

SUMMARIZING AN INFORMATIONAL TEXT

6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

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STUDENT HANDOUTS FOR LESSONS 1–3	Reproducible handouts students will use to complete activities during the lessons.
SUPPLEMENT FOR LESSON 1	An additional teacher resource to use during the lesson set. This unit’s supplement is a main idea tree.
SAMPLE PARAGRAPH FOR LESSON 1	A paragraph designed to support the skills students practice in the lessons. You may use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

SUMMARIZING AN INFORMATIONAL TEXT

TEACHER NOTES

6.RI.1.D, Lessons 1–3

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 supporting details of the text and use them to determine the central idea. Then students put everything together in a summary.

Lesson 1: In this lesson, students identify main ideas and supporting details. First, you model how to determine the important details and main idea of one paragraph. Then students identify the main ideas and supporting details for each paragraph in a complete text. These activities use a main idea tree to show how the main ideas and supporting details are related.

Lesson 2: In this lesson, students identify a central idea by analyzing the main ideas collected in the previous lesson. You model how to find text evidence that supports the central idea; then student pairs identify additional examples.

Lesson 3: In this lesson, students write a summary based on the central idea, main ideas, and text evidence identified in the previous lessons. First, you lead a discussion explaining how a summary is like a news report that covers the most important information about a topic. Then, students identify the four Ws of a sample news story and create a headline for the story. Students complete the lesson by writing their own news-style summaries of the text.

Research Findings	Lesson Strategies, Approaches, or Activities
<p>“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.”</p> <p>(Cunningham & Cunningham, 2014, p. 33)</p>	<p>In Lesson 1, students identify emphasized details to determine main ideas of paragraphs. A main idea tree shows how main ideas and details form paragraphs.</p> <p>In Lesson 2, students learn how main ideas and key details combine to form the central idea.</p> <p>Lesson 3 gives students the opportunity to synthesize their previous analysis of the text into a summary.</p>

<p>To determine the central idea of a text effectively, readers must distinguish between ideas that the author deems important and those that are interesting but secondary.</p> <p>(Sisson & Sisson, 2014)</p>	<p>Students identify key details and main ideas in Lesson 1. Then they use the details and main ideas to determine the central idea in Lesson 2.</p>
<p>“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.”</p> <p>(Sisson & Sisson, 2014, p. 31)</p> <p>Competent readers can identify important ideas in a text and use the text structure to develop a summary.</p> <p>(Jitendra & Gajria, 2011)</p>	<p>Lesson 3 uses a news story as a framework for an objective text summary. Students deconstruct a sample news report and then identify those same elements in the unit’s text. Finally, students put the pieces together in a summary.</p>
<p>Whole-group direct instruction in reading strategies, such as summarization and interpretation, is most effective when paired with guided practice in small groups.</p> <p>(Barton & Sawyer, 2003)</p>	<p>Each lesson includes a teacher-led activity followed by time for individuals or partners to practice the demonstrated skills.</p>

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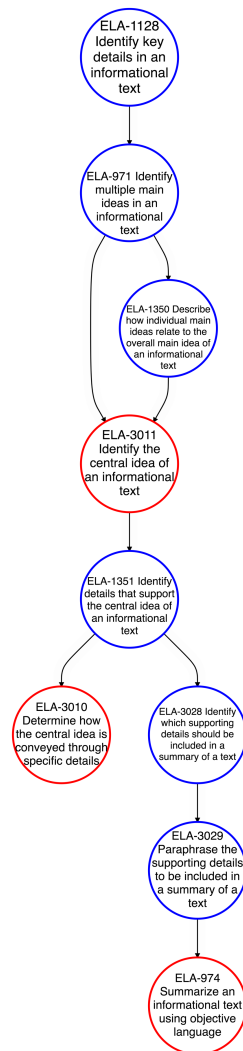
SUMMARIZING AN INFORMATIONAL TEXT

LEARNING MAP TOOL

6.RI.1.D

STANDARD

6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.



**Learning map model for 6.RI.1.D.*

Node ID	Node Name	Node Description
ELA-974	SUMMARIZE AN INFORMATIONAL TEXT USING OBJECTIVE LANGUAGE	Summarize the central idea, the main ideas, and the supporting details of an informational text in an objective manner.
ELA-1128	IDENTIFY KEY DETAILS IN AN INFORMATIONAL TEXT	Determine which details in an informational text are most important.
ELA-1350	DESCRIBE HOW INDIVIDUAL MAIN IDEAS RELATE TO THE CENTRAL IDEA OF AN INFORMATIONAL TEXT	Describe the ways in which individual main ideas relate to the central idea of an informational text.
ELA-1351	IDENTIFY DETAILS THAT SUPPORT THE CENTRAL IDEA OF AN INFORMATIONAL TEXT	Identify which details in an informational text are relevant and contribute to the central idea.
ELA-3010	DETERMINE HOW THE CENTRAL IDEA IS CONVEYED THROUGH SPECIFIC DETAILS	Determine how a central idea of a text is conveyed through specific details.
ELA-3011	IDENTIFY THE CENTRAL IDEA OF AN INFORMATIONAL TEXT	Identify the central idea of an informational text.
ELA-3028	IDENTIFY WHICH SUPPORTING DETAILS SHOULD BE INCLUDED IN A SUMMARY OF A TEXT	Identify which details contribute the most to the central idea or the main idea of each chapter or section in an informational text.
ELA-3029	PARAPHRASE THE KEY DETAILS INCLUDED IN A SUMMARY OF A TEXT	Paraphrase the important details that support the central idea or the main idea of each chapter or section in an informational text.

IDENTIFYING MAIN IDEAS

INSTRUCTIONAL ACTIVITY

6.RI.1.D, Lesson 1

LEARNING GOAL

In this lesson, students use emphasized words and details to determine the main ideas of a text.

STANDARD

6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

PREPARATION

Before the lesson, select an informational text on a topic of your choice. The text should have three to four body paragraphs, each with a distinct main idea. Arrange 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

- ▶ chart paper or whiteboard
 - ▶ student copies of [SAMPLE PARAGRAPH: GREECE](#)
 - ▶ [SUPPLEMENT: MAIN IDEA BRANCH](#), displayed
 - ▶ displayed informational text
 - ▶ [STUDENT HANDOUT: MAIN IDEA TREE](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify the words and details in the text that support the main ideas of the text.”

Tell the class that today they will identify several main ideas in a text. **Instruct** students to turn and talk to a neighbor about what a main idea is. Ask for volunteers to share a definition, and write responses on the board or a piece of chart paper.

Tell students that a main idea is an idea about the text topic that the author thinks is important. There can be several main ideas that support a central idea or theme of a text.

Explain that students will find emphasized words and details to discover the main ideas of the text.

To model the process, **give** students [SAMPLE PARAGRAPH: GREECE](#), and read the paragraph aloud. **Direct** students to identify which words and details are emphasized, and write them on the board or chart paper.

Direct students to talk to a partner to determine the main idea of the paragraph. Remind students that the emphasized words and details point to the main idea. **Ask** for volunteers to share their ideas.

Display [SUPPLEMENT: MAIN IDEA BRANCH](#). **Explain** that the large branch represents the main idea of the paragraph, and write the main idea on the branch. Then explain that the small branches represent the words and details that support the main idea. **Ask** students which details from the list of emphasized words support the main idea, and write the details on the small branches. For example, the students may determine the main idea is that Greece is a good place to visit. Details that support this idea are the blue water, the mild temperatures, and the ancient ruins.

Explain that now you will read an informational text, and they will do the same thing for each main idea.

Display the text for the class, and read it aloud.

Pass out [STUDENT HANDOUT: MAIN IDEA TREE](#) and group students with partners. Explain that for each paragraph of the text, students will identify the emphasized words and details and the main idea. Encourage students to use the blank side of the handout to record emphasized words before organizing them on the tree.

Circulate and check understanding while students work.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY KEY DETAILS IN AN INFORMATIONAL TEXT (ELA-1128) :	Determine if the student can IDENTIFY MULTIPLE MAIN IDEAS IN AN INFORMATIONAL TEXT (ELA-971) :
<ul style="list-style-type: none">▶ Which details does the author emphasize in this paragraph?▶ What do the details have in common?▶ What details support this main idea?	<ul style="list-style-type: none">▶ What does this paragraph say about the topic?▶ What are the main ideas in the text?

Invite partners to share the main ideas they identified on the handout. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

Greece

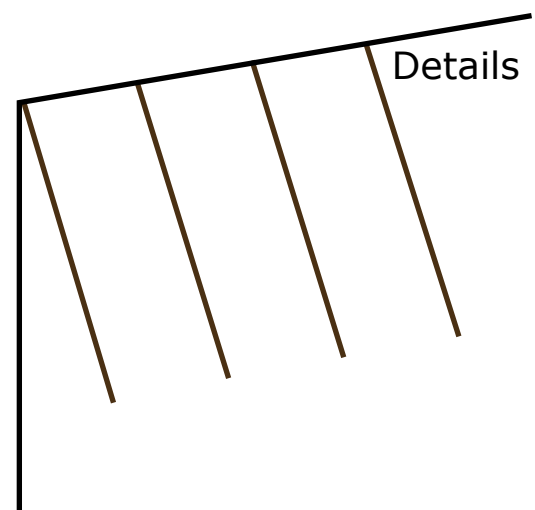
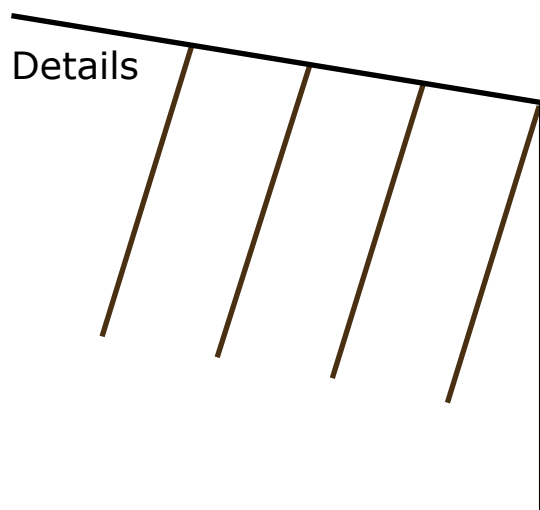
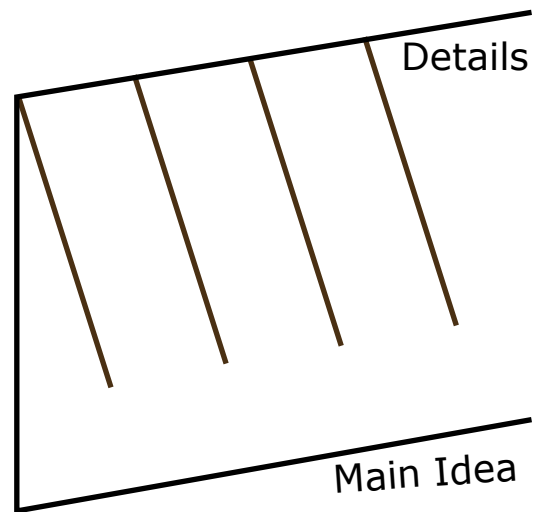
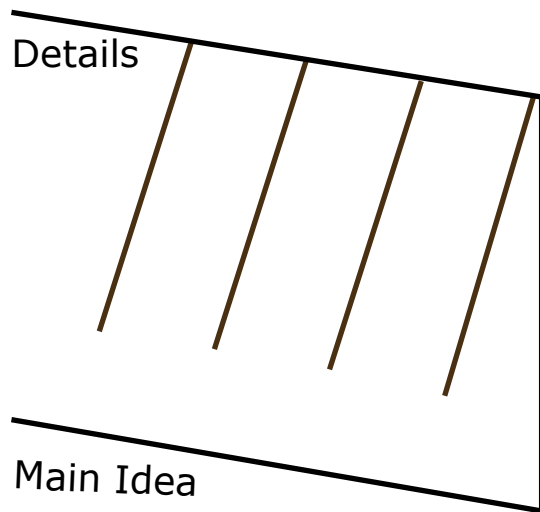
by Katie Leman

The beautiful island of Greece is a popular place for tourists. People travel to Greece from all over the globe. Visitors enjoy the ancient ruins and the clear, blue waters of the Mediterranean Sea. The weather makes Greece an ideal place to visit year-round; the temperatures are usually mild.

MAIN IDEA TREE

STUDENT HANDOUT

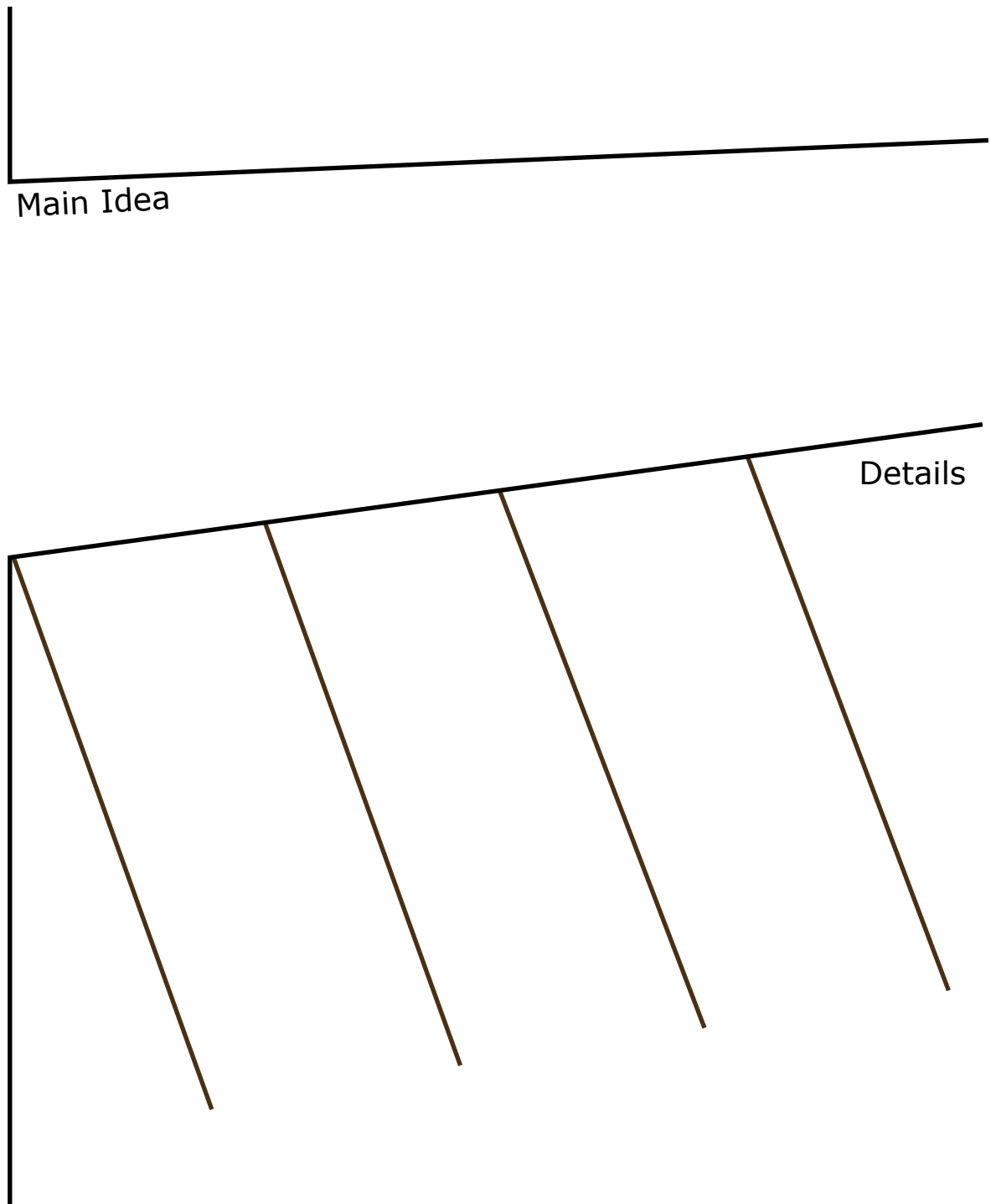
Lesson 1



MAIN IDEA BRANCH

SUPPLEMENT

Lesson 1



FINDING THE CENTRAL IDEA

INSTRUCTIONAL ACTIVITY

6.RI.1.D, Lesson 2

LEARNING GOAL

In this lesson, students identify a central idea in an informational text and explain how details in the text provide evidence to support it.

STANDARD

6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
- ▶ completed [STUDENT HANDOUT: MAIN IDEA TREE](#) from Lesson 1
- ▶ informational text from Lesson 1, displayed
- ▶ [STUDENT HANDOUT: BUILDING THE CENTRAL IDEA](#)

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

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify the central idea of the text and the evidence that supports it.”

Tell students to turn and talk to a neighbor about the differences between a main idea and a central idea.

Invite students to share their definitions with the class, and write responses on the board or chart paper.

Explain that the central idea is the one idea the author wants you to remember most from the text, while a main idea is one of several important points that help explain or support the central idea.

Remind students that in the previous lesson the class came up with the main ideas of the text by locating the most important words and details and organizing them into the main idea tree. Pass out [STUDENT](#)

HANDOUT: MAIN IDEA TREE from Lesson 1, and display the text. **Call on** students to share a main idea of the text.

Ask students how the main ideas are similar. For example, do they all describe problems, offer solutions, describe characteristics of the topic, relate a step in a process, or show a feeling or opinion?

Ask the class: “What do you think the central idea is, based on the main ideas we found?” Remind students that a central idea is the idea the author wants you to remember most; the main ideas support the central idea.

Tell students to turn and talk to a neighbor about what the central idea is. **Call on** students to share their ideas, and write the students’ answers on the board or chart paper. **Ask** the class how the responses are similar.

Direct students to independently write one sentence that describes the central idea, and invite a couple students to share. As a class, **write** a sentence that describes the central idea on the board or chart paper.

Tell students you will now reread the text, and they will find evidence that supports the central idea. **Instruct** students to raise their hands when you read a detail they feel supports or explains the central idea. **Read** the text aloud.

Pass out **STUDENT HANDOUT: BUILDING THE CENTRAL IDEA** and instruct students to write the central idea on the handout. **Direct** students to write the four details that best support the central idea in the columns. Students may work with a partner. **Circulate** and collect evidence about student thinking.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can IDENTIFY THE CENTRAL IDEA OF AN INFORMATIONAL TEXT (ELA-3011):</p> <ul style="list-style-type: none">▶ What is the central idea of the text? Why do you think that?▶ What does the author most want readers to know?	<ul style="list-style-type: none">▶ Determine if the student can IDENTIFY DETAILS THAT SUPPORT THE CENTRAL IDEA OF AN INFORMATIONAL TEXT (ELA-1351):▶ What details support the central idea? Why?	<ul style="list-style-type: none">▶ Determine if the student can DETERMINE HOW THE CENTRAL IDEA IS CONVEYED THROUGH SPECIFIC DETAILS (ELA-3010):▶ How does this detail agree with the central idea?▶ How do the main ideas combine to create the central idea?

Invite students to share which details they think best show the central idea and to explain their thinking. Then instruct students to write an explanation of how the details are related to the central idea on the student handout.

Collect handouts. **Explain** that in the next lesson, students will use the central idea and supporting details to summarize the text.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

BUILDING THE CENTRAL IDEA

STUDENT HANDOUT

Lesson 2

Central Idea

Evidence Evidence Evidence Evidence

How does the text evidence show the central idea?

SUMMARIZING AN INFORMATIONAL TEXT

INSTRUCTIONAL ACTIVITY

6.RI.1.D, Lesson 3

LEARNING GOAL

In this lesson, students summarize an informational text without using opinions or judgments.

STANDARD

6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

PREPARATION

Before the lesson, find a video clip or online news story and arrange to show it to the class.

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

MATERIALS & HANDOUTS

- ▶ informational text from Lesson 1, displayed
 - ▶ news story
 - ▶ whiteboard or chart paper
 - ▶ [STUDENT HANDOUT: NEWS STORY SUMMARY](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can write a summary of an informational text with details and textual evidence.”

Explain that today students will incorporate the central idea, main ideas, and supporting details they identified in the previous lessons into a summary.

Tell the class that a news reporter summarizes the important facts of an event. A good reporter keeps their own opinions and judgments out of a news report. **Show** students the video clip or read the news article.

Lead a class discussion to identify the four Ws of the news report: when, where, what and who.

Ask students what the headline or title of the news story should be, and write responses on the board.

Explain that a headline shows the central idea of the story.

Ask whether students noticed any opinions or judgments made by the reporter. If students identify opinions, discuss what makes them opinions or why they are not opinions.

Tell students that today they will create a news-style summary of the informational text. **Display** the informational text from the previous lessons, and reread the text to the students if needed.

Pass out **STUDENT HANDOUT: NEWS STORY SUMMARY**. **Pair** students and direct them to fill in the four Ws of the text.

Next, **instruct** students to complete the handout. Explain that students should include the central idea, main ideas, and the most important supporting details in their summaries. **Remind** students that they need to put the information in their own words and not just copy what the text says. Tell students this is called *paraphrasing*. Explain that a reporter summarizes all the details of a news story in their own words.

As students work, **walk around** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can IDENTIFY WHICH SUPPORTING DETAILS SHOULD BE INCLUDED IN A SUMMARY OF A TEXT (ELA-3028):</p> <ul style="list-style-type: none">▶ Which details should be included in the summary? Why?▶ Which details best show the central idea?	<p>Determine if the student can PARAPHRASE THE SUPPORTING DETAILS INCLUDED IN A SUMMARY OF A TEXT (ELA-3029):</p> <ul style="list-style-type: none">▶ What details support the central idea? Tell me about them in your own words.▶ What does the author say about [detail]?	<p>Determine if the student can SUMMARIZE AN INFORMATIONAL TEXT USING OBJECTIVE LANGUAGE (ELA-974):</p> <ul style="list-style-type: none">▶ What is the central idea the author wants readers to remember?▶ What does the author say about [central idea]?▶ What information should not be included in the summary? Why?

Tell students that volunteers will share their handouts on the document camera or in front of the class and present their summaries as if they were a TV news reporter. Give students a few minutes to practice reading their summaries like a reporter and then invite students to the front.

After each volunteer presents, **ask** the class whether all the important information is covered in the report or whether there is information that needs to be added. **Direct** students to go back to their own summaries and check that all of the four Ws are covered. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

NEWS STORY SUMMARY

STUDENT HANDOUT

Lesson 3

When

Who

Where

What

NEWS

Write a headline.

Write a summary.

Draw a feature photo.

SUMMARIZING AN INFORMATIONAL TEXT

STUDENT FEEDBACK GUIDE

6.RI.1.D, Lessons 1–3

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

Learning Goal	Level 1	Level 2	Level 3
Identify main ideas in an informational text	I can find key details in a text.	I can find the main idea of a paragraph and details that support it.	I can find several main ideas in a text and details that support them.
Identify the central idea of an informational text	I can explain how the main ideas in a text are similar.	I can identify the central idea of a text and explain how it relates to key details.	I can identify the central idea in a text and explain how it relates to key details and the main ideas.
Summarize an informational text without opinion or judgment	I can identify the four Ws of a text.	I can write a summary of a text that includes important ideas and key details and does not include my opinions.	I can write a summary of a text that includes the central idea, main ideas, and the four Ws but does not include my opinions.