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Jen Bengel

SYNTHESIZING
literacy center

DIRECTIONS:

1. Write your name on the student page.
2. Pick one of the synthesizing cards.
3. Follow the steps on the card and fill in your student page.

HAVE FUN!!!

SYNTHESIING

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Rationale:

This resource is designed for you to use during a small group or partner setting. The comprehension skills are set up in 'I Can' statements. Each comprehension skill focuses on 5 key 'I Can' activities, with 2 special bonus "I Can" activities.

Each of the 5 key 'I Can' activities match the mini units for mastery in my store, at www.miniunitsformastery.com

These literacy center comprehension activities are PERFECT for using in small groups or partner settings to reinforce the comprehension lessons from your whole group instruction.

The best part?? Students can use these over and over with any text they are reading, since the focus is on comprehension skills that can be applied to any text!

These also work great to support comprehension during guided reading, literacy centers, literature circles, partner reading, and so much more!

Included in this Resource:

1. 5 key 'I Can' comprehension activities with student-friendly directions for easy use.
2. 3 bonus 'I Can' comprehension activities to challenge your readers!
3. A full page version of a general template for students to respond to each of the activities.
4. A student-friendly checklist to track completing each 'I Can' activity.
5. A teacher-friendly page for tracking students' progress with the 'I Can' activities.
6. Printable labels and simple directions for setting up the comprehension 'I Can' activities.

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

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I can make connections to a text before, during, and after reading.

Readers make connections to texts they read so they can think about how similar the text is to their own lives.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

	Before Reading:	During Reading:	After Reading:
1:			
2:			
3:			

3. Complete your chart by describing connections you made to the text before, during, and after reading.

Lesson 1: Synthesizing

I can change my thinking as I read so that the text makes sense in my mind.

Readers sometimes change their thinking as they read so that the text continues to make sense.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

	My Thinking:	What Happened in the Text:	My New Thinking:
1:			
2:			
3:			

3. Complete your chart by describing your old thinking, what happened in the text, and now your new thinking after reading.

Lesson 2: Synthesizing

SAMPLE

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I can use my background knowledge to think about how it matches what happens in the text.

Readers use their own background knowledge to think about a text so they can be sure what they know matches what they learned.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer page.

	What I Know:	What the Text Says:	Does My Background Match the Text?
1:			
2:			
3:			

3. Complete your chart by describing what you already know about topics, what the text says, and if they both match.

Lesson 3: Synthesizing

I can think deeply about different parts of a text so I can understand the text better.

Readers think deeply about different parts of a text so they can gain a stronger understanding of the text.

DIRECTIONS:

1. Read the text carefully.
2. Copy the things in rea[illegible]o your answer page.



3. Complete each box by describing your some of your deeper thoughts about each section of the text.

Lesson 4: Synthesizing

SAMPLE

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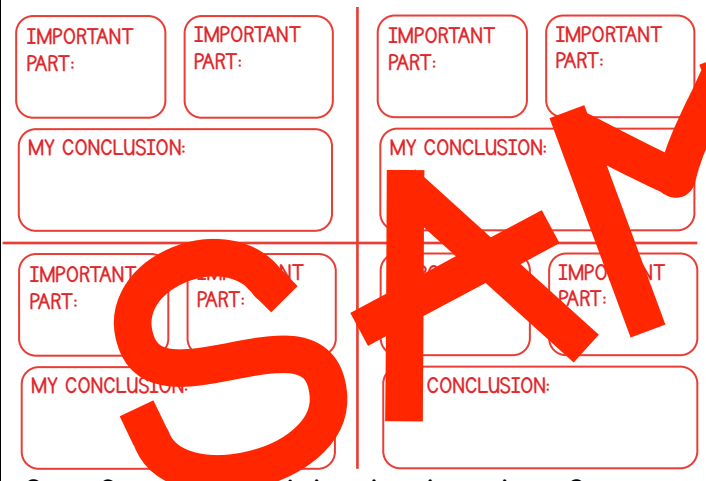
I can identify and think about important parts of a text to draw conclusions.

Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

DIRECTIONS:

1. Read the text carefully.
2. Copy the things in red onto your answer page.



3. Complete each box by describing 2 important parts, then drawing a conclusion for each set of parts from the text.

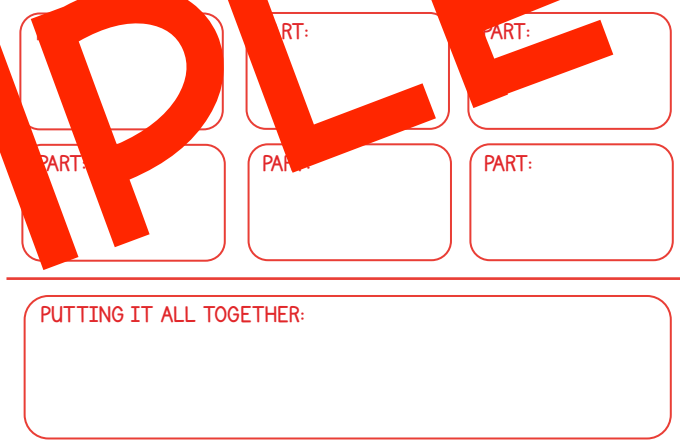
Lesson 5: Synthesizing

I can put all the pieces of a text together to do my very best thinking.

Readers think about many parts of a text so that they can put all the pieces together to do their best thinking.

DIRECTIONS:

1. Read the text carefully.
2. Copy the boxes in red to your answer page.



3. Complete your chart by describing 6 parts from the text. Think about each part, then put it all together.

Lesson 6: Synthesizing

SAMPLE

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I can change my thinking before, during, and after reading.

Readers can change their thinking during reading so that the text makes sense with what they know.

DIRECTIONS:

1. Read the text carefully.
2. Copy the 3 boxes below onto your answer page.

Thinking Before Reading:

Thinking During Reading:

Thinking [illegible]

3. Complete each box by describing how your thinking changed from the beginning, middle, and end of the text.

Lesson 7: Synthesizing

I can have big new ideas about all kinds of things because of reading.

Readers develop big new ideas as they read so that they can use what they are reading to do some great thinking.

DIRECTIONS:

1. Read the text carefully.
2. Copy the 4 boxes below onto your answer page.

Big Idea #1

Big Idea #2

Big Idea #3

Big Idea #4

3. Complete each box by describing big ideas you had from reading the text.

Lesson 8: Synthesizing

SAMPLE

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Student Answer Page

Use this page to complete your literacy center activity

Name: _____ Date: _____

Title: _____ Author: _____

Comprehension Skill: _____ Lesson Number: _____

Use this space to complete step 2 from your literacy center activity card.

SAMPLE

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Tracking my Work

Use this page to keep track of all the centers you have completed

My Name: _____

Comprehension Skill:	Lesson Number	Date completed	Text I Read

SAMPLE

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Tracking Student Work

Use this page to keep track of all the centers students have completed

Student	Date	Comprehension Skill	Lesson # Completed	Skill Mastered?

SAMPLE

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