SUMMARIZING AN INFORMATIONAL TEXT

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENTS

UNIT OVERVIEW

The lessons in this unit walk students through the steps of creating a summary for an informational text. Students identify the main ideas and analyze how the main ideas are supported by details. Students then use the main ideas and details to create a summary.

Lesson 1: In this lesson, students use a main idea tree to record the topic, main ideas, and key details of a text. Then they use the main ideas of each paragraph to identify the overall main idea of the text.

Lesson 2: In this lesson, students summarize the body paragraphs of the text. First, you model how to identify key words in a paragraph. Then students use key words to construct summary sentences for each paragraph.

Lesson 3: In this lesson, students use the main ideas and details identified in the previous lessons to write a summary of the entire text.

Research Findings	Lesson Strategies, Approaches, or Activities
"Students need to find the inherent connections in the text and appreciate how these connections work in tandem with the author's words and ideas." (Sisson & Sisson, 2014, p. 18)	In Lesson 1, students identify the main ideas and their supporting details. In Lesson 2, students identify key words related to the paragraphs' main ideas.
"To comprehend a text, readers need to understand more than just each sentence or paragraph. The reader must also understand what those sentences and paragraphs add up to." (Cunningham & Cunningham, 2014, p. 33) "The best way to help readers improve their nonfiction summarizing skills is to provide a frame through which they can deconstruct the text, chunk important information, and reconstruct the text in a concise, clearly written summary." (Sisson & Sisson, 2014, p. 31)	In Lessons 1 and 2, students deconstruct the text into main ideas, details, and key words and examine how these elements are connected. In Lesson 3, students rebuild these elements into a complete summary.

Competent readers can identify important ideas in a text and use the text structure to develop a summary. (Jitendra & Gajria, 2011)	
Whole-group direct instruction in reading strategies, such as summarization and interpretation, is most effective when paired with guided practice in small groups. (Barton & Sawyer, 2003)	Each lesson includes a teacher-led activity followed by time for individuals or partners to practice the demonstrated skills.

BIBLIOGRAPHY

Barton, J. & Sawyer, D. M. (2003). Our students *are* ready for this: Comprehension instruction in the elementary school. *The Reading Teacher*, *57*(4), 334–347.

Cunningham, P. M. & Cunningham, J. W. (2014). *Teaching Common Core English language arts standards: 20 lesson frameworks for elementary grades.* Bloomington, IN: Solution Tree Press.

Jitendra, A. K. & Gajria, M. (2011). Main idea and summarization instruction to improve reading comprehension. In R. E. O'Connor & P. F. Vadasy (Eds.), *The handbook of reading interventions* (pp. 198–219). New York, NY: Guilford Press.

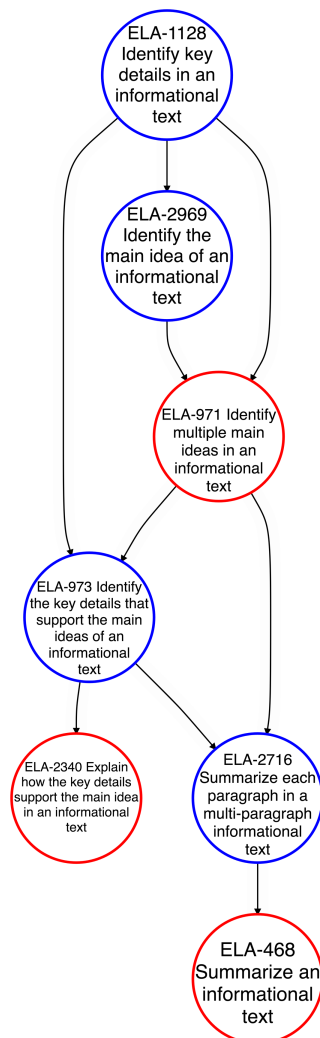Sisson, D., & Sisson, B. (2014). *Targeted reading interventions for the Common Core.* New York: Scholastic.

STANDARD

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Learning map model for RI.5.2.

Node ID	Node Name	Node Description
ELA-468	SUMMARIZE AN INFORMATIONAL TEXT	Summarize the facts, details, and other pieces of relevant, descriptive information in an informational text.
ELA-971	IDENTIFY MULTIPLE MAIN IDEAS IN AN INFORMATIONAL TEXT	Identify two or more main ideas (explicit or implicit) in an informational text.
ELA-973	IDENTIFY KEY DETAILS THAT SUPPORT MULTIPLE MAIN IDEAS OF AN INFORMATIONAL TEXT	Identify the key details in an informational text which support the main ideas in the text.
ELA-1128	IDENTIFY KEY DETAILS IN AN INFORMATIONAL TEXT	Determine which details in an informational text are most important.
ELA-2340	EXPLAIN HOW THE KEY DETAILS SUPPORT THE MAIN IDEA IN AN INFORMATIONAL TEXT	Provide an explanation for how details in a paragraph of an informational text support the main idea of the paragraph.
ELA-2716	SUMMARIZE EACH PARAGRAPH IN A MULTI-PARAGRAPH INFORMATIONAL TEXT	Produce a summary of the main idea and key details of each paragraph in an informational text.
ELA-2969	IDENTIFY THE MAIN IDEA OF AN INFORMATIONAL TEXT	Use supporting points and key details to identify the main idea of an informational text.

LEARNING GOAL

In this lesson, students determine the main ideas and supporting details of an informational text.

STANDARD

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PREPARATION

Before the lesson, select an informational text that has a clear main idea in each body paragraph. Prepare to display the text for the class.

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ SUPPLEMENT: MAIN IDEA TREE
- ▶ whiteboard or chart paper
- ▶ blank paper
- ▶ informational text, displayed

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can determine the main ideas and supporting details of an informational text.

Tell the class that when we read informational texts, we learn several big ideas about one topic. Those big ideas are called main ideas. Informational texts also contain details that support the main ideas. **Say**, "Today, we are going to create a main idea tree with the main ideas and supporting details from our text."

Using the model in Supplement: Main Idea Tree, **draw** your own tree on a piece of chart paper or the board and direct students to copy your drawing on their own paper. Explain that each large branch represents a main idea and the smaller branches are the supporting details. **Label** the trunk of the tree *topic*.

Read aloud the introductory paragraph of the text.

Direct students to tell a neighbor the word they think best describes what the text is about and why they chose that word. Invite volunteers to share, and collect responses on the board or chart paper.

Explain to the class that this word is the topic the author wrote about. In the last lesson, they will write a summary that explains why the topic is important. **Write** the topic word on the tree trunk.

Next, **label** the big tree branches *main idea*.

Read the first body paragraph. **Ask** students what the main idea of the paragraph is, and write it on the first branch. Next, **ask** students what details support that idea. Write the details on the small branches.

Read the rest of the text aloud. Then **instruct** students to work with a partner to complete their main idea trees. (You may also chunk the text and have students complete the tree at the end of each chunk or section of text.)

While partners work, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY KEY DETAILS IN AN INFORMATIONAL TEXT (ELA-1128): ▶ Point to a detail in the text. ▶ How do the details describe the topic of the text?	Determine if the student can IDENTIFY MULTIPLE MAIN IDEAS IN AN INFORMATIONAL TEXT (ELA-971): ▶ Point to a main idea in the text. Where are the main ideas located in the paragraphs? ▶ What are the main ideas of the text? Why do you think that?

Invite volunteers to share their main idea trees.

To extend the activity or to guide struggling learners, as a class, determine whether the identified ideas are details or whether they are main ideas. If they answer one of the five Ws (who, what, where, when, why), they are most likely main ideas. Remind students that each paragraph will have a main idea about the topic.

Ask students how the paragraph main ideas are similar. Record responses on the board or chart paper.

**Tell** students that the paragraph main ideas combine to form the main idea of the whole text. **Direct** students to write a sentence stating the main idea of the text on the back of their papers. **Invite** volunteers to share their main idea sentences. **Collect** the papers.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Main Idea
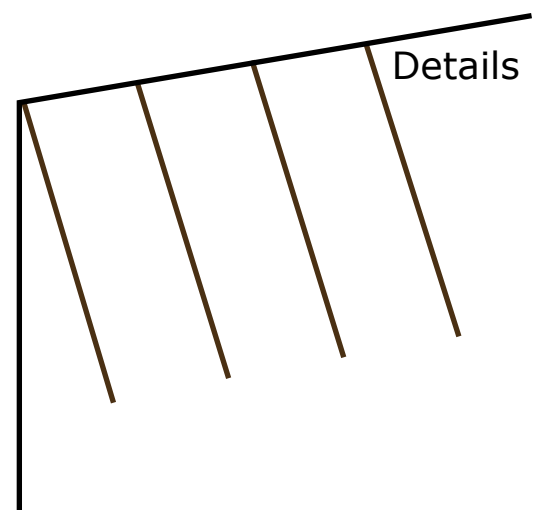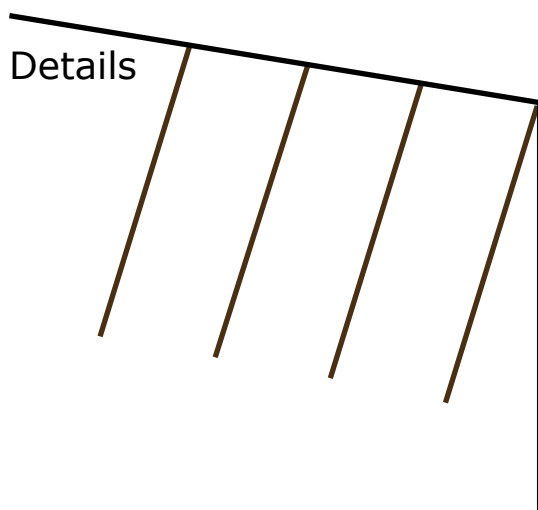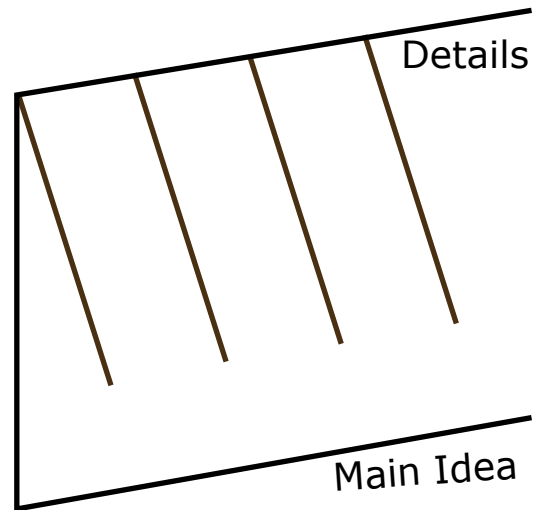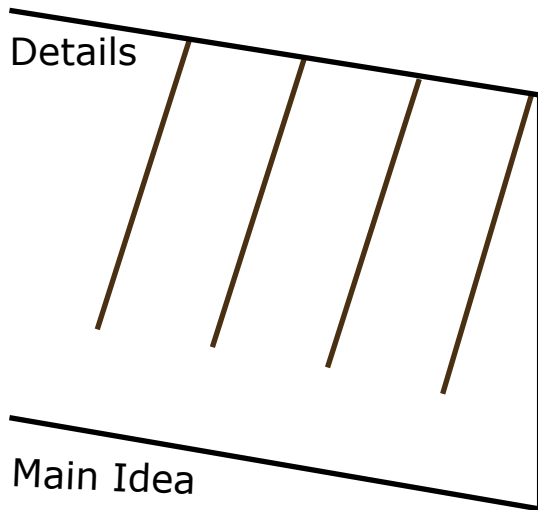
Main Idea

Details

Details

Main Idea

Main Idea

Details

Details

LEARNING GOAL

In this lesson, students summarize each of the paragraphs in the informational text.

STANDARD

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

MATERIALS & HANDOUTS

- ▶ informational text from Lesson 1, displayed
- ▶ completed main idea trees from Lesson 1
- ▶ PARAGRAPH: FRONTIER LIFE, displayed
- ▶ STUDENT HANDOUT: SUMMARIZING PARAGRAPHS

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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can summarize paragraphs."

Pass out the main idea trees from the previous lesson and review how main ideas are supported by details. Ask students to share some of the main ideas of the text.

Tell students that in today's lesson, they will restate the main ideas and details by summarizing the paragraphs. Explain that when you summarize, you describe the most important parts of the text. **Tell** the class that they will use the most important words in each paragraph to create a one-sentence summary.

Display PARAGRAPH: FRONTIER LIFE and read it aloud. Alternatively, you can use the first body paragraph of the unit's text. Think aloud as you **circle** the most important words from the paragraph. For

example, in "Frontier Life," the key words are *pioneers*, *frontier*, *difficult*, *weather*, *gun*, *ax*, *grow food*, and *build homes*. **Write** a model summary sentence using the words.

Pass out STUDENT HANDOUT: SUMMARIZING PARAGRAPHS, and instruct students to complete the handout with a partner. While students work, **walk around** and collect evidence about student thinking.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY THE KEY DETAILS THAT SUPPORT THE MULTIPLE MAIN IDEAS OF AN INFORMATIONAL TEXT (ELA-973): ▶ Which words are important in the paragraph?	Determine if the student can SUMMARIZE EACH PARAGRAPH IN AN INFORMATIONAL TEXT (ELA-2716): ▶ What is the paragraph about? ▶ What is the main idea of the paragraph?

Invite volunteers to share their paragraph summaries. Ask students to explain why they selected those words from the paragraph.

Collect handouts.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Directions: For each paragraph, list the most important words. Then use the words to write a one-sentence summary that identifies the main idea and supporting details of that paragraph.

Body Paragraph #_____

Key Words
_____ _____ _____ _____
_____ _____ _____ _____

Summary Sentence:

Frontier Life

Living on the frontier was hard work. The pioneers settled in remote areas, far away from city stores and suppliers. Pioneers built their homes and barns out of whatever materials they could find nearby. To provide their own food, they cleared and planted fields and raised livestock. They also made their own clothes. Sometimes the weather made life even more challenging. Droughts, fires, and storms damaged crops. Pioneers overcame many difficulties to expand the American frontier.

Bibliography:

"Heading West: Learn About a Pioneer's Life." *Readworks.org.* Weekly Reader Corporation, 2003. Web. 18 Dec. 2017.

Nelson, Ken. "Daily Life on the Frontier." *Ducksters*. Technological Solutions, 2017. Web. 18 Dec. 2017.

LEARNING GOAL

In this lesson, students write a summary of an informational text.

STANDARD

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MATERIALS & HANDOUTS

- ▶ informational text from Lesson 1, displayed
- ▶ completed main idea trees from Lesson 1
- ▶ completed STUDENT HANDOUT: SUMMARIZING PARAGRAPHS
- ▶ blank paper

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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can summarize an informational text."

Pass out the completed main idea trees and Lesson 2 handouts and review the previous lessons.

Explain that in today's lesson, students will summarize the whole text using the main ideas and key details they identified in the previous lessons. Tell students that some of the ideas and details may be similar, but they should include each idea only once in their summary.

Direct students to take out a blank sheet of paper and write a summary of the text using the overall main idea, paragraph main ideas, and key details recorded on their main idea trees and Lesson 2 handouts. Instruct students to include details from the beginning, middle, and end of the text. **Remind** students to rewrite the

author's ideas and details in their own words. Release students to work and **circulate** to check for understanding.

CHECKING FOR UNDERSTANDING
Determine if the student can SUMMARIZE AN INFORMATIONAL TEXT (ELA-468):

▶ What is the most important idea of the text?	▶ What details support the most important idea in the text?	▶ What big ideas does the author share in the middle of the text? ▶ What big idea does the author end the text with?

Call on students to share their summary paragraphs with the class. As students share, ask the class whether the paragraph is missing any big ideas or details from the beginning, the middle, or the end of the text.

Collect the summaries.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Directions: Write a summary of the informational text using the main ideas and key details.

Topic word and why:

Summary Paragraph:

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Identify multiple main ideas in an informational text.	I can find one main idea and explain how it relates to a detail in the text.	I can find two main ideas and explain how they relate to details in the text.	I can find multiple main ideas and explain how they relate to the key details in the text.
Identify key details that support the main ideas in an informational text.	I can find a key detail in the text.	I can find two key details in the text and connect them to a main idea.	I can find multiple key details in the text and explain what main ideas they support.
Summarize an informational text.	I can describe a main idea and its related key details.	I can describe two main ideas and their related key details.	I can summarize the text using multiple main ideas and key details.