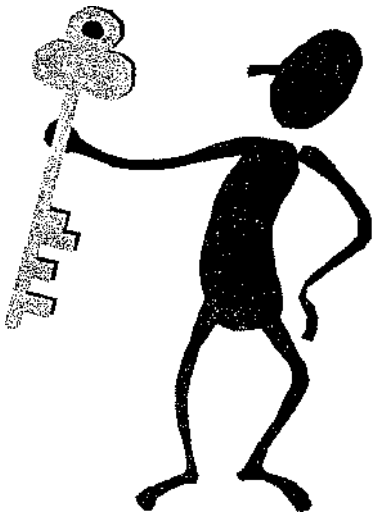
Summary Writing

- The purpose of writing a summary is to paraphrase, in your own words, the main idea(s) and significant details of a selection.
- You must read the selection a few times for complete understanding of the written work.
- It is often helpful to underline or highlight the major/main thoughts in preparation for writing your summary.
- A well-written summary maintains the author's point of view and sticks to the same sequence of ideas, information, and events as presented in the reading selection.
- It is important that the writer use his/her own words to summarize the article.
- An introduction and a conclusion are essential for writing a summary.
- The summary should only explain the author's point of view, not the student's.

Ways to Find the Key Ideas



1. Check the Title- the main idea is usually found in the title.
2. Look at the first and last sentences of every paragraph.
3. Watch for key words.
4. Look for the subject and verb.

Standard Essay and Speech Format

Please note: The length and format of essays will differ according to type and teacher's preference. This sample format can be adapted to fit many types of writing.

Introduction

Opening a paragraph should:

1. Gain your reader's interest in your subject.
2. Identify the focus or thesis you will develop.

Suggested ways to catch the reader's attention:

- Present a startling or unusual fact
- Open with a series of questions
- Tell an interesting story or anecdote
- Quote a well-known person or literary

B O D Y

Transition into first paragraph of body

Topic sentence followed by supporting details

Transition into second paragraph of body

Topic sentence followed by supporting details

Transition into third and following paragraph(s) of body

Topic sentence followed by supporting details

Transitional Words

Additionally
As a result
Besides
Equally important
Even though
Finally
First, second, third
For example
For instance
For this reason
In addition
In conclusion
In fact
In other words
In summary
In the same way
Likewise
On the other hand
Put another way
Similarly
Therefore
To emphasize
To sum up

Conclusion

The closing or summary paragraph serves to tie together all of the important parts of the essay and draw a final conclusion for the reader. It is important to use a transition before the conclusion.

Summary

1. Day 1- Prewriting

Read the article carefully

-Read the assignment once to get the general meaning.
-Read it again, more closely
-Study the key words
-Next, find the main ideas and list them on your paper.

Write an Outline or Plan

-Begin with a clear, brief sentence of the main idea of the written work.
-Write a plan that shows, in order, the main ideas you wish to cover.

2. Day 2- Writing the First Draft

Write clear sentences

-Your first sentence should tell the most important idea.
-Use your own words, except for key words.
-In the rest of your summary, include other main ideas.

3. Day 3 - Revising, Editing, and Proofing

Improving your writing

-Read and review, ask the following questions;
* Are my sentences clear?
* Have I included all the important ideas?
* Are the ideas in the best order?
* Have I put in too many details?

-Read revised copy aloud to someone.

4. Days 4- Editing and Proofing, Final Draft

Check for errors

-Check your spelling, capitalization, and punctuation.

Publishing

-Write or type your final copy for sharing.

Summary Outline Format

Paragraph I: Introduction to the general topic of the assigned selection. Include the author's name and title of article. A hook such as a question, quote, or interesting fact (from the article) opens a good introduction.

1.

2.

3.

Paragraph **II**. (and III. and IV. For **4th** - 8th grade) - Restatement (paraphrase) of the main points

1.

2.

3.

Closing Paragraph: Conclusion - bring together the general and specific ideas.

1.

2.

3.

Grade 3-5 Scoring Rubric (including Narrative, Summary, & Response to Literature)

	Organi-zation	Purpose	Focus	Content	Structure	Conventions	Narrative	Summary	R to LIT
4	***Clearly*** Addresses all parts of the writing task	demonstrates a ***clear*** understanding of purpose	maintains a ***con-sistent*** Point of view, fo-cus, and Organization: Paragraphs appropriately	includes a ***clearly pre-sented*** central idea with ***rele-vant*** facts, de-tails, and/or explanations	includes a ***variety*** of sentence types	contains **few, if *any***, errors in conventions (grammar, punctua-tion, capitalization, spelling) errors do not interfere with the reader's understanding	provides a ***thor-oughly devel-oped sequence*** of significant events includes ***vivid*** descriptive lan-guage and sen-sory details that enable the reader to imagine the events.	***summarizes*** (paraphrases) text with clear identifi-cation of the main idea(s) and the ***most*** significant details, ***in stu-dent's own words***	demonstrates a ***clear under-standing*** of the literary work provides ***effective*** support through specific refer-ences to text and/ or prior knowledge
3	addresses ***most*** of the writing task	demonstrates ***a general*** understanding of purpose	maintains a ***mostly consistent*** point of view, fo-cus, and organiza-tional structure, including para-graphing when appropriate	presents a cen-tral idea with ***mostly*** relevant facts, details, and/or explana-tions.	includes ***some*** sentence variety.	contains ***some*** errors in the conventions of the English language; errors do not interfere with the reader's understanding of the writing.	provides an ***ade-quately*** devel-oped sequence of significant events includes ***some*** descriptive lan-guage and sen-sory details.	***summarizes*** text with the main ideas and impor-tant details, ***gen-erally*** in the stu-dent's own words.	demonstrates ***an understanding*** of the literary work provides ***some*** support for judg-ments through references to text and/or prior knowledge
2	addresses ***some*** of the writing task.	demonstrates ***little*** under-standing of purpose	maintains an ***in-consistent*** point of view, focus, and/or organiza-tional structure; may lack appropri-ate paragraphing.	***suggests*** a central idea with ***limited*** facts, details, and/or explanations	includes ***little*** sentence variety	contains ***several*** errors in the conven-tions of the English language; errors may interfere with the reader's understand-ing of the writing.	provides a ***mini-mally*** developed sequence of sig-nificant events includes ***limited*** descriptive lan-guage and sen-sory details.	summarizes text with some of the main ideas and details, ***minimal use of the stu-dent's own words.***	demonstrates a ***limited under-standing*** of the literary work. provides ***weak*** support for judg-ments.
1	addresses ***only one*** part of the writing task.	demonstrates ***no*** under-standing of purpose	***lacks*** a clear point of view, focus, and/or organiza-tional structure; may contain inap-propriate para-graphing.	***lacks*** a central idea but may contain ***margin-ally*** related facts, details, and/or explana-tions	includes ***no*** sen-tence variety	contains ***serious*** errors in the conven-tions of the English Language; errors interfere with the reader's understand-ing of the writing.	***lacks*** a sequence of significant events ***lacks*** descriptive language and sensory details.	summarizes text with few, if any, main ideas and/or details, ***little or no use of the stu-dent's own words.***	demonstrates ***little or no under-standing*** of the literary work. ***fails*** to provide support for judg-ments.

BIRDS IN TUXEDOES

What is a bird? A creature that flies, of course. And yet, penguins are birds, but they cannot fly. Their wings are too feeble to lift them off the ground. This was not always so. Scientists believe that penguins once flew just like other birds. At some time in the remote past, they migrated to Antarctica, the land that surrounds the South Pole. The ice sheet there is two miles thick in places, and the temperature varies between zero in summer and minus seventy degrees in winter. It is possible that penguins were the only creatures that could survive in such a harsh climate. Without enemies, they would have no need to use their wings, as other birds do, to escape attacks. Gradually, they would have lost the ability to fly.

Over many thousands of years, the wings of penguins became smaller and more rigid. To compensate for the loss, it seems, they became excellent swimmers. They use their wings as flippers, while their webbed feet help guide them through the water. They can dive to depths of seventy feet and often leap high out of the water for a breath of air. On land, they waddle awkwardly or slide along the ice on their stomachs, but under water they glide gracefully and effortlessly. Penguins spend a lot of time in the sea in a never-ending search for fish, lobsters, crabs, and shrimp, which make up a substantial part of their diet.

There are several different kinds of penguins. The smallest is no bigger than a duck, while the largest, called the Emperor penguin, is four feet tall and weighs up to ninety pounds. In addition to the shores of Antarctica, penguins make their homes farther north, on the coasts of South Africa, Australia, and New Zealand, or on the Pacific coast of South America.

Each year for several months, penguins come to land to make nests and lay their eggs. Along the shores of Antarctica, where no plants grow, the penguins gather stones for their nests. Females deposit the eggs, chalky white in color and usually no more than two, on the nest. Emperor penguins do not build nests. Instead, after an egg is laid, the male penguin holds it on his feet under a fold of stomach skin, which keeps the egg warm. The female Emperor penguin returns to the frigid waters to hunt for food for her family.

For two months, while the baby penguins develop in the eggs, the male Emperor penguins huddle close together in colonies of up to half a million birds so that they can keep warm. A solitary penguin would soon lose its body heat and die in the freezing cold of the long Antarctic night. When the baby penguins break out of the shells, they are unable to see and are quite helpless. For several months they have to be fed by their parents before they are ready to take to the water to find their own food.

On land penguins are unlikely to be mistaken for any other kind of bird. With black feathers covering their backs and snowy white feathers running up their fronts, they resemble very short men wearing formal dress. Their appearance, combined with the way they walk, makes them look slightly comical. Perhaps this explains in part why we humans find them such fascinating creatures.

The History of Yosemite

While man has lived in Yosemite for thousands of years, the park's human history is far shorter than its geological history. At one time, tbis area was made up of gentle rolling hills, criss-crossed with a maze of stream systems. Millions of years ago, California's Sierra Nevada was formed by a gradual series of earth upheavals. As the mountains rose, the land tilted and the westward flowing Merced River accelerated, carving deep, v-shaped river canyons. Later, massive glaciers flowed down the canyons. Colder temperatures slowed melting and eventually glaciers formed and began to carve away at the v-shaped canyons, transforming them into u-shaped valleys. Tributary streams did not carve their canyons as deep as Merced Canyon. Glaciers sheared off these canyons leaving them as "hanging valleys." Tributary creeks, which had once joined the main stream at the same elevation, now plummeted off of shear cliffs, giving birth to the park's famed waterfalls. Eventually, sediment washed down out of the high country, filled in Lake Yosemite to form the present valley floor.

The area's first residents were Native Americans who inhabited the region perhaps as long ago as 7,000 to 10,000 years. Various tribes lived in tbe area over the years, the most recent of which was a Miwok tribe that called Yosemite Valley Ahwahnee which is believed to mean, "place of the gaping mouth." They referred to themselves as the Ahwahneechee. The Ahwabneechee lived off the land, harvesting acorns, hunting and fishing. The discovery of gold in the foothills of California ended this idyllic lifestyle when some of the tribe, angered by the encroachment of the western miners, attacked a trading post in the Merced River Canyon. In retaliation, the miners organized state-sanctioned Mariposa Battalion, which entered Yosemite Valley on 27 March 1851 in pursuit of the Yosemite Indians. Tenaya, the Yosemite chief, had been leading his tribe in raids on white settlers in the foothills of the Sierra Nevada. The Battalion captured Tenaya and his tribe. They marched them to reservations in the foothills and eventually let the Indians return to the valley ,which was named after them. By 1855, the first party of tourists arrived and nine years later, encouraged by a group of influential Californians, Abraham Lincoln signed the Yosemite Grant which set aside Yosemite Valley and the Mariposa Grove of Giant Sequoias as a state supervised public reserve.

In 1890, Robert Underwood Johnson, editor of Century Magazine, and John Muir, were concerned that the high country and watershed for Yosemite Valley were being destroyed by grazing and timber interests. The two launched a successful campaign to persuade Congress to set aside the high country as a national park.

In 1906, Yosemite Valley and the Mariposa Grove were returned to federal jurisdiction. In 1932, the Wawona Basin, including the Wawona Hotel and golf course were purchased and included in the National Park.

Continued on next page….

The History of Yosemite continued...

Wawona was once an Indian encampment and, later, was the site of a wayside hotel built in 1856 by Galen Clark. Known as Clark's Station, it served as a stop for visitors in the transit between Yosemite Valley and Mariposa. In 1864, when Yosemite Valley and the Mariposa Groves were set aside for protection, Clark became the first guardian of the area. In 1875, the year the original Wawona road opened, the Washburn brothers purchased the area and build the Wawona Hotel that is still in operation today. Wawona focuses on Yosemite's human history. It is the setting of the Pioneer Yosemite History Center, a collection of relocated historic buildings and horse-drawn coaches.

Open since 1927, The Ahwahnee is one of America's most distinctive hotels, unparalleled in magnificence and charm. The hotel is a great American castle, massive and warm with huge cathedral ceilings, enormous stone hearths and richly colored Native American and Oriental rugs. The hotel was designated a National Historic Landmark on 02 Jun 1987.

Hurricanes

A hurricane is a severe tropical storm that forms in the North Atlantic Ocean, the Northeast Pacific Ocean east of the dateline, or the South Pacific Ocean east of 160E. Hurricanes need warm tropical oceans, moisture and light winds above them. If the right conditions last long enough, a hurricane can produce violent winds, incredible waves, torrential rains and floods.

Hurricanes rotate in a counterclockwise direction around an "eye." A tropical storm becomes a hurricane when winds reach 74 miles per hour. There is an average of six Atlantic hurricanes each year; over a three year period. approximately five hurricanes strike the United States coastline from Texas to Maine. The Atlantic hurricane season begins May 1 and ends November 30.

When hurricanes move onto land, the heavy rain, strong winds and heavy waves cause damage to buildings, homes, trees and cars. The heavy waves, called a storm surge, are very dangerous and a major reason why cities are often evacuated prior to a hurricane coming on land.

Experience shows that the use of short, distinctive names in written as well as spoken communications is quicker and less subject to error than other identification models. These advantages are especially important in exchanging detailed storm information between hundreds of widely scattered stations, coastal bases, and ships at sea.

Since 1953, Atlantic tropical storms have been named from lists originated by the National Hurricane Center and now maintained and updated by an international committee of the World Meteorological Organization. The lists featured only women's names until 1979, when men's and women's names were alternated. Six lists are used in rotation. Thus, the 2004 list will be used again in 2010.

The only time there is a change in the list is if a storm is so deadly or costly that the future use of its name on a different storm would be inappropriate for reasons of sensitivity. If that occurs, then at an annual meeting by the WMO committee (called primarily to discuss many other issues) the offending name is stricken from the list and another name is selected to replace it.

Several names have been changed since the lists were last used. Four names from the 1995 list have been retired. On the 2001 list, Lorenzo has replaced Luis, Michelle has replaced Marilyn, Olga has replaced Opal, and Rebekkah has replaced Roxanne. Three names from the 1996 list have been retired. On the 2002 list, Cristobal has replaced Cesar, Fay has replaced Fran, and Hanna has replaced Hortense. Two names from the 1998 list have been retired. On the 2004 list, Gaston has replaced Georges and Matthew has replaced Mitch. On the 2006 list, Kirk has replaced Keith.

In the event that more than 21 named tropical cyclones occur in the Atlantic basin in a season, additional storms will take names from the Greek alphabet: Alpha, Beta, Gamma, Delta, and so on.