









Writing From Sources (Grades 6-12): Module 4

Will TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
1. 	Briefly review the content of the PD	This module will focus on how the shift-Writing from Sources- effects the way we teach research	n/a	Whole group
2. 	Briefly review the overview with the participants	This module will focus on writing standards 7 and 8, shifts as they relate to research, strategies for synthesis and sample SBAC questions	n/a	Whole group
3. 	Review 6 shifts, noting our focus, shift #5		n/a	Whole group
4. 	Watch video and take notes on what shift #5 means?	<ul style="list-style-type: none"> Hand out the guide/note-taking organizer(Shift 5 notes organizer) for this video before participants view it. The directions on the top of the organizer say: "As you watch the video on ELA Shift 5, a discussion between NY State Commissioner of Education John B. King 	<ul style="list-style-type: none"> Shift 5-notes guide video 	Whole group

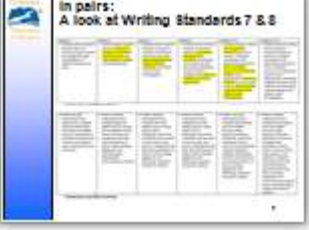

Writing From Sources (Grades 6-12): Module 4

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		David Coleman (contributing author to the Common Core) and Kate Gerson (a Sr. Fellow with the Regents Research Fund) jot down your observations and/or questions about the following.”		
5. 		This next section will help the participants to begin to focus on how research has changed over the past decade, from “paper-bound” to “digital.”	n/a	Whole group
6. 	Review pictures	The following three slides have some photos/graphics that might prompt some discussion. Ask participants to do a quick partner share with each topic (just 1-2 minutes). What libraries and media centers look like has changed— Pairs can talk about this—maybe “before” and “after” The photo on the left is of the “book bot” at the graduate library at NCState. Books are stored in the metal boxes and once someone requests a book electronically, the robot “bookbot” searches for the book	n/a	Partner share

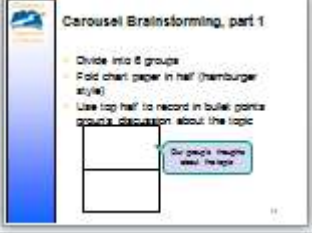

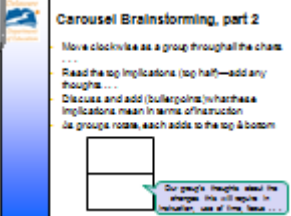
Writing From Sources (Grades 6-12): Module 4

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7. 	Review pictures	<p>Research sources come in many different shapes and sizes, are found through myriad of channels, and require that the researcher be a critical evaluator of both credibility and reliability.</p> <p>Again, a “before” and “after” approach might work. Only give 1-2 minutes for these discussions</p>	n/a	Partner share
8. 	Review pictures	<p>What we do with that information has changed. No longer are traditional research papers the norm or the most authentic products for all research. Students are required to do more than “write up” their research—they must present, put it into practice, use that information in a variety of ways for authentic purposes.</p> <p>Only give 1-2 minutes for these discussions.</p>	n/a	Partner share



Writing From Sources (Grades 6-12): Module 4

Will TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
9. 	Close reading of CCSS Writing 7 &8	Hand out to participants writing standards 7 & 8 for grades 5-12. Ask pairs of teachers to highlight details in the standards that change or progress as the grade level increases. The goal is for them to do a “close reading” of these two standards, noting how the progression of skills build At the bottom of each paper is a “Comments and Observations” section. Ask them to jot down notes, ideas, thoughts, then do a pair-share. The next slide gives directions for the pair share.	<ul style="list-style-type: none"> • Handout • Writing utensil or highlighters 	Teacher pairs
10. 	Turn and talk	After pairs have examined the progression of skills in standards 7-8, as the pairs to turn to another pair and discuss the observations they made about the progression of skills Then ask them to discuss the instructional implications If time, some groups of 4 could share out to entire group.		Pairs join into groups of four
11.	Carousel Brainstorming part	Carousel Brainstorming, part 1:	<ul style="list-style-type: none"> • Chart paper • Marker 	Small groups



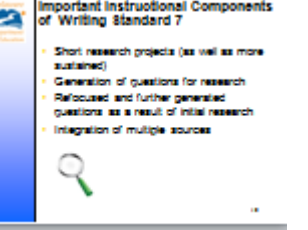
Writing From Sources (Grades 6-12): Module 4

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 <p>Carousel Brainstorming, part 1</p> <ul style="list-style-type: none"> Divide into 6 groups Fold chart paper in half (hamburger style) Use top half to record in bullet points group's discussion about the topic 	1	<p>Divide the participants into 6 groups (the bullet points from the next slide)</p> <p>Give each group a marker and a piece of chart paper (each of these topics could already be listed on individual pieces of chart paper, one topic per paper).</p> <p>Ask them to fold the chart paper in half, like a hamburger.</p> <p>On the top half of the paper, they should record in bullet points what the standards articulate and/or imply their group's topic (topics on next slide)</p>	<ul style="list-style-type: none"> 	
<p>12.</p>  <p>What do the standards articulate/imply about the following research topics?</p> <ul style="list-style-type: none"> Topic generation/selection & thesis generation Source evaluation/selection Evidence evaluation and use Higher order thinking skills required Types, frequency of research Information collection, storage (notes) 	<p>Carousel Brainstorming part 1</p>	<p>Give the groups about 10 minutes</p>	<ul style="list-style-type: none"> Same chart paper marker 	<p>Small groups</p>
<p>13.</p>  <p>Carousel Brainstorming, part 2</p> <p>Move clockwise as a group through all the charts</p> <p>Read the top implications (top half)—add any thoughts...</p> <p>Discuss and add (bullet points) to these implications mean in terms of instruction</p> <p>As groups rotate, each adds to the top & bottom</p>	<p>Carousel Brainstorming, part 2</p>	<p>Carousel Brainstorming, part 2:</p> <p>Then the groups move on in a carousel fashion (could be clockwise throughout the room, stopping at each piece) and</p> <p>1) Read what the initial group said the standards imply or state</p>	<ul style="list-style-type: none"> Same chart paper marker 	<p>Small groups</p>

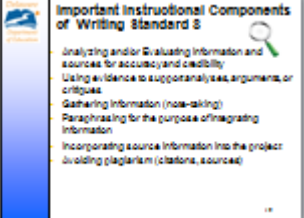


Writing From Sources (Grades 6-12): Module 4

WILL TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		2) Write down on the bottom half what changes this will require in classroom instruction, use of time, focus . . .		
14.	 <p>Share ideas and faults . . .</p> <p>What observations, questions, thoughts have been raised?</p>	Share out	Share out as a whole group—if the group is large, then divide into two and have them share out . . .	Whole group
15.	 <p>Publisher's Criteria</p> <p>What does the Publisher's Criteria have to say about the research process?</p> <p>Getting ready . . .</p> <ul style="list-style-type: none"> Read your "assigned" paragraph Pull out 2-3 phrases that are meant to direct the publishers about changes they should make in content tasks, etc. based on Shift 2 Share with your group members your observations 	Analyze Publisher's criteria	<p>Ask participants to get into groups of 3. If they are unsure about what the Publisher's Criteria is, explain that this is a document that the CCSS authors wrote to guide publishers as they develop future texts based on the instructional shifts required by the ELA Common Core State Standards. Assign each person in the triad one of these 3 paragraphs. Ask them to read their assigned paragraph and pull out 2-3 phrases that are meant to direct publishers. Ask the triad to share out. The next slide highlights some key</p> <ul style="list-style-type: none"> If participants cannot read presentation, then print out the paragraphs 	Small group

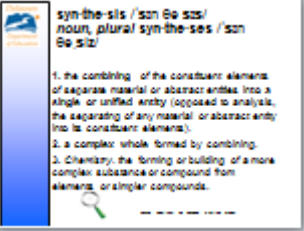


Writing From Sources (Grades 6-12): Module 4

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		phrases related to standards 7-8.		
16. 	Analyze publisher's criteria	Ask participants to get into groups of 3. Assign each person in the triad one of these 3 paragraphs. Ask them to read their assigned paragraph and pull out 2-3 key points		Small group
17. 	Analyze publisher's criteria	Direct participants to go back to the standards handout (they highlighted). These are some of the changes	Standards handout	Small group
18. 	Writing standard 7	Review some highlights of standard 7		Whole group
19.	Writing standard 8	Review some highlights of standard 8		Whole group

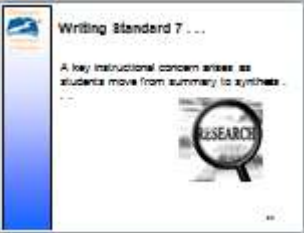

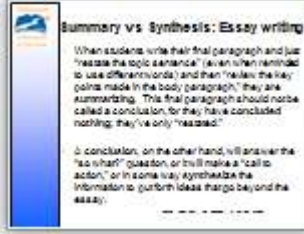
Writing From Sources (Grades 6-12): Module 4

Will TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Important Instructional Components of Writing Standard 8</p> <ul style="list-style-type: none"> Analyzing and/or Evaluating Information and sources for accuracy and credibility Using evidence to support analysis, arguments, or claims Gathering Information (note-taking) Paraphrasing for the purpose of integrating information Incorporating source information into the project (avoiding plagiarism (citations, sources)) 				
<p>20.</p>  <p>Research Then and Now</p>	<p>Research then and now</p>	<p>Hand out the Research Then and Now sheet. This 2-page sheet summarizes some of the changes in research dictated by both the CCSS and latest technologies.</p>	<p>Research Then and Now worksheet</p>	<p>pairs</p>
<p>21.</p>  <p>Synthesis: WHAT IS IT? HOW DO I TEACH IT?</p>	<p>Synthesis intro</p>	<ul style="list-style-type: none"> 	<p>n/a</p>	<p>Whole group</p>
<p>22.</p>	<p>Defining synthesis</p>	<ul style="list-style-type: none"> Now we are looking at different perspectives of synthesis. Read definition of synthesis from dictionary 	<p>n/a</p>	<p>Whole group</p>

Writing From Sources (Grades 6-12): Module 4

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<p>23.</p> 	<p>Perspectives on synthesis</p>	<p>College perspective on synthesis</p>	<p>n/a</p>	<p>Whole group</p>
<p>24.</p> 	<p>Perspectives on synthesis</p>	<p>Reading scholars' perspective on synthesis</p>	<p>n/a</p>	<p>Whole group</p>
<p>25.</p>		<ul style="list-style-type: none"> One of the most evident places we notice an absence of synthesis is when students turn in something they "researched." So often it is just a summary. 	<p>n/a</p>	<p>Whole group</p>

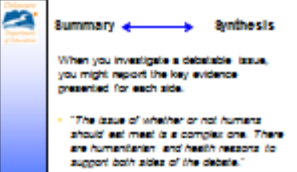
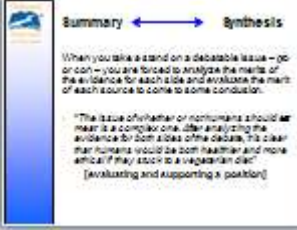
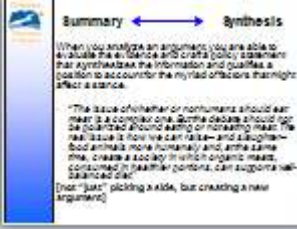
Writing From Sources (Grades 6-12): Module 4

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 <p>Writing Standard 7 ... A key instructional concern arises as students move from summary to synthesis.</p>				
<p>26.</p>  <p>Summary vs Synthesis: Chemistry</p> <ul style="list-style-type: none"> You can summarize hydrogen – describe its essential characteristics and properties. You can summarize oxygen – describe its essential characteristics and properties. But creating WATER – H₂O – is synthesis. You are creating something NEW. 	Summary vs. synthesis	Review this chemistry example explaining how water is a synthesis of hydrogen and oxygen.	n/a	Whole group
<p>27.</p>  <p>Summary vs Synthesis: Essay writing</p> <p>When students write their final paragraph and just “restate the topic sentence” (even when reminded to use different words) and then “restate their key points made in the body paragraph” they are summarizing. This final paragraph should not be called a conclusion, for they have concluded nothing; they’ve only “restated.”</p> <p>A conclusion, on the other hand, will answer the “so what?” question, or will make a “call to action,” or in some way synthesize the information to (perform ideas that go beyond the essay).</p>	Summary vs. synthesis	Review this essay example. So often the conclusion is just a regurgitation of the reasons or ideas already mentioned.	n/a	Whole group
28.	Summary vs. synthesis		n/a	Whole group

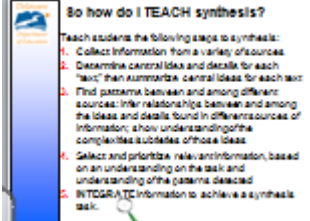
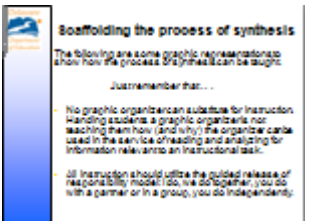
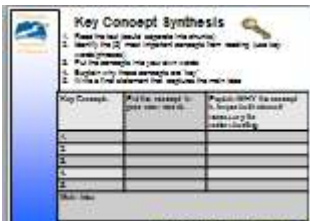

Writing From Sources (Grades 6-12): Module 4

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<p>29.</p>	Summary vs. synthesis	Synthesis is a concept that evolves from elementary through the middle grades and beyond...	n/a	Whole group
<p>30.</p>	Summary vs. synthesis		n/a	Whole group
<p>31.</p>	Summary vs. synthesis		n/a	Whole group


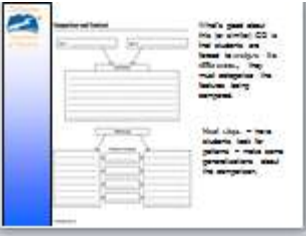

Writing From Sources (Grades 6-12): Module 4

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32.  <p>Summary ↔ Synthesis</p> <p>When you investigate a debatable issue, you might report the key evidence presented for each side.</p> <ul style="list-style-type: none"> • "The issue of whether or not humans should eat meat is a complex one. There are humanitarian and health reasons to support both sides of the debate." 	Summary vs. synthesis	Ask participants: Is "reporting" key evidence synthesis? It is closer to summary	n/a	Whole group
33.  <p>Summary ↔ Synthesis</p> <p>When you take a stand on a debatable issue – go or don't – you are forced to analyze the merits of the evidence for each side and evaluate the merit of each source to come to some conclusion.</p> <ul style="list-style-type: none"> • "The issue of whether or not humans should eat meat is a complex one. After analyzing the evidence for both sides of the debate, the clear stance humans should be both healthier and more ethical if they stuck to a vegetarian diet." [evaluating and supporting a position] 	Summary vs. synthesis		n/a	Whole group
34.  <p>Summary ↔ Synthesis</p> <p>When you analyze an argument, you are able to evaluate the evidence and craft a policy statement. For example, take the information and qualify a position to account for the myriad of factors that might affect a stance.</p> <ul style="list-style-type: none"> • "The issue of whether or not humans should eat meat is a complex one. Some debate should not be qualified around eating or not eating meat. The real issue is how we can raise—and a slaughter-bod animal's more humanely and, at the same time, create a society in which organic meats, consumed in healthier portions, can support well-being." [recognizing "picking a side," but creating a new argument] 	Summary vs. synthesis		n/a	Whole group
35.	Teaching synthesis	Here is a 5 step way to teach synthesis.	n/a	Whole group




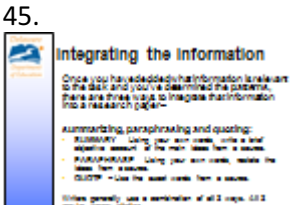
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 <p>So how do I TEACH synthesis?</p> <p>Teach students the following steps to synthesis:</p> <ol style="list-style-type: none"> 1. Collect information from a variety of sources 2. Determine central ideas and details for each text 3. Find patterns between and among different sources 4. Select and prioritize relevant information, based on an understanding of the patterns detected 5. INTEGRATE information to achieve a synthesis task. 																						
 <p>Scaffolding the process of synthesis</p> <p>The following are some graphic representations to show how the process of synthesis can be taught.</p> <p>Just remember that...</p> <ul style="list-style-type: none"> No graphic organizer can substitute for instruction. Handing students a graphic organizer is not teaching them how (and why) the organizer can be used in the service of reading and analyzing for information relevant to an instructional task. All instruction should utilize the guided release of responsibility model. (i.e. do it together, you do with a partner or in a group, you do independently) 	Teaching synthesis		n/a	Whole group																		
 <p>Key Concept Synthesis</p> <ol style="list-style-type: none"> 1. Read the text (circle separate the crucial) 2. Identify the 2-3 most important concepts from reading, use key words/phrases 3. Put the concepts into your own words 4. Explain why these concepts are key 5. Write a final statement that explains the main idea <table border="1" data-bbox="142 1016 401 1146"> <thead> <tr> <th>Key Concept</th> <th>Put it in your own words</th> <th>Explain WHY the concept is important (use key words/phrases)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Final idea: _____</p>	Key Concept	Put it in your own words	Explain WHY the concept is important (use key words/phrases)	1.			2.			3.			4.			5.			Key Concept Synthesis		n/a	Whole group
Key Concept	Put it in your own words	Explain WHY the concept is important (use key words/phrases)																				
1.																						
2.																						
3.																						
4.																						
5.																						
 <p>Key Word Notes - a 3-Part Synthesis</p> <p>For reading the first chunk of text, circle 2-3 important phrases that could help you remember the most important information in the second section of the organizer. (circle 1-2 in Collaborative Phase, take turns explaining what you understand and why.)</p> <p>Then follow the same process for the other three chunks of text, one at a time.</p> <p>Finally, use the key words in your organizer to write a summary of what you learned. (Circle your key words in your organizer.)</p>	Key Word Notes- a pairs Synthesis	This is a variation on the previous organizer, one that is scaffolded a bit more, as students work in pairs to do the reading, the summarizing, and the synthesis	n/a	Whole group																		

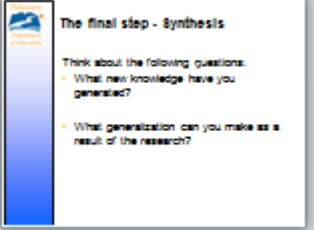
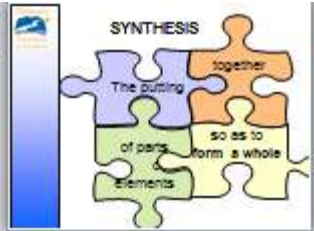

Writing From Sources (Grades 6-12): Module 4

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39. 	Chunking to synthesize	It forces students to limit themselves to only a few words, asking them to weigh the significance of various facts.	n/a	Whole group
40. 	Comparison/contrast	Point out the comments on the right. There is synthesis in this graphic organizer.	n/a	Whole group
41. 	So What?	Have participants think about graphic organizers they already use. Can they add a "so what?" piece to it to include synthesis.	n/a	Pairs
42.	Categorizing and Detecting Patterns		•	Whole group




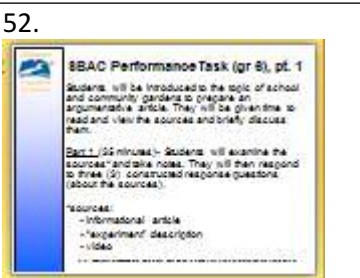
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<p>43.</p> 	<p>??? Teaching synthesis</p>	<p>Sometimes the graphic organizer can “take on a life of its own,” making the discernment of patterns a difficult task for some students.</p>		<p>Whole group</p>
<p>44.</p> 	<p>Teaching synthesis</p>	<p>This may be a new step for some.</p>		<p>Whole group</p>
<p>45.</p> 	<p>Teaching synthesis</p>			<p>Whole group</p>
<p>46.</p>	<p>Teaching synthesis</p>			<p>Whole group</p>

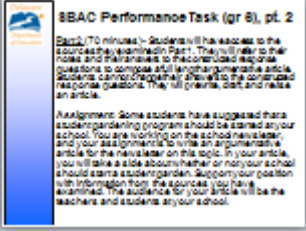
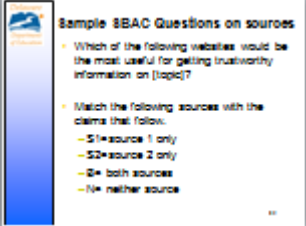
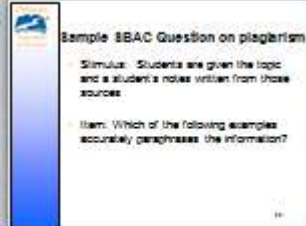
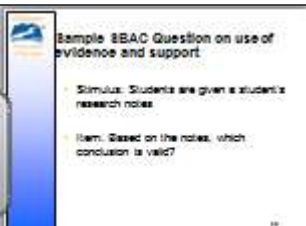
Writing From Sources (Grades 6-12): Module 4

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<p>47.</p> 	Teaching synthesis	Keene states, "I combine new ideas with what I already know to get something new and different."	n/a	Whole group
<p>48.</p> 	RARE Vs. CSET	The point of this slide is that some of the "traditional" question answering strategies we teach kids, while they may help them organize an answer, that answer might NOT reflect true SYNTHESIS	n/a	Whole group
<p>49.</p>	SBAC connections	<p>As you look at these SBAC questions: ask yourself:</p> <ul style="list-style-type: none"> Are your students prepared to answer these types of research questions? What have you prepared to help them become skilled enough to answer 	<ul style="list-style-type: none"> 	

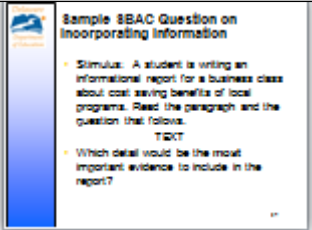
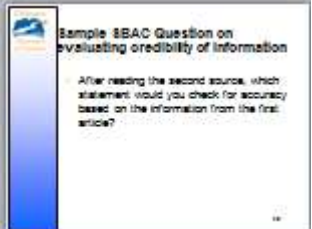

Writing From Sources (Grades 6-12): Module 4

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		<p>these types of questions?</p> <ul style="list-style-type: none"> How much practice have they had in doing research? 		
<p>50.</p> 	SBAC connections	This slide has the introduction and the text. The next slide has the prompt/question and the choices. Also notice the amount of reading that is involved in these research questions	n/a	Whole group
<p>51.</p> 	SBAC connections		n/a	Whole group
<p>52.</p> 	SBAC connections	Performance Task Example- students only get one performance task per test	n/a	Whole group

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53.  <p>SBAC Performance Task (gr 8), pt. 2</p> <p>Part 2 (70 minutes)- Students will be asked to read the sources they examined in Part 1. They will refer to the notes and responses to recorded response questions to compare still another comparable article. Students will compare their notes with the recorded response questions. They will prepare, edit and raise an article.</p> <p>Alignment: Some students have suggested that a student gardening program should be started at your school. You are working on the school newsletter and your assignment is to write an argumentative article for the newsletter on this topic. In your article, you will take a side about whether or not your school should start a student garden. Support your position with information from the sources you have examined. The audience for your article will be the teachers and students at your school.</p>	SBAC connections	This is continuation from slide before. Same performance task-part 2	n/a	Whole group
54.  <p>Sample SBAC Questions on sources</p> <ul style="list-style-type: none"> Which of the following websites would be the most useful for getting trustworthy information on [topic]? Match the following sources with the claims that follow. <ul style="list-style-type: none"> S1=source 1 only S2=source 2 only S= both sources N= neither source 	SBAC connections-sources	Notice the “ both” or “neither” source options	n/a	Whole group
55.  <p>Sample SBAC Question on plagiarism</p> <p>Stimulus: Students are given the topic and a student's notes written from those sources.</p> <p>Item: Which of the following examples accurately paraphrases the information?</p>	SBAC connections-plagiarism		n/a	Whole group
56.  <p>Sample SBAC Question on use of evidence and support</p> <p>Stimulus: Students are given a student's research notes.</p> <p>Item: Based on the notes, which conclusion is valid?</p>	SBAC connections-use of evidence and support		n/a	Whole group

Writing From Sources (Grades 6-12): Module 4

Will TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
57.  <p>Sample SBAC Question on incorporating information</p> <p>• Stimulus: A student is writing an informational report for a business class about cost-saving benefits of local programs. Read the paragraph and the question that follows.</p> <p>TEXT</p> <p>• Which detail would be the most important evidence to include in the report?</p>	SBAC connections-incorporating information		n/a	Whole group
58.  <p>Sample SBAC Question on evaluating credibility of information</p> <p>After reading the second source, which statement would you check for accuracy based on the information from the first article?</p>	SBAC connections-Evaluating credibility of information		n/a	Whole group
59.  <p>A final reflection . . .</p> <p>Reflect on your current research classroom practices. What are two ways you can integrate the ideas within CC/VT and CC/VT?</p>	Final reflection		n/a	Whole group