

Synthesize to produce extended responses

Recognize the depths of thinking.

More than summarize, more than infer— students must synthesize.



Summarize the author's ideas.

Restate the most important information the author presented.

THINK ABOUT THE TEXT



Infer your thoughts.

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

THINK BEYOND THE TEXT

“The product should be more than a summary... We need to add intellectual work to their writing about reading.”

LUCY CALKINS



Synthesize your thoughts.

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

SUMMARIZE

Repeat a detail

Author's words

A little detail

Found in one source

SYNTHESIZE

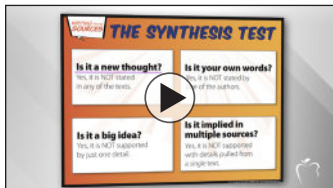
A new thought

Your words

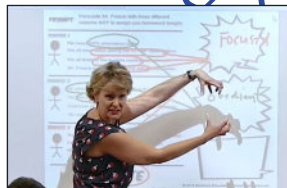
A big idea

Implied in multiple texts

SECRET SITE RESOURCES



Clarify *summary* v *synthesis*.



View a mini-lesson.



Synthesize in two steps.

STEP 1 Collect

Read each text & collect its details.

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



READER THINKING
SESSION 5
Annotate & Note-Take



SECRET SITE RESOURCES

Organize information collected from sources.



Mark new & contradictory information.



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	



PROMPT Generate 3 reasons in support of schools requiring uniforms.

Writing from Sources

SOURCE 1

- Easy to spot a building intruder because he is not wearing the same outfit.
- Reduces the economic barrier between the “haves” and the “have nots.”
- Prevents gangs from using colors/clothing to identify themselves.
- Diminishes the social stigma of “cool” versus “uncool” kids because of clothing.

SOURCE 2

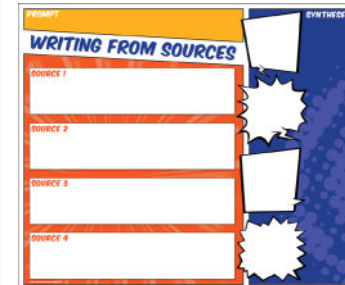
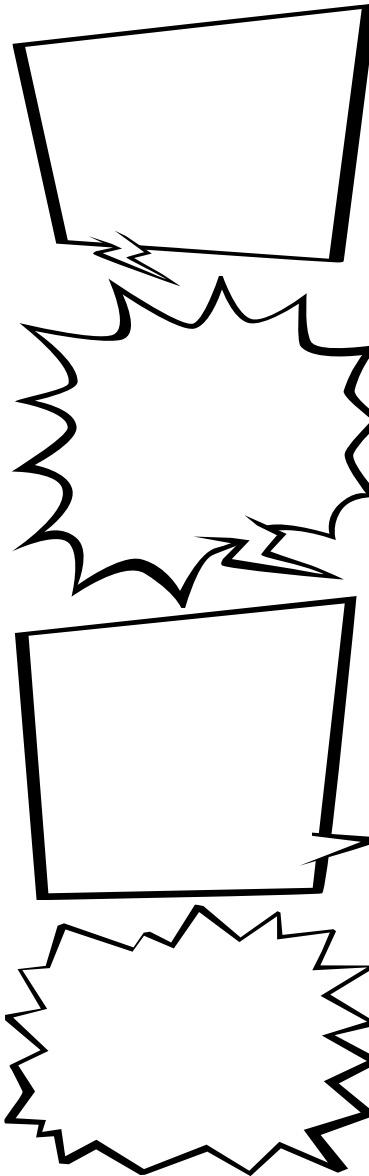
- Fast morning routine; one outfit makes it easy to decide what to wear.
- Eliminates peer pressure among students to have trendy clothes.

SOURCE 3

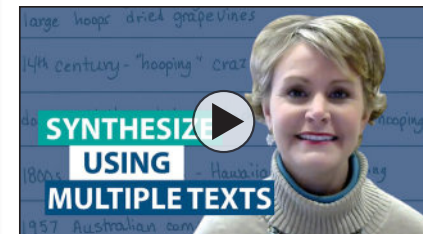
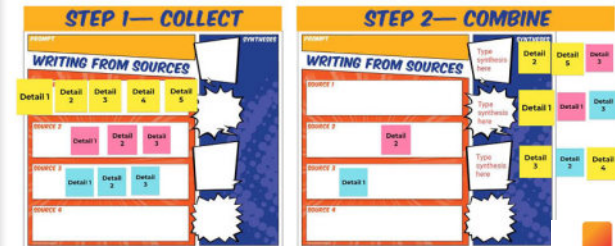
- Easy to locate students on a field trip because they all are wearing the same thing.
- Provides a sense of belonging since everyone is similarly dressed.
- Decreases in-school fighting/stealing over brand-name clothing.
- Eliminates arguments between parents and children about what is “appropriate” to wear to school.



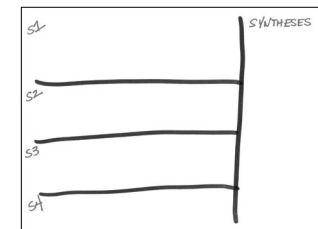
NOW IT'S YOUR TURN



SECRET SITE RESOURCES



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





Decode the prompt to identify the writing task.

Organize the syntheses to fit the text structure.



HOW-TO → EXPLANATORY → COMPARE-CONTRAST → PERSUASIVE → ARGUMENTATIVE

HOW-TO	EXPLANATORY	COMPARE-CONTRAST	PERSUASIVE	ARGUMENTATIVE
<p>HOW-TO responses— Body paragraphs are organized into steps.</p>	<p>EXPLANATORY or DESCRIPTIVE responses— Body paragraphs are organized around big ideas.</p>	<p>COMPARE-CONTRAST responses— Body paragraphs are organized into broad categories.</p>	<p>PERSUASIVE responses— Introduce the issue and position. Body paragraphs are organized into reasons with evidence.</p>	<p>ARGUMENTATIVE responses— Same as persuasive, plus an additional body paragraph for the counterclaim.</p>
<p><i>Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.</i></p>	<p><i>Explain the different kinds of success Jackie Robinson achieved in his lifetime.</i></p>	<p><i>Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.</i></p>	<p><i>Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.</i></p>	<p><i>Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.</i></p>
<ul style="list-style-type: none"> • explain the process • sequence the events • order the events • describe the steps over time • evolution/evolve • show the time line • from beginning to end • initial to now • conception to current 	<ul style="list-style-type: none"> • identify the main points • explain the main ideas • provide multiple reasons • describe the topic • identify the types • explain different kinds • explain different aspects • explain the parts • describe different components • name different facets 	<ul style="list-style-type: none"> • write a comparison • compare ___ to ___ • show how alike and different • explain similarities and differences • details presented about both • identify similarities • main differences • evaluate the main differences 	<ul style="list-style-type: none"> • determine a position • write an opinion • make a claim • draw conclusions • convince the audience • write a persuasive • provide multiple reasons • support reasons with evidence 	<ul style="list-style-type: none"> • argue if ___ or ___ • provide multiple reasons • support reasons with evidence • include opposition • provide counterclaims • consider multiple perspectives • address both viewpoints • determine strengths and weaknesses

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

<p>Introduction</p> <p>The first step...</p> <p>Next...</p> <p>Then...</p> <p>Finally...</p> <p>Conclusion</p>	<p>Introduction</p> <p>One way...</p> <p>Another facet...</p> <p>A third big part...</p> <p>Conclusion</p>	<p>Introduction</p> <p>Both address...</p> <p>A second category...</p> <p>They also include...</p> <p>Conclusion</p>	<p>Introduction</p> <p>One reason...</p> <p>A second reason...</p> <p>A third reason...</p> <p>Conclusion</p>	<p>Introduction</p> <p>One reason...</p> <p>A second reason...</p> <p>Despite...</p> <p>A third reason...</p> <p>Conclusion</p>
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Write from multiple sources.

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

Stretch each synthesis into a topic-sentence statement.

PROMPT	SYNTHESES
Writing from Sources	
SOURCE 1	
SOURCE 2	
SOURCE 3	

Synthesis

Readers make inferences & explain them in writing

Repeat words from question + INFERENCE

ELABORATION
The author states... This means... This causes... This implies... This suggests...
The text also... This represents... The impression... If this continues...
ELABORATION
The author intended... This matters because...
These details prove... because...
This demonstrates... since...

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ELABORATION
The author states... This means... This causes... This implies... This suggests...
The text also... This represents... The impression... If this continues...
ELABORATION
The author intended... This matters because...
These details prove... because...
This demonstrates... since...

INTRODUCTION

BODY 11

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...

BODY 12

Repeat key words from the prompt...
...and state the synthesis.
Source 1 states...
This is important because...
The author of Source 3 implies...
In other words...
This matters because...
These details demonstrate... because...

BODY 13

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...
In other words...
This matters because...
These details demonstrate... because...

CONCLUSION

- Provide textual evidence, citing its source (e.g., Source 1, Source 2, the video, the article, etc.).
- Elaborate on each piece of evidence.
- Conclude the body paragraph with an explanation.

SPIN-OFF SESSIONS

READER THINKING
Session 3
Make Inferences



TEXT-BASED RESPONSES
Session 3
Constructed Responses

TEXT-BASED RESPONSES
Session 1
First Day to Test Day