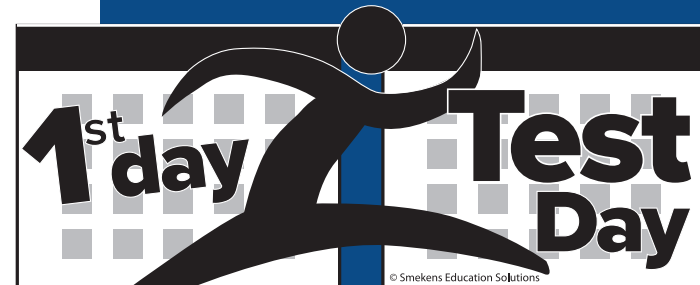


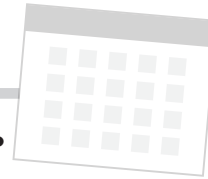
First Day to Test Day

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A road map to
accelerate student
learning and prepare
for standardized tests

- **SESSION 1: Think beyond the text.**
- **SESSION 2: Communicate in writing.**
- **SESSION 3: Synthesize information.**
- **SESSION 4: Extend the response.**



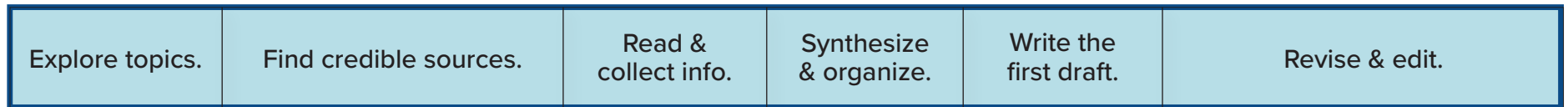


Understand the complexity of the read-write task.

Re-define research.

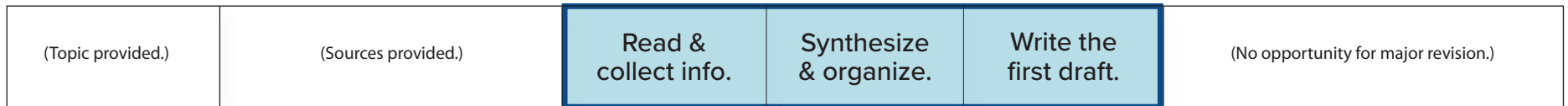
1. Review the traditional research-writing unit.

- The unit spans multiple days/weeks.
- The reader gathers his own sources.
- The product is long (e.g., 5-10 pages).
- The final product includes the full writing process.



2. Clarify the simulated research-writing task.

- The task starts and ends in one sitting.
- The reader utilizes provided sources.
- The product is shorter (e.g., 2 pages).
- The final product includes only a strong first draft.



3. Connect the assessment to the standards.

CCSS. R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

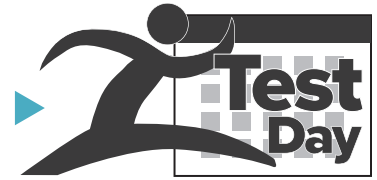
CCSS. W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS. W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS. W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



SCAFFOLD OF LITERACY SKILLS



SESSION 1

Target the inferential thinking that students must execute when reading any text.

THINK BEYOND THE TEXT

- Juggle reader voices.
- Make inferences about implied ideas.
- Identify relevant text details.
- Root inferences in evidence.

SESSION 2

Convert reader thoughts and answers into constructed responses.

COMMUNICATE IN WRITING

- Connect read-write skills.
- Generate basic responses with 3 ingredients.
- Elaborate on the text evidence.

SESSION 3

Advance beyond single-text inferences to multi-text syntheses.

SYNTHESIZE INFORMATION

- Juggle multiple sources while maintaining source-specific notes.
- Combine details across texts to synthesize new ideas.
- Scaffold controlled tasks across the year.

SESSION 4

Raise the rigor to simulated research tasks executed in one sitting.

EXTEND THE RESPONSE

- Decode the prompt to accurately identify the complex task.
- Flesh out each synthesis to fit the appropriate text structure.
- Include an academic introduction and conclusion.

SESSION 1: THINK BEYOND THE TEXT

Juggle reader voices.

Lay the foundation for comprehending any text.

Explain that the *Reading Voice* identifies what the text says and the *Thinking Voice* reveals what it means.

- Model *Reading Voice* and *Thinking Voice*.
- Model how readers juggle many different thoughts.
- Model the quantity of thoughts a reader has.
- Model thoughts whether reading print text, visual text, audio text, multimodal text, etc.

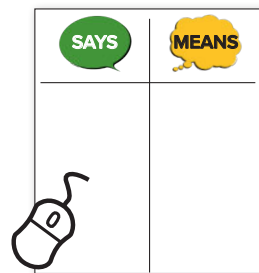


Expect readers to track their thinking.

Readers record their thoughts.

- Clarify note-taking from annotating.

- Move from highlighting to *why-lighting*.



AnNOTEate



Why do you want to remember it?
Why is that part important?
What did your Thinking Voice whisper?



Understand the comprehension expectations.

Text Variety & Range

KEY IDEAS & TEXTUAL DETAILS

Main Idea & Theme
Relationships & Development

CRAFT & STRUCTURE

Words & Phrases
Text Structure & Organization
Purpose, Perspective, & Point of View

INTEGRATION OF KNOWLEDGE & IDEAS

Media Literacy
Argument & Evaluation
Text-to-Text Comparisons

Inferences & Evidence

Define *literal* versus *inferential* questions.

- Find the literal information.

Right-There questions
Think & Search questions

- Infer the implied information.

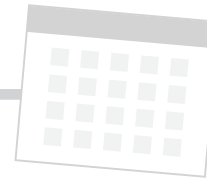
Author & Me questions
On-My-Own questions

QAR:
Question-Answer Relationship

SESSION 1: THINK BEYOND THE TEXT

Make inferences about implied ideas.

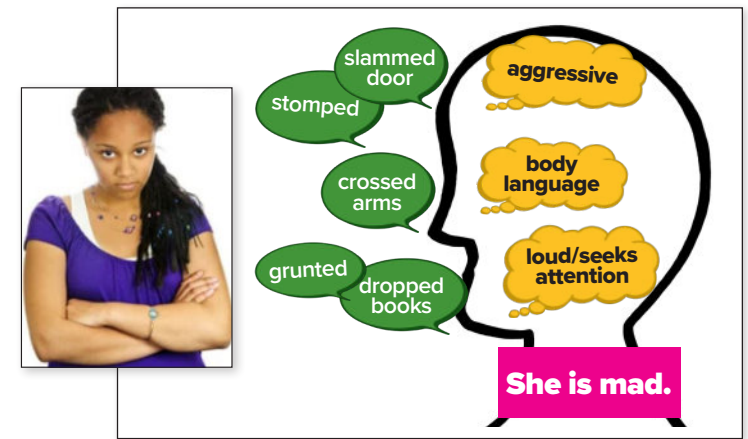
Introduce inferring—figuring out something the author never said.



Reveal the *Silhouette Head* and distinguish outside-the-head text details from inside-the-head thinking.



Individuals make inferences and draw conclusions continually.



Introduce the 5-step inference process.

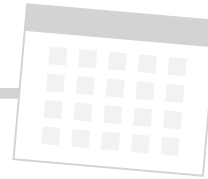
- | | | |
|----------------------------------|---------------|---|
| Read/View the text. | STEP 1 | Read the text and the question. |
| Read the question. | STEP 2 | |
| List relevant details. | STEP 3 | Return to the text and look for text details that might help answer the question. |
| Put details together. | STEP 4 | Think about how the details go together. |
| Determine what they mean. | STEP 5 | Figure out the answer. |

Remember, all comprehension standards require the reader to infer.



Tie every comprehension lesson to the *Inference Silhouette*.





Make inferences about implied ideas, continued.

STEP 1 Read/View the text.

Text adapted from
Trapped on Higgins Ridge
Smokejumpers: Battling the Forest Flames, Daniel Briscoe

On August 4, 1961, twelve smokejumpers parachuted to a fire in Montana where strong winds were blowing, and the fire raged out of control. Then the wind changed. The fire began to spread in the opposite direction. The smokejumpers became trapped. "The fire exploded like a blowtorch," one jumper said later.

The two crews looked for safety on a burned-out section. Some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection. Soon flames surrounded them. The firefighters were in deadly danger until a helicopter appeared from the smoke clouds above and carried them to safety.

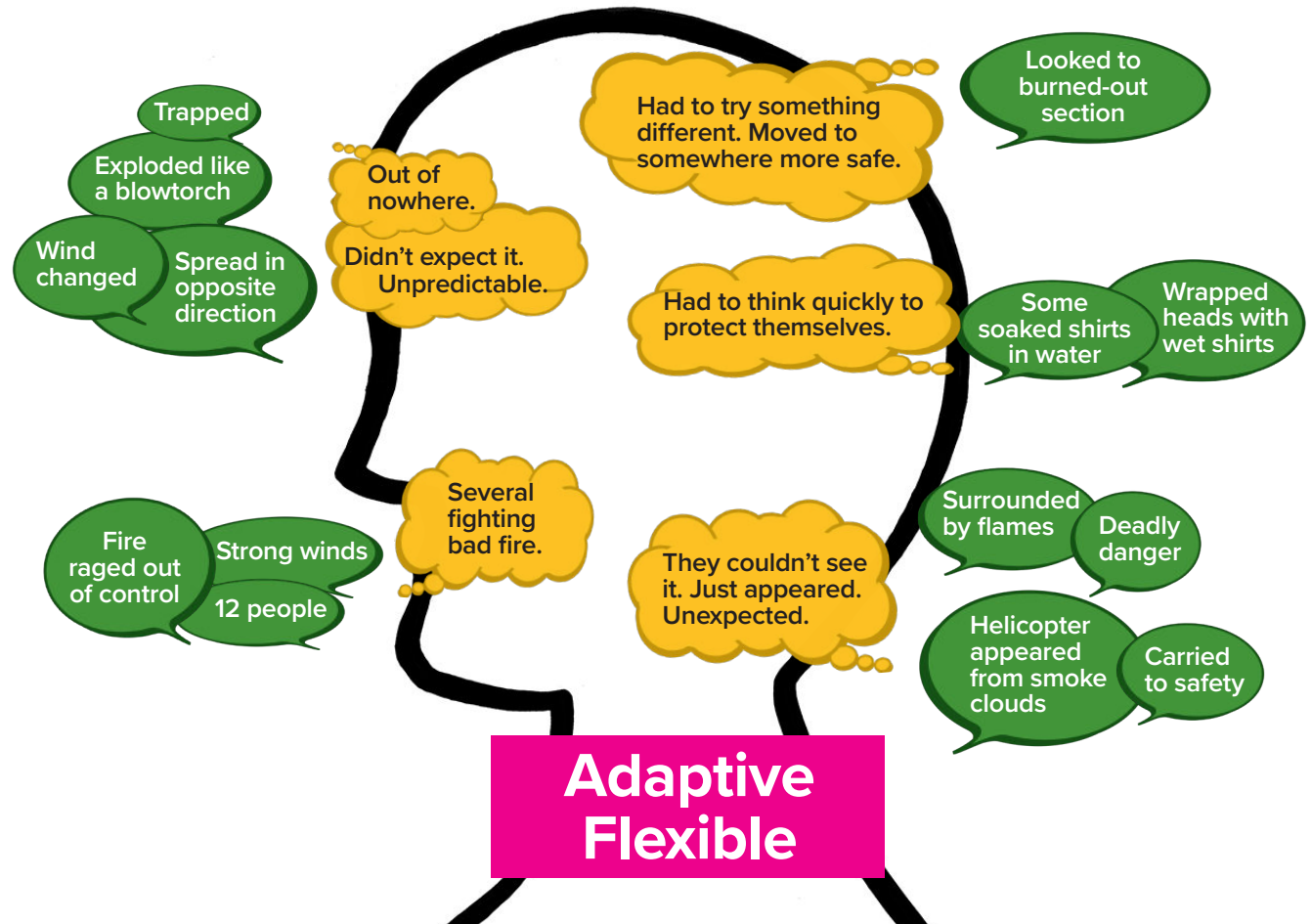
STEP 2 Read the question.

Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

STEP 3 List relevant details.

STEP 4 Put details together.

STEP 5 Determine what they mean.

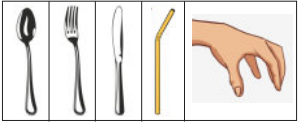


SESSION 1: THINK BEYOND THE TEXT

Identify “relevant” text details.

Understand “relevance” is based on the question.

- All text details are not helpful.



- Analyze the question/prompt to determine the type of details to scan the text for.



- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put details together.
- STEP 5 Determine what they mean.

Explicitly teach readers the types of details that authors provide.

- If the question is about...
- Then look for...

RI 2. What is the main idea?

Broad topic + Repeated details

- Repeated words
- Synonyms
- Similar phrases
- Related details
- Pronouns

Topic + What about it

RL 2. What is the theme?

Character details:

- His response to the problem
- Good and bad decisions
- Relationships with others
- How he changed

Lesson topic + Why it's important

RL 3. Identify a character trait.

Character details:

- Words
- Thoughts
- Gestures
- Body Language
- Reactions
- Actions

Think about consistent behaviors (BME)

RI 4. What does __ mean?

Look INSIDE the word (roots) + Look OUTSIDE the word

- Synonyms
- Translations
- Examples
- Function/Purpose
- Antonyms

Make a prediction. Read on to confirm or adjust.

RI 5. How is the text structured?

Visible Tools:

- Text Features

Invisible Tools:

- Transitions

Relationship of info in paragraph before &/or after

Choose from 1 of the 6 types.

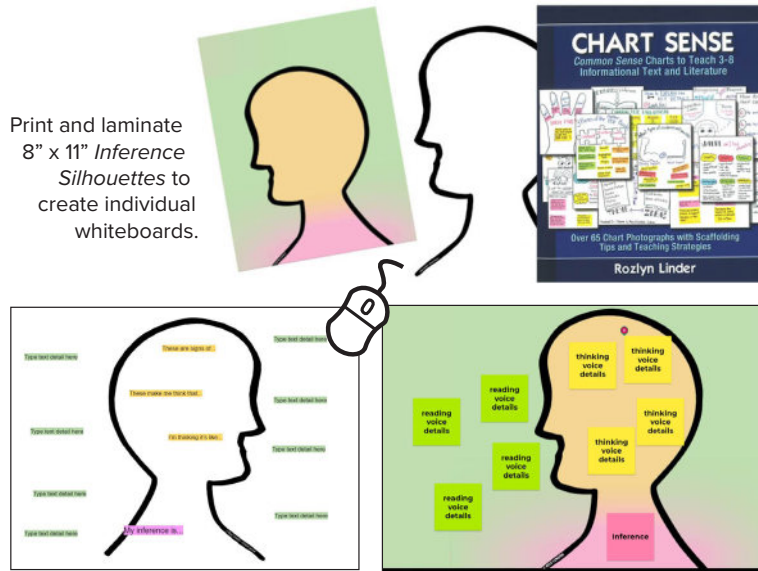


Identify “relevant” text details per reading standard.

SESSION 1: THINK BEYOND THE TEXT

Root inferences in evidence.

Focus on the inference process— not right answers.



Download interactive *Inference Silhouettes* in various formats— PDF, Google Doc, Google Slide, and Jamboard.

Don't expect answers before students collect details.

Read/View the text.

Read the question.

List relevant details.

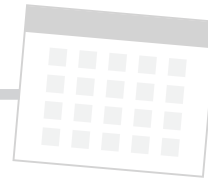
Put details together.

Determine what they mean.

Ask the question to drive students back into the text.

Ask the question again, causing students to put thoughts together.

Ask the question again, expecting the inference with evidence.



Prepare students to provide 2-part answers.

What is the answer?

What sentence BEST describes the main idea of this text?

How does the author describe the character in this story?

What is the MOST LIKELY reason the author wrote this?

Why do you think that?

Provide evidence to support your answer.

Support your answer with details from the passage.

Use details presented in the text to support your inference.

Use academic language when requesting text support.

- Support your answer with evidence from the text.
- Use specific text details to prove your ideas.
- Cite evidence for your answer.
- Use specific evidence to support your analysis.

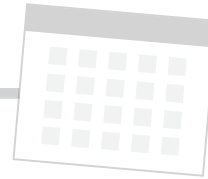
Clarify textual evidence versus background knowledge.



Begin the year intentionally.



- Juggle reader voices.
- Make inferences.
- Identify relevant text details.
- Root inferences in evidence.



Establish a read-write expectation.

Teach “weekly” comprehension skills rooted in grade-level standards.

KEY IDEAS & TEXTUAL DETAILS
Main Idea & Theme
Relationships & Development

CRAFT & STRUCTURE
Words & Phrases
Text Structure & Organization
Purpose, Perspective, & Point of View

INTEGRATION OF KNOWLEDGE & IDEAS
Media Literacy
Argument & Evaluation



MONTH 1

MONTH 2

MONTH 3

MONTH 4

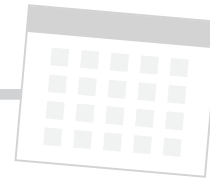
MONTH 5

End each “week” teaching the next constructed-response writing skill.

- Readers convert the last thought as a reader into the first sentence as a writer.
- Readers repeat key details from the question/prompt within the response.
- Readers include evidence to support their thinking.
- Readers provide multiple pieces of text evidence.
- Readers know that some details make better evidence— 1st, 2nd best.
- Readers explain their thinking in a concluding statement.
- Readers elaborate on their own evidence.
- Readers blend evidence and elaboration.
- Readers stack multiple pieces of elaboration after each text detail.

SESSION 2: COMMUNICATE IN WRITING

Connect read-write skills.



Identify the 3 facets of a constructed response.

1. Provide an inference/answer to the question or prompt.
2. Support the inference with examples/details from the text.
3. Explain how the evidence supports the inference.

Answer • Inference

Repeat key words from the question/command and provide a general answer.

Details • Evidence

Support your answer with textual evidence. Support your answer with *more* evidence from the text.

Conclusion • Explanation

Explain how the evidence fits the answer/inference.

M → A'A → M

RA → C → E

C → E → R

What is the answer?

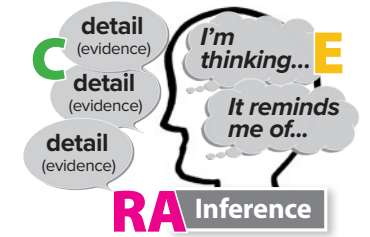
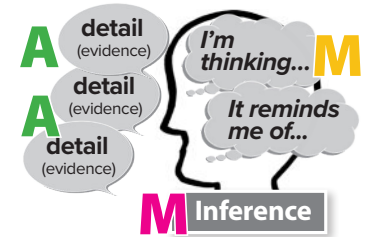
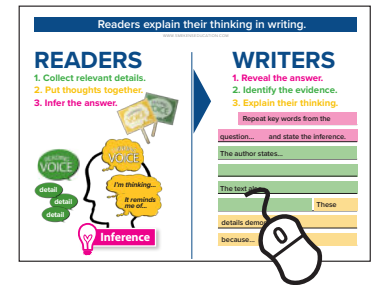
Why do you think that?

READERS

1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.

WRITERS

1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.



SESSION 2: COMMUNICATE IN WRITING

Connect read-write skills.

Transfer thinking to writing.

1. Build an anchor chart.

Readers make inferences & explain them in writing

Repeat words from question + INFERENCE

The author states...

The text also...

These details prove... because... This demonstrates... since...

M Repeat words from question + INFERENCE

The author states...

The text also...

These details prove... because... This demonstrates... since...

RA Repeat words from question + INFERENCE

The author states...

The text also...

These details prove... because... This demonstrates... since...

C Repeat words from question + INFERENCE

The author states...

The text also...

These details prove... because... This demonstrates... since...

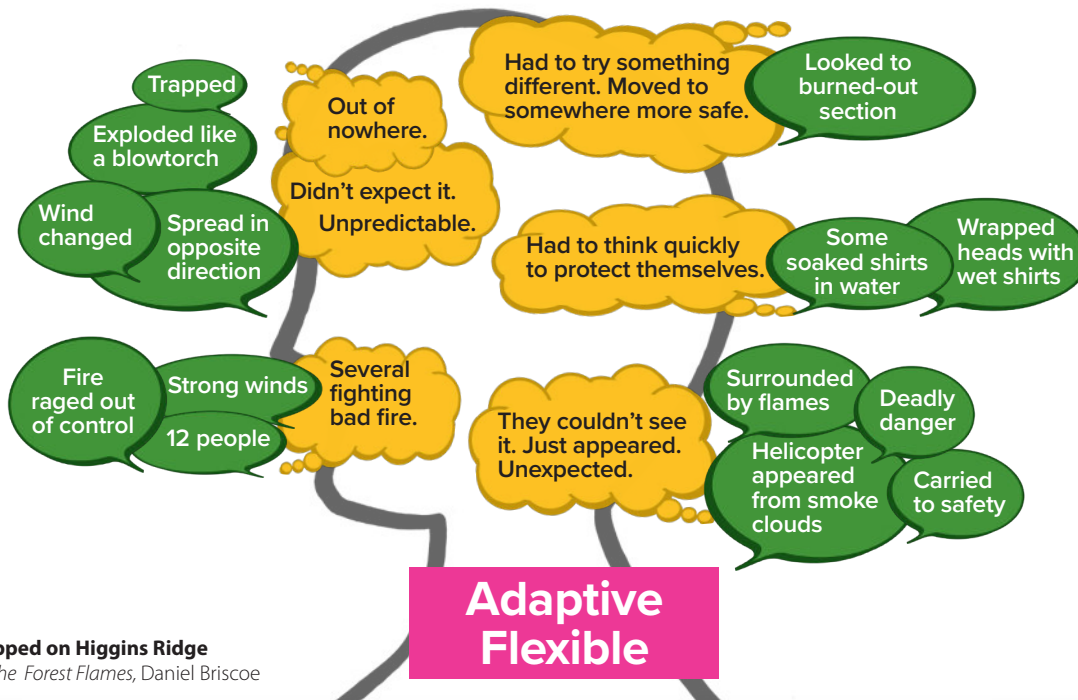
R Repeat words from question + INFERENCE

The author states...

The text also...

These details prove... because... This demonstrates... since...

2. Return to a previous *Silhouette Head*.



TASK: Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

Repeat key words from the question... and state the inference.

The author states...

The text also...

These details demonstrate...

because...

Adapted text from **Trapped on Higgins Ridge**
Smokejumpers: Battling the Forest Flames, Daniel Briscoe

SESSION 2: COMMUNICATE IN WRITING

Generate basic responses with 3 ingredients.

Write the 1st sentence.

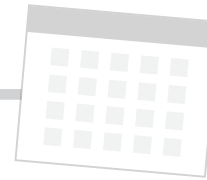
LESSON IDEA: Implement *Invisible Questions*.

| Assignment | Teacher Questions | Student Responses |
|--|--------------------------------------|----------------------------|
| _____? ~~~~~● _____? ~~~~~● _____? ~~~~~● | _____? _____? _____? _____? | ~~~~~● ~~~~~● ~~~~~● |

LESSON IDEA: Identify key words.

Determine **the** **main** **idea**
of **the** passage **about** smoke-jumpers.

main **idea** smoke-jumpers.



Repeat key words from the

question... and state the inference.

LESSON IDEA: Introduce the *Goldilocks Principle*.

In the text that Kristina read aloud about the Montana smokejumpers, the text demonstrates that they are both brave and adaptive.



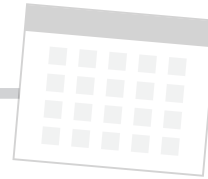
LESSON IDEA: Provide general answers only.



TASK: Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

Two horizontal pink bars for writing the response.

SESSION 2: COMMUNICATE IN WRITING



The author states...

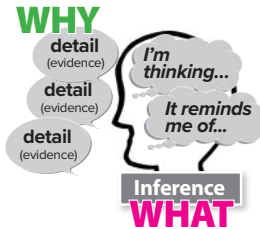
The text also...

Generate basic responses with 3 ingredients.

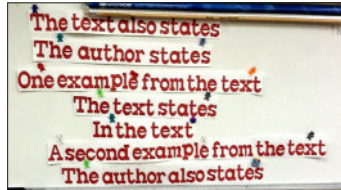
Write the 2nd and 3rd sentences.

LESSON IDEA: Introduce evidence.

- Revisit 2-part *what-and-why* answers.



- Provide sentence starters for efficiency.



- Provide alternative verbs for *said*.

| | |
|------------------------------|-------------------------------|
| <i>The text... states...</i> | <i>The author... wrote...</i> |
| <i>includes</i> | <i>implies...</i> |
| <i>presents...</i> | <i>describes...</i> |
| | <i>proposes...</i> |

LESSON IDEA: Determine the strongest evidence.

- Revisit *details* versus *evidence*.
- Identify the most helpful text details.



LESSON IDEA: Include evidence in blended sentences.

- Define *kerplunked* evidence versus *blended* evidence.



The text states, "The two crews looked for safety on a burned-out section."

After getting trapped, the text states that their first thought was to move to "safety" in a "burned-out section."

- Introduce a 5-step strategy.

1. READ and determine the most important author words/phrases.
2. REMOVE the original text.
3. SAY or compose an oral sentence blending your words with the author's.
4. WRITE out what you just said.
5. RETURN to verify that the author's words have quotation marks.

LESSON IDEA: Up the evidence expectation.

- Avoid Scooby-Doo inferences.
- Prompt readers when they are off track.



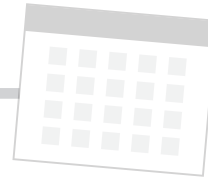
- Provide additional sentence starters.
- Expect two separate sentences.
- Identify additional evidence from a different place in the text.

TASK: Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

Smokejumpers demonstrate that they are adaptive.



SESSION 2: COMMUNICATE IN WRITING

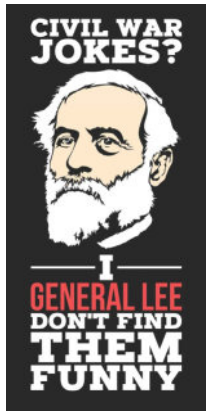


Generate basic responses with 3 ingredients.

Write the 4th sentence.

These details demonstrate...

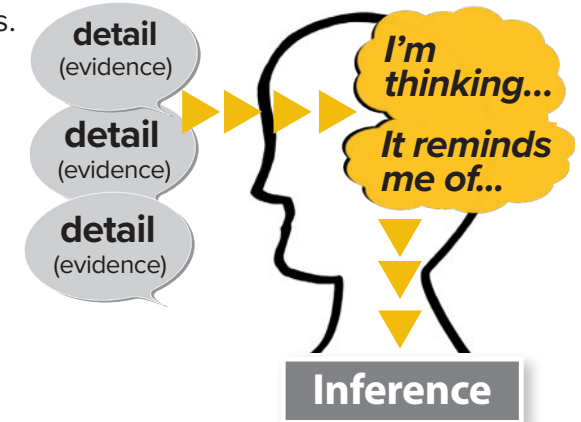
because...



LESSON IDEA: Assume the reader “doesn’t get it.”

LESSON IDEA: Connect the dots.

- Distinguish what the *text says* (i.e., *evidence*) from *what it means* (i.e., *explanation*).



LESSON IDEA: Explain the connection in 3 parts.

1. Restate the answer.



2. Add a connecting word.



3. Describe the connection.

This shows...
This demonstrates...
These details prove...

because *consequently*
since *as a result*
so *therefore*

(Use words and phrases from within the *Silhouette Head*.)



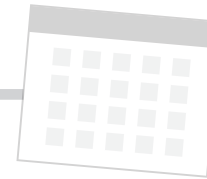
End a constructed response with an explanation.

TASK: Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

Smokejumpers demonstrate that they are adaptive.

After getting trapped, the text states that their first thought was to move to “safety” in a “burned-out section.”

The text also states that they “soaked” their shirts and “wrapped (them) around their heads” for added “protection.”



Elaborate on the text evidence.

Build on the basics.

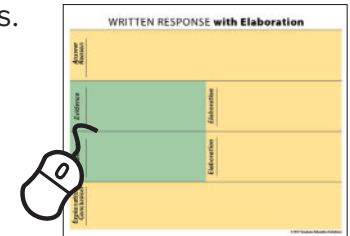
Recognize that formulas are starting points.

- Rubric expectations require more student thinking.
- Double the elaboration-to-evidence ratio.
- Additional explanation is for the reader— not the writer.

| | | |
|------------|----------------------|--|
| Inference | Inference | Evidence comes from the <i>Reading Voice</i> . |
| Evidence | Evidence Elaboration | |
| Evidence | Evidence Elaboration | Elaboration comes from the <i>Thinking Voice</i> . |
| Conclusion | Conclusion | |

LESSON IDEA: Reveal universal elaboration stems.

- *This is important because...*
- *This matters because...*



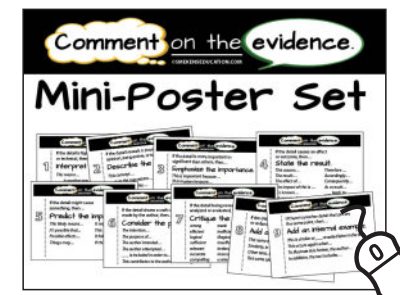
LESSON IDEA: Select the **type of elaboration** that supports the **type of evidence**.

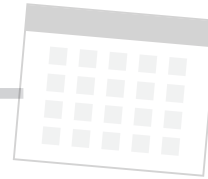
IF THE EVIDENCE/DETAIL... THEN...

- | | |
|---|---------------------------|
| Is figurative or technical... | Interpret the detail. |
| Reveals a strong opinion, perspective, or tone... | Describe the impression. |
| Is more important or significant than others... | Emphasize the importance. |
| Causes an effect or outcome... | State the result. |
| Might cause something... | Predict the impact. |
| Shows a craft choice made by the author... | Consider the purpose. |
| Is to be analyzed or evaluated... | Critique the quality. |
| Proves the same point a second detail does... | Add an internal example. |
| Is vague, broad, lofty, or unfamiliar... | Add an external example. |

This: ▶▶▶▶▶▶▶▶▶▶ Must grow to this:

| | |
|---|--|
| <p>Readers make inferences & explain them in writing</p> <p>Repeat words from question + INFERENCE</p> <p>The author states...</p> <p>The text also...</p> <p>These details prove... because... This demonstrates... since...</p> | <p>Readers make inferences & explain them in writing</p> <p>Repeat words from question + INFERENCE</p> <p>The author states... This means... This causes... This implies... This suggests...</p> <p>ELABORATION</p> <p>The text also... This represents... The impression... If this continues... The author intended... This matters because...</p> <p>ELABORATION</p> <p>These details prove... because... This demonstrates... since...</p> |
|---|--|





Elaborate on the text evidence.

Comment on the evidence.

| | | |
|---|-------------------------------------|--|
| If the detail is figurative or technical, then... | 1▶ Interpret it. | <i>This means... ...in other words...</i> |
| If the detail reveals a strong feeling, opinion, or tone, then... | 2▶ Describe the impression. | <i>This conveys... ...gives the impression...</i> |
| If the detail is more important or significant than others, then... | 3▶ Emphasize the importance. | <i>This is important because... This signifies...</i> |
| If the detail causes an effect or outcome, then... | 4▶ State the result. | <i>This causes... It follows that... The impact of this is ... Consequently...</i> |
| If the detail <i>might</i> cause something, then... | 5▶ Predict the impact. | <i>This suggests... If this continues...</i> |
| If the detail shows a craft choice made by the author, then... | 6▶ Consider the purpose. | <i>The purpose of... The author intended... ___ is included in order to...</i> |
| If the detail is to be analyzed or evaluated, then... | 7▶ Critique the quality. | <i>powerful weak efficient to an extent compelling partially</i> |
| If another detail in the same text proves the same point, then... | 8▶ Add an internal example. | <i>This occurs again when... In addition, the text includes...</i> |
| If the detail is vague, broad, lofty, or unfamiliar, then... | 9▶ Add an external example. | <i>Similarly, in (another text),... Other texts, like (title), also...</i> |

TASK: Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.

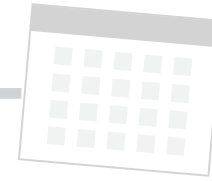
BASIC RESPONSE:

Smokejumpers demonstrate that they are adaptive. After getting trapped, the text states that their first thought was to move to “safety” in a “burned-out section.” The text also states that they “soaked” their shirts and “wrapped (them) around their heads” for added “protection.” These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

POLISHED RESPONSE:

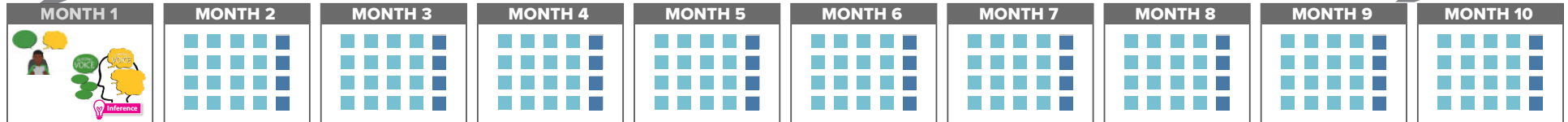
Smokejumpers demonstrate that they are adaptive. After getting trapped, the text states that their first thought was to move to “safety” in a “burned-out section.” This suggests that smokejumpers have to be ready to quickly adjust their plans. The text also states that they “soaked” their shirts and “wrapped (them) around their heads” for added “protection.” It’s clear that smokejumpers consider not only their changing physical environment but their personal safety, too. These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

SESSION 3: SYNTHESIZE INFORMATION



Plan instruction for multiple texts and longer products.

Advance from comprehending single texts to juggling multiple.



SEMESTER 1

SEMESTER 2



Teach a “weekly” comprehension skill as it’s applied to a single text/excerpt.

- Retell/summarize literature.
- Retell/summarize information.
- Track ideas across a text.
- See text organization.
- Analyze author choices.



End each “week” teaching the next facet of a constructed response.

- Convert the last reader thought into the first written sentence.
- Repeat key details from the question/prompt within the response.
- Include evidence to support inference/answer.
- Provide multiple pieces of text evidence.
- Identify strongest evidence (e.g., 1st, 2nd best).
- Explain thinking in a concluding statement.
- Elaborate on evidence.
- Stack multiple pieces of elaboration after each text detail.



Spiral through comprehension skills from first semester and apply them to multiple &/or more complex texts. Teach some new skills, too.

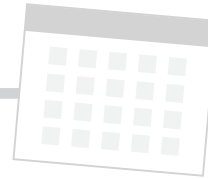
- Juggle multiple sources, while maintaining source-specific notes.
- Decode the prompt to determine the read-write task.
- Analyze/Evaluate ideas from multiple texts.
- Compare ideas from multiple texts.
- Synthesize or integrate ideas from multiple texts.



End each “week” teaching another write-about-reading skill moving from short constructed responses to long extended responses.

- Stretch each synthesis into a topic-sentence statement.
- Develop each synthesis with a body paragraph.
- Recognize extended responses as several stacked constructed responses.
- Organize body paragraphs to match the genre and text structure.
- Generate an academic introduction.
- Generate an appropriate conclusion.

SESSION 3: SYNTHESIZE INFORMATION



Prepare for simulated research tasks.

Juggle multiple sources.

| | | | | | |
|-------------------|---------------------|----------------------|------------------------|------------------------|--------------------------------------|
| (Topic provided.) | (Sources provided.) | Read & collect info. | Synthesize & organize. | Write the first draft. | (No opportunity for major revision.) |
|-------------------|---------------------|----------------------|------------------------|------------------------|--------------------------------------|

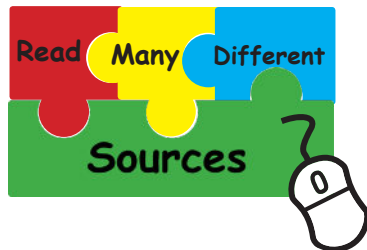
Recognize the value in reading multiple sources.

- Expertise does not come from reading one text.
- Every text does NOT provide the same information.

LESSON IDEA: Google a high-interest topic.

1. Search a high-interest topic (e.g., a famous person, a current event, a new video game, etc.). Project the search results.
2. Click on one link and briefly skim the page/site. Return to the search results.
3. Repeat this process, skimming a few sites.
4. Identify what was learned in Sources 2-4 that was NOT mentioned in Source 1.

LESSON IDEA:
Reveal a visual—
piece by piece.



LESSON IDEA: Apply grocery-list note-taking styles.

LESSON IDEA: Maintain source-specific notes.

▶ Read related texts on the same topic *across days* (e.g., throughout the unit).

▶ Read paired texts in *one sitting* (e.g., two texts on different topics that reveal the same theme, skill, or standard).

▶ Read text sets in *one sitting* (e.g., three or more short texts/ excerpts on the same topic).

PROMPT *What information are you reading for?*

HOW IT WORKS | **Writing from Sources**

SOURCE 1

THE TEXT SAYS
Make a grocery list of facts, key words, and phrases.
Use TM spelling. Abbrev. No sent!

THE TEXT MEANS
Include your thoughts about the facts listed.
Quote a "phrase" & add the # number for reference.
Note why the author's words are important.

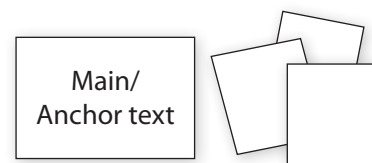
SOURCE 2

SOURCE 3

SOURCE 4

Separate notes by sources.

LESSON IDEA: Note only the new & different information from Sources 2-4.



Code the 2nd, 3rd, 4th texts for how the information is different.

Read & **recognize repeated** information.

*** Code NEW information.**

+ Code MORE information.

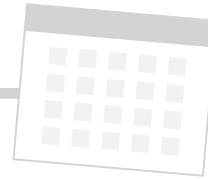
↔ Code CONTRADICTORY information.

Source 2

Source 3

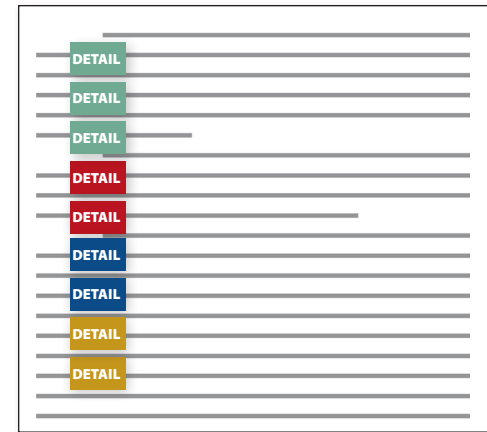
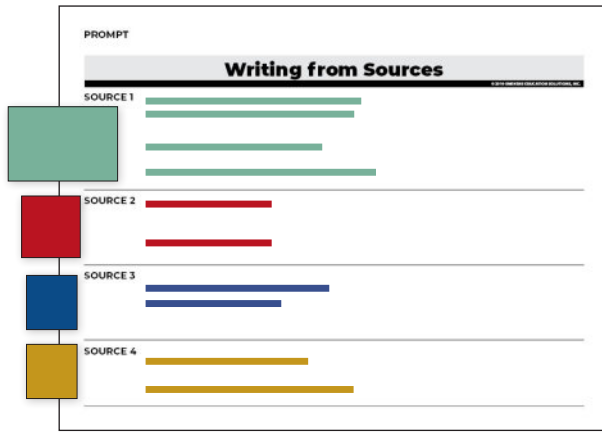
Source 4

SESSION 3: SYNTHESIZE INFORMATION

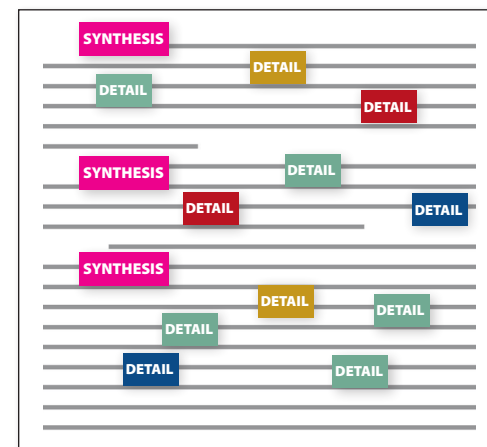
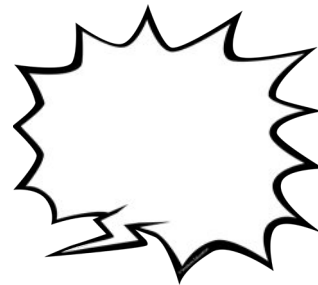
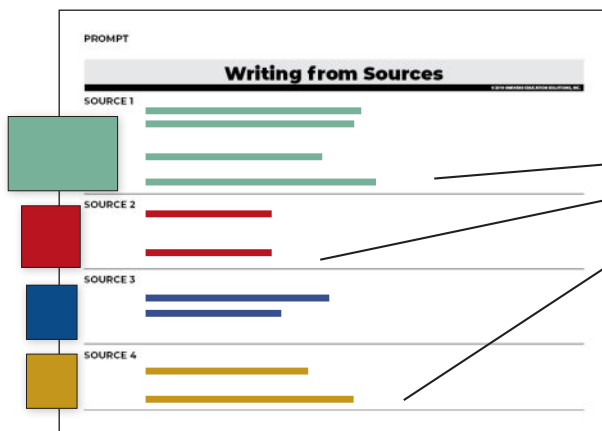


Define summarizing versus synthesizing.

▶ Read to **COLLECT** information from each source. → Write to **SUMMARIZE** each author's individual ideas.



▶ Read to **COLLECT** information from each source. → Reread the collected details to **COMBINE** multiple authors' ideas into a new category. → Write to **SYNTHESIZE** a new *reader* idea based on two or more authors' details.



SESSION 3: SYNTHESIZE INFORMATION

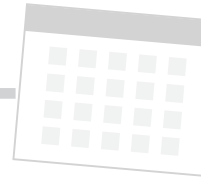
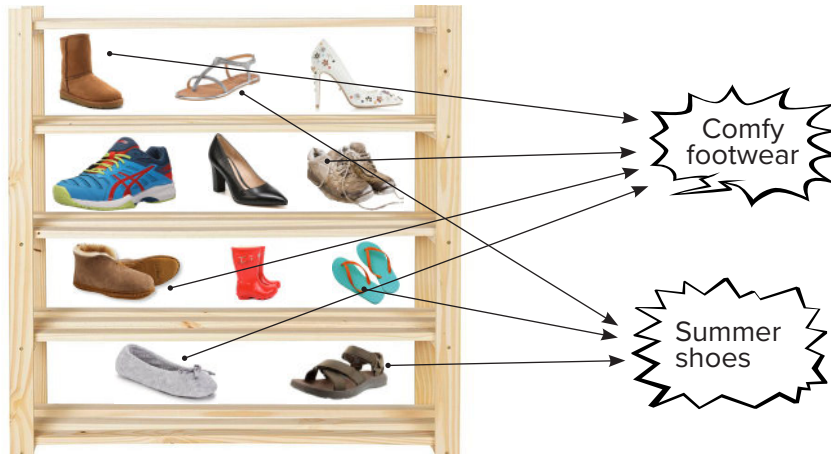
Look across sources to create categorization.

Create organization from chaos.

LESSON IDEA: Get organized!

THE RULES:

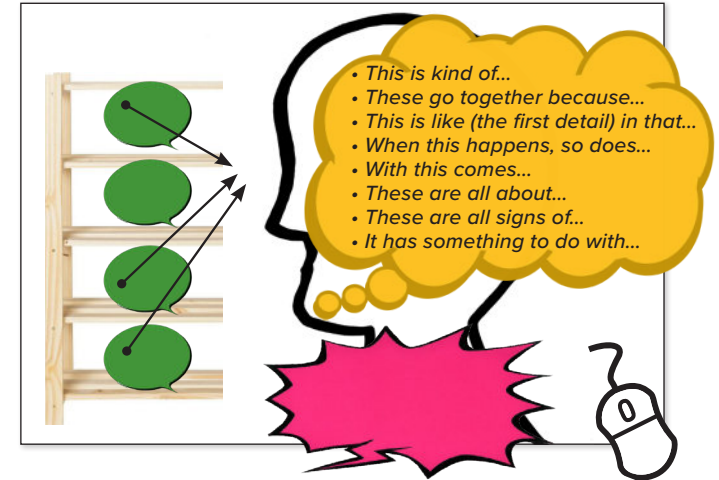
- “Read” the items per shelf, row, or drawer.
- Select items from different “rows” to combine into a new category.
- Generate a unique label to represent the category.
- Each group or category must include at least two items pulled from different “rows.”
- All items do NOT have to be used.
- There is NOT a single right answer.



LESSON IDEA:

Connect the organization process to synthesizing text details.

| PROGPT | WORKING SYNTHESIS |
|----------------------|-------------------|
| Writing from Sources | |
| SOURCE 1 | |
| SOURCE 2 | |
| SOURCE 3 | |
| SOURCE 4 | |



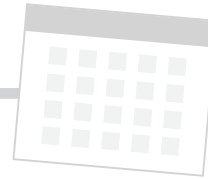
LESSON IDEA:
Introduce the
Synthesis Test.

| | |
|--|-----------------------------|
| | NO, THIS IS NOT A SYNTHESIS |
| | YES, THIS IS A SYNTHESIS |

WRITING FROM SOURCES THE SYNTHESIS TEST

| | |
|--|---|
| <p><input checked="" type="checkbox"/> Is it a new thought?</p> <p>Yes, it is NOT stated in any of the texts.</p> | <p><input checked="" type="checkbox"/> Is it your own words?</p> <p>Yes, it is NOT stated by one of the authors.</p> |
| <p><input checked="" type="checkbox"/> Is it a big idea?</p> <p>Yes, it is NOT supported by just one detail.</p> | <p><input checked="" type="checkbox"/> Is it implied in multiple sources?</p> <p>Yes, it is NOT supported with details from just one text.</p> |

SESSION 3: SYNTHESIZE INFORMATION



Combine details across texts to synthesize ideas.

Introduce the 2-step process.

STEP 1 Collect

READ EACH TEXT AND COLLECT ITS DETAILS.

1. Take notes on Source 1 details and include thoughts from the *Thinking Voice*.
2. Note only the new and different information while reading the additional sources—adding thoughts from the *Thinking Voice*.
3. Maintain source-specific notes.

STEP 2 Combine

REREAD ACROSS THE TEXTS' DETAILS.

READING VOICE

Reread one detail. Consider how that detail addresses or answers the prompt/question, if at all.

THINKING VOICE

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

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

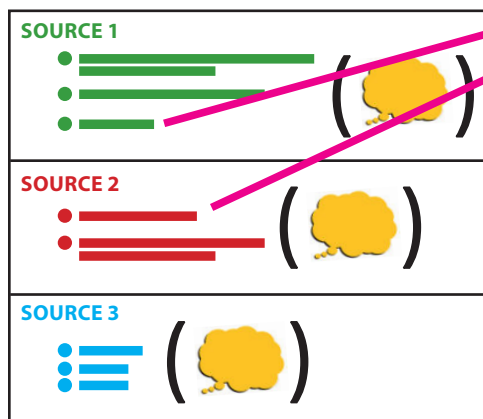
Reread the prompt/question.

Consider how the two details both address the prompt/question.

- 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...

SYNTHESIS

This is the working synthesis. Note it within the ba-bam bubble.



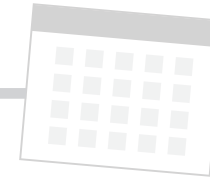
Skim for a third detail that seems to fit within the working synthesis.

After finding one, reread the prompt/question again.

Determine if the working synthesis needs a little tweaking in order to include this third detail.

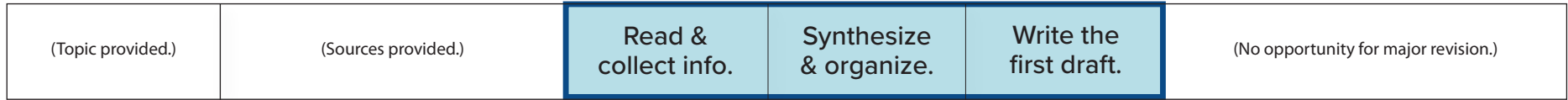
Repeat the process, combing through all the text details collected. Massage the working synthesis, as needed, to address the prompt/question and encompass multiple text details found in multiple sources.

SESSION 4: EXTEND THE RESPONSE

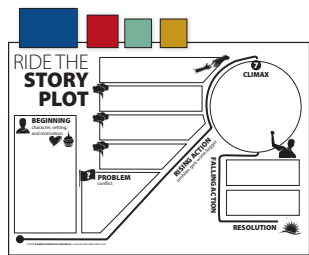


Decode the prompt to accurately identify the complex task.

Provide prompt-reading skills.

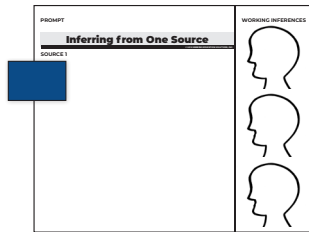


Note performance-task possibilities.

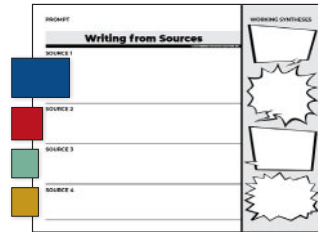


NARRATIVE RESPONSE

- Point of view
- Sequel
- Deleted scene
- Realistic fiction



SINGLE-TEXT ANALYSIS



MULTI-TEXT SYNTHESIS

Understand the prompt-to-response relationship.

LESSON IDEA: Guess the prompt based on the response.

LESSON IDEA: Identify the 3 parts of a prompt.

- **BACKGROUND:** The first sentences review the different texts read and the broad subject discussed.
- **TASK:** The middle sentences outline the specific writing task.
- **EVIDENCE:** The final sentences remind the reader to include textual evidence from the provided sources.

Organize the inferences/syntheses to fit the text structure.

Reveal the unique structure per genre and the ingredients in its body paragraphs.

HOW-TO responses— Body paragraphs are organized into steps.

EXPLANATORY or **DESCRIPTIVE** responses— Body paragraphs are organized around big ideas.

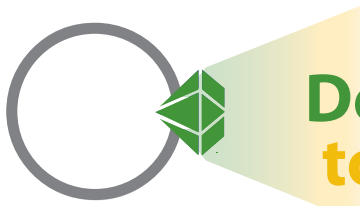
COMPARE-CONTRAST responses— Body paragraphs are organized into broad categories.

PERSUASIVE responses— Start with an overall opinion. Body paragraphs are organized into reasons with evidence.

ARGUMENTATIVE responses— Same as persuasive, plus an additional body paragraph for the counterclaim.

NARRATIVE responses— Body paragraphs describe a character's problem and its resolution.



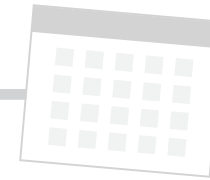


Decode the prompt to identify the task

Organize the response to fit the text structure

| THE PROMPT | KEY WORDS | GENRE | SYNTHESES | PARAGRAPHS |
|--|--|---|---|---|
| <i>Detail how Gaylord Nelson inspired, informed, and initiated Earth Day from its conception to its current state.</i> | <ul style="list-style-type: none"> explain the process sequence the events order the events describe the steps over time | <ul style="list-style-type: none"> evolution/evolve show the time line from beginning to end initial to now conception to current | Informative How-to response | Step 1, First Step 2, Second Step 3, Third Step 4, Fourth Introduction The first step... Next... Then... Finally... Conclusion |
| <i>Explain the different aspects of Earth Day as it's celebrated annually around the world.</i> | <ul style="list-style-type: none"> identify the main points explain the main ideas provide multiple reasons describe the topic identify the types | <ul style="list-style-type: none"> explain different kinds explain different aspects explain the parts describe different components name different facets | Informative Explanatory response | Main Idea 1 Main Idea 2 Main Idea 3 Introduction One way... Another facet... A third big part... Conclusion |
| <i>Compare today's Earth Day celebrations to the first one led by Gaylord Nelson.</i> | <ul style="list-style-type: none"> write a comparison compare ___ to ___ show how alike and different explain similarities and differences | <ul style="list-style-type: none"> details presented about both identify similarities main differences evaluate the main differences | Informative Compare- Contrast response | Category 1 Category 2 Category 3 Introduction Both address... A second category... They also include... Conclusion |
| <i>Convince the audience that Gaylord Nelson's concerns are/are not being addressed.</i> | <ul style="list-style-type: none"> determine a position write an opinion make a claim draw conclusions | <ul style="list-style-type: none"> convince the audience write a persuasive provide multiple reasons support reasons with evidence | Persuasive response | Reason 1 Reason 2 Reason 3 Introduction One reason... A second reason... A third reason... Conclusion |
| <i>Convince the audience that Gaylord Nelson's concerns are/are not being addressed. Address both viewpoints.</i> | <ul style="list-style-type: none"> argue if ___ or ___ provide multiple reasons support reasons with evidence include opposition | <ul style="list-style-type: none"> provide counterclaims consider multiple perspectives address both viewpoints determine strengths and weaknesses | Argumentative response | Reason 1 Reason 2 Counterclaim Reason 3 Introduction One reason... A second reason... Despite... A third reason... Conclusion |
| <i>Using facts learned from the texts, write an original story describing how a school might celebrate Earth Day.</i> | <ul style="list-style-type: none"> characters fiction fiction based on fact generate a story | <ul style="list-style-type: none"> write an original story write an original narrative rewrite the story | Narrative response | Problem Solution Introduction (character & setting) Wish/Want Can't have (problem) Attempts to solve Conclusion (solution) |

SESSION 4: EXTEND THE RESPONSE

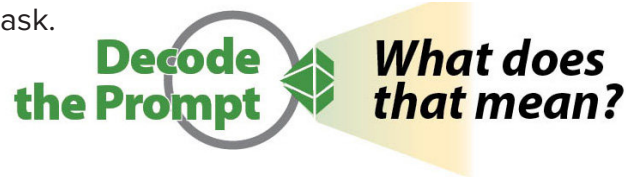


Decode the prompt to accurately identify the complex task.

Combine decoding the prompt for its task with understanding its text structure.

LESSON IDEA: Decode the key words in the task.

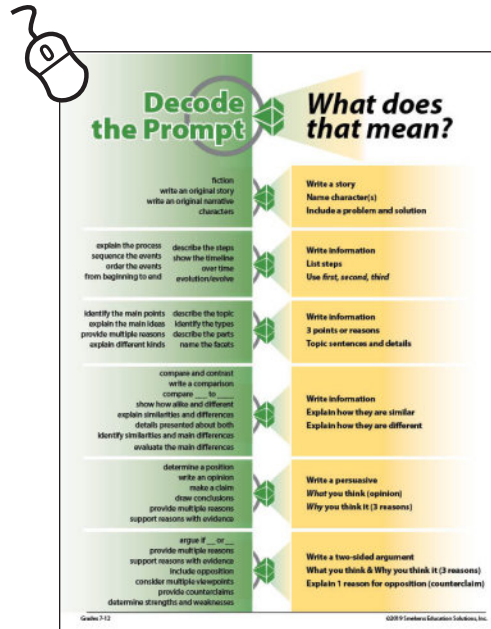
| | |
|-----------------|-----------------|
| Purpose | Role |
| Audience | Audience |
| Topic | Format |
| Format | Topic |



How do you prepare kids to decode prompts?



Does decoding the prompt ensure test success?



LESSON IDEA: Introduce a prompt-reading process.



STEP 1 READ the prompt.

STEP 2 UNDERLINE the key words.

STEP 3 PLAN the information.

STEP 4 REREAD the prompt.

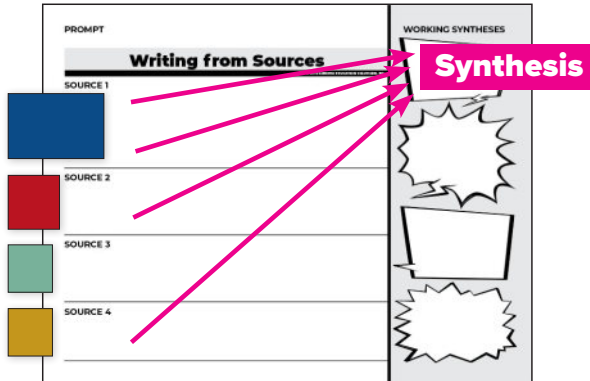
LESSON IDEA: Visualize the body paragraphs.

- *What will your response look like?*
- *How will the paragraphs be organized?*

SESSION 4: EXTEND THE RESPONSE

Flesh out each synthesis into a body paragraph.

Apply the constructed-response formula.



Repeat key words from the prompt...

...and state the synthesis.

Source 1 states...

This is important

because...

Similarly, Source 2...

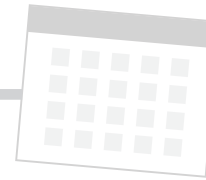
In other words...

This matters because...

These details demonstrate...

because...

Adapt Yes, MA'AM to fit longer essays.



Review the ingredients of a strong constructed response.

Stretch each synthesis into a topic-sentence statement.

Page 12

Provide textual evidence, citing the specific source it came from (e.g., Source 1, Source 2, the video, the article, etc.).

Page 13

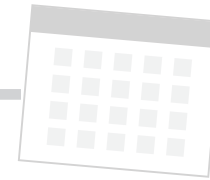
Elaborate on each piece of evidence.

Page 15

Conclude the body paragraph with an explanation.

Page 14

SESSION 4: EXTEND THE RESPONSE



Communicate reader syntheses into an extended response.

Return to the reader's notes with a writer's purpose.

| PROMPT | WORKING SYNTHESIS |
|-----------------------------|-------------------|
| Writing from Sources | Synthesis |
| SOURCE 1 | [Starburst shape] |
| SOURCE 2 | [Empty box] |
| SOURCE 3 | [Empty box] |
| SOURCE 4 | [Starburst shape] |

Readers make inferences & explain them in writing

Repeat words from question + INFERENCE

ELABORATION
The author states... This means... This causes... This implies... This suggests... This represents... The impression... If this continues... The author intended... This matters because... because... since...

ELABORATION
The text also... These details prove... This demonstrates... because... since...

INTRODUCTION

Repeat key words from the prompt...
...and state the synthesis.

Source 1 states...
This is important
because...
Similarly, Source 2...

BODY ¶1

INTRODUCTION

Repeat key words from the prompt...
...and state the synthesis.

Source 1 states...
This is important
because...
The author of
Source 3 implies...

BODY ¶2

INTRODUCTION

Repeat key words from the prompt...
...and state the synthesis.

Source 2 includes...
This is important
because...
This same idea is
revealed in Source 3...

BODY ¶3

CONCLUSION

| PROMPT | WORKING SYNTHESIS |
|-----------------------------|-------------------|
| Writing from Sources | Synthesis |
| SOURCE 1 | [Starburst shape] |
| SOURCE 2 | [Empty box] |
| SOURCE 3 | [Empty box] |
| SOURCE 4 | [Starburst shape] |

Repeat words from question + INFERENCE

ELABORATION
The author states... This means... This causes... This implies... This suggests... This represents... The impression... If this continues... The author intended... This matters because... because... since...

ELABORATION
The text also... These details prove... This demonstrates... because... since...

| PROMPT | WORKING SYNTHESIS |
|-----------------------------|-------------------|
| Writing from Sources | Synthesis |
| SOURCE 1 | [Starburst shape] |
| SOURCE 2 | [Empty box] |
| SOURCE 3 | [Empty box] |
| SOURCE 4 | [Starburst shape] |

Repeat words from question + INFERENCE

ELABORATION
The author states... This means... This causes... This implies... This suggests... This represents... The impression... If this continues... The author intended... This matters because... because... since...

ELABORATION
The text also... These details prove... This demonstrates... because... since...

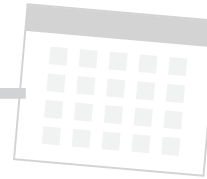
LESSON IDEA: Stretch each synthesis into a topic-sentence statement.

LESSON IDEA: Support each synthesis with a body paragraph.

LESSON IDEA: Stack several constructed responses.

LESSON IDEA: Organize body paragraphs to match the genre and text structure.

SESSION 4: EXTEND THE RESPONSE



Include an academic introduction and conclusion.

Create a complete product.

Explain the content of the introduction.

- Clarify the purpose an introduction serves within this type of academic writing (versus a creative-writing hook, etc.).

LESSON IDEA: Rework the prompt to serve as an introduction.

Flavored Milk

Flavored milk is popular with many students, but some people believe that flavored milk should not be served in school cafeterias. After reading “Milk Nutrition” by the Midwest Dairy Association and Jamie Oliver’s video on “Sugar Overload,” write an essay in which you take a position: do you agree or disagree with serving flavored milk in school cafeterias?

Be certain to use information found in the article and video to support your point of view. Use facts, definitions, concrete details, quotations, and examples from the article and video to write about the subject knowledgeably. Also, remember to use correct grammar, usage, capitalization, and spelling when writing your essay.

Reiterate the expectations for a conclusion.

- Clarify the one-sentence-statement expectation for most conclusions.



LESSON IDEA: Introduce the *So what?* strategy.



SUMMARY
ENDING



SO WHAT?
ENDING



Rework the prompt to serve as an introduction.

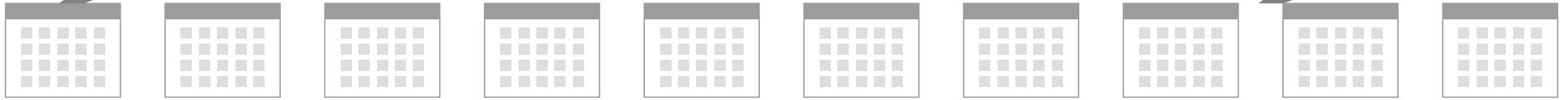


Write endings that don't merely summarize.

- *So what? What's your point?*
- *What's the big deal?*
- *What do you want to leave the reader with?*
- *Why should the reader care?*
- *What's the good news?*
- *What's the bad news?*



SCAFFOLD OF LITERACY SKILLS



SESSIONS 1 & 2

Think beyond the text

Make inferences about one source based on relevant text evidence.

INFERENCES & EVIDENCE

KEY IDEAS & TEXTUAL DETAILS

Main Idea & Theme
Relationships & Development

CRAFT & STRUCTURE

Words & Phrases
Text Structure & Organization
Purpose, Perspective, & Point of View

INTEGRATION OF KNOWLEDGE & IDEAS

Media Literacy
Argument & Evaluation
Text-to-Text Comparisons

TEXT VARIETY & RANGE

Communicate in writing

Convert reader inferences into polished constructed responses.

SESSIONS 3 & 4

STEP 1

Collect

Read each text and note the author's details (i.e., *Reading Voice*) adjacent to reader thoughts (i.e., *Thinking Voice*).

STEP 2

Decode

Read the prompt to determine what to synthesize (e.g., steps, main ideas, reasons, etc.).

STEP 3

Synthesize

Reread the texts' details and combine similar author details into new reader ideas.

STEP 4

Assess

Put each working synthesis through the *Synthesis Test*.

STEP 5

Write

Use the note-taking document as a pre-write to generate body paragraphs that fit the required genre.



Raise the rigor of the task.



Increase automaticity and confidence.



Wean off support.



Wean off graphic organizers.

