

# Summary Frames:

A strategy to support  
the teaching of  
summarizing

The materials in this packet have adapted from the source material found in:

Marzano, R., Pickering, D., and Pollock, J. (2001) Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

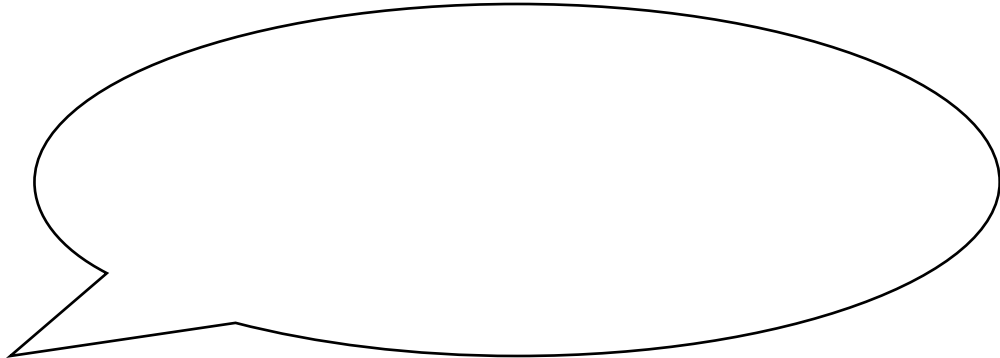
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# T-R-I Frame

What is the general topic to be discussed?

**T**



**R**

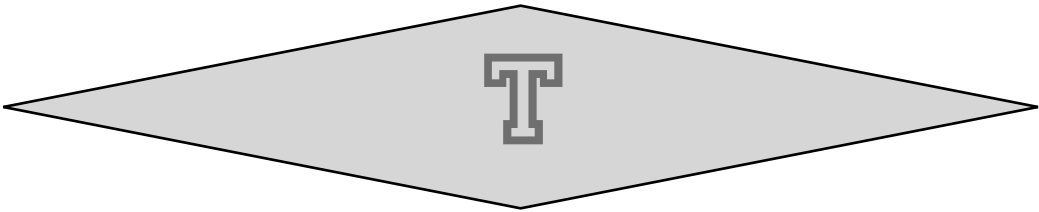
**I**

*Restricts*  
Limits the information in some way

*Illustrates*  
What Examples illustrate the topic or restriction?

# Definition Frame

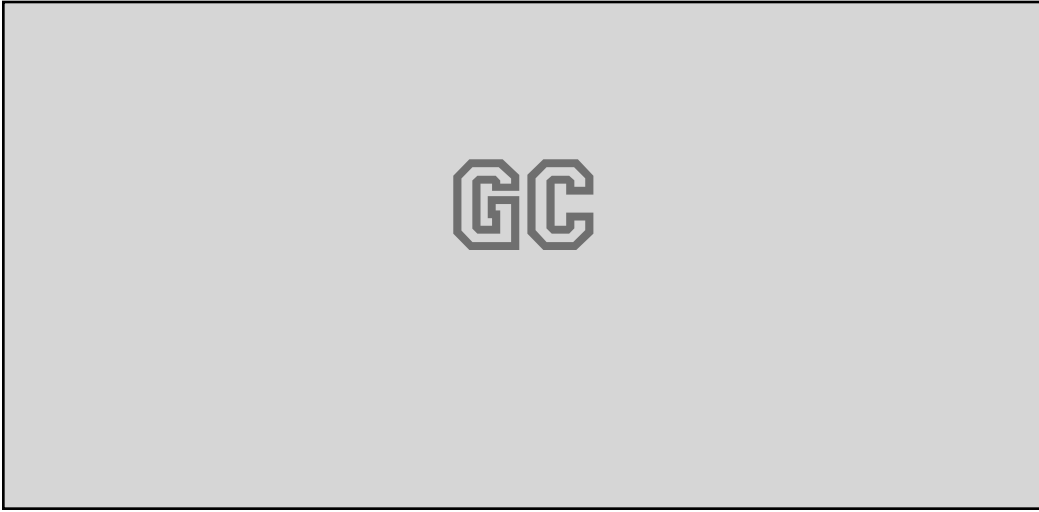
**Term**  
*The subject to be defined*



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



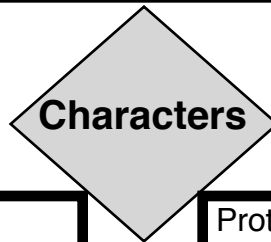
**Gross Characteristics**  
*Those characteristics that separate the term from other elements in the set*



**Minute Differences**  
Those different classes of objects that fall directly from the *term*

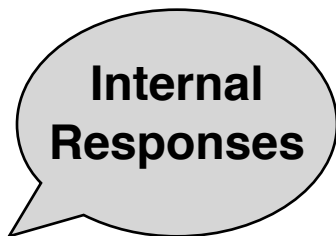
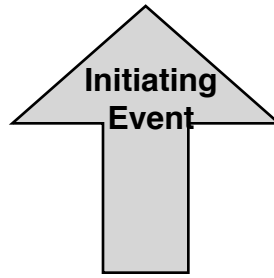
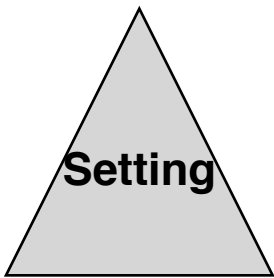


# Narrative Frame



Antagonists

Protagonists



**Consequences**

**Resolution**

## 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**

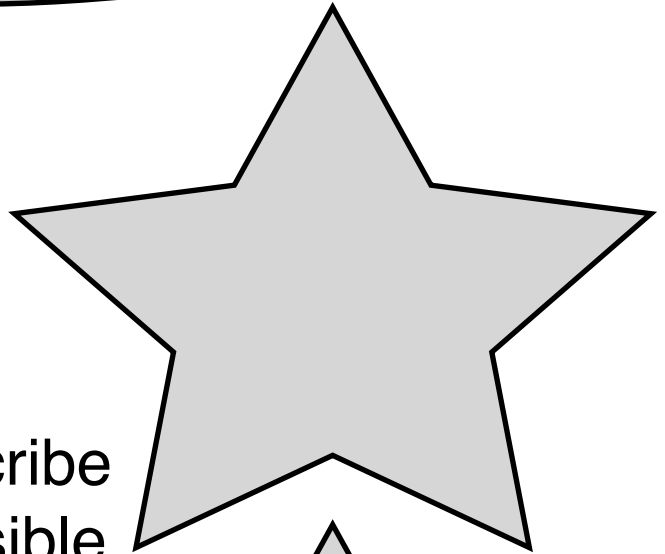
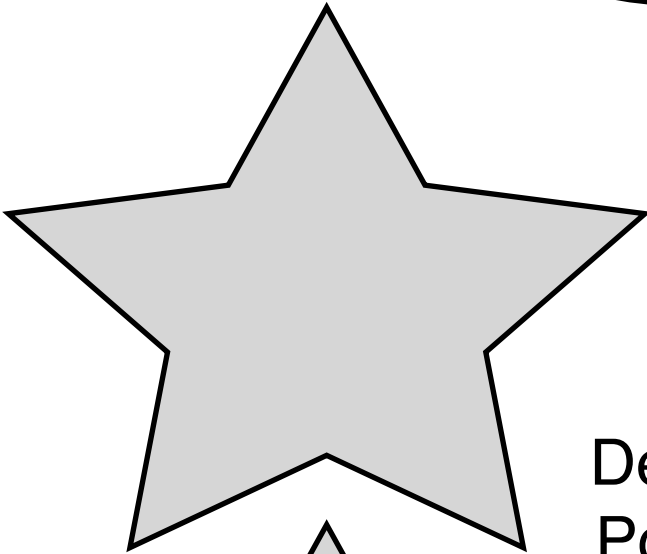
List the examples or the explanations for the claim

**Q**

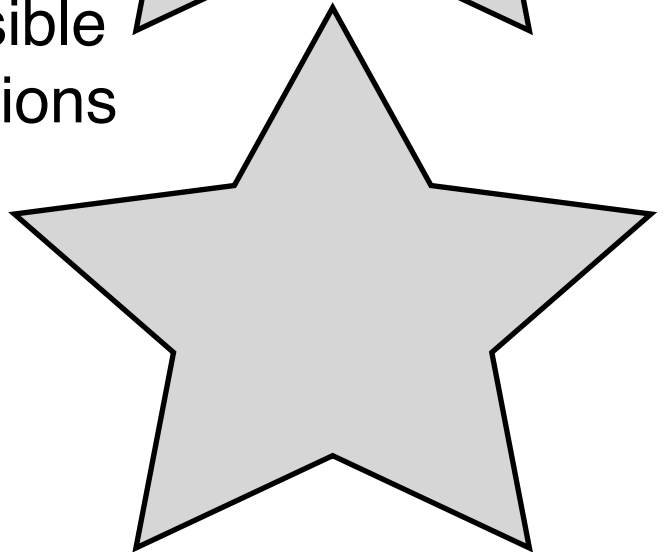
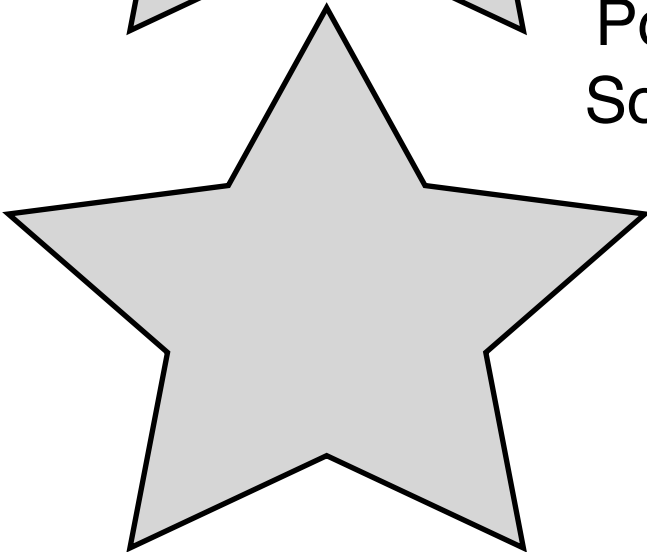
Qualifier-what are the concessions made about the claim?

# Problem/Solution Frame

What is the Problem?



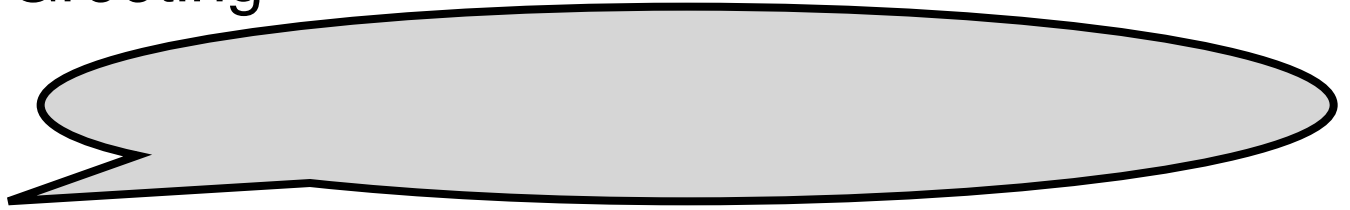
Describe  
Possible  
Solutions



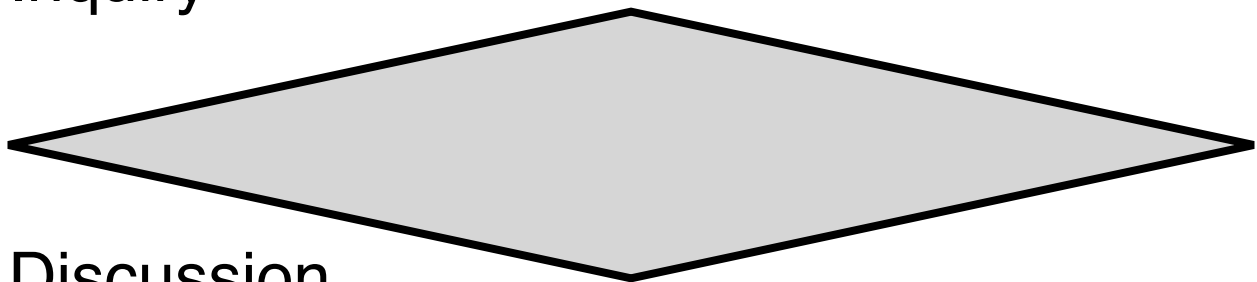
Which solution has the best chance of  
succeeding?

# Conversation Frame

Greeting



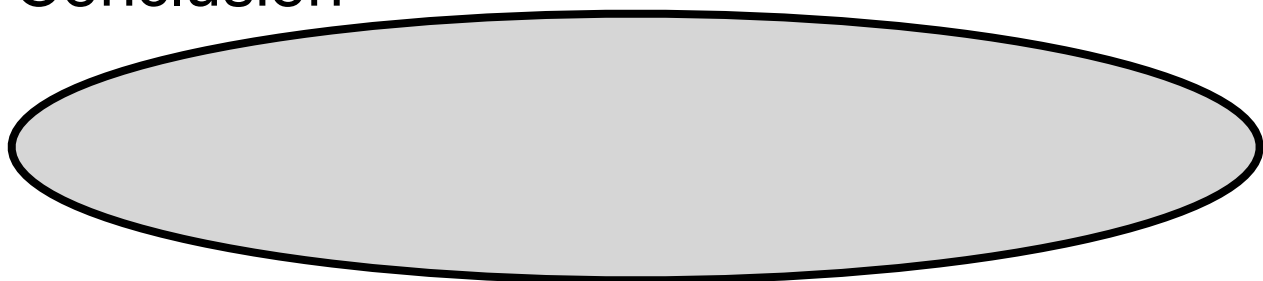
Inquiry



Discussion



Conclusion



# Cognitive Map

## Conversation Frame

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

*Material adapted from Marzano et. al. (2001) Classroom Instruction that works. ASCD, (p.41)*

# Story Re-Tell Rubric

Attribute	1	2	3
Setting	Student able to identify 0-1 elements of setting	Student able to accurately describe setting to include location and time.	Student able to provide detailed information about setting
Main Character	Students is able to provide limited or nor information about the main character. Any character information that is provided is vague and lack specificity	Student able to accurately describe main character by giving details that describe both physical and character traits.	Student is able to provide strong detail about character including motivation .
Conflict	Student is able to give only vague information about the main conflict of the passage/story.	Student is able to accurately describe the main conflict of the passage/story	Student is able to provide strong detail about the conflict and able to to foresee implications of the conflict
Resolution	Student is unable to provide any information about the solution of the problem in the passage/story	Student is able to provide accurate detail of the solution to the problem in the passage/story	Student is able to provide strong detail about the solution of the problem and the implication for the characters

Notes: