

Standard Guidance: CCRA.2 & RL/RI.2

Types of Summaries

During the standards revision process, standards dealing with theme and summary in both the Reading Literature and the Reading Informational strands were revised in grades 1-12 in the following ways:

- » The theme and summary sections were separated into two sub-sections for clarity.
- » Sub-section B, which contains the skill of writing a summary from what is read, contains added language that connects determining theme with what should be included in a summary.
- » Grades 6-10 have been streamlined to require the student to provide an objective summary of the text.
- » For college and career readiness, grades 11-12 now require the student to provide a thorough analysis of literary text or to craft an informative abstract for nonfiction text.

Ohio's Learning Standards for English Language Arts now call for students to write summaries, objective summaries, informative abstracts, and thorough analyses. This document will clarify the differences for the types of summaries at different grade levels, using the revised standards language, and solidify the connection of providing summaries to the first part of the standard that deals with determining themes and central ideas.

The following are examples of the standard at each grade band and the anchor standard:

CCR RL & RI Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components (subject to revision following public feedback of standards revisions).

RL.4.2: Analyze literary text development.

- a. ! Determine a theme of a story, drama, or poem from details in the text.*
- b. ! Summarize the text, incorporating a theme determined from details in the text.*

RL.6.2: Analyze literary text development.

- a. ! Determine a theme of a text and how it is conveyed through particular details.*
- b. ! Incorporate a theme and story details into an objective summary of the text.*

RL.11-12.2: Analyze literary text development.

- a. ! Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.*
- b. ! Produce a thorough analysis of the text.*

Types of Summaries by Grade Band		
Grades 4-5	Grades 6-10	Grades 11-12
<i>Summary (summarize)</i>	<i>Objective Summary</i>	<i>Informative Abstract or Thorough Analysis</i>
A condensed version of the text that includes its general theme(s) and/or major points; summary may include literary elements, such as the characters or events	A condensed version of the text that includes the theme(s) and major points and is distinct from personal opinion or judgments	An abbreviated version of the most significant points of a text, which includes all significant information to understanding the purpose of the text
<p>Includes –</p> <ul style="list-style-type: none"> Brief overview of story elements, including characters, setting, and point of view, and theme(s) Brief overview of the main ideas and key details in the text <p>*This may include opinions based on the text (e.g., “Jack made a bad decision when he sold the cow for beans.”)</p>	<p>Includes –</p> <ul style="list-style-type: none"> Brief description of story elements, including characters, setting, and point of view, and theme(s) Brief explanation of the main ideas and key details in the text 	<p>Includes –</p> <ul style="list-style-type: none"> Purpose of the text Important specifics, such as dates, names, or places essential to understanding the text Claims and counterclaims and/or all important events sequenced in the plot Synthesis of concluding remarks from the author of the text or resolution of the story

What should NOT be included in an informative abstract or thorough analysis?

- ⊗ Personal *opinion*
- ⊗ A *comparison* to other works
- ⊗ *Specific details* that are not necessary to understanding the text
- ⊗ *Examples* – personal or from the author of the text
- ⊗ *Background* information from the introduction !
- ⊗ *Footnote, table, an bibliographic information* !
- ⊗ *Technical language* the reader may not understand !

How to write an informative abstract:

1. ! Read through the material completely to get a general idea of its content.
2. ! Re-read the material as often as is necessary to locate all of the main points.
3. ! Organize the information you have gathered into an initial rough draft. At this point your draft will contain more information than will appear in your final version. Feel free to use the language of the original now.
4. ! Read through your rough draft and delete whatever information you can. Condense or eliminate, if possible. Make sure that you have accurately maintained the emphasis of the original.
5. ! Put the edited version into your own words. Once again, compare your version with the original to double-check facts.
6. ! Identify the source you've just summarized.

Note: Some parts of this document were adapted from the informative abstract writing guidelines from the University of Illinois Springfield's Center for Teaching and Learning.