Georgia Performance Standards Framework for ELA Unit 3 – 5th Graded

Grade: 5  
Topic: Summarizing  
Instructional unit: Unit 3, “Communicating about Our World through Informational Writing”  
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The task: The teacher leads a discussion on summarizing by defining what a summary is (the gist of the story; a description, in general terms, of what the story is about) and the purpose of summarizing information. The teacher (using a grade-level appropriate chapter book) will read a chapter to the class (do not tell them the title of the chapter before reading it). After reading the chapter, students will suggest an appropriate title for the chapter based on what was read to them. The teacher then reveals the actual title of the chapter to the class pointing out that the author uses a chapter title to tell the reader what the main idea of the chapter is. The class discusses the important events of the chapter as the teacher charts the student responses. Once all responses have been recorded, the teacher leads a discussion on which events should be omitted from the summary and which events should remain in the summary. Together the class will take the sentences and write a 2-4 sentence summary (in paragraph form) of the chapter. Students can practice writing summaries in small groups using picture books. Students can practice writing summaries independently using books from their independent reading.

Differentiating Instruction:
- None needed

Modifications/Accommodations:
- Teacher will review the appropriate way to write a paragraph for students to use as a guide.

Focus Standard:
ELASR1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

Circumstances of the assignment/Notes to the Teachers: This task can be modified and used for summarizing non-fiction books. Attached is a suggested summary organizer to be used with chapter books.