

4th Grade Writing Plans

<u>Activity</u>	<u>Materials</u>	<u>Dates</u>
Quick Response to Fiction Literature	Eleven	<u>Starting in January</u>
Quick Response to Fiction Literature	Hairs	
Fiction Literature Response	Stone Fox	
Fiction Literature Response	From the Mixed up Files of Mrs. Basil E. Frankweiler	
Assess Fiction Literature Response	Inktomi Lost His Eyes	<u>Beginning February</u>
Non-Fiction Summary	Habitat for Humanity	<u>Mid February</u>
Assess Non-Fiction Summary	Dynamic Dolphins	<u>End of February</u>
Nonfiction	Big Foot and Loch Ness	
Compare/Contrast Nonfiction	Day Creatures/Night	
Compare/Contrast	Creatures of the Sea	
QUALITY WRITING TEST		<u>March 11, 2002</u>
Assess Nonfiction	Frog and Toad	<u>End of March</u>
Compare/Contrast		
Response to Poetry	Autumn	
STAR WRITING TEST		<u>April 9, 2002</u>
Response to Poetry	Winter	
Response to Poetry	Summer	
Assess Response to Poetry	Spring	
Non-Fiction Response to Literature	The Hetch Hetchy Project	
Assess Non-Fiction	To Zoo or not to Zoo?	
Response to Literature		
Fiction Summary	The Lion and the Mouse	
Assess Fiction Summary	Grandmother's Storyteller	

4th Grade Writing Plans

Literature Response (Fiction)

Use “Eleven” and “Hairs” as a quick response teaching tool. Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt. With an overhead transparency of the story, have the students share their response and point out parts of the text that they used to form their writing. Create a final response whole class.

- ✓ **Eleven** - What is the story really about? Support your answer with examples from the text.
- ✓ **Hairs** - Do you think the title is appropriate for the story? Support your answer with examples from the text.

Stone Fox is an opportunity to teach your students to use only the text presented in their response. We want to teach them to not write their response using prior knowledge if they are responding to a specific piece. Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Stone Fox** - Why do you think Stone Fox helped Little Willy win the race? Support your opinion with the text of this passage.

Extra teaching prompts:

Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **From the Mixed up Files of Mrs. Basil E. Frankweiler** - Using support from the text, write an essay about how life can be unfair.
- ✓ Poetry: **Autumn**, **Winter**, and **Summer** - Are there words or literary devices that were used in the poem that create a feeling or picture in your mind? Support your answer with examples from the text.

Assessments:

Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Inktomi Lost His Eyes** –
 - Which character taught you the most? What was that character’s lesson? Support your answer using examples the text.
 - What lesson do you think Inktomi learned? Write an essay that describes three events that helped him to learn the lesson. Be sure to explain how the events helped him learn the lesson.

- ✓ **Spring** (poetry) - Are there words or literary devices that were used in the poem that create a feeling or picture in your mind? Support your answer with examples from the text.

Literature Response (Nonfiction)

Give the students a copy of the story (found in the Harcourt Brace 4th grade Social Studies Activity book page 71) and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **The Hetch Hetchy Project** - The author presents two very different points of view about the dam. Choose one opinion to support and write an essay stating why this opinion is correct.

Assessment:

Give the students a copy of the story (found in the Silver Burdett Ginn Literature Works “ECOZONE” magazine page 28 & 29) and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **To Zoo or not to Zoo?** - The author presents two very different points of view about zoos. Choose one opinion to support and write an essay stating why this opinion is correct.

Summary (Fiction)

Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **The Lion and the Mouse** - State the main idea of the story. Identify the most important details that support the main idea. Then use your own words to write a summary of the story.

Assessment:

Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Grandmother’s Storyteller** - State the main idea of the story. Identify the most important details that support the main idea. Then use your own words to write a summary of the story.

Summary (Nonfiction)

Give the students a copy of the story (found in the Silver Burdett Ginn Literature Works “AHA!-ZONE” magazine page 10 & 11) and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Habitat for Humanity** - State the main idea of the article. Identify the most important details that support the main idea. Then use your own words to write a summary of the passage.

Assessment:

Give the students a copy of the story (found in the Silver Burdett Ginn Literature Works “AHA!-ZONE” magazine page 22 & 23) and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Dynamic Dolphins** - State the main idea of the article. Identify the most important details that support the main idea. Then use your own words to write a summary of the passage.



Compare/Contrast (Nonfiction)

Give the students a copy of the story (found in the Silver Burdett Ginn Literature Works “AHA!-ZONE” magazine page 19 & 20) and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **The Amazon Bigfoot & The Loch Ness Monster** - State the main idea of the article. Identify the most important details that support the main idea. Then use your own words to write a summary of the passage.

(found in the Silver Burdett Ginn Literature Works “EXPLORA-ZONE” magazine page 5 - 7)

- ✓ **Meet the Day Creatures/Meet the Night Creatures** - State the main idea of the article. Identify the most important details that support the main idea. Then use your own words to write a summary of the passage.

Assessment:

Give the students a copy of the story and the prompt. Have them read the story with you. Have them respond to the prompt.

- ✓ **Frogs and Toads** - State the main idea of the article. Identify the most important details that support the main idea. Then use your own words to write a summary of the passage.

Hairs
by Sandra Cisneros

Everybody in our family has different hair. My Papa's hair is like a broom, all up in the air. And me, my hair is lazy. It never obeys barrettes or bands. Carlos' hair is thick and straight. He doesn't need to comb it. Nenny's hair is slippery – slides out of your hand. And Kiki, who is the youngest, has hair like fur.

But my mother's hair, my mother's hair, like little rosettes, like little candy circles all curly and pretty because she pinned it in pin curls all day, sweet to put your nose into when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed still warm with her skin, and you sleep near her, the rain outside falling, Papa snoring. The snoring, the rain, and Mama's hair that smells like bread.

Eleven
by Sandra Cisneros

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are – underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Stone Fox
by John Reynold Gardiner

"Is she dead, Mr. Stone Fox? Is she dead?" little Willy asked, looking up at Stone Fox with his one good eye.

Stone Fox knelt down and put one massive hand on Searchlight's chest. He felt no heartbeat. He looked at little Willy, and the boy understood.

Little Willy squeezed Searchlight with all his might. "You did real good, girl. Real good. I'm real proud of you. You rest now. Just rest." Little Willy began to brush the snow off Searchlight's back.

Stone Fox stood up slowly.

No one spoke. No one moved. All eyes were on the Indian, the one called Stone Fox, the one who had never lost a race, and who now had another victory within his grasp.

But Stone Fox did nothing.

He just stood there. Like a mountain.

His eyes shifted to his own dogs, then to the finish line, then back to little Willy, holding Searchlight.

With the heel of his moccasin Stone Fox drew a long line in the snow. Then he walked back over to his sled and pulled out his rifle.

Down at the end of Main Street, the other racers began to appear. As they approached, Stone Fox fired his rifle into the air. They came to a stop.

Stone Fox spoke.

"Anyone crosses this line - I shoot."

And there wasn't anybody who didn't believe him.

Stone Fox nodded to the boy.

The town looked on in silence as little Willy, carrying Searchlight, walked the last ten feet and across the finish line.

From the Mixed up Files of Mrs. Basil E. Frankweiler
by E.L. Konigsburg

In the meantime she almost forgot why she was running away. But not entirely. Claudia knew that it had to do with injustice. She was the oldest child and the only girl and was subject to a lot of injustice. Perhaps it was because she had to both empty the dishwasher and set the table on the same night while her brothers got out of everything. And, perhaps, there was another reason more clear to me than to Claudia. A reason that had to do with the sameness of each and every week. She was bored with simply being straight-A's Claudia Kincaid. She was tired of arguing about whose turn it was to choose the Sunday night seven-thirty television show, of injustice, and of the monotony of everything.

The fact that her allowance was so small that it took her more than three weeks of skipping hot fudge sundaes to save enough for a train fare was another example of injustice. Since she intended to return home after everyone had learned a lesson in Claudia appreciation, she had to save money for her return trip, too, which was like a full fare one way.

A Circle of Seasons “Summer”
by Myra Cohn Livingston

Summer blasts off fireworks, fuses them with red,
Sets them off to sizzle in a star-sky overhead,
Bursts them into color as they shower back to earth,
Steams them up with sunshine in a blazing flower bed.

O sun, shine higher, heat us with your fire!

Summer wades the waters where distant islands gleam,
Skims across the whitecaps, pulls mermaids from a stream,
Fishes for a frog prince, dives deep for hidden gold,
Drifts in a sea of castle-clouds and flows into a dream.

O water, clear and blue, make one small wish come true!

Summer fattens melons up, grows berries plump and sweet,
Wraps corn in sheaths of tasseled silk, shucks them out to eat,
Strains her lips with cherry juice from featherweed, pours gold on fields of wheat.
Sucks sticky juice from featherweed, pours gold on field of wheat.

O vine and field, we gather in your yield!

A Circle of Seasons “Autumn”
by Myra Cohn Livingston

Autumn scuffs across the earth, leaves it patched and brown,
Holds his cap to catch the acorns falling to the ground,
Watches as the wild geese wheel up their landing gear,
Sees nipping wind whirl red and yellow leaf around.

O leaves, fly near this lonely time of year!

Autumn calls the winning toss, passes for a gain,
Blocks the frost with bittersweet, tackles pouring rain,
Intercepts with smoky haze, makes a last long play,
Scores as Winter’s whistle blows, touches down in vain.

O world, stand tall against the back of Fall!

Autumn leaves a fringe of frost when pumpkins turn to gold,
Pulls his collar up to warm his face grown gray and old,
Gathers in his harvest, says a prayer of thanks,
Gives a little shiver, and all the air turns cold.

O earth, rest well under the Autumn spell!

A Circle of Seasons “Winter”
by Myra Cohn Livingston

Winter blows a blizzard, rages with a gale,
Spews ice crystals through the clouds, pellets earth with hail,
Breathes a freezing snowstorm, buries hedge and path,
Quiets down in chalky drifts, on morning bleak and pale.

O world, lie still beneath the biting chill!

Winter etches windowpanes, fingerpaints in white,
Sculptures strange soft shapes of snow that glister in the night,
Filigrees the snowflake, spin icicles of glass,
Paints the ground in hoarfrost, its needles sharp with light.

O bush and pine, you, too, shall brightly shine!

Winter wakes to changing wind, gives a little cry,
Sees a fluttering of wings, a blue jay darting by,
The greening of skunk cabbage, a warm breeze stirring air,
The thinning snow crust and above - a blue patch in the sky.

O Winter, weep, the earth's no more asleep!

Inktomi Lost His Eyes
(A Story From The Assiniboine Tribe)

Inktomi was walking through the woods one afternoon when he heard a strange noise: a bird was singing in his language, Assiniboine! Each time the bird sang the Assiniboine song, its eyes flew from its head perched in the top of a tall tree, and when it sang another song, its eyes fluttered back again.

Inktomi wanted to learn this trick because he thought everyone would admire his power so much that he could be a great chief someday. He asked, "Little brother, would you please show me how to do that?"

After the bird taught Inktomi how to do the trick, he warned him, "You must use this trick no more than four times."

Inktomi tried it once to make sure it worked. Sure enough, his eyes flew up to the treetop and then fluttered down again. He was so excited that he tried it a second time and a third time. And when he ran into Brother Gopher, he did it again, just to show off. Gopher was very impressed. But Inktomi forgot that he had now used the trick four times.

When he returned to camp, he gathered everyone around to watch his powerful trick. Inktomi sang the bird's song, and flew his eyes to a treetop. Inktomi was very proud, and the people gasped. He sang again, and waited for the people to praise him. But his eyes refused to come back. Inktomi pleaded with his eyes, and the people began to laugh.

Inktomi was frightened because he had not listened to the bird's warning, and he stumbled from the camp to find the bird. He couldn't see a thing! Suddenly, he heard a little field mouse ask, "Why are you crying?" When Inktomi explained, the little mouse felt sorry for him. "Take one of my eyes," he said, "and then you won't be afraid." Inktomi thanked the little mouse, and set out again.

Soon, he ran into a buffalo calf. "Why are you blinded in one eye?" the calf asked. When Inktomi told him, the calf said, "Take one of my eyes, and then you can find the bird." And Inktomi took one of the calf's eyes and thanked it.

Blessed with the kindness and the sight of the animals, it wasn't long before Inktomi found the bird. "Please help me," he said. "I will never again be so vain or try to be more powerful than anyone else." With this promise, the bird taught him a new song, and when Inktomi sang it, his eyes flew down from the tree and returned to his head. Happy, Inktomi set out to give the animals their own eyes back.

A Circle of Seasons “Spring”
by Myra Cohn Livingston

Spring skips lightly on a thin crust of snow,
Pokes her fragrant fingers in the ground far below,
Searches for the sleeping seeds hiding in cracked earth,
Sticks a straw of sunshine down and whispers words to grow:
O seed and root, send forth a tiny shoot!

Spring brings out her baseball bat, swings it through the air,
Pitches bulbs and apple blossoms, throws them where it's bare,
Catches dogtooth violets, slides to meadowsweet,
Bunts a breeze and tags the trees with green buds everywhere.
O April, March and May, come watch us at our play!

Spring pipes at the peeper frogs, mocks the mockingbird,
Hear a ring of harebells, a mourning dove's soft word,
Bubbles with stream waters, splatters with warm rain,
Listens to the rustling a wakening breeze has stirred.
O laugh and sing, give welcome to the Spring!

Spring skips lightly on a thin crust of snow,
Pokes her fragrant fingers in the ground far below,
Searches for the sleeping seeds hiding in cracked earth,
Sticks a straw of sunshine down and whispers words to grow:
O life, O birth, you start again in earth!

To Zoo or not to Zoo?

Each year millions of people around the world visit zoos. Some people, though, think zoos are cruel to animals. The paragraphs that follow summarize arguments made by people on each side of this debate.

People should go to zoos for fun!

Plus, zoos are educational. You would never see certain animals if not for zoos. Mountain gorillas, for instance, live only on certain mountains in Africa. Seeing the gorillas in a zoo lets you know exactly what they look like and gives you an idea of how they behave. Zoos have also safe places where researchers can study animals. Modern zoos provide protection for animals as well. Safe living areas for endangered animals can even save them from extinction.

Animals should never be taken from the wild!

People should view animals in natural settings, not cages. Most cages. Most zoos use cages that are too small or pools that confuse animals. For example, dolphins often can't communicate because pool walls disturb the sound waves they send. Also, most animals, like humans, need exercise to stay healthy. Zoos can't provide enough exercise because they are too small. Fun for people is not worth the price to the animals!

The Lion and the Mouse
by Aesop

With kindness, the smallest can often help the biggest.

One day a great lion lay asleep in the sunshine. A little mouse ran across his paw and wakened him. The great lion was just going to eat him up when the little mouse cried, "Oh please, let me go, sir. Some day I may help you."

The lion laughed at the thought that the little mouse could be of any use to him. But he was a good-natured lion, and he set the mouse free.

Not long after, the lion was caught in a net. He tugged and pulled with all his might, but the ropes were too strong. Then he roared loudly. The little mouse heard him, and ran to the spot.

"Be still, dear Lion, and I will set you free. I will gnaw the ropes."

With his sharp little teeth, the mouse cut the ropes, and the lion came out of the net.

"You laughed at me once," said the mouse. "You thought I was too little to do you a good turn. But see, you owe your life to a poor little mouse."

Grandmother's Storyteller

by Diane Hoyt-Goldsmith

Since the early days of pueblo life, our people have learned about the past by listening to storytellers. Until now, we have never had a written language, so many of our stories cannot be found in books. This is why the storyteller is such an important person in our culture. This is also why so many potters in the Cochiti Pueblo make clay figures of the Storyteller.

When my grandmother makes a Storyteller, she always thinks about her own grandfather. When she was a young girl, she enjoyed many happy hours in his company. In those days, they didn't have a television or a gas heater. She would sit on her grandfather's lap near a little fireplace in the corner of the room and listen to him tell stories about his life.

Working on the clay figure, my grandmother creates a face that looks like her grandfather's. She gives him the traditional hairstyle of a pueblo man from the old days. She models the clay to show his long hair pulled back in a loop behind his head with a colorful band to hold it in place.

My grandmother makes arms and legs from smaller cylinders. She attaches these to the body with bits of moistened clay. Then she models boots or moccasins from the clay.

She always makes his face look very kind. He sits with his mouth open, as if he were singing a song or telling a story. His eyes are closed as he thinks in the backward way, remembering the past.

Each potter who makes a Storyteller figure works in a different style. Some Storytellers are large and some are small. Many potters create the figure of a woman, remembering a favorite aunt or grandmother. Others, like my grandmother, design a figure that reminds them of their grandfather.

When the Storyteller is complete, my grandmother makes many tiny figures out of the clay. These are shaped like little pueblo children and she attaches them, one by one, to the Storyteller figure. She crowds them all onto his lap, so they can listen carefully to his tales, just as she did so long ago.

My grandmother adds as many children as she can fit. She tells me that on every Storyteller she makes, there is one child who looks just like me! This makes me feel very special.

The Amazon Bigfoot & The Loch Ness Monster

You're hiking in the woods in a distant part of Oregon. Suddenly you hear a loud crash in the brush just off the trail. You catch a glimpse of something large with dark brown fur. But before you get a good view, it disappears, leaving only huge, humanlike footprints in the mud. What did you see?

Some people would say you've just missed meeting Bigfoot, the legendary monster of the northwestern United States. No one knows the truth about Bigfoot and other strange creatures. But people often use their imaginations to explain the appearance of such creatures. Bigfoot is only one of many legends about monsters. Monster stories span the globe.

For years, rubber tappers and other people who live in the Amazon rain forest of Brazil have told tales about a monster that roars like thunder, looks like a bear, and leaves a trail of beetles flying behind it. A scientist named David Oren thinks he knows the answer to the mystery of this Amazon Bigfoot.

Oren thinks that the huge creature is a sloth, but not just any sloth. This sloth weighs more than 600 pounds, stands 6 feet tall, and was supposed to be extinct 8,500 years ago. To test his theory, Oren has collected hair and droppings believed to be left behind by the creature. Laboratory workers are examining the samples, then comparing them to samples from modern sloths and their cousins, the anteaters and armadillos.

Does a strange creature prowl the waters of Loch Ness, a large lake in northern Scotland? Reports of sightings date back hundreds of years. Scientists and monster hunters have used some high-tech equipment to try to find, capture, or photograph Nessie, as the creature is often called. However, the weather conditions in that area and the deep, dark waters of Loch Ness make their efforts difficult.

Reports say that Nessie is a large animal with a long neck and a small head. Some people claim to have seen huge fins or flippers, too. Scientists think that a plesiosaur, which lived in the oceans during the time of the dinosaurs, may still survive. Also, floating logs of a particular type of tree that grows around Loch Ness have a gnarled appearance. They could be mistaken for a large, coiled serpent.

Frogs & Toads

Some frogs and toads look very much alike. They are cousins in the animal family, but frogs and toads are not the same.

Frogs have round bodies, big heads, and no necks. Their eyes stick out from the tops of their heads. They also have big mouths and sticky tongues. Many types of frogs have teeth on their upper jaws.

Frog skin is smooth. It also feels wet, as if the frog has just stepped out of a shower. So about every ten days, when their skin becomes too tight, frogs shed their old skin. They have brand new skin underneath.

Frogs have short front legs and long back legs. Their back legs are also very strong. This allows them to move quickly by jumping long distances.

Most types of frogs need to live close to water. Their bodies are made for living in water. During the day, you might find some frogs sitting near water. They never go very far away from it, though.

Toads have stout bodies, big heads, and no necks. Their eyes sit on top of their heads, and they also have big mouths and sticky tongues. Toads do not have teeth.

Toads have short back legs. They take short hops to get from one place to another. Their back legs are for hopping instead of jumping. It takes them quite a while to get to where they want to be.

Most toads live on land. Some live many miles away from water. Others go into the water only to lay their eggs. Toads often hide during the day. They like to come out after dark, then go back to their hiding places in the daytime.

Toads have skin that is bumpy and rough. It feels dry. Toads also take off their old skin. However, they need new skin every three or four days.

Frogs and toads may look the same, but they are different in many ways. No matter which you see, both frogs and toads are fun to watch.

Literary Response Essay

Introductory ¶

In _____ (author) _____'s story _____ (title) _____, the character _____ (name) _____ *meets the challenge of*
faces the conflict of
shows the reader
teaches the reader _____

in _____ (setting) _____ during _____ (time period) _____. Now
write another sentence that retells the question and leads into your answer!

Body ¶ (Write as many body ¶'s as you need to answer the question!)

Prove your point with 1-2 sentences

In the story the author says, “ (quote the author!) _____ ”

Johnny says, “ (quote the story!) _____ ”

The main character says, “ (quote the main character!) _____ ”

One example of this is

A time when this was shown in the story

We/You can see this when

Followed by YOUR 1-2 sentence explanation

This quotation shows that

This incident means

I think this means that

Here, the character seems to be saying

Here the author is showing

Conclusion ¶

Wrap up your essay

I liked the way

The story was very fun to read because

The most important thing I learned from the story was

The lesson I learned from the story was

The author showed me

The character in the story wasbecause

Response to Literature

- ¶ 1 Introduction – including:
- A. Name of story
Author’s name
Character’s name
Story’s conflict or problem
Story’s setting
 - B. Beginning of story
Middle of story
End of story
 - C. Thesis (see below)
- ¶ 2 Main Body – including:
(or ¶ 3 / ¶ 4)
- A. Transition (see below)
Topic sentence
 - B. Bridge (see below)
 - C. Interpretation (see below)
- ¶ 3 Conclusion
(or ¶ 4 / ¶ 5)
- A. Restate thesis
 - B. Summary
 - C. Reflection

Thesis	Transitions
A statement or sentence that contains your opinion and you can prove with supporting documentation.	First, Also,
	Second,
	Next,
	(repeat line from last paragraph)

Bridges	Interpretations
{Ways to include quotes from the text.}	{What you think this quote means.}
In the story, the author says "..."	This quote shows that...
Johnny says, "..."	This incident means that...
One example of this is when "..."	I think this means that...
A time when this is shown was when "..."	Here the character seems to be saying...
This is seen ...	Here the author is showing that...

Summary Writing for Fiction

¶ 1 Introduction – including:

- Name of story
- Author's name
- Character's name
- Central conflict or theme
- Story's setting and time

¶ 2 Main Body – including: (or ¶ 3 / ¶ 4)

- MAIN events (without retelling details)
- Climax (problem)
- Resolution (how problem was solved)

¶ 3 Conclusion – including: (or ¶ 4 / ¶ 5)

- Summary of ending of story or resolution
- Restate theme
- Reflection on growth of character (opinions supported by text)

Summary Writing for Non-Fiction

¶ 1 Introduction – including:

- Name of article
- Writer's name
- Author's purpose or the *Main Idea* (one sentence)

¶ 2 Main Body – **Using your own words**, include: (or ¶ 3 / ¶ 4)

- Topic sentence
- Re-state the supporting details for the *Main Idea*
(Write the summary in the same order that the article was written.)

¶ 3 Conclusion – including: (or ¶ 4 / ¶ 5)

- Restate the Author's purpose or *Main Idea*