

# 8 CHAPTER

**After Reading:**

**Summarizing and Summary Writing:**

The Who/What Chart

Snapshot Summary

Narrative Summary Paragraph

Expository Summary Paragraph

Notetaking (After Reading)

Outlining Text

**After Reading:  
Summarizing and Summary Writing**



# The Who What Chart

| Who? or What?<br>Subject: Noun                   |               | What about?<br>Predicate: Verb   |             |
|--|---------------|--|-------------|
| <p>Living Things</p> <p>Places</p> <p>Things</p> |               | <p>Story Questions</p> <p>What did ___ do?<br/>or<br/>What happened to ___?</p> <p>Information Question</p> <p>What is the big idea about ___?</p> |             |
| <p>When?</p>                                     | <p>Where?</p> | <p>Why?</p> <p>because... for...<br/>so... to...</p>   | <p>How?</p> |

Purpose: The Who What chart displays a visual step-by-step process for students to form brief summaries.

Directions: After reading a passage, chapter, or book, students utilize the chart like a reporter. They ask who, what, where, when, why questions to identify the most important information in the text. The Who/What chart has two sections to help students form a sentence or sentences as they summarize: The top section contains the essential parts of a sentence (the subject and predicate). The bottom section contains modifiers for the sentence. These modifiers provide more information to add to the summary.

Narrative Summary: The teacher points to the subject box, and asks: *Who was the story about?* (Students name the main character.) Next the teacher points to the book in the predicate box and asks: *What did the character do?* or *What happened to the character?* To add more information, the teacher points to the bottom boxes and asks: *Do you need to tell when, where, why or how for your summary?*

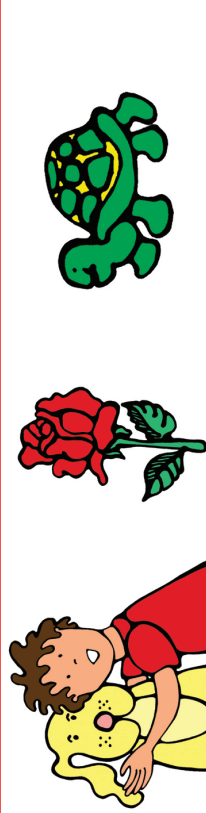
Informational Summary: The teacher points to the subject box and ask: *Who or What is the subject of your information?* Next the teacher points to the light bulb in the predicate box and asks: *What is the big idea about the information?* To add more information, the teacher points to the bottom boxes and asks: *Do you need to tell when, where, why or how for your summary?*

# Who? or What?

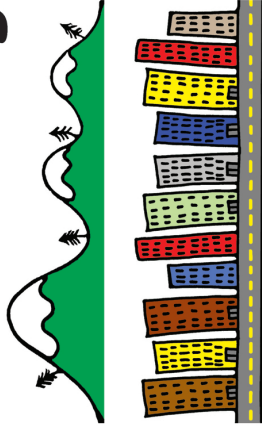
Subject: Noun

# What about?

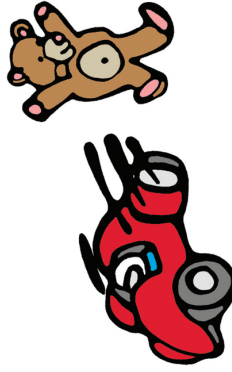
Predicate: Verb



Living Things

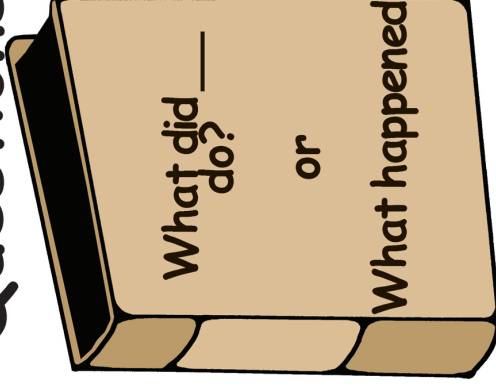


Places

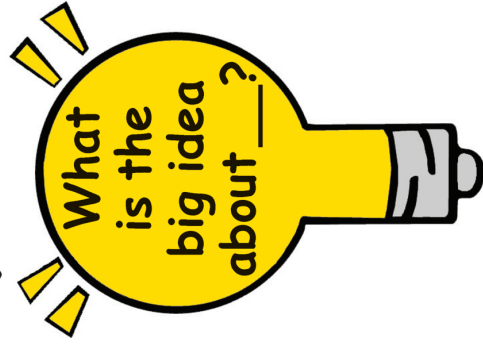


Things

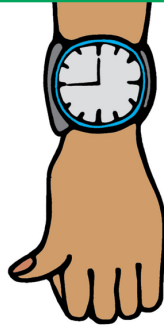
Story Questions



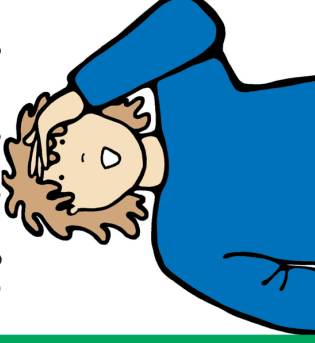
Information Question



When?



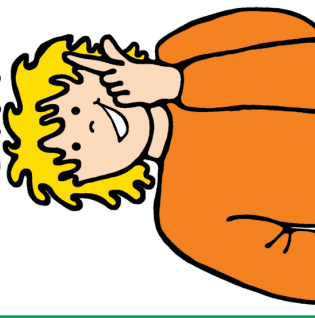
Where?



Why?



How?



# Snapshot Summary

| <b>Snapshot Summary</b>                         |                  |  |  |
|---|------------------|--|--|
| <b>Narrative Summary</b>                        |                  |  |  |
| <b>Setting</b>                                  | <b>Character</b> | <b>Plot</b>  |  |
| When?    Where?                                 | Who?             | Choose:<br>What did _____ do?<br>What happened to _____? |  |
|   |                  |  |  |
| <b>Expository Summary</b>                       |                  |  |  |
| <b>Optional: Setting</b>                        | <b>Subject</b>   | <b>Big Idea</b>  |  |
| When?    Where?                                 | What?            | What about _____?  |  |
|   |                  |  |  |
| <b>Does your summary need more information?</b> |                  | <b>Do you have a response?</b>                           |  |
| Sequence  | Expand           | I Connected _____  |  |
| Whats Next?                                     | What Else?       | I visualized _____                                       |  |
|   |                  | I predicted _____  |  |
|   |                  | I questioned _____                                       |  |
|   |                  |  |  |

Purpose: To identify the key points, or most important information in the text and report the information with clear and concise language. The information needs to be sequenced and transition smoothly from one idea to another.

The snapshot summary provides students with a format to follow for brief, yet accurate reporting of the text. After reading a chapter, a book or passage, students use this chart to write summaries and responses. The snapshot summary is similar to a reporter's format of questioning. Reporters typically ask who, what, where, when, why questions to pull critical information together. The snapshot summary frames questions that pull vital information while simultaneously formatting it into sentences.

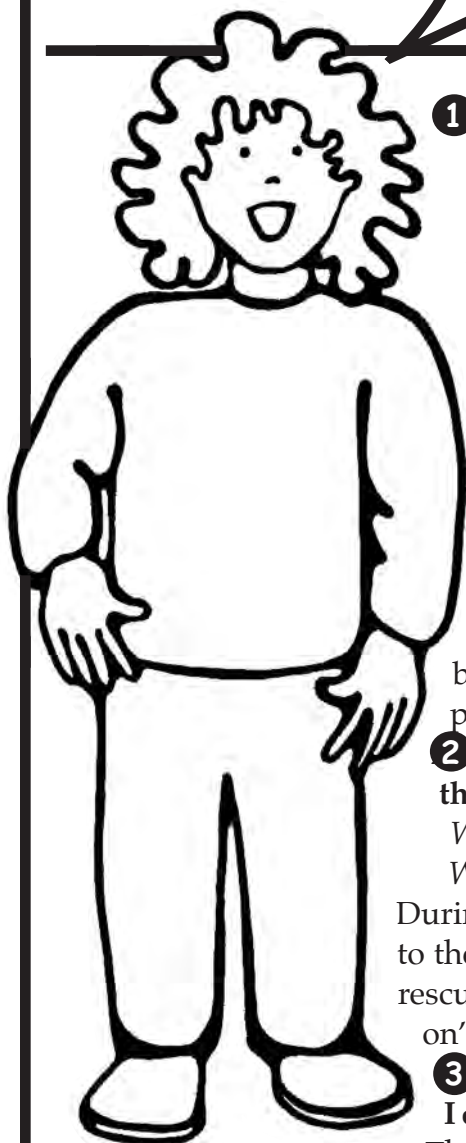
The bottom right box display four types of responses to the text. These responses range from stating a connection, emotional reaction, questioning events or questioning the author, or making predictions.

Directions: The snapshot summary chart displays four boxes. The top two boxes are narrative and expository summary boxes, respectively. To begin their summaries, students choose the summary box that matches their type of text, narrative or expository (informational). The third box (bottom left) contains prompts for students to ask if they need more information in their summaries. The fourth box (bottom right) is used for the talking text response. The next two pages have directions for a narrative summary, followed by an expository summary. Use these step-by-step directions for the implementation of the snapshot summary chart.

# Snapshot Summary: Narrative Text

*When I read, I use the text  
and my own experiences to  
build a picture.*

## How to Build a Narrative Snapshot Summary:



**1 Ask:** What is the setting?

Have I lived during this time period?

Have I been to a place like this?

Write the setting.

Example: Late last spring, in the enchanted forest,

**Next ask:** Who is/are the character(s)?

Do I know a character(s) like this?

Write the character(s).

Example: Late last spring, in the enchanted forest,  
the brave princess...

**Next ask:** What is happening to the character(s)?

What is/are the character(s) doing?

Have I ever done this?

Example: Late last spring, in the enchanted forest, the  
brave princess planned the rescue of the charming  
prince from the evil dragon.

**2 If your summary needs more information,  
then ask:**

*What happened next?* (to sequence).

*What else can be added ?* (to elaborate).

During her planning, the magic unicorns offered to fly her  
to the dragon's cave. She expected the ride, but realized the  
rescue wouldn't work unless she had a defense for the drag-  
on's mighty fire.

**3 Talking Text Response: After reading,  
I connected, I visualized, I predicted, I questioned...**

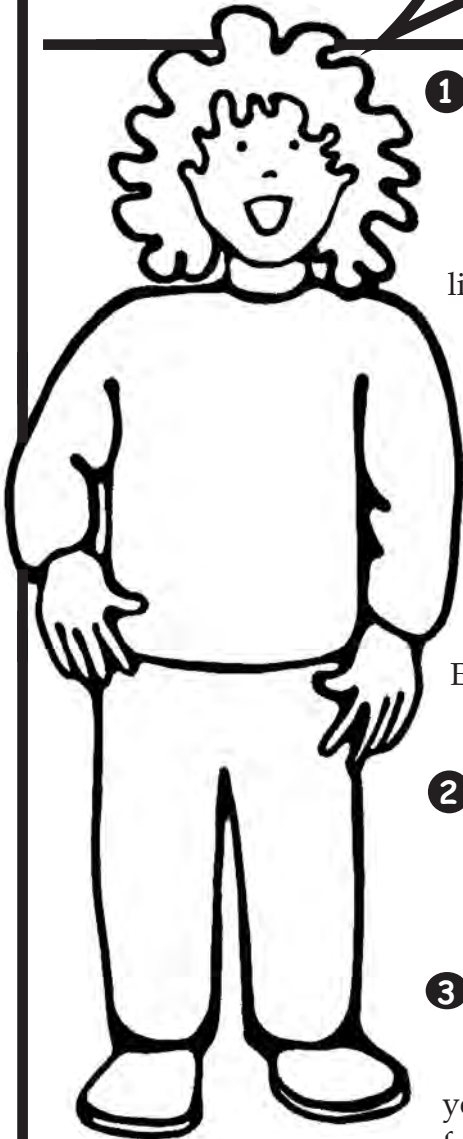
The students usually choose one response to the text, yet  
they are not limited to one. Use the Talking Text Response section of the chart to  
help construct a connection, imagery, prediction or question. Example: I think the  
princess will use her magic ring to protect herself. It always helps her when she's in  
danger.



# Snapshot Summary: Expository Text

*When I read, I use the text  
and my own experiences to  
build a picture.*

## How to Build an Expository Snapshot Summary:



- 1 Optional! Ask:** What is the setting?  
Have I lived during this time period?  
Have I been to a place like this?  
Write the setting.  
Example: During the winter, on the rocky coast-

line,

**Next ask:** What is the subject of this text?  
What is this about?  
Do I know anything about this subject?  
Write the subject.

Example: During the winter, on the rocky coastline,  
the violent, crashing waves...

**Next ask:** What about the subject?  
What is the big idea the reader needs  
to know about the subject?  
Example: During the winter, the violent, crashing  
waves impact our coastline that affects  
many lives.

- 2 If your summary needs more information, then ask:**  
What else is important about the subject or big idea?  
What happened next?  
Example: The instability of this land prevents any  
permanent homes or inhabitants.

- 3 Talking Text Response:** After reading, did I  
connect, feel, think, or wonder?  
The students usually choose one response to the text,  
yet they are not limited to one. Use the Response section  
of the Chart to help construct a connection, an image, a  
prediction, or a question. Example: Why do some people build their homes on the  
constantly changing coastal land?



# Snapshot Summary



## Narrative Summary

Setting

Character

Plot

When?

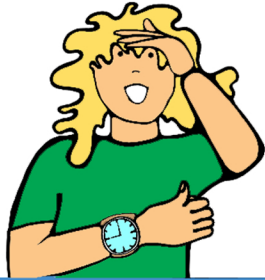
Where?

Who?

Choose:

What did \_\_\_\_\_ do?

What happened to \_\_\_\_\_?



## Expository Summary

Optional: Setting

Subject

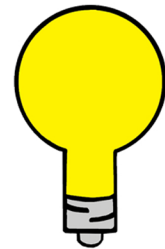
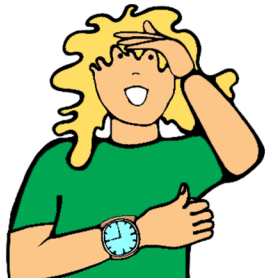
Big Idea

When?

Where?

What?

What about \_\_\_\_\_?



Does your summary  
need more information?

Sequence

Whats  
Next?

Expand

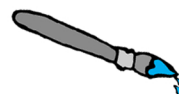
What  
Else?



Do you have a response?



I Connected \_\_\_\_\_



I visualized \_\_\_\_\_



I predicted \_\_\_\_\_



I questioned \_\_\_\_\_

# Narrative Summary Paragraph

Purpose: To provide a format for more proficient students to write a narrative summary.

After reading a story, novel or chapter, students use this page to write a detailed summary.

The *Format* column displays the necessary key elements, and a bank of signal words.

Directions: The teacher models writing a summary paragraph using this organizer. Before writing, the teacher says aloud a summary of the story, followed by the students orally summarizing the story to their partners.

Next the teacher utilizes the *Format* column for the specific elements necessary in a summary. Along with the summary elements, the teacher refers to the signal words listed to utilize for more cohesive and coherent sentences.

Finally, the students write a their own summaries, following the steps modeled by the teacher.

| Narrative Summary Paragraph   |   |
|---|---|
| Title: <i>The Lass Who Went out at the Cry of Dawn</i>  |   |
| Format  | Summary Paragraph   |
| <b>Topic Sentence:</b><br>Clearly state the genre, title, main character(s), setting and the problem.   | <i>In the folktale, The Lass Who Went out at the Cry of Dawn, a heartbroken sister set out on a journey to save her older sister.</i>   |
| <b>Supporting Details:</b><br>Clearly state the character's goal to solve the problem. Next, identify the events or attempts to reach the solution. What was the resolution (solution). Discuss whether the character was successful or unsuccessful. | <i>Her sister was under a spell cast by the Wicked Wizard. On her way to the Wizard's castle, she met two men. These two strangers needed her help. After giving gold to the tinker for a horse to pull his cart, and pins for the peasant to mend his clothes, she was given advice for her good deeds. These words of wisdom were used later to save her and her sister when she arrived at the Wicked Wizard's castle. The Wizard tried to trick her, but failed. She followed the strangers' advice. In the end, she saved her sister and broke the Wizard's spell. Suddenly the strangers turned into princes when the spell was broken. The sisters ended up marrying their princes. Good deeds reward, while evil is punished.</i> |
| <b>Conclusion:</b><br>What was the author's intent or reason to tell this story? What was the theme or moral of the story?  |   |
| <b>Signal Words:</b><br>To begin, First, Next, After Finally, Before While, Also, Once Likewise, Moreover, For example, However, Yet, Although, Indeed, In fact, Surely, Therefore, Consequently, In conclusion, Ultimately.                          |   |



**Title:** \_\_\_\_\_

## Summary Paragraph

Clearly state the genre, title, main character(s), setting, and the problem or point the author is trying to convey.

Clearly state the character's goal to solve the problem. Next, identify the events or attempts to reach the solution.

Discuss whether the character was successful or unsuccessful.

Clearly summarize the main parts of the story. A final thought or message the story gives the reader may be added.

To begin, First, Next,  
After Finally, Before  
While Also, Once  
Likewise, Moreover,  
For example,  
However, Yet,  
Although,  
Indeed, In fact,  
Surely, Therefore,  
Consequently,  
In conclusion,  
Ultimately,

# Expository Summary Paragraph

| Expository Summary Paragraph   |   |
|--|---|
| Title: Deciduous Forests   |   |
| Format   | Summary Paragraph   |
| <b>Topic Sentence:</b><br>Clearly state the topic and the point or purpose the author is trying to make about the topic.   | There are many diverse landforms and living things in a deciduous forest. The   |
| <b>Supporting Details:</b><br>Clearly state the main ideas the author gives to support the topic. Write the evidence, proof, or explanations the author gives to support these main ideas. Include examples, descriptions, actions, or statistics. | geographic features include flat lands, small hills, rivers and lakes, and wooded areas. The plant life ranges from deciduous trees, like oaks, to daisies, ferns, mushrooms, and moss. The animal life |
| <b>Conclusion:</b><br>Restate the topic sentence using different words.  | has meat eaters and plant eaters. Black bears, the Red  |
| <b>Signal Words:</b><br>First, Next, Furthermore, In addition, Also, Yet, However, Although, Indeed, In fact, For example, Therefore, Consequently, As a result, In summary, Ultimately, In conclusion.  | Fox, Snakes, and cougars are examples of meat eaters. While squirrels, rabbits, and deer are types of plant eaters. The land and life forms have a symbiotic relationship to survive.                   |

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**Purpose:** This writing page provides students with specific elements necessary to write an expository summary paragraph. After instructing students with the necessary particulars for this genre, students use the *Format* column to ensure quality and specific writing.

**Directions:** The teacher models the summary paragraph using the expository summary paragraph page. First, she writes the topic sentence, followed by three supporting details and a conclusion. This page specifically outlines the necessary components needed for each part of the paragraph. After teacher modeling, students use the organizer to write their own summaries.

# Expository Summary Paragraph

**Title:** \_\_\_\_\_

[illegible]

# Note-Taking

| Note-Taking   |                           |
|---|---------------------------|
| Title: <u>Kodak Kids' Rocks</u>                         |                           |
| Author: <u>unknown/website</u> Illustrator: <u>none</u> |                           |
| Book Notes: Main Ideas & Supporting Details             |                           |
| What is sedimentary rock?                               | What is metamorphic rock? |
| Wind and rain wear-down rocks.                          |                           |
| Rivers, lakes, and oceans carry                         |                           |
| the soil, mud, sand, and clay with                      |                           |
| water currents. When the particles                      |                           |
| fall to the bottom, they are sediment.                  |                           |
| Also, minerals and dead plants                          |                           |
| and animals will combine with                           |                           |
| the dirt and sand. Layers and                           |                           |
| layers form for 1000's and millions of                  |                           |
| years. The pressure turns it to rock.                   |                           |
| What is igneous rock?                                   | ?                         |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |

Purpose: This organizer is utilized to teach students how to take notes from informational text. This activity is done mostly after the text has been read. This way, students learn to take notes from familiar text, so they can understand the systematic steps they need to learn to take notes. Once they learn the steps, they then take notes as they read. This organizer has room for four main ideas about each topic. If there are more than four main ideas for a topic, just copy this form back-to-back for more main idea boxes.

Directions: Provide students with a copy of the blackline master to record book notes. Before reading, students scan the textbook searching for dark headings. The dark headings are the main ideas in the text. After reading the headings, students turn the main idea headlines

into questions. Turning main ideas into questions is a technique to help search and find supporting details in text.

Next students read the chapter. After reading they go back to learn how to take notes. Students reread the text below each dark heading, then take notes. Any of the text that answers the main idea question is a supporting detail. Supporting details may be facts, descriptions, examples, statistics, actions, events, or definitions. Students write their notes (supporting details) in the note box below their main idea questions.

To scaffold students ability to paraphrase, and not copy the text, the teacher states: *After reading the section under the first dark heading, what information answers our question, "What is sedimentary rock?"* The students reread the text that answers the question. The teacher states: *Answer my questions. Who or what is the subject of the first sentence you just read?* (The students answer wind and rain.)

Next, the teacher asks: *What about wind and rain? what do they do to form sedimentary rock? Use your own words.* (The students explain how wind and rain pound and wear away rocks.) Teacher: *Write that down.*



## Note-Taking

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_ **Illustrator:** \_\_\_\_\_

## Book Notes: Main Idea & Supporting Details

[illegible]

# Outlining Text

| Outlining Text  |   |  |
|---|---|--|
| Title: <u>How Rocks are Formed</u>  |   |  |
| Author: <u>Website</u>  |   | Illustrator: <u>none</u>   |
| Topic   |   |  |
| Rocks are divided into three types: Sedimentary, Igneous, and Metamorphic.  |   |  |
| Main Ideas and Supporting Details   |   |  |
| <u>Sedimentary</u><br><sup>1</sup> Erosion of landforms<br><sup>2</sup> Types of Sediment<br><sup>3</sup> Formation of rock | <u>Igneous</u><br><sup>1</sup> Magma to Lava<br><sup>2</sup> Cooling of lava<br><sup>3</sup> Five Types of Igneous Rock | <u>Metamorphic</u><br><sup>1</sup> Movement of crust<br><sup>2</sup> Heat and Pressure<br><sup>3</sup> Two kinds of Metamorphic Rock |
| 1.  | 1.  | 1.   |
| 2.  | 2.  | 2.   |
| 3.  | 3.  | 3.   |
| Conclusion  |   |  |
| <small>Outlining Expository Text Organizer © 2005 Nancy Fetzner</small>   |   |  |

**Purpose:** To provide students with the steps to format an outline of the text. This organizer has room for six main ideas about each topic. Only use the number of main ideas in the text. All six lines may be filled or maybe less. The text will provide that information.

**Directions:** Provide students with a copy of the blackline master to record their outline of the text. Students review the textbook searching for the dark headings. The dark headings are the main ideas in the text. After reading the headings, the students record them on the main idea lines. Next, students search for any information that supports each main idea. These supporting details may be facts, descriptions, examples, statistics, actions, events, or definitions. Students write one-four words for each detail in the numbered spaces below the appropriate main idea.

# Outlining Text

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

## Topic

## Main Ideas & Supporting Details

|               |               |               |
|---------------|---------------|---------------|
| <div>1.</div> | <div>1.</div> | <div>1.</div> |
| <div>2.</div> | <div>2.</div> | <div>2.</div> |
| <div>3.</div> | <div>3.</div> | <div>3.</div> |
| <div>1.</div> | <div>1.</div> | <div>1.</div> |
| <div>2.</div> | <div>2.</div> | <div>2.</div> |
| <div>3.</div> | <div>3.</div> | <div>3.</div> |

## Conclusion