Rationale:

This resource includes practice work for students to learn about synthesizing. It includes the following detailed practice:

1. Determining Importance
2. Making Connections
3. Using Background Knowledge
4. Asking and Answering Questions
5. Making Inferences
6. Drawing Conclusions
7. Analyzing
8. Critiquing
9. Integrate New Information with Old
10. Forming Mental Images
11. Putting It All Together
12. Changing My Thinking
13. Big New Ideas
14. How My Thinking Changes
15. Evaluating My Own Thinking
16. Thinking About My Perspective
17. Imagining Others' Thinking
18. Personalizing the Text
19. Stop and Think
20. My Thinking Surprises

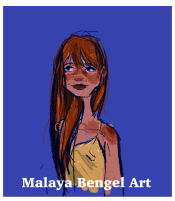
These pages are great for big kids to practice synthesizing, or putting it all together.

The printable pages in this resource can be used in several ways, including:

- As daily morning work to review comprehension work skills
- During guided reading small groups
- During independent reading time or centers
- To work with partners and small groups
- As an assessment for teachers to monitor students' reading comprehension abilities
- As homework review sheets
- As a quick and fun 10 minute time filler.
- As 'when you're finished' additional work for students
- To use with substitute teachers

*******Thank you so much to these amazing artists, whose work is found in this resource!!**





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Jen Bengel

"Making Inferences"

Name: _____ Date: _____

What To Do:

Taking what we already know and what the text tells you to form a new thought is called making an inference. Readers infer all the time as they are reading. Practice inferring by completing the organizer below.

What I Already Know: | **My Inference:** | **What I Learned from Reading:**



What I Already Know:

My In

What I Already Know:

My In



Challenge: Make a list on the back of this page of all the reading. Share your list with a partner or small group.

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"Analyzing"

Name: _____ Date: _____

What To Do:

When readers analyze, they think very deeply about the text. They don't just talk about their first thoughts, but they dig deeper in their thinking to go beyond the surface. Share how you analyzed the text for each of the categories below.

Main Idea: _____

Characters:



Conclusion:



back of this page, make a box for each category and dig even deeper

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"Drawing Conclusions"

Name: _____ Date: _____

What To Do:

When readers draw conclusions they take what they learned from a text, what they know about the world around them, and their own personal experiences to form judgments about the text. Complete each of the sections below to form two different conclusions about the text.

Learned from Text:	Learned from World:	Life Experiences:



Conclusion: _____

Learned from Text:	Learned from World:	Life Experiences:



Conclusion: _____

Challenge: Share your conclusions with a partner. Together, brainstorm all the reasons why forming conclusions is important for readers. Write your list on the back of this page.

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20 Graphic Organizers

"Integrate New Information with Old"

Name: _____ Date: _____

What To Do:

Readers are often forced to combine their old information with new things they learn in the text. Sometimes they have to adjust their thinking so that the new information makes sense with the old. Describe how you combined old information with new information to integrate your thinking.

Old Thinking:



New Thinking:

Old Thinking:

Old Thinking:

Old Thinking:

Challenge: On the back of this page, tell how you h
things you learned from the text.

Copyright: Ou

"Big New Ideas"

Name: _____ Date: _____

What To Do:

Sometimes reading can cause our minds to have big new ideas! If we don't write those ideas down we may never remember them. Write down all the big new ideas you had during reading today.

Big Idea #1: _____

Big Idea #2: _____

Big Idea #3: _____

Big Idea #4: _____



Big Idea #5:



Big Idea #6:

Challenge: Cut out your big ideas. Glue them to a piece of construction paper and decorate the border. Share your big ideas with a small group or the whole class!

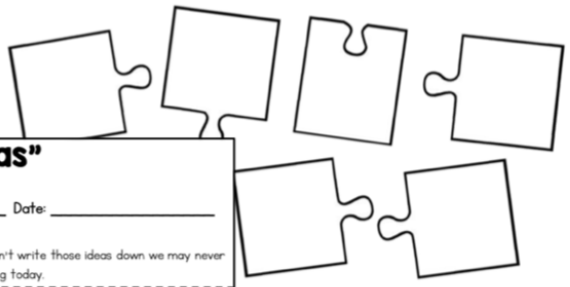
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"Putting it all Together"

Name: _____ Date: _____

What To Do:

Readers often have a moment in their minds where all the pieces in a text get put together and the text makes complete sense. Describe different parts of the text in each puzzle piece. Then put all the pieces together and explain in your own words how the text makes sense.



ting It All Together:



hree pieces away and give the rest to a partner. See if your partner can
ssing.

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USE WITH ANY TEXT!



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Determining Importance	Making Connections	Using Background Knowledge	Asking and Answering Questions
Making Inferences	Drawing Conclusions	Analyzing	Critiquing
Integrate New Information with Old	Forming Mental Images	Putting it All Together	Changing My Thinking
Big New Ideas	How My Thinking Changes	Evaluating My Own Thinking	Thinking About My Perspective
Imagining Others' Persepectives	Personalizing the Text	Stop and Think	My Thinking Surprises

DIGITAL INCLUDED!

"Determining Importance"

Name: _____ Date: _____

What To Do:

Readers have to process a ton of information when they are reading. Part of that processing is determining which parts of the text are the most or least important. Describe parts of the text, then rate each one by circling a number between 1-10 (10 being the most important).

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

SAMPLE

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10

Detail: _____

1 2 3 4 5 6 7 8 9 10



Challenge: Cut out each of the cards. On the back of each card write one or two sentences explaining why you ranked each detail like you did. Share your thinking with a partner.

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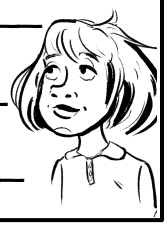
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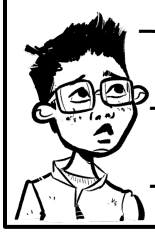
What I Already Know:	My Inference:	What I Learned from Reading:



SAMPLE

What I Already Know:	My Inference:	What I Learned from Reading:

What I Already Know:	My Inference:	What I Learned from Reading:



Challenge: Make a list on the back of this page of all the reasons it is important for readers to make inferences during reading. Share your list with a partner or small group.

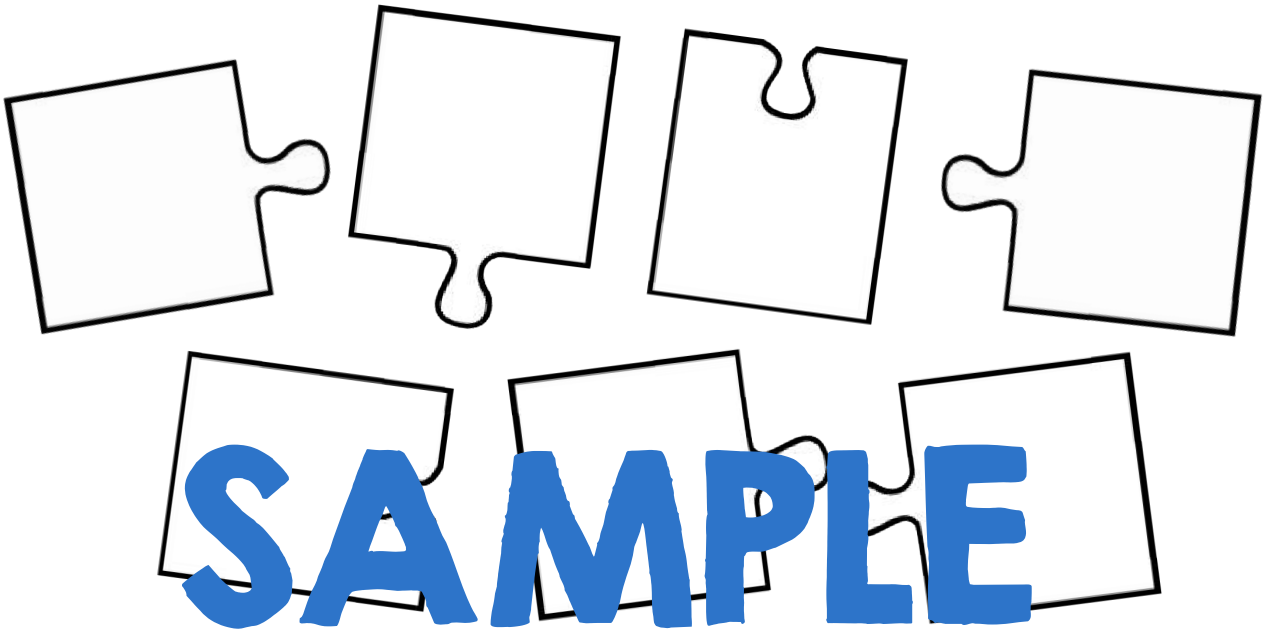
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Readers often have a moment in their minds where all the pieces in a text get put together and the text makes complete sense. Describe different parts of the text in each puzzle piece. Then put all the pieces together and explain in your own words how the text makes sense.



Putting It All Together:





Challenge: Cut out all the puzzle pieces. Take three pieces away and give the rest to a partner. See if your partner can understand the big picture with three pieces missing.

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