

## Guided Practice

- ◆ Divide the class into groups. Provide each group with a few magazines and newspapers to browse.
- ◆ Have each student choose an article to summarize. You also should choose an article to model summarizing. As they decide on an article to summarize, tell students to consider their audience and purpose and to keep their audience in mind when preparing their writing, as discussed in this lesson's Reading with a Writer's Eye.
- ◆ Tell students to read their articles once, to get a general idea of what it is about. Read your article also.
- ◆ When they are finished reading, tell students, in one or two sentences, what the general idea of your article is.
- ◆ Have group members take turns telling the rest of the group the general idea of their articles.

## Apply

While students are in their groups, have them discuss what they think is the general idea of the article on *Language Arts Handbook* page 81.

## Assessment

You will use the Writing Rubrics found in the Level Appendix to evaluate students' summaries. You can use any of the rubrics for Genre, Writing Process, and Writing Traits. Share with students what you will look for when assessing their summaries.



## Teacher Tip

**MODELING** When students choose an article to summarize, you should choose one too. Students should see the teacher working on writing assignments as they work. Seeing a teacher being serious about writing will encourage students to do the same.

### Take a Look

These paragraphs are taken from "Food from the 'Hood: A Garden of Hope," an informational article by Marlene Targ Brill. Compare them to Tony's summary of the passage.

Sometimes horrible events turn into the most hopeful dreams. That's what happened to students at Crenshaw High School in South Central Los Angeles, California. In May 1992, riots destroyed the neighborhood surrounding their school. Businesses went up in flames. Hundreds of shopkeepers were left with nothing but ashes. Families, some too poor to afford gas money, were forced to travel from the city to the suburbs just to buy food.

Students in Tammy Bird's biology class felt awful. "This is where we all grew up," said Carlos Lopez. "The corner store in my neighborhood burned down. That was where we hung out."

Carlos and his classmates refused to let riots wreck their lives. They talked about different ways to help rebuild their community. Nothing seemed quite right. Then Ms. Bird remembered the weed-infested patch behind the football field. Perhaps the school would give them the quarter-acre plot of land for a garden. As a bonus, Ms. Bird offered extra credit to attract student gardeners.

### Tony's Summary

Students at Crenshaw High School in South Central Los Angeles had hopeful dreams after the riots destroyed their neighborhood in May 1992. At first the students in Tammy Bird's class felt bad about what the riots did to the neighborhood. Then they talked about different ways to rebuild their community. Ms. Bird remembered a weedy patch behind the football field. She thought the school might give them some of the land for a garden. Ms. Bird suggested that the students should take care of the garden. This could be their way to grow food for the people in the neighborhood.

Expository Writing • Writing a Summary 81

*Language Arts Handbook*, p. 81

### Differentiating Instruction

### English Learner

**IF . . .** students are beginning English learners, **THEN . . .** provide simple articles for them to summarize. Make sure the articles are not too long and are written below the students' reading level.