Summarizing informational text

Compress a Project Account

Name _____ Date _____

Quick review Keep the main ideas and essential details. Use your own words. Leave out opinions and small details that do not explain the whole text.

Example A class sorted tools, labeled boxes and assigned helpers. Summary: the class organized its supplies and made a plan to keep them ready.

Read the account, identify its essential parts, and combine them into a short summary. Your wording may differ if it preserves the important ideas and limits.

Building a Weekend Workshop

[1] The community center planned one Saturday workshop for neighbors interested in making things together. Request cards suggested two different interests: some neighbors wanted to mend cloth items, while others wanted to construct cardboard models. The room had only one long worktable, and the staff could not prepare both activities there at once.

[2] Instead of choosing one activity, the planning group divided the afternoon into two sessions. Cloth work came first, followed by a cleanup period and model building. A signup sheet listed the times and asked participants to choose a session. Separate supply boxes let helpers replace materials quickly during the break.

[3] After the first Saturday, helpers reported that the supply change went smoothly. However, several neighbors had hoped to attend both activities and could not stay all afternoon. The center kept the two-session arrangement for the next workshop while collecting ideas for a different schedule later.

1. Write brief notes for the problem, main response, and outcome. Do not copy whole paragraphs.

2. Which is more important in a short summary: cardboard as one material, or separating the activities into sessions? Explain.

3. Write a two-sentence summary including the constraint, response, and mixed outcome.

4. Explain why adding 'Every neighbor preferred the new schedule' would make the summary inaccurate.

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Responses and feedback: Compress a Project Account

These are sample responses and reasoning. Accept other answers that fit the task and are supported by the text or language rule.

1. Problem: two interests, one table. Response: separate sessions with a supply change. Outcome: a smooth transition, but some participants still faced a scheduling problem.

Reasoning: First identify the constraint that drives the plan. Then keep the main arrangement and both parts of the reported outcome, leaving out details that do not change that structure.

2. Separating the activities into sessions is more important because it explains how the center handled the shared-table problem. Cardboard identifies one activity but not the solution's structure.

Reasoning: First ask which detail connects the problem to the response. Then choose the separate sessions because that arrangement explains the project even if the specific craft material is omitted.

3. With one worktable and requests for two activities, the center split its workshop into separate sessions with a supply change between them. The transition worked smoothly, but some neighbors could not attend both, so scheduling remained under review.

Reasoning: First combine the constraint and main action in one sentence. Then report both the successful transition and remaining limitation without retelling every preparation step.

4. The account says several neighbors could not stay for both sessions and that the center was still collecting schedule ideas; it does not report everyone's preference.

Reasoning: First compare the absolute word 'every' with the actual evidence. Then show that a remaining scheduling concern prevents a claim of universal approval.