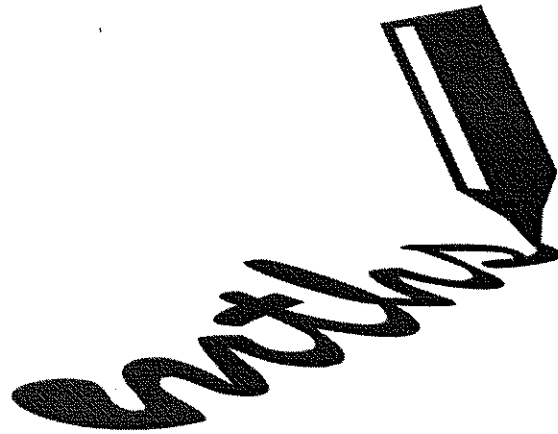


Synthesize This! How to Help Your Students

Rock Common Core and More



Laurie Hunter, Freehold Regional School District

lhunter@frhsd.com

Kristie-Anne Opaleski-DiMeo, Jackson School District

kaopaleski@jacksonsd.org

Sample Synthesis Lesson

These lessons are to be used AFTER teaching the pre reading and writing skills mentioned in the Emaze presentation.

Introduction to the Synthesis Process/Research Based Simulation:

Day One

1. As a whole class, read the prompt, break down what exactly the task is and what it is asking the student to write; then brainstorm original ideas together. This can also be accomplished independently through exploratory writing, giving the students 15 minutes to free write their own thoughts.
2. Next, in groups, students read one assigned source, annotate it and then answer how the source speaks to the prompt. After each group presents, assign homework where the students create a thesis and select three-four sources to use in supporting their argument (use one of the pre-writing graphic organizers).

Hwk-Complete one of the pre-writing graphic organizers

Day Two

1. Students discuss the homework and break into their own groups based which side of the argument prompt they are writing about and evaluate each other's selection of sources.
2. Depending on time, students begin their own draft based on the discussion using the synthesis writing template.

Hwk - Finish draft

Day Three

1. Students come together as a class (or can be done in pairs/groups depending on time) to read their introductions.
2. Based on the introductions, students guess which sources the presenter/writer used as evidence.

Homework - Polish and submit their revised draft

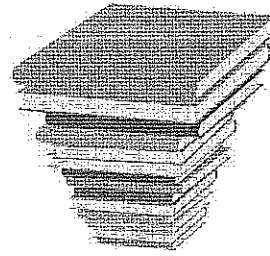
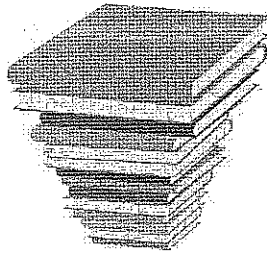
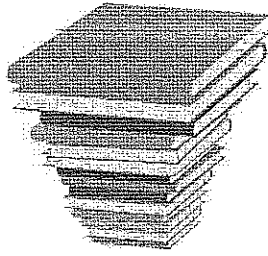
Day Four

1. A guided peer review is conducted and students begin to revise their first draft.

Hwk-Revise draft based on peer review and complete self-reflections of the feedback.

Day Five

1. As a whole class, read the model essay and students evaluate it according to the PARCC rubric - this is a lively discussion and a great closure activity!
2. Students complete a self-evaluation on their essay using the rubric and the model as talking points.



Approach #2

Synthesis Essay: Pre-Writing The Process

Your Task: Use this handout to organize and plan your synthesis essay. This is meant to be a planning activity, so all of your decisions do not need to be final.

<p>Step 1:</p> <p>Identify your thoughts on the prompt. Be as specific as possible.</p>	<p>Your Own Ideas:</p>
<p>Step 2:</p> <p>Based upon your knowledge of your texts, try to articulate exactly how your above ideas or element is addressed within each text. What does each text say about your idea? <i>Be specific!</i></p>	<p>Source 1:</p> <p>Source 2:</p>

	Source 3:
<p>Step 3:</p> <p>Using your answers above, write a thesis statement that captures the essence of what your essay will set out to prove about your ideas using the sources.</p> <p><i>Hint: Your thesis guides the argument for the entire essay. Write thesis statements that clearly state a defensible position on the subject. Be specific!</i></p>	Thesis:
<p>Step 4:</p> <p>Now, articulate the three major supporting details or points you will use to prove your thesis. Remember, each point needs to connect to at least one source but two is better to create a conversation. So, if there is nothing in one of the texts to support or extend your point, then come up with a different supporting detail.</p>	<p>Original Point 1:</p> <hr/> <p>Original Point 2:</p> <hr/> <p>Original Point 3:</p>

Step 5: Use this table to record potentially useful quotes or examples from your selected sources. Organize them according to each major, supporting point from Step 4. Before incorporating them into your essay, make absolutely certain that all quotes are accurate (PROOFREAD!)

Source 1:		Source 2:	Source 3:
Original Point #1:	Quote 1:	Quote 1:	Quote #1:
	Quote 2:	Quote 2:	Quote #2:

Source 1:	Source 2:	Source 3:
------------------	------------------	------------------

Original Point #2:	Quote 1:	Quote 1:	Quote #1:
	Quote 2:	Quote 2:	Quote #2:

	Source 1:	Source 2:	Source 3:
Original Point 3:	Quote 1:	Quote 1:	Quote #1:
	Quote 2:	Quote 2:	Quote #2:

Research Simulation Task Peer Conference

Author of Draft:

Reviewer of Draft:

Directions: By answering the following questions thoughtfully and clearly, you will be as helpful to the author of this draft. Use complete sentences and specific examples, and make notes directly on the writer's draft. You will be evaluated on the thoughtfulness and helpfulness of your responses.

Annotation:

1. Using a highlighter, highlight the writer's ORIGINAL ideas identified in each body paragraph.
2. Using a second, different highlighter, highlight the SOURCE evidence (including the signal phrase and active verb) within each paragraph.
3. What does the visual of the paper show you about the writer? Be specific and explain in two sentences.

Critique

A. Focus

a. Does the introduction effectively give explain the topic/give context to prompt and its importance?

b. Does the writer clearly define his/her position on the topic and/or define his/her purpose for writing (thesis)? Copy the thesis here:

c. After reading the *entire paper*, **explain in two-three sentences** whether you think the introduction effectively prepares the reader for the discussion or not.

B. Development

- a. Does the author provide sufficient textual evidence from sources to support his/her points? **Please number** the use of textual evidence (meaning the actual source) directly on the draft.
- b. Consider the writer's use of evidence as a whole. Is it appropriate? Are there points at which additional evidence would be useful? Where different evidence might be used more effectively? **Explain in two-three sentences.**
- c. Put a star (*) next to the examples you think are especially supportive and put a minus sign (-) next to those that do not seem to support his/her point or are not used/incorporated well.
- d. Are paraphrased, summarized, and/or quoted sources effectively incorporated into the writer's paper? Are outside sources correctly cited? **List the sources from letter 'a' above (the numbered sources) and denote which strategy was utilized and whether it was effective or not.**

C. Organization

- a. Look carefully at the paragraph organization. Does the writer have transitions and signal phrases to introduce sources? Do they connect ideas smoothly and create a flow for the paper? **Underline all transitions and signal phrases.**
- b. Look at the paragraphs individually. Do they focus on only one main idea? Are they too lengthy or too short in comparison to one another? Are they equally supported? **Mark the draft where the length needs to be revised.**
- c. Look at the paper from a sentence level. Do you see any sentences that are too difficult to read or understand; sentences that are fragmented or too lengthy? **Place a box/bracket [] around sentences that need revision.**

- d. Do you see any specifics in terms of organization that could improve the readability of the paper? **Explain in one -two sentences.**

D. Mechanics/Proofreading:

a. Are there grammar, spelling, and/or punctuation errors that distract the reader from the argument? Is there a specific area of weakness or pattern of errors that the writer should focus on?

b. Does the writer use sentence constructions and diction that are appropriate for the audience and purpose?

E. Overall Evaluation

a. What are the strengths of this draft? **Explain in two-four sentences.**

b. What are areas that need to be improved? **Explain in two-four sentences.**