Writing Resource Guide

Writing to Learn

Kindergarten through Third Grade

DRAFT

Kākau Mea Nui – Writing Matters Project

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Aloha WEIS Teachers,

How do students become better writers? Researchers and practitioners have been diligently working to answer this question. *Writing Next* is a report from the Carnegie Corporation that identified 11 effective strategies to improve writing. This report has largely influenced the professional development activities and materials that have been created through the Kākau Mea Nui project. The teaching and use of writing strategies, a writing process approach, and summarizing are three elements from *Writing Next* that have been at the heart of the Waimanalo Elementary and Intermediate School and University of Hawai‘i partnership.

This Writing Resource Guide is a compilation of the many strategies that WEIS teachers have been introduced to over the last two years. The guide has been divided into four parts:

- **Learning to Write (K-2)** – Learning to Write (K-2) is divided up by the phases in the writing process. For each phase, there is an introduction and multiple writing strategies to support emergent writers in that phase of the writing process.  
  *Note: A hard copy of this guide is being provided to all K-2 teachers.*

- **Writing to Learn (K-3)** - Writing to Learn (K-3) includes strategies to support writing in the content areas. For each strategy, there is an introduction with connections to the CCSS, a Quick Reference with the procedure and ideas for differentiation, and rubrics.  
  *Note: A hard copy of this guide is being provided to all K-3 teachers.*

- **Learning to Write (3-8)** – Learning to Write (3-8) includes sections for each phase of the writing process. In each section, there is an introduction and multiple writing strategies to support student writers in that phase of the writing process. Most strategies include an explanation with connections to the CCSS and a Quick Reference with the procedure and ideas for differentiation.  
  *Note: A hard copy of this guide is being provided to all 3-8 Language Arts teachers.*

- **Writing to Learn (4-8)** – Writing to Learn (4-8) includes strategies to support writing across the content. For each strategy, there is an introduction with connections to the CCSS, a Quick Reference with the procedure and ideas for differentiation, and rubrics.  
  *Note: A hard copy of this guide is being provided to all 4-8 teachers excluding LA.*

The complete Literacy Resource Guide is available at [http://www.cds.hawaii.edu/writingmatters/](http://www.cds.hawaii.edu/writingmatters/)

This guide is a work in progress; there are pieces that will be improved and pukas that need to be filled. It is our hope that WEIS teachers will use this guide to continue to develop the writing skills of their students. Over the course of the 2013-2014 school year, we ask that teachers use the strategies found in this guide and provide the project team with constructive criticism and feedback to improve this resource. Additionally, we ask that teachers compile example lesson plans that include one or more of the strategies as well as student samples. The goal is to include these models in the final version of the Writing Resource Guide. Long after the Kākau Mea Nui team no longer has a presence at WEIS, new and experienced teachers will be able to use this Writing Resource Guide, filled with examples from their own teachers and students, to effectively teach writing, a skill that will benefit students in the classroom and beyond.

Mahalo,

Kākau Mea Nui Team

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Writing as a Tool for Learning

Preview
- Reading, writing, listening, and thinking are related activities.
- Writing externalizes the critical thinking process and is one element of effective literacy instruction.
- Writing across the curriculum is implicit in the Common Core State Standards.
- Summarizing activities can fulfill the Common Core Standards for writing in the content areas.
- Teachers can incorporate verbal, written, and pictorial summarizing strategies into current instruction.

Why should I use writing as a tool for learning?

Children can read and recall information, but often lack the skills to think with the information that they have learned. Persky et. al. (2003) reported, “Seventy percent of students in grades 4 through 12 are low-achieving writers,” when the term “low-achieving writer” is defined as students who lack the writing skills necessary to meet classroom demands. Under the No Child Left Behind Act (NCLB), the Reading First initiative placed a strong emphasis on reading fluency and word recognition. The law renewed public interest in literacy, but resulted in unbalanced early childhood literacy programs. At a time when research clearly indicated the need for writing instruction, federal legislation directed attention toward reading fluency. Practicing teachers know that recognizing words and reading with fluency does not show that children comprehend what they have read or that they can apply the information into new contexts. According to Isabel Beck (2001), many students do not understand what they read because they do not interact with a text in a way that helps them build understanding; that is, they do not actively engage with information. The question for teachers is this: How can we teach students to read and ensure that they can apply what they read in new ways?

Writing across the curriculum is a research-based strategy that gives children the skills to think with information they have learned. Reading, writing, thinking, and learning are all part of the same process, and research shows that writing instruction improves reading comprehension. In addition, intensive content area writing has been identified as a key element of effective literacy instruction (Biancarosa & Snow, 2006). Writing across the curriculum develops students’ higher order thinking skills, reading comprehension, and language usage. The National Commission on Writing echoes this belief, explaining the necessity of writing to learn: “If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write.” As teachers, we can create opportunities for students to read actively and engage with information in meaningful ways through writing. Janet Emig (1977) explains that writing is particularly useful for processing information, because it is a higher cognitive function that requires active
engagement with information: Students use all of their senses, their brain, and their hands as they transform experience into language, language into a written product.

**Writing is evidence of critical thinking and externalizes the critical thinking process.** As teachers often make use of writing to promote critical thinking, even if we are not aware of it. For example, we ask students to draw pictures that represent math problems, or we ask students to show their work as they solve equations. This process of writing (or drawing) the problem allows us to see how students arrived at an answer. If we could not see their work, then we would not know how they solved the problem. The same scenario is true for other subjects as well. When we ask students to write a summary of their reading or instruct them to use a vocabulary word in a sentence, we use writing as a tool for learning. Writing in all of the content areas can develop students’ knowledge and understanding, as well as help students process—or digest—the information that they have learned.

**Which writing to learn strategies are most effective?**

**Summarizing is a powerful, research-based strategy that supports critical thinking and writing to learn.** Graham & Perin (2007) found that summarizing information had a tremendous impact on students’ writing abilities and learning outcomes. Summarizing requires that students engage with information on a fairly deep level. In the same way that asking students to show their work in math class externalizes the critical thinking process, summarizing provides evidence of students’ critical engagement with information. Writing summaries shows what students found most important in a learning experience, provides evidence of their comprehension, and shows how they processed the information. In this way, summarizing places students into conversation with a text or lesson, allowing them to engage with the information they are learning.

**Summarizing requires students to find and articulate the most important ideas presented in a learning experience.** To summarize effectively, students must reduce large amounts of information to the bare essentials, like the key ideas, main points, and so forth. Being aware of the structure of information is an aid to summarizing. Learning where to locate the main idea, key words, and important details helps students know which parts of a text to attend to the most. As students write summaries or practice verbal summarizing, they must rearrange the information they learned and put it into their own words. Summarizing forces students to get to the heart of the text or lesson, stripping unnecessary words and examples while still retaining the essential message.

**How does writing to learn fit into the Common Core?**

**Literacy is the shared responsibility of all teachers in a school.** Reading and writing in the content areas have become even more critical to academic success in light of the Common Core State Standards (CCSS), which promotes literacy in all of the content areas. Teaching students to read and write is no longer relegated to the English Language Arts teacher, as the CCSS demands that teachers in other subjects teach students to read and write discipline-specific material. Incorporating summarizing activities in all content areas can help teachers meet the Standards and reinforce the language skills that students learn in English Language Arts classes. Even children in early childhood classrooms can
begin summarizing in different content areas to develop critical thinking, comprehension, and writing skills. Although summarizing may look different in the early grades, learning to summarize early gives students the habits of mind necessary to develop critical thinking skills in the upper grades. The trick is to find the strategy that works best in your classroom.

**Summarizing supports reading literary texts in early childhood classrooms.** The CCSS place emphasis on students’ ability to retell stories, describe main characters, as well as compare and contrast elements in stories. Using summarizing strategies in conjunction with reading stories not only helps students learn how to pick out the theme, main idea, characters, and plot, summarizing literary texts also helps students learn the basic structure of literature, which can support them as they write their own stories.

**Even young children can learn to summarize across the content areas.** Summarizing can support reading informational texts in Kindergarten through third grade. The CCSS require that students identify the topic of a text, locate supporting details in a text, and explain connections between events and ideas. Using summarizing strategies targeted to these standards offers teachers a way to incorporate writing as a tool for learning. Moreover, summarizing can help students learn the structure of informational texts. As students begin to understand how texts are put together, then they know where to find the most important information to include in their summaries. They can also begin to learn how to structure their texts as they learn to write informational pieces.

**The Common Core State Standards provide teachers with a framework for including writing across the curriculum beginning in the earliest grades.** Kindergarten through third grade teachers can find writing across the curriculum in the “English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Reading Standards for Informational Texts K-5” section of the CCSS. In addition, the “English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Reading Standards for Literature K-5” includes standards that summarizing can support. Figure 3.1 and Figure 3.2 outlines a few standards that summarizing can support. The following pages will highlight specific summarizing strategies and illustrate how they are connected to the CCSS.

**Figure 3.1 Reading Standards for Literature K-3**

<table>
<thead>
<tr>
<th>Kindergarteners</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.2 With prompting and support, retell familiar stories, including key details.</td>
<td>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>RL.3.2 Recount stores, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through the key details in the text.</td>
</tr>
<tr>
<td>RL.K.3 With prompting</td>
<td>RL.1.3 Describe</td>
<td>RL.2.3 Describe how</td>
<td>RL.3.3 Describe</td>
</tr>
<tr>
<td>Kindergarteners</td>
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<td>Grade 3 Students</td>
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</tr>
<tr>
<td>and support, identify characters, settings, and major events in a story.</td>
<td>characters, settings, and major events in a story, using key details.</td>
<td>characters in a story respond to major events and challenges.</td>
<td>characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
</tr>
<tr>
<td>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
</tr>
</tbody>
</table>

**Figure 3.2 Reading Standards for Informational Text K-3**

<table>
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<th>Grade 3 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.2 With prompting and support, identify the main topic and retell key details of a text.</td>
<td>RI.1.2 Identify the main topic and retell key details of a text.</td>
<td>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
<td>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>RL.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
</tr>
<tr>
<td>RL.K.4 With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
</tr>
</tbody>
</table>

<p>| | | | |
| | | | |
| | | | RI.3.5 Use text features |</p>
<table>
<thead>
<tr>
<th>Kindergarteners</th>
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<th>Grade 3 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>RI.1.8 Identify the reasons an author gives to support points in a text.</td>
<td>RI.2.8 Describe how reasons support specific points the author makes in a text.</td>
<td>and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
</tr>
<tr>
<td>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</td>
<td>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
</tr>
</tbody>
</table>

**Summarizing Strategy Explanation: 3-2-1**

*What is the 3-2-1 summarizing strategy?* The 3-2-1 is a summarizing strategy that promotes critical thinking about a concept, improves retention of essential information, and teaches students to synthesize and to articulate what they learn. When using the 3-2-1, the primary goal is to focus on a single concept and lead students to think deeply about that concept.

*How can the 3-2-1 summarizing strategy be used across the content areas?* Because the goal of the 3-2-1 is to summarize and rethink key ideas from a text or lesson, some underlying logic should connect the 3-2-1 prompts. To be most effective, the prompts should require students to identify important information from a lesson, apply or synthesize the information, and reflect on what they learned. The strategy is so versatile that it can be used to meet almost any of the literacy standards for K-3 reading, and the prompts can be differentiated to support written, pictorial, or verbal responses.

**Example 3-2-1 Summarizing Prompts with Explanations and CCSS Connections**
The 3-2-1 summarizing strategy can support vocabulary development in all content areas. You can use the 3-2-1 to check vocabulary after reading a literary or informational text with students:

1. List 3 vocabulary words from the lesson
2. Define 2 of the words that you listed
3. Use 1 of the words in a sentence
Note that the prompts in this example center on a key concept: new vocabulary. The prompts lead students from comprehension (listing and defining new words) to application (using new words in a sentence).

If you use the 3-2-1 as part of vocabulary instruction in Kindergarten through third grade, then you may consider adding these standards to your lesson plan and objectives:

**Kindergarten**
- **RL.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**First Grade**
- **RI.1.4** Ask and answer questions to help determine and clarify the meaning of words and phrases in a text.

**Second Grade**
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**Third Grade**
- **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

The 3-2-1 summarizing strategy can be used across the content areas to deepen understanding. For example, you may use the 3-2-1 prompts after a science lesson on mammals:
- 3 – List 3 characteristics of mammals
- 2 – Name 2 mammals that we did not read about
- 1 – Ask 1 question that you have about mammals

In this example, students not only explain what they have learned, but they also apply and reflect on what they learned. You can use the same strategy to incorporate literacy into math:
- 3 – Write 3 fractions
- 2 – Draw a picture of 2 of the fractions you drew
- 1 – Circle the picture that shows the largest fraction

If you choose to use the 3-2-1 for fact-based or informational reading or lessons in Kindergarten through third grade, then you may want to add the following standards to your lesson plan and objectives:

**Kindergarten**
- **RI.K.2** With prompting and support, identify the main topic, and retell key details of a text.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

First Grade
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.8 Identify the reasons an author gives to support points in a text.

Second Grade
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.

Third Grade
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

The 3-2-1 summarizing strategy can help students learn the structure of literary texts and explain the elements of fiction. You may choose to use the 3-2-1 prompts after reading literary texts, structuring the prompts so that students learn to retell events in stories, identify characters and settings, and recall important details. For example:

3 – List 3 major events in the story
2 – Draw 2 characters or 2 settings from the story
1 – Explain your favorite part of the story

Note that the prompts focus on the elements of a story, but the prompts can also focus on one key element of the story, like the main characters. For example, after reading *Frog and Toad are Friends*, teachers can write prompts that lead students toward character analysis:

3 – Tell 3 ways that Frog and Toad are similar
2 – Describe 2 ways that Frog and Toad are different
1 – Explain which character you are most like

This example, like the one before it, leads students to recall information, compare and contrast, and find ways to identify with a story.

If you use the 3-2-1 in conjunction with literary texts in Kindergarten through third grade, then you may consider adding the following standards to your lesson plan and objectives:

Kindergarten
RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
**RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**First Grade**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**Second Grade**

**RL.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Third Grade**

**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3-2-1 Summarizing Strategy Snapshot

Verbal 3-2-1 Procedure
- The teacher identifies (and posts) questions using the 3-2-1 format.
- The teacher reads the prompts aloud and invites students to answer the questions verbally.
- The teacher asks different students to answer each prompt or asks different students to answer different parts of each prompt.

Before – After Instruction
- Before – Use 3-2-1 to activate and assess students’ prior knowledge.
- After – Use 3-2-1 at the end of a lesson to check understanding and monitor students’ progress.

Written and Pictorial 3-2-1 Procedure
- The teacher identifies and posts 3-2-1 prompts on the board or Elmo.
- The teacher provides students with a 3-2-1 worksheet or asks students to write the numbers 3, 2, 1 down the left side of a piece of paper.
- The teacher instructs students to use a combination of words, images, and/or symbols to answer the prompts.

Assessing Differentiated 3-2-1
- Verbal 3-2-1 Assessment – Teachers may use a verbal 3-2-1 to assess student progress before moving to the next concept or lesson.
- Pictorial 3-2-1 Assessment – Teachers may use a modified rubric to evaluate pictorial 3-2-1 responses.

3-2-1 Summarizing Strategy – Sample Rubric

<table>
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<tr>
<th>Meets</th>
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<tr>
<td>All responses are on topic.</td>
<td>Some responses are on topic.</td>
<td>Few or no responses are on topic.</td>
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<tr>
<td>All responses are supported by evidence from the lesson or activity.</td>
<td>Some responses are supported by evidence from the lesson or activity.</td>
<td>Few or no responses are supported by evidence from the lesson or activity.</td>
</tr>
<tr>
<td>All responses are written clearly.</td>
<td>Some responses are written clearly.</td>
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### 3-2-1 Summarizing Strategy – Sample Rubric

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<tr>
<td>All responses are written in complete sentences (if applicable).</td>
<td>Some responses are written in complete sentences (if applicable).</td>
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</tbody>
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### 3-2-1 Summarizing Strategy – Sample Rubric

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Summarizing Strategy Explanation: Frayer Model

*What is the Frayer model?* The Frayer model is a vocabulary building strategy that encourages students to make connections between concepts, analyze a concept in multiple ways, and apply learned information. When using the Frayer model, the primary goal is to focus on a single concept and lead students to think about that concept in multiple ways.

The basic set-up for the Frayer model is a box divided into four squares with the key word, idea, or concept in the middle of the box. In each of the four squares, you can require that students define the word, use the word in a sentence, provide examples, provide non-examples, and/or draw a picture. The structure of the prompts for each of the squares will depend on your instructional goals and subject.

*How can the Frayer model be used across the content areas?* The Frayer model is versatile and can be used in any subject area. Because the primary goal of the strategy is to deepen students’ understanding of a key word, idea, or concept, the prompts for each of the four squares should lead students from demonstrating comprehension of the key word, idea, or concept toward analyzing the word and applying the information learned.

**Example Frayer Models with Explanation and CCSS Connections**

*The Frayer model can support mathematics instruction.* You can use a Frayer model to introduce a new math concept:

![Frayer Model Diagram](image)

You can also use the Frayer model to assess students’ critical thinking process as they solve word problems:
The Frayer model can be used across the content areas to analyze a vocabulary word. You may want to use the Frayer model to analyze a vocabulary word from a social studies or science lesson. For example, if you notice that students have a hard time understanding a difficult vocabulary word, you can use the Frayer model to define and analyze it:

**Definition (in my own words)**
An animal that lives on land and in the water

**Facts or Characteristics**
- Has a backbone
- Cold-blooded
- Breathes air

**Examples**
- Frog
- Toad
- Salamander

**Non-examples**
- Lizards / geckos
- Fish
- Snakes

The Frayer model can be used across the content areas to analyze a concept. You might choose to use a Frayer model to deepen students’ understanding of a concept. For example, you can use the Frayer model to supplement a lesson on citizenship:
No matter the subject, the Frayer model can support the following vocabulary standards in Kindergarten through third grade. However, the Frayer model can also support other literacy standards, depending on the prompts you use:

**Kindergarten**

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**First Grade**

**RI.1.4** Ask and answer questions to help determine and clarify the meaning of words and phrases in a text.

**Second Grade**

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**Third Grade**

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
The Frayer Model Strategy Snapshot

**Procedure**
- Provide students with a Frayer Model template.
- Tell students to write the topic for discussion in the center of the graphic organizer.
- Model the thinking process for completing each square of the organizer, either before, during, or after instruction.
- Ask students to complete the four squares of the organizer, either independently, with a small group, or with the class.

**Teaching Tips**
- **Modify the graphic organizer to meet your grade-level and instructional goals.** Promote higher-order thinking skills with questions that require students to analyze and apply information.
- **Incorporate drawing to support visual learners and English Language Learners.** Encourage students to demonstrate understanding.
- **Connect the content of the organizer with students’ lives.** Allow students to define terms in their own words.

**Traditional Frayer Model – Sample Rubric**

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition contains all important information.</td>
<td>Definition contains most of the important information.</td>
<td>Definition lacks most of the information.</td>
</tr>
<tr>
<td>3 or more characteristics describe the topic.</td>
<td>1-2 characteristics describe the topic.</td>
<td>0 characteristics describe the topic.</td>
</tr>
<tr>
<td>3 or more relevant examples are displayed for the topic.</td>
<td>1-2 examples relevant examples are displayed for the topic.</td>
<td>0 examples relevant examples are displayed for the topic.</td>
</tr>
<tr>
<td>3 or more non-examples are displayed for the topic.</td>
<td>1-2 non-examples are displayed for the topic.</td>
<td>0 non-examples are displayed for the topic.</td>
</tr>
</tbody>
</table>
**Traditional Frayer Model – Sample Rubric**

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</thead>
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<tr>
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<td>Definition contains most of the important information.</td>
<td>Definition lacks most of the information.</td>
</tr>
<tr>
<td>3 or more characteristics describe the topic.</td>
<td>1-2 characteristics describe the topic.</td>
<td>0 characteristics describe the topic.</td>
</tr>
<tr>
<td>3 or more relevant examples are displayed for the topic.</td>
<td>1-2 examples relevant examples are displayed for the topic.</td>
<td>0 examples relevant examples are displayed for the topic.</td>
</tr>
<tr>
<td>3 or more non-examples are displayed for the topic.</td>
<td>1-2 non-examples are displayed for the topic.</td>
<td>0 non-examples are displayed for the topic.</td>
</tr>
</tbody>
</table>

**Modified Frayer Model – Sample Rubric**

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition contains all important information.</td>
<td>Definition contains most of the important information.</td>
<td>Definition lacks most of the information.</td>
</tr>
<tr>
<td>3 or more characteristics describe the key word.</td>
<td>1-2 characteristics describe the key word.</td>
<td>0 characteristics describe the key word.</td>
</tr>
<tr>
<td>Key word is used correctly and sentence is complete.</td>
<td>Key word is used incorrectly or sentence is incomplete.</td>
<td>Key word is used incorrectly and sentence is incomplete.</td>
</tr>
<tr>
<td>Drawing is relevant to the key word and important parts of the drawing are labeled.</td>
<td>Drawing is relevant to the key word and most parts of the drawing are labeled.</td>
<td>Drawing is not relevant to the key word and/or the drawing is not labeled.</td>
</tr>
</tbody>
</table>
Summarizing Strategy Explanation: K-W-L

**What is the K-W-L strategy?** The K-W-L summarizing strategy is a student-directed literacy strategy that activates prior knowledge and helps students construct meaning from new material. The prompts for the K-W-L strategy ask students to identify what they know about a topic (activate prior knowledge), what they want to know about a topic, and what they learned about the topic (after instruction). By following the prompts, you can incorporate literacy instruction throughout the lesson.

The K-W-L prompts can be used to frame short lessons or longer units of study. It gives you a way to identify students’ existing knowledge, shape the material that students learn, and incorporate literacy into different content areas. The strategy is useful for structuring large or small group discussions and can be adapted for multiple grade-levels and content areas.

**Example K-W-L Strategy with Explanations and CCSS Connections**

*The K-W-L Strategy supports literacy in all the content areas.* For example, before conducting a science experiment, preview the experiment and make predictions with the K-W-L. After the experiment, record and summarize what happened:

- **K – What do you know?**
- **W – What do you think will happen?**
- **L – What did you learn?**

The strategy can provide structure for an inquiry-based science or social studies unit or lesson. For instance, before a unit on ancient civilizations, ask students to identify their existing knowledge and any questions that they have. During the lesson, record any questions that emerge. After the lesson, record facts that students found important and write a summary:

- **K – What do you know about ancient civilizations?**
- **W – What do you want to know?**
- **L – What have you learned?**

Both of the examples above prompt students to make connections between their existing knowledge and what they learn in a lesson. If you incorporate the K-W-L strategy into the content areas, then you may consider adding the following standards to your lesson plan:

**Kindergarten**

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

**First Grade**

- **RI.1.1** Identify the main topic and retell key details of a text.
**RI.1.2** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Second Grade*

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.
K-W-L Summarizing Strategy Snapshot

Complete the Learning Cycle
• **Before** – Make the “K” part of the anticipatory set before instruction.

• **During** – Add questions that arise during instruction to the “W” column.

• **After** – List new knowledge and writing a summary with the “L” column after instruction.

Purpose Behind the Prompts
• **K – What I KNOW** – Activate prior knowledge and honor the information that students bring to the discussion.

• **W – What I WANT to Know** – Empower students to direct their own learning and locate their interest within a topic.

• **L – What I LEARNED** – Answer the questions that students listed in the “W” column and note new or interesting information.

Procedure
• Introduce a new topic to the class. Discuss what students already know about the topic and record their responses in the “K” column on the K-W-L chart.

• Ask students what they would like to learn and record their questions in the “W” column on the K-W-L chart.

• Complete the lesson or unit of study, referring back to the chart with students’ existing knowledge and questions.

• End the lesson or unit of study by asking students what they learned. Record their responses in the “L” column on the K-W-L chart.

• Instruct students to write a summary of the responses in the “L” column of the chart, connecting back to their original questions and prior knowledge (if necessary).

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you KNOW</td>
<td>What do you WANT to know</td>
<td>What did you LEARN</td>
</tr>
</tbody>
</table>
Summarizing Strategy Explanation: Somebody | Wanted | But | So

What is the Somebody | Wanted | But | So (SWBS) summarizing strategy? The SWBS summarizing strategy is designed to help young students summarize literary texts. It requires students to identify the main elements of the plot, including the main character(s), the characters’ goals, the conflict, and the resolution. The strategy provides a framework for students’ summaries, and it can be used to identify the points of view of many characters in a text or story.

Why use the SWBS summarizing strategy? The SWBS strategy teaches students to write summaries of texts, to determine the main idea of a text, articulate key details, recognize plot structure (including cause-effect relationships and problem-solution relationships), and to distinguish multiple characters’ points of view.

How can the SWBS summarizing strategy work in the classroom? The SWBS summarizing strategy is particularly useful for narrative texts, including literary fiction and non-fiction texts.

SWBS Summarizing Strategy with CCSS Connections

The SWBS Summarizing Strategy works well with literature. The CCSS requires that students begin retelling stories with key details in Kindergarten, and this skill is nurtured throughout the grade-levels. Students in lower elementary can use the SWBS strategy to become familiar with elements of stories and selecting key details. After students write complete the graphic organizer, then you can work on turning it into a summary. The best part of the SWBS strategy is that there is an internal structure that creates an effective summary sentence (or sentences): (Name of the Character) wanted (Character’s Goal) but (Problem) so (Resolution or Outcome).

If you use the SWBS strategy in conjunction with a literary text in Kindergarten or first grade, consider adding the following standards to your lesson plan:

Kindergarten

**RL.K.2** With prompting and support, retell familiar stories including key details.

**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

First Grade

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3** Describe the characters, settings, and major events in a story using key details.

The SWBS strategy can help second and third grade students understand points of view, characters’ motivations, and theme. To identify and examine different characters’
points of view, add those characters to the “Somebody” column. For example, after reading or viewing *Snow White*, students may produce a SWBS graphic organizer like this:

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evil queen</td>
<td>To be the fairest maiden in the land</td>
<td>Snow White was more beautiful and fair</td>
<td>The evil queen sent the huntsman into the woods to kill Snow White</td>
</tr>
<tr>
<td>The huntsman</td>
<td>To obey the queen and kill Snow White</td>
<td>He had a change of heart</td>
<td>He let Snow White go free in the woods</td>
</tr>
<tr>
<td>Snow White</td>
<td>To live</td>
<td>She didn’t have a place to go</td>
<td>She asked the Seven Dwarves if she could stay with them</td>
</tr>
</tbody>
</table>

By adding different characters to the “Somebody” column, students can explain the story from different points of view.

The SWBS strategy can guide students toward the themes or lessons found in a text. Students can use the summary statements they write from the SWBS graphic organizer to make generalizations about the theme, lesson, or moral. In the above example, students a summary statement for *Snow White* might look like this:

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evil queen</td>
<td>To be the fairest maiden in the land</td>
<td>Snow White was more beautiful and fair</td>
<td>She sent a huntsman into the woods to kill Snow White</td>
</tr>
</tbody>
</table>

**Summary Statement:** The evil queen wanted to be the fairest maiden in the land, but Snow White was fairer. The evil queen tried to have Snow White killed.

**SUMMARY STATEMENT**

The evil queen wanted to be the fairest maiden in the land, but Snow White was fairer. The evil queen tried to have Snow White killed.

**LESSON or THEME**

Sometimes desperate people will do anything it takes to get what they want.

If you plan to use the SWBS strategy with literature in second or third grade, consider adding the following standards to your lesson plan:

*Second Grade*
**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
**RL.2.3** Describe how characters in a story respond to major events and challenges.
**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

*Third Grade*

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral, and explain how it is conveyed through key details in the text.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to a sequence of events.
**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author or similar characters.
**Somebody | Wanted | But | So**

**Summarizing Strategy Snapshot**

**Procedure**

- Divide a piece of paper into four squares or distribute the Somebody/Wanted/But/So graphic organizer.
- Instruct students to label the squares on their paper: Somebody/Wanted/But/So.
- Discuss the story with students and complete the organizer:
  - Identify the main character in the “Somebody” box.
  - Describe the main character’s goal in the “Wanted” box.
  - Explain the conflict that the main character faced in the “But” box.
  - Explain the resolution to the conflict in the “So” box.

**Differentiation Strategies**

- **Model the Strategy** – Model the strategy with the class before students complete it on their own.
- **Use a combination of Pictures and Words** – Allow students to draw the characters or scenes from the book that correspond to the prompts.
- **Points of View** – Identify the goals, challenges, and outcomes for multiple characters.
- **Somebody | Wanted | But | So | Then** – Include the falling action and resolution on the graphic organizer by adding a column for “Then.”

---

**Somebody | Wanted | But | So | Then Example**

**for Walt Disney’s Cinderella**

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinderella</td>
<td>To go to the ball</td>
<td>Her stepmother and stepsisters tore her dress apart</td>
<td>Cinderella’s fairy godmother appeared, gave Cinderella a new dress, and turned a pumpkin into a carriage to take Cinderella to the ball</td>
<td>Cinderella went to the ball and danced with the prince.</td>
</tr>
</tbody>
</table>

**Summary:** Cinderella wanted to go to the ball, but her stepmother and stepsisters tore her dress apart. Cinderella’s fairy godmother appeared, gave Cinderella a new dress, and turned a pumpkin into a carriage to take Cinderella to the ball. Cinderella went to the ball and danced with the prince.
### Somebody | Wanted | But | So Sample Rubric

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main character is identified correctly.</td>
<td>One of the characters is identified, but the main character is not identified.</td>
<td>None of the characters are identified correctly.</td>
</tr>
<tr>
<td>The character’s goal is described completely and accurately.</td>
<td>The character’s goal is described some details.</td>
<td>The character’s goal is not described.</td>
</tr>
<tr>
<td>The conflict is explained completely and accurately.</td>
<td>The conflict is explained with some details.</td>
<td>The conflict is not explained.</td>
</tr>
<tr>
<td>The resolution is explained accurately with several details.</td>
<td>The resolution is accurately explained with some details.</td>
<td>The resolution is not explained.</td>
</tr>
</tbody>
</table>

### Somebody | Wanted | But | So Sample Rubric

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 characters are identified correctly.</td>
<td>1 character is identified correctly.</td>
<td>0 characters are identified correctly.</td>
</tr>
<tr>
<td>2 characters’ goals are described accurately and include several details.</td>
<td>2 characters’ goals are described and include few details.</td>
<td>0-1 characters’ goals are described and include few details.</td>
</tr>
<tr>
<td>2 characters’ conflicts are explained accurately and include several details.</td>
<td>2 characters’ conflicts are described and include few details.</td>
<td>0-1 characters’ conflicts are described and include few details.</td>
</tr>
<tr>
<td>2 characters’ outcomes are explained accurately and include several details.</td>
<td>2 characters’ outcomes are explained accurately and include a few details.</td>
<td>0-1 characters’ outcomes are explained accurately and include few details.</td>
</tr>
</tbody>
</table>
Summarizing Strategy Explanation: Sorting Cards

What is the sorting cards summarizing strategy? The sorting cards strategy requires students to classify objects, facts, and/or concepts into categories. Summarizing occurs as students make choices about how the objects, facts, and/or concepts are sorted.

This strategy can be used two ways. For a “closed sort,” the categories for sorting should be identified for students before they begin the activity. For an “open sort,” students should devise their own categories for sorting based on the characteristics of the objects, facts, and/or concepts.

How can the sorting cards summarizing strategy support content area literacy? The sorting cards summarizing strategy can be used with any lesson in which students classify differences between two or more objects, facts, and/or concepts. The strategy teaches higher order thinking skills: Students must make judgments about the characteristics of each object, fact, and/or concept that they sort and apply knowledge gained to make those choices.

Examples of Sorting Cards in the Content Areas with CCSS Connections

Mathematics. Sorting cards can be used to teach math skills, like the difference between odd and even numbers, fractions and whole numbers, or types of measurement. For example, a lesson on odd and even numbers might involve a sorting activity in which students sort odd and even numbers into piles.

Science. Sorting cards can be used to teach classifications, like the difference between mammals and reptiles, differences between types of rocks, or systems of the human body. For example, a unit of the different types of rocks offers an opportunity for students to sort characteristics of rocks and write a summary about each one.

Social Studies. Sorting cards can be used in social studies and history on a range of topics, from citizenship to ancient civilizations. For example, after a unit on ancient civilizations, students can sort facts, characteristics, and artwork from two or more ancient civilizations. Similarly, a lesson on classroom citizenship might culminate in a sorting activity in which students sort the qualities of good classroom citizens.

English Language Arts. The CCSS requires that students identify similarities and differences between texts on the same topic, both in literature and the other content areas. Sorting cards can be used as a bridge to graphic organizers, like the Venn diagram or double bubble, for identifying similarities and differences in texts. For example, after reading two versions of Cinderella, students might sort story elements, such as the plot, characters, and settings, from each of the stories, and then write a summary for each story.
Word sorts as part of vocabulary instruction helps build language awareness. Younger students and English language learners can sort words with the same blends, vowel sounds, spelling patterns, and/or rhymes. For example, students might sort words with the long /a/ and short /a/ sounds. Similarly, older students might sort spelling words into ABC order.

If you use the sorting cards summarizing strategy, then you may want to consider adding the following standards to your lesson plan. This strategy can help you meet other standards, too, depending on the items that students sort.

Kindergarten

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

First Grade

RI.1.9 Identify basic similarities in and differences between two texts on the same topic.
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Second Grade

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Third Grade

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

If you use the sorting cards summarizing strategy to build vocabulary and phonemic awareness, then you may want to include the following standards in your lesson plan:

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories to get a sense of the concepts the categories represent.
- Identify understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use.
- Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes.
- Identify real-life connections between words and their use.
- Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English

**L.3.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use spelling patterns and generalizations
Sorting Cards Summarizing Strategy Snapshot

**Procedure**
- Identify two or more categories from the lesson and write the titles of the categories on the board, projector, or worksheet.
- Provide students with objects, facts, and/or concepts related to the categories.
- Instruct students to place the objects, facts, and/or concepts into the appropriate category.
- Ask students to explain their choices as they sort.

**Writing Across the Curriculum**
- **Learning labs** – Place items for students to sort in learning labs.
- **Open sort** – Instruct students to sort items based on the characteristics that they notice. Do not provide categories; allow students to sort and then make labels for the categories they identified.
- **Writing summaries** – Challenge students to write a general, one sentence summary about the categories after completing the activity.

**Sorting Cards – Sample Rubric for Written Response**

<table>
<thead>
<tr>
<th></th>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>All cards are sorted correctly.</td>
<td>Most cards are sorted correctly.</td>
<td>Few or no cards are sorted correctly.</td>
<td></td>
</tr>
<tr>
<td>All sorting responses are explained appropriately.</td>
<td>Most sorting responses are explained appropriately.</td>
<td>Few or no sorting responses are explained appropriately.</td>
<td></td>
</tr>
<tr>
<td>All categories are labeled correctly (if applicable).</td>
<td>Most categories are labeled correctly (if applicable).</td>
<td>Few or no categories are labeled correctly (if applicable).</td>
<td></td>
</tr>
<tr>
<td>All sorting responses are written in complete sentences (if applicable).</td>
<td>Most sorting responses are written in complete sentences (if applicable).</td>
<td>Few or no sorting responses are written in complete sentences (if applicable).</td>
<td></td>
</tr>
</tbody>
</table>
### Rubric for Verbal Response

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>All cards are sorted correctly.</td>
<td>Most cards are sorted correctly.</td>
<td>Few or no cards are sorted correctly.</td>
</tr>
<tr>
<td>All sorting responses are explained</td>
<td>Most sorting responses are explained</td>
<td>Few or no sorting responses are explained</td>
</tr>
<tr>
<td>appropriately.</td>
<td>appropriately.</td>
<td>appropriately.</td>
</tr>
</tbody>
</table>

### Rubric for Written Response

<table>
<thead>
<tr>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>All cards are sorted correctly.</td>
<td>Most cards are sorted correctly.</td>
<td>Few or no cards are sorted correctly.</td>
</tr>
<tr>
<td>All sorting responses are explained</td>
<td>Most sorting responses are explained</td>
<td>Few or no sorting responses are explained</td>
</tr>
<tr>
<td>appropriately.</td>
<td>appropriately.</td>
<td>appropriately.</td>
</tr>
<tr>
<td>All categories are labeled correctly</td>
<td>Most categories are labeled correctly</td>
<td>Few or no categories are labeled correctly</td>
</tr>
<tr>
<td>(if applicable).</td>
<td>(if applicable).</td>
<td>(if applicable).</td>
</tr>
<tr>
<td>All sorting responses are written</td>
<td>Most sorting responses are written</td>
<td>Few or no sorting responses are written</td>
</tr>
<tr>
<td>in complete sentences (if applicable).</td>
<td>in complete sentences (if applicable).</td>
<td>in complete sentences (if applicable).</td>
</tr>
</tbody>
</table>
Summarizing Strategy Explanation: Partners A & B

K-8th Grade

*What is the Partners A & B summarizing strategy?* The Partners A & B verbal summarizing strategy is a technique also known as “paired verbal fluency.” It is a quick way to get students to process short segments of learning and to prepare their brains for more learning. It is a collaborative strategy that assists with engagement, information processing, retention, and articulation.

Teaching short segments of a lesson, and asking students to process the information verbally helps students’ to transfer information to long-term memory. Research has shown that middle and high school students learn better if they have an opportunity to interact with the content and skills they’re learning about every 15-20 minutes. For students in elementary school, it’s every 6-7 minutes (Wormeli, R., 2005).

**The basic sequence for a Partners A & B is as follows:**

- Begin by teaching a short segment of a lesson (or ask students to read a portion of a text).
- Next, place students into pairs and assign roles: Partner A and Partner B.
- Ask Partner A in each pair to talk nonstop for 30 seconds or less in a continuous flow of ideas about anything that they read or was presented. Students may refer to their notes or the text if they get stuck.
- Partner B’s job is to listen politely and closely but say nothing.
- At the end of 30 seconds, ask Partner A to finish his or her sentence and to stop talking.
- Next ask students’ to switch roles.
- Students’ repeat the listening and speaking sequence, but now Partner A must remain silent and listen politely as Partner B did.
- Partner B now talks nonstop for 30 seconds, sharing a continuous stream of ideas related to the lesson or text, but may not mention anything Partner A shared.

*How can Partners A & B strategy be used across the content areas?* Because the goal of Partners A & B is to increase engagement and assist students’ with internalization and articulation of key lesson content, it can be used to meet almost any of the literacy standards for K-8 speaking and listening standards.

**Partners A & B and CCSS Connections**

*The Partners A & B Summarizing Strategy can be used across content areas to help students engage effectively and appropriately in collaborative discussions, increase engagement with lesson content or texts, increase comprehension and students’ ability to articulate key information.* If you use the Partners A & B summarizing strategy
as part of listening and speaking instruction in K-8th grade, then you may consider adding these standards to your lesson plan and objectives:

Kindergarten

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

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 requesting clarification if something is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2 Ask and answer question about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Second Grade

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation on order to provide requested detail or clarification.

Third Grade

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b.
Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Fourth Grade**

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about a topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally.

**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**Fifth Grade**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes speak clearly at an understandable pace.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Sixth Grade

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Seventh Grade

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
**SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**Eighth Grade**

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.8.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
# Partners A & B Summarizing Strategy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Partners A &amp; B is a quick way for students to process short segments of information and to prepare their brains for more learning. It is a collaborative strategy that assists with engagement, information processing, retention, and articulation.</th>
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<tbody>
<tr>
<td><strong>Procedure</strong></td>
<td>Partners A &amp; B should be used throughout a lesson for students to process chunks of a lesson or text. Middle school students learn best if they have an opportunity to interact with the content they are learning every 15-20 minutes while elementary students need to interact with content every 6 to 7 minutes (Wormeli, R., 2005).</td>
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<tr>
<td></td>
<td>1. Begin by teaching a short segment of a lesson (or ask students to read a portion of a text).</td>
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<td>2. Place students in pairs and assign roles: Partner A and Partner B.</td>
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<td>3. Ask Partner A in each pair to talk nonstop for 30 seconds or less in a continuous flow of ideas about anything that they read or was presented. Students may refer to their notes or text if they get stuck.</td>
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<td>4. Partner B’s job is to listen politely and closely but say nothing.</td>
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<td>5. At the end of 30 seconds, ask Partner A to finish his or her sentence and to stop talking.</td>
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<td>6. Next ask students’ to switch roles.</td>
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<td>7. Students’ repeat the listening and speaking sequence, but now Partner A must remain silent and listen politely as Partner B did.</td>
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<td>8. Partner B now talks nonstop for 30 seconds, sharing a continuous stream of ideas related to the lesson or text, but may not mention anything Partner A shared.</td>
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<td>Differentiation</td>
<td><strong>For an additional challenge,</strong> ask students to recall information with closed notes.</td>
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<td><strong>Take the exercise a step further</strong> and students to write a collaborative summary in pairs.</td>
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