

## Summary of Informative Text Rubric

Genre Chart Summary: Informative	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>1</b> 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
<b>2</b> 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
<b>3</b> 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
<b>4</b> 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
<b>5</b> 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
<b>6</b> Uses transition words	Transitions link together sentences/paragraphs	A few transitions are used to link together sentences/paragraphs	Missing transitions
<b>7</b> Includes a concluding sentence	Sentence restates the main idea	Has a concluding sentence, but does not restate the main idea	No concluding sentence
<b>8</b> 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: French Fries
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Structure	Format
<b>Classification</b>	<ul style="list-style-type: none"> <li>¶ 1: Introduce the topic – Types of french fries</li> <li>¶ 2: Type – shoe string</li> <li>¶ 3: Type – steak cut</li> <li>¶ 4: Type – waffle cut</li> <li>¶ 5: Concluding paragraph</li> </ul>
<b>Problem/Solution</b>	<ul style="list-style-type: none"> <li>¶ 1: Introduce the problem – Calories</li> <li>¶ 2: Possible solution – Baked fries</li> <li>¶ 3: Possible solution – Smaller portions</li> <li>¶ 4: Possible solution – Eliminate from diet</li> <li>¶ 5: Concluding paragraph</li> </ul>
<b>Compare/Contrast</b>	<ul style="list-style-type: none"> <li>¶ 1: Introduce the comparison – McDonald’s vs. In-n-Out Burger</li> <li>¶ 2: Similarities and differences – Flavor</li> <li>¶ 3: Similarities and differences – Oils</li> <li>¶ 4: Similarities and differences – Crispiness</li> <li>¶ 5: Concluding paragraph</li> </ul>
<b>Sequence</b>	<ul style="list-style-type: none"> <li>¶ 1: Introduce the topic – How to cook french fries</li> <li>¶ 2: Step 1 – Select potatoes</li> <li>¶ 3: Step 2 – Cut the potatoes</li> <li>¶ 4: Step 3 – Soak and dry</li> <li>¶ 5: Step 4 – Fry the potatoes</li> <li>¶ 6: Step 5 – Drain and season</li> <li>¶ 7: Concluding paragraph</li> </ul>
<b>Chronological</b>	<ul style="list-style-type: none"> <li>¶ 1: Introduce the topic – History of french fries</li> <li>¶ 2: Belgian and Netherlands 1680</li> <li>¶ 3: France 1775</li> <li>¶ 4: United States 1899</li> <li>¶ 5: (optional)</li> <li>¶ 6: (optional)</li> <li>¶ 7: Concluding paragraph</li> </ul>

## One Central Idea: Various Organizational Structures

Central Idea: Video Games

Structure	Format
<b>Classification</b>	<p>¶ 1: Introduce the topic – _____</p> <p>¶ 2: _____</p> <p>¶ 3: _____</p> <p>¶ 4: _____</p> <p>¶ 5: Concluding paragraph _____</p>
<b>Problem/Solution</b>	<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>
<b>Compare/Contrast</b>	<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>
<b>Sequence</b>	<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>
<b>Chronological</b>	<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>

## One Central Idea: Various Organizational Structures

Central Idea: \_\_\_\_\_

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

Notes:

# Invasive Species

by Emily Kissner

Sometimes, plants that grow well in one area cause problems in another. This might seem hard to understand. A plant is a plant, right? But moving plants and animals to new ecosystems can cause unexpected problems.

## A Plant Gone Wild

For example, garlic mustard is a plant that originally came from Europe and Asia. People brought it to the United States to grow in their gardens. Because it can produce thousands of seeds in a year and animals do not eat it, the plant expanded beyond gardens and continues to spread.

The spread of garlic mustard has a negative affect on the forest. Because it grows quickly and does well in areas with low light, the plant quickly replaces the native wildflowers. When this happens, animals that depend on native wildflowers have trouble finding food. Garlic mustard plants can quickly replace diverse forest vegetation.

## Hurtful or Helpful?

Some plants that behave perfectly well in their natural ecosystems cause problems in new places. For example, goldenrod is a favorite wildflower in North America. People enjoy seeing its yellow blooms in the autumn. It's not surprising that English gardeners decided to plant it, but nothing in England eats the goldenrod, which is causing it to become an invasive plant.

The gray squirrel is another American invader. The gray squirrel lives all over the United States. In the 1900s, people intentionally brought it to England

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as an interesting novelty. However, the gray squirrel outgrows the English red squirrel by twice the size, which is causing a serious decrease in that species population.

Not every species introduced to a new ecosystem becomes invasive. Some are even useful. The European honeybee is important for pollinating crops and wildflowers all over the United States. Weeping willow trees, which originally come from Asia, grow well in wet areas.

All over the world, species are being taken to new ecosystems. Whether taken by accident or on purpose, some species can become harmful to their new environment. Others, like the honeybee, provide essential support to native vegetation. It is very difficult to predict what will happen when species are taken to new places.

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## Mysterious Milk Sickness

by Emily Kissner

Settlers who traveled to Ohio, Illinois, and Kentucky in the early 1800s faced many hardships. They left behind homes and farms to live in the wilderness. They cleared land and planted crops, working long, hard hours. They often lived in tiny settlements far from towns and stores.

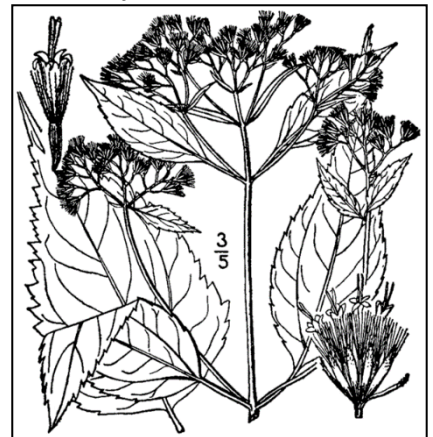
One of the most tragic hardships that settlers faced was a mysterious illness called “milk sickness.” This illness killed many people, especially young children. When people became ill, they often trembled, threw up, or had terrible stomach pains. There were no medicines that seemed to help.

### Milk Sickness and White Snakeroot

People in the 1800s took their cows with them when they went to settle new areas. After all, they liked milk and butter just as much as we do today. Many people know that cows eat grass. But cows eat other plants as well. When the weather is dry, and the grass gets brown and withered, cows look for other food.

This is what caused the trouble with milk sickness. A tall plant with white flowers grows all through the Appalachian Mountains and the Midwest. This plant is called white snakeroot. White snakeroot grows well along the edges of forests, and grows well even during droughts. Most settlers hardly noticed the plant at all.

But their cows did. In settled areas, where cows were fenced in, milk sickness was not a problem. On the frontier,



*A USDA illustration from the early 1900s shows white snakeroot.*

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however, cows were often allowed to wander far and wide. When the weather was dry, cows often ate the white snakeroot that grew in the forests.

White snakeroot contains a toxin, or poisonous substance, called tremetol. This substance was not deadly to the cows. However, the poison got into their milk. When people drank the milk, they became ill. Many died.

### **The Search for a Solution**

Strange as it may seem, people did not connect white snakeroot with the milk sickness for a long time. Most medical research was happening in the East, far from the milk sickness outbreaks. People thought that milk sickness was caused by everything from poison dew to poison ivy to witches. In some places, people realized that milk sickness was worse in dry summers. Some people even noticed that milk sickness vanished when cows were kept in fenced-in fields.

There are some stories about a woman doctor, Anna Pierce Hobbs, who may have solved the mystery of milk sickness as early as the 1930s. “Dr. Anna,” as she was called in rural Illinois, supposedly learned about white snakeroot from a Shawnee woman. As the story goes, she got rid of white snakeroot in her county and ended outbreaks of milk sickness.

It’s hard to find out if this story is true. It’s possible that white snakeroot was recognized as the cause of milk sickness in some places. But proving that white snakeroot caused milk sickness was difficult. White snakeroot in the eastern part of the United States is less poisonous than white snakeroot in other areas. One doctor ate some white snakeroot to prove that it wasn’t the cause of milk sickness. He was fine – probably because he ate the less toxic form of the plant.

Scientists also worked differently in the past. They sometimes tried to prove that their ideas were correct. For example, one doctor fed white snakeroot to several rabbits.



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Even though some of the rabbits died, the doctor wrote a paper to say that white snakeroot did not cause milk sickness. Many doctors continued to believe that poison ivy caused milk sickness.

In 1928, Dr. James Couch discovered the exact toxin in white snakeroot. This substance, tremetol, reacts in the body to become a poison. The American Medical Association officially announced white snakeroot as the cause of milk sickness. A mystery that had spanned two centuries was finally solved.

### **Milk Sickness Today**

Could someone get milk sickness today? It's possible, but not very likely. Dairy farms have to follow strict rules. In addition, a glass of milk that you drink today would probably contain milk from several different cows. Even if one cow did eat some white snakeroot, a glass of milk would not contain enough to be toxic.

For towns across the Midwest and Appalachian Mountains, milk sickness had a tragic impact. Many people,

including Abraham

Lincoln's mother, died of the disease. In some settlements, half of the settlers were lost. Milk sickness made pioneer life even more sad and difficult.



*On today's farms, cows are fed a carefully controlled diet. The risk of milk sickness is very low.*

## 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](http://www.nytimes.com)

## Main Idea Practice

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

1. What do you get when you cross a robot and an astronaut? A Robonaut! Robonauts are robot helpers designed to work side-by-side with astronauts. Work on the first Robonaut began in 1997, and by 2002 Robonaut B was revealed to the public. Robonaut B may have featured interchangeable lower bodies, like four-wheel mode or hydraulic legs, but scientists and engineers continued to improve Robonaut. In February of 2010, Robonaut 2 was released to the public. Robonaut 2 moved four times faster than the first Robonaut. An advanced version of Robonaut 2 was finally tested in outer space in 2011. Robonaut functioned exactly as designed.

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2. *Automation* is the use of machines to reduce the need for human labor. In other words, automation is when jobs done by people become jobs done by robots. Automation can be a good thing. Because of automation, clothing, cars, and other manufactured products are available at good prices and in large supply. But automation can also be a bad thing. Because of automation, there are over 700,000 robots in America alone that do jobs once performed by humans. The way of automation may not be best for humanity, but it is the course we are taking.

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3. Fellow Members of the Springfield Robotics Club: It has come to my attention that the workshop has been left an absolute mess on at least two separate occasions. Remember, that this is a shared space, so we must clean up behind ourselves after every meeting. It is in the spirit of keeping our club meeting space that we establish this rule: when you take a tool off the rack, put it back. If everyone puts their tools back immediately after they are done using them, there will be minimal mess to clean up, and we won't get kicked out of the spot. So, if you like having a meeting place, put your tools back.

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Adapted from Don Mortini: [www.ereadingworksheets.com](http://www.ereadingworksheets.com)

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**Now read your article. Identify the main idea in each paragraph.**

## Transition Practice

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**Directions: With a partner, read the following paragraph.**

Rome grew larger and more powerful. It constantly fought off invaders. Their army was very organized. They were able to defend the city because they were so organized. Soldiers were divided into legions, groups of 3,000-6,000. Legions could join together or split apart to fight better. Rome kept getting bigger. The rich people in the cities and the poor people in the countryside did not always get along. Politicians and soldiers sometimes tried to appeal to poor people to rise up against their political opponents. One famous example is Spartacus, who was a slave and former gladiator. He led an uprising of many slaves to protest against the people in power. He was killed. Conflicts continued in Rome.

**Identify three main ideas from the paragraph:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Combine the three main ideas into one summary statement:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Now try adding transition words to make the sentences blend better. Here are some sample words:**

Yet	As	Unfortunately	For example
Reportedly	Although	As a result	Moreover

Rome grew larger and more powerful. It constantly fought off invaders. Their army was very organized. They were able to defend the city because they were so organized. Soldiers were divided into legions. Legions could join together or split apart to fight better. Rome kept getting bigger. The rich people in the cities and the poor people in the countryside didn't always get along. Politicians and soldiers sometimes tried to appeal to poor people to rise up against their political opponents. One famous example is Spartacus, who was a slave and former gladiator. He led an uprising of many slaves to protest against the people in power. He was killed. Conflicts continued in Rome.

### 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. _____<br><i>(Grammar focus for the class)</i>                        |

**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                        |
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| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced        |
| _____ | _____ | 7. _____<br><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 "The First-Ever Image of a Black Hole Is Stunning" by Meera Dolasia, DOGO News (or a different article of your choosing). **Write a summary that reflects a level 3 from the rubric.**

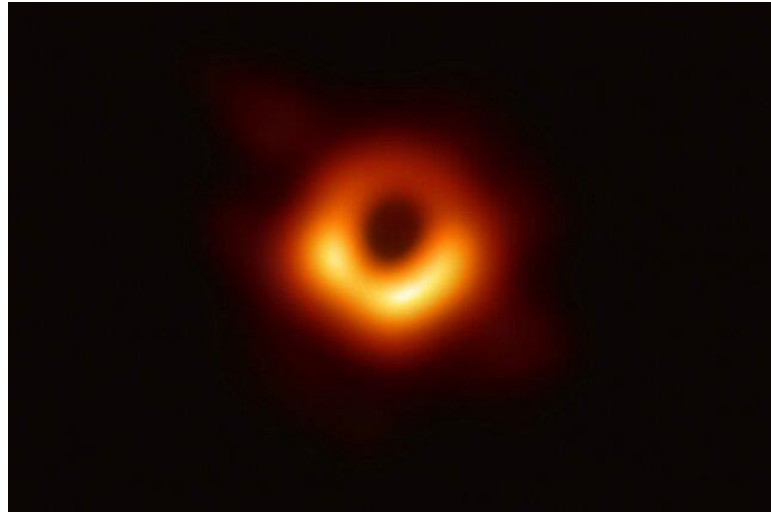
Notes:

# The First-Ever Image of a Black Hole is Stunning

by Meera Dolasia

DOGO News, April 11, 2019

<https://www.dogonews.com/2019/4/11/the-first-ever-image-of-a-black-hole-is-stunning>



An international team of scientists collaborated to find the first-ever visual evidence of a supermassive black hole in a faraway galaxy (Credit: EHT Collaboration et al 2019)

The existence of black holes, first proposed by Albert Einstein in his 1916 general theory of relativity, has been known for decades. However, astrophysicists have thus far relied on indirect evidence, such as the Milky Way's stars orbiting a large and invisible object in the center of our galaxy, to prove their presence. That changed on April 10, 2019, with the release of the first-ever direct visual evidence of a black hole in the center of the galaxy M87, located 55 million light-years from Earth.

The culmination of many years of hard work and collaboration by an international team of more than 200 astrophysicists, the image does not show the black hole itself. That's because black holes, regions in space where the pulling strength of gravity is so powerful that even light is unable to escape, are black and hence invisible. Instead, the scientists used radio signals to capture the black hole's "shadow" — the bright ring that forms around its boundary, or "event horizon," when light bends due to the extreme gravity around the hole.

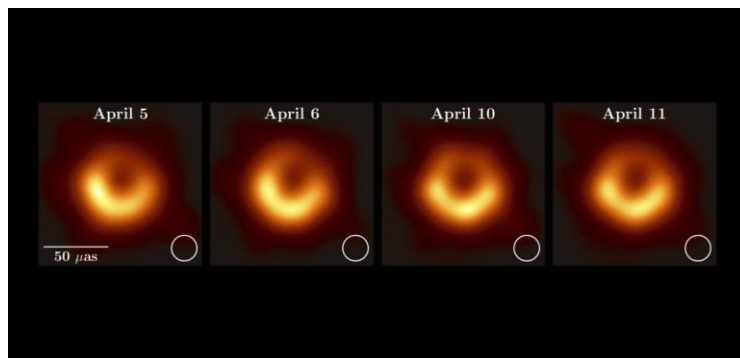


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"We now have visual evidence for a black hole," project director Sheperd Doleman told reporters at a press conference in Washington DC. "It is also consistent, the shape of this shadow ... with Einstein's predictions."

The M87 black hole, believed to have a mass 6.5 billion times that of our sun, was captured using the Event Horizon Telescope (EHT) — a network of eight powerful ground-based telescopes linked to form a radio array as wide as the Earth. The observatories, located in Hawaii, Arizona, Chile, Mexico, Spain and Antarctica, individually captured the black hole's radio signals over four nights in April 2017, when the weather was optimal in all six regions. The data, stored on physical hard drives, was transported to a central location where it was "stitched" together by a supercomputer to form the image of the black hole's shadow.

The researchers, who targeted M87's black hole due to its enormous mass and relative proximity to Earth, say while the image produced is slightly blurry, future photos will be clearer as more telescopes are added to the EHT. The team also believes they will be able to fine-tune the photos further. "We think we can make the image perhaps a little sharper through algorithms," Doleman said.



The radio signals from the M87 black holes were collected over four "optimal weather" days in April 2017 (Credit: EHT Collaboration et al 2019)

The EHT team has also been trying to image a black hole closer to home, in the center of our Milky Way Galaxy. Though smaller than M87's black hole, it still possesses an impressive mass of about 4 million suns. The team is currently processing the data collected and hope to release a photo soon.

Black holes are regions in space where the pulling strength of gravity is so powerful that even light is unable to escape. The intense gravity is

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caused by matter that is compressed into a small space. They can vary widely in size and mass. The smallest, called "primordial" black holes are as tiny as a single atom but with a mass of a massive mountain. Stellar black holes, which are the most common, are believed to have a diameter of about 10 miles and a mass about 20 times that of our sun. The largest or "supermassive" black holes, similar to that of M87s that are greater than a million suns combined and a diameter about the size of our solar system. Scientists believe every galaxy possesses one of these black holes at its center.