FICTION | 6TH GRADE | RL.6.2

CENTRAL IDEA & SUMMARIZING in literature

LEXILE

1020L Central Idea Name: _____ Date: _____

Bully



2. "Aren't you excited, Scary
the seat in front of him, shoving his
himself. He had transferred into the
himself, so he hadn't made any frier
Bryce had to harass him constantly
when Harry got on the bus, he prob
them.
3. "Let's go, Bryce," Jason sa
front gate and everyone started gett
starting to get annoyed. Usually Bry
boring school was with his constant
the ride had been really long, and th
got old real fast. She had been reall
friends, and thankfully Jason had pl
with her.
4. Once they got inside, they
once they promised their chaperone
lunch at noon. The line was short, a
coaster before very long, ducking an
the air. As their train pulled into the
and Bryce was wiping tears away fro

1080L Central Idea Name: _____ Date: _____

Alone on the Mountain



both glanced down to the ground far
quickly whipped her vision back up t
of vertigo as she watched the skiers
zig zags across the slopes. As they p
snowsuit hit a mogul and flew throu
her board smoothly in a crouch, her
3. "Oh em gee, they are not
gritted teeth. She had pressed her b
the boys had started swinging the li
a little.
4. "It's not that bad," Vicki sa
pulleys stopped the swaying from m
scared themselves too." The boys ha
the pulleys, and now they were look
on the blue and black slopes all the
going to be able to mess up the lift.'
didn't say anything else for the rest
absorb the beauty of the mountain a
5. When they exited the lift,
wobbled frantically to stay upright.
where Max and Harold were waiting
friend's red face was at least a little

940L Central Idea Name: _____ Date: _____

Treasure Island

by Robert Louis Stevenson (Excerpt from chapter 6)

1. The servant led us down a matted passage and showed us at the end into a great library, all lined with bookcases and busts upon the top of them, where the squire and Dr. Livesey sat, pipe in hand, on either side of a bright fire.
2. I had never seen the squire so near at hand. He was a tall man, over six feet high, and broad in proportion, and he had a bluff, rough-and-ready face, all roughened and reddened and lined in his long travels. His eyebrows were very black, and moved readily,



Determining Theme

After reading a piece of literature, you should be left with something to think about. This 'something to think about' is the **theme** – the main message or lesson in a text. Theme is different from the **topic** or **central idea** of a text. Important **details** help produce the central idea and theme.

CENTRAL IDE
- The author's statement a
- Tells what a specific picture

Read the poem ti

If we must die
Hunted and p
While round u
Making their
If we must die
So that our pr
In vain; then
Shall be const
O kinsmen! w
Though far ou
And for their
What though
Like men we'l
Pressed to the

Now fill out the chart

CENTRAL IDEA
Death
Warfare

Summarizing

A **summary** is a brief retelling of the important parts of a story. Information that we include in summaries can be:

- Main characters
- Setting
- Problem or conflict
- Important plot events

Readers summarize stories to help them better remember and understand them.

Read the excerpt from The Tale of Peter Rabbit below, then read the exemplar summary.

Once a time there were four little Rabbits, and th
Flopsy, Mopsy, Cotton-tail, and Peter.
under a sand-bank, under
very big fir-tree.
'Now m Rabbit one morning,
'you may g in the lane, but
don't go into
an accident there, Mrs
McGregor.' 'Now run a
mischief. I am going out.'
Then old Mrs. Rabbit took a ba
and went through the wood to the
bought a loaf of brown bread and five

Summary

Mrs. Rabbit told her four children not to go into Mr. McGregor's garden.



Read the excerpt from The Tale of Peter Rabbit below, then write a summary.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!
First he ate some lettuces and some French beans, and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley.
But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Summary

Peter was being a bad Rabbit and stole vegetables from Mr. McGregor's garden.

and forgot
er went
d "Bravo!"
Trelawney
seat and was
ken off his
close-

nd as for
tue, sir, like
rkins, will

y were after,

STABILO BOSS ORIGINAL

MagiCORE

CENTRAL IDEA & SUMMARIZING

6th grade

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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 that 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	925L-1185L

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."

Summarizing

A **summary** is a brief retelling of the important parts of a story. Information that we include in summaries can be:

- Main characters
- Setting
- Problem or conflict
- Important plot events

Readers summarize stories to help them better remember and understand them.

Read the excerpt from The Tale of Peter Rabbit below, then read the exemplar summary.

Once upon a time there were four little Rabbits, and their names were—
Flopsy, Mopsy, Cotton-tail, and Peter.
They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.
'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.' 'Now run along, and don't get into mischief. I am going out.'
Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Summary

Mrs. Rabbit told her four children not to go into Mr. McGregor's garden.



Read the excerpt from The Tale of Peter Rabbit below, then write a summary.

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Summary

Determining Theme

After reading a piece of literature, you should be left with something to think about. This 'something to think about' is the **theme** – the main message or lesson in a text. Theme is different from the **topic** or **central idea** of a text. Important **details** help produce the central idea and theme.

CENTRAL IDEA	THEME
• The author's statement about the topic. • Tells what a specific picture or text is about.	• What the author wants you to learn by reading the text. • A generalized statement about life that many texts might share.

Read the poem titled If We Must Die by Claude McKay below.

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursèd lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kinsmen! we must meet the common foe!
Though far outnumbered let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

Now fill out the chart below by adding the key details and theme to each listed central idea.

CENTRAL IDEA	KEY DETAILS	THEME
Death	The narrator is facing death. The narrator questions *how* we should face death. "Let us show brave"	Death is an opportunity to show strength, nobility, and purpose.
Warfare		

A Connecticut Yankee in King Arthur's Court

by Mark Twain (Excerpt)

1. I am an American. I was born and reared in Hartford, in the State of Connecticut—anyway, just over the river, in the country. So I am a Yankee of the Yankees—and practical; yes, and nearly barren of sentiment, I suppose—or poetry, in other words. My father was a blacksmith, my uncle was a horse doctor, and I was both, along at first. Then I went over to the great arms factory and learned my real trade; learned all there was to it; learned to make everything: guns, revolvers, cannon, boilers, engines, all sorts of labor-saving machinery. Why, I could make anything a body wanted—anything in the world, it didn't make any difference what; and if there wasn't any quick new-fangled way to make a thing, I could invent one—and do it as easy as rolling off a log. I became head superintendent; had a couple of thousand men under me.

2. Well, a man like that is a man that is full of fight—that goes without saying. With a couple of thousand rough men under one, one has plenty of that sort of amusement. I had, anyway. At last I met my match, and I got my dose. It was during a misunderstanding conducted with crowbars with a fellow we used to call Hercules. He laid me out with a crusher alongside the head that made everything crack, and seemed to spring every joint in my skull and made it overlap its neighbor. Then the world went out in darkness, and I didn't feel anything more, and didn't know anything at all—at least for a while.

3. When I came to again, I was sitting under an oak tree, on the grass, with a whole beautiful and broad country landscape all to myself—nearly. Not entirely; for there was a fellow on a horse, looking down at me—a fellow fresh out of a picture-book. He was in old-time iron armor from head to heel, with a helmet on his head the shape of a nail-keg with slits in it; and he had a shield, and a sword, and a prodigious spear; and his horse had armor on, too, and a steel horn projecting from his forehead, and gorgeous red and green silk trappings that hung down all around him like a bedquilt, nearly to the ground.

4. "Fair sir, will ye just?" said this fellow.

5. "Will I which?"

6. "Will ye try a passage of arms for land or lady or for—"

7. "What are you giving me?" I said. "Get along back to your circus, or I'll report you."

8. Now what does this man do but fall back a couple of hundred yards and then come rushing at me as hard as he could tear, with his nail-keg bent down nearly to his horse's neck and his long spear pointed straight ahead. I saw he meant business, so I was up the tree when he arrived.

9. He allowed that I was his property, the captive of his spear. There was argument on his side—and the bulk of the advantage—so I judged it best to humor him. We fixed up an agreement whereby I was to go with him and he was not to hurt me. I came down, and we started away, I walking by the side of his horse. We

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marched comfortably along, through glades and over brooks which I could not remember to have seen before—which puzzled me and made me wonder—and yet we did not come to any circus or sign of a circus. So I gave up the idea of a circus, and concluded he was from an asylum. But we never came to an asylum—so I was up a stump, as you may say. I asked him how far we were from Hartford. He said he had never heard of the place; which I took to be a lie, but allowed it to go at that. At the end of an hour we saw a far-away town sleeping in a valley by a winding river; and beyond it on a hill, a vast gray fortress, with towers and turrets, the first I had ever seen out of a picture.

10. "Bridgeport?" said I, pointing.

11. "Camelot," said he.

12. My stranger had been showing signs of sleepiness. He caught himself nodding, now, and smiled one of those pathetic, obsolete smiles of his, and said:

13. "I find I can't go on; but come with me, I've got it all written out, and you can read it if you like."

14. In his chamber, he said: "First, I kept a journal; then by and by, after years, I took the journal and turned it into a book. How long ago that was!"

15. He handed me his manuscript, and pointed out the place where I should begin:

16. "Begin here—I've already told you what goes before." He was steeped in drowsiness by this time. As I went out at his door, I heard him murmur sleepily: "Give you good den, fair sir."

17. I sat down by my fire and examined my treasure. The first part of it—the great bulk of it—was parchment, and yellow with age. I scanned a leaf particularly and saw that it was a palimpsest. Under the old dim writing of the Yankee historian appeared traces of a penmanship which was older and dimmer still—Latin words and sentences: fragments from old monkish legends, evidently. I turned to the place indicated by my stranger and began to read...

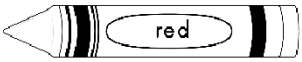


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Central Idea

Answer the following questions. <u>Underline</u> the text evidence in the color indicated.

1. Which answer best describes the central idea of the passage?



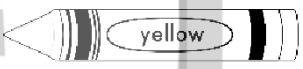
a. Medieval heroics
b. Time travel
c. A horse doctor
d. Hartford, Connecticut

2. What is the narrator's first image when he wakes up?



a. A giant castle
b. A man who is king
c. A knight on a horse
d. A large tree

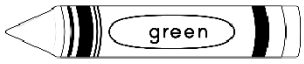
3. How does the reader know that this story takes place is a different time period than when the narrator lives?



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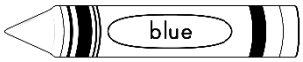
Central Idea

4. Where does the narrator end up?



a. Hartford
b. Bridgeport
c. Camelot
d. Back in his home

5. Provide an objective summary of the story.



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