

Reading Toolkit: Grade 5 Objective 3.A.6.d

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 6. Determine important ideas and messages in literary texts

Objective d. Summarize

Assessment Limits:

The text or a portion of the text

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Lesson Seeds

Reading Grade 5 Objective 3.A.6.d

Activities

The teacher will provide each student with a short literary text and its summary. Students will read both and, through class discussion, develop a student meaning for the term "summary." Next, students should be placed in small groups and provided with two folders one of which contains original literary text and the second which contains summaries of those literary texts. Group members should read texts in both folders and then match the original with its summary. Groups should share their findings with the remainder of the class.

Students will read a literary text. After the reading is complete, the teacher will share with students a completed story map of the text. Using the story map as a scaffold the teacher will orally summarize the literary text. Next, students will read another literary text for which a completed story map is provided. Students will follow the teacher's model and orally summarize the literary text. As an extension, the teacher may record students' oral summaries and then replay them so that students may focus on what they have done well as well as to catch any errors in summarizing.

The teacher will provide students with a disposable section of a literary text and have them read the text with the purpose of summarizing it. With teacher direction, students will highlight text ideas that are not important to a general understanding of the text and important text ideas that are redundant leaving those important ideas with only a single appearance in the disposable text. Next, students should categorize any like ideas that may appear in the text like Nikes, Air Jordans, and Adidas that may be grouped in a summary as tennis shoes. The teacher should direct students to focus on the non-highlighted portions of the text, and the teacher will then orally summarize the text using those portions as a guide. This process may be completed with teacher monitoring with the goal of having students complete the oral summary.

Place students in groups of five. Give each student a copy of a literary text to read with the purpose of creating a summary. Assign each student his/her area of focus. They could be characters, setting, plot, theme, and point of view. As students read they should take notes relating to that focus area. Once reading is complete, students should share their notes with other members of the group. Each group should attend to the information for that narrative element and select only those elements necessary to a summary of the text. Each element should be analyzed. Once all elements have been reviewed, students in the group should orally compose a summary of the text to share with other class members.

Clarification

Reading Grade 5 Indicator 3.A.6

To show proficiency of the skills stated in this indicator, a reader will express an understanding of the key points or thoughts in a literary text which are the **important ideas and messages**. Sometimes these points are stated directly in the text. For other more complex texts, a reader must determine an implied, important idea or message by synthesizing ideas across the text.

To **identify, explain, and analyze main ideas and universal themes**, a reader must first identify the main idea of a text or a portion of a text. In order to do this, a reader must identify the topic or subject of the text. To determine what an author of a literary text has to say about the topic, a reader must attend to details that relate to or clarify the topic. This combination of topic and details forms the main idea. The main idea may be directly stated or implied and may appear in any portion of a text.

While a main idea is text-centered, a theme is author-centered. A story's theme is an author's message about a topic. To identify a theme of a literary text, a reader must first find broader important concepts in a text such as family, prejudice, courage, or love. A reader must observe carefully what characters say and do that relates to the theme topic. A theme is a combination of a "big" idea and what is said about that idea. A theme is a recurring idea in a text, but it also moves outside the text and applies to people in general, not just the characters in the story.

In more complex texts, theme can arise not only from character statements and actions but also from emotional and societal issues experienced by characters. These issues can be observed in changes in characters' values or beliefs, symbols, repeated words, or imagery. Readers can bring different interpretations to a text based upon their personal experiences. If evidence from a text can be provided to support a reader's suggestion about theme, then it is valid.

To **identify, explain, and analyze a similar idea or theme in more than one text**, a reader must first identify an idea or theme in each literary text. Once ideas or theme statements for each text are established, comparison between or among the texts can begin.

A reader may focus on similar ideas contained in multiple texts. A reader may focus on morals or lessons learned by characters contained in multiple texts. For younger readers, multicultural renderings of the same fairy tale are common. The conclusions drawn from similar texts are text-specific and based on many supporting details from each text.

A reader may focus on common experiences, emotions, issues, and ideas as sources for theme topic and statements in texts. The best conclusions drawn about theme across multiple texts are text specific, based on many supporting details from all texts. As comparisons among text themes continue, each theme must be analyzed carefully. Not only should the theme statement be considered but also how the author relayed the theme to the reader. For example, in one text, the strongest source for theme may have been character action, while in another text, the strongest source for theme may have been imagery. However, both texts may have similar themes that have been developed in different ways.

To **retell, paraphrase, or summarize a text**, a reader must first read and know the basic narrative elements of a text: the setting, character, and story events. When retelling, a reader must share the story in his/her own words, keeping story events in order.

Paraphrasing allows a reader to take a more complex text and make it understood by placing difficult ideas into simpler language. When a reader can tell a story in words that make sense to him/her, that reader is paraphrasing. As lengths of stories increase, multiple characters appear, and changes in setting occur within a text, paraphrasing increases in complexity.

When a reader can distinguish between necessary and unnecessary ideas and recount only the important ideas in his/her own words, he/she is summarizing. When summarizing, a critical reader paraphrases the important text. As texts grow in complexity, summarizing allows a reader to focus on the essential elements of a literary passage.

To **reflect on, identify, and explain personal connections to the text**, a reader must consider all elements of a literary text: setting, character, story events, mood, tone, and theme. Next, a reader must consider his/her personal experiences and relate them to one or more elements of a text. A reader might consider himself/herself or a friend or family member to be like a character from a text. A reader might discover that his/her attitude toward a particular subject mirrors an author's tone toward the same subject. A reader might hold the same belief revealed in a theme statement or find himself/herself in direct opposition to the idea in a theme. Once this connection is established, a critical reader is able to define how this connection is made and to construct meaning from a text, citing both text and personal details.

To **explain the implications of the text for the reader and/or society**, a reader must first consider ideas from a text that involve the reader in a personal way. A source for such ideas could be the events that befall certain characters, unfamiliar settings, the author's tone toward certain subjects, or thematic development of the text. A critical reader should define the literary element and then explain the level of involvement with that element and the effect it has had upon the reader's thinking. For example, a reader who has always been ambivalent about preserving the forests might alter his/her opinion after reading a text where forest preservation is promoted through theme. Through the explanation, the reader clarifies his/her own thought processing and makes his/her position clear to others.

Public Release Item #1 Brief Constructed Response (BCR) Item
with Annotated Student Responses

Question

Read the story 'Strongest of All' and answer the following question.

The sentence in the box below is the beginning of a summary of this story. Complete the summary of the story in your answer book.

Rabbit heard Elephant and Whale deciding to rule the land and the sea.

Annotated Student Responses

They both thought this because they think that they're the best. Rabbit wanted to prove them wrong, so he decided to play a trick on them both. The trick worked well and went as planned, so in the end the whale and the elephant thought that when it came to the rabbit, he was clever.

Score for Sample Student Response #1: Rubric Score 3

Annotation, Using the Rubric: This response demonstrates an understanding of the complexities of the text. The student effectively integrates events from the text to present an appropriately developed summary: "Rabbit wanted to prove them wrong, so he decided to play a trick on them both. The trick . . . went as planned, so in the end the whale and the elephant thought that when it came to the rabbit, he was clever."

Rabbit thought of a clever idea to trick them. He made them think his cow was stuck. Rabbit tied them both together. The rope broke and they thought rabbit was clever.

Score for Sample Student Response #2: Rubric Score 2

Annotation, Using the Rubric: This response demonstrates a general understanding of the text. The student includes text-relevant information from the beginning, middle, and end of the story in the summary: "Rabbit thought of a clever idea to trick them. Rabbit tied them both together. . . . they thought rabbit was clever."

Elephant and Whale said they were
the most largest, strongest, most beautiful
animal of the sea and land. Rabbit
was listening in at the conversation.

Score for Sample Student Response #3: Rubric Score 1

Annotation, Using the Rubric: This response demonstrates a minimal understanding of the text. The student minimally addresses the question by providing a summary of the text that concentrates on the beginning of the story: "Elephant and Whale said they were the most largest, strongest, most beautiful animal of the sea and land."

If I had to tell you what Rabbit
heard the elephant and the
whale talking about, it says in the
third paragraph, "You should
rule the land. I'll be happy to rule
the sea."

Score for Sample Student Response #4: Rubric Score 0

Annotation, Using the Rubric: This response is completely incorrect. The student selects a sentence from the text that does not reflect a summary.

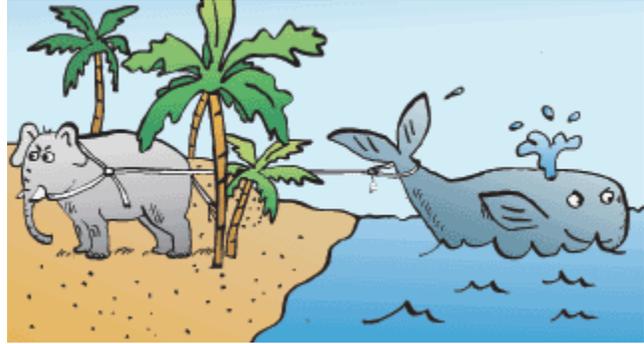
Handouts

Strongest of All

By Pleasant DeSpain

One day long ago, clever Rabbit was walking along the seashore. Hearing voices, he stopped to listen. Elephant and Whale were having a conversation. He wanted to hear every word.

"Sister Whale," said Elephant, "you are the largest, strongest, and most beautiful animal of the sea. Naturally, I'm the largest, strongest, and most beautiful animal on the land. We two should rule over all the animals, birds, and fish on the earth."



"Yes, it's true, Brother Elephant," said Whale. "We are the greatest. You should rule the land. I'll be happy to rule the sea."

⁴Rabbit decided to play a trick on these two behemoths.

"I'm twice as smart as both of them," he said. "All I need is a long, strong rope and my jungle drum."

Later that afternoon Rabbit found Elephant in the woods and said, "Hello, Powerful Ruler of All the Animals that Walk and All the Birds that Fly. I'm in need of a small favor."

Elephant liked Rabbit's compliment and was willing to listen.

"What can I do for you, my little friend?" he trumpeted.

"My milk-cow is stuck in the sand on the beach. I'm not big enough to pull her out. Let me tie one end of this rope around you and the other end around my cow. When you hear me beat my drum, you'll know it's time to pull hard, really hard."

"It's a good plan," said Elephant. "You are wise to come to me as I'm the strongest friend you have."

"Thank you, Elephant. Wait for the drum!"

So saying, Rabbit ran to the beach and found Whale sunning herself near the shore.

"Hello, Friend Whale. My, but you look sleek and powerful today," said Rabbit.

Whale smiled and replied, "Yes, Rabbit, I'm strong today and every day. I rule all the creatures of the sea."

"Of course," responded Rabbit. "That's why I've come to you with my small problem."

"What can I do to help?" asked Whale.

"It's my milk-cow. She's mired deep in the bayou-mud way up in the woods. I can't get her out. I'd like to tie one end of this rope around your tail and the other end around my cow. I'll beat my drum so you'll know when to pull."

"Of course I'll help," said Whale.

She swam closer to shore so that he could tie the long rope to her massive tail.

"Pull hard when you hear my signal," said Rabbit as he ran back into the woods.

He found his drum and pounded hard and loud. Boom! Boom! Boom! The sounds carried to both Elephant in the forest and Whale in the sea.

They both began to pull, each against the other, and were shocked at the resistance. Elephant tugged so hard that Whale hit the sand in the shallow water. Whale pulled back so hard that Elephant was being dragged out of the woods.

"That cow must be stuck in the sand up to her neck," bellowed Elephant.

"That cow must be buried in the mud up to her nose," cried Whale.

Next thing they knew the rope snapped! One end flew back and stung Elephant on the ear.

"Ouch!" he cried.

The other end smacked Whale on the tail.

"Ouch!" she cried.

Rabbit began to laugh. His laughter carried deep into the woods and far out to sea. Elephant and Whale realized that they had been tricked. They also discovered that when it came to cleverness, Rabbit was the strongest of all.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

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