

Notes Log: Summarization:

English Language Arts Sample 1

Topic/Title: Nadia the Willful		Pages: 69-73
Main Ideas	Notes	
Nadia was closest to her older brother, Hamed.	<ul style="list-style-type: none">• Only Hamed could calm Nadia's temper<ul style="list-style-type: none">– Made her laugh• She followed Hamed everywhere• He taught her games	
When Hamed disappears, Nadia grows angrier and lonelier.	<ul style="list-style-type: none">• Her father ordered that no one say Hamed's name<ul style="list-style-type: none">– Everyone was uneasy but obeyed• All the memories of Hamed were too much for Nadia<ul style="list-style-type: none">– She raged at everyone until they avoided her	
Nadia risked punishment by speaking of Hamed to ease her pain.	<ul style="list-style-type: none">• She taught her other brothers to play games Hamed had taught her• She told tales of Hamed to women at the loom• She told the shepherds of Hamed's love for the black lamb• Nadia's mother warned of her father's punishment<ul style="list-style-type: none">– Her father had grown quick-tempered in his grief, too	
Nadia had to convince her father to speak of Hamed.	<ul style="list-style-type: none">• Her father had banished a shepherd who came to show Nadia the black lamb• Nadia helped her father remember Hamed's face and voice by telling her memories of him<ul style="list-style-type: none">– Her father called her wise– Hamed lived in the hearts of those who remembered him	
Main Idea of Section: Memories can help ease the pain of losing a loved one.		
Summary		
Nadia's bad temper can be calmed by only her favorite brother, Hamed. When Hamed disappears in the desert, Nadia becomes angrier and drives people away. Even though her father has ordered that no one say Hamed's name, Nadia risks punishment to share her memories with others and ease her pain. After Nadia's father banishes a shepherd for saying Hamed's name, Nadia teaches her father the secret of keeping Hamed alive in their hearts.		

Based on an excerpt from Alexander, S. (1983). *Nadia the willful*. New York: Knopf Books for Young Readers.

TEKS information on the next page.

English Language Arts TEKS

Grade 6:

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction

Generating summaries is a precursor to looking more closely at elements of plot development.

SOURCE: TEA, 2008a.

Notes Log: Summarization: English Language Arts Sample 2

Topic/Title: <i>The Watsons go to Birmingham—1963</i> , Chapter 12		Pages: 162–168
Main Ideas	Notes	
p. 162 Kenny wakes up and joins the guys in the back yard.	<ul style="list-style-type: none"> Kenny and Byron have a hard time sleeping because they are not used to the heat in Alabama As soon as he wakes up, Kenny runs out to talk with Dad, Byron, and Mr. Robert 	
p. 163 Mr. Robert and Toddy are too old to hunt.	<ul style="list-style-type: none"> Mr. Robert explains that he and Toddy still dream of hunting, but their bodies are too old Toddy used to be the best coon dog in all of Alabama Mr. Robert used to get \$100 to breed Toddy 	
p. 164 Mr. Robert saved Toddy after a raccoon tried to drown him.	<ul style="list-style-type: none"> Toddy chased a raccoon and followed him into a lake The raccoon held Toddy's head under the water to drown him Mr. Robert dragged Toddy out of the water and blew into his nose to resuscitate him Kenny and Byron are impressed with this story 	
p. 165 Kenny goes back inside to eat breakfast.	<ul style="list-style-type: none"> Momma, Grandma Sands, and Joey are in the kitchen Grandma Sands' laugh sounds like the Wicked Witch of the West Kenny is not used to the Southern style of talking 	
p. 166 Momma and Grandma Sands are talking and catching up.	<ul style="list-style-type: none"> Momma is asking Grandma Sands a lot of questions They are oohing, aahing, laughing, and catching up on people having trouble with white people, getting married, having babies, and going to jail 	
p. 167 Momma asks Grandma Sands about Mr. Robert.	<ul style="list-style-type: none"> Momma clearly does not approve of Grandma and Mr. Robert living together Grandma says that Mr. Robert is her dearest friend Kenny sees that Grandma can make a few words very powerful, just like Byron does Kenny loves seeing his mom in her role as daughter 	
p. 168 Kenny walked to the lake and then took a nap.	<ul style="list-style-type: none"> Even though he didn't have the energy to walk, Dad and Byron coerced Kenny to walk with them to the lake Byron seemed to be having a great time, talking and joking with Dad and Mr. Robert When they got back from the lake, Kenny took a nap under a fan 	

Log continues on the next page.

Main Idea of Section: Kenny's first morning in Alabama is spent listening to Mr. Robert and then to Grandma Sands.

Summary

After a long night of trying to get used to the Alabama heat, Kenny wakes up and joins his Dad, Byron, and Mr. Robert in the back yard. Mr. Robert explains that he and his dog, Toddy, are too old to hunt anymore. He then tells the story about how he saved Toddy's life after a raccoon tried to drown him. After listening to this cool story, Kenny goes back inside to eat breakfast and finds Momma and Grandma Sands catching up at the kitchen table. Momma clearly does not approve of Mr. Robert living with Grandma Sands, and she confronts Grandma about this. Grandma Sands says that Mr. Robert is her dearest friend, and the way she says this makes Momma quiet. Mr. Robert, Dad, and Byron convince Kenny to walk with them to the lake so Momma and Grandma can talk alone. Kenny goes reluctantly and then comes home to take a nap under a fan.

TEXT SOURCE: Curtis, C. P. (1995). *The Watsons go to Birmingham—1963*. New York: Random House.

English Language Arts TEKS

Finding and composing main ideas and summaries would be a first step in meeting the following from the TEKS; however, to address it in total, the teacher must go beyond the statements conveying plot development to assist students in determining the resolution of conflicts contained therein.

Grade 8:

- (6) Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

The example provided here is for illustrating the use of the instructional routine to TALA participants. It is not intended to convey a preference for a particular novel, nor is it intended as a required reading.

SOURCE: TEA, 2008a.