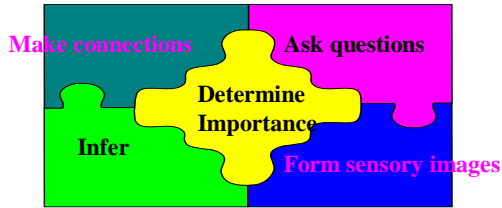


A PARENT'S GUIDE TO STRATEGIC READING



SYNTHESIZE IDEAS



Grades K-2

NAPERVILLE DISTRICT 203

READING IS THINKING

In early reading, students learn strategies to decode and recognize words. But knowing how to say a written word in itself is not reading. Students need to understand what they're reading. We teach students strategies that will enable them to think about their reading.

Students need to interact with text in order to think about their reading. If students think about their reading, they will better understand the meaning of the text.

Good readers use the following seven strategies to unlock meaning.

1. Connect Known to New
2. Ask Questions
3. Form Sensory Images
4. Infer Meaning
5. Determine Importance
6. **Synthesize Ideas**
7. Solve Reading Problems

These 7 strategies are used in our K-12 curriculum. But more importantly, they should be used to help your child become a lifelong reader.

This brochure will focus on the strategy of **synthesizing ideas**. To give your child more experience with this strategy, attempt to **synthesize** aloud when you read to your child.

SYNTHESIZE IDEAS

Proficient readers retell and **synthesize** what they have read. They focus on what is important in a text, and recognize what parts aren't important to the understanding of the text. Synthesizing helps the reader better comprehend what she / he is reading.

Synthesizing is the most complex of the reading strategies. It requires using all of the comprehension strategies together:

- Making connections
- Determining importance
- Asking questions
- Forming sensory images
- Inferring
- Solving problems

Synthesis goes beyond just summarizing a book that a child has read. While synthesizing, the reader monitors her / his reading by:

- Determining what she / he thinks is important
- Searching for new ideas, themes, or perspectives
- Determining the author's message (in fiction pieces)
- Allowing her / his thinking to evolve while she / he reads (allowing ideas to change)
- Reading for a purpose (thinking about her / his reading while reading)



SYNTHESIZE IDEAS (cont.)

Proficient readers retell and synthesize what they have read. They attend to the **most important information**. They synthesize to **better understand** what they have read.

An analogy for children is building with Legos. When a child builds with Legos, she is taking smaller pieces to create a new “whole.” When a child synthesizes, she / he **takes important pieces of the text to create a new concept or idea** in her / his mind.

Proficient readers do not synthesize just at the end of the text. **Synthesis occurs throughout all reading**. The reader’s new “whole” that she / he is creating is constantly changed and updated.

Synthesis helps a reader better understand what he is reading because it requires the reader to **interact with the text**. Try modeling this strategy with texts your child reads to you, and texts that you read to your child. **At this age, your child can comprehend much higher than his independent reading level.**

SYNTHESIZE IDEAS: fiction

When reading a story with your child, you may model aloud how you synthesize. Below are some examples of types of questions you may ask your child to model synthesizing while reading fiction:

- What do you think is the author’s message in Guess How Much I Love You? What is she telling us, the readers?
- Is there a theme in The Giving Tree that reminds you of another book you read? Did you learn a lesson from this book?

SYNTHESIZE IDEAS: non-fiction

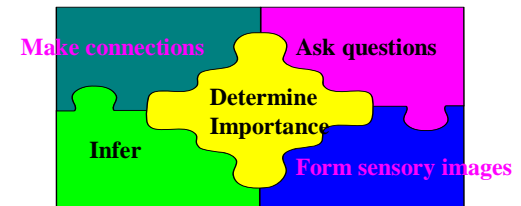
When reading non-fiction pieces with your child, you may also model synthesis. Listed below are some examples of types of statements or questions you may ask yourself or your child aloud:

- After reading a paragraph or two of non-fiction text, stop and ask, “What did I just learn about grasshoppers? How are they like the other insects I have studied?” (This type of statement encourages your child to **think about what is important**, and to **retell it in his own words**. Encourage your child not to retell every fact from the two paragraphs, but only what is **important** or **essential**.)
- After reading an entire non-fiction pieces (like a magazine article or a book), ask your child, “Would you recommend this book to a friend? Why would you recommend the book?” (Again, encourage your child to **think about what is important**, and to explain it in **her / his own words**.)

RESOURCES

Below are links to graphic organizers that you may use to practice the strategy of **synthesizing ideas**.

- **Synthesizing Ideas**
- **Synthesizing Ideas** (landscape)
- **Synthesizing Ideas** (pg. 1)
- **Synthesizing Ideas** (pg. 2)



Below are web sites that you may find helpful to learn more about **synthesizing ideas**.

- <http://www.readinglady.com/Comprehension/index.html>
- <http://www.madison.k12.wi.us/tnl/languagearts/pdf/synthesize9.PDF>



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