Students Use RRLC to Avoid Plagiarism

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Session Objectives

1. Explore challenges with plagiarism.
2. Review the CCSS requirements for teaching students to paraphrase.
3. Differentiate between paraphrase and summarize.
4. Explore the ten steps of RRLC.
5. Experience an RRLC modeled.
7. Implement next steps.
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Challenges with Plagiarism

- Defining plagiarism.
  - Claiming someone else’s ideas or information as one’s own without providing appropriate credit (American Psychological Association, 2017).

- Avoiding plagiarism
  - Students often do not know how to paraphrase appropriately.
    - Writer stays too close to the original source’s wording or sentence structure.
Challenges with Plagiarism

• Understanding what plagiarism entails
  – Refrain from copying text
  – Give credit to authors through appropriate citing
  – Use quotation marks (plagiarism.org, 2017)

• Learning to do the following:
  – Paraphrase
  – Summarize
  – Synthesize
  – Cite
1. Explore challenges with plagiarism.

2. **Review the CCSS requirements for teaching students to paraphrase.**

3. Differentiate between paraphrase and summarize.

4. Explore the ten steps of RRLC.

5. Experience an RRLC modeled.


7. Implement next steps.
• Standard 8 of the College and Career Readiness Anchor Standards for Writing
  – “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism [emphasis added]” (National Governors Association Center for Best Practices & Council of Chief State School School Officers, 2010, p. 18).
• Paraphrase beginning in grade 4 in response to oral representations of text (e.g., read aloud, media)
• Paraphrase from notes taken from various sources in grades 5 through 8
• Avoid plagiarism in grades 6 through 12
• Use sources to respond to questions and/or take notes for grades K through 5
  – Adult support for grades K–1
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Write in Your Own Words

Paraphrase
- Detail a short section of text
- Reword and reorder details

Summarize
- Detail a whole text
- Explain main idea of whole text
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• Dr. Kettel created RRLC.
  – Writing strategy to support students’ writing abilities with paraphrasing.

• Read
• Reread
• List
• Compose
Read, review, or scan a text to ensure it meets your purpose for reading, writing, and research.
• Reread the text carefully, while creating your list.
• While rereading, create a bulleted list of words/phrases, not quotes.
  – Each row should not exceed three words.
  – Use the list to help you notate pertinent details from the source.
Study finds genes that may explain why giraffes have world's longest necks
By Washington Post
5/26/16
Newsela.com

- 6 ft neck
- strong heart
- blood up neck
- Okapi relative
- giraffes' DNA
- Okapis' DNA
- genes bodies form
- body systems
- bone system
- heart/blood system
- giraffe genes in mice
- change mice
- 15 years death
- unlawful to hunt
- hunted = danger
- 10,000 less 80 years
Compose

- Without looking at the original source, compose a summary using only your list of words and phrases.
In this article by Newsela.com, scientists are studying giraffes' genes to figure out why they have such long necks. Giraffes' necks are six feet long and their strong hearts pump blood up to their heads and brains. Scientists want to understand how genes of bone systems and heart and blood systems make giraffe bodies change over the years in order to help giraffes who are in danger of dying over the next eighty years.
Ten steps to teach the RRLC.

1. Collect three fiction or nonfiction texts about a topic.
2. Share the RRLC acronym with students: Read, Reread, List, Compose.
3. To model, quick Read (scan, review) one of the texts using a think aloud to determine the text’s content meets your purpose.
4. To model, as you *Reread* the article, create a *List* of key points; do not exceed three words in each row. Each list item could be put on an index card.

5. To model, *Compose* a summary of the text using only the list or index cards you created.

6. To provide guided practice, allow partnerships to use the RRLC strategy as modeled for the second text.
Ten steps to teach the RRLC.

7. To provide guided practice, share summaries in groups.

8. For independent practice, allow students to use the RRLC strategy independently with the third text.

9. Share individual summaries with others.
10. To extend writing, model how to synthesize content in a summary about all three texts. Index cards are especially useful for organizing a synthesized summary.
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5. **Experience an RRLC modeled.**
7. Implement next steps.
Let me show you how.

- Teacher-writers model.
- Usually I would have you give me an article.
  - Best teaching can occur if you don’t have this prepared ahead of time.
- Think Aloud (Atwell, 1998)
- Writing is hard, especially in front of an audience.
Book club helps immigrant mothers find joy in reading

By Daniela Gerson, Los Angeles Times
03/21/2016

Cleotilde Flores (second from right) holds her favorite books that she has read with other mothers at the Bravo Medical Magnet High School literature club in Los Angeles, California, Feb. 22, 2016.
LOS ANGELES — Maria Onate had not read a book until her son started high school.

Her illiterate parents ended her schooling when she was 15, informing her that she had to get ready for marriage and work to help support the family in their rancho in Puebla, Mexico.

More than two decades later, she was shocked when the parent center coordinators at her son’s new high school, Bravo Medical Magnet, suggested she join a book club. She was there for her child’s education. She thought it was too late for her own.

“I hated to read,” Onate, 44, said in Spanish. “I read in elementary school, but I never read on my own.”

On a recent morning, however, the mother of two was among the most outspoken of 15 Latina women energetically discussing a 600-page novel in a basement classroom at Bravo.

Twice a month the school’s club de literatura meets as a way to encourage immigrant parents to become more involved in their children’s education.
“I’ve seen it change parents,” said Bravo Principal Maria Torres-Flores, who founded the club. “They now enjoy reading and see it is something important for the kids — it’s not just, ‘You’re wasting time because you don’t want to do chores.’”

The women gathered to discuss the Mexican American saga “Rain of Gold,” by Victor Villasenor.

Torres-Flores was barely able to get a word in as the women’s ideas flowed.

The bell rang, with announcements for students about opportunities at the USC biomedical lab and a request to be nice to counselors. The club members kept talking over the voice on the loudspeaker — dissecting how the author depicted mothers, comparing memories of courting rituals in their hometowns to those in the book and sharing the lessons they learned on how to talk with their children about sex.

“Rain of Gold” will soon be added to a list on the wall of more than a dozen completed books.

Each holds a different lesson, notes club member Nereyda Arenas: “Don Quixote” showed them “wisdom through his words, his advice, his poems.”
The book “Steve Jobs,” she said, “was a little difficult but also a fascinating glimpse into the life of this man that had changed the lives of so many people with his technology.”

And Anne Frank’s “The Diary of a Young Girl” offered an example of the “strength of the spirit” — and for some women a symbol that even though many could not travel freely back to Mexico they were relatively free in the United States.

Many of the club members said it is a highlight of the week. Most are homemakers, but those who work outside the home have rearranged their schedules. One, a cook, told her boss she could not miss a meeting.

Onate is among those who travel by bus for more than an hour to attend.

“This is an opportunity for those of us who never had an opportunity to learn,” said Elizabeth Villegas, who was wearing a black poncho against the cool weather. “Not every principal would spend time with us.”

Torres-Flores started the club six years ago when she was attempting to increase literacy across the curriculum. She realized that key barriers to students’ reading were often in the home.
So Torres-Flores began to focus on parents. “If I can get parents to want to read,” she said, “those parents would see the value of reading and want the kids to read more.”

Yet when Torres-Flores started the group, parents told her they did not think they would be able to read books, which were available in Spanish, at the grade level of their children. Only a handful showed up for the first meeting.

“Then I’d get another parent, and then another parent,” she recalled.

The literature club soon grew to a core group of 15, sometimes up to 25. A few men attended for a while, but generally it has been mothers. When their children graduate, the mothers do also.

At the beginning, only a few of the women spoke. Torres-Flores encouraged them to take notes at the end of each section and bring something to share.

Beyond expanding their ability to read, mothers tend to take a leading role in organizing activities for other parents, she said.

Bravo has among the highest levels of graduation requirement completion.
List
• Maria Onate Mother
• 15 married
• Bravo Medical Magnet
• Reading Club
• Not too late
• Discuss 600-page novel
• Immigrant parents involved
• Text-to-self connections
• Enjoy reading
• Not chore avoidance

Summary
• Bravo Medical Magnet school provides immigrant parents a reading club twice a week. One mother, Maria Onate, realized she hadn’t missed her chance to learn to love to read. With other parents, she made text-to-self connections to a 600-page novel. She realized her son’s love for reading was not a way to avoid chores. Now, they share a love of reading.
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6. **View examples**: pre-service teacher & third-grade student.
7. Implement next steps.
Synthesize Multiple Sources

Milestones in Children's Literature – Louisa May Alcott’s Little Women


- Dramatic, emotionally charged
- Rich period of depictions
- Original and fascinating
- Alcott’s work challenged
- Accuracy revealed
- Intensity, imaginative play
- Alcott’s childhood experiences
- Impoverished but content
- Enthusiasm for play
- Playing gay was essential
- Alcott’s mother, Abigail
- Opens new doors
- Adult need play
- 140 years
- Changed cultural assumptions


- "Little Women" were temperamental
- Detracting behavior
- Sisters’ suppressed anger
- Feminist reaction
- Alcott’s hidden messages
- Sexual humiliation
- Obbliged suppression
- New genre classification?
- The middle class
- "Class consciousness"
- Alcott’s renowned success
- Personal worth
- Gender role battles
- Impoverished and proud
- Entitlement


- Bronson Alcott, 1868
- Versatile writer
- Delighted children’s stories
- Impressive teetotaller
- Please her father
- Alcott doubted herself
- Bronson’s obsession
- High expectations
- Louisa’s ferocious temper
- ‘Little Women’ personal resemblance
- With Walden Emerson
Miles in Children’s Literature
Louisa May Alcott’s *Little Women*

Louisa May Alcott (1832–1888) was an American novelist born in Boston, Massachusetts during the Civil War period. Her father, Bronson Alcott, was perhaps the most significant influence on her life. Other notable influences in her life were Henry David Thoreau and Ralph Waldo Emerson who were family friends. Her novel, *Little Women*, which is undoubtedly her greatest, came to her at a moment where she wanted to help her father when he had asked her to take on the task of writing a children’s novel. She wanted her career to expand and so Louisa’s love and need to fulfill her father’s wishes pushed her to write it even though it was not something she wanted to do. The novel’s success was her father’s favorite because it did not pay well at the time. Alcott had a tendency to doubt herself constantly, and, in this case, in particular did so particularly. She had no idea of the success her novel would have on the world of children’s literature.

*Little Women* is a coming-of-age story, a bildungsroman. The life of the March sisters changed the way people would look at American children. The novel was essentially the first of its kind with particular focus on play. Alcott was quite detailed and allowed her readers to experience this type of play as if they were with the March sisters themselves. No other author had ever written about children and children’s play like this before. Prior to *Little Women*, children had been nearly an afterthought in literature, not even depicted as a child’s bedroom. During this period, children were not encouraged to have unstructured play, and, in fact, they were thought to be engaged in something constructive at all times. Alcott, through personal experience, knew this wasn’t the case. Her parents, especially her mother, always made time for games and imaginative play. These experiences influenced her novel tremendously. *Little Women* indeed reflects much of her life. Alcott had with her own family and her personal experiences. Alcott was doubtful that her novel about the life she shared with her sisters would be of any interest or would amount to much.

The main character in, for example, is indeed a reflection of Alcott herself: a rebel tomboy who loved to write. She even named her Josephine March to resemble her own name because it could be shortened like Jo was Alcott’s nickname) and the surname was a type of echo similar to her as well. As the story evolves, topics such as gender roles, class, and even parent management are all discussed in a level that had never been touched upon in children’s novels. Also women’s issues were never really talked about before this time. Women were usually seen as mere spectators in novels whose warmth and grace would encompass you. For the first time Alcott had written about women in a more realistic way and how they dealt with their own emotions. Women were usually expected to suppress their emotions, especially anger. Even though in many instances in *Little Women*, their problems seemed to be quickly solved, Alcott wrote to show how women would be seen and written about. Issues such as poverty, which had affected Alcott personally, and the absence of the March patriarch, all were a reflection of her own life. The influence that *Little Women* has still today is remarkable. The issues presented are still issues that are being dealt with by women and young girls all over the world.

Up until her death, Alcott was still searching for her father’s approval, which was finally satisfied upon his death. It overshadowed her ability to see her own worth and success. The need to be “Daddy’s ‘Faithful Child” became almost an obsession in her life. She passed away quietly never knowing that her father had passed away just a short time before and never truly knowing his love for her.
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Steps I took to teach RRLC.


2. Shared the RRLC acronym with DeLainey: *Read, Reread, List, Compose*.

3. Modeled a quick *Read* (scan, review) one of the texts using a think aloud to determine the text’s content met my purpose: learn more about giraffes.
Ten steps to teach the RRLC.

4. Modeled how to create a list as I *Reread* the article. I made a *List* of key points and did not exceed three words in each row.
Study finds genes that may explain why giraffes have world's longest necks
By Washington Post
5/26/16
Newsele.com

- long neck
- strong heart
- blood up neck
- Okapi relative
- giraffes' DNA
- Okapis' DNA
- genes bodies form
- body systems
- bone systems
- heart/blood system
- giraffe genes in mice
- change mice
- 15 years death
- unlawful to hunt
- hunted = danger
- 10,000 less 50 years
5. I modeled how to *Compose* a summary of the text using only the list I created.
In this article by Newsela.com, scientists are studying giraffes’ genes to figure out why they have such long necks. Giraffe’s necks are six feet long and their strong hearts pump blood up to their heads and brains. Scientists want to understand how genes of bone systems and heart and blood systems make giraffe’s bodies change over the years in order to help giraffes who are in danger of dying over the next eighty years.
6. I provided guided practice with interactive writing. We created a list as we read aloud the text together.
Kidrex
Giraffe - Kid's Planets - Defenders of Wildlife
www.kidsplanet.org/factsheets/giraffe.html

- protect head fighting
- hooves are hoofs
- spotted patterns
- males 2,400 - 3,000 pounds
- males 19 ft tall
- female 12 ft tall
- female 1,600 - 2,600 pounds
- healthy lived 25 years
- savannas of Africa
- forests open plain
- no drinking several days
- drink water leaves
- acacia tree leaves
- travel large herds
- pregnant 15 months
- baby giraffe calves
- threats - habitat destruction
- hunted for tail
- hunted coats meat
Ten steps to teach the RRLC.

7. I provided guided practice with interactive writing. We created a summary together using only our list.
In the article, "Giraffes" by kidsplanet.org, giraffes live in savannas of Africa. They don't need a drink for several days; they can find water. Giraffes eat a lot of leaves from acacia tree leaves.

Herds of giraffes have calves and females and males, all with different kinds of spotted patterns. They have knobs for fighting. They're an "underattack" species: hunted for their tall coats of meat. They should be able to live 25 years.
8. (a) For independent practice, DeLainey used the RRLC strategy with the third text. She created a list as she read the text.
Giraffes are Awesome
by Lisa J. Amstutz
- reaches trees
- 18 ft (5.5 meters) tall
- spots cover giraffes body
- live in Africa
- hide from predators.
- giraffes neck tall as legs
- seven bones in neck
- giraffes stand up when nap
- giraffes hair on head is called ossicones
- They fight over females
- giraffes only eat leaves
- eat 75 pounds
- eat morning, day, night
- a giraffes tongue is as long as your
- horns on trees do not hurt the giraffes
- mouth
- giraffes four parts cut
- get (13.8 m) tall
- drink milk from mom
- live 25 years
- mom watches other baby giraffes
- drink 16 gallons
- one watches for predators
- zebras stay with giraffe
- 35 miles (56 kilometers) in
- human says danger to
- giraffes
8. (b) For independent practice, DeLainey used the RRLC strategy with the third text. She created a summary from the list she created.

9. She shared her summary with me, and I realized she needed more practice. So I conducted a writing conference with her about organizing her summary.
In the book, giraffes are awesome. I learned giraffes have spots to cover their body so they are camouflaged. Giraffes live 25 years. Humans are giraffe dasters to giraffes. Some zebras stay with giraffes. Giraffes live in Africa. Seven bones in a giraffe's neck. Giraffes eat morning, Day, night...
8. (c) For independent practice, DeLainey used the RRLC strategy with the third text. She rewrote the summary from the list she created and based on our conference.

9. She shared her summary with me, and it was better, but still showed she needs continued practice.

- As teachers, we need to welcome the messiness of learning, and know that with time, we’ll help our students clean it up.
In the book giraffes are awesome. I learned spots cover giraffes' body so they are bleached in. In Africa, giraffes live 25 years. Giraffes eat morning day, night zebras stay with giraffe.
10. To extend writing, I used interactive writing to help DeLainey synthesize the content in a summary about all three texts.

- Index cards would have been especially useful for organizing the synthesized summary.
Giraffes live in savannas of Africa where they can survive several days without water, especially since they can drink 10 gallons of water. Giraffes eat a spagholl kind of leaves they are called acacia tree leaves. Giraffes eat 75 pounds all day from the trees that have thorns. The thorns do not hurt the giraffes' mouth or their long tongues which are as long as your arm. A giraffe's neck is 6 feet tall with seven bones in their neck and as tall as their legs. A giraffe's spots are different patterns. So giraffes are camouflaged from their predators, like lions and tigers. Another predator is humans. They hunt giraffes for their tails, fur, meat. Giraffes are the coolest animal.
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Recommended Next Steps

- Small groups of 3 select from triad sets.
  - Newsela.com
  - Opposing Viewpoints in Context
- List bullet points
  - Remember, no more than 3 words per bullet
- Collaborative Composing
- Share
Newsela.com Triad Sets

- Literacy
- WWII
- Muslim-Americans
- Finance
null
• http://tweentribune.com/
• Daily news articles, photos, graphics, audio/video
• Subjects
• K-4, 5-6, 7-8, 9-12
• One in Spanish
• Four lexile levels
• Choose one article to read and implement Read Reread, List, and Compose.

• Triad shares summaries and create a synthesized summary – collaborative writing.
Closing Thoughts

• RRLC provides teachers a tool to help students learn how to summarize, paraphrase, and synthesize content without plagiarism.