Summary Frames:
A strategy to support the teaching of summarizing
The materials in this packet have adapted from the source material found in:


These support materials were adapted by:

Michael J. Boyle, Ph.D.
The Center for Catholic School Effectiveness
School of Education
Loyola University Chicago
What is the general topic to be discussed?

**T** (What)

**R** (Restricts)
Limits the information in some way

**I** (Illustrates)
What Examples illustrate the topic or restriction?

2008 Center for Catholic School Effectiveness School of Education Loyola University Chicago
luc.edu/ccse
Definition Frame

**Term**
The subject to be defined

**Set**
The general category to which the term belongs

**Gross Characteristics**
Those characteristics that separate the term from other elements in the set

**Minute Differences**
Those different classes of objects that fall directly from the term
Cognitive Map for
Narrative Frame

Characters: List the main characters in the story.
List both the Protagonists and the Antagonists

Setting: Name the time, place, and contexts in which the information took place

Initiating Event: The event that starts the action of the story

Internal Response: List the feelings of the main character as that figure reacts to the initiating event

Goal: What the main characters decide to do as a reaction to the initiating event

Consequence: How the main characters try to accomplish the goal

Resolution: How does the goal turn out?
Argumentation Frame

**E**
List the evidence that lead to a claim

**C**
What is the assertion? What is the claim that is focus of the information?

**S**
List the examples or the explanations for the claim

**Q**
Qualifier-what are the concessions made about the claim?
What is the Problem?

Describe Possible Solutions

Which solution has the best chance of succeeding?
Cognitive Map

Conversation Frame

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Some acknowledgment that the parties have seen each other for a while. How did they greet each other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>A question about a topic. How is the topic revealed? Is it insinuated, revealed, or referred to?</td>
</tr>
<tr>
<td>Discussion</td>
<td>What is the nature of the elaboration of the topic?</td>
</tr>
<tr>
<td>Assertions:</td>
<td>Statements of facts by the speaker</td>
</tr>
<tr>
<td>Requests:</td>
<td>Statements that solicit actions from the listener</td>
</tr>
<tr>
<td>Promises:</td>
<td>Statements that assert that the speaker will perform certain actions</td>
</tr>
<tr>
<td>Demands:</td>
<td>Statements that identify specific actions to be taken by the listener</td>
</tr>
<tr>
<td>Threats:</td>
<td>Statements that specify consequences to the listener if commands are not followed.</td>
</tr>
<tr>
<td>Congratulations:</td>
<td>Statements that indicate the value the speaker puts on something done by the listener</td>
</tr>
<tr>
<td>Conclusion</td>
<td>How does the conversation conclude?</td>
</tr>
</tbody>
</table>

Material adapted from Marzano et. al. (2001) Classroom Instruction that works, ASCD, (p.41)
<table>
<thead>
<tr>
<th>Attribute</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Student able to identify 0-1 elements of setting</td>
<td>Student able to accurately describe setting to include location and time.</td>
<td>Student able to provide detailed information about setting</td>
</tr>
<tr>
<td>Main Character</td>
<td>Students is able to provide limited or nor information about the main character. Any character information that is provided is vague and lack specificity</td>
<td>Student able to accurately describe main character by giving details that describe both physical and character traits.</td>
<td>Student is able to provide strong detail about character including motivation</td>
</tr>
<tr>
<td>Conflict</td>
<td>Student is able to give only vague information about the main conflict of the passage/story.</td>
<td>Student is able to accurately describe the main conflict of the passage/story</td>
<td>Student is able to provide strong detail about the conflict and able to foresee implications of the conflict</td>
</tr>
<tr>
<td>Resolution</td>
<td>Student is unable to provide any information about the solution of the problem in the passage/story</td>
<td>Student is able to provide accurate detail of the solution to the problem in the passage/story</td>
<td>Student is able to provide strong detail about the solution of the problem and the implication for the characters</td>
</tr>
</tbody>
</table>

Notes: