragraph Level to Increasingly Longer Sections of Text

To help students improve their comprehension, it is important for them to interact with the text. Stopping after reading a shorter segment gives students an opportunity to check their understanding.

One method to scaffold students as they move from the paragraph level to increasingly longer sections of text is to break the entire text into shorter, more manageable segments. Students stop reading after a section of text to reflect on what they have read.

To break the text into sections, first review the text to determine how it should be divided.

- Expository textbooks are often easily divided by using subheadings as the natural breaks. Science and math texts can also be divided with problems or exercises.
- Narrative text is a little more challenging because of the lack of headings/subheadings. Narrative prose can be divided into sections by paragraphs, stanzas, scenes, chapters, sections, end of the page, or any obvious break.
- Transition words, examples, subject change, dialogue, and sometimes punctuation can also be useful indicators for dividing sections of text.

After reading the section of text, students can more easily identify the main idea and details of the passage.

While learning to use this strategy, students should write the main idea and details. Once students have reached mastery, they can use this strategy to monitor their understanding independently.

Notes Log Templates

Topic/Title	Pages
Main Ideas	**Notes**
Main Idea of Section	
Summary	

Notes Log (2-page)

Topic/Title	Pages

Main Ideas	Notes

Main Ideas (cont.)	Notes (cont.)

Main Idea of Section

Summary

References

Unit 3: Main Idea and Summarization Instructional Routines
Module 3: Writing Summaries

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