

<b>Strategy</b>	Synthesizing	<b>Grade Level</b>	3/4/5
<b>Curriculum Area</b>	Reading	<b>Time Frame</b>	Follow Long-Term Planning Guide
<b>Developed By</b>	Julie Hansen, Anne Chobot & Genevieve McMahon		

**Identify Desired Results**

**Standards:**

- Check all that apply.**
- CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA-Literacy.CCRA.R.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-Literacy.CCRA.R.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
- WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
- WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations.





**Knowledge:** Students at all levels of language proficiency interact with grade-level words and expressions, such as...

Vocabulary associated with synthesizing:  
 compare and contrast, synthesize, change, evolve, first I thought, then I thought, now I think, overall meaning, fit together, fiction: character, setting, sequence of events, resolution, conflict, main idea, non-fiction: cause/effect, compare/contrast, problem/solution, description, chronological, themes

**Skills:** Students at all levels of English language proficiency will GENERATE questions and SUPPORT answers with specific evidence from the text. Students will be able to...

- Breakdown texts by text elements
- Construct changes in ideas and conclusions during reading
- Explain how thinking evolves during a text
- Compare texts to other texts and schema
- Model how synthesizing increases comprehension of texts chosen and read independently

## Evidence of Desired Result:

	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging	
<b>Reading &amp; Writing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using multiple, related sources identify areas that support changes in thinking using the  symbol.</li> <li><input type="checkbox"/> Draw a picture or pictures to represent changes from multiple sources using the <u>Synthesizing Organizer (Multiple Sources)</u>.</li> <li><input type="checkbox"/> Copy words, phrases or short sentences that evidence changes in thinking from multiple sources onto the <u>Synthesizing Organizer (Multiple Sources)</u>.</li> <li><input type="checkbox"/> Explain in native language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using multiple, related sources identify areas that support changes in thinking using the  symbol.</li> <li><input type="checkbox"/> Use the <u>Synthesizing Organizer (Multiple Sources)</u> with <u>Word/Phrase Bank</u> to produce simple sentences that explain how thinking changed from multiple sources.</li> <li><input type="checkbox"/> Explain in native language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using multiple, related sources, identify areas that support changes in thinking using the  symbol.</li> <li><input type="checkbox"/> Use the <u>Synthesizing Organizer (Multiple Sources)</u>.</li> <li><input type="checkbox"/> Produce simple text of related sentences that describe how thinking changed from multiple sources and use evidence to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using multiple, related sources, identify areas that support changes in thinking using the  symbol.</li> <li><input type="checkbox"/> Summarize information from multiple, related sources using the <u>Synthesizing Organizer (Multiple Sources)</u>.</li> <li><input type="checkbox"/> Produce original sentences that explain how thinking changed from multiple sources and use evidence to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using multiple, related sources, summarize how thinking changes on the <u>Synthesizing Organizer (Multiple Sources)</u>.</li> <li><input type="checkbox"/> Integrate a variety of reading comprehension strategies in order to clearly share understanding of what was read.</li> <li><input type="checkbox"/> Produce original extended responses that explain how thinking changed from multiple sources and use evidence to support ideas.</li> </ul>	<b>Level 6 - Reaching</b>