

## STEP 1: Introduction

(Re) Introduce the skill & define it simply.

Prev learned (R1) how to **collect ideas across texts**. (Current Anchor Chart title) Use RV to collect words/ + Keep org/**separated**

Now, I want to introduce/define a **synthesis** (new anchor chart title) = **A new idea by the reader** based on **combining details from multiple texts/sources**. Already learned Step 1... **now, this week, we learn Step 2= how to combine details & synthesize.**

30 seconds

## STEP 2: Instruction

*I do* You watch & listen.

**STEP 2A: SAY WHAT** List the instructional points to tell the children. 5 minutes

*WHY need this?* As readers we don't just read about someone else's ideas. We have our own on the topic/ concept, too. But we **INFORM** our opinions/thoughts/ideas by reading text by experts on the topic.

*When use this?* SCENARIO: Ever have to read +texts and respond/prompt? (Connect to R1 & note-taking)

What synthesis **IS NOT** = **restate** a detail from each text to answer prompt.  
 Synthesis **IS NOT** = **+details from 1 text** (that's an inference)

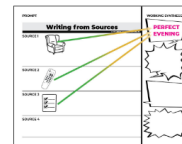
A synthesis **IS**:

RESTATE	SYNTHESIZE
REPEAT A DETAIL	NEW THOUGHT
AUTHOR'S WORDS	YOUR WORDS
LITTLE DETAIL	BIG IDEA
FOUND IN 1 SOURCE	IMPLIED IN + SOURCES

HOW does R come up w a synthesis— a **NEW, BIG** idea?

- Reread 1 detail (RV)... **THINK It means/it's saying...**
- Reread a 2nd detail (RV) How similar/related? **It's like... This is another... They both...**
- Reread each text detail (**GREEN**) and consider how it fits/goes with(**YELLOW**) another. The R has to **THINK!**

**SHOW VISUAL** examples = **perfect evening, picnic, fall/ accd**



Use this for *I do* & *We do* in **GRADE 3**

**STEP 2B: SHOW HOW**

5 minutes

*I DO* — Plan a model & script its *Think aloud*.

**UNIFORMS example + prompt.**

**Model w SIGNS**

**PROMPT** Use information from all 3 texts to synthesize reasons that students **SHOULD** wear school uniforms.

**SOURCE 1**

**SOURCE 2**

- Fast morning routine, one outfit makes it easy to decide what to wear.

**SOURCE 3**

- Eliminates arguments between parents and children about what is "appropriate" to wear to school.

## STEP 3: Interaction

*We do* I do again; you help me.

Plan a second parallel example.

5 minutes

• Reduces the economic barrier between the "haves" and the "have nots"

• Diminishes the social stigma of "cool" versus "uncool" kids because of clothing.

**SOURCE 2**

- Eliminates peer pressure among students to have trendy clothes.

**SOURCE 3**

- Provides a sense of belonging since everyone is similarly dressed.

**SOURCE 1**

- Easy to spot a building intruder because he is not wearing the same outfit.
- Prevents gangs from using colors/clothing to identify themselves.

**SOURCE 2**

**SOURCE 3**

- Easy to locate students on a field trip because they all are wearing the same thing.
- Decreases in-school fighting/stealing over brand-name clothing.

## STEP 4: Closure

**(You do; I help.)**

Restate the skill & explain the *You-do* task.

30 seconds

**PROMPT** Use information from all 3 texts to synthesize reasons that students **SHOULD** wear school uniforms.

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**SOURCE 1**

**SOURCE 2**

① • Fast morning routine; one outfit makes it easy to decide what to wear.

*in a.m.*  
*get ready*  
*no choice*  
*simple*

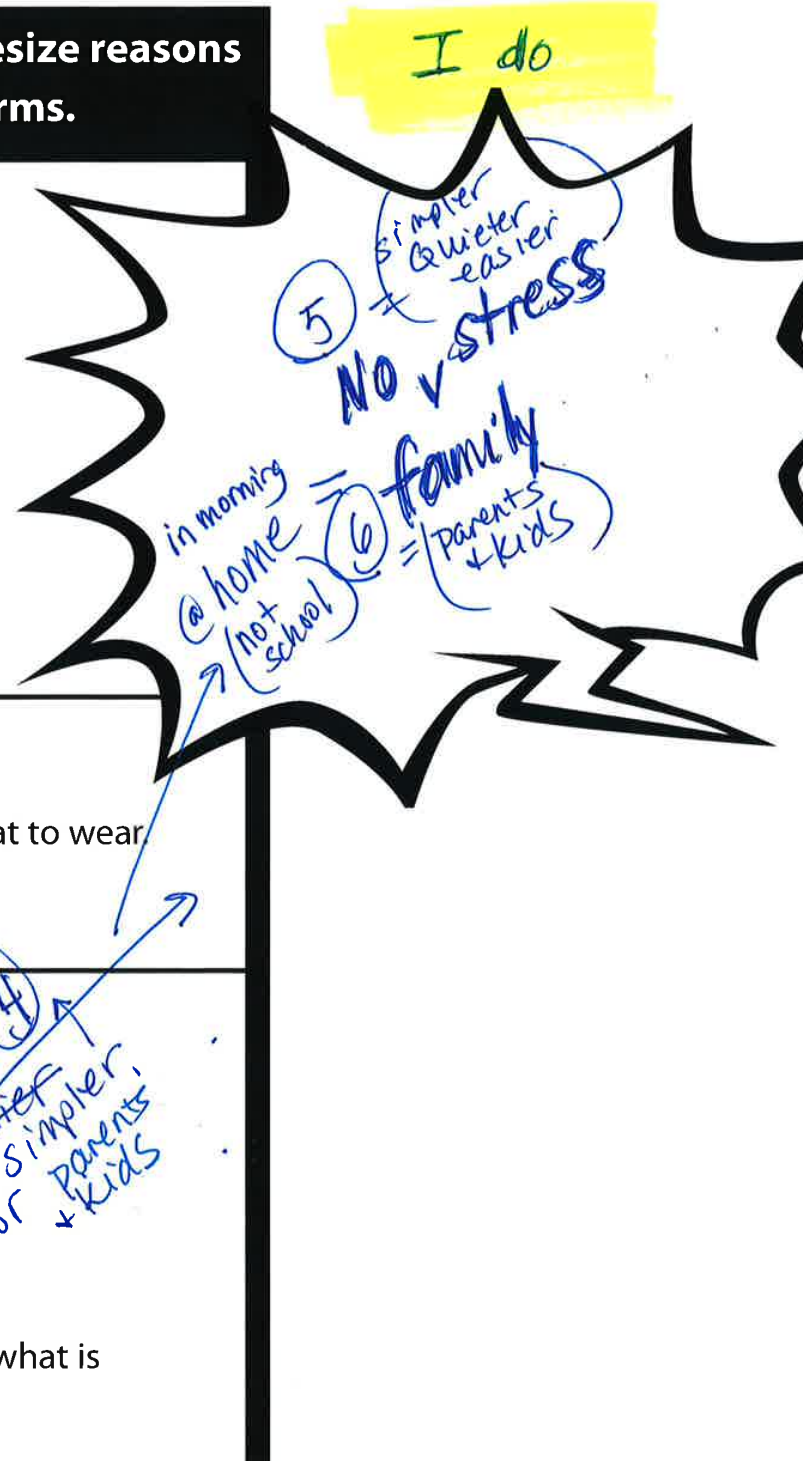
**SOURCE 3**

③ stops *no fighting* — *fighting* ① *angry*

• Eliminates arguments between parents and children about what is "appropriate" to wear to school.

② can/can't wear

④ *quieter*  
*easier*  
*for simpler*  
*parents*  
*+ kids*



**PROMPT Use information from all 3 texts to synthesize reasons that students SHOULD wear school uniforms.**

We do #1

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**SOURCE 1** ① quickly can tell right away

• Easy to spot a building intruder because he is not wearing the same outfit.

② breaks in harm/hurt

③ Prevents gangs from using colors/clothing to identify themselves.  
④ group of criminals can't dress differently  
⑤ Keeps from happening

⑤ Less crime

**SOURCE 2**

**SOURCE 3** ⑥ Help find lost - unfamiliar place

• Easy to locate students on a field trip because they all are wearing the same thing.  
keep track

⑦ (not crime) safety keep kids safe  
protection ⑩

⑨ keep own stuff safe

⑧ Fewer Less Decreases in-school fighting/stealing over brand-name clothing. violence taking someone else's

**PROMPT** Use information from all 3 texts to synthesize reasons that students **SHOULD** wear school uniforms.

We do #2

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**SOURCE 1**

③ Fewer/Less

money ① problem

- Reduces the economic barrier between the "haves" and the "have nots."
- Diminishes the social stigma of "cool" versus "uncool" kids because of clothing.

② can't don't have certain clothes

Less ⑤

④ ?

Popular ⑤ not popular

if so diff cliques  
Fives ⑦  
look same

**SOURCE 2**

"I need to" ⑧ a feeling

- Eliminates peer pressure among students to have trendy clothes.

⑨ Feel same

like you belongs

**SOURCE 3**

⑩

look the same

- Provides a sense of belonging since everyone is similarly dressed.

⑪

\* Feel like you're equal

