

Powerful Thinking Frames for Summarization (*Reading, Thinking and Writing*)

A summary frame/template

1. guides students' processing of new learning.
2. provides a template for comprehension while reading or for writing process planning
3. provides "road signs" linked to graphic organizers for process 'thinking'
4. explicitly teaches various types of thinking and comprehension based on text structure.

Sequence Summary Frame

In order to _____ you must follow several steps. First, _____. Then, _____. Next, _____. Finally, _____.

Chronological Summary Frame

_____ has a specific order. At the beginning _____. After that, _____. Then, _____. Next, _____. The, _____ ended when _____.

Problem-Solution Summary Frame

The problem began when _____. The _____ tried to _____. After that, _____. Then, _____ The problem was finally resolved when _____.

I Learned Frame

I learned a lot about _____. I learned that _____. I also learned _____. The most interesting thing I learned was _____.

Compare-Contrast Summary Frame

_____ and _____ are alike and are different in several ways. First, they are alike because _____ but they are different _____. Secondly, _____ is _____ while _____ is _____. Finally, _____ and _____ are alike because _____. But, they are different because _____.

Definition/Word Meaning Summary Frame

The word/concept _____ is important to (subject) _____. It relates to (category or big idea it belongs to) _____. One main characteristic of (word/concept) is _____. Another key characteristic/element is _____. An example of this word/concept is _____.

Main Idea/Details Summary Frame

The main idea of this passage is _____. One fact or example that supports this main idea is _____. Another fact or example that supports this main point is _____. In addition, _____. Finally, _____ illustrates that (main idea) _____.

Handout #4 Paragraph Frames Powerful Thinking Frames for Summarization

Cause/Effect Summary Frame

In order to understand the (effect/result) _____ you must identify the causes. The first cause of (effect/result) _____ is _____. Secondly, _____ was another cause of (effect/result) _____. A third cause of (effect/result) _____ is _____. It is clear that (effect/result) _____ has a number of contributing causes.

Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) _____ in the (book/story/passage) _____ is that he/she was (characteristic) _____. The first incident where/way that the character demonstrates (characteristic) _____ was _____. A second incident where/way that the character demonstrates this trait was _____, (Character) _____ also shows this trait when he/she _____. Finally, (character) _____ shows that he/she is (characteristic) _____ when _____. It is clear that (characteristic) _____ makes (character) _____ an (choose one-- interesting, fascinating, important, etc) character in (book/story) _____.

Conclusion/Generalization Summary

Frame A person can conclude that _____. The first reason for/evidence that (conclusion/generalization) _____ is _____. A second reason for/evidence that (conclusion/generalization) _____ is _____. Yet another example that, (conclusion/generalization) _____ is _____. There is no question then that (conclusion/generalization) _____.