

Summary Frames

Common Core State Standards Strand

Reading:
Informational
Texts
- Key Ideas and
Details

Grade Level
K-12

Purpose
Use with students
to support
comprehension:
summarize key
ideas and details
and determine the
structure of a text

When to Use
After Reading

Grouping
Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

Using SUMMARY FRAMES is a strategy that provides students with fillable statements to use when summarizing a text. As students become proficient at summarizing a text, they will decrease their use of the summary frames, and use the structures independently within their own summary writing. Summarization includes identifying the key ideas and important details of a text while eliminating unnecessary details. It is used after reading a text. This strategy supports students' comprehension by providing a structure that supports their ability to complete summaries and to determine the structure of a text.

IMPLEMENTATION OF THE STRATEGY

- Establish the purpose for using summary frames.
- Select a text and a summary frame that supports the organization of the selected text.
- Model the use of the summary frames with the students, using a class text and a think aloud to illustrate your thinking; scaffold as needed.
- Repeat with a variety of texts with varying text structures.
- Have students read texts and complete the summary frame either independently or with a partner to demonstrate comprehension.
- Help students understand that one text might utilize several frames.

MEASURING PROGRESS

- Teacher observation
- Conferring
- Student self-reflection
- Summary/writing frames post-reading as assessment

RESEARCH

Cudd, E. T., & Roberts, L. L. (1987). Using story frames to develop reading comprehension in a 1st grade classroom. *The Reading Teacher*, 41(1), 74-79.

Grant, P. L. (1979). The cloze procedure as an instructional device. *Journal of Reading*, 22(8), 699-705.

Reutzel, D. R. (1986). Investigating a synthesized comprehension instructional strategy: The cloze story map. *Journal of Educational Research*, 79(6), 343-349.

Santa, C.M., Havens, L.T., Maycumber, E.M. (1998). *Creating independence through student-owned strategies* (2nd Ed). Dubuque, IA: Kendall/Hunt.

Name: _____

Summary Frames

Read a text and determine its text structure. Then, summarize the text by completing a summary frame for the corresponding text structure.

Title: _____

Author: _____

Text Structure	Summary Frame
Description	_____ is a kind of _____ that...
Problem/Solution	_____ wanted..., but..., so...
Sequence	_____ begins with..., continues with..., and ends with...
Compare/Contrast	_____ and _____ are similar in that they are both... but _____ ..., while _____ ...
Cause/Effect	_____ happens because... OR _____ causes ...