Practice with Synthesis Statements

When writing synthesis statements:

1. Review data. Color-code for similarities; doodle in the margins; create categories.
2. Synthesize data into one concise multi-layered statement.
3. Add supportive evidence.
4. Review and use the statement to write an application statement or a question that will move your research and/or thinking forward.

Below are some examples of synthesized statements students wrote from their literature reviews. What do you notice about these synthesis statements? How do they reflect personal meaning making? What can you take away from these examples that may help you in writing synthesis statements?

*Example #1:*

No one can predict a child’s mind. An author might plan a particular book but they cannot plan what children will connect to and learn from. As teachers it is important for us to not force our perspectives of the author's purpose on the students but let them bring their background knowledge to the story and come up with their own perspectives. If we do this the story will come alive to them more. How can I learn to listen and respond more to what readers are doing? (Rosenblatt, 2006; Gee, 2001; Heath, S.B., 2006; Smith, 1983)

*Example #2:*

Engaged reading has an effect on literacy development and success. Depth of engagement depends on how capable the reader views himself to be and how relevant he views the text he is reading. Community also plays a role in supporting engagement.
Students who feel safe in their community and have strong relationships with teachers and peers engage more dialogically with texts and also with each other over texts. Strong reading communities promote engagement and engagement builds strong communities. Engagement also increases in the absence of extrinsic motivators. To support reading engagement, I need to provide ample and varied reading material, allow students to self-select reading material, provide many opportunities for reading successes and allow time for student generated conversations. I need to listen well to student conversations about text to understand how to deepen each student’s text comprehension and in turn broaden their worldviews. (Allington, R., 2002; Cambourne, B., 1995; Ivey, G. & Johnston, P., 2012; Rosenblatt, L.M., 2006).

Example #3:
The rhetoric and legislation surrounding reading scores and proficiency have distracted many from remembering that on the other side lie small children who know nothing of federal funding and being “Left Behind.” These children do not relate to phonemes; they relate to zombies and unicorns and the far-away places that reading can take them. All of the things mentioned have their place in reading instruction. As a teacher my place will be in between – buffering, so that the pressure to perform does not distract from the engagement and participation that ensure the success in reading we are all looking for. (Allington, R., 2002; Cambourne, B., 1995; Ivey, G. & Johnston, P., 2012)

References Cited


