

Lesson 7 Skills at a Glance

Writing: Prewrite

OBJECTIVE

Writing

- Writing Process (Prewrite): Select a Topic, Organize Ideas

Writing: Draft

OBJECTIVE

Writing

- Writing Process (Draft): Write a Summary

Writing: Revise

OBJECTIVE

Writing

- Writing Process (Revise): Revise Drafts for Focus and Coherence
- Use Revision Marks

Writing: Edit and Proofread

OBJECTIVES

Writing

- Writing Process (Edit and Proofread): Check for Spelling and Grammar

Grammar

- Use Compound Sentences

Writing: Present and Share

OBJECTIVE

Writing

- Writing Process (Present and Share): Create a Final Copy
- Read Writing Aloud

GO ON →

Lesson 7 Write a Summary



Write as a Recorder

Write something that you read about the balance of nature. Use words from the **Word Bank**.

Word Bank			
amount	drought	balance	competition
behavior	ecosystem	control	nature
decrease	food chain	interact	negative
increase	level	react	positive
supply	river	scarce	resources

Follow the Writing Steps

STEP 1

Prewrite—Get Organized

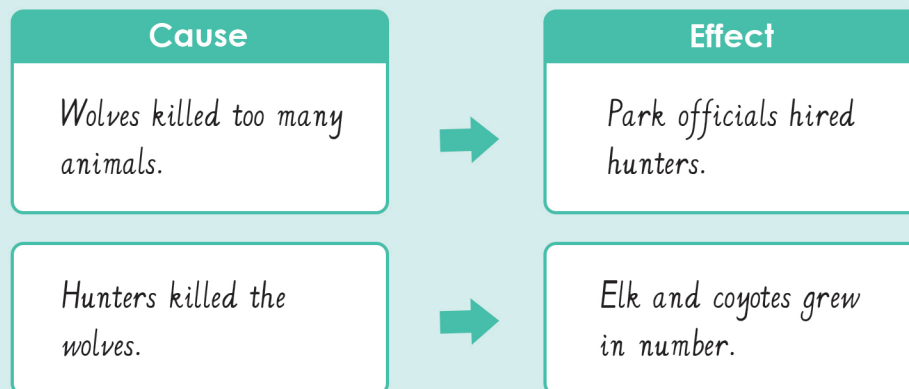
What are the most interesting things you have learned about the balance of nature?

Use a chart to help list the most important ideas. For this article, a **Cause-and-Effect Diagram** works well.

Sample

Book's Name: When the Wolves Returned

Cause-and-Effect Diagram



GO ON ➔

Lesson 7 Write a Summary

Your Turn

Book's Name: _____

Cause-and-Effect Diagram

Cause		Effect
_____	➔	_____
_____		_____
_____		_____
_____		_____
_____	➔	_____
_____		_____
_____		_____
_____		_____



Notes

GO ON ➔

Lesson 7 Write a Summary

2 Draft

Use your **Cause-and-Effect Diagram** to write your draft. Include only the most important ideas. Make sure you put all the ideas together.

Sample

1. Officials at Yellowstone Park once thought wolves were killing too many animals. So they paid hunters to kill all the wolves.
2. Hunters killed all the wolves. Without the wolves, animals like elk and coyotes grew in number, and rangers sent many of them to other parks. Scientists finally figured out what to do. They brought wolves back to Yellowstone.

Your Turn

1. _____

2. _____



Notes

GO ON →

Lesson 7 Write a Summary

3 Revise

Think about your draft. Use **Revision Marks** to make changes.

Revision Marks

^	Add.
e	Take out.
→	Move to here.
○	Check spelling.
≡	Capitalize.
↔	Exchange.

Sample

- Delete information that doesn't tell about the topic.

Without the wolves, animals like elk and coyotes grew in number, ~~and rangers sent many of them to other parks.~~

- Does your writing have a beginning, a middle, and an end? Make sure it is complete.

Scientists finally figured out what to do. They brought wolves back to Yellowstone [^] ~~.~~ *and the ecosystem got better.*

Your Turn

- Delete information that doesn't tell about the topic.

- Does your writing have a beginning, a middle, and an end? Make sure it is complete.

GO ON →

Lesson 7 Write a Summary

4 Edit and Proofread

Edit and proofread your summary. Be sure to write correct compound sentences.

Grammar Rules Kinds of Sentences

Use a **statement** to tell something.

The visitor is in the village.

Use an **exclamation point** to show strong feeling.

The garden looks terrible!

Use a **command** to tell someone to do something.

Dig out the butterfly bushes.
Stop those caterpillars!

Use a **question** to ask something. Some **question words** are: *Is, Are, Do, Does, Who, What, When, Where*. Some answers have **contractions**.

Is the boy foolish? No, he **isn't**.
What is that? **It's** a wheelbarrow.
Do you like the garden? Yes, I do.

Grammar Rules Compound Sentences

Use **and** to join two ideas that are alike.

The wolves hunt coyotes, **and** the coyotes hunt squirrels.

Use **but** to join two ideas that show a difference.

The fox is little, **but** the bear is big.

Use **or** to show a choice between two ideas.

We can visit a national park, **or** we can go to the beach.

GO ON →

Lesson 7 Write a Summary

5 Present and Share

Your Turn

Draw an illustration or paste a photo to show the summary.

_____ by _____



GO ON →

Lesson 7 Write a Summary

6 Self-Evaluate

Use the **Writing Rubrics** to check and self-evaluate your writing.

Writing Rubrics

1 I wrote about _____

2 I organized my ideas in a Cause-and-Effect Diagram.

☐ yes

☐ no

3 My ideas were clear.

☐ yes

☐ no

4 I checked my language.

☐ yes

☐ no

5 This is the best part of my writing:

What do you think about your writing? Choose a face to color.

