

# Summary Frames

## Wisconsin State Standards Strand

Reading:  
Informational  
Texts  
- Key Ideas and  
Details

**Grade Level**  
6-12

**Purpose**  
Use with students  
to support  
comprehension:  
summarize key  
ideas and details  
and determine the  
structure of a text

**When to Use**  
After Reading

**Grouping**  
Whole Group  
Small Group  
Partners  
Individuals

## ABOUT THE STRATEGY

Using SUMMARY FRAMES is a strategy that provides students with fillable statements to use when summarizing a text. As students become proficient at summarizing a text, they will decrease their use of the summary frames, and use the structures independently within their own summary writing. Summarization includes identifying the key ideas and important details of a text while eliminating unnecessary details. It is used after reading a text. This strategy supports students' comprehension by providing a structure that supports their ability to complete summaries and to determine the structure of a text.

## IMPLEMENTATION OF THE STRATEGY

- Establish the purpose for using summary frames.
- Select a text and a summary frame that supports the organization of the selected text.
- Model the use of the summary frames with the students, using a class text and a think aloud to illustrate your thinking; scaffold as needed.
- Repeat with a variety of texts with varying text structures.
- Have students read texts and complete the summary frame either independently or with a partner to demonstrate comprehension.
- Help students understand that one text might utilize several frames.

## MEASURING PROGRESS

- Teacher observation
- Conferring
- Student journaling
- Summary/writing frames post-reading as assessment

## RESEARCH

Cudd, E. T., & Roberts, L. L. (1987). Using story frames to develop reading comprehension in a 1<sup>st</sup> grade classroom. *The Reading Teacher*, 41(1), 74-79.

Grant, P. L. (1979). The cloze procedure as an instructional device. *Journal of Reading*, 22(8), 699-705.

Reutzell, D. R. (1986). Investigating a synthesized comprehension instructional strategy: The cloze story map. *Journal of Educational Research*, 79(6), 343-349.

Santa, C.M., Havens, L.T., Maycumber, E.M. (1998). *Creating independence through student-owned strategies* (2nd Ed). Dubuque, IA: Kendall/Hunt.

Name: \_\_\_\_\_

# Summary Frames

Read a text and determine its text structure. Then, summarize the text by completing a summary frame for the corresponding text structure.

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

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

Text Structure	Summary Frame
<b>Description</b>	_____ is a kind of _____ that...
<b>Problem/Solution</b>	_____ wanted..., but..., so...
<b>Sequence</b>	_____ begins with..., continues with..., and ends with...
<b>Compare/Contrast</b>	_____ and _____ are similar in that they are both... but _____ ..., while _____ ...
<b>Cause/Effect</b>	_____ happens because... OR _____ causes ...