

## Summary of Informative Text

*A short version of a text that tells the most important details*

Writing a summary of a narrative, fictional or otherwise, is a slightly different process than writing a summary of an informational text. This summary writing unit builds the foundation for writing informational summaries by having students identify the central idea, most important details of the text, and ends by restating the central idea.

### Vocabulary Words

author	editing	most important details	summary
central idea	ending sentence	revision	title
complete sentence	genre		topic sentence
details			

### General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

### General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

### Common Core Standards

RI.1.1	W.1.5	SL.1.1	L.1.1(a, f)
RI.1.2	W.1.6	SL.1.2	L.1.2(b)
RI.1.5	W.1.7	SL.1.3	
RI.1.8		SL.1.5	

## Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>➤ Understand the importance of using complete sentences in their writing</li> <li>➤ Form complete sentences</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ W.1.7, SL.1.1, L.1.1, L.1.2</li> </ul>	<ul style="list-style-type: none"> <li>✓ Post Genre Chart</li> <li>✓ National Geographic article</li> <li>✓ Narrative Book</li> <li>✓ Copies:                             <ul style="list-style-type: none"> <li>○ “Picture Sentence Starter”</li> <li>○ Rubric</li> </ul> </li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Understand the summary genre</li> <li>➤ Start the topic sentence with the title and author of the text</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.5, W.1.6, W.1.7, SL.1.1, SL.1.3</li> </ul>	<ul style="list-style-type: none"> <li>✓ Copies: “Summary of Informative Text”</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Understand that the central idea is the main idea of the whole text</li> <li>➤ Choose the central idea from an article and write it in your own words</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.1, RI.1.2, RI.1.8, W.1.5, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Copies: “Central Idea Worksheet”</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>➤ Understand that the central idea is the main idea of the article</li> <li>➤ Write the topic sentence</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.1, RI.1.2, RI.1.8, W.1.5, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.2</li> </ul>	No Special Prep.
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>➤ Understand that the topic sentence of a summary tells the reader the central idea of the text</li> <li>➤ Write the topic sentence</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.2, RI.1.5, W.1.5, W.1.6, L.1.1, L.1.2</li> </ul>	No Special Prep.
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>➤ Understand that a summary includes only the most important details</li> <li>➤ Choose the most important details from the text</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.1, RI.1.2, RI.1.5, RI.1.8, SL.1.1, SL.1.2, SL.1.3</li> </ul>	No Special Prep.
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>➤ Understand that an ending sentence of a summary includes the central idea</li> <li>➤ Write the ending sentences.</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ W.1.5, W.1.6, L.1.1, L.1.2</li> </ul>	No Special Prep.
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Revise and edit</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.2, RI.1.5, RI.1.8, W.1.5, W.1.6, L.1.1, L.1.2</li> </ul>	<ul style="list-style-type: none"> <li>✓ No Excuse Spelling Words</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Write a summary</li> <li>➤ Use strategies from the genre chart</li> </ul> <p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>➤ RI.1.2, RI.1.5, RI.1.8, W.1.5, W.1.6, L.1.1, L.1.2</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reserve the computer lab (optional)</li> </ul>
-------------------	--	---

**Common Core State Standards Used:**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.5 Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7 Participate in shared research and writing project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - f. Use frequently occurring adjectives.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - b. Use end punctuation for sentences.

## Summary: Informative Lesson 1

### Objectives

- Understand the importance of using complete sentences
- Form complete sentences

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- National Geographic article and a narrative book
- “Picture Sentence Starter”

### Introduce It

1. Introduce the Genre Charts and Six Traits Charts.
  - a. Define **genre** for the students. Possible answer: *A genre is a type of writing.* Tell students that there are many types or genres of writing. On the board, define **summary**: *a short version of a text, book, or movie.*
  - b. Show students a narrative like *Giggle, Giggle, Quack* by Doreen Cronin or *Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst. Ask students: *Who remembers this book? What kind of genre is it?* Discuss student responses. Tell students: *A narrative can be a true story (nonfiction) or it can be a made-up story (fiction).* Ask students: *Is this a true story?* Discuss student responses.
  - c. Now hold up the article. Explain to students that an informational text is a type of writing that gives information about something. Tell students: *A summary of an informational text tells the reader the central idea of the text and includes only the most important details.* Show students the Genre Chart. Tell students for this genre we are going to read an informational text and write a summary.
  - d. Genre Chart: Explain to the students that each bullet/color represents one part of their writing. Reassure students that we will only focus on one bullet at a time! Remind students that each color on the genre chart corresponds to a color on the Six Traits Charts. Review the Summary: Informative Genre Chart with the students. Before we begin to write our summary, we want to review how to write a complete sentence. Tell the students that our first lesson for this genre will focus on **uses complete sentences**.
  - e. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important.

### Identify It

#### Genre Chart

2. Point to **uses complete sentences**. Today we are going to form complete sentences.

#### Six Traits Charts

3. On the **Sentence Fluency** chart, identify *uses complete sentences*. Ask students: *Why is uses complete sentences on the Sentence Fluency chart?* Possible answer: *Complete sentences are clear and easy to understand.*

### Teach It

4. Define **complete sentence**: *A complete sentence has two parts: a subject and an action. The subject is who or what the sentence is talking about. The action is what the subject does in the*

### Summary: Informative Genre Chart

- Has a **topic sentence** that tells the central idea
- States the title and author
- Uses only the most important details
- **Uses complete sentences**
- Ends by **restating** the central idea

*sentence*. They will learn about predicates later, for now it might be easier to explain that sentences have one subject and one action.

5. Write the sentence, *Lions hunt for their food*, on the board while modeling two-finger spacing. Underline the subject and circle the action to show students that this is a complete sentence.

### **Model It**

6. Explain the group activity to students. Show students one of the pictures from the “Picture Sentence Starter” sheet following the lesson. Ask yourself: *What is a sentence I can write about this picture? I need to make sure that my sentence has a subject and an action. Looking at this picture I can see that the subject is going to be the frog. But, what is the frog doing? The frog sits on the plant.* Model aloud as you write different sentences for the picture. Example: *The frog has red eyes. The frog is cute.*
7. Write three sentences on the board. Review each sentence and underline the subject while you circle the action to show students that each sentence is in fact a complete sentence. Model aloud your thought process as you work.

### **Do It**

8. Place students in groups. Tell students: *I will show you a picture and I want you to write one sentence with your group.*
9. Hand out a sheet of paper to each student.
10. Show students a picture. Ask students: *What is happening in this picture?* Give groups one minute to think of a sentence and additional time to write. Have students share their sentences as you write them on the board. Review each sentence and underline the subject and circle the action with students.
11. Repeat steps 9 and 10 until the class has written sentences for each picture.

### **Share It**

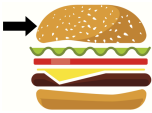

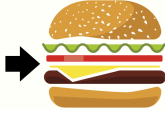


12. Review the “Summary: Informative Rubric” with students. Point to the scoop with uses complete sentences. Ask students: *How many parts does a complete sentence have? What are they?* Possible answer: *A complete sentence has two parts, a subject and an action.*

### **Teacher Reflection**

**Picture Sentence Starter**

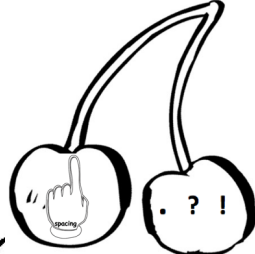


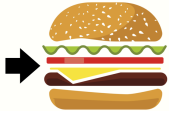

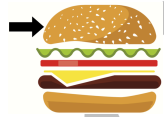


### Summary of Informative Text Rubric

Genre Chart Summary: Informative	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<p>Has a topic sentence that tells the central idea</p> 	<p>Topic sentence tells the central idea of the text</p>	<p>Sentence tells about the topic in a general way</p>	<p>No topic sentence</p>
<p>States the title and author</p> 	<p>Clearly states the title and author with correct formatting</p>	<p>States the title or the author</p>	<p>Forgot to write the title and author</p>
<p>Uses only the most important details</p> 	<p>Uses only the most important details</p>	<p>Uses some of the most important details</p>	<p>Uses one important detail or uses details that are not important</p>
<p>Uses complete sentences</p> 	<p>Uses complete sentences</p>	<p>Not all sentences are complete</p>	<p>Does not use complete sentences</p>
<p>Ends by restating the central idea</p> 	<p>Ending sentence restates the central idea</p>	<p>Has an ending sentence, but does not restate the central idea</p>	<p>No ending sentence</p>

Summary of Informative Text  
Rubric

Name \_\_\_\_\_

Student			Teacher	
	<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>	<div style="border: 1px solid red; padding: 5px; text-align: center;">Ends by restating the central idea</div>	<input type="checkbox"/>	
	<input type="checkbox"/>	<div style="border: 1px solid orange; padding: 5px; text-align: center;">Uses complete sentences</div>	<input type="checkbox"/>	
	<input type="checkbox"/>	<div style="border: 1px solid green; padding: 5px; text-align: center;">Uses the most important details</div>	<input type="checkbox"/>	
	<input type="checkbox"/>	<div style="border: 1px solid green; padding: 5px; text-align: center;">States the title and author</div>	<input type="checkbox"/>	
	<input type="checkbox"/>	<div style="border: 1px solid red; padding: 5px; text-align: center;">Has a topic sentence that tells the central idea</div>	<input type="checkbox"/>	



## Summary: Informative Lesson 2

### Objectives

- Understand the summary genre
- Begin the topic sentence with the title and author of the text

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “A Butterfly’s Life” by Melissa Mallory
- “Summary of Informative Text”
- “Summary of Informative Text Sample”

### Review It

1. Review the parts of a complete sentence using examples. Point to **uses complete sentences**.

### Identify It

#### Genre Chart

2. Point to **states the title and author** on the Genre Chart. Today we are going to learn more about a summary and take notes on the title and author of the text.

#### Six Traits Charts

3. Point to the **Idea** chart. Tell students: *Telling the reader the title and author of the book or article gives more detail in your writing. If I don’t give the title and author of the book, the reader would not know what book I am talking about.*

### Teach It

4. Review the definition of **summary**: *a short version of a text, book, or movie*. A summary of an informational text, like a newspaper article, tells the reader the central idea of the text and includes only the most important details.
5. Tell students: *You may not know it, but you summarize every day. Maybe you read an exciting story, and the next day at school you tell a friend about the story. Will you tell your friend every little thing that happened? Do you say, “I read The Rainbow Fish by Marcus Pfister. In the beginning of the story, the Rainbow Fish swims around in the ocean. Next he sees some fish swimming near him. The other fish asked the Rainbow Fish to play, but the Rainbow Fish just swam by and didn’t say anything. Then the Rainbow fish swam by a rock and some plants?”* Possible answer: *No, you only tell them the most important details* (point to the Genre Chart).
6. Place the article “A Butterfly’s Life” by Melissa Mallory following this lesson in front of the class. Read the title to students. Ask students: *Make a prediction. From reading the title, what do you think this article is going to be about?* Discuss student responses.
7. Tell students: *We are going to read an article about butterflies. Before I read you the article, I want you to tell me what you know about butterflies.* Have students tell you what they know about butterflies.
8. Review the life cycle of a butterfly with students. Use the pictures from the article to help you identify the four stages of a butterfly’s life cycle.
9. Read the article and discuss any unfamiliar vocabulary. Give each student a couple of minutes retell the article to a partner sitting next to them.
10. Define **title**: *the name of the book, article, or even a song*. Ask students: *What is the title of the article we read?* Answer: *A Butterfly’s Life*. Show students the title of the article.

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

11. Define **author**: *the name of the person who wrote the story*. Ask students: *What is the author's name?* Answer: *Melissa Mallory*. Show students the author's name on the article.
12. Tell students they will write the title and the author of the article.
13. Tell students that this will be the first part of the topic sentence. Ask students: *Who remembers what we include in the topic sentence for a summary of a narrative (story)?* Answer: The title, author, and author's message. Tell students: *Similarly, when we write the topic sentence for a summary of informational text, we include the title, author, and central idea.*

### **Model It**

14. Hand out the "Summary Informational" to students. Place a copy of the "Summary Informational" in front of the class.
15. As you are modeling, have students copy what you are writing.
16. Briefly remind students that when they write a paragraph they need to indent.
17. Model aloud as you write the title and author of the text. Ask students: *When we write a book's title how do we show the reader it is a title?* Possible answer: *We underline the title.* Tell students: *When we write the title of an article, we need to use quotation marks around the title.* Show students how to form quotation marks. Make gestures to illustrate the formation of quotation marks. Example: *"A Butterfly's Life" by Melissa Mallory.*

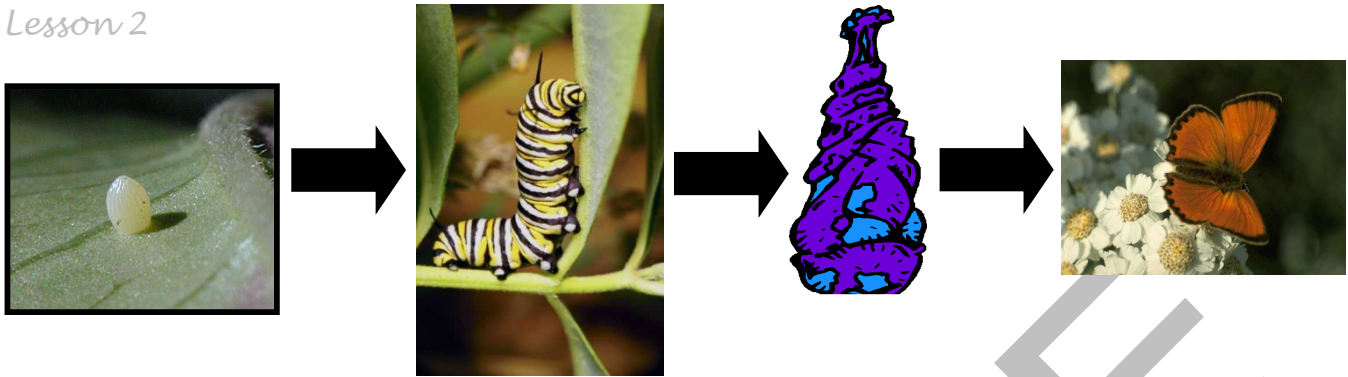
\*When students learn gestures associated with vocabulary they not only retain information quicker, but you can use these gestures for whole class physical response. Tell students: *Show me with your fingers. How do we show the reader that we are summarizing an article? What do we do to the title?* Students should show you the gesture for quotation marks.

### **Share It**

18. For this part of the lesson, you should choral read the article about butterflies. Tell students that we will read this article a couple of times so we can remember the central idea and most important parts.

### **Teacher Reflection**

*Summary:  
Informational  
Lesson 2*



## **A Butterfly's Life**

By Melissa Mallory

Butterflies change so much during the four-stages of their life cycle. In the first stage of its life cycle, a butterfly starts its life off as an egg. Female butterflies attach eggs on leaves close to food. The egg looks like a tiny, round bubble. When an egg hatches, a caterpillar, or larva, emerges. Caterpillars generally have interesting stripes or patterns, and some even have spiky hairs. Eating all the time, a caterpillar sheds its skin at least four times to cover its growing body. Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle. The chrysalis usually blends into the background to hide from hungry insects or birds. Inside, the caterpillar's body starts to change into a butterfly. At long last, the colorful adult butterfly emerges. As butterflies visit different plants, they help flowers bloom by bringing pollen from other flowers. Butterflies flutter and fly around looking for their mates to lay eggs and restart the life cycle. The four stages in the life cycle of a butterfly are very different.

Name \_\_\_\_\_

**Summary of Informative Text**

Title, Author, and Central Idea

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Detail 1

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

SAMPLE

Detail 2

Detail 3

SAMPLE



Name \_\_\_\_\_

**Summary of Informative Text Sample**

Title, Author, and Central Idea

“A Butterfly’s Life”

by Melissa Mallory

Detail 1

SAMPLE

## Summary: Informative Lesson 3

### Objectives

- Understand that the central idea is the main idea of the whole text
- Choose the central idea from an article and write it in your own words

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Finding the Central Idea”
- “Teacher’s Key: Finding the Central Idea”
- “Central Idea Worksheet”
- “Central Idea Worksheet Sample”

### Review It

1. Review summary and informational text with students. Ask students: *What is a summary? Is it long or short?* Make gestures to illustrate length. Possible answer: *a short version of a book or an article.* Tell students: *A summary of an informational text tells the reader the central idea and the most important details of the text.*

### Genre Chart

2. Point to **tells the central idea** on the Genre Chart. Today we will practice finding the central idea from two articles.

### Six Traits Charts

3. Point to the **Idea** chart. Tell students: *When you summarize an informational text, it is important to tell the reader the central idea from the text. So, it is important that we practice finding the central idea within different articles.*

### Teach It

4. Define **central idea**: *the central or main idea of the whole text.*
5. Tell students: *I am going to read an article, and then show you how to find the central idea of the article. After that I will rewrite the central idea in a sentence that uses my own words. Then you will practice finding the central idea in the second article that I’ll read to you. Refer to “Teacher’s Key: Finding the Central Idea” as a reference for each article.*
6. Place “Finding the Central Idea” for the article “Many People, One Nation” in front of the class.
7. Read the article to the class. Briefly review vocabulary words from the article: **immigrants, communities, culture, celebrations, and museum.** See “Many People, One Nation” Vocabulary List.

### Model It

\*As you model, be sure to include students in discovering the central idea. Have them answer the questions you are asking yourself. Keep them engaged in your thought process.

8. Model aloud as you locate and underline the central idea. Ask yourself: *What is the topic of the article? It is about people from different countries living in the United States. What does the author want us to know? Hmm, I know that the topic sentence tells the reader the main idea of the writing, so I will look back at the topic sentence to see if I can find out what the author wants me to learn.*

### Summary: Informative Genre Chart

- **Has a topic sentence** that tells the central idea
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**



9. Reread the first sentence. Tell yourself: *Sometimes the author tells the reader a fact or information he or she needs to know for the article. Here the author tells me what an immigrant is, but that is not what the article is about, so it can't be the topic sentence. The article is not only about immigrants. It is about immigrants making America better by sharing their cultures.*
10. Reread the next sentence. Tell yourself: *The next sentence says, "Immigrants from all over the world come to live in the United States bringing different cultures to share with their new communities." Is that the central idea? Does all of the information in the article talk about how immigrants share their cultures with their communities? Review the information in the article and confirm that all of the details discuss the central idea. Tell yourself: The paragraph talks about the different foods, celebrations, and art that immigrants share with their new communities.*
11. Underline the central idea in the article: *Immigrants from all over the world come to live in the United States bringing different cultures to share with their new communities.*
12. Tell students: *Now that I know the central idea of the article, I need to write it in my own words. I can change the order of the information and switch some of the words. Model aloud as you write different sentences that convey the central idea of the text. Example sentence: Immigrants move to the United States and share their cultures with other people.*
13. Write the central idea on your copy of the "Central Idea Worksheet." See the "Central Idea Worksheet Sample" for an example.

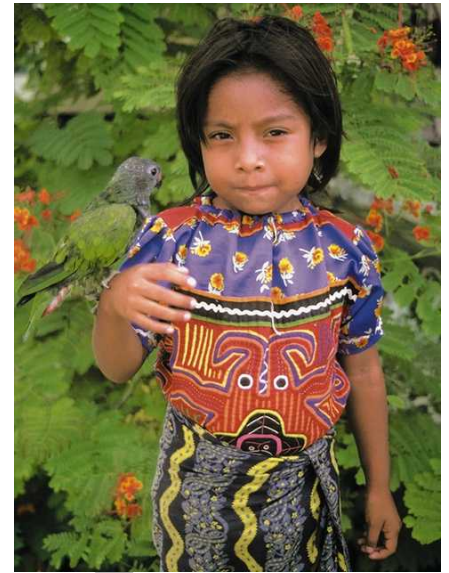
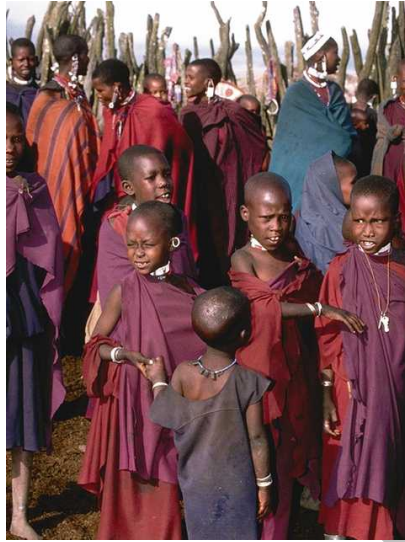
#### **Do It**

14. Tell students: *Now you are going to find the central idea of an article and then write it in your own words.*
15. Place the second article, "Healthy Foods" from the "Finding the Central Idea" sheet in front of the class. Read the title to students. Ask students: *What do you think this article is going to be about? Possible answer: eating healthy foods.*
16. Tell students: *As I read about healthy foods, I want you to think about the central idea from the article. What is the author telling us about eating healthy foods? Read the article twice to students.*
17. Read the first sentence. Ask students: *Is the central idea that millions of people eat healthy foods? Does all of the information talk about people eating nutritious food? Is that what the whole article is about? Possible answer: No, that is not what the article is about. Ask students: What is the central idea of the article? What does the author want us to know about healthy foods? Use Think-Pair-Share to facilitate the students' discussion.*
18. Underline the central idea in the article and write it on the board: *Your body needs nutritious foods to grow strong and healthy.*
19. Ask students: *Do you copy the central idea from the article, or do you write the central idea in your own words? Possible answer: You write the central idea in your own words.*
20. Remind students they can write the central idea in their own words by changing the order of the information and switch some of the words. Brainstorm different ways to write the central idea in the students' own words. Write the sentences on the board.
21. Hand out the "Central Idea Worksheet" to students. Tell students: *I want you to write the central idea of the article in your own words. When you finish writing the central idea in a complete sentence, you may draw a picture of the central idea of the article. Monitor student work as you help students with their sentences.*

#### **Share It**

22. Have a few volunteers share their sentences. The class should make sure the volunteer wrote the central idea of the text in his or her own words.

## Finding the Central Idea



### Many People, One Nation

By Melissa Mallory

People who move to make their homes in a new country are called immigrants.

Immigrants from all over the world come to live in the United States bringing different cultures to share with their new communities. You can find delicious food from all over the world in the United States. California's restaurants and grocery stores offer many types of food, but this state is known for its tasty, mouth-watering Mexican food. In large cities like New York, you can find Italian, French, Japanese, Chinese, Indian, Thai, Greek and even German restaurants! Immigrants invite their communities to celebrate their cultural holidays. In Chinatown, neighbors and tourists gather to watch the Chinese New Year's celebration and parade. Immigrants from Mexico celebrate el Dia de los Muertos within their communities. Artists who immigrate here give Americans a chance to experience different kinds of art. Museums have paintings and sculptures created by artists from all over the world. Popular music from Ireland, Cuba, and many countries in Africa can be heard in homes all over the country. Immigrants helped make America what it is today: a mixture of different tastes, ideas, and sounds.

### **Many People, One Nation: Vocabulary List**

Immigrant: A person who moves from another country.

Communities: A group of people who live in the same area as each other.

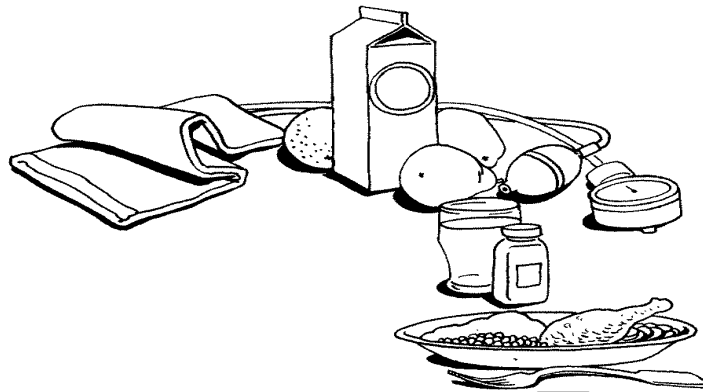
Culture: How a community behaves and thinks

Celebrations: Festivals or activities to celebrate something

Museum: A building or place where works of art or other things of value are kept.

SAMPLE

## Finding the Central Idea



### Healthy Foods By Melissa Mallory

Every day millions of people in the United States make the choice to eat healthy foods. Your body needs nutritious foods to grow strong and healthy. Protein builds, maintains, and replaces the tissues, or the stuff your body is made of. Muscles need protein found in foods like beef, fish, eggs, nuts, and beans to grow big and strong. Additionally, protein is used to make the part of your red blood cells that carry oxygen to each part of your body. Fruits and vegetables have vitamins and minerals that reduce illness and disease. Eating certain fruits and vegetables, such as melons, mangoes, carrots, and squash helps keep your hair, teeth, and skin healthy. Other vitamins and nutrients are necessary to keep the heart and muscles working properly. Just like fruits and vegetables, dairy products like milk and yogurt have vitamins and nutrients that keep your body healthy. Calcium and Vitamin D build and strengthen your bones. When you get a cut on your arm, calcium helps your blood to form a scab and stop bleeding. Proteins, fruits, vegetables, and dairy products are important for a fit and strong body, so make sure you eat healthy foods.

### Teacher's Key: Finding the Central Idea

Many People, One Nation  
By Melissa Mallory

People who move to make their homes in a new country are called immigrants. **Immigrants from all over the world come to live in the United States bringing different cultures to share with their new communities.** You can find delicious food from all over the world in the United States. California's restaurants and grocery stores offer many types of food, but this state is known for its tasty, mouth-watering Mexican food. In large cities like New York, you can find Italian, French, Japanese, Chinese, Indian, Thai, Greek and even German restaurants! Immigrants invite their communities to celebrate their cultural holidays. In Chinatown, neighbors and tourists gather to watch the Chinese New Year's celebration and parade. Immigrants from Mexico celebrate el Dia de los Muertos within their communities. Artists who immigrate here give Americans a chance to experience different kinds of art. Museums have paintings and sculptures created by artists from all over the world. Popular music from Ireland, Cuba, and many countries in Africa can be heard in homes all over the country. Immigrants helped make America what it is today: a mixture of different tastes, ideas, and sounds.

The **central idea** of this article is **bold**.

### Teacher's Key: Finding the Central Idea

Healthy Foods  
By Melissa Mallory

Every day millions of people in the United States make the choice to eat healthy foods. **Your body needs nutritious foods to grow strong and healthy.** Protein builds, maintains, and replaces the tissues, or the stuff your body is made of. Muscles need protein found in foods like beef, fish, eggs, nuts, and beans to grow big and strong. Additionally, protein is used to make the part of your red blood cells that carry oxygen to each part of your body. Fruits and vegetables have vitamins and minerals that reduce illness and disease. Eating certain fruits and vegetables, such as melons, mangoes, carrots, and squash helps keep your hair, teeth, and skin healthy. Other vitamins and nutrients are necessary to keep the heart and muscles working properly. Just like fruits and vegetables, dairy products like milk and yogurt have vitamins and nutrients that keep your body healthy. Calcium and Vitamin D build and strengthen your bones. When you get a cut on your arm, calcium helps your blood to form a scab and stop bleeding. Proteins, fruits, vegetables, and dairy products are important for a fit and strong body, so make sure you eat healthy foods.

The **central idea** of this article is **bold**.



\_\_\_\_\_  
-----  
Name \_\_\_\_\_

**Central Idea Worksheet Sample**



**Central Idea of the Article**

Immigrants move to  
the United States and  
share their cultures  
with other people.

\_\_\_\_\_  
-----  
\_\_\_\_\_

## Summary: Informative Lesson 4

### Objectives

- Understand that the topic sentence of a summary tells the reader the central idea of the text
- Write a topic sentence

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “A Butterfly’s Life” by Melissa Mallory
- “Summary of Informative Text”
- “Summary of Informative Text Sample”

### Review It

1. Review informational text and summary with students.
2. Review the title and author. Point to **states the title and author** on the Genre Chart.

### Identify It

#### Genre Chart

3. Point to **has a topic sentence** that **tells the central idea** on the Genre Chart. Tell students they will continue writing their topic sentence that includes the central idea of the article, “A Butterfly’s Life” by Melissa Mallory.

#### Six Traits Charts

4. Let’s look for the parts of a paragraph on the Six Traits Charts. Identify *topic sentence* on the Six Traits Charts. Ask students: *Why is the topic sentence on the **Organization** chart?* Possible answer: *The topic sentence introduces your topic to the reader. It is the first part of a paragraph. In a summary of an informational text, it includes the central idea from the article you read.*
5. Point to the **Idea** chart. Tell students: *When you summarize a book or an article, it is important to tell the central idea from the text. So, when you read, the “topic sentence tells the central idea,” on the Genre Chart, that means that the topic sentence of your summary tells the central idea of the book or article you are summarizing.*

### Teach It

6. Review the **central idea**: *the central or main idea of the whole text.*
7. Ask students: *Do you remember finding the central idea during our last lesson? Well, we are going to reread “A Butterfly’s Life” by Melissa Mallory, and look for the central idea of the article. I want you to think about what the whole article is about. What is the author telling the reader?*
8. Place the article in front of the class. Reread “A Butterfly’s Life” with the class.
9. Place students in partners. Have students Think-Pair-Share to facilitate student discussion. Ask students: *What is the topic of the article? Using only a few words, tell your partner what the article is about?* Possible answer: *a butterfly’s life cycle.* Ask students: *Now, what is the central idea of the article about a butterfly’s life cycle? What does the author want us to know about a butterfly?*
10. Circle the central idea on your copy of the article: *Butterflies change so much during the four stages of their life cycle.*

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**



11. Tell students: *We can't copy information from a book or an article; we have to rewrite the information in our own words. We want to write a sentence that gives the same information, as "Butterflies change so much during the four-stages of their life cycle."* Ask students: *What strategies can I use to write the central idea in my own words?* Possible answer: *You can change the order of the information and switch some of the words.*
12. Have students brainstorm different ways to write the central idea in their own words. Write student responses on the board.

### **Model It**

13. Place your "Summary of Informative Text" in front of the class. If you are using the model summary, use the "Summary of Informative Text Sample." Show students how to continue the topic sentence to include the central idea.
14. Model aloud as you write the central idea of the article on your outline.

### **Do It**

15. Students should take out their "Summary of Informative Text."
16. Review the central idea examples that you wrote on the board.
17. Have students write the central idea. Monitor students' work as you assist students who need additional help.

### **Share It**

18. Review the "Summary of Informative Text Rubric" with students. Point to **has a topic sentence** that **tells the central idea**. Have a couple of volunteers share the central idea of the article in their own words. Ask students if the volunteers wrote the central idea of the article in their own words. Volunteers should make changes after receiving feedback.

### **Teacher Reflection**

Name \_\_\_\_\_

### Summary of Informative Text

Title, Author, and Central Idea

“A Butterfly’s Life” by  
Melissa Mallory describes  
how a butterfly grows  
and changes during the  
four stages of its life  
cycle.

Detail 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

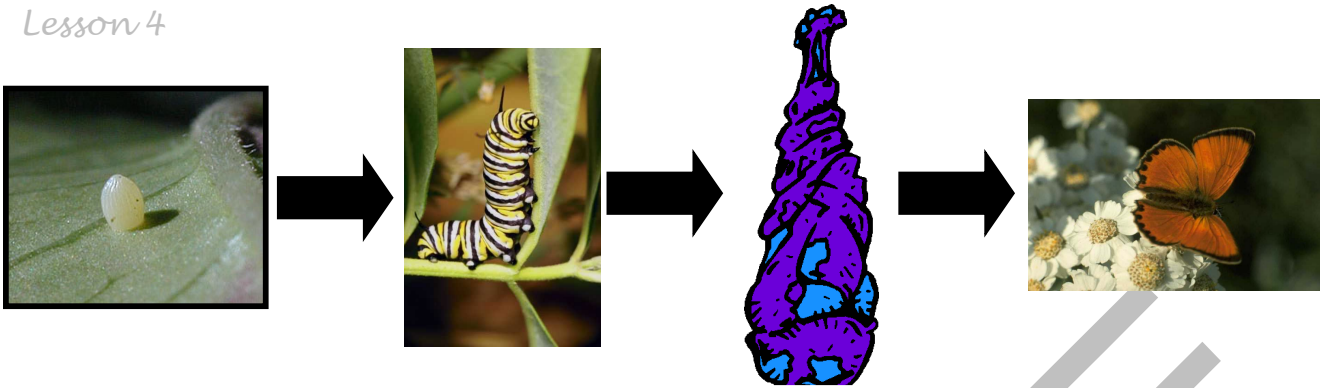
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summary: Informative  
Lesson 4



A Butterfly's Life  
by Melissa Mallory

Butterflies change so much during the four-stages of their life cycle. In the first stage of its life cycle, a butterfly starts its life off as an egg. Female butterflies attach eggs on leaves close to food. The egg looks like a tiny, round bubble. When an egg hatches, a caterpillar, or larva, emerges. Caterpillars generally have interesting stripes or patterns, and some even have spiky hairs. Eating all the time, a caterpillar sheds its skin at least four times to cover its growing body. Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle. The chrysalis usually blends into the background to hide from hungry insects or birds. Inside, the caterpillar's body starts to change into a butterfly. At long last, the colorful adult butterfly emerges. As butterflies visit different plants, they help flowers bloom by bringing pollen from other flowers. Butterflies flutter and fly around looking for their mates to lay eggs and restart the life cycle. The four stages in the life cycle of a butterfly are very different.

## Summary: Informative Lesson 5

### Objectives

- Understand that a summary includes only the most important details
- Choose the most important details from the text

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Summary of Informative Text”
- “Summary of Informative Text Sample”
- “A Butterfly’s Life” by Melissa Mallory
- “Central Idea and Details”

### Review It

1. Review the central idea with the students. Point to **has a topic sentence** that **tells the central idea** on the Genre Chart.
2. Remind students that a paragraph has three key parts: a topic sentence, details, and a conclusion:
  - a. Topic sentence – *introduces your writing by telling the reader what the paragraph is about.*
  - b. Details – *support the topic sentence with details or examples, it gives all the information to help the reader understand the central idea.*
  - c. The conclusion (ending/closing) – *brings the paragraph to an end.*

### Identify It

#### Genre Chart

2. Point to **includes only the most important details**. Today we are going to choose the most important details from the article.

#### Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the central idea of the summary.*

### Teach It

4. Define the **most important details**: *key details that support the central idea*. The most important details are usually followed by examples or descriptions.
5. Review the life cycle of a butterfly with students.
6. Place the article “A Butterfly’s Life” in front of the class. Make sure the topic sentence is underlined. Review the central idea of the paragraph with students.
7. Refer back to **the most important details** on the Genre Chart. Tell students: *Now we need to find the most important details the author gives for how a butterfly changes during its life cycle. We aren’t going to write all of the information in the article. We just want to tell the reader only the most important details.*

### Do It

8. Tell students: *I am going to read each sentence once and then we are going to discuss what it is about. We are going to look for sentences with similar information. That means we are looking for sentences that say kind of the same thing. We will group the information together to find the most important details. When I read a sentence that doesn’t belong to the group, we will stop*

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

and discuss the most important idea from the first group. Use the “Central Idea and Details” reference sheet to see how information is grouped.

\*Highlight sentences with similar information for visual learners. Use different colored highlighters to differentiate between groups as seen in the “Central Idea and Details” reference page.

9. First most important detail:

- a. Read the topic sentence. Tell students: *We know this is our central idea. Now we need to look for the most important details that support the central idea.*
- b. Read the second sentence and ask students: *What is this sentence about?* Possible answer: *A butterfly starts as an egg.*
- c. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *Butterflies lay eggs on leaves close to food.* Ask students: *Is this sentence similar to the first sentence?* Possible answer: *Yes, they both talk about the first life cycle of a butterfly.* Tell students: *Okay, we know these two sentences have similar information.*
- d. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *The egg is small and round.* Ask students: *Is this sentence talking about butterfly eggs too?* Possible answer: *yes.*
- e. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *When the egg hatches, a caterpillar comes out.* Ask students: *Does this sentence talk only about eggs? What is the second stage of the life cycle of a butterfly? Does this sentence discuss the second stage of the life cycle?* Possible answer: *The sentence talks about the second stage of the life cycle, not about eggs.* Tell students: *That’s right; this sentence does not belong in the group of sentences describing the first stage of a butterfly’s life cycle.* Highlight or draw brackets around the three sentences talking about similar information.
- f. Reread the three sentences. Ask students: *Which sentence is the most important detail? The most important detail describes all of the sentences. What do all of the three sentences talk about?* Possible answer: *All of the sentences talk about the first stage of a butterfly’s life cycle.* Underline the sentence on your copy of the article to show that it is an important detail.

10. Second most important detail:

- a. Reread the sentence, “*When an egg hatches, a caterpillar, or lava, emerges.*” Ask students: *What does this sentence tell us?* Possible answer: *It tells us a caterpillar starts the second stage of a butterfly’s life cycle.*
- b. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *how the caterpillar looks.* Ask students: *Does this sentence talk about a caterpillar?* Possible answer: *yes.*
- c. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *A caterpillar sheds its skin as it grows larger.* Ask students: *So, does this detail talk about caterpillars?* Possible answer: *yes.* Show students how the previous sentences and this sentence are similar.
- d. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *In the third stage of a butterfly’s life, a caterpillar becomes a chrysalis.* Ask students: *Does this sentence talk about the second or third stage of the butterfly’s life cycle?* Possible answer: *It talks about the third stage.* Highlight or draw brackets around the three sentences telling the reader about similar information.
- e. Reread the three sentences. Ask students: *Which sentence is the most important detail? The most important describes all of the sentences. What do all of the three sentences say about caterpillars?* Possible answer: *They talk about the changes a caterpillar goes*

*through during the third stage of the life cycle.* Underline the sentence, “Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle.”

11. Repeat step 10 to find the third and fourth most important details.

**Share It**

12. Review the “Summary of Informative Text Rubric” with students. Point to **uses only the most important details.**
13. Read the topic sentence and the most important details from the article. Track the words as you read. Ask students: *Is what I just read in my own words or did I read it right from the article?* Possible answer: *You read the article; you did not use your own words.*
14. Ask students: *Do we copy information from the article or do we put the information into our own words when we write a summary?* Possible answer: *We put the information into our own words.* Tell students: *In our next lesson, we will write the information in our own words.*

**Teacher Reflection**

SAMPLE

## Central Idea and Details

A Butterfly's Life

by Melissa Mallory

Butterflies change so much during the four-stages of their life cycle. In the first stage of its life cycle, a butterfly starts its life off as an egg. Female butterflies attach eggs on leaves close to food. The egg looks like a tiny, round bubble. When an egg hatches, a caterpillar, or larva, emerges. Caterpillars generally have interesting stripes or patterns, and some even have spiky hairs. Eating all the time, a caterpillar sheds its skin at least four times to cover its growing body. Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle. The chrysalis usually blends into the background to hide from hungry insects or birds. Inside, the caterpillar's body starts to change into a butterfly. At long last, the colorful adult butterfly emerges. As butterflies visit different plants, they help flowers bloom by bringing pollen from other flowers. Butterflies flutter and fly around looking for their mates to lay eggs and restart the life cycle. The four stages in the life cycle of a butterfly are very different.

\*Topic sentence/central idea is circled.

\*Most important details are underlined.

\*Colors illustrate grouping of information.

## Summary: Informative Lesson 6

\*This lesson may be extended an extra day depending on student ability and time.

### Objectives

- Understand that a summary includes only the most important details
- Write the most important details

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Summary of Informative Text”
- “Summary of Informative Text Sample”
- “A Butterfly’s Life” by Melissa Mallory
- “Central Idea and Details”

### Review It

1. Review details with the students. Point to **uses only the most important details** on the Genre Chart.

### Identify It

#### Genre Chart

2. Point to **uses only the most important details**. During the last writing lesson, we picked out the most important details that support the central idea of the article. Today we are going to write those details in our own words.

#### Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the central idea of the writing.*

### Teach It

4. Review **most important details**: *key details that support the central idea*. The most important details are usually followed by examples or descriptions.
5. Place the article in front of the class. Make sure the topic sentence and the most important details are underlined. Review the central idea and most important details of the paragraph with students. *Central idea: Butterflies change so much during the four stages of their life cycle. Important details: A butterfly starts its life off as an egg. When an egg hatches, a caterpillar, or larva, emerges. Once the caterpillar is done growing, it becomes a chrysalis. At long last, the colorful adult butterfly emerges.*
6. Ask students: *When we summarize, do we copy sentences from the book or article? Or do we write the information down in our own words?* Possible answer: *We write the information in our own words.* Ask students: *What are some strategies to rewrite information in your own words?* Possible answer: *You can switch the order of information and change the words.*

### Model It

7. Place your “Summary of Informative Text” in front of the class. Tell students: *I need to write the most important details in the article in my own words.*
8. Write and explain the following sentence starters on the board:
  - a. *First, \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**



- b. *In the beginning, \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.
  - c. *In the first stage of its life, a butterfly \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.
9. Review the first important detail with students. Have students brainstorm ideas for the first important detail using their chosen sentence frame. Example: *In the beginning, a butterfly begins its life as a tiny round egg.* Remind students they need to put the information into their own words.
  10. Model aloud as you write the first important detail in your own words. See the “Summary of Informative Text Sample” for a suggestion.
  11. Read your first detail. Ask students: *Is this an important detail about the first stage in a butterfly’s life cycle?* Listen to student feedback and make any necessary changes.

**Do It**

12. Have students take out their paper. Review brainstorming for the first detail.
13. Place students in partners. Have partners take turns telling each other the sentences they will write for their first detail.
14. Tell students: *I want you to write the first most important detail in your own words.* Walk around monitoring student work as you assist students who need extra help. To discourage students from copying your work, put your paper away.

**Model It**

15. Redirect the students’ attention to the article.
16. Write and explain the following sentence starters on the board:
  - a. *Next, \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.
  - b. *Then \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.
  - c. *In the next stage of its life, \_\_\_\_\_.*
    - i. Say the sentence frame for students and have them repeat it a couple of times.
17. Review the second important detail with students. Brainstorm ideas for the second important detail with students. Remind students they need to put the information into their own words.
18. Model aloud as you write the second important detail in your own words. See the “Summary of Informative Text Outline Sample” for a suggestion.
19. Redirect the students’ attention to the rubric. Review **uses the most important details**.
20. Read your second detail. Ask students: *Is this an important detail about the second stage in a butterfly’s life cycle?* Listen to student feedback and make any necessary changes.

**Do It**

21. Review students’ brainstorming for the second detail.
22. Place students in partners. Have partners take turns telling each other the sentences they will write for the second detail.
23. Tell students: *I want you to write the second most important detail in your own words.* Walk around monitoring student work as you assist students needing extra help.
24. Repeat steps 16 through 24 for the third most important detail. Alter sentence frames as necessary.

**Share It**

25. Review “Summary of Informative Text Rubric” with students. Point to **uses only the most important details**. Have a few volunteers share the important details for their summaries. Students should give the volunteer feedback on whether he or she included the most important details and wrote the information into his or her own words. Volunteers should revise their details after receiving student feedback.

Name \_\_\_\_\_

### Summary of Informative Text

Title, Author, and Central Idea

“A Butterfly’s Life” by  
Melissa Mallory describes  
how a butterfly grows  
and changes during the  
four stages of its life  
cycle.

Detail 1

First, a butterfly begins  
its life as a tiny round  
egg.

Detail 2

During the second stage of its life, a caterpillar begins to eat and grow bigger.

Detail 3

In the chrysalis stage, a caterpillar begins to change into a butterfly.

## Summary: Informative Lesson 7

### Objectives

- Understand that an ending sentence of a summary includes the central idea
- Write the ending sentences

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Summary of Informative Text”
- “Summary of Informative Text Sample”
- “A Butterfly’s Life” by Melissa Mallory

### Review It

1. Ask students: *Who can remember the parts of a paragraph?* Think-Pair-Share would be a great way for students to brainstorm.
  - a. Topic sentence – introduces your story by telling the reader what the paragraph is about.
  - b. Details – support the topic with details or examples. Details give information to help the reader understand your opinion or the main idea.
  - c. The conclusion (ending/ closing) – brings the paragraph to an end.
2. Give students a couple of minutes to retell “A Butterfly’s Life” to a partner using their outlines.

### Identify It

#### Genre Chart

3. Point to **ends by restating the central idea**. Today we will write the ending or conclusion to our summary of an informational text.

#### Six Traits Charts

4. Have them identify conclusion on the Six Traits Charts. Ask students: *Why is conclusion on the Organization chart?* Possible answer: *It is the end of the writing.*

### Teach It

5. Define **ending/conclusion**: *the last part of an essay or story that brings the writing to an end.* There are many different types of conclusions. Refer back to the **Organization** chart. Ask students: *What are some ways to conclude your opinion paragraph?* Possible answers: *feeling, recommendation, question, answers question, restates topic, and description.* Point to restates topic. Tell students the topic is the central idea, so they will write an ending sentence that tells the central idea in a different way.
6. Define **restate the central idea**: *tells the central idea of the article in a different way.*
7. Place your paper in front of the class. Review the central idea with students.
8. Ask students: *How can we tell the reader the central idea in a different way?* Have students brainstorm concluding sentences. Write student suggestions on the board.

### Model It

9. Show students where to write their conclusion.
10. Model aloud as you write your concluding sentence. See the “Summary of Informative Text Sample” for a suggestion.
11. Review “Summary of Informative Text Rubric” with students. Point to **ends by restating the central idea**.

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

12. Read your ending sentence. Ask students: *Did I restate the central idea in my ending sentence?*  
Listen to student feedback and make any necessary changes.

**Do It**

13. Place students in partners. Have them tell their partner their ending sentence that restates the central idea in a different way.
14. Have students write their ending sentences. Put your paper away so that students do not copy it.

**Share It**

15. Review the rubric. Have a few volunteers share their topic and ending sentences. Students should give the volunteer feedback on whether volunteers restate the central idea in a different way. Volunteers should revise their ending sentences after they receive feedback.

**Teacher Reflection**

SAMPLE

Conclusion

A butterfly changes so  
much throughout its life  
cycle.

SAMPLE

## Summary: Informative Lesson 8

### Objectives

- Revise and edit

### Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Revision: Summary of Informative Text”
- “Editing Checklist”
- No Excuse Spelling Words

### Introduce It

1. Point to the Genre Chart. Tell students: *We are going to make sure we have everything on the Genre Chart in our summaries. Also, we will check for spelling mistakes, capital letters, and punctuation.* Guide students with additions and/or corrections without giving them the answers.

### Revision

2. Define **revise**: *to go back and reread your story making sure it is complete and you have enough detail.*
3. Review the “Summary of Informative Text Rubric” with students. Ask students:
  - a. *Did you have a topic sentence that tells the central idea?*
  - b. *Did you state the title and author?*
  - c. *Did you use only the most important details?*
  - d. *Did you use complete sentences?*
  - e. *Did you end your paragraph by restating the central idea?*
4. Discuss student responses. Make any necessary changes after each question.

### Editing

5. Define **editing**: *To find and correct mistakes in spelling, grammar, sentence structure, and punctuation*
6. Have students edit their rough drafts looking for different conventions. Guide students with corrections without giving them the answers. Example: *Read each sentence. Did you start your sentences with a capital and end them with a period? Did you capitalize the title and the author’s name?*
7. Have the “No Excuse” spelling words available for students while they fix spelling errors.

### Publish:

Over the next few days, you may want students to type a final draft. It can be written, or you can set up times to have students type up their summaries.

### Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

### Teacher Reflection

### Revision: Summary of Informative Text

Name: \_\_\_\_\_

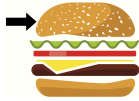
Date: \_\_\_\_\_

**Rubric Score**

**Student**      **Teacher**

\_\_\_\_\_

**Genre Chart**



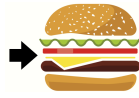
Has a topic sentence that tells the central idea

Suggestion for improvement: \_\_\_\_\_



States the title and author

Suggestion for improvement: \_\_\_\_\_



Uses the most important details

Suggestion for improvement: \_\_\_\_\_



Subject      Action

Uses complete sentences

Suggestion for improvement: \_\_\_\_\_



Ends by restating the central idea

Suggestion for improvement: \_\_\_\_\_



**Editing Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Editor 1: \_\_\_\_\_

Peer Editor 2: \_\_\_\_\_

**Student      Teacher**

- \_\_\_\_\_      \_\_\_\_\_ 1. Paper includes name, date, and title
- \_\_\_\_\_      \_\_\_\_\_ 2. Correct punctuation at the end of each sentence      •      ?      !
- \_\_\_\_\_      \_\_\_\_\_ 3. Correct capitalization (beginning of sentences and proper nouns)
- \_\_\_\_\_      \_\_\_\_\_ 4. Each paragraph is indented
- \_\_\_\_\_      \_\_\_\_\_ 5. Correct spelling, including “No Excuse” words
- \_\_\_\_\_      \_\_\_\_\_ 6. \_\_\_\_\_  
*(Grammar focus for the class)*

**Editing Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Editor 1: \_\_\_\_\_

Peer Editor 2: \_\_\_\_\_

**Student      Teacher**

- \_\_\_\_\_      \_\_\_\_\_ 1. Paper includes name, date, and title
- \_\_\_\_\_      \_\_\_\_\_ 2. Correct punctuation at the end of each sentence      •      ?      !
- \_\_\_\_\_      \_\_\_\_\_ 3. Correct capitalization (beginning of sentences and proper nouns)
- \_\_\_\_\_      \_\_\_\_\_ 4. Each paragraph is indented
- \_\_\_\_\_      \_\_\_\_\_ 5. Correct spelling, including “No Excuse” words
- \_\_\_\_\_      \_\_\_\_\_ 6. \_\_\_\_\_  
*(Grammar focus for the class)*

## Summary: Informative Assessment

### Objectives

- Write a summary.
- Use the strategies from the genre chart

### Summary: Informative Genre Chart

- Has a **topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

### Authentic Assessment

Review the genre chart with students. Remind them that they need to have all the elements for their summaries.

Place the article following this lesson in front of the class. Read it twice to students and have them choral read the article a third time. Tell students: *You need to write a summary about this article. Make sure you tell the reader the central idea and two important details.*

\*Conference: After the authentic assessment, conference with students to review their writing and the Summary: Information Genre Chart. It is up to you if you'd like to have the students revise and edit their papers. This will give you a good idea of where the students are at with their writing.

### Teacher Reflection