Create Your Own Text Based on Many Sources

1. Focus

Explain Creating Your Own Text Based on Many Sources

Say: When I’m drafting a report from source material, I want to do more than just put the information in my own words. I want to add my own knowledge and thoughts about the topic. I want to write the facts in a way that engages the reader. One way I do that is by turning facts into a story. Another technique is to put the information together in a way that leads readers to think about the facts and infer more than I’ve stated. They can draw their own conclusions, which makes the reading more involving. Today I’m going to show you how to take material from sources and use your own ideas to create an original text for a research report.

Model Creating Your Own Text

Display the modeling text on chart paper or using the interactive whiteboard resources.

Objectives

In this mini-lesson, students will:

• Learn how to go beyond simple paraphrasing to combine facts from many sources when developing text for a research report.
• Practice using facts from many sources to create text.
• Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the sample research notes and the modeling text onto chart paper.

Preparation Tip

This mini-lesson models how to use the topic developed in the lesson “Organize Ideas for a Research Report.”

Sample Research Notes

Say: These are some of the notes I found from different sources when I was doing my research on the mystery of the Sphinx. To write a good research report, I use facts from different sources, but I don’t just restate the facts. This would be boring. What I do is write the information in my own words, but I include just enough information so that my readers will be able to make inferences or draw their own conclusions. This makes the writing more interesting and keeps readers motivated to read.

Display the modeling text on chart paper or using the interactive whiteboard resources. Read it aloud to students.
The Sphinx rises tall and majestic from the sands of the Sahara. It has stood there for thousands of years, but exactly how many years is unknown. It can’t be dated using scientific dating processes. The only way it could be dated is from references to it in ancient texts. The problem is that there aren’t any texts. Why would this be?

Modeling Text

Say: This is how I used the facts from my research to create original text of my own. I have presented the facts but I leave the question open to readers to wonder why it is so hard to establish a date for the Sphinx.

2. Rehearse

Practice Creating Your Own Text

Invite students to work with partners. Ask them to refer to the modeling notes to write in their own words a few sentences about the effects of water damage to the Sphinx. Remind them to write in a way that encourages readers to make inferences and draw their own conclusions.

Share and Discuss

Invite volunteers to read aloud the new texts they drafted. Invite the class to discuss the results. Ask: Are the facts there? Does the text encourage readers to make inferences or draw conclusions about the water damage theory?

3. Independent Writing and Conferring

Say: We just learned how to use information from several sources and put it together in our own words in a way that is interesting and encourages readers to infer or draw their own conclusions. As you draft your research report, remember not to simply restate the facts, but instead, present them in your own words in an interesting way.

Encourage students to keep this mini-lesson in mind as they transform their research notes into original text. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite two or three students who have developed original ideas that go beyond the fact and details in their research to read aloud a section of their text.

Strategies to Support ELs

Beginning and Intermediate

Beginning and intermediate ELs are not ready to work on this skill. While other students collaborate on the partner activity or write independently, meet one on one with students to support developmentally appropriate skills based on their independent writing and language level. For example, you may want to work with students’ to help them find resources about their topic for their research report.

Intermediate and Advanced

Pair ELs with fluent English speakers to complete the practice activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: information/la información; conclusions/las conclusiones.