



Narrative Summary

Dear Parents,

The next few weeks of writing instruction will focus on writing a summary of a narrative text. Fourth graders will condense the narrative into a shorter version while capturing the essential elements of the plot and paraphrasing the most important details. Summarizing helps students understand what they've read by putting the writing in their own words and picking out the key points. Instead of retelling every detail, a summary focuses on the most important events, characters, and the main problem or conflict in the story.

Ideas for Home Support

As your child practices writing these summaries at school you might consider practicing at home with the following ideas:

- Have your child retell the story in their own words, focusing on summarizing the main events and key points. Encourage them to use their creativity and imagination to rewrite the story in a shorter form, emphasizing the essential elements.
- Act out scenes from the story with your child, taking on different character roles. Use this activity as an opportunity to discuss the main events and reinforce understanding of the story's plot.
- Encourage your child to create visual summaries of the story using drawings, illustrations, or comic strips. This allows them to express their understanding of the story visually and can be a fun and creative way to summarize.
- Use graphic organizers, such as story maps or plot diagrams, to help your child visualize the structure of a story. Guide them in filling out the organizer by identifying the main characters, setting, problem, events, and resolution.

Thank you for all your support!

Sincerely,

Narrative Summary Rubric 4th Grade

Genre Chart Summary: Narrative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging introductory paragraph	Has an introductory paragraph that engages the reader in a creative way	Has an introductory paragraph that engages the reader	Engaging introduction is weak or off-topic	Does not have an engaging introduction
Paraphrases the most important story elements	Creatively paraphrases the most important details from the story	Paraphrases the most important details from the story	Some of the important details are paraphrased	Many important details are copied
Reflects the author's tone and mood	Accurately and creatively reflects the author's tone and mood	Accurately reflect the author's tone and mood	Weakly attempts some tone and mood	Does not include any detectable tone or mood
Uses transitional phrases	Uses transitional words and phrases to link ideas	Uses transitional words and phrases	Transitional words do not work or there are too few	Does not use transitional words
Has a paragraph with the story conclusion	Has a creative ending paragraph that concludes the story	Has a concluding paragraph that concludes the story	Has a concluding paragraph but does not tell how the story ends	Does not have a concluding paragraph
Correct conventions support the meaning	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that it is hard to read

Summary Practice

Alex, the Inventor

In the large city of Walton, there lived a young inventor named Alex. He had a mind full of ideas and a workshop filled with gadgets, Alex loved to tinker and create new inventions. One day, he discovered a dusty robot hidden in the attic of his house. Alex was determined to make the robot work again. After days of tireless work, Alex brought the robot back to life. He decided to name it Spark. Together, they spent many long days and nights crafting amazing new inventions.

Sample summary:

Alex lived in the city of Walton. He liked to spend time in his workshop, inventing new things. One day, Alex found an old robot in his attic. He fixed it up and called it Spark. From that day on, Alex and his robot worked together making many amazing gadgets.

The Enchanted Pond

Emily and her family lived in a white house in the country. Deep in the woods, behind her house, was a pond. One night, Emily decided to hike to the pond so that she could watch the full moon shining on the water. Emily loved full moons. As she stood, enjoying the stillness of the night, the pond began to glow a bright green color. She began to think it was her imagination, but then the water bubbled and rumbled. To her astonishment, out of the water rose a magnificent turtle. The turtle looked at Emily, smiled, and said, "Hello." After she got over her shock, Emily and the turtle talked long into the night and became great friends. Every month, Emily anxiously counted the days until the next full moon, when she could see her friend again.

Sample summary:

Emily's family lived in a house near a pond in the woods. One night, she went to the pond to see the full moon. The pond started glowing green, and a big turtle came out. They became friends and talked all night. Emily looked forward to seeing her turtle friend every full moon.

Name _____ Date _____

Narrative Summary Organizer

Book title:

Author:

Main characters:

Story problem:

Tone and Mood:

Circle the strategy used to engage the reader: question sound effect action list

Engaging beginning paragraph:

What happened in the beginning?

1.

2.

3.

What happened in the middle?

1.

2.

3.

What happened in the end?

1.

2.

3.

Story Conclusion:

Narrative Summary Organizer Model

Book title: *Jubal's Wish*

Author: Audrey Wood

Main characters: Jubal, Gerdy Toad, Captain Dalbert Lizard

Story problem: Jubal wants to go on a picnic with his friends. They are feeling grumpy and don't want to go.

Tone and Mood: happy, grumpy, sad, thoughtful, anxious, optimistic

Circle the strategy used to engage the reader: question sound effect action list

Engaging beginning paragraph: Why is everyone so grumpy? I don't get it. It's a beautiful day for a picnic. Shouldn't Gerdy and Captain be feeling happy?

What happened in the beginning?

1. Jubal wants to picnic
2. Gerdy Toad too much work, grumpy, won't go
3. Captain Dalbert feeling old and sad, won't go

What happened in the middle?

1. Wizard gives Jubal wish
2. Captain feels cursed, Gerdy yelling
3. Doesn't come true

What happened in the end?

1. Jubal sad, cries

2. Starts to rain

3. Flood, Jubal getting washed away

Story Conclusion:

saved Captain's boat, Gerdy and toadlets pulled him in, learned Gerdy's cottage floated away, decided go on adventure. ate Jubal's picnic, sailed away.

Narrative Summary Model

Jubal's Wish

Why is everyone so grumpy? I don't get it. It's a beautiful day for a picnic. Shouldn't Gerdy and Captain be feeling happy? *Jubal's Wish*, by Audrey Woods, tells the story of a bullfrog named Jubal. It's a beautiful day and Jubal wants to enjoy a picnic with his friends. Unfortunately, they don't feel as happy as he does.

It was such a beautiful, sunny day. A perfect day for a picnic in Jubal's opinion, but when the happy bullfrog stopped by Gerdy Toad's house she didn't agree. Her seven toadlets was all over the place. Gerdy was overworked and grumpy. She did not want to go on a picnic.

Jubal skipped on to see Captain Dalbert Lizard, who was feeling old and sad. He was not in the mood for a picnic either. Jubal wished that there was some way to help his friends be happy.

The next thing he knew, a wizard appeared and grant him a wish. Jubal made wishes that he thought would help his freinds. He rushed to Captain Dalbert's boat to see if he was happy now, but the lizard was crankier than before. At Gerdy Toad's house it was no better. When Jubal walked by, all he heard was Gerdy yelling at her toadlets.

Jubal felt so terrible that he began to cry. Just then, rain started to fall. The rain turned into a storm and the storm caused a flood. Jubal was about to be washed away. He screamed for help. In the distance he saw a sailboat.

Just as Jubal was about to float away, Captain Dalbert's boat reached him. Gerdy and her toadlets pulled him aboard just in time. Jabal learned that Gerdys cottage had floated away. They all decided to go on a sailing adventure. The sun broke through the clouds and a rainbow appeared in the sky. Munching on Jubal's picnic lunch, they sailed away.

"Maybe wishes do come true," thought Jubal.

Narrative Summary Model Annotated

Jubal's Wish

Why is everyone so grumpy? I don't get it. It's a beautiful day for a picnic. Shouldn't Gerdy and Captain be feeling happy? *Jubal's Wish*, by Audrey Woods, tells the story of a bullfrog named Jubal. It's a beautiful day and Jubal wants to enjoy a picnic with his friends. Unfortunately, they are all feeling cranky.

It was such a **beautiful, sunny day**. A perfect day for a picnic in Jubal's opinion, but when the **happy** bullfrog stopped by Gerdy Toad's house she didn't agree. Her seven toadlets ~~was~~ ***were** all over the place. Gerdy was **overworked and grumpy**. She did not want to go on a picnic.

Still feeling happy, Jubal **skipped** on to see Captain Dalbert Lizard, who was **feeling old and sad**. He was not in the mood for a picnic either. Jubal wished that there was some way to help his friends be happy.

The next thing he knew, a wizard appeared and ~~grant~~ **granted** him a wish. Jubal made ~~wishes~~ **wishes** that he thought would help his ~~friends~~ **friends**. **Anxious to know if the wishes worked**, **He** he rushed to Captain Dalbert's boat to see if he was happy now, but the lizard was **crankier than before**. At Gerdy Toad's house it was no better. **When Jubal walked by**, all he heard was **Gerdy yelling** at her toadlets.

Jubal **felt so terrible that he began to cry**. **Just then**, rain started to fall. The rain turned into a storm and the storm caused a flood. Jubal

was about to be washed away. He screamed for help. In the distance he saw a sailboat.

Captain Dalbert's boat sailed beside Jubal. Gerdy and her toadlets pulled him aboard just in time. Jubal learned that Gerdy's cottage had floated away. They all decided to go on a sailing adventure. The sun broke through the clouds and a rainbow appeared in the sky. Munching on Jubal's picnic lunch, they sailed away.

"Maybe wishes do come true," thought Jubal.

Annotations

Has an engaging introductory paragraph is in red

Paraphrases the important story elements appears in each paragraph

Reflects the author's tone and mood is in purple

Uses transitional phrases is in orange

Has a paragraph with the story conclusion is in red

Convention edits are in black

*Edits related to the Writing Warm-Up are in black with an asterisk

Transition Practice Model Paragraph

I went to the park with my friends. It was a bright and sunny day, perfect for playing outside. We ran around and played tag, laughing and chasing each other through the green grass. We decided to play hide-and-seek. I found a great hiding spot behind a big tree. My friend counted to fifty. I listened to the sounds of birds chirping and leaves rustling in the breeze. I stayed quiet and still until my friend finally found me. We all had a blast playing together and didn't want to leave when it started getting dark.

Transition Practice Model Paragraph

Yesterday, I went to the park with my friends. It was a bright and sunny day, perfect for playing outside. We ran around and played tag, laughing and chasing each other through the green grass. **After tag**, we decided to play hide-and-seek. I found a great hiding spot behind a big tree **while** my friend counted to fifty. **As I waited**, I listened to the sounds of birds chirping and leaves rustling in the breeze. **When the counting was over**, I stayed quiet and still until my friend finally found me. We all had a blast playing together and didn't want to leave when it started getting dark.

Transition Practice Student Paragraph

When I got home from the park, I was greeted by the delicious smell of spaghetti cooking in the kitchen. My mom had prepared my favorite meal for dinner! My stomach was rumbling with hunger. My mouth watered with anticipation. I was twirling the noodles around my fork and taking big, satisfying bites. The spaghetti was just as delicious as it smelled, and I happily ate every last bite on my plate. I helped my mom clean up the dishes before settling down for the evening, feeling full and content.

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Transition Practice Student Paragraph Model

When I got home from the park, I was greeted by the delicious smell of spaghetti cooking in the kitchen. My mom had prepared my favorite meal for dinner! **I eagerly sat down at the table**, my stomach rumbling with hunger. **As my mom served up big plates of steaming spaghetti topped with savory tomato sauce and grated cheese**, my mouth watered with anticipation. **I wasted no time digging in**, twirling the noodles around my fork and taking big, satisfying bites. The spaghetti was just as delicious as it smelled, and I happily ate every last bite on my plate. **After dinner**, I helped my mom clean up the dishes before settling down for the evening, feeling full and content.

Revision: Narrative Summary

4th Grade

Name _____ Date _____

Partner _____ Rubric Score _____

Self

Partner

Genre Chart

___ ___ **Uses an engaging introductory paragraph**

Suggestions: _____

___ ___ **Paraphrases the most important story elements**

Suggestions: _____

___ ___ **Reflects the author's tone and mood**

Suggestions: _____

___ ___ **Uses transitional phrases**

Suggestions: _____

___ ___ **Has a paragraph with the story conclusion**

Suggestions: _____

Editing Checklist

Name _____

Date _____

Partner _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Self Partner

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence . ? ! |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Paragraph is indented |
| _____ | _____ | 5. Correct spelling, including No Excuse Words |
| _____ | _____ | 6. _____ |

(Grammar focus for the class)

Editing Checklist

Name _____

Date _____

Partner _____

Any item on the checklist without an X will need to be edited before turning in the paper.

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- | | | |
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| _____ | _____ | 4. Paragraph is indented |
| _____ | _____ | 5. Correct spelling, including No Excuse Words |
| _____ | _____ | 6. _____ |

(Grammar focus for the class)

Independent Assessment: Narrative Summary

Objective – Use the elements in the genre chart to independently write a narrative summary

Independent Assessments

Assessments are provided as a resource for teachers to further evaluate students' ability to write independently. This prompt is provided as one idea for assessing student writing. If you prefer, have students write to an alternative prompt.

For this assessment, students write a narrative summary that includes the elements listed on the genre chart.

Instructions

Display the genre chart and any previously created word banks that students might use as a resource. Remind students of the characteristics of a narrative summary and review the elements on the genre chart. Point out any word banks and read the listed items with the class.

Read together a narrative summary from the previous week's writing. Identify each genre chart element in the piece of writing.

Choose a short narrative to read to students. Give students the following prompt:

Read a book of your choice to students. You might need to read it twice, so students understand and retain details. Allow them to take notes if needed.

Give students the following prompt:

Write a summary of the book that includes all the elements on the genre chart and represents a 3 or 4 on the Narrative Summary Rubric.

Summary

Students will write a narrative summary that:

- Has an engaging introductory paragraph
 - Paraphrases the most important story elements
 - Reflects the author's tone and mood
 - Uses transitional phrases
 - Has a paragraph with the story conclusion
-

Materials

- Narrative Summary Genre Chart
- Student writing paper
- Summary writing from the previous week
- Short narrative book