



Informative Summary

Dear Parents,

In the upcoming weeks, our writing curriculum will focus on mastering the art of summarizing informative texts. This type of summary offers a condensed version of a text, spotlighting its key ideas and important points. It aims to capture vital information while excluding unnecessary details. When summarizing such texts in fifth grade, students will hone their ability to identify and extract the most crucial details, facts, or ideas, as well as discern the academic language used in the text. Crafting summaries not only aids in retaining information but also fosters critical thinking skills.

Ideas for Home Support

As your child practices writing these summaries at school you might consider practicing at home with the following ideas:

- Have your child highlight or underline key sentences or phrases in a text that represent the main ideas or central themes. This activity helps them identify the most important information to include in their summaries.
- After reading a passage, encourage your child to discuss the main ideas and important details with you.
- Encourage your child to create visual summaries using drawings, diagrams, or concept maps to represent the main ideas and key points of a text.
- Use graphic organizers, such as a main idea and details chart, story map, or Venn diagram to visually represent the main ideas and supporting details of a text.


Thank you for all your support!

Sincerely,

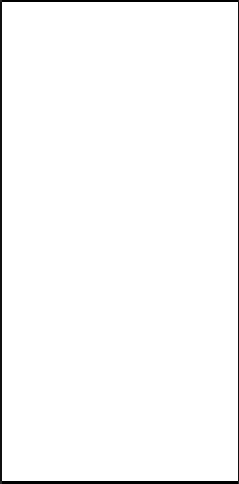
Informative Summary Rubric 5th Grade

Genre Chart Summary: Informative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging introductory paragraph	Has an introductory paragraph that engages the reader in a creative way	Has an introductory paragraph that engages the reader	Engaging introduction is weak or off-topic	Does not have an engaging introduction
Paraphrases the main idea and important details	Creatively paraphrases the most important details of the main idea	Paraphrases the most important details of the main idea	Some of the important details of the main idea are paraphrased	Many important details are copied
Uses academic language	Uses academic language several times	Uses academic language	Uses very little academic language	Does not use academic language
Has sentences with varied lengths	Sentence lengths are varied and unique	Has varied sentence lengths	Some sentence lengths are varied	Most sentences begin with the same words
Ends with a concluding paragraph	Ending paragraph is creative and makes a statement about the main idea	Ending paragraph makes a statement about the main idea	Has an ending paragraph, but does not make a statement about the main idea	No ending paragraph
Correct conventions support the meaning	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that it is hard to read

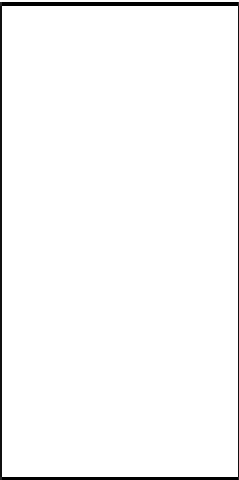
The Radium Girls



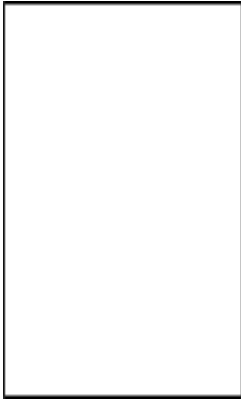
In the early 20th century, a group of young women working in factories unknowingly became pioneers in the fight for workers' rights. These women, known as the Radium Girls, played a crucial role in exposing the dangers of radium and advocating for safer working conditions.



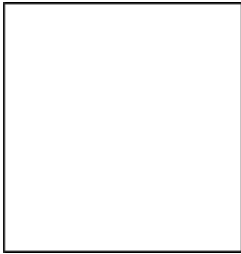
The story of the Radium Girls began in the 1910s, when radium, a newly discovered element, was all the rage. People thought radium made them healthier. It was used in medicine and added to water and chocolate. One of the properties of radium is that it glows. Because of this, radium-based paint was used to create glowing watch dials. Young women were hired to paint these dials in factories across the United States. Not only did the dials that they painted glow but so did the girls. After a day of work, they would go home covered in radium dust which made their clothes, hair, and skin shine. Some girls even rubbed radium on their teeth to produce a radiant smile.



At the time, the workers were told that radium was safe. They were even encouraged to lick their paintbrushes to create a fine point so that they could paint the details more easily. However, radium is highly radioactive, and prolonged exposure leads to serious health issues. As the years passed, many of the Radium Girls began to suffer from mysterious illnesses. Their teeth fell out, their bones weakened, and many developed cancer. Despite their suffering, their employers denied any wrongdoing, insisting that radium was harmless.




But the Radium Girls refused to stay silent. They fought tirelessly for justice. They took their case to court, seeking compensation for their medical bills and lost wages. Their legal battle was long and difficult, but the Radium Girls persevered. Their courage and determination captured the nation's attention, leading to widespread outrage and calls for reform. In 1925, they won a landmark victory when the courts ruled in their favor, setting a precedent for workplace safety laws.




The legacy of the Radium Girls lives on today. Their bravery paved the way for stronger regulations to protect workers from hazardous materials. Their story serves as a reminder of the importance of speaking up against injustice and fighting for what is right. Their struggle is a testament to the power ordinary people have to bring about extraordinary change.


The Unforgettable Ride of Frank Hayes




In the world of horse racing, there exists a true story that defies belief. It is the story of Frank Hayes, a man who loved horses and dreamed of becoming a jockey. His first race, which also ended up being his last race, is an unforgettable story of determination.



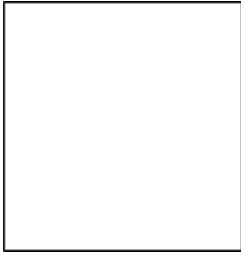
Born in 1888, Frank Hayes grew to love horses at a young age. Most of all, Frank wanted to experience the thrill of racing. He imagined flying around a track to the roar of the crowd. The problem was that Frank was too big, at least to race horses. Jockeys are very small. The less that they weigh, the faster a horse can run. So Frank became a stable hand, someone who feeds and cares for horses, but his dream of being a jockey remained.



Frank's opportunity to achieve his goal came one day in 1923. The owner of Sweet Kiss, an unremarkable racehorse, needed a jockey for an upcoming race at Belmont Park in New York. The owner of the horse made Frank an offer. If he could lose enough weight in just a few days, he could ride Sweet Kiss in the race. So Frank went to work. He exercised and ate little food. With only twenty-four hours to go before the race, Frank still had ten pounds to lose. Determined, he exercised and tried to sweat off as many pounds as he could. He didn't eat any food and drank no water. By the time of the race, Frank had lost enough weight, but he was visibly weak and tired.




The contest began, and Sweet Kiss sprinted out to an early lead in the two-mile race. The horses crossed the finish line with Sweet Kiss the winner by a small margin. The crowd went wild, but Frank couldn't hear their cheers. As he neared the end of the race, Frank slumped forward. When the horse's owner rushed over to congratulate the winning jockey, Frank fell to the dirt and lay face down, his life and dreams ended with a heart attack. Doctors examined Frank and determined that the stress and fatigue of



losing so much weight in such a short time weakened his body and damaged his heart.

Hayes' final race is an unforgettable part of the history of horse racing. Though his life was tragically brief, his passionate pursuit of his dream will always be remembered.


The War of the Worlds




On a crisp Halloween night in 1938, families gathered around their radios, anticipating an evening of entertainment. Little did they know, they were about to experience something that would become part of history, a radio drama that left some listeners both spellbound and terrified.



In the 1930s, many American families started getting radios for their homes. Television would not be commonplace for another thirty years. At that time, people primarily obtained information from radio broadcasts and newspapers. They tuned their radios to listen to music, news, children's shows, and soap operas. On an autumn night in 1938, families sat in their living rooms listening to music, when an important news bulletin interrupted the program. The announcer's voice sounded frantic. He reported that there had been strange explosions on Mars and alien creatures were invading Earth.

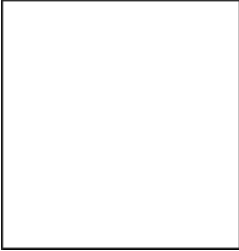


This was the scene that unfolded when "War of the Worlds" aired. The program was created by a talented writer and director named Orson Welles. With skilled actors and dramatic sound effects, he produced a fake news report that was so realistic that some listeners thought it was a real news broadcast.

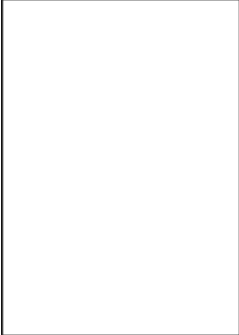


Most listeners didn't believe the report of a Martian invasion. It sounded too outlandish. Several times during the program, Orson Welles made announcements that the news report wasn't real; it was just for entertainment. Even so, some listeners panicked and were convinced that aliens were actually attacking Earth. Some fled their homes, while others called the police in a frenzy. A few prepared to defend themselves against the invasion.

The next morning, newspaper headlines told of the nationwide fear and chaos that the radio program had caused. Orson Welles



and his team faced criticism for causing such unrest, but they were also praised for their creativity and storytelling skills. That day, Orson Welles met with members of the media and apologized for the hysteria resulting from the program. While some listeners did panic, newspaper reports greatly exaggerated the reaction to “War of the Worlds.” Consequently, newspapers also generated inaccurate reports about the events of that night.



In the end, “War of the Worlds” remains a fascinating chapter in the history of media. The program demonstrated the power of imagination and storytelling. However, it also serves as a reminder to think critically about what you read and hear.

Name _____ Date _____

Informative Summary Organizer

Article title:

Circle the strategy used to engage the reader: question onomatopoeia action
shocking statement dialogue list quote

Engaging introductory paragraph:

Main idea:

Key Words

1.

2.

3.

4.

5.

6.

Conclusion:

Informative Summary Organizer Model

Article title: The War of the Worlds
Circle the strategy used to engage the reader: question onomatopoeia action shocking statement dialogue list <u>quote</u>
Engaging introductory paragraph: “Fake radio war stirs terror through the U.S.” screamed a newspaper headline the morning after the famous radio broadcast “War of the Worlds.” Meant to be a thrilling night of entertainment, this radio drama unexpectedly stirred fear in some who thought Earth was under attack by Martians. Even years later, it remains a powerful lesson on the influence of the media.
Main idea: Media has powerful influence, we must think for ourselves
Key Words
1. 1938, historic radio show
2. 1930s radio source entertainment
3. news report, invasion from Mars
4. Orson Welles, fake attack
5. some people panicked
6. newspapers reported nationwide chaos
Conclusion: need to think critically

Informative Summary Model

The War of the Worlds

"Fake radio war stirs terror through the U.S." screamed a newspaper headline the morning after the famous radio broadcast "War of the Worlds." The show was meant to be spooky entertainment. Instead, it sparked fear among some who believed Earth was really being invaded by Martians. The article "The War Of the Worlds" tells the story of what really happened on that October night long ago.

Back in the 1930s, very few Americans had a television in their homes. Radios were a popular source of home entertainment. People tuned in to listen to music, news, and fun shows for kids and adults. On halloween night in 1938, families across the country were sitting in their living rooms. The music show they were listening to was interrupted by an important news bulletin. In a distraught voice, the announcer reported that creatures from Mars were attacking the Earth.

This was the beginning of the radio program "The War of the Worlds." The idea for the show was the creation of Orson Welles, a famous writer and director. He used dramatic sound effects and talented voice actors to produce a fake news report. His show was so realistic that some people thought that they were really in danger.

Most of the audience didn't believe the report of the invasion. It sounded too outrageous to be true. However, a small percentage of listeners believed what they heard and panicked. People fled their homes in terror. Some called the police. Others prepared to fight off the alien attackers.

The next day, newspapers all over the country made the story of "War of the Worlds" sound much bigger than it is. They reported on the widespread panic caused by the show, which was greatly exaggerated. Orson Welles made a radio show with a fake story to entertain his audience on Halloween. We can only wonder why the newspapers printed their false reports.

Years later, the radio broadcast of "War of the Worlds" still serves as a reminder of the power of the media. In addition, it is a lesson that you need to think carefully about what you see and hear.

Informative Summary Model Annotated

The War of the Worlds

"Fake radio war stirs terror through the U.S." screamed a newspaper headline the morning after the famous radio broadcast "War of the Worlds." ~~The show was meant to be spooky entertainment. Instead it sparked fear among some that believed Earth really was being invaded by Martians.~~ Meant to be an evening of spooky entertainment, this radio show sparked fear among some who believed Earth was really being invaded by Martians. The article ~~"The War Of the Worlds"~~ **"The War of the Worlds" tells the story of what really happened on that October night long ago.**

Back in the 1930s, very few Americans had a television in their homes. Radios were a popular source of home entertainment. People tuned in to listen to music, news, and fun shows for kids and adults. On ~~halloween~~ **Halloween** night in 1938, families across the country were sitting in ~~there~~ **their** living rooms **doing just that when** the music show they were listening to was interrupted by an important news bulletin. In a distraught voice, the announcer reported that creatures from Mars were attacking the Earth.

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Years later, the radio broadcast of "War of the Worlds" still serves a reminder of the power of the media. In addition, it is a lesson that you need to think consider carefully about what you see and hear.

Annotations

Has an engaging introductory paragraph is in red

Paraphrases the main idea and important details appears in each paragraph

Uses academic language is in blue

Has sentences with varied lengths is in orange

Ends with a concluding statement is in red

Convention edits are in black

*Edits related to the Writing Warm-Up are in black with an asterisk

Revision: Informative Summary

5th Grade

Name _____ Date _____

Peer #1 _____ Peer #2 _____

Peer 1	Peer 2	Genre Chart
		Has an engaging introductory paragraph Suggestions:
		Paraphrases the main idea and the important details Suggestions:
		Uses academic language Suggestions:
		Has sentences with varied lengths Suggestions:
		Ends with a concluding paragraph Suggestions:

Peer #1 Rubric Score _____

Peer #2 Rubric Score _____

Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1 Peer 2

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Paper includes name, date, and title |
| _____ | _____ | 2. Correct punctuation in each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |

(Grammar focus for the class)



Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1 Peer 2

- | | | |
|-------|-------|--|
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| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |

(Grammar focus for the class)

Trailblazer in Space Exploration

In the vast expanse of space, one woman's brilliance illuminated the path to the stars. Her name was Katherine Johnson, a pioneering mathematician whose calculations helped propel humanity into the cosmos. Join us as we journey through the remarkable life and contributions of this extraordinary NASA employee.

Born in 1918 in White Sulphur Springs, West Virginia, Katherine Johnson displayed an early aptitude for numbers and problem-solving. She excelled in her studies, eventually earning degrees in mathematics and physics. In 1953 Johnson joined NASA's predecessor, the National Advisory Committee for Aeronautics (NACA), where her mathematical prowess caught the attention of spaceflight pioneers.

At NASA, Johnson's calculations were instrumental in numerous landmark missions, including the Mercury and Apollo programs. Her precise trajectory calculations ensured the success of John Glenn's historic orbit around the Earth in 1962, a feat that solidified her reputation as a trusted human "computer" at NASA.

Beyond her technical expertise, Katherine Johnson shattered barriers as an African American woman working in a predominantly white, male-dominated field. Her perseverance and dedication paved the way for future generations of women and minorities in STEM fields, inspiring countless individuals to reach for the stars.

As we reflect on the legacy of Katherine Johnson, we are reminded of the power of determination and the boundless potential of the human spirit. Her contributions to space exploration continue to inspire and shape our understanding of the universe. Katherine Johnson's legacy will forever be etched among the stars, a beacon of hope and inspiration for generations to come.