

The **Summary Document** is the anchor of Writers/Readers Workshop. It is the attachment that students use to “prove” they have met standards in their reading and writing. It aligns perfectly to the standards being assessed and drives the mini-lessons. It allows for quick conferencing and standards-based grading.

In general, here are the headings for the **Summary Document**:

STANDARD CRITERIA	EXAMPLE IN MY WRITING	EXPLANATION (WHY/HOW DOES THE EXAMPLE FIT THE STANDARD)

-The *Standard Criteria* column needs to be decided before students begin the workshop. These are the standards that a teacher is assessing. These are the standards the students are mastering. These are the standards that will be explicitly taught in mini-lessons. In ELA, we know that our standards are naturally bundled, but teachers should not be assessing every standard that could be bundled in the workshop task. Reducing the amount being assessed allows teachers to really get to know students’ growth on particular standards.

-The *Example In My Writing* column is where the student cuts and pastes a section of their entire writing that meets the Standard Criteria. They should include the page number where it can be

found in the paper. Teachers could even have students bold or highlight that same section inside the paper. Having these already pulled out of the writing allows for quicker grading. Teachers will be able to use this column during conferences and final grading. It allows for pinpointing student progress toward mastery of the standards.

-The *Explanation* column is where the student explains how he/she knows that the standard has been met with his/her Example. It is the metacognitive step that leads to ownership of the the Standards. Teachers can use it as “Visual Thinking.” They can see if the student understands the Standard. It gives them an insight into how to help students progress toward mastery if their Examples are incorrect. Students can use notes and documents from the mini-lessons in their Explanation. They are able to draw upon the learning inside the classroom to express their knowledge.

On the next two pages, you will find a couple of example **Summary Documents** with their accompanying Workshop Tasks. These are aligned to Ohio’s Learning Standards and allow for use with multiple texts. The first one is in the 9-10th grade standards and the second one fits the 9-12th grade standards.

**Writers/Readers Workshop Task:  
Analyze and Compare Two Works on Same Subject**

**The Summary Document**

<b>STANDARD CRITERIA</b>	<b>EXAMPLE IN MY WRITING</b>	<b>EXPLANATION (WHY/HOW DOES THE EXAMPLE FIT THE STANDARD)</b>
Identify same subject in two works in different mediums		
Determine what is emphasized or absent in treatment of subject in first work		
Determine what is emphasized or absent in treatment of subject in second work		
Provide a concluding section that follows from and supports the comparison of what is emphasized or absent in both works		
Use appropriate and varied transitions to create cohesion and/or clarify the analysis of the two works		

**Writers/Readers Workshop Task:**  
Analyze how figurative language/diction impacts meaning

**The Summary Document**

<b>STANDARD CRITERIA</b>	<b>EXAMPLE IN MY WRITING</b>	<b>EXPLANATION (WHY/HOW DOES THE EXAMPLE FIT THE STANDARD)</b>
Identify example of <u>understatement</u> in the work		
Identify example of <u>zeugma</u> in the work		
Explain the overall meaning of the work		
Interpret the relationship between your example of <u>understatement</u> and the overall meaning		
Interpret the relationship between your example of <u>zeugma</u> and the overall meaning		
Use correct MLA format for in-text citations		