

Summary of Informative Text Rubric

Genre Chart Informative Summary	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Includes a topic sentence that captures the central idea	Topic sentence captures the central idea of the text	Topic sentence includes the subject in a general way	No topic sentence
2 States the title and author	Clearly states the title and author with correct formatting	Includes the title or the author	Forgot to include the title and author
3 Includes only the main ideas	Includes only the main ideas	Includes some main ideas from some parts of the text	Includes a main idea from one part of the text
4 Paraphrases information using academic language	Restates information in your own words using similar academic language	Most of the summary is in your own words using minimal academic language	Copied from text
5 Follows same organizational structure as author	Information is presented in the same order as the author	Most of the information is presented in the same order	Information is not organized
6 Uses transition words	Transitions link together sentences/paragraphs	A few transitions are used to link together sentences/paragraphs	Missing transitions
7 Includes a concluding sentence	Sentence restates the main idea	Has a concluding sentence, but does not restate the main idea	No concluding sentence
8 Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the summary	Frequent errors distract the reader

One Central Idea: Various Organizational Structures

Central Idea: Good Grades

Structure	Format
Classification	<p>¶ 1: Introduce the topic – Three factors that can help improve a student’s grades</p> <p>¶ 2: Study habits</p> <p>¶ 3: Attentiveness to lessons</p> <p>¶ 4: Healthy lifestyle</p> <p>¶ 5: Concluding paragraph</p>
Problem/Solution	<p>¶ 1: Introduce the problem – Some students lack necessary skills to achieve good grades</p> <p>¶ 2: Possible solution – Instruction on study habits</p> <p>¶ 3: Possible solution – Peer support</p> <p>¶ 4: Possible solution – Individual and small group re-teaching</p> <p>¶ 5: Concluding paragraph</p>
Compare/Contrast	<p>¶ 1: Introduce the comparison – Comparison between students who have good grades and those who don’t</p> <p>¶ 2: Similarities and differences – Study habits</p> <p>¶ 3: Similarities and differences – Attentiveness to lessons</p> <p>¶ 4: Similarities and differences – Amount of sleep</p> <p>¶ 5: Concluding paragraph</p>
Sequence	<p>¶ 1: Introduce the topic – How to get a good grade on a test</p> <p>¶ 2: Step 1 – Regular attendance</p> <p>¶ 3: Step 2 – Attention to lessons</p> <p>¶ 4: Step 3 – Study outside of class</p> <p>¶ 5: Step 4 – Plenty of rest</p> <p>¶ 6: Step 5 – Healthy breakfast</p> <p>¶ 7: Concluding paragraph</p>

One Central Idea: Various Organizational Structures

Central Idea: College

Structure	Format
Classification	<p>¶ 1: Introduce the topic – _____</p> <p>¶ 2: _____</p> <p>¶ 3: _____</p> <p>¶ 4: _____</p> <p>¶ 5: Concluding paragraph _____</p>
Problem/Solution	<p>¶ 1: Introduce the problem – _____</p> <p>¶ 2: Possible solution – _____</p> <p>¶ 3: Possible solution – _____</p> <p>¶ 4: Possible solution – _____</p> <p>¶ 5: Concluding paragraph _____</p>
Compare/Contrast	<p>¶ 1: Introduce the comparison – _____</p> <p>¶ 2: Similarities and differences – _____</p> <p>¶ 3: Similarities and differences – _____</p> <p>¶ 4: Similarities and differences – _____</p> <p>¶ 5: Concluding paragraph _____</p>
Sequence	<p>¶ 1: Introduce the topic – _____</p> <p>¶ 2: Step 1 – _____</p> <p>¶ 3: Step 2 – _____</p> <p>¶ 4: Step 3 – _____</p> <p>¶ 5: Step 4 – (optional) _____</p> <p>¶ 6: Step 5 – (optional) _____</p> <p>¶ 7: Concluding paragraph _____</p>
Chronological	<p>¶ 1: Introduce the topic – _____</p> <p>¶ 2: _____</p> <p>¶ 3: _____</p> <p>¶ 4: _____</p> <p>¶ 5: (optional) _____</p> <p>¶ 6: (optional) _____</p> <p>¶ 7: Concluding paragraph _____</p>

Notes:

The Columbian Exposition

America's Great Fair

By Emily Kissner

If you lived in 1893, your life would have been vastly different. Most Americans did not have electricity or running water. The airplane had not yet been invented. Many children went to school in one-room schoolhouses.

Leisure time, or free time, was also very different. There were no movies, no televisions, no iPods, no video games. Travel was long and difficult. The amusement park had not yet been invented.

But times were changing. The next twenty years would bring the car, the airplane, and widespread electricity. One of the first signs of these changes to come was Chicago's Columbian Exposition of 1893.

The Columbian Exposition is a fancy name for what turned out to be a very large fair. As early as 1880, people talked about having a large celebration in honor of the 400th anniversary of Columbus's voyage to America. Many cities competed for the honor of hosting the event. But Chicago won.

Preparing for the Exposition

The city chose Jackson Park as the site of the Fair. Although this park was swampy and marshy, the planners used the landscape to their advantage. They built beautiful lagoons and canals that led to Lake Michigan.

Over 40,000 workers helped to build the Exposition. They built over 200 new buildings for the fair. The 14 main buildings were built to be beautiful and impressive. All of the buildings were covered with white stucco.



A view of the buildings at the Columbian Exposition.

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Although the Exposition was supposed to open in late 1892, the date had to be pushed back to 1893. The job of building was immense! The workers used 75 million board feet of lumber and 18,000 tons of iron and steel. The Fair's promoters used the extra time to send out fliers to advertise the Exposition. Each day, they sent out 2,000 advertisements. These advertisements were sent to newspapers in the United States and Europe. Around the world, people were very excited. Nothing of this magnitude had ever been done before.

Visiting the Fair

One hundred thousand people from countries around the globe attended the grand opening of the fair on May 1, 1893. For the next six months, Chicago was host to the world.



Buildings, bridges, and walkways were built for the Exposition.

What was it like to visit the fair? We'll compare it to a visit to one of today's amusement parks. Most people ride in cars to get to amusement parks. To get to the Exposition, however, most people arrived by train or steamship. And the admission was just 50 cents—very different from the \$70 or so charged at amusement parks today!

Today, rides are the main attraction at amusement parks. At the Columbian Exposition, there were various kinds of attractions for people's entertainment. For example, at Machinery Hall, visitors could see the machines that provided electricity to the Fair. They could also see sewing machines and the world's largest conveyor belt. The Agricultural Building had weather stations, farm buildings, a map of the United States made out of pickles, and a "monster cheese" from Canada that weighed over 22,000 pounds. There was also a hall to exhibit fine paintings, a Fishery building with hundreds of kinds of fish, and a Horticultural Building with plants from all over the world.

The Exposition was very large, so there were many ways for people to travel. For 10 cents, a visitor could ride a train that traveled around a loop of 12 stops. The Moveable Sidewalk was an impressive attraction that took people from one attraction to another. A large steamship went from the South Pond to Lake

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Michigan and stopped at the Fishery Building. People could also hire sedan chairs, which were chairs that would be pulled by a Turkish villager. How do these different kinds of transportation differ from the ways to get around at today's amusement parks?

Most amusement parks and the Columbian Exposition do have something important in common: the Midway- the area of a fair where sideshows are located. The Columbian Exposition was the first place to ever have a Midway. Not only could visitors ride a hot air balloon, but they could also see a model volcano, visit a model Irish castle, and ride the first Ferris Wheel. The Ferris Wheel cost 50 cents for two revolutions—a steep price in those days. Visitors flocked to the entertainment at the Midway.

Just like at today's amusement parks, visitors to the Exposition often stayed until nightfall. Then they had a special treat. At nightfall, the lights would come on in an amazing display. The white buildings glittered in the lights. While electric lights are commonplace today, in 1893 electricity was still fairly new. Many guests wrote of the electric lights with wonder and awe.



The first Ferris Wheel was a popular attraction at the Exposition.

All in all, over 27 million people visited the Exposition. One writer of the time told his parents to “sell the cook stove if you have to...you must see this Fair.” Imagine! Selling a stove to go and see a Fair. But unlike amusement parks, which open every summer, the Columbian Exposition was open for six short months. Everyone felt as if they needed to be there.

After the Fair

The Exposition closed in October of 1893. However, its impact can still be felt today. Many products that we use every day were introduced at the Exposition, including Juicy Fruit gum and Shredded Wheat. But more importantly, the Fair changed the way that people think about entertainment and the arts. The Midway, introduced for the first time at the Fair, is now seen at most

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carnivals and amusement parks. The Exposition introduced the holiday of Columbus Day and was the birthplace of the Pledge of Allegiance.

All but two of the buildings made for the Exposition have either burned down or been demolished. However, the spirit of the Exposition lives on. This grand fair was a place for people to be entertained and to learn about the world. They saw the power of America and marveled at new technologies, like electricity.

Notes:

The Importance of Juneteenth Explained

by Emily Moulin

Article provided by DOGO Media, Inc.

Dictation and supporting videos: <https://www.dogonews.com/2021/6/14/the-importance-of-juneteenth-explained>



Juneteenth celebrates the end of slavery in the US (Credit: <https://www.dodea.edu>)

Juneteenth — a **combination** of the words June and nineteenth — is one of the oldest known holidays **commemorating** the end of slavery in the United States. It was on June 19, 1865, that the nation's last **enslaved** people — a group in Texas — learned that slavery had been **outlawed** and that they were free. The events leading to what many call "America's true Independence Day" began with the Emancipation Proclamation, signed by President Abraham Lincoln on January 1, 1863.

The order, issued during the American Civil War (1861-1865), freed millions of slaves in 11 **Confederate** States: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. However, the Union-loyal border states of Delaware, Maryland, Missouri, and Kentucky were **exempt** and continued to practice slavery. The 13th **Amendment**, passed by the United States Congress on January 31, 1865, closed the loophole and made slavery illegal throughout the country.

The combined **legislation** helped free all but a group of about 250,000 slaves in Texas. Unaware of the new laws, they remained in **bondage** until June 19, 1865, when Union General Gordon Granger arrived in Galveston, Texas, to announce General Order No. 3. It stated: "The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States, all slaves are free.

13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

The 13th Amendment helped free all slaves not freed by the 1863 Emancipation Proclamation (Credit: www.abraham-lincoln-history.org)

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This involves an absolute **equality** of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired laborer."

Juneteenth was born the following year when a group of **former** Texan slaves celebrated their newly-found freedom with cookouts, dancing, and prayers. Over time, Freedom Day, or Black Independence Day, as it is also called, has been observed in varying degrees in most US states. It was even declared a state holiday in Texas in 1980. However, the holiday is still poorly understood outside of the African American community and often **overshadowed** by the July 4th Independence Day celebration. But the growing awareness of continued **systemic** racism in the US is finally bringing forth Juneteenth's national significance.

Starting 2021, Juneteenth will be a state holiday in Virginia, New York, and Pennsylvania. Oregon and Washington recently passed **legislation** to make Juneteenth a holiday starting in 2022. Large corporations, like Twitter, Nike, and Spotify, have also begun to include June 19 to their annual **roster** of paid employee holidays.

The steadily growing **recognition** is not enough for Opal Lee, who has been fighting for Juneteenth to be a national holiday since 1989. The 94-year-old says, "None of us are free until we are all free. And we weren't free on the Fourth of July in 1776. I'm **advocating** we celebrate from the 19th of June until the 4th of July. That would be celebrating freedom."

Every June 19, the activist brings attention to the **quest** by leading a 2.5 mile-long walk down West Lancaster Avenue in Fort Worth, Texas. The distance symbolizes the 2.5 years

it took for the slaves in Texas to find out they had been freed by the Emancipation Proclamation. Lee has also taken her cause online with a **petition** for 3 million signatures on Change.org. So far, over 1.6 million people have signed up, and the numbers are increasing daily. While the 94-year-old is confident that Juneteenth will soon be declared a national holiday, she just hopes it will be during her lifetime.



Courtesy of Opal Lee

Notes:

Sites to Summarize

Science:

<http://www.sciencenewsforkids.org/>

<http://www.popsoci.com/category/tags/kids>

<http://accessexcellence.org/WN/SU/>

<http://www.nytimes.com/pages/science/index.html>

Social Studies:

<http://www.socialstudiesforkids.com>

Current Events:

<http://www.dogonews.com/>

www.nytimes.com

Main Idea

Directions: Read each passage. In one sentence, write down the main idea of the passage. In other words, what is this passage about?

1. There are many types of lethal venom in the animal kingdom, but perhaps no stranger carrier than the platypus. The platypus is one of the few venomous mammals. Males carry a venom cocktail in their ankle spurs that incapacitates victims with excruciating pain. Stranger still, the platypus is the only mammal that uses electroreception. What this means is that the platypus uses its bill to sense the electricity produced by the muscular movements of its prey. The platypus neither sees, hears, nor smells its prey while hunting but, rather, pursues it through electroreception. Perhaps the oddest fact yet, the platypus is the only mammal that lays eggs rather than giving birth to live young. The platypus is an odd creature indeed.

2. Yellowstone National Park is mainly located in Wyoming, although three percent is located in the state of Montana. The Continental Divide of North America runs diagonally through the southwestern part of the park. The park sits on the Yellowstone Plateau, which is an average elevation of 8,000 feet above sea level. This plateau is bounded on nearly all sides by mountain ranges. There are 290 waterfalls that are at least fifteen feet in the park, the highest being the Lower Falls of the Yellowstone River, which falls 308 feet.

3. It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach's, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That's a lot of candy corn, but that is nothing compared to Tootsie Roll production. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry's staple product, chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that's a mouthful!

Explicit vs Implicit

Obesity:

According to the US Food and Research Center, two-thirds of all Americans are overweight. While this statistic is disturbing, it is understandable how some adults let themselves get a little thick around the waist. Many sit in an office eight to ten hours a day with little time for exercise. What is even more disturbing is that one-third of all children in the United States are overweight. Children are naturally active. The United States is facing a fundamental problem in its societal structure in which children have been allowed to become obese.

Is the thesis statement implicit or explicit? Explain.

According to the US Food and Research Center two-thirds of all Americans are overweight. While this statistic is disturbing, it is understandable how some adults let themselves get a little thick around the waist. Many sit in an office eight to ten hours a day with little time for exercise. What is even more disturbing is that one-third of all children in the United States are overweight. Children are naturally active. The United States education system has students sitting in their seats for a majority of the day while consuming cheap food for lunch. It is imperative that schools begin to structure more time for activity and provide healthy nutritious lunches for all students.

Is the thesis statement implicit or explicit? Explain.

Transition Practice Paragraph

Dogs are wonderful pets. They are loyal. They love praise from their owners. They are easy to train. They are fun to play with. Dogs are entertaining. They chase their tails. They get excited when their owner comes home. Like people, each dog has its own personality. Caring for a dog can teach a child responsibility. A dog is obviously a perfect choice for a pet.

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Revision: Summary of Informative Text

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart	
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_____ Includes a topic sentence that captures the central idea
Suggestion for improvement: _____

_____ States the title and author
Suggestion for improvement: _____

_____ Includes only the main ideas
Suggestion for improvement: _____

_____ Paraphrases information using academic language
Suggestion for improvement: _____

_____ Follows same organizational structure as the author
Suggestion for improvement: _____

_____ Uses transition words
Suggestion for improvement: _____

_____ Includes a concluding sentence
Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher's name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including "No Excuse" words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |
-
-

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
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| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Assessment: Summary of Informative Text

Summary: Informative

- Includes a **topic sentence** that **captures the central idea**
- States the title and author
- Includes only the main ideas
- Paraphrases information using **academic language**
- Follows same organizational structure as author
- Uses transition words
- Includes a **concluding sentence**

Read "Care Not Cash" by Wikipedia Commons (or a different article of your choosing).
Write a summary that reflects a level 4 from the rubric.

Notes:

Care Not Cash

By Wikipedia Commons

Care Not Cash was a [San Francisco](#) ballot measure (Proposition N) approved by the voters in November 2002. Primarily sponsored by [Gavin Newsom](#), then a San Francisco supervisor, it was designed to cut the money given in the [General Assistance](#) programs to homeless people in exchange for shelters and other forms of services. The major intent of this measure was to prevent the cash grants given to be used for purchasing drugs and alcohol, and to strongly encourage homeless people to enter shelters or housing and obtain counseling and other services.

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Care Not Cash altered city welfare assistance to the approximately 3,000 homeless adults who received about \$395 a month to \$59 a month plus housing and food. According to the measure, if the services weren't available, the city couldn't reduce a homeless person's aid. The idea behind Care Not Cash was to use the city's savings from cutting the welfare checks -- an estimated \$13 million a year -- to set baseline funding for creating affordable housing, expanding shelters, and adding mental health and substance abuse treatment.

Later, an amendment called "Real housing, real care", was voted upon by the Board of Supervisors. It was created to ensure that the "Care" element of "Care not Cash" was in place; that is, to mandate a certain level of housing and services to be available before the city cut General Assistance payments.

Care Not Cash caused a significant amount of controversy in San Francisco. The name was seen as a [euphemism](#), and critics complained that the quality of care provided was not equivalent to the cash. The major debates, however, were in the many underlying issues that Care not Cash brought up, including:

- The "right" to be homeless. This issue was raised by some like [Angela Alioto](#), who criticized the provision of the Care not Cash law that states if the homeless person refused "care," he or she would not be given "cash." In other words, it should not be illegal to be poor. Most supporters of the law did not see that as a weakness in the law, but rather as the fundamental point of the legislation, to strongly discourage people from homelessness if shelters and other services were possible.
- The quality of the shelter system. Both supporters of Care not Cash and critics were very negative towards the prevailing homeless shelter system in

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San Francisco at the time, criticizing it not only for being of low quality and unsafe, but also as a source of [cronyism](#) and [graft](#).

- Many critics, such as Alioto, point out that the premise of the law does not affect the main class of homeless, the so-called "hardcore homeless," who Alioto claims are by and large so mentally unstable as to not even know how to collect General Assistance in the first place.

Additionally, Eugene Dong MD, JD, an Associate Professor of Cardiac Surgery Emeritus at Stanford University, conducted an independent investigation of the cost of the program and proclaimed, "[the] program just does not add up." Dong said that the city claims to have used \$14,000,000 to house just 1,000 people, suggesting the city spent \$14,000.00 per housed recipient per year, or \$1,226.00 per month, rather than the \$410.00, which was the maximum monthly benefit. Dong believes that difference, or 70 percent of the county welfare fund, went "directly to the hotel owners in the form of cash payments and capital improvements that they would not otherwise have received." Dong also said that the CNC Program did not actually decrease the numbers of homeless, since in the same year, the numbers of homeless in the surrounding communities swelled commensurately.

A study released February 9, 2005, indicated that the number of County Adult Assistance Programs (CAAP) residents who declared themselves to be homeless residents of San Francisco had decreased from 2,497 to 679 since implementation of Care Not Cash in May 2004. As of January 2007, the caseload had decreased further to 333, although Mayor Newsom admitted in a radio interview that two or three new homeless persons come to San Francisco for each homeless person that gets off the streets.