Guide to Creating the Ten Percent Summary

Before Students Read the Text

1. Select a 700–2,500 word nonfiction text related to your curriculum.
    - Texts that are less than 500 words may be relevant but do not build the stamina students need to develop. They also tend to be very concise, making them difficult to summarize.
2. Select 5–7 key vocabulary words from the text.
    - Try for a mix of domain-specific and general academic vocabulary.
3. Ask students to try to define the vocabulary.
    - If time permits, have students share and revise their definition (peer teaching). This activity is a very effective formative assessment; the best indication of students' knowledge of a topic is their knowledge of that topic's vocabulary.
4. Give students the correct meaning of the words and have them record the meaning.
5. If students need help comprehending the text, try this scaffolding strategy: box or separate the text to show sections containing each central idea.
6. Announce the criteria you will use to evaluate the summary.
    - Topic sentence with S "T" A r t
    - 2–4 central ideas in order
    - Correctly use ___ vocabulary, circled and numbered
    - Ten percent of the original text
        - If the summary is fewer than _____ words or longer than _____ words, it will be considered an incomplete assignment and returned.

As Students Read the Text

1. Have students read and mark up the text.
    - Encourage them to make marginal notes, comments, or annotations rather than underlining or highlighting sections. Researchers have found that note making is more effective for not only developing comprehension but also retaining content.
2. Have students complete the Ten Percent Summary Focus Sheet.
    - For students new to the process or for especially complex, difficult texts, consider doing one section at a time. Have students draft the first central idea statement, discuss it, and refine it. Then move on to the next central idea.

After Students Read the Text

1. Have students write the Ten Percent Summary in paragraph form based on the following **FCAs**:
    - Topic sentence with S "T" A r t
    - 2–4 central ideas in order
    - Correctly use ___ vocabulary, circled and numbered
    - Keep within the 10% word limit
2. Require students to edit by reading their summaries out loud to themselves.
3. Evaluate the summaries based on the above criteria and return.
4. End with a Type One: "In three to four lines, explain why you received your grade."