

Writing a Summary

Traits of Good Writing

Ideas Writers take notes from a single source.

Differentiating Instruction

English Learner

IF . . . students have difficulty taking notes about their articles, **THEN . . .** suggest that they first look for the verbs in their articles. This will help them identify the most important information.

IF . . . students have difficulty converting their notes into sentences, **THEN . . .** remind them not to be concerned with grammar, spelling, or punctuation. The most important part of prewriting is generating and recording ideas. Students will have time to refine their writing later.

Day 2



Prewriting

Teach—Taking Notes from a Single Source

- ◆ Using Routine 7, modeling writing strategies, tell students that they will begin taking notes from a single source. Explain that before students draft a summary, they should take notes on the piece of writing they plan to summarize.
- ◆ Using your article as an example of how to prepare notes, tell students that when they take notes, they should
 - use headings to organize notes.
 - include only the most important information on the topic.

Guided Practice

Have students help you take notes on “The Scientific Method.” For example, you might write the heading *Steps in the Scientific Method*, and have students help you write these steps in note form. Point out that you should include headings for only the most important information. Ask students what other headings they think you should write.

Possible Answers *Question Asked, Gathering Information, Forming a Hypothesis, Testing the Hypothesis*

Apply

Composing—Planning Have students take notes on the articles they chose on Day 1.

Day 3



Drafting

Teach

- ◆ Students should use the notes they took to draft their summaries.
- ◆ Explain to students that they should begin their summaries with the main idea, as they would begin a paragraph with a topic sentence. They should add the main points using their own words.
- ◆ If their summaries are more than one paragraph long, they should begin each paragraph with a new topic sentence and include important details that support that topic sentence.

Guided Practice

Have students help you draft your summary on the scientific method based on the headings you wrote on Day 2. For example, your main idea could be: *The scientific method has five steps*. Have students help you finish this first paragraph.

Apply

Composing—Drafting Have students write the drafts of their summaries using the notes they wrote on Day 2. Tell students that when they draft their writing, they should combine or delete sentences to enhance clarity.