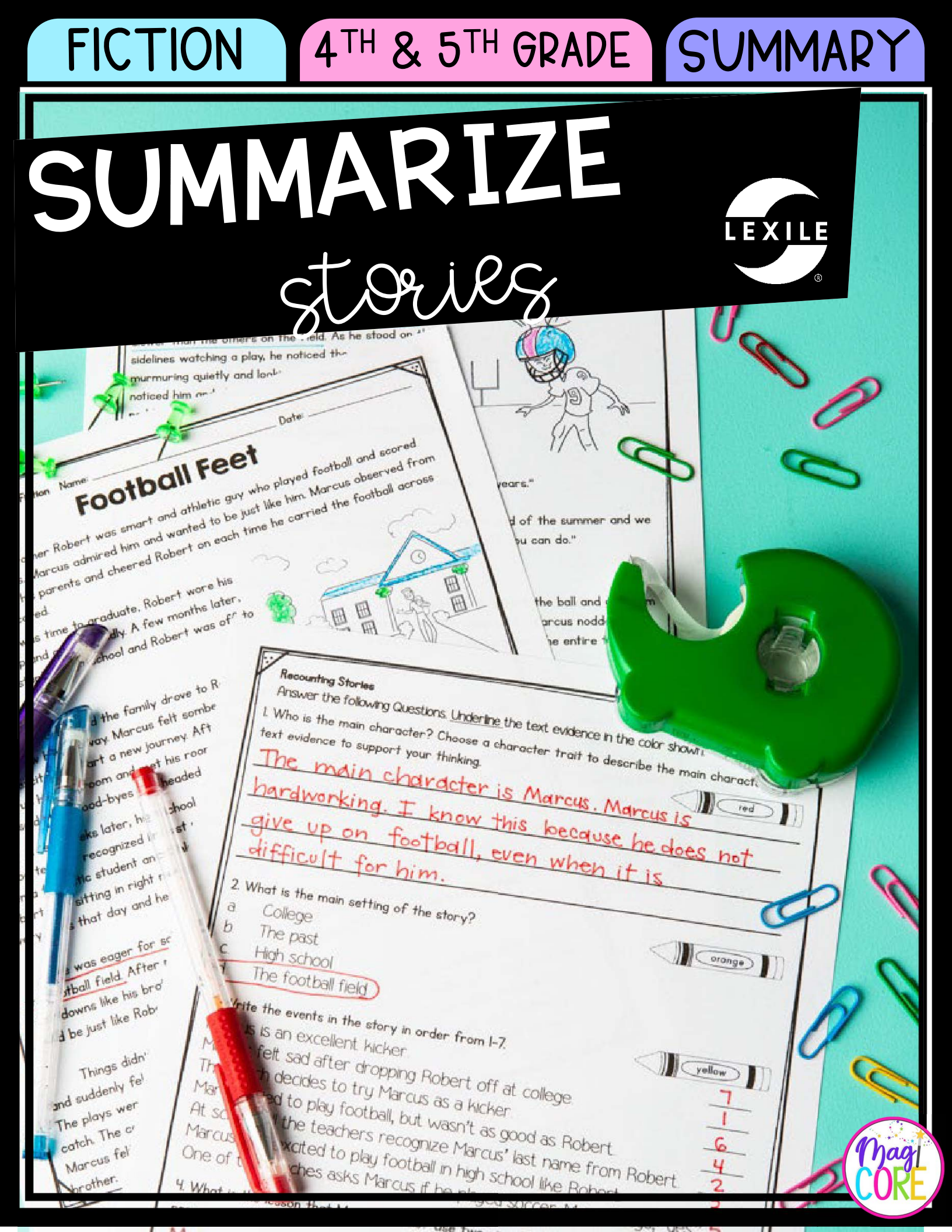
FICTION | 4TH & 5TH GRADE | SUMMARY

SUMMARIZE stories

LEXILE®



SUMMARIZE

4th & 5th grade

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Each story includes

- 1 page of multiple choice, short response, and sequence questions
- 1 page with cut-and-paste picture cards and written retelling

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

How to Teaching Summarizing

Retelling is orally telling all of the events in the beginning, middle, and end of a story.

Recounting is retelling in written format.

Summarizing is a brief account of the major events in a story.

I recommend you ensure that students are able to orally summarize before you progress to written summaries.

Visuals

- The summary stick visual is a great tool to teach kids to orally summarize. You could also do this with a five-finger retell of "somebody, wanted, but, so, then".
- I also really like the visual of a summary stick. When paired with the transition words, the visual really helps students progress through the details of the story.

The ultimate goal is to provide enough practice so that students can summarize without any visuals.

Summarizing

To help students progress to summarizing, I recommend students begin with oral summaries, followed by using graphic organizes to organize the story events. Once the events are written in sequential order in graphic organizers, progress to summarizing the story in paragraph format. The graphic organizer is a great tool to use to help students develop their summarizing paragraphs.

Differentiation

Use more visuals, such as the hand and summarizing stick, to model story retellings. Have students practice summaries in small groups. Students who need more support can use story illustration cards to identify the characters, setting, and events in sequential order. For students who need more support, they should focus on the retelling before progressing to summarizing. Do not move to written summaries until they have the oral piece mastered.

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summarize

STORY: _____

SOMEBODY	Who is the main CHARACTER?	
WANTED	What did the character WANT?	
BUT	What was the PROBLEM?	
SO	How did the character try to SOLVE the problem?	
THEN	What was the RESOLUTION?	

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Summarizing Stick Directions

You can make one summarizing stick for teacher modeling and for students to share during small groups, or have students make their own summarizing sticks.

This resource also includes summarizing bookmarks if you choose to have students use those for independent work.



How to Make a Summarizing Stick:

1. Print the summarizing cards (in color or black and white).
2. Cut out each square.
3. Attach the cards in order (Somebody, Wanted, But, So, Then) to popsicle sticks, a rope, string, or piece of ribbon using hot glue.
4. Have students "walk" through the summary.

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FOLLOW THE YELLOW BRICK ROAD...



1. Print out the yellow brick road cards on paper.
2. Make a path on the floor in your classroom with the cards in order.
3. Practice jumping from card to card as a class.
4. Set up the yellow brick road as part of a center for students to orally summarize.



880L

Summarize Fiction Name: _____ Date: _____

Eight Is Great



Miriam woke up feeling absolutely ecstatic as she jumped out of her big cozy turquoise bed. It was Saturday, January 18, and today was the day that she had been waiting for the entire year. Today, all of Miriam's friends from school, dance, and karate were coming to her birthday party. She could not wait for cake, ice cream, balloons, games, and presents.

She sprinted downstairs, almost knocking her mother over as she landed on the last step. "Well, someone is extremely excited today!" he mother said, grinning at her and chuckling. "Happy Birthday, Miriam! How does it feel to be eight years old?"

"Thank you so much, Mama!" Miriam responded quickly. "I feel amazing, and my birthday party is today!"

Miriam's dad and sister greeted her and wished her a happy birthday, too. As she finished her special birthday breakfast of French toast, toast with jelly, scrambled eggs, and orange juice, her dad looked out the window and exclaimed that it was time to head to the grocery store. "I need to pick up the cake, ice cream, snacks, and balloons," he said, putting on his winter coat and gloves. The cold air seemed to sneak inside every corner of the house as he opened the door to leave.

Miriam shivered, glad to be inside their warm and cozy house. She watched as her mom hung streamers, and she helped set up the games for later.

She caught her mom looking out the window several times with a nervous expression on her face. She tapped on the counter and then turned on the television. The news was on in the background, and Miriam could see heavy snow falling, the roads covered in white. The meteorologist pointed at the large map, and Miriam wondered where her dad was. She was feeling nervous now, too, especially as the snow continued to rapidly fall.

"It's snowing a lot out there, Miriam. It isn't supposed to stop until tomorrow," Mom sighed.

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Miriam nodded, knowing that her mom was also anxiously waiting for her dad to return home safely. Miriam knew that it would be difficult for her friends to get to her party.

She heard a car door shut outside, and the front door opened, bringing a gust of heavy white snow in with it. "It's terrible out there!" her dad said, entering the house with bags from the store and balloons in his hand.

"I'm sorry, Miriam, but we will have to postpone your party because your friends won't be able to get here safely," he told her apologetically.

Miriam was disappointed. She had been looking forward to her party all month long. Having a winter birthday didn't seem like much fun anymore.

"I understand," she said, hanging her head. She quietly went upstairs as she heard her mom start making phone calls to cancel the party.

She looked out her bedroom and watched the flakes fall even harder, covering the streets and walkways. She sat down on her bed and fell asleep.

Later, she heard a soft knock on the door. Her mom opened it, the rest of the family behind her. They sang loudly as they entered her room. She rubbed her eyes and saw a big cake with eight lavender and pink candles on it. They sang loudly, and Miriam couldn't help but smile.



"We know that you are sad that we had to cancel your party, Miriam. We will celebrate with you today, and your friends can celebrate with you next weekend," said her mom.

"I will have two parties!" Miriam said, her big blue eyes lighting up.

Her dad nodded and replied, "You sure will, and look at this delicious cake we can enjoy together tonight!"

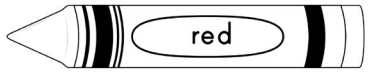
Miriam smiled. "Wow! Eight IS great!"

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Summarize Fiction

Answer the following questions. Underline the text evidence in the color shown.

1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking.



2. What is the main setting of the story? (Choose all that apply.)



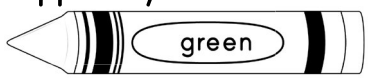
a. winter
b. the present
c. Miriam's house
d. Miriam's birthday

3. Write the events in the story in order from 1-8.



It was snowing. Miriam's mom was worried. _____
Miriam went to her room, disappointed. _____
Miriam had her birthday breakfast. _____
Miriam woke up and was excited for her birthday party. _____
Dad came home and said that they would need to postpone the party. _____
Miriam's family came into her room with cake and sang. _____
Miriam was excited to have two parties. _____
Miriam's dad went to the store to get party things. _____

4. What lesson does Miriam learn? Use two pieces of text evidence to support your response.



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Summarize Fiction Name: _____ Date: _____

Summarize "Eight Is Great"

Directions: Cut out the story events, and paste them in the correct boxes. Illustrate the events for any missing boxes. Write a summary using the illustrations.

Somebody
Wanted
But...
So...
Then...

Pagi CORE



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