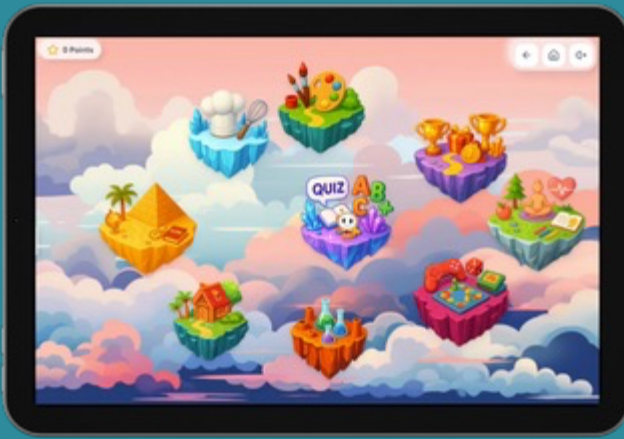


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Summarising – Year 6

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THE SUMMARY BLUEPRINT

Read it. Reduce it. Rebuild it.

1

MAIN IDEA

What is the text mostly saying?



2

ESSENTIAL EVIDENCE

Which details prove or explain the main idea?



3

OWN WORDS

Change the sentence structure, not just a few words.



4

AUTHOR'S MEANING

Keep the original purpose, tone and viewpoint.



ACROSS TEXT TYPES

FICTION

characters • goals • problems • key events • solutions • themes

INFORMATIONAL

topic • central idea • key facts • conclusion

PERSUASIVE

claim • reasons • evidence • author's stance



FINAL CHECK

SHORTER • ACCURATE • NEUTRAL • COHESIVE

SUMMARY SHOWDOWN

HOW TO PLAY

1. Read a card aloud.
2. Choose the strongest summary: A, B or C.
3. Score 2 points for a correct choice and 1 bonus point for explaining why.
4. First to 10 points wins.

TEXT CARD 1

THE LIBRARY SEED SWAP

Each autumn, a local library invites families to exchange vegetable seeds. Volunteers label the packets and share planting tips. The swap reduces waste and encourages different varieties and helps neighbours grow food together.

A The library gives away vegetables every autumn.

B A library seed swap builds community while reducing waste and preserving plant varieties.

C Volunteers work in the library and enjoy gardening.

TEXT CARD 2

NIGHT TRAINS AND WILDLIFE

Engineers trialled quieter brakes and lower trackside lighting on an overnight train route. Sensors showed fewer animals fleeing nearby habitats. The change helps reduce disturbance while reducing disturbance to nocturnal wildlife.

A Trains are dangerous for all animals at night.

B Engineers installed sensors beside a train line.

C A train trial reduced wildlife disturbance without compromising passenger safety.

TEXT CARD 3

THE REPAIR CAFE

Once a month, skilled volunteers help residents mend lamps, toys and small appliances. Visitors learn basic repair skills instead of discarding broken items. The cafe saves money, reduces landfill and passes on knowledge through the community.

A A monthly repair cafe teaches useful skills while saving items from landfill.

B Volunteers fix lamps and toys because new items cost too much.

C Residents meet once a month in a cafe.

SUMMARY STORYDOWN

TEXT CARD 4

RAIN GARDENS

After heavy rain, water used to rush across the school oval and flood the paths. Students helped plant a slow-flow garden with native grasses. The garden now slows runoff, filters litter and gives insects a habitat.

A Students planted grasses beside a wooden path.

B A school rain garden manages stormwater and creates habitat.

C Rain makes the school oval wet and muddy.

TEXT CARD 5

SEAWEED FARMS

Seaweed grows quickly without fresh water or fertiliser. Coastal farmers cultivate it for food, animal feed and biodegradable packaging. Researchers are also testing whether seaweed can reduce methane from livestock.

A Seaweed is a green plant that grows in the ocean.

B Farmers feed seaweed to every animal on the farm.

C Fast-growing seaweed has several useful and potentially environmental applications.

TEXT CARD 6

THE LAST BUS HOME

When Nia missed her school bus, she noticed an elderly neighbour struggling with grocery bags. Nia carried the bags home, then the neighbour called her family. Although the delay worried her, Nia's kindness helped them both reach home safely.

A After missing the bus, Nia helps a neighbour and receives help in return.

B Nia is upset because buses do not run often enough.

C An elderly neighbour buys too many groceries.

SUMMARY SHOWDOWN

ANSWER KEY

1

B

Captures the purpose and the community and environmental benefits.

4

B

Includes groundwater management and new habitat.

2

C

Includes the change in the result for wildlife and passenger safety.

5

C

Summarises the problem and the environmental potential.

3

A

Covers both skill-sharing and waste reduction.

6

A

Captures the problem, Nia's kindness and the social outcome.

SCORE TRACKER

PLAYER 1

PLAYER 2



Strong summaries capture the central idea and essential details without extra information.

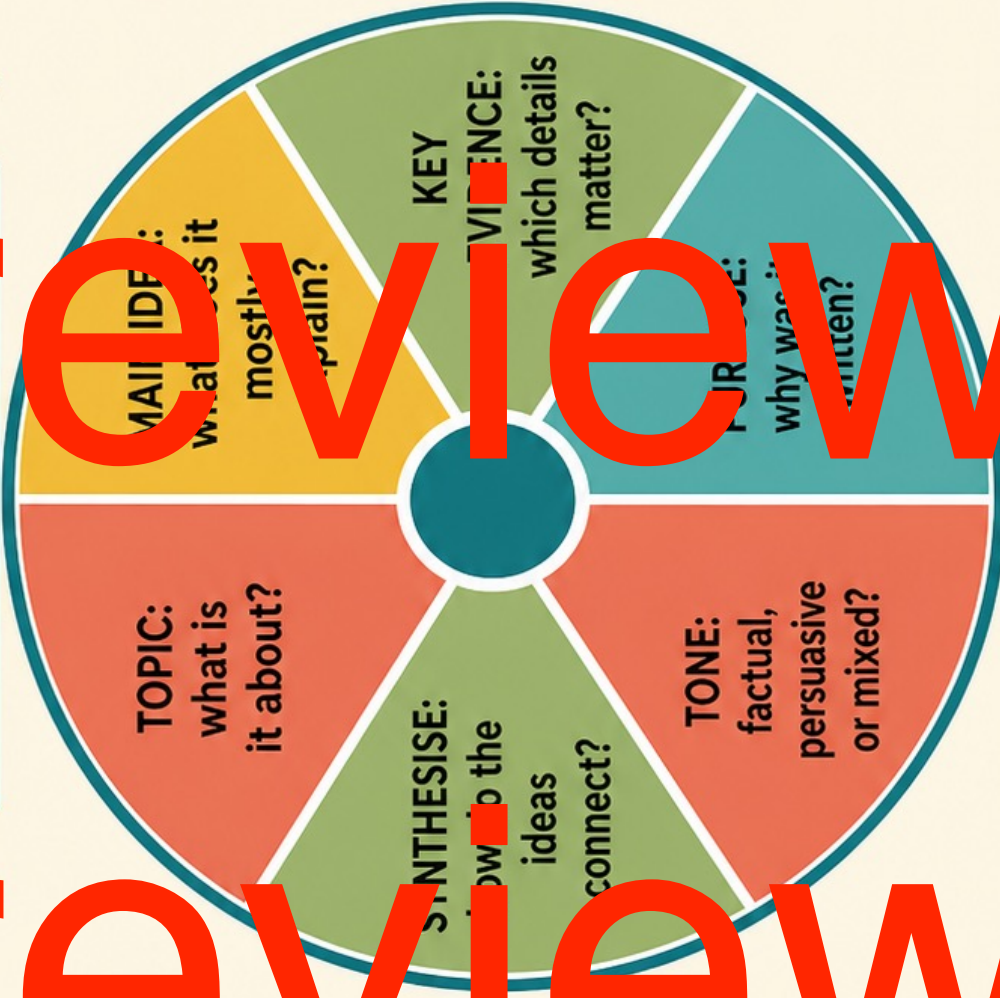


SPIN SUMMARISE AND STATE

Build a precise summary

FICTION

INFORMATIONAL



Use a paper clip and pencil as a spinner.

SPIN, SUMMARISE AND SHARE

Name: _____

Text title: _____

Text type:

• Fiction

• Informational

• Persuasive

CENTRAL IDEA

What is the text most saying?

2

THREE ESSENTIAL DETAILS

- _____
- _____
- _____

OWN-WORD PARAPHRASE

Rewrite one important idea about changing its meaning.

4

40-WORD SUMMARY

Use only the most important information.

FINAL CHECK

- | | |
|--|--|
| ☐ Shorter than the original | ☐ Accurate meaning and tone |
| ☐ Only essential details | ☐ Clear connections |
| ☐ Written in my own words | |



SUMMARY ESSENTIALS



Preview

Read the text. Compare the summaries. Decide what makes a summary effective.

THE CINEMA PROJECT

The town's old cinema had been empty for a decade. A youth group worked with local artists to reopen it as a small theatre and media studio. Volunteers repaired seats, installed accessible ramps and taught film-making workshops. The project created a safe place for young people and brought new visitors to nearby shops.

SUMMARY A

The town had an old cinema with broken seats. Volunteers fixed it and young people made films.

SUMMARY B

A community project transformed an unused cinema into an accessible creative space that supports young people and helps nearby businesses.

PART 1 COMPARE

- Which summary is stronger? A B
1. Which version states the central idea? _____
 2. Which important details does it include? _____
 3. Which information could be omitted? _____
- Preview

PART 2 ESSENTIAL OR EXTRA?

Detail	Essential	Extra
The cinema was empty for a decade.		
Young people gained a safe creative space.		
Volunteers repaired seats.		
The project increased visitors to local shops.		
Artists taught film-making workshops.		

PART 3 IMPROVE SUMMARY A

Re-write Summary A in 2-3 clear sentences. Keep the central idea, use essential details and write in your own words.

Preview

FINAL CHECK

- ☐ Shorter than the original ☐ Accurate ☐ Own words ☐ Neutral



SUMMARY ESSENTIALS



ANSWERS

Read the text. Compare the summaries. Decide what makes a summary effective.

THE CINEMA PROJECT

The town's old cinema had been empty for a decade. A youth group worked with local artists to reopen it as a small theatre and media studio. Volunteers repaired seats, installed accessible ramps and taught film-making workshops. The project created a safe place for young people and brought new visitors to nearby shops.

SUMMARY A

The town had an old cinema with broken seats. Volunteers fixed it and young people made films.

SUMMARY B

A community project transformed an unused cinema into an accessible creative space that supports young people and helps nearby businesses.

PART 1 COMPARE

Which summary is stronger?

A ☐ B ☒

- Which version states the central idea? Summary B.
- Which important details does it include? An accessible creative space supports young people and nearby businesses.
- Which information could be omitted? The cinema's age and the repaired seats are interesting but not essential.

PART 2 ESSENTIAL OR EXTRA?

Detail	Essential	Extra
The cinema was empty for a decade.		✓
Young people gained a safe creative space.	✓	
Volunteers repaired seats.		✓
The project increased visitors to local shops.	✓	
Artists taught film-making workshops.		✓

PART 3 IMPROVE SUMMARY A

Re-write Summary A in 2-3 clear sentences. Keep the central idea, use essential details and write in your own words.

Local young people and artists transformed an unused cinema into an accessible theatre and media studio. The new creative space supports young people and attracts visitors to nearby businesses.

FINAL CHECK

- ☒ Shorter than the original ☒ Accurate ☒ Own words ☒ Neutral

Name: _____

Date: _____



MAIN IDEAS AND PARAPHRASING

PART 1 — FIND THE MAIN IDEAS

CITY BEES

1. Cities may seem unlikely places for bees, yet parks, balconies, and community gardens can offer flowers across many seasons. In some farming areas, a single crop blooms for only a short time.
2. Native bees and honey bees pollinate food plants and wildflowers. Community groups now plant bee corridors that link small patches of habitat so pollinators can travel safely.
3. People can help by growing local flowering plants, avoiding harmful sprays and providing shallow water dishes with pebbles. Even a small balcony can become a useful feeding stop.



Record the main idea and the essential detail from each paragraph.

PARAGRAPH	MAIN IDEA	ESSENTIAL DETAIL
1		
2		
3		

AUTHOR'S OVERALL MESSAGE: What does the author want readers to understand about city bees?





MAIN IDEAS AND PARAPHRASING

PART 2 — BUILD THE SUMMARY



1 PARAPHRASE ONE IDEA

Community groups plant tree corridors that link small habitat patches.
Rewrite it without changing the meaning.

2 COMBINE THE IDEAS

Write a 4–5 sentence summary of CITY BEES. Use at least two linking words.

3 WHAT DID YOU OMIT?

Name one interesting detail you left out and explain why it was not essential.

4 25-WORD CHALLENGE

Condense the whole text into no more than 25 words.

☐ I used my own words

☐ I included the main ideas

☐ I omitted minor details

☐ My meaning is accurate

Name: _____

Date: _____



MAIN IDEAS AND PARAPHRASING

PART 1 — FIND THE MAIN IDEAS — ANSWERS

CITY BEES

1. Cities may seem unlikely places for bees, yet parks, balconies, and community gardens can offer flowers across many seasons. In some farming areas, a single crop blooms for only a short time.
2. Native bees and honey bees pollinate food plants and wildflowers. Community groups now plant bee corridors that link small patches of habitat so pollinators can travel safely.
3. People can help by growing local flowering plants, avoiding harmful sprays and adding shallow water dishes with pebbles. Even a small balcony can become a useful feeding stop.



Record the main idea and the essential detail from each paragraph.

PARAGRAPH	MAIN IDEA	ESSENTIAL DETAIL
1	Cities can provide varied food for bees.	Gardens and balconies flower across seasons.
2	Bees pollinate; corridors connect habitats.	Corridors link small habitat patches.
3	People can make safer feeding stops.	Grow local flowers; avoid sprays; add shallow water.

AUTHOR'S OVERALL MESSAGE What does the author want readers to understand about city bees?

Cities can support bees when communities
connect habitats and residents provide
safe food and water.





MAIN IDEAS AND PARAPHRASING

PART 2 — BUILD THE SUMMARY

ANSWERS



1 PARAPHRASE ONE IDEA

Community groups plant tree corridors that link small habitat "patches". Rewrite it without changing the meaning.

Local groups create connected flower routes so bees can move safely between small habitats.

2 COMBINE THE IDEAS

Write a 4–5 sentence summary of CITY BEES. Use at least two linking words.

Although cities seem unusual for bees, varied gardens can provide flowers across many seasons. Bees pollinate crops and wild plants, and communities are linking habitats with tree corridors. Residents can grow local flowers, avoid harmful sprays and provide shallow water. Together, these actions create safer urban feeding routes.

3 WHAT DID YOU OMIT?

Name one interesting detail you left out and explain why it was not essential.

I omitted the comparison with a single farm crop because it gives context but is not essential to the urban-bee message.

20 WORD CHALLENGE

Condense the whole text into no more than 25 words.

Cities support pollinators when communities connect flower-rich habitats and residents grow local plants, avoid harmful sprays and provide shallow water.

Word count: 20



I used my own words



I included the main ideas



I omitted minor details



My meaning is accurate

Name: _____

Date: _____

Name: _____

Date: _____

SUMMARISING DIFFERENT TEXT TYPES

PART 1 — FICTION

THE LAST SEEDLING

During a fierce summer heatwave, Mia discovered that one wattle seedling was still alive in the school's drought garden. She promised her class she would save it, but the rainwater tank was almost empty. Each afternoon, Mia carried half a bottle of drinking water to the plant. Then she noticed water dripping from the science room's air-conditioner into a bucket. With the caretaker's help, she redirected the drain to the garden. Weeks later, rain finally returned and the wattle opened three bright new leaves. The class installed a permanent collection tube so future seedlings would have a better chance.

WHO?

WHAT DID MIA WANT?

PROBLEM

TWO KEY
EVENTS

RESOLUTION

WRITE A 3–4 SENTENCE FICTION SUMMARY

Include the character, goal, problem, key events and resolution.

ONE MINOR DETAIL I LEFT OUT:

Name: _____

Date: _____

SUMMARISING DIFFERENT TEXT TYPES

PART 2 — INFORMATIONAL

WHY MANGROVE MATTER



Mangroves grow where land and water meet. Their tangled roots slow waves and trap sediment, which reduces erosion along the coast. The sheltered roots also act as nurseries for young fish and crabs, while birds feed and nest above them. Mangrove soils store large amounts of blue carbon—carbon captured by coastal ecosystems. Clearing, rubbish and polluted runoff can damage these habitats. Communities restore mangroves by planting seedlings, removing waste and improving water quality.



CENTRAL IDEA

PLEASE USE THE TERM

blue carbon = _____

THREE ESSENTIAL FACTS

- ① _____

- ② _____

- ③ _____

WRITE A 3-SENTENCE INFORMATIONAL SUMMARY

Use a neutral voice. Connect ideas; do not list every fact.

☐

central idea

☐

essential facts

☐

own words

☐

neutral tone

Name: _____

Date: _____

SUMMARISING DIFFERENT TEXT TYPES

PART 1 — FICTION

ANSWERS

THE LAST SEEDLING

During a fierce summer heatwave, Mia discovered that only one wattle seedling was still alive in the school's drying-out garden. She promised her class she would save it, but the rainwater tank was almost empty. Each afternoon, Mia carried half a bottle of drinking water to the plant. Then she noticed water dripping from the science room's air-conditioner into a bucket. With the caretaker's help, she redirected the drain to the garden. Weeks later, rain finally returned and the wattle opened three bright new leaves. The class installed a permanent collection tube so future seedlings would have a better chance.

WHO?

Mia, students

WHAT DID MIA WANT?

To save the last living wattle seedling.

PROBLEM

A heatwave had dried the garden, and the rainwater tank was almost empty.

TWO KEY EVENTS

Mia used some drinking water. Then she and the caretaker redirected air-conditioner water to the garden.

RESOLUTION

The wattle survived; the class installed a permanent collection tube.

WRITE A 3–4 SENTENCE FICTION SUMMARY

Include the character, goal, problem, key events and resolution.

During a heatwave, Mia tried to save the school's last living wattle seedling from an almost-empty tank. After carrying small amounts of water, she found a steady drip and worked with the caretaker to redirect it. The wattle survived, and the class installed a permanent collection tube for future plants.

ONE MINOR DETAIL I LEFT OUT:

The wattle opened three new leaves.

SUMMARISING DIFFERENT TEXT TYPES

PART 2 — INFORMATIONAL ANSWERS

WIT MANCROVE MATTER



Mangroves grow where land and water meet. Their tangled roots slow waves and trap sediment, which reduces erosion along the coast. The sheltered roots also act as nurseries for young fish and crabs, while birds feed and nest above them. Mangrove soils store large amounts of blue carbon—carbon captured by coastal ecosystems. Clearing, rubbish and polluted runoff can damage these habitats. Communities restore mangroves by planting seedlings, removing waste and improving water quality.



CENTRAL IDEA

Mangroves protect coasts, support wildlife and store carbon, so healthy habitats matter.

PLEASE USE THE TERM

blue carbon = carbon captured and stored by coastal ecosystems

THREE ESSENTIAL FACTS

- 1 Their roots slow waves and reduce erosion.
- 2 The roots provide nursery habitat for fish and crabs.
- 3 Mangrove soils store carbon; communities can restore damaged areas.

WRITE A 3-SENTENCE INFORMATIONAL SUMMARY

Mangroves are coastal ecosystems whose tangled roots reduce erosion and shelter young animals. Their soils also capture and store large amounts of carbon. Because clearing and pollution damage mangroves, communities restore them through planting, waste removal and better water quality.

Use a neutral voice. Connect ideas; do not list every fact.



central idea



essential facts



own words



neutral tone

Name: _____

Date: _____



NEUTRAL TONE AND BIAS



Preview

TEXT A — SCHOOL GARDEN PROPOSAL

Student representatives proposed converting an unused paved corner into a native garden. The plan would cost about \$2,400 and use grants and fundraising. Supporters say it could provide habitat and an outdoor learning space. The principal will survey families and staff before a decision.

TEXT B — AN OBVIOUSLY PERFECT PLACE

At last, students have offered a brilliant rescue for the school's gloomy waste of concrete. Only the most short-sighted critic would object to spending a modest \$2,400 on a thriving native paradise.

- Underline three checkable facts in Text A.
- Circle four loaded words or phrases in Text B.
- Which text is more neutral? Explain using one piece of evidence.

4.

LOADED PHRASE

NEUTRAL REWRITE

brilliant rescue

gloomy waste

short-sighted critic

native paradise

- Write a two-sentence neutral summary using only verified information.

Name: _____

Date: _____

NEUTRAL TONE AND BIAS

PART 2 — KEEP THE FACTS

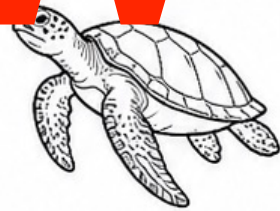
LOADED SOCIAL POST:

Greedy boat owners are ruining the peaceful bay. A genius new rule will ban noisy engines from the western inlet forever, saving every turtle and turning the water crystal clear.

FACT FILE:

A six-month no-motor trial has been proposed for the western inlet.

- The trial aims to reduce noise near a turtle nesting area.
- Electric motors would be allowed below 5 knots.
- Water clarity has not been measured.



CLAIM FROM THE POST	SUPPORTED / UNSUPPORTED	FACT-FILE EVIDENCE
Boat owners are greedy		
The rule is permanent		
The rule may reduce noise		
The water will become clear		

2. NEUTRALISE IT:

Rewrite the loaded social post as two accurate, neutral sentences.

3. SUMMARISE THE ISSUE:

Write a three-sentence summary that states the proposal, purpose and important limitation.

4. CHECKLIST — HAVE YOU KEPT THE FACTS?

- ☐ facts only
 ☐ neutral verbs
 ☐ no exaggeration
 ☐ meaning preserved

Name: _____

Date: _____



NEUTRAL TONE AND BIAS



PART 1 — SPOT THE SLANT ANSWERS

TEXT A — SCHOOL GARDEN PROPOSAL

Student representatives proposed converting an unused paved corner into a native garden.

The plan would cost about \$2,400 and use grants and fundraising. Supporters say it could provide habitat and an outdoor learning space.

The principal will survey families and staff before a decision.

TEXT B — AN OBVIOUSLY PERFECT PLACE

At last, students have offered a brilliant rescue for the school's gloomy waste of concrete.

Only the most short-sighted critic would object to spending a modest \$2,400 on a thriving native paradise.

- Underline three clickable facts in Text A.
- Circle four loaded words or phrases in Text B.
- Which text is more neutral? Explain using one piece of evidence.

Text A. It reports the proposal, cost and next step without judging people or promising an outcome.

4.	LOADED PHRASE	NEUTRAL REWRITE
	brilliant rescue	proposal
	gloomy waste	unused paved area
	short-sighted critic	person who disagrees
	native paradise	native garden

- Write a two-sentence neutral summary using only verified information.

Students proposed replacing an unused paved corner with a native garden funded by grants and fundraising.

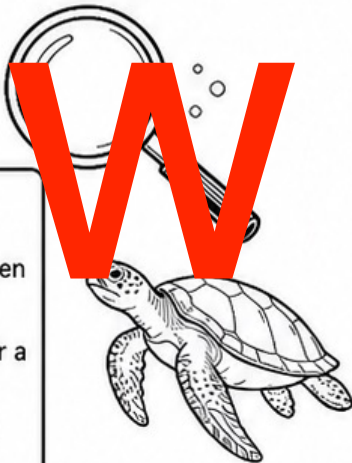
The principal will survey families and staff before deciding.



NEUTRAL TONE AND BIAS

PART 2 — KEEP THE FACTS

ANSWERS



LOADED SOCIAL POST:

Greedy boat owners are ruining the peaceful bay. A genius new rule will ban noisy engines from the western inlet forever, saving every turtle and turning the water crystal clear.

FACT FILE:

- A six-month no-motor trial has been proposed for the western inlet.
- The trial aims to reduce noise near a turtle nesting area.
 - Electric motors would be allowed below 5 knots.
 - Water clarity has not been measured.

CLAIM FROM THE POST	SUPPORTED / UNSUPPORTED	FACT-FILE EVIDENCE
Boat owners are greedy	UNSUPPORTED	No evidence about owners' motives.
The rule is permanent	UNSUPPORTED	The trial is a six-month trial.
The rule may reduce noise	SUPPORTED	The trial aims to reduce noise.
The water will become clear	UNSUPPORTED	Water clarity has not been measured.

2. NEUTRALISE IT:

Rewrite the loaded social post as two accurate, neutral sentences.

A six-month no-motor trial has been proposed for the western inlet
near a turtle nesting area. Electric motors below 5 knots would still be allowed.

3. SUMMARISE THE ISSUE:

Write a three-sentence summary that states the proposal, purpose and important limitation.

A six-month no-motor trial is proposed for the western inlet.
It aims to reduce noise near a turtle nesting area while allowing low electric motors.
The fact file does not show that water clarity or turtle numbers will improve.

4. CHECKLIST — HAVE YOU KEPT THE FACTS?

- ☒ facts only
- ☒ neutral verbs
- ☒ no exaggeration
- ☒ meaning preserved

Name: _____

Date: _____



SYNTHESISING SOURCES

PART 1 — CONNECT THE IDEAS



SOURCE A — LIGHTS OUT FOR MIGRATING BIRDS

Many birds migrate at night, using stars and natural light to navigate. Bright city lights can confuse them and draw them towards buildings, increasing the risk of collisions. Some cities now dim non-essential lights during peak migration weeks. Monitoring at several buildings has recorded fewer bird collisions when lights are reduced.

SOURCE B — SAFER SKY LINES:

Building managers can reduce bird collisions by using motion sensors, closing blinds and shielding outdoor lights downwards. Patterns on large windows can also make glass easier for birds to see. Community scientists map collision hotspots to guide action. These changes may save energy, but they do not replace the need to protect feeding and nesting habitats.

1. CENTRAL IDEA — SOURCE A

2. CENTRAL IDEA — SOURCE B

3. SOURCE A ONLY	BOTH SOURCES	SOURCE B ONLY

4. MOST IMPORTANT SHARED MESSAGE

5. ONE LIMIT OR CAUTION FROM SOURCE B

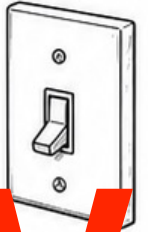
Name _____

Date _____



SYNTHESISING SOURCES

PART 2 — WRITE THE SYNTHESIS



EVIDENCE BANK

- | | |
|----|--|
| A1 | Night-migrating birds can be confused by bright city lights. |
| A2 | Several monitored buildings recorded fewer collisions after lights were reduced. |
| A3 | Some cities dim non-essential lights during peak migration. |
| B1 | Sensors, blinds, shielded lights and visible window patterns can reduce risks. |
| B2 | Community scientists map collision hotspots. |
| B3 | Building changes do not replace habitat protection. |



1. SELECT AND CONNECT

Choose four notes that together explain the problem, evidence, responses and limitation.

Note ____ because...

Note ____ because...

Note ____ because...

Note ____ because...

2. WRITE A 5-SENTENCE SYNTHESIS

Combine both sources. Use source signals such as **Both sources**, **Source A adds**, or **Source B cautions**.



3. DEEP UNDERSTANDING

What can a reader understand only after combining the two sources?



- ☐ both sources
 ☐ shared idea
 ☐ key difference
 ☐ neutral tone
 ☐ own words



SYNTHESISING SOURCES

PART 1 CONNECT THE IDEAS ANSWERS



SOURCE A — LIGHTS OUT FOR MIGRATING BIRDS

Many birds migrate at night, using stars and natural light to navigate. Bright city lights can confuse them and draw them towards buildings, increasing the risk of collisions. Some cities now dim non-essential lights during peak migration weeks. Monitoring at several buildings has recorded fewer bird collisions when lights are reduced.

SOURCE B — SAFER SKY LINES:

Building managers can reduce bird collisions by using motion sensors, closing blinds and shielding outdoor lights downwards. Patterns on large windows can also make glass easier for birds to see. Community scientists map collision hotspots to guide action. These changes may save energy, but they do not replace the need to protect feeding and nesting habitats.

1. CENTRAL IDEA — SOURCE A

Birds migrate at night, but city lights disrupt night migration. Reducing lights can lower collisions.

2. CENTRAL IDEA — SOURCE B

Building changes and community action can reduce risks, but habitat still needs protection.

3. SOURCE A ONLY	BOTH SOURCES	SOURCE B ONLY
Night migration timing; monitored drops in collisions.	Changing lights and buildings can reduce bird collisions.	Sensors, blinds, window patterns, hotspot maps; habitat caution.

4. MOST IMPORTANT SHARED MESSAGE

Evidence-based changes to urban lighting and buildings can make migration safer.

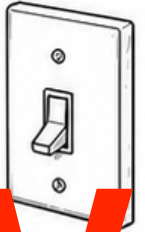
5. ONE LIMIT OR CAUTION FROM SOURCE B

Building changes do not replace protecting feeding and nesting habitats.



SYNTHESISING SOURCES

PART 2 — WRITE THE SYNTHESIS ANSWERS



EVIDENCE BANK

A1	Night-migrating birds can be confused by bright city lights.
A2	Several monitored buildings recorded fewer collisions after lights were reduced.
A3	Some cities dim non-essential lights during peak migration.
B1	Sensors, blinds, shielded lights and visible window patterns can reduce risks.
B2	Community scientists map collision hotspots.
B3	Building changes do not replace habitat protection.



1. SELECT AND CONNECT

Choose four notes that together explain the problem, evidence, responses and limitation.

Note A1 because...

it states the problem.

Note A2 because...

it gives measured evidence.

Note B1 because...

it gives practical responses.

Note B3 because...

it sets an important limit.

2. WRITE A 5-SENTENCE SYNTHESIS

Combine both sources. Use source signals such as **Both sources**, **Source A adds**, or **Source B cautions**.

Both sources explain that urban buildings can endanger night-migrating birds.

Source A links bright lights to confusion and reports fewer collisions when lights are reduced.

Source B adds practical steps such as sensors, blinds, shielded lights and visible window patterns.

Together, the sources show that monitoring and building changes can guide action.

Source B cautions that these measures do not replace protection of feeding and resting habitats.



3. UNDERSTANDING

What can a reader understand only after combining the two sources?

An effective response combines evidence-based building changes with wider habitat protection.



- ☒ both sources
 ☒ shared idea
 ☒ key difference
 ☒ neutral tone
 ☒ own words



SUMMARISING ASSESSMENT

PART 1 — READ AND ANALYSE

Name: _____ Date: _____ Class: _____

SOURCE A — COOLING THE SCHOOLYARD

On hot days, dark asphalt is much warmer than grass. A student-led audit at Riverbend School measured surface temperatures at lunchtime. The highest reading was 54°C on asphalt court, while shaded garden path measured 31°C. An urban designer suggested three responses: planting shade trees, applying a light-coloured court coating and installing shade sails. Trees take longer to grow but can cool the air and provide habitat. A reflective coating can be applied quickly, while shade sails provide immediate cover but cost more to install. The school will trial one coated court and plant trees, then repeat the temperature audit next summer.



1. State the central idea.

2. Record three essential details.

2.

3.

3. Paraphrase without changing the meaning:

A light-coloured coating can reflect more solar energy than dark asphalt.

4. How does the author keep a neutral tone? Give one example.

5. Write a 40–60 word summary of the text.



Word count: _____



SUMMARISING ASSESSMENT

PART 2 – SYNTHESISE



Name _____

Date _____

Class _____

SOURCE B – COOLING CHOICES

Different cooling strategies have different merits. Trees can create shade and cool air as leaves release water vapour, but young trees need time and care. Shade structures work immediately, although their materials and installation can be costly. Reflective surfaces may reduce heat quickly, yet glare and ongoing maintenance must be considered. Effective school plans often combine strategies and monitor local results instead of assuming one solution will suit every site.

BOTH SOURCES

SOURCE A ADDS

SOURCE B ADDS

2. **EVIDENCE CHOICE:** Choose one detail from each source that is essential to a synthesis. Explain why each is essential.

A: _____

B: _____

3. **WRITE A 5–6 SENTENCE SYNTHESIS:** Explain the heat problem, compare responses and include one limitation. Use your own words and a neutral tone.

4. **JUSTIFY AN OMISSION:** Name one detail you left out and explain why it was not important.

5. **SELF-CHECK:** Review your synthesis.

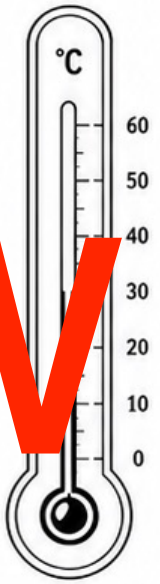
☐ main ideas ☐ both sources ☐ essential evidence ☐ paraphrased ☐ neutral ☐ logical



SUMMARISING ASSESSMENT

PART 1 — READ AND ANALYSE ANSWERS

Name: _____ Date: _____ Class: _____



SOURCE A — COOLING THE SCHOOLYARD

On hot days, dark asphalt is much warmer than nearby grass. A student-led audit at Riverbend School measured surface temperatures at lunchtime. The highest reading was 54°C on the asphalt court, while the shaded garden path measured 31°C. An urban designer suggested three responses: planting shade trees, applying a light-coloured court coating and installing shade sails. Trees take longer to grow but can cool the air and provide habitat. A reflective coating can be applied quickly, while shade sails provide immediate cover but cost more to install. The school will trial one coated court and plant trees, then repeat the temperature audit next summer.

1. State the central idea.

The school used temperature evidence to choose and test ways to cool its hot asphalt areas.

2. Record three essential details.

An asphalt court measured 54°C; a shaded path measured 31°C.

2. Options were trees, reflective coating and shade sails, each with trade-offs.
3. The school will trial a coating and trees, then audit again next summer.

3. Paraphrase without changing the meaning:

A light-coloured coating can reflect more solar energy than dark asphalt.

A pale coating can bounce back more sunlight than dark pavement.

4. How does the author keep a neutral tone? Give one example.

The author reports measurements and trade-offs, such as immediate but more costly shade sails.

5. Write a 40–60 word summary of

Riverbend School's audit found its unshaded asphalt court was far hotter than the shaded path. An urban designer proposed trees, reflective coating and shade sails, each with different benefits and limits. The school will coat one court, plant trees and repeat the audit next summer to measure results.



Word count: 48

SUMMARISING ASSESSMENT

PART 2 — SYNTHESIS ANSWERS

Name _____

Date _____

Class _____

SOURCE B — COOLING CHOICES

Different cooling strategies have different merits. Trees and shade structures create shade and cool air as leaves release water vapour, but young trees need time and care. Shade structures work immediately, although their materials and installation can be costly. Reflective surfaces may reduce heat quickly, yet glare and ongoing maintenance must be considered. Effective school plans often combine strategies and monitor local results instead of assuming one solution will suit every site.

BOTH SOURCES	SOURCE A ADDS	SOURCE B ADDS
Schools can cool hot spaces by combining trees, shade structures and reflective surfaces.	Measured 54°C versus 31°C; describes an actual trial and future audit.	Explains how strategies work, their trade-offs and why local monitoring matters.

2. **EVIDENCE CHOICE:** Choose one detail from each source that is essential to a synthesis. Explain why each is essential.

A: The 54°C court and 31°C shaded path prove the heat difference; this establishes the problem.

B: No single solution suits every site; this is the synthesis's key limitation.

3. **WRITE A 5–6 SENTENCE SYNTHESIS:** Explain the heat problem, compare responses and include one limitation. Use your own words and a neutral tone.

Source A's audit showed a 54°C asphalt court beside a 31°C shaded path, establishing the heat problem. Both sources recommend trees, shade structures and reflective surfaces. Source A describes a planned trial of coating and tree planting. Source B explains limits, including tree growth time, shade cost, and glare or maintenance for reflective surfaces. Together, they suggest schools should combine strategies and monitor local results.

4. **JUSTIFY AN OMISSION:** Name one detail you left out and explain why it was less important. Justify why you omitted the water vapour mechanism because combining the choices was more important to the overall summary.

5. **SELF-CHECK:** Review your synthesis.

☒ main ideas ☒ both sources ☒ essential evidence ☒ paraphrased ☒ neutral ☒ logical



SUMMARISING ACCOMPLISHMENT RUBRIC

YEAR

Student: _____

Teacher: _____

Date: _____

CRITERION	4 — ACCOMPLISHED	3 — PROFICIENT	2 — DEVELOPING	1 — BEGINNING	SCORE
1. MAIN IDEAS & PURPOSE	Identifies the central ideas and purpose precisely across both sources.	Identifies the central ideas and purpose accurately.	Identifies a broad topic but misses part of the main message.	Retells isolated details or misidentifies the main message.	/4
2. ESSENTIAL EVIDENCE & OMISSION	Selects the strongest evidence and deliberately omits minor details.	Selects relevant evidence and omits most minor details.	Includes some relevant evidence but also unnecessary details.	Uses few accurate details or includes mostly minor information.	/4
3. PARAPHRASING & ACCURACY	Consistently uses original wording while preserving precise meaning.	Mostly paraphrases accurately with only minor copying.	Uses some own words but changes meaning or relies on copied phrases.	Mostly copies or introduces unsupported claims.	/4
4. SYNTHESIS & TEXT AWARENESS	Integrates both sources, explains shared and distinct ideas, and retains a key limitation.	Combines both sources logically and includes important difference.	Mentions both sources but links ideas only partly.	Summarises one source only without connection.	/4
5. ORGANISATION, TONE & CONVENTIONS	Concise, cohesive and logically sequenced; neutral tone; accurate conventions.	Clear sequence and neutral tone; minor convention errors.	Uneven sequence or tone; errors sometimes reduce clarity.	Difficult to follow; biased or inaccurate errors obscure meaning.	/4

TOTAL: _____ / 20

16–20 Extending

14–17 Secure

10–13 Developing

5–9 Beginning

STRENGTH:

NEAR-STEP:

Preview Preview

Summarising

Preview





Preview Preview

We Are Learning To

Identify central ideas, select essential details, paraphrase accurately and synthesise across sources.

SUCCESS LOOKS LIKE

- I can explain the main message.
- I can justify what I include and omit.
- I can preserve meaning in my own words.

Preview



What Is A Summary?

Preview Preview

A summary is a concise, accurate account of a text's most important meaning.

It includes the central idea and essential details.

It leaves out repetition, examples and minor description.

It uses the summariser's own words.

Preview



Why Summarise?

Preview Preview

Summarising helps readers:

- check understanding
- remember key information
- compare texts
- explain learning efficiently

Preview

A strong summary is shorter than the source but faithful to it.



Preview Preview

The Summary Filter

Ask four questions before a detail enters your summary:

1. Does it explain the central idea?
2. Would the meaning change without it?
3. Is it evidence, or only an example?
4. Can I combine it with another idea?

Preview



Main Idea, Details, Extras

Preview Preview

MAIN IDEA — what the whole text is mainly saying

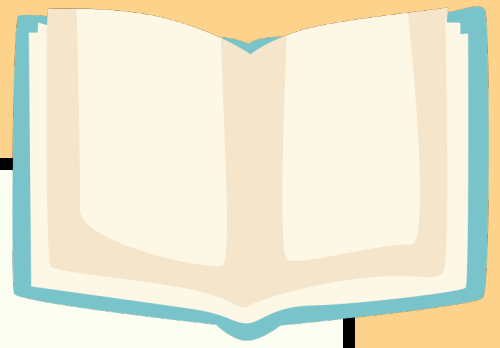
ESSENTIAL DETAIL — information needed to explain that idea

EXTRA — an interesting example, description or repeated point

Test: remove the detail. If the core meaning survives, it may be extra.

Preview





Guided Text: Night Gardens

Preview Preview

A community garden opens on two summer evenings each week. Solar lights mark safe paths while volunteers run short workshops. The later hours help shift workers visit, but organisers dim unused lights so nocturnal insects are disturbed less. Attendance has doubled since the trial began.



Preview



Preview Preview

Model The Thinking

CENTRAL IDEA

Evening hours have made the garden more accessible while organisers limit light impacts.

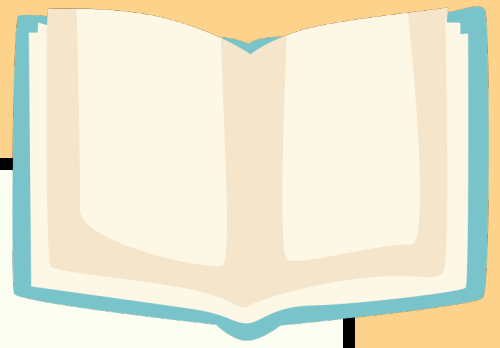
ESSENTIAL DETAILS

- solar lights support safe access
- unused lights are dimmed for insects
- attendance has doubled

EXTRA

Workshops are short.

Preview



Paraphrasing In Three Moves

Preview Preview

1. Read for meaning, then look away.
2. Change both vocabulary and sentence structure.
3. Compare with the source: same meaning, no new claim.

Do not replace only one or two words. That is patchwriting, not paraphrasing.

Preview



Paraphrase Model

Preview Preview

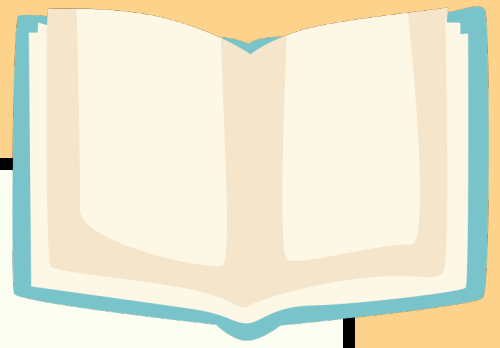
ORIGINAL

The later hours help shift workers visit, but organisers dim unused lights so nocturnal insects are disturbed less.

PARAPHRASE

Opening in the evening improves access for people who work late, while reduced lighting helps protect night-active insects.

Preview



Fiction: Somebody-wanted-but-so-then Preview Preview

SOMEBODY — central character

WANTED — goal or motivation

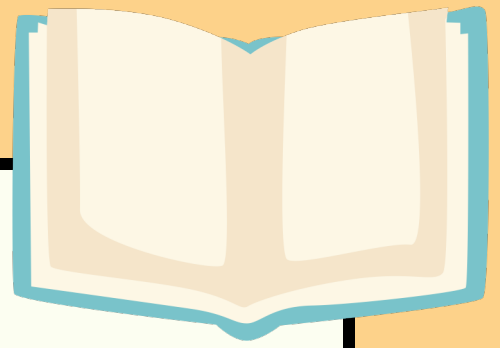
BUT — main problem

SO — key action or turning point

THEN — resolution or change

Preview

Include only events that move the problem towards its resolution.



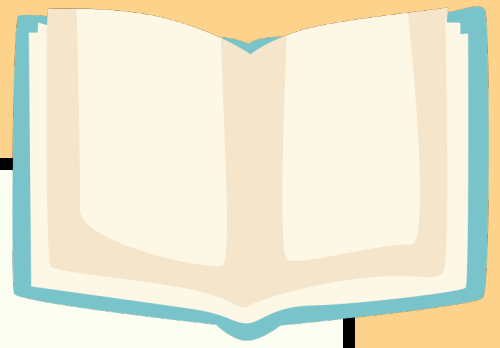
Fiction Practice

Preview Preview

During a heatwave, Mia tried to save the last living wattle seedling. The water tank was nearly empty, so she used small amounts of drinking water. After finding an air-conditioner drip, she and the caretaker redirected it to the garden. The plant survived, and the class installed a permanent collection tube.



Preview



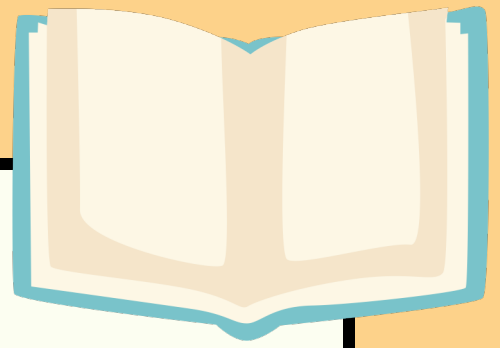
Fiction Model

Preview Preview

During a heatwave, Mia tried to save the school's last living wattle seedling despite an almost-empty tank. She found a steady drip and worked with the caretaker to redirect it. The wattle survived, and the class installed a permanent collection tube for future plants.

Notice: minor descriptions were omitted.

Preview



Informational: Central Idea + Key Facts Preview Preview

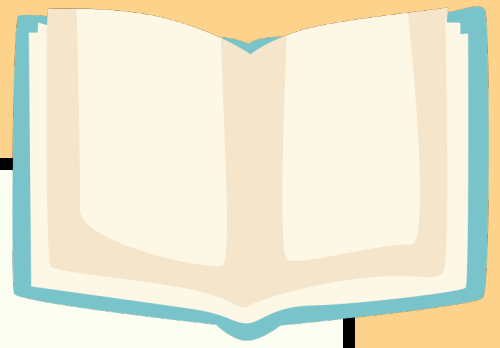
Start with the central idea. Add only facts that explain how, why, when or with what result.

Connect related ideas rather than listing them.

Use precise subject vocabulary, but paraphrase the surrounding explanation.

Keep a neutral, factual tone.

Preview



Informational Practice

Preview Preview

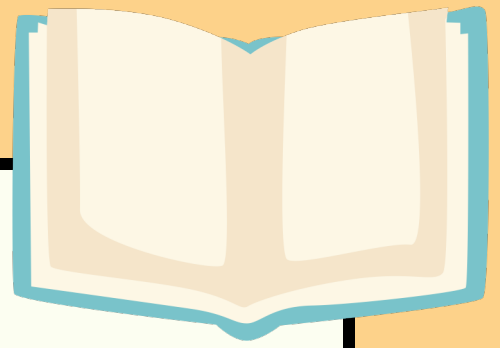
Mangrove roots slow waves and trap sediment, reducing coastal erosion.

The sheltered roots provide nursery habitat for young fish and crabs.

Mangrove soils also store carbon. Clearing and pollution can damage these habitats, so communities restore them through planting, waste removal and better water quality.

Preview

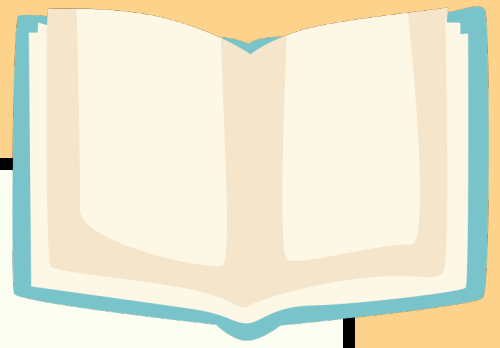




Informational Model Preview Preview

Mangroves protect coasts by reducing erosion and sheltering young animals. Their soils also capture and store carbon. Because clearing and pollution damage these ecosystems, communities restore them through planting, waste removal and improved water quality.

The sentences are connected, not listed.
Preview



Persuasive: Claim & Reasons

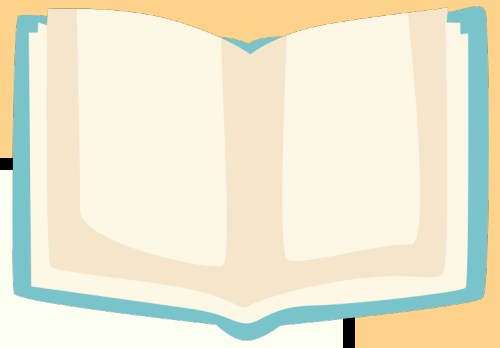
Preview Preview

Summarise a persuasive text by identifying:

- the author's main claim
- the strongest reasons or evidence
- any qualification or limitation

Preview

Do not copy persuasive exaggeration into your summary. Report the position in neutral language.



Preview Preview

Check Tone And Bias

Loaded language pushes the reader to judge: brilliant rescue, gloomy waste, short-sighted critic.

Ask:

- Is this checkable fact or opinion?
- Whose viewpoint is missing?
- Does the wording overpromise?
- What neutral verb would preserve the meaning?

Preview



Make It Neutral

Preview Preview

LOADED

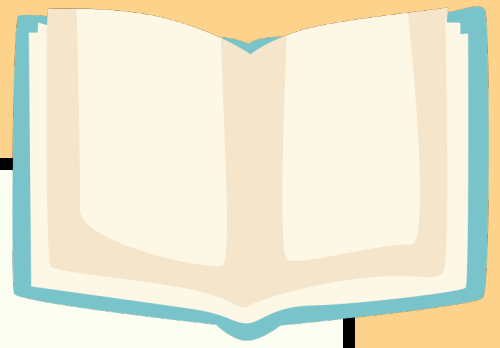
Only the most short-sighted critic would object to this brilliant rescue.

NEUTRAL

Supporters describe the proposal as a way to improve the unused space.

The neutral version reports the viewpoint without insulting people or promising success.

Preview



Synthesise: Connect, Don't Stack

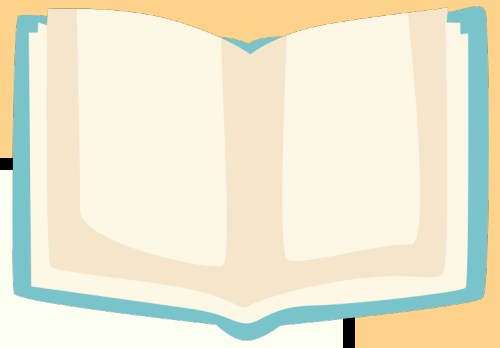
Preview Preview

A synthesis is more than Source A followed by Source B.

1. State the shared idea.
2. Add evidence or explanation from each source.
3. Show a key difference or limitation.
4. Explain the combined understanding.

Preview

Use source signals to make the relationship clear.



Preview Preview

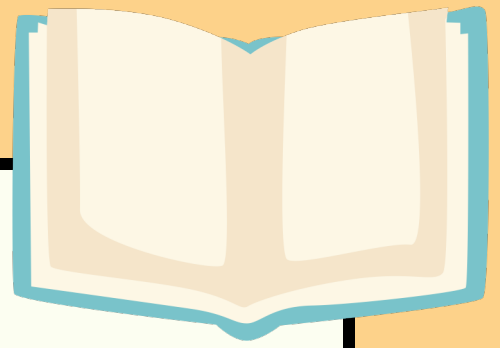
Source A

Many birds migrate at night. Bright city lights can confuse them and increase building collisions. Several monitored buildings recorded fewer collisions when non-essential lights were reduced during peak migration.

Source A contributes the problem and measured evidence.

Preview





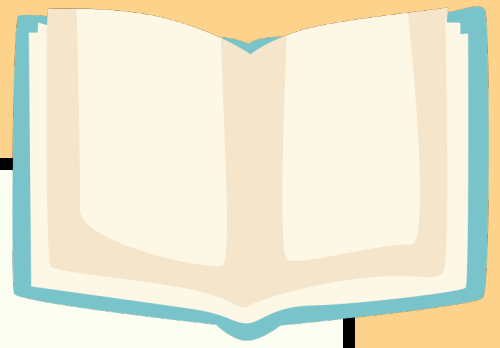
Preview Preview

Source B

Sensors, closed blinds, shielded outdoor lights and visible window patterns can reduce collision risks. Community scientists also map hotspots. However, building changes do not replace protection of feeding and nesting habitats.

Source B contributes responses and mitigation.

Preview



Synthesis Model

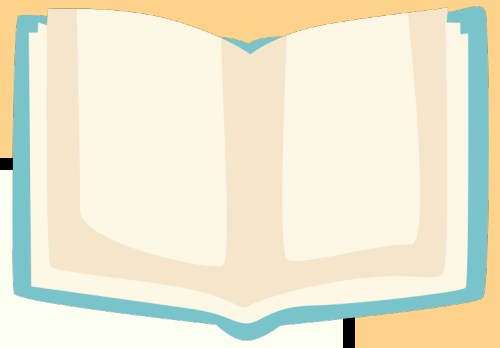
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Both sources explain that urban buildings can endanger night-migrating birds. Source A links bright lights to confusion and reports fewer collisions when lights are reduced. Source B adds practical building changes.

Together, they show how evidence can guide action, while Source B cautions that habitat protection is still necessary.

Preview





Final Self-check

Preview Preview

Before submitting, ask:

- ☐ Did I state the main idea?
- ☐ Did I select essential evidence?
- ☐ Did I omit examples and repetition?
- ☐ Did I paraphrase without changing meaning?
- ☐ Did I connect ideas logically?
- ☐ Is my tone accurate and neutral?
- ☐ If using sources, did I include a difference or limitation?

Preview



Well Done!

Preview



Preview Preview

Summarising Quiz

Preview





Preview Preview

Question

Which statement best defines a summary?

- A. A copy of every sentence
- B. A concise account of the central idea and essential details
- C. A personal opinion about the text
- D. A list of interesting examples

Preview



Preview Preview

Answer 1

B. A concise account of the central idea and essential details.

A summary is shorter than the source, faithful to its meaning and written mostly in the summariser's own words.



Preview



Preview Preview

Question 2

A school measured 54°C on an asphalt court and 31°C on a shaded path. It will trial a reflective coating and plant trees.

What is the main idea?

- A. Trees are always best.
- B. The school is using evidence to test ways to cool hot areas.
- C. Asphalt is black.
- D. The audit happened at lunch.

Preview



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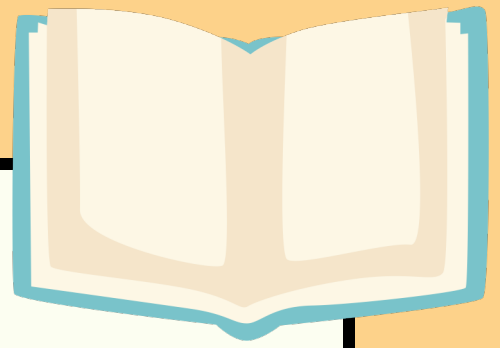
Answer 2

B. The school is using evidence to test ways to cool hot areas.

It connects the problem, the evidence and the planned response. The other options are minor, unsupported or incomplete.



Preview



Preview Preview

Question 3

TRUE OR FALSE

A summary should include every statistic because all numbers are important.

Be ready to justify your answer.

Preview



Preview Preview

Answer 3

FALSE.

Include a statistic only when it helps explain the central idea or provides essential evidence. Minor or repeated numbers can be omitted.

Preview





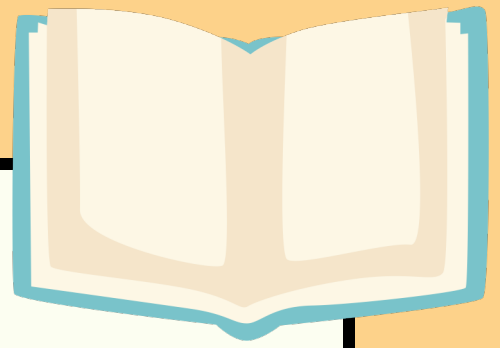
Preview Preview

Question 4

Which is the strongest paraphrase?

Original: Bright city lights can confuse night-migrating birds.

- A. Bright city lights confuse birds that migrate at night.
- B. Artificial light in cities can disrupt bird travelling after dark.
- C. All city lighting harms every bird.
- D. Birds dislike bright places.



Preview Preview

Answer 4

B. Artificial light in cities can disrupt birds travelling after dark.

It changes vocabulary and structure while preserving the source meaning.

A copies the structure; C and D alter the claim.

Preview





Preview Preview

Question 3

SHORT ANSWER

For a fiction summary, name the five parts in the Somebody–Wanted–
But–So–Then frame.



Preview



Preview Preview

Answer 5

Somebody – central character

Wanted – goal

But – main problem

So – key action or turning point

Then – resolution or change

Preview





Preview Preview

Question 6

Which sentence is most suitable for an informational summary?

- A. Mangroves are totally amazing forests.
- B. Mangroves have roots, fish, birds, crabs, mud and leaves.
- C. Mangroves reduce erosion, support wildlife and store carbon.
- D. I think everyone should visit a mangrove.

Preview



Preview Preview

Answer 6

C. Mangroves reduce erosion, support wildlife and store carbon.

It connects the central idea with essential facts in a neutral tone.



Preview



Preview Preview

Question 7

Which phrase is loaded language?

- A. a six-month trial
- B. water clarity has not been measured
- C. a genius rule that will save every turtle
- D. electric motors below 5 knots

Preview



Preview Preview

Answer 7

C. a genius rule that will save every turtle

“Genius” is a judgement and “every” overpromises an outcome. A neutral summary would report the proposed trial and its stated aim.

Preview





Preview Preview

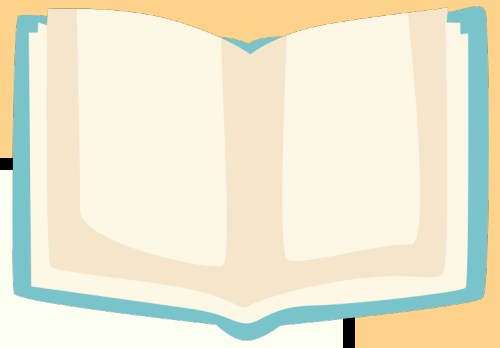
Question 2

TRUE OR FALSE

If a source says a trial aims to reduce noise, a neutral summary may state that noise will definitely decrease.



Preview



Preview Preview

Answer 8

FALSE.

An aim is not a proven result. Preserve the uncertainty: “The trial aims to reduce noise,” or “The proposal is intended to reduce noise.”

Preview





Preview Preview

Question 4

Two sources share the idea that building changes can reduce bird collisions. Source B also says these changes do not replace habitat protection.

What must a strong synthesis include?

- A. Only the shared idea
- B. Only Source B
- C. The shared idea and the important limitation
- D. Every example from both texts

Preview



Preview Preview

Answer 9

C. The shared idea and the important limitation.

A synthesis connects the sources and retains a difference, qualification or limit that changes the combined understanding.



Preview



Preview Preview

Question 10

SHORT ANSWER

Name one kind of detail you would omit from a summary, and explain why it can be omitted.



Preview



Preview Preview

Answer 10

Sample answer:

I would omit a repeated example because the central idea and essential evidence already communicate the source's meaning.

Other valid choices may include decorative description, minor statistics or side facts, with a clear justification.

Preview



Well Done!

Preview

