

Monthly Training Webinar

Unit 4: Summarizing a Reference

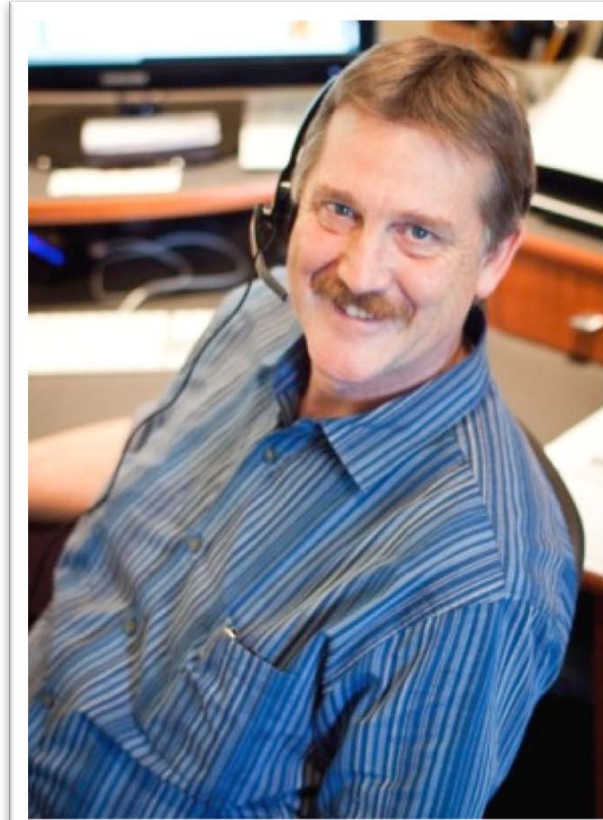


Unit 4: The Linchpin Unit

Andrew Pudewa

Director, Institute for Excellence in Writing

October 23, 2017



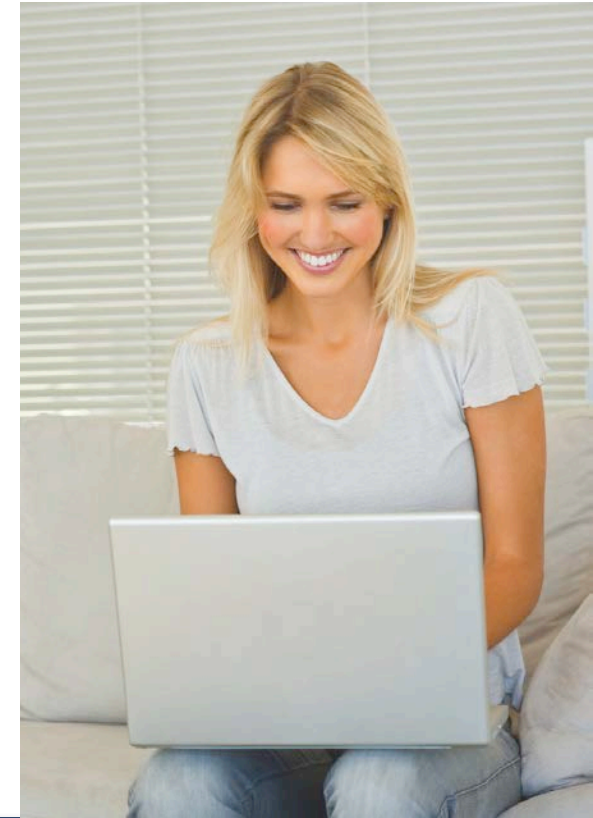
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Welcome!

A few instructions for those new to an IEW webinar

- Q&A box:
 - Only I and a few staff members will see what you type.
 - I'll answer as I'm able.
- Chat box:
 - All can see your comments.
 - Use this area to "pass notes in class."
 - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chatbox are "live."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive a link to access the recording and slides. (**Not** posted to webinar archive page)



Have handy your *Teaching Writing: Structure and Style Seminar Workbook*.

**First Edition: Pages 37–46 plus
page 10 in
Tips & Tricks Handout**

**Second Edition: Disc 4 plus 51–
64 in the Seminar Workbook**



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An Overview of IEW's Nine Structural Models



Linchpin Unit



November

February

April

1: Note
Making and
Outlines

2: Writing from
Notes

4: Summarizing
a Reference

6: Summarizing
Multiple
References

8: Formal
Essay Models

September

3: Retelling
Narrative Stories

5: Writing from
Pictures

7: Inventive
Writing

9: Formal
Critiques

October

Dec/Jan

March

May



Tonight's Outline

- Goals and recommended materials
- Define *summarize*
- Topic Clincher Rule
- Teaching procedure and practicum
- A resource for student samples
- Important reminders
- Style
- FAQs

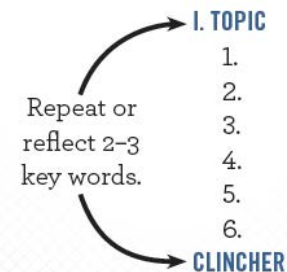
UNIT 4

Summarizing a Reference

- Key words from facts.
- Choose 4–7 details.
- 3 words max.
- 1 topic per ¶.



Topic-Clincher Rule



Goals for Unit 4

- To find reading material on a topic or topics, take notes, and write a summary.
- To create a KWO from interesting, important, or relevant facts pulled from one “too long” source text.
- To introduce the topic sentence* and topic-clincher rule
- To begin to document references and report orally or in writing what they found and where they found it.

*Roman numeral now means topic sentence.

Recommended Materials

- A variety of reference materials at or below the students’ reading level, with limited topics.
 - Theme-Based, Writing Source Packet, Etc.
- Reminder sign with topic-clincher rule
- Highlighters



Unit 4: Summarizing a Reference Overview

1. Often harder than fiction, must be more “accurate.”
2. 1st key idea to teach: Topic-Clincher ¶ - memorize rule!
3. Reports, but maybe not a finished product (think *process*).
4. Assignments: Communicate # of topics (= #¶) and # of facts per paragraph.
5. Assist students in finding appropriate source texts.
6. Think about the “funnel” – gradually increase source sizes

SUMMARIZING

Begin with a single-topic source text with ten or more facts.



How to Summarize

of facts per topic (3 to 7)

# Facts in Source	Outline (target #)	Difficulty
10	5-6	Easy
20	5-6	Moderate
30	6-7	Hard
50+	6-7	Painful

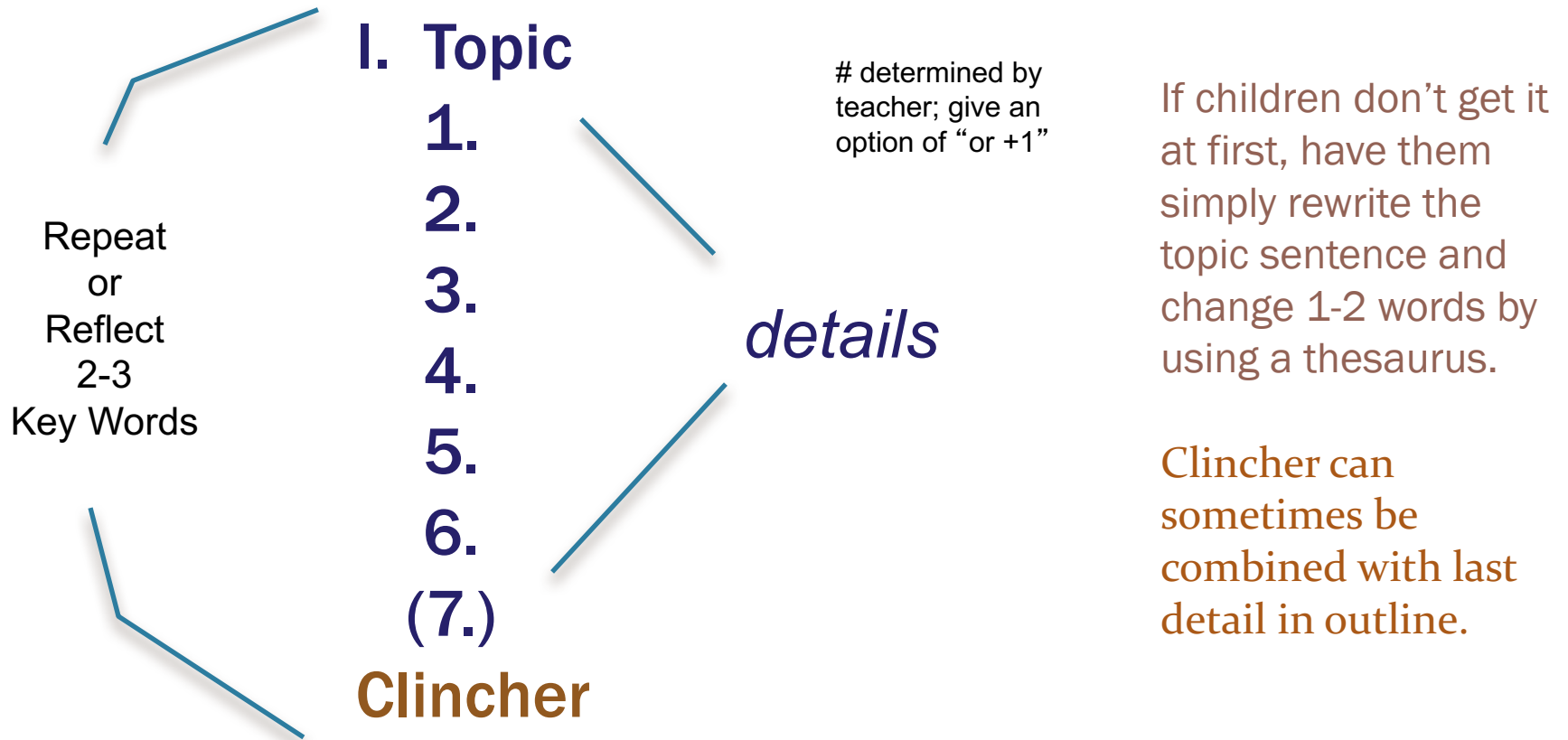
How to choose? Interesting vs. Important (Relevant)
“Summarize” – what does it mean? “Sum” in math-talk?

“Some-a-rize” – Choose some; ignore the rest.



The Topic-Clincher Rule

1st key idea to teach: Topic-Clincher ¶ - memorize rule!



The topic sentence and the clincher sentence must repeat or reflect two or three key words.

Unit 4: Let's try one together!

Hyraceum



The small rodent-like rock hyrax, native to most of Africa and the Middle East, lives in a colony of up to fifty individuals. Because hyraxes rarely stray far from their homes, they have the somewhat unusual habit of using latrines—specific common areas for urination and defecation—in order to keep their territory clean. Their jelly-like urine combines with feces and then dries, hardens over hundreds or thousands of years, and becomes a petrified substance known as hyraceum, which has been used in traditional folk medicine for centuries and has more recently become an ingredient for making perfume. This substance, also referred to as “Africa Stone,” gives off a strong, complex, fermented scent variously described as “strongly urinary,” “a mix of musk, civet, tobacco, and agarwood,” or “very interesting.” However, in combination with other scents, it has a remarkable ability to make florals smell “three-dimensional.” To be used, hyraceum must be ground into powder and then made into a tincture by infusion into alcohol for several weeks. A fifty-milliliter (1.7 fluid ounces) bottle of hyraceum tincture retails for approximately \$140.00. It certainly is one of the stranger natural substances humans have discovered a use for.



Andrew's KWO

I. R. Ingredients, hyraceum, unusual

1. Hyrax, common, area
2. urine + feces, dries
3. hardens, 100s & 1000s - petrified
4. strong, complex, fermented.
5. "urinary", musk, "interesting"
6. combination, forals → 3D
- (7.) 1.7oz H tincture, ~ \$140.00

Clincher



Then write from the KWO!

I. Topic _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Clincher



Any questions so far?



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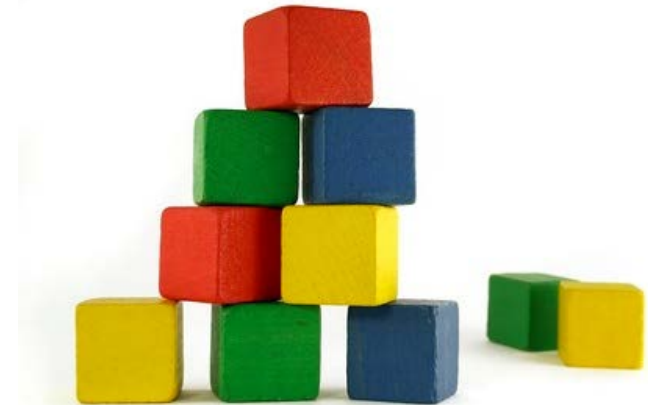
- A great place for your students to submit their best work .
- Links with work samples based on the “Unit of the Month” delivered to your inbox each month
- Student Submissions accepted for Print Magazine through the end of October 2017.



Unit 4 is a building block for future units:

- limiting details (Unit 6),
- paragraph organization (Unit 5, 6, 7, 8)
- discernment of topics (Unit 6, 7, 8)

The basic difference between a unit 4 and unit 6 model: # of source texts



Components of an assignment:

1. Determine subject, as much as possible connected with interests of student or content areas of study
2. Find an appropriate source text (reading level, # of facts)
3. Decide on length (Length dictates structure!)
Unit 4 outcome options: one, two, or three paragraphs
of facts per topic (3 to 7)
4. Remember EZ+1 Style Rule



EZ+1: The Basic Rule of the Style Checklist

- Only introduce a new stylistic technique when what has been learned has become “easy”*
- The student’s checklist should only consist of those techniques which are EASY, plus one...
- If a student complains that the checklist is “too hard,” then he’s really saying: “You taught too much too fast!”



*Easy means a student can do it without much help and it doesn't sound goofy most of the time.

Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become easy.
- Example:

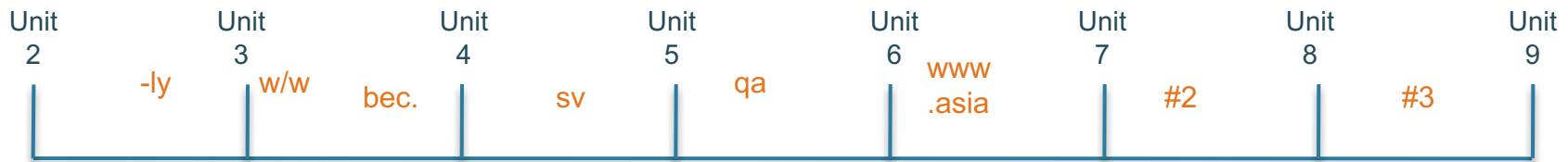


EZ+1



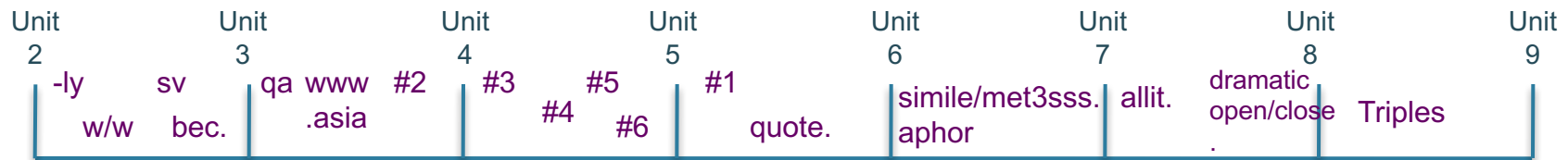
Stylistic Techniques, cont.

An example of pacing for slower, younger, or less experienced students:



Stylistic Techniques, cont.

An example of pacing for faster, older, more experienced students:



IEW Checklist Generator™

- Available only to IEW Premium Subscribers
- Become a Premium Subscriber one of three ways:
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 - Buy the IEW.com/TWSS2-PREM-GO (just the Premium Subscription)
- Premium Subscription Annual renewal fee is \$29

Summarizing a Reference

Unit 4 Composition Checklist

Unit 4 Lesson 9 Colonial Life: Church

Name: _____

Source Text: _____

STRUCTURE

- ☐ Name and date in upper left-hand corner _____
- ☐ Composition double-spaced _____
- ☐ Title is centered and repeats 1-3 key words from final sentence. _____
- ☐ Topic-clincher repeats or reflects 2-3 key words (highlighted or bold). _____
- ☐ Checklist on top, final draft, rough draft, KWO _____

STYLE Each paragraph must contain at least one of each element of style

CHECK FOR BANNED WORDS:

§1 Dress-Ups (underline one of each)

- ☐ -ly adverb _____
- ☐ who-which clause _____
- ☐ strong verb _____
- ☐ because clause _____

MECHANICS

- ☐ capitalization _____
- ☐ end marks and punctuation _____
- ☐ spelling and usage _____
- ☐ complete sentences _____

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SUMMARIZING

Begin with a single-topic source text with ten or more facts.



Source Option Suggestions

UNIT

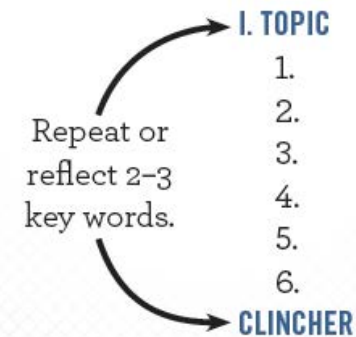
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Summarizing a Reference

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Topic-Clincher Rule



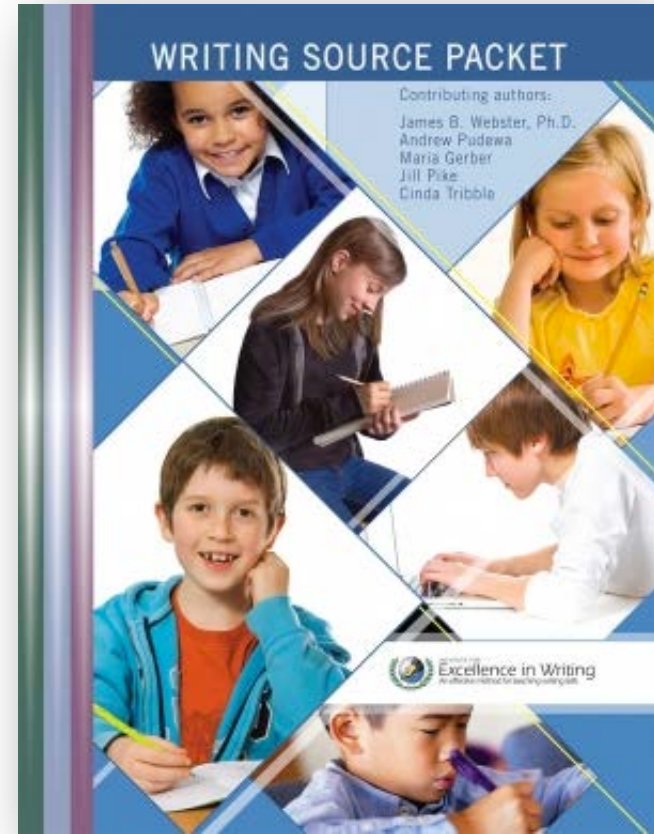
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Source options:

1) Writing Source Packet

Included with your Premium
Subscription or
Available at IEW.com/WSP-e



Source options:

2) Any theme-based products or Classroom Supplement

IEW.com/theme-based

IEWSchools.com/CS



OR Classroom Supplements

Benefits:

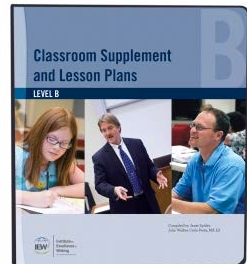
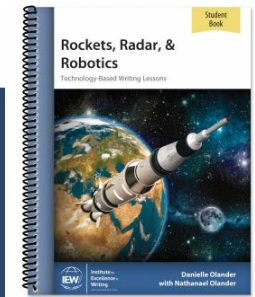
- Lessons laid out
- Covers most/all units
- Great for co-ops and hybrid schools

Parents/Teachers should be familiar with the *Teaching Writing: Structure & Style* method

Benefits:

- Lessons laid out
- Covers most/all units
- Great for fulltime teachers

Teachers should be familiar with the *Teaching Writing: Structure & Style* method



Source options:

3) Textbooks, or Magazine Articles, or Encyclopedias

Benefits:

- Connects with other English, history, science, etc.
- Improves comprehension
- Less expensive

Difficulties:

- Requires a bit of research to vet authenticity (web especially)



FAQs for Unit 4

- At this point, can students choose more than three key words for a line of detail?
- Can a topic sentence just be the first fact?
- Can a student rearrange the facts in the outline?
- Should students try to add dress-ups and sentence openers while they write or wait until the end?



Any more questions?



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Next Month's Webinar 12/4

UNIT 5

Writing from Pictures

I. CENTRAL FACT

- 1.
- 2.
3. (Details)
4. Clincher



ASK QUESTIONS

Who?

What?

When?

Where?

Why?

Before?

After?

Outside?

I. CENTRAL FACT

- 1.
- 2.
3. (Details)
4. Clincher



I. CENTRAL FACT

- 1.
- 2.
3. (Details)
4. Clincher



ADVANCED

Central Fact: Past Tense

Details: Past Perfect
(*had been, had done, had _____*)

Clincher: Past Tense

Unit 5: Writing from Pictures

Have you ever wondered why Writing from Pictures is so important? This webinar will answer that question as Andrew Pudewa guides you through an overview of Unit 5.



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<http://iew.com/winter-retreat2017>

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