

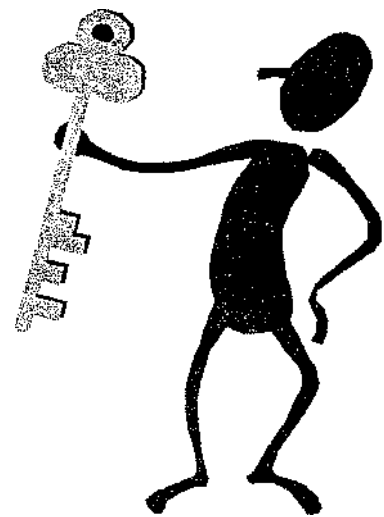


Summary Writing

- ✍ 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.

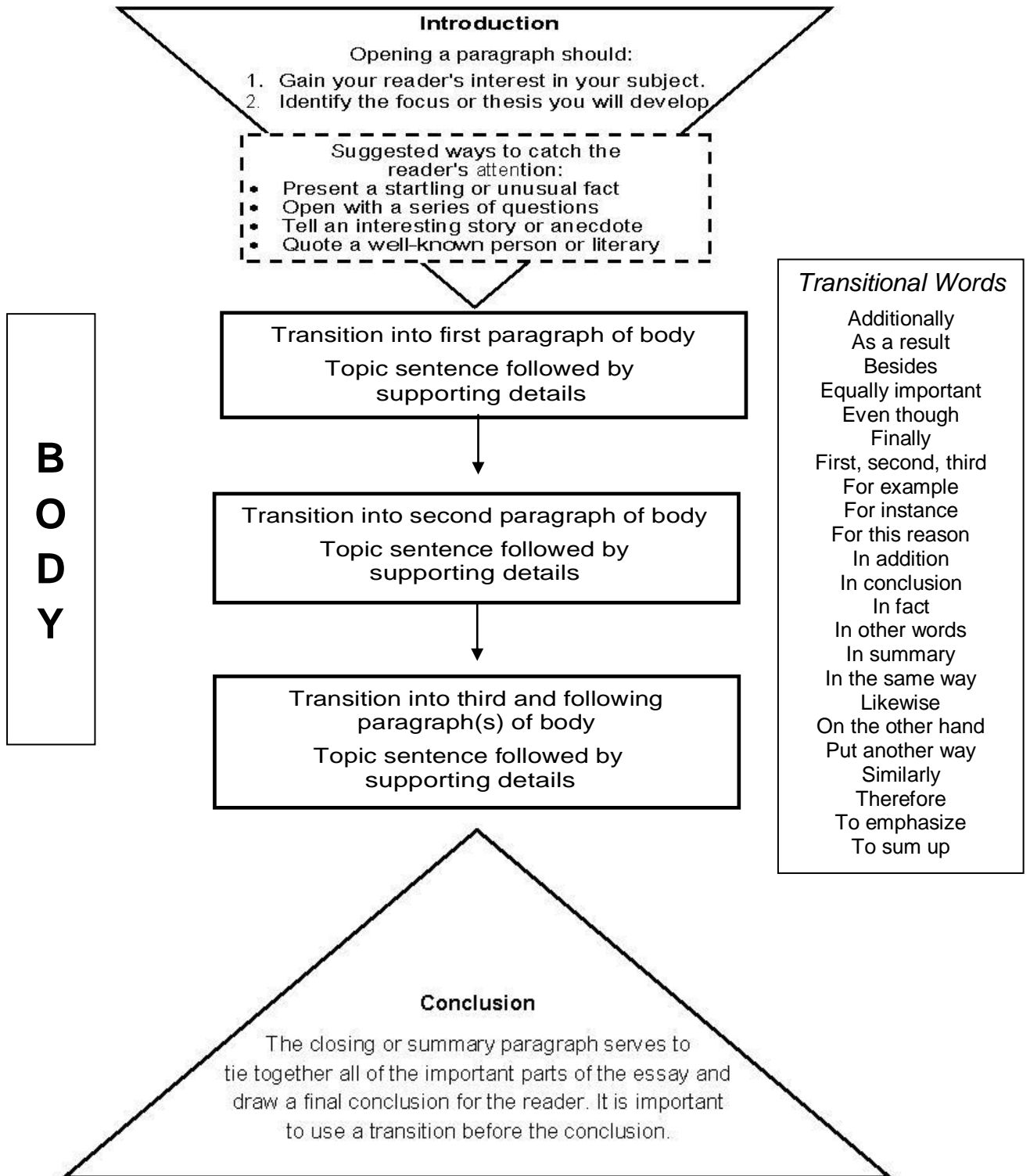
Ways to Find the Key Ideas

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.



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 6-8 Scoring Rubric (Including Narrative, Summary, Response to Literature), & Persuasive

	Or-ganization	Purpose	Focus	Content	Structure	Conventions	Narrative	Summary	R to LIT	Persuasive
4	Clearly addresses all parts of the writing task	demonstrates a clear understanding of purpose	maintains a consistent point of view, focus, and organizational structure effective use of transitions	includes a clearly presented central idea with relevant facts, details, and/or explanations	includes a variety of sentence types	contains few , if any , errors in conventions (grammar, punctuation, capitalization, spelling) errors do not interfere with the reader's understanding	provides a thoroughly developed plot line, including major and minor characters, and a definite setting includes definite strategies (e.g. dialogue; suspense; narrative action)	summarizes (paraphrases) text with clear identification of the main idea(s) and the most significant details, in student's own words clearly reflects underlying meaning	Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text organizes accurate and coherent interpretations around clear ideas, premises, or images from the text provides specific textual examples and details	authoritatively defends a position with precise and relevant evidence convincingly addresses the reader's concerns, biases, and expectations
3	addresses most of the writing task	demonstrates a general understanding of purpose	maintains a mostly consistent point of view, focus, and organizational structure use of isolated and/or single word transitions	presents a central idea with mostly relevant facts, details, and/or explanations.	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 adequately developed plot line, including major and minor characters and a definite setting includes appropriate strategies	summarizes text with the main ideas and important details, mostly in the student's own words generally reflects underlying meaning	develops interpretations that demonstrate a comprehensive grasp of the text organizes accurate and reasonably coherent interpretations	generally defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations
2	addresses some of the writing task.	demonstrates little understanding of purpose	maintains an inconsistent point of view, focus, and/or organizational structure; ineffective or awkward transitions	suggests a central idea with limited facts, details, and/or explanations	includes little sentence variety	contains several errors in the conventions of the English language; errors may interfere with the reader's understanding of the writing.	provides a minimally developed plot line, including characters and setting attempts to use strategies but with minimal effectiveness	summarizes text with some of the main ideas and details which may be superficial minimal use of student's own words minimal reflection of underlying meaning	develops interpretations that demonstrate limited grasp of the text includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from text provides few , if any , textual examples and details to support interpretations	defends a positions with little , if any, evidence and may address the reader's concerns, biases, and expectations
1	addresses only one part of the writing task.	demonstrates no understanding of purpose	lacks a clear point of view, focus, organizational structure, and transitions that unify important ideas	lacks a central idea but may contain marginally related facts, details, and/or explanations	includes no sentence variety	contains serious errors in the conventions of the English Language; errors interfere with the reader's understanding of the writing.	lacks a developed plot line fails to use strategies (e.g. dialogue; suspense; narrative action)	summarizes text with few , if any, main ideas and/or details, little or no use of the student's own words. little or no reflection of underlying meaning	demonstrates little grasp of the text lacks an interpretation or may be simple retelling of the passage lacks textual examples and details	fails to defend a positions with any evidence and fails to address the reader's concerns, biases, and expectations

HEARST CASTLE'S MASTER BUILDER

As part of their tour, visitors to Hearst Castle, also known as San Simeon, in southern California, are shown home movies of the many celebrities who were guests there during the 1930s and 1940s. In one film, a tiny, bespectacled woman hiding her face behind a sheaf of papers is mistakenly identified by the narrator as J William Randolph Hearst's secretary. In fact, she was Julia Morgan, the architect who designed and supervised the building of the castle, which some have described as the most ostentatious residence of the twentieth century.

There is an explanation for the error. Julia Morgan, despite being an extremely prolific architect, with over seven hundred buildings to her credit, was a very reticent person who actively avoided publicity for herself. From early in her career, she rarely gave interviews. When she retired at the age of 79, she had all her architectural drawings destroyed, declaring that the buildings themselves would be her legacy. As a result, very little was written about her for many years.

Julia Morgan was born into an affluent San Francisco family in 1872. Although it was not common for young women to attend college, she entered the engineering school at the University of California at Berkeley. After graduation, she became the first woman admitted as an architectural student to the prestigious Ecole des Beaux Arts in Paris, France. When her studies were completed, she returned to California, ready to open her own firm. First, however, she had to pass the state licensing exam, which she did in 1904, becoming the first woman to receive an architectural license to practice in that state.

Morgan had great skill in understanding her clients' wishes and in carrying them out successfully as she designed and built private homes as well as public buildings. One of her clients was Mrs. Phoebe Hearst, a wealthy widow and philanthropist. When Mrs. Hearst died in 1919, her only child, the publishing tycoon William Randolph Hearst, inherited her enormous fortune. To match his great wealth, he had extravagant plans—a home to be built on his 275,000-acre ranch, midway between San Francisco and Los Angeles. For this project, he hired Julia Morgan.

For the next twenty years, Morgan immersed herself in every aspect of the design and construction of the main house and three guest houses. Early in the project she supervised the laying of five miles of road to provide access to the site and arranged for a dock to be built to receive building materials arriving by ship. As the buildings were completed, she brought skilled artisans from Europe to execute the wood and stone carvings that embellish many of the rooms.

From the beginning, Hearst was actively involved in the building of "the ranch," as he called it. At times, this must have been irksome; for example, when an elaborate fireplace that had been completed had to be dismantled and moved to a different place in the same room because Hearst was dissatisfied with its location. Morgan had no choice but to accede to Hearst's wishes when he arbitrarily changed his mind, as he frequently did.

The scope of the project provided Morgan with a unique challenge as an architect. Casa Grande, the main house, contains 115 rooms, filled with art treasures collected in Europe. Its twin towers, 137 feet high, offer a fine panorama of the Pacific Ocean and the Santa Lucia mountains. The outdoor Neptune pool, lined with green and white marble, is not only breathtakingly beautiful but also soundly constructed on its hillside site. In addition to the buildings, Morgan directed the creation of numerous gardens and a private zoo that grew to include more than 100 species.

By the late 1930s, construction at San Simeon ceased. Morgan continued to work on other projects for Hearst as well as for other clients, until 1951, when she retired. In 1958, San Simeon became one of California's state historical monuments. With over one million visitors a year, it is now one of the nation's most popular tourist attractions. Everyone knows that it was Hearst's millions that paid for it, but very few know the name of the person who designed and supervised its building. And that is the way Julia Morgan would have wanted it.

THE TIGER'S WHISKER

This folk tale from Korea tells us how love can heal deep wounds, not quickly or easily, but with patience and courage.

Once Kim Soo-Nyung's life was filled with happiness. She and her husband, Liang-Po, one of the most affable of men, cultivated the fields of their small farm and raised three children with never an angry word spoken between them. But when war broke out, Liang-Po was forced to serve in the army even though he abhorred violence.

While he was away, Soo-Nyung and her three children worked hard to ensure the success of the farm. They took satisfaction in planting and harvesting, caring for the livestock, and keeping the farm buildings in good repair, all without outside help. The war, though, dragged on interminably; there were times when Soo-Nyung grew despondent, thinking she would never see Liang-Po again. But one day in the early spring, as she was drawing water from the well, she looked up to see him limping along the road toward the farm. Scarcely able to believe her eyes, Soo-Nyung rushed to greet him and welcome him home.

Her joy was short-lived, however, for it did not take long to see that something was amiss. There had been a profound change in Liang-Po. He, who always had been ready for a joke or a romp with his children, was now irascible and snapped at them without cause. He shut himself away like a recluse, responding to Soo-Nyung's pleas that he join her and the children for the evening meal with a stony silence. If she persisted, he would launch into a tirade that caused her to flee his presence. He took no interest in the farm, no pleasure in his family, and refused to talk about what troubled him. In time, Soo-Nyung, having lost patience with her husband, had no more dealings with him.

Liang-Po's mother, who lived in the next village, was distressed by her daughter-in-law's unhappiness. She persuaded Soo-Nyung to visit a local herbalist, a woman who was famous as much for her sage advice as for her herbal remedies. Soo-Nyung's sad story touched this woman's heart. "Your husband undoubtedly witnessed terrible scenes while in the army, for that is the nature of war," she told Soo-Nyung, "He is haunted by those memories. Fortunately there is a cure, but it requires a whisker plucked from a wild tiger. When you bring it to me, you shall have the remedy your husband needs."

In a tremulous voice, Soo-Nyung thanked the herbalist. The thought of facing a wild tiger filled her with dread, but she loved her husband and this impelled her to follow the herbalist's instructions. She made her way to the tiger's lair, where she was greeted with a terrifying roar that reverberated through the forest. She fled in a panic, convinced that the wild beast was about to tear her limb from limb. Still, she found the courage to return the next day, this time with a piece of red meat. After smelling it suspiciously, the tiger devoured the meat.

Day after day, Soo-Nyung returned with more meat until the tiger grew so accustomed to her that she was finally able to rub its head and tickle its throat without being afraid. At last there came a day when she found the courage to reach out and pluck one of its whiskers. The tiger drew back and growled, but it did not attack her. Triumphantly, Soo-Nyung returned to the herbalist with the tiger's whisker, entreating her to prepare the remedy she needed.

The wise herbalist replied that Soo-Nyung had already found the cure. "If you can win the trust of a savage tiger," she said, "surely you can find the patience to regain the affection of your husband, whose heart has been hardened by war. "

Soo-Nyung thanked the herbalist for teaching her a valuable lesson. In time her patience was rewarded when Liang-Po was restored to his former self.

Renaissance

Changes In Art and Literature

Wealthy merchants, popes, rulers, and nobles spent money on art and entertainment. They hired musicians to write new music and to play at parties. They hired artists to paint, and sculptors to carve statues. People who encourage and pay artists are called patrons. Renaissance artists worked for their patrons.

Artists. Some of the most famous Renaissance artists worked in the Italian cities, especially Florence. Leonardo da Vinci was one of these. Leonardo studied and sketched the human body. He made the people in his paintings and sketches look very lifelike. Look at *his* self-portrait below. How do the details of the face make it look so real?

Leonardo was also a scientist and an engineer. He worked on ideas for engines and even designed a flying machine more than 450 years ago.

Raphael was another important Renaissance artist. In addition to his many religious paintings, Raphael did frescoes for the pope's residence in Rome. Frescoes are painted directly on plastered walls. They are often grand murals that tell stories.

Michelangelo was yet another great Renaissance artist. He was a painter, sculptor, and architect. Michelangelo painted frescoes for the arched ceiling of the Sistine Chapel in Rome.

Look at and read more about the examples of Renaissance art on pages 375-376. Notice that not all the art is about religious subjects. Artists of northern Europe, especially, painted everyday scenes and objects.

Writers. Some say that William Shakespeare was the world's greatest writer. The works of the English playwright are still read and performed today. Like other Renaissance writers, Shakespeare wrote in the common language of the people rather than in Latin.

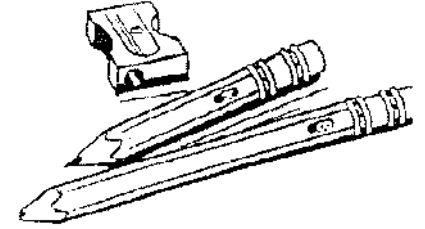
Another English writer, Thomas More, wrote *Utopia*. It is a story about a perfect world. We still use the word utopia to describe a perfect place.

The artists and writers of the Renaissance made important contributions to our lives. We can learn about the ways people lived by reading books written during that time. We can still enjoy the paintings, statues, and buildings. Perhaps most important are the ideas and discoveries of the Renaissance that led to other ideas and discoveries. Truly, the Renaissance was the beginning of our modern world.



Van Gogh Self Portrait (1887)

* The following sample summarizes the previous article Renaissance and scored a grade of 3 based on the rubric.



The author states the main idea in the first paragraph of the summary, making it easier to identify than in the original article. The supporting details are arranged in logical order, and there are few mistakes in spelling or punctuation.

7th grade summary sample for attached article

Summary

The Renaissance was a time of beautiful art and writing. There were changes in art and literature, very famous and great artists, and wonderful writers.

At many parties there was a lot of art and sculptures, the wealthy would hire writers to write new music and then it would be played at the parties.

Most of the Renaissance artists worked in Florence, an Italian city. Leonardo a famous artist would study the human body and then sketch it to look very lifelike. He also studied many other things and once made a flying machine 450 years ago or more. The pope had a house in Rome and another painter, Raphael would make frescoes for it. There were many great artists and another was Michelangelo, he also would paint frescoes but for the arched ceiling of the Sistine Chapel in Rome.

One of the famous writers who's plays are still performed today was William Shakespeare. He wouldn't write in Latin but in the people's common language. A word we use today, utopia was written about in a story by Thomas More. It was about a perfect world. One other way we can use these resources is to learn the ways people lived by reading the books. We will still enjoy the paintings, buildings, and statues. Our modern day began with the Renaissance.

As you can see the Renaissance brought many exciting books and paintings to our lives.

**Grade 7
Sample
Summary
Score: 3**