

 **Synthesize Ideas
Across Texts**

Recognize the depths of thinking.

Write about
the text



The product should be more than a summary... We need to add intellectual work to their writing about reading. ~ Lucy Calkins

Write beyond the text



Summarize the author's ideas.

Restate the most important information the author presented.



Infer your thoughts.

Integrate multiple details from the text to generate a new idea that the author did not state literally.



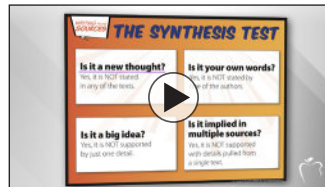
Synthesize your thoughts.

Integrate multiple details from different texts to generate a new idea that none of the authors stated literally.

SUMMARIZE

SYNTHESIZE

- | | | |
|---------------------------|---|---------------------------|
| Repeat a detail | ● | A new thought |
| Author's words | ● | Your words |
| A little detail | ● | A big idea |
| Found in one source | ● | Implied in multiple texts |



Clarify *summary* versus *synthesis*.



View a mini-lesson.



**SECRET SITE
RESOURCES**

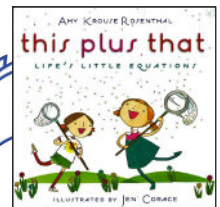


**SPIN-OFF
SESSIONS**

WRITE ABOUT THE TEXT | SESSION 3:
Summarize content-area information.

WRITE BEYOND THE TEXT | Session 1:
Make an inference in 5 steps.

**RELEVANT
RESOURCE**



Synthesize in two steps.

STEP 1 Collect

Read each text and collect its details.

- Take notes on Source 1.
- Note the new and different information while reading Sources 2-3.
- Maintain source-specific notes.

STEP 2 Combine

Reread across the texts' details.

Read one detail. Consider what it means.

- *This means...*
- *This is saying...*
- *This is like...*
- *This is important because...*

Skim the other details, looking for a second one that has a similar meaning, sentiment, or reaction.

Consider how the two details are similar.

- How are they connected?
- How are they related?
- Does one detail build on the other?

- *This is another...*
- *This is like (the first detail) in that...*
- *This also...*
- *This is kind of...*
- *If you think about it as..., then it's similar to the first detail because...*

Repeat the process, combining several details from at least two sources.

Note the relationship of the details within the synthesis bubble.

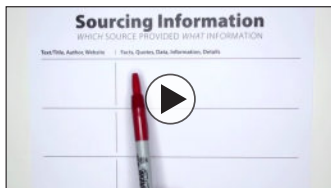
PROMPT	SYNTHESES
WRITING FROM SOURCES	
SOURCE 1	
SOURCE 2	
SOURCE 3	



SPIN-OFF SESSION
WRITE ABOUT THE TEXT | SESSION 4:
Note and annotate reader thoughts.



SECRET SITE RESOURCES



Organize information collected from sources.



Mark new & contradictory information.



PROMPT Describe 3 binge-watching symptoms

WRITING FROM SOURCES



Read the following 3 texts about binge-watching. One source is a print article and two are visual texts. Pause after each text and discuss what the reader learns about the topic of binge-watching.

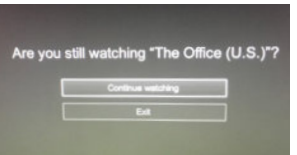
SOURCE 1 | www.theatlantic.com

(Binge-watching) has its roots in the 1990s with DVD sets and TV marathons, but the practice reached a new level of recognition in 2013 as Netflix and other video services experimented with original content (like *Orange Is the New Black*) and offered numerous catch-up opportunities for critics' favorites (like *Breaking Bad*). Despite its increased prominence, though, there's never really been a good, single working definition of what binge-watching actually is.

...The Oxford Dictionary defines binge-watching as "watching multiple episodes of a television program in rapid succession, typically by means of DVDs or a television set-top box." The Oxford Dictionary takes a much broader stance on entertainment and says that "entertainment can be binge-watched, and it says without ever getting up." To watch (multiple TV shows, etc.) in one sitting or over a short period of time.

Trend stories about binge-watching numbers (because)... the minimum number of episodes to distinguish between hour-long dramas and... the minimum number of episodes to distinguish between hour-long dramas and... the minimum number of episodes to distinguish between hour-long dramas and...

Joris Evers, the director of global content for Netflix, says via email that in the vast majority of cases, the "Are you still watching?" prompt appears...



The show freezes and is replaced by a dull, gray little dialogue box. The box offers a "continue watching" button to click. Otherwise, the freeze continues, indefinitely. Regardless of its intended effect, for some viewers, it actively incorporates the element of guilt into the experience. "The auto-play function is responsible for most of my binge-watches," notes social media editor Chris Heller says. "If it'll keep playing, I'll probably keep watching until it asks me to make a decision. You know, the 'Are you still watching?' prompt that comes after a while. It's a little creepy."



SOURCE 1

- Watching multiple episodes of a television program in rapid succession.
- Without ever getting up.
- In one sitting or over a short period of time.
- Are-you-still-watching prompt... A dull, gray little dialogue box.
- A "continue watching" button to click.
- Freeze continues, indefinitely.
- Element of guilt.
- "Auto-play function is responsible for most of my binge-watches."
- "If it'll keep playing, I'll probably keep watching until it asks me to make a decision."
- Netflix shaming... TV just judged me.
- All-nighter binge... during the holidays.
- Supposed to be spending time with my family.
- Crouching over my laptop.
- Screaming and crying about what was going on television.
- A yucky feeling.
- My consciousness was being overtaken by the show.
- I wanted to get back to the real world.

SOURCE 2

- "After binge watching."
- Facial expression.
- Messy hair.
- Hair growth.
- Personal items on shelves/walls.

SOURCE 3

- "Lies I tell myself."
- "Just one more episode" in quotes.
- "Lies."
- Messy hair, food on face, mascara streaks.
- Laptop.



PROMPT Describe 3 binge-watching symptoms

WRITING FROM SOURCES

SOURCE 1

- Element of guilt.
- "If it'll keep playing, I'll probably keep watching until it asks me to make a decision."
- Netflix shaming... TV just judged me.
- A yucky feeling.
- My consciousness was being overtaken by the show.

SOURCE 2



- Facial expression.
- Messy hair.
- Hair growth.

SOURCE 3



- "Lies I tell myself."
- "Just one more episode" in quotes.
- "Lies."
- Messy hair, food on face, mascara streaks.

NOW IT'S YOUR TURN

SYNTHESES



Scaffold instruction.

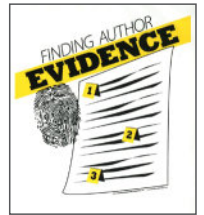
- Mark only the new and different information in additional sources.

- Support the thinking process with pre-selected details.



RELEVANT RESOURCES

- Manipulate details physically.



- Collect text details from multiple texts throughout a unit.



- Wean off the formula organizer.



How do you prepare students to synthesize when reading off a screen?