

# Writing an Objective Summary

*Learning Target: I can provide an objective summary of a text.*

# How to Write an Objective Summary of Informational Text

After determining (finding) and analyzing (breaking down into parts) a central idea, the next reading skill to practice is “I can provide an objective summary of a text.”

Today you will learn how to write an objective summary for an informational text. Writing a summary for fiction text is different.

Take notes by writing down everything in BLUE.

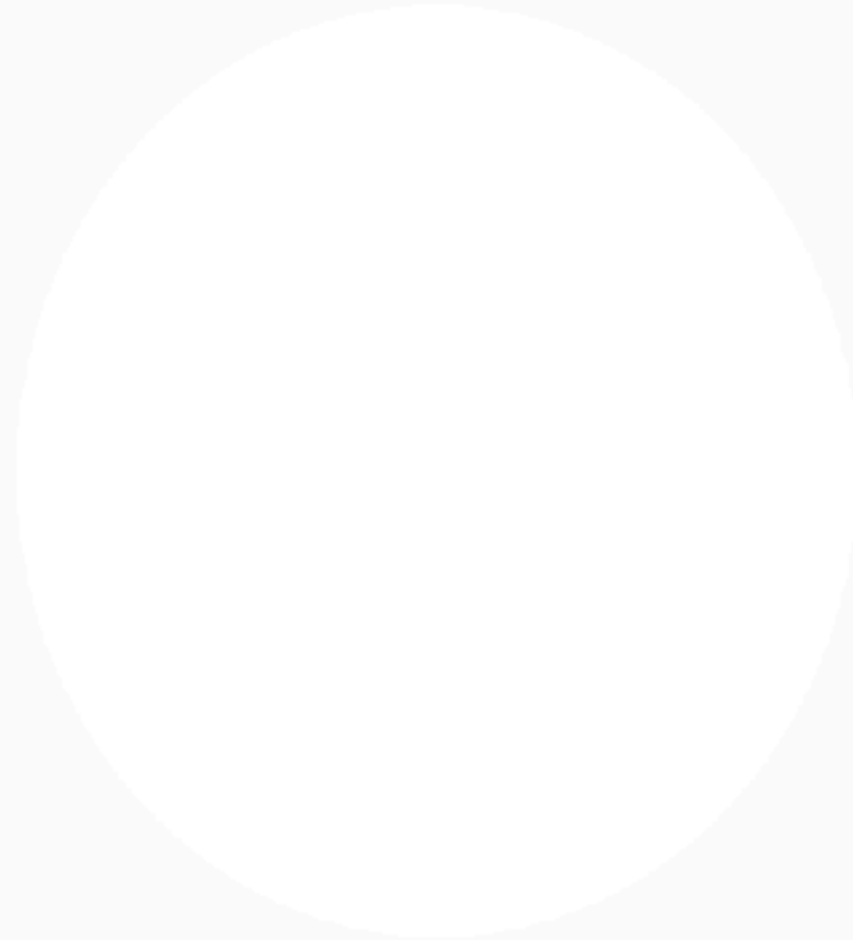
# How to Write a Summary

Sometimes when we read, there is so much information in the text that **we** also **have to decide what is most important** and worth remembering.

What is most **interesting** is not always what is **most important**, and there is often unimportant information in what we are reading.

After we determine what is most important, we then have to decide how to put the information into a format that is concise and clear.

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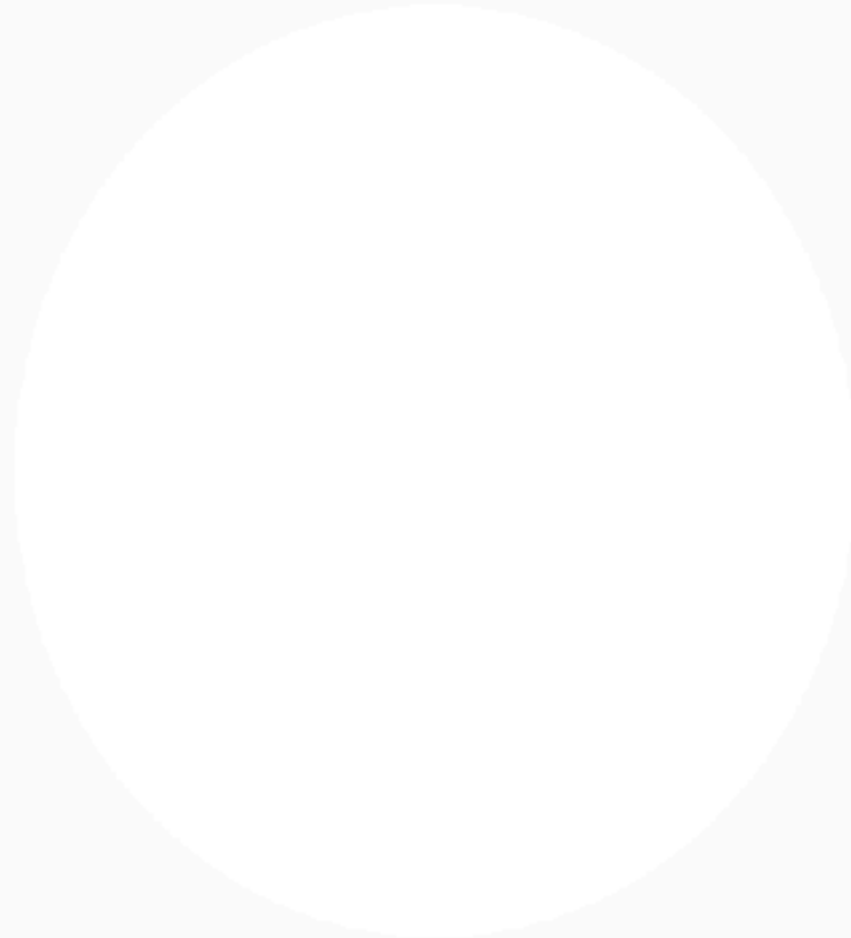
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- DO NOT include any opinions or personal thoughts.**

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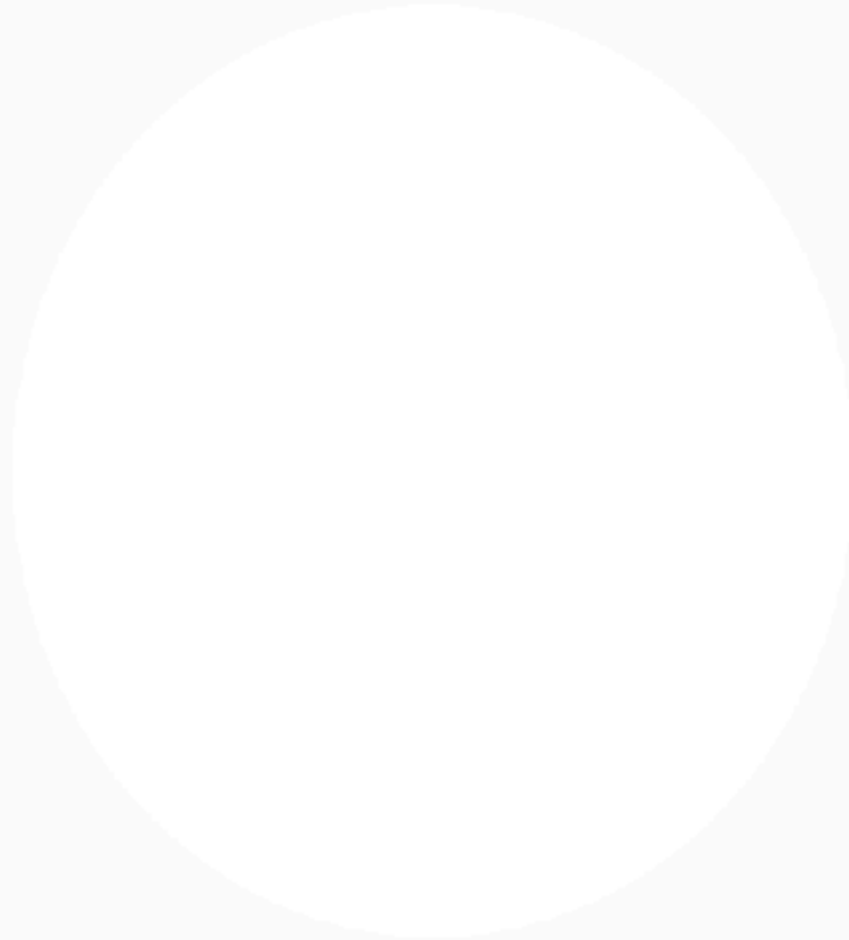
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- B. Verb It: Use one of the following “summary” verbs: *shows, describes, explains, discusses, lists, explores, illustrates, teaches, compares, states*.
- C. CI (central Idea): Identify the central idea of the text.

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If the article DOES NOT have subheadings:

Pick 1-2 ESSENTIAL details from the beginning of the text, 1-2 from the middle of the text AND 1-2 from the end of the text.

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**If the article DOES have subheadings:**

**Pick 1-2 ESSENTIAL details from the introduction section and from each subheading. The essential details from the subheading = the CI of the subheading**

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KEY Details:

- \*Thousands of teens are bullied every day.
- \*Many schools and organizations have established anti-bullying programs to stop this problem.
- \*To stop bullying, individuals should speak up when they are bullied or when they see bullying happen.

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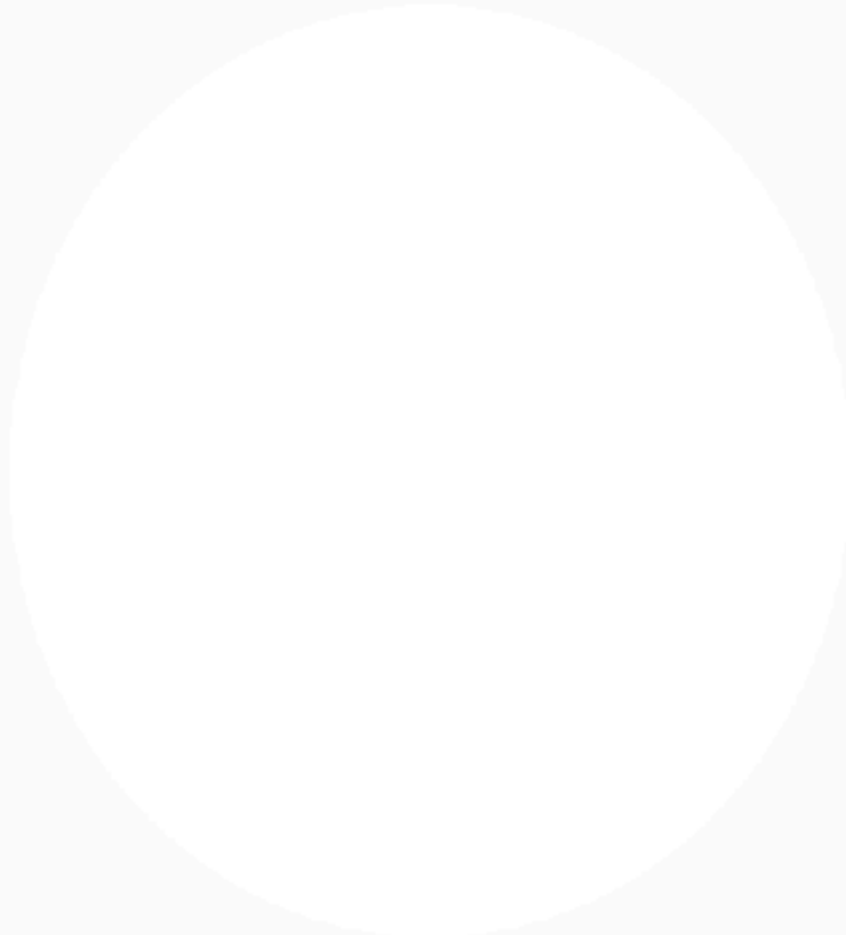
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The article “Stomp Out Bullying” by Jennifer Dignan shows why bullying is a problem and how it can be solved. **The article discusses** how one out of four teens is bullied. **In fact**, many schools and organizations have established anti-bullying programs to address this problem. To help stop bullying, students should speak up when they are bullied or when they see bullying happen.

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The article “Stomp Out Bullying” by Jennifer Dignan shows why bullying is a problem and how it can be solved. **The article discusses** how one out of four teens is bullied. **In fact**, many schools and organizations have established anti-bullying programs to address this problem. To help stop bullying, students should speak up when they are bullied or when they see bullying happen.

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The article “Stomp Out Bullying” by Jennifer Dignan shows why bullying is a problem and how it can be solved. **The article discusses** how one out of four teens is bullied. **In fact**, many schools and organizations have established anti-bullying programs to address this problem. To help stop bullying, students should speak up when they are bullied or when they see bullying happen.

**\*\*Transitions I added on my own to make my ideas flow together in a logical manner that makes sense for my reader.**

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