

Summary of Narrative Text: Guided Writing

A short version of a text that tells the most important details

Writing a summary of a narrative, fictional, or otherwise, is a slightly different process than writing a summary of an informative text. This summary writing unit builds the foundation for writing summaries of narrative texts by having students identify the author's message and most important details from the story's plot structure. This writing workshop is designed for students to write their summaries with guidance from the teacher. If some students are ready to write their summaries independently, then focus your support to other students who need it. Guided Writing can occur in a small group setting or whole class. If you choose to teach parts of this genre in small groups, and you have academic learning stations, or centers, this should be your teacher-guided center. The lesson plan is geared toward teaching the genre to the whole class, but you can easily adapt it for small groups.

Vocabulary Words

author	editing	most important details	summary
author's message	end	narrative text	title
beginning	genre	revision	topic sentence
complete sentence	middle		

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

RL.K.1	W.K.5	SL.K.1	L.K.1(a, f)
RL.K.2	W.K.6	SL.K.2	L.K.2(a, b)
RL.K.3	W.K.7	SL.K.3	
		SL.K.5	

Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
Lesson 1	<ul style="list-style-type: none"> ➤ Understand the importance of using complete sentences in their writing ➤ Form complete sentences <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.K.5, W.K.6, SL.K.1, SL.K.2, SL.K.3, L.K.1 	<ul style="list-style-type: none"> ✓ Post Genre Chart ✓ Example(s) of Narrative Text
Lesson 2	<ul style="list-style-type: none"> ➤ Understand that the author’s message is what the author wants you to learn from the story ➤ Identify the author’s message from a story and write it in your own words <p>CCSS</p> <ul style="list-style-type: none"> ➤ RL.K.1, RL.K.3, W.K.6, W.K.7, SL.K.1, SL.K.2, SL.K.3, L.K.1, L.K.2 	<ul style="list-style-type: none"> ✓ Picture Book ✓ Copies: <ul style="list-style-type: none"> ○ “Author’s Message”
Lesson 3	<ul style="list-style-type: none"> ➤ Understand the summary genre ➤ Write the title and author of the text <p>CCSS</p> <ul style="list-style-type: none"> ➤ RL.K.1, RL.K.5, SL.K.1, SL.K.2, L.K.1 	<ul style="list-style-type: none"> ✓ Copies: “Summary of a Narrative Text”
Lesson 4	<ul style="list-style-type: none"> ➤ Understand that the author’s message is what the author wants you to learn from the story ➤ Write the author’s message for your summary <p>CCSS</p> <ul style="list-style-type: none"> ➤ RL.K.1, RL.K.3, W.K.6, W.K.7, SL.K.1, SL.K.2, SL.K.3, L.K.1, L.K.2 	No Special Prep.
Lesson 5	<ul style="list-style-type: none"> ➤ Understand that a summary includes only the most important details from the beginning, middle, and end ➤ Draw and write the most important details from the beginning of the story <p>CCSS</p> <ul style="list-style-type: none"> ➤ RL.K.1, RL.K.3, W.K.5, W.K.6, SL.K.2, SL.K.5, L.K.1, L.K.2 	Chart paper
Lesson 6	<ul style="list-style-type: none"> ➤ Understand that a summary includes only the most important details from the beginning, middle, and end ➤ Draw and write the most important details from the middle of the story <p>CCSS</p> <ul style="list-style-type: none"> ➤ RL.K.1, RL.K.3, W.K.5, W.K.6, SL.K.2, SL.K.5, L.K.1, L.K.2 	No Special Prep.
Lesson 7	<ul style="list-style-type: none"> ➤ Understand that a summary includes only the most important details from the 	No Special Prep.

	beginning, middle, and end ➤ Draw and write the most important details from the end of the story CCSS ➤ RL.K.1, RL.K.3, W.K.5, W.K.6, SL.K.2, SL.K.5, L.K.1, L.K.2	
Lesson 8	➤ Revise and edit CCSS ➤ W.K.1, W.K.5, W.K.6, L.K.1, L.K.2	✓ Reserve computer lab (optional) ✓ No Excuse Spelling Words

Common Core State Standards Used:

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5 Recognize common types of text. (e.g., storybooks, poems, **fantasy, realistic text**).
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and request clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters
 - f. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.

Summary of Narrative Text

Guided Writing

Lesson 1

Objectives

- Understand the importance of using complete sentences
- Form complete sentences

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- Multiple examples of narrative texts
- “Picture Sentence Starters”

Introduce It

1. Introduce the Genre Charts and Six Traits Charts
 - a. Define **genre** for students. Possible answer: *A genre is a type of writing.* Tell students that there are many types, or genres, of writing. On the board, define **summary**: *a short version of a text, book, or movie.* Use a hand gesture to illustrate the word short.
 - b. Define **narrative**: *a story; a series of connected events.* Show students a recent narrative book you’ve read. Ask students: *Who remembers this book? What kind of genre is it?* Possible answer: *It is a narrative; it tells a story.* Tell students: *A narrative can be a true story (nonfiction) or it can be a story that is not true (fiction).* Tell students: *For this genre, we are going to read a story, or narrative, and write a summary.* Show students other examples of narratives and tell students the topic of each story.
 - c. Genre Chart: Explain to the students that each bullet/color represents one part of their writing. Remind students that each color on the genre chart corresponds to a color on the Six Traits Charts. Review the Summary of Narrative Text Genre Chart with the students. Tell students: *Before we begin to write our summary, we want to review how to write a complete sentence.* Our first lesson for this writing workshop will focus on **using complete sentences**.
 - d. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important.

Identify It

Genre Chart

2. Point to **uses complete sentences**. Today we are going to form complete sentences.

Six Traits Charts

3. On the **Sentence Fluency** chart, identify *uses complete sentences*. Ask students: *Why is uses complete sentences on the Sentence Fluency chart?* Possible answer: *Complete sentences are clear and easy to understand.*

Teach It

4. Define **complete sentence**: *A complete sentence has two parts: a subject and an action. The subject is who or what the sentence is talking about. The action is what the subject does in the sentence.* They will learn about predicates later, for now it might be easier to explain that sentences have at least one subject and one action.

Summary of a Narrative Text

- Has a **topic sentence** that tells the author’s message
- States the title and author
- Uses the most important details from **beginning, middle, and end**
- Uses complete sentences

5. Write the following sentence on the board: *The little girl chases her sister.* Underline the subject and circle the action to show students that this is a complete sentence.

Group Activity

Put students in groups of four or five. Show students a picture from the “Picture Sentence Starters” sheet following this lesson. Groups will have one minute to think of a complete sentence describing the picture. Have each group share their complete sentence with the rest of the class. Once a group shares their sentence, the rest of the class should identify the subject and action in the sentence.

*Depending on students’ ability, you may have the students orally form the sentence or each student can write their group’s sentence.

Model It

6. Show students the first picture. Ask yourself: *What is going on in this picture? What can I write about this picture? I need to make sure that my sentence has a subject and an action. Looking at this picture I can see that the subject is going to be the cow. What is the cow doing? The cow is eating.* Model aloud as you write different sentences for the picture. Example: *The cow is happy. The cow is brown and white. The cow has a big head.*
7. Write three sentences on the board. Review each sentence. Underline the subject and circle the action to show students that each sentence is in fact a complete sentence. Model aloud your thought process as you work.

Do It

8. Place students in groups. Tell students: *First I will show you a picture. Then I want you to talk to your group and come up with one sentence about the picture with your group.*
9. Show students a picture. Ask students: *What is happening in this picture?* Give groups one minute to think of a sentence and additional time to write if students are writing the group’s sentence. Have students share their sentences as you write them on the board. Review each sentence and underline the subject and circle the action with students.
10. Repeat step 8 until the groups finish writing a sentence for each picture.

Share It

11. Review the “Summary of Narrative Text Rubric” with students. Point to the scoop with **uses complete sentences**. Ask students: *How many parts does a complete sentence have? What are they?* Possible answer: *A complete sentence has two parts, a subject and an action.*

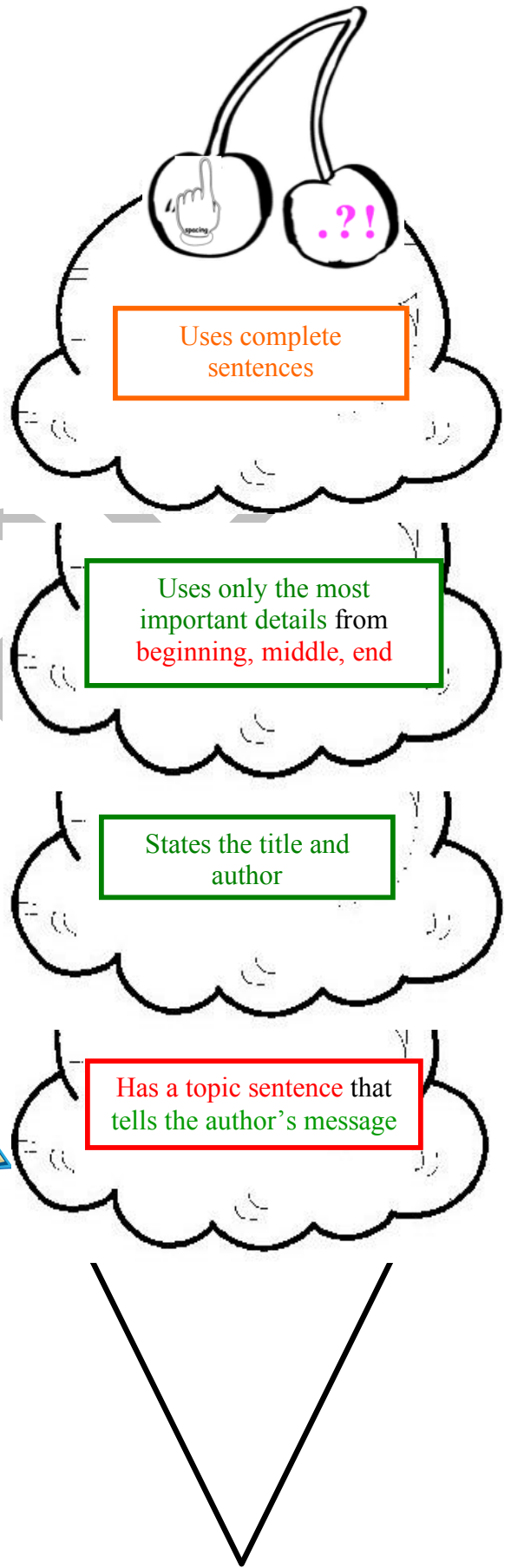
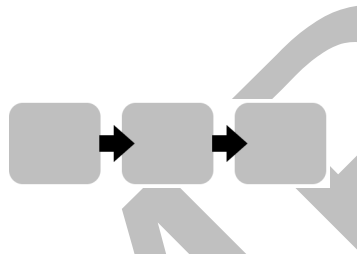
Teacher Reflection

Picture Sentence Starters



Summary of Narrative Text Rubric

Name: _____



Uses complete sentences

Uses only the most important details from beginning, middle, end

States the title and author

Has a topic sentence that tells the author's message

SAM

Summary of Narrative Text

Guided Writing

Lesson 2

Objectives

- Understand that the author’s message is what the author wants you to learn from the story
- Identify the author’s message from a story and write it in their own words

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- Picture Book: *The Three Little Pigs* by Patricia Seibert
- “Note Organizer”
- “Sample Note Organizer”
- “Author’s Message”
- “Sample Author’s Message”

Review It

1. Review the narrative genre with students. Ask students: *What is the purpose of a story (narrative)?* Possible answer: *A story (narrative) tells the reader about an event or a series of connected events.*
2. Review the title and author. Point to **states the title and author** on the Genre Chart.

Genre Chart

3. Point to **tells the author’s message** on the Genre Chart. Today, we will practice finding the author’s message from a popular fairy tale.

Six Traits Charts

4. Point to the **Idea** chart. Tell students: *When you summarize a story, it is important to tell the reader the author’s message from the story. Sometimes it is hard to find the author’s message in a story, so we are going to practice finding the author’s message in the fairy tale, *The Three Little Pigs*.*

Teach It

5. Define **author’s message**: *what the author wants you to learn from the story.* The author’s message is what the author is trying to tell you or a lesson they are trying to teach you.
6. Tell students: *I am going to read *The Three Little Pigs* by Patricia Seibert. As I am reading, I want you to think about what the author is trying to tell the reader. What does the author want us to learn? What do the three little pigs learn about building houses?*
7. Read, *The Three Little Pigs* by Patricia Seibert.
8. Model aloud as you summarize the narrative for the class. Example: *Three little pigs leave their parents and decide to build their own houses. A wolf destroys the houses made of straw and sticks, but the brick house cannot be blow down. When the wolf tries to come into the house, he gets into trouble and runs away from the pigs.*
9. Place students in partners. Have students Think-Pair-Share to facilitate student discussion. Ask students: *What is the whole story about?* Discuss student responses. Example: *A wolf tries to destroy the homes that the pigs built. Tell students: Since the whole story talks about the pigs building their homes, let’s discuss how the pigs built their homes.*

Summary of a Narrative Text

- Has a **topic sentence** that **tells the author’s message**
- States the title and author
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- Uses **complete sentences**

10. Place the “Note Organizer” in front of the class. Take notes on what you learned from the story. See the “Sample Note Organizer” for an example. Ask students: *What did each pig use to build his home? Why did he choose those building materials to build his home? Was the big bad wolf able to blow the house down?*
11. Review the notes with the class. Ask students: *What does the story teach us about building a home? Should we try to build it as fast as we can?* Possible answer: *No, if you build a house you should take your time and make a strong house.*
12. Ask students: *Do you think the author is trying to teach us to take our time when we build a house?* Discuss student responses. Ask students: *When you write, should you take your time and write neatly or should you write as quickly as you can to finish your work?* Discuss student responses. Ask students: *Should you read quickly to finish the book or should you take your time reading so you can understand everything that is happening in the story?* Discuss student responses. Ask students: *Do you think it is important to do your best in everything you do?*
13. Write the sentence frame: *The story tells us _____.* on the board while modeling two-finger spacing. Remind students to underline the title of the book when they use it in their writing.
 - a. Say the sentence frame for students and have them repeat it.
14. Have students brainstorm possibilities for the author’s message from the book and write them on the board. Examples:
 - a. *The story tells us to always do our best.*
 - b. *The story tells us that we can do great things if we do our best.*
 - c. *The story tells us to take our time and plan a project.*

Model It

15. Place the “Author’s Message” worksheet in front of the class. Model aloud as you quickly draw your picture of the brick house and write what you think is the author’s message in your own words. See the “Sample Author’s Message” for an example.

Do It

16. Hand out the “Author’s Message” worksheet to students. Tell students: *You are going to draw your picture of the author’s message. Then, you will write your sentence telling what the author’s message is. While you draw and write, I will come around and help you. Remember to ask your partner if you need help with breaking words into sounds.*
17. Have students draw their pictures and write their sentence. **Allow students to spell phonetically.**

Share It

18. Review the author’s message with students. Have a few volunteers share their pictures illustrating the author’s message. Students should provide feedback on whether the picture matches the author’s message.

Teacher Reflection

Note Organizer

Pig	House	Reason	Did the Wolf blow it down?

SAMPLE

Sample Note Organizer

PIG	HOUSE	REASON	Did the wolf blow it down?
First Pig	Straw	He wanted to build his home quickly.	Yes
Second Pig	Sticks	Building a home out of sticks is easy.	Yes
Third Pig	Brick	He wanted to take his time and build a strong house.	No

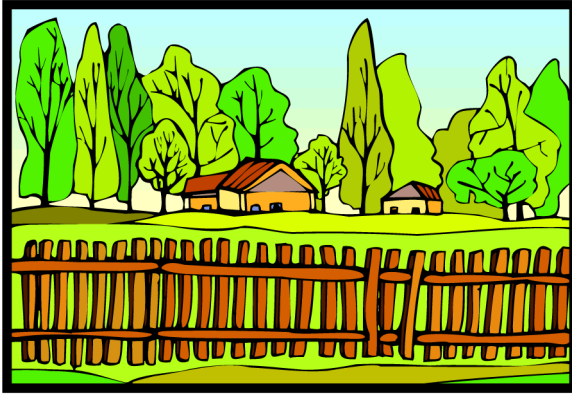
Name _____

Author's Message

The story

SAMPLE

Sample Author's Message



The story tells us
to always do our
best.

Summary of Narrative Text

Guided Writing

Lesson 3

Objectives

- Understand the summary genre
- Write the title and author of the text

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Forever Friends” by Melissa Mallory
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”

Review It

1. Review summary and narrative with students. Ask students: *What is a summary? Is it long or short?* Make gestures to illustrate length. Possible answer: *A short version of a book or article.* Tell students: *A summary of a story (narrative) tells the reader the author’s message and the most important details from the story.*

Identify It

Genre Chart

2. Point to **states the title and author** on the Genre Chart. Today we are going to learn more about a summary and take notes on the title and author of the story.

Six Traits Charts

3. Point to the **Idea** chart. Ask students: *Why is it important to include the title and author of a story in your writing?* Possible answer: *Telling the reader the title and author of the book gives the reader more detail about your writing. If you don’t give the title and author of the book, the reader would not know what story you are talking about.*

Teach It

4. Review the definition of **Summary**: *a short version of a text, book, or movie. A summary of a story (narrative) tells the reader the author’s message and the most important details from the story.*
5. Tell students: *You may not know it, but you summarize every day. Maybe you went to a birthday party last weekend. The next day at school you tell your friends about the party because it was awesome! Do you tell them every little thing that happened? Do you say, “I got dressed for the party. Then my mom took me to the party. I got out of the car and walked to the door. When I got to the front door I rang the doorbell?” Do you tell your friends every detail about going to the party, or do you only tell them the most important details?* Possible answer: *No, you only tell them the most important details (point to the Genre Chart).*
6. Place the narrative, “Forever Friends,” in front of the class and track as you read. Briefly discuss the topic of the story with students. Example: *This story talks about a friend moving away from her best friend. This story is about friendship.*
7. Define **Title**: *the name of the book or story.* Ask students: *What is the name of the story we read?* Answer: “Forever Friends.” Show students the title of the story. Ask students: *When we write the title of a book, what do we need to do? Do we underline it?* Possible answer: *Yes, you underline the title of a book.* Tell students: “Forever Friends” by Melissa Mallory is not a book;

Summary of a Narrative Text

- Has a **topic sentence** that **tells the author’s message**
- States the title and author
- Uses the most important details from **beginning, middle, and end**
- Uses **complete sentences**

it is a short story. We need to put quotation marks around the title of the story instead of underlining it. Use “air quotes” or finger gestures when referring to quotation marks.

8. Define **author**: *the name of the person who wrote the story.* Ask students: *What is the name of the author?* Answer: *Melissa Mallory.* Show students the author’s name on the story.
9. Tell students they will write the title and author of the story.

Model It

10. Distribute the “Summary of a Narrative Text” to students and place your copy in front of the class. Write your name in the space provided. If you are using the model paper for this summary, you can follow the sample.
11. Ask students: *Are we going to underline or use quotation marks for the title of this short story?* Students can show you the answer using “air quotes” or by drawing a line in the air.

Do It

12. As a class, indent and write the title and author of the book. Tell students that this is not a complete sentence, but we will complete the sentence in the next lesson.

Share It

13. For this part of the lesson, you should reread the story. Tell students that we will read this story a couple of times so we can remember the most important parts.

Teacher Reflection

Forever Friends

By Melissa Mallory

I met Jennifer in second grade. She was my very best friend. We did everything together. On weekday mornings, we met outside my house and walked to school together. During recess we played tetherball with some of the other girls from our class. Our favorite time of the day was lunchtime because we got to sit outside and have a picnic together under the cool shade of the trees. After school, Jennifer and I walked home talking about the fun things we would do during the upcoming weekend. At the end of each day, we would say goodbye with a big hug and a pinky promise that we would always be best friends.

One evening I was sitting at the dinner table when I heard, “Brrrrring, brrrinng.” My mother quickly pushed back the dining room chair and answered the phone while I tried to keep my cheeseburger from falling apart.

“Hello?” she asked, “Oh, hello Helen. How are you?” I looked up from my messy cheeseburger and tried to brush the hair from my face. My ketchup covered fingers left streaks of red on my face and in my hair.

“I wonder why Jennifer’s mom is calling,” I thought. As my mom was trying to talk, I yelled to her, “Mom, tell Mrs. Elkam to tell Jennifer “hi” from me!”

“Mmm hmmm,” my mom said as she shushed me with her finger. “Ok, I will have a talk with her. Thank you for telling me, Helen. I am very happy for you and Jay. That will be exciting. I’ll talk to you soon.”

“What did Mrs. Elkam want, Mom?” I asked.

“Well Melody, she needed to tell me something. I don’t know how to tell you this, but Jennifer and her family are moving to Oregon.”

“What?! Where’s Oregon? How far away is it? Can I ride my bike there? Will we still go to the same school?” I gushed.

My mom sat down next to me and cleaned my hands and face with a wet napkin. She told me that Jennifer’s dad got a new job in Oregon. That meant their whole family was going to move to Oregon in a couple of days. As I started to cry, my mom hugged me and said that I could call Jennifer whenever I wanted and that maybe we could visit her after she moved.

That night I cried and cried until I fell asleep. The next morning before school, I met Jennifer in front of my house. We talked about Oregon and how much we were going to miss each other.

“I’m sorry I’m leaving, Melody. I don’t want to leave; you are my best friend. My dad got a new job and we have to move. Today is my last day of school. We are going to start packing when I get home.” Jennifer said as tears streamed down her red cheeks. I felt badly for her, but I also felt badly for me. I didn’t know what to say.

“Jennifer, it will be alright. My mom said that we can talk whenever we want and that I could even come visit you. We are best friends. It might be hard to be apart from each other, but we will always be friends. If you ever need me, just call me. Pinky promise that we will always be best friends.” I told her. She hugged me tightly and held out her pinky.

“I pinky promise we will be best friends no matter where we live,” whispered Jennifer.

The next day Jennifer left for Oregon. She called me when she arrived to her new home and told me about her fantastic house in the mountains and her new school. Every Saturday morning, we would talk on the phone for an hour. Twice a year we spent a week at each other’s houses. The years passed and we grew older, but we always remained best friends.

Name _____

Summary of a Narrative Text

Book Title, Author, and Author's Message

Detail 1

What happened first in the story?

1.

Detail 2

What happened second in the story?

2.

Detail 3

What happened last in the story?

3.

Blank writing area for the response to question 3.

Name _____

Summary of a Narrative Text Sample

Book Title, Author, and Author's Message

“Forever Friends”

by Melissa Mallory

Detail 1

What happened first in the story?

1.

Summary of Narrative Text

Guided Writing

Lesson 4

Objectives

- Understand that the author’s message is what the author wants you to learn from the story
- Write the author’s message for your summary

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Forever Friends” by Melissa Mallory
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”

Review It

1. Review author’s message with students.

Identify It

Genre Chart

2. Point to **tells the author’s message** on the Genre Chart. Tell students: *Today, we are going to focus on finding the author’s message of the story we are summarizing.*

Six Traits Charts

3. Point to the **Idea** chart. Tell students: *When you summarize a book or an article, it is important to tell the author’s message from the text. So, when it says your “topic sentence tells the author’s message,” that means that the topic sentence of your summary tells the author’s message of the book you are summarizing.*

Teach It

4. Define **author’s message**: *what the author wants you to learn or know from the story.*
5. Ask students: *Do you remember finding the author’s message in The Three Little Pigs? Well, today we are going to reread “Forever Friends” by Melissa Mallory, and look for the author’s message. What is the author telling the reader? Does the author teach the reader a lesson about life?*
6. Place the story in front of the class. Reread the story and track the words as you read.
7. Model your thought process as you ask questions about the author’s message. Example: *What is the topic of the story? It is about friendship. What does the author want us to know about friendship? Is the author trying to teach us a lesson about life?*
8. Briefly retell the story to the class. Have students think about what the reader should learn from the short story. Example: *Melody and Jennifer have been best friends since 2nd grade. They do everything together. One day Jennifer’s mom, Helen, calls Melody’s mom to let her know that the family is moving to Oregon. Melody is very upset when she finds out Jennifer is moving far away because her dad got a new job. Jennifer and Melody say their goodbyes and promise to stay best friends even if they live far apart. Over the years, the girls talk on the phone and visit each other. They remain friends for the rest of their lives.*
9. Write: *“Friendship Forever” by Melissa Mallory tells us _____. Brainstorm ideas for the author’s message with students and write student suggestions on the board. Ask students if they*

Summary of a Narrative Text

- **Has a topic sentence** that **tells the author’s message**
- **States the title and author**
- **Uses the most important details** from **beginning, middle, and end**
- **Uses complete sentences**

understand the author’s message in the story. Tell students: *Sometimes the author’s message is in the story, and sometimes it isn’t.* Author’s message: *True friendship will last a lifetime.*

10. Tell students: *Now that we know the author’s message, we need to write it in our own words.*
Example sentence: *“Forever Friendship” by Melissa Mallory tells us that true friendship can last a lifetime.*

11. Define **topic sentence**: *The topic sentence tells the reader what you are writing about.* Tell students: *Since we are writing a summary of a story (narrative) we need to tell the reader the author’s message in the topic sentence.* Instruct students to repeat the three items needed for the topic sentence for a summary of a story.

Model It

12. Place your “Summary of a Narrative Text” in front of the class. Show students where to write the author’s message.
13. Model aloud as you write the author’s message in your own words on your copy. See the sample for an example.

Do It

14. Have students complete the topic sentence with the author’s message as you conference with students who need extra support. **Allow students to spell phonetically.**

Share It

15. Review the “Summary of Narrative Text Rubric” with students. Point to **tells the author’s message**. Have a few volunteers share their sentences (assist students with reading when necessary). Students should make sure volunteers correctly identify the author’s message.

Teacher Reflection

Name _____

Summary of a Narrative Text Sample

Book Title, Author, and Author's Message

“Forever Friends”
by Melissa Mallory
tells us that true
friendship can last a
lifetime.

Detail 1

What happened first in the story?

1.

Summary of Narrative Text

Guided Writing

Lesson 5

Objectives

- Understand that a summary includes only the most important details from the beginning, middle, and end
- Draw and write the most important details from the beginning of the story

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”
- “Forever Friends” by Melissa Mallory
- “Sample Notes on Chart Paper”
- Chart paper for class notes

Review It

1. Everyone must have their topic sentence written.
2. Review topic sentence and author’s message with the students. Point to **has a topic sentence that tells the author’s message** on the Genre Chart.

Identify It

Genre Chart

3. Point to **uses only the most important details**. Today we are going to choose the most important details from the story. Then we will draw and write the most important details from the beginning of the story.

Six Traits Charts

4. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the author’s message within a story.*

Teach It

5. Define the **most important details**: *key details that support the author’s message.*
6. Place your “Most Important Details” sheet in front of the class. Show students where to draw the most important details for the beginning, middle, and end. Use this page as you discuss beginning, middle, and end with students.
7. Discuss **beginning, middle, and end** with students. Tell students: *When you look for the most important parts of a story, you want to start with the beginning. In the beginning, look for information that introduces the characters and what’s happening in the story (point to the first box on the outline). In the middle of the story you are going to identify the most exciting part or climax of the story. What challenge does the character face (point to the middle box on the outline)? In the end of the story, look to see what the character has learned or how he or she solved the problem (point to the last box on the outline).*
8. Refer back to **the most important details** on the Genre Chart. Tell students: *Now we need to find the most important details from the story “Forever Friends.” The most important details are the details that you need to tell the story. Think about it, if you were going to summarize the story using only four sentences, what information would you have to include for a friend to know*

Summary of a Narrative Text

- **Has a topic sentence** that tells the author’s message
- States the title and author
- Uses the most important details from beginning, middle, and end
- **Uses complete sentences**

exactly what happened? As I reread the story, I want you to think about how you would introduce the story to your reader. What happens at the most exciting part, and what happens at the end of the story?

9. Reread “Forever Friends” by Melissa Mallory.
10. Tell students that you are going to take notes on the most important parts of the story. Place three sheets of chart paper on the board. Label the charts: Beginning, Middle, and End.
11. Show students the chart for the beginning of the story. Ask students: *Who is in the beginning of the story? What are some important events that happen? What do we learn about Melody and Jennifer?* Take notes on the chart paper. Guide students in adding only important details from the story. See the “Sample Chart Paper Notes” for an example.
12. Show students the chart for the middle of the story. Ask students: *What was exciting about the middle of the story? What happened that made both girls so sad? What are some important details to tell the reader so he or she understands the author’s message?* Take notes on the chart paper. Guide students in adding only important details from the story.
13. Show students the chart for the end of the story. Ask students: *What are some important events that happened at the end of the story? What happened to Melody and Jennifer?* Take notes on the chart paper. Guide students in adding only important details from the story.

Model It

14. Place your paper in front of the class.
15. Tell students: *First, we are going to draw a picture of the most important details from the beginning. Then we will write the most important details from the beginning. Watch me.* Review the notes from the “Beginning” chart.
16. Write, *In the beginning, _____* on the board. Ask students: *How can we summarize the beginning of the story in a couple of sentences? I want you to start your answer with “in the beginning” to tell me what happens in the beginning of the story.* Possible answer: *In the beginning, Melody and Jennifer are best friends. They do everything together.* Write student responses on the board.
17. Quickly draw your picture in the space provided. See the “Sample Most Important Details” for an example.
18. Model aloud as you write the important details from the beginning of the story. See the “Sample Summary” for an example.

Do It

19. Tell students: *You are going to draw a picture of the beginning of the story, but remember to only include the most important details in your picture. While you draw, I will meet with each of you and help you write your details. **Allow students to spell phonetically.***
20. Remind students that they can ask a partner to help break words into sounds.

Share It

21. Review the Summary of Narrative Text Rubric with students. Point to **uses only the most important details.**
22. Have a few volunteers share their pictures with the class and tell the most important details from the beginning of the story. Students should give feedback on the volunteer’s picture and summation of the beginning of the story.

Sample Notes on Chart Paper
“Forever Friends” by Melissa Mallory

Author’s Message

True friendship can last a lifetime.

Important Details

Beginning (Introduction):

- Melody and Jennifer are best friends who do everything together.

Middle (Climax):

- Melody finds out that Jennifer’s dad got a new job. Jennifer’s family is moving to Oregon very soon.

End (Problem Solved):

- Melody and Jennifer promise to stay best friends even though they live far apart. As the girls grow up they remain best friends.

Name _____

Summary of a Narrative Text Sample

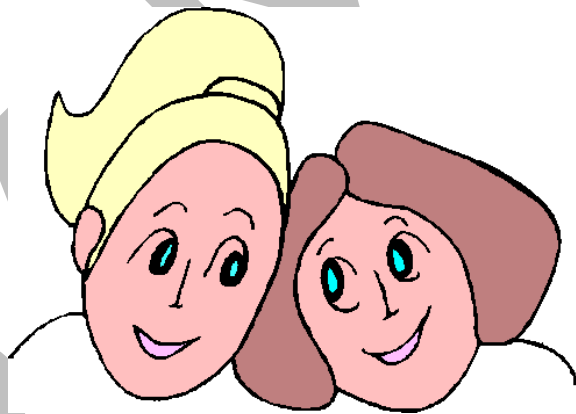
Book Title, Author, and Author's Message

“Forever Friends”
by Melissa Mallory
tells us that true
friendship can last a
lifetime.

Detail 1

What happened first in the story?

1.



In the beginning of
the story we learn

that Melody and Jennifer are best friends. They have done everything together since 2nd grade.

Detail 2

What happened second in the story?

2.

Summary of Narrative Text

Guided Writing

Lesson 6

Objectives

- Understand that a summary includes only the most important details from the beginning, middle, and end
- Draw and write the most important details from the middle of the story

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”
- Class Notes

Review It

1. Have students retell the story, “Forever Friends,” to a partner. Remember, retelling is different than summarizing. When you summarize a story you include the author’s message and only the most important details. However, when you retell a story you usually add more detail and omit the author’s message.

Identify It

Genre Chart

2. Point to **uses only the most important details**. Today we are going to draw and write the most important details from the middle of the story.

Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the author’s message within a story.*

Teach It

4. Review the **most important details**: *key details that support the author’s message.*
5. Review **beginning (introduction), middle (climax), end (problem solved)** with students. Review the most important details from the class notes on the beginning (introduction), middle (climax), and end (problem solved) of the story.

Model It

6. Place your paper in front of the class and tell students: *Today, we are going to draw and write the important details from the middle of the story.* Review the notes from the “Middle” chart.
7. Write, *Then _____* on the board. Ask students: *How can we summarize the middle of the story in a couple of sentences? We want to include the most exciting part. I want you to start with the word “then” to tell me what happens in the middle of the story.* Possible answer: *Then Melody finds out that Jennifer’s dad got a new job. Jennifer and her family are moving to Oregon.*
8. Quickly draw your picture in the space provided and model aloud as you write the important details from the middle of the story. See the sample for an example.

Summary of a Narrative Text

- Has a **topic sentence** that tells the author’s message
- States the title and author
- Uses the most important details from beginning, middle, and end
- Uses complete sentences

Do It

9. Tell students: *You are going to draw a picture of the middle of the story, but remember to only include the most important details in your picture. While you draw and write, I will meet with each of you and help you write your details. Remember to also get help from a partner for breaking words into sounds. Allow students to spell phonetically.*

Share It

10. Review the Summary of Narrative Text Rubric with students. Point to **uses only the most important details.**
11. Have a few volunteers share their pictures with the class and tell the most important details from the middle of the story. Students should give feedback on the volunteer’s picture and summation of the middle of the story.

Teacher Reflection

that Melody and Jennifer are best friends. They have done everything together since 2nd grade.

Detail 2

What happened second in the story?

2.



Then Melody finds out that Jennifer's

dad got a new job.

Melody is sad that

Jennifer is moving to

Oregon.

Detail 3

What happened last in the story?

3.

Blank writing area for the student's response.

Four sets of blank handwriting lines for practice.

Summary of Narrative Text

Guided Writing

Lesson 7

Objectives

- Understand that a summary includes only the most important details from the beginning, middle, and end
- Draw and write the most important details from the end of the story

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”
- Class Notes

Review It

1. Have students tell a partner what the most important details are of the end of the story.

Identify It

Genre Chart

2. Point to **uses only the most important details**. Today we are going to draw and write the most important details from the end of the story.

Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the author’s message within a story.*

Teach It

4. Review the **most important details**: *key details that support the author’s message.*
5. Review **beginning (introduction), middle (climax), and end (problem solved)** with students. Review the most important details from the class notes on the beginning, middle, and end of the story.

Model It

6. Place your paper in front of the class. Tell students: *Today, we are going to draw and write important details from the end of the story.* This time, review only the notes from the “End” chart.
7. Write *At the end* _____ on the board. Ask students: *How can we summarize the end of the story in a couple of sentences? I want you to start your answer with the words, “At the end,” to tell me what happens at the end of the story.* Possible answer: *At the end, the girls pinky promise that they will always be best friends. When they grow up, they remain best friends.*
8. Quickly draw your picture in the space provided and have students help sound words-out as you write the important details from the end of the story. See the sample for an example.

Do It

9. Tell students: *You are going to draw a picture of the end of the story, but remember to only include the most important details in your picture. While you draw and write, I will meet with each of you and help you write your details. Allow students to spell phonetically.*

Summary of a Narrative Text

- Has a **topic sentence** that tells the author’s message
- States the title and author
- Uses the most important details from beginning, middle, and end
- Uses complete sentences

Share It

- 10. Review the “Summary of Narrative Text Rubric” with students. Point to **uses only the most important details** from **the beginning, middle, and end**.
- 11. Have a few volunteers share their work from today’s lesson.

*During the next lesson, the class will revise their rough drafts. As a time-saver, you may want to go through each student’s paper and circle any “No Excuse” words that students misspelled.

Teacher Reflection

SAMPLE

dad got a new job.
Melody is sad that
Jennifer is moving to
Oregon.

Detail 3

What happened last in the story?

3.



In the end, the girls
promise to stay best
friends and they did!

Summary of Narrative Text Guided Writing Lesson 8

Objectives

- Revise and edit

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- No Excuse Spelling Words

Introduce It

1. Point to the Genre Chart. Tell students: *We are going to make sure we have everything on the Genre Chart in our summary. Also, we will check for spelling mistakes, capital letters, and punctuation.* Guide students with additions and/or corrections without giving them the answers.

Revision

2. Define **revision**: to go back and reread your story making sure it is complete and you have enough detail.
3. Review the “Kindergarten Summary of Narrative Text Rubric” with students. Read the rough draft to students. Ask students:
 - a. *Do we have a topic sentence that tells the author’s message?*
 - b. *Do we state the title and author?*
 - c. *Do we include only the most important details from the beginning, middle, and end?*
 - d. *Do we use complete sentences?*
4. Discuss student responses. Make any necessary changes after each question.

Editing

5. Define **editing**: *Editing deals with the surface of writing: capitalization, grammar, punctuation, etc.*
6. Have students edit their rough drafts looking for different conventions. Guide students with corrections without giving them the answers. Example: *Read each sentence. Make sure you start your sentences with a capital and end them with a period. Make sure the title and the author’s name are capitalized. You also need to make sure that you capitalized the names of any characters from the story.*
7. Have the “No Excuse” spelling words available for students while they fix spelling errors.

Summary of a Narrative Text

- Has a **topic sentence** that tells the author’s message
- States the title and author
- Uses the most important details from **beginning, middle, and end**
- Uses **complete sentences**

Teacher Reflection