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SUMMARY
PARAPHRASE
QUOTE

Summary

When you summarize, you use your own words to express the key points of another piece of writing. It can also imply that you express ideas more simply, using fewer words.

If you can summarize information, it shows you understand what you are reading.

Specifically, a **summary**:

- ✓ restates the central ideas expressed
- ✓ covers the content comprehensively, but avoids too many details
- ✓ satisfies the audience's basic need to know who, what, where, why, when and how
- ✓ presents only information mentioned in the piece of writing

Summarizing is an important skill because the knowledge you gain from reading can be applied to your writing, to expand and reinforce ideas.

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Paraphrase

Whereas a summary is a shortened version of the text, a paraphrase maintains the length of the original idea, but expresses it in different words.

Or, according to the *Harvard Guide to Using Sources*, a summary provides your readers with 'a condensed overview' of the information, whereas a paraphrase offers the same level of detail, though in different words.

Quotation

Quoting information, meanwhile, means using the exact same wording as the original selection. Quotes are best used when you are trying to maintain the original sentiment of the language.

As a general rule, when using quotes, you should always weave in, or *embed*, the idea into the context of your own thoughts, and you should *follow up* with a clarifying statement as to the quotation's meaning and/or relevance.

Original Source

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CUP publication

For many education advocates, the arts are a panacea: they supposedly increase test scores, generate social responsibility, and turn around failing schools. Most of the supporting evidence, though, does little more than establish correlations between exposure to the arts and certain outcomes. Research demonstrates a causal relationship has been virtually nonexistent.

A few years ago, however, we had a rare opportunity to explore such relationships when the Crystal Bridges Museum of American art opened in Bentonville, Arkansas. Through a study of school tours to the museum, we were able to determine that strong causal relationships do in fact exist between arts education and a range of desirable outcomes.

Students who, by lottery, were selected to visit the museum on a field trip demonstrated strong critical thinking skills, displayed higher levels of social tolerance, exhibited greater historical empathy and developed a taste for art museums and cultural institutions.

Visiting art museums exposes students to a diversity of ideas that challenge them with different perspectives on the human condition. Expanding access to art, whether through programs in schools or through visits to area museums and galleries should therefore be a central part of any school's curriculum.

From 'Art Makes You Smart,' by Brian Kisida, Jay P. Greene (University of Arkansas, and Daniel H. Bowen (Kinder Institute of Rice University)

Sample Writing

Summary

Because a causal relationship between arts education and desirable outcomes such as improved critical thinking and empathy can now be found, schools should be placing greater emphasis on this aspect of the curriculum.

Paraphrase

Researchers at the University of Arkansas and the Kinder Institute of Rice University recently conducted a study at the Crystal Bridges Museum of American Art to see if visiting museums has any academic and/or social impact on students. For the first time, they were able to find more than just a correlation between the two; specifically, they found that a casual relationship exists between exposure to the arts and improved critical thinking skills, empathy, and other desirable outcomes. They conclude that schools should therefore focus more on arts education.

Quotation

A recent study revealed that 'strong causal relationships do in fact exist between arts education and a range of desirable outcomes' such as 'strong critical thinking skills...higher levels of social tolerance...greater historical empathy and...a taste for art museums,' *which means that...*



Yo, I'm Jill!

I live on macha green tea lattes + nerdy lesson planning sessions.

I'm on a mission to flip the script on how we teach today's writers.

I empower secondary ELA teachers with the

resources + mindset

they need to make the

writing process

more

**relevant, authentic,
and applicable**

for today's learners and tomorrow's leaders.

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