

READING FOR INFORMATION			Student/Class Goal Learners need to know that writers use different structures to organize nonfiction texts and that readers need to know a variety of reading strategies and be able to choose to use reading strategies appropriate for the text organization and their purpose for reading.		
Outcome <i>(lesson objective)</i> Discover different purposes for reading and gain knowledge of how to read for information using before, during, and after reading strategies			Time Frame 1-2 hours		
Standard <i>Read with Understanding</i>			NRS EFL 3-5		
Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	3.1, 4.1, 5.1	Decoding skills	3.3, 4.3, 5.3	Strategy use	3.11, 4.11, 5.11
Select text		Word parts		Text structural elements	3.12, 4.12
		Context clues		Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	3.15, 4.15, 5.15
		Content vocabulary		Making connections	3.16, 4.16, 5.16
		Figurative language			
		Fluency			
Materials <i>Reading for Information</i> Handout/Overhead Textbook/newspaper/magazine article <i>Before, During, After Reading</i> Adaptation <i>Text Organization</i> Teacher Information Sheet <i>Reading for Information</i> Assignment Sheet Reading for Information Learning Objects					
Learner Prior Knowledge Why do we read? Pleasure, information, solve a problem, etc. Relate how the standard uses a <i>before, during, and after</i> approach to reading, point out these parts from previous discussions (use the <i>Before, During, After Reading</i> Adaptation if this is new to your class).					
Instructional Activities Journal Prompt - Think about a time when you had to look up some kind of information. How was that writing organized so that you could find what you need? TEACHER NOTE Choose an authentic text on a current topic of interest, possibly science or social studies, to model during this lesson. Step 1 - Discuss strategies for reading for information. Pass out the <i>Reading for Information</i> Handout or Overhead and go over it together, modeling each strategy. Before reading, the instructor should model the following techniques and then have the students practice using them on text pertaining to content of current interest or study <ul style="list-style-type: none"> • Think about what you already know about the subject or the story before beginning to read • Set a purpose for reading that will direct you to the information • Preview the materials by examining charts, pictures, graphs, headings, etc. • Predict what the story will be about or what the author will say • Skim each passage or paragraph. Pay attention to the first and last sentences of each paragraph to determine the main idea or theme of that section. • Slow down your reading and list the key words. Step 2 - List some different patterns and talk about how they help readers. During the reading process, discuss the importance					

of these strategies. Pull out the **methods of text organization** and give a mini-lesson specific to understanding text patterns. Use the teacher information sheet as your notes or create an overhead or poster for the presentation.

- Read the material carefully - verify your predictions and answer questions
- **Identify methods of text organization**
- Make connections to my life
- When you are reading, you might want to back up and re-read something that isn't clear or seems important

Step 3 - **After** the reading has been completed, follow these strategies to help gain meaning from the text. Demonstrate techniques for taking out the information from the text if group has not previously used these methods. An example of a data chart is included with the teacher resources. In the next step, they will be choosing one method as part of their assignment.

- **Take out the information** by taking notes on note cards, paraphrasing, highlighting pen, outlining, or making a data chart
- Summarize the information you've selected
- Reread to answer questions you still have
- Reflect, react, recap

Step 4 - Select an article or textbook reading assignment that is at least three paragraphs long and of current interest. Use the before- during-after strategies to read for information. Students should complete the assignment sheet and then share findings with peers or teacher. Topics could be common to all or individual inquiry could occur with reporting out of information shared in group presentations.

Assessment/Evidence *(based on outcome)*

Teacher Observation of strategy use
Reading for Information Assignment Sheet

Teacher Reflection/Lesson Evaluation

Not yet completed

Next Steps

These techniques should be reinforced whenever students are reading to gain information from text. Students can write a comparison of reading fiction and reading expository text possibly a journal entry about "things to remember when reading expository text." Reading for Information Learning Objects will give students additional practice with identifying the main idea, summarizing and strengthening comprehension.

Technology Integration

Purposeful/Transparent

This lesson specifically teaches several reading strategies that students can use when reading for information.

Contextual

Application of skills will be strengthened as students transfer their learning from this lesson to text where gaining information is necessary for their understanding.

Building Expertise

Students become aware of the reading process, use their previous experiences, and construct new understanding of best ways for them to take out information from the text.

Reading for Information

When you are reading something to learn or understand a topic, you are reading for information. Typically, the information you are reading is factual (nonfiction).

BEFORE

- Think about what you already know about the subject or the story before beginning to read
- Set a purpose for reading that will direct you to the information
- Preview the materials by examining charts, pictures, graphs, headings, etc.
- Predict what the text will be about or what the author will say
- Skim each passage or paragraph. Pay attention to the first and last sentences of each paragraph to determine the main idea or theme of that section.
- Slow down your reading and list the key words.

DURING

- Read the material carefully - verify your predictions and answer questions
- **Identify method of organization**
- Make connections to my life
- When you are reading, you might want to back up and re-read something that isn't clear or seems important

AFTER

- **Take out the information** by taking notes on note cards, paraphrasing, highlighting, outlining, or making a data chart
- Summarize the information you've selected
- Reread to answer questions you still have
- Reflect, react, recap

Text Organizational Models

Teacher Information Sheet

When readers learn to read like writers, they experience much greater success with informational style writing. The reader who is attentive to the author's organizational patterns will usually find it easier to comprehend the information being explained. One way a reader can read like a writer is for him/her to pay attention to the author's style for organizing and explaining information. Whereas stories include a setting, plot, character, problem, and resolution, expository text is framed around different structures. These structures occur in both textbooks and trade books.

Description or Enumeration Text Pattern. Paragraphs in this pattern list pieces of information (facts, ideas, steps, etc.). The order of the fact listing may reflect the order of importance or simply another logical order. Subjects which commonly employ this text pattern include **social studies** and **science**. The author may signal this pattern through the following words: **one, two, first, second, third, to begin, next, finally, most important, when, also, too, then, to begin with, for instance, for example, and in fact.**

Time Order or Sequence Text Pattern. This involves putting facts, events, or concepts in order of occurrence. The author traces the development of the topic or gives the steps in the sequence. The main subject which commonly employs this text pattern is **social studies**. The author may signal this pattern through the following words: **on (date), not long after, now, as, before, after, when, first, second, then, finally, during, finally, and until.**

Question and Answer Text Pattern. The author asks a question and then answers it. The main subject which commonly employs this text pattern is **social studies**.

Comparison-Contrast Text Pattern. The author points out likenesses (comparison) and/or differences (contrast) among facts, concepts, events, people, etc. The main subject which commonly employs this text pattern is **social studies**. The author may signal this pattern through the following words: **however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, and despite.**

Cause-Effect Text Pattern. The author shows how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts (causes). The subjects which commonly employ this text pattern include **social studies** and **science**. The author may signal this pattern through the following words: **because, cause, since, therefore, consequently, as a result, this led to, so, so that, nevertheless, accordingly, if...then, and thus.**

Problem and Solution Text Pattern. The author shows the development of a problem and the solution(s) to the problem. The main subject which commonly employs this text pattern is **science**. The author may signal this pattern through the following words: **because, cause, since, therefore, consequently, as a result, this led to, so, so that, nevertheless, accordingly, if...then, and thus.**

Unfortunately, it is not always easy for a reader to identify an expository text pattern and use it to support his/her comprehension. Authors do not write texts in neat, perfectly identifiable patterns. Comprehension typically is stronger when the reader can use the writer's strategies to mentally organize the information while s/he is reading and will find it easier to shift from one pattern to another when the author's explanation signals it.

Read With Understanding

Adapted with Students

Components of Performance

Determine the reading purpose.

Select reading strategies appropriate to the purpose.

Monitor comprehension and adjust reading strategies.

Analyze information and reflect on its underlying meaning.

Integrate it with prior knowledge to address reading purpose

Before Reading

Think about what you already know about the topic.

Ask questions. What do you want to find out?
Decide what strategies will help you read.

During Reading

Use strategies

Monitor comprehension.

Change strategies

After Reading

Think about what you read and how it fits with what you already know.

Answer your questions.

Data Chart for Gathering Information

My questions	Source	Where I looked in it for information	Information I found

Reading for Information

Name of Article

Name of Student

Date

Directions: Complete each of these reading components. You may work on this page or use a template on the computer.

BEFORE READING. List the **key words** you found during the previewing of your reading. Look up and define any unknown words.

DURING READING. Which **method of organization** was used in your selection? Explain how you reached your decision.

AFTER READING. Choose one technique for **taking out the information** from the text to organize what you learned.

Write a **summary** of the information from the text.

READING STRATEGIES TO USE

Before Reading

Uses past knowledge and experiences.

Brainstorm	Vocabulary Web
Predict	Fast Write
Browse	K-W-H-L
Skim	Book Selection
Question	Whole/Small Group Activity
Vocabulary Predictions	

During Reading

Uses past knowledge to recall and understand.

Reading Rate	K-W-H-L
Predict & Support	Monitor Vocabulary
Poses Questions	Identify Confusing Vocabulary
Question Guide	Monitor Understanding
Reread	Context Clues
Summarize	Bookmarks
Self-correct	Reacts in a Journal
Visualize	Seek Help
Identify Confusing Parts	

After Reading

Expand past knowledge and help create new understandings.

Confirm, Adjust Predictions	Note-Taking
Predict & Support	Vocabulary Web
Prediction Book Report	Cause/Effect Chart
Skim	Journal Responses
Visualize	Summaries
Question	Discussions
Question Guide	Reader's Theater Script
Speech	Writes Discussion Questions
Reread	Reflect Through Writing, Talking, Dance or
Think-Aloud	Movement, & Drawing
Retell	Venn Diagram
K-W-H-L	Infer

Reading for Specific Information

Reading for Specific Information: Reference Material, Internet Sources, Databases, and Computer Manuals

When you read to find specific information, you are usually looking to answer questions, learn how to do something, or locate material that will help you make a decision or draw a conclusion about something. The skills necessary for reading for specific information include determining your specific purpose, determining the author's purpose and perspective, knowing how to interpret tables, graphs, icons, and other visual aids, and using an effective approach to the task.

- **Determine Your Specific Purpose.**

Before you read the information, know exactly what you are looking for. State your purpose as clearly as possible to yourself and write it in your notebook. For example, are you looking for information that will help you understand a certain function of a computer program? Are you researching material that will help you buy a new car? Are you looking for trends in marketing data of a certain product or company? Are you trying to determine some of the underlying causes of the Civil War? Stating your purpose clearly will help you keep on task as you begin your research and thus save you time. This is especially true when researching information on the Internet because it is easy to get distracted by the many sites you will encounter.

- **Determine the Author's Purpose and Perspective.**

In researching for specific information, your goal is to find accurate material. As you read a text, try to understand both the author's purpose and viewpoint. What information does the author wish to convey? What does the author want you, the reader, to think or believe after reading the material? Is the author biased about the material in any way? Does the author's affiliation with a certain group, or his or her credentials, affect the authority of the material? For Internet material, check carefully to find out who is sponsoring the site, the date the material was uploaded, and what hyperlinks are embedded in the site. While material in books published by reputable presses is usually carefully screened for accuracy, the Internet is unregulated—any person may post a Web site. It is therefore, extremely important to verify that the site and its author are trustworthy.

- **Know How to Interpret Tables, Graphs, Icons, and Other Visual Aids.**

As you read for information, note closely the symbols, numeric data, graphs, tables, and other visuals provided and work to understand how the author is using them. Read the headings or explanations and determine how the visuals illustrate and relate to your research purpose. On the Internet, use the icons and hyperlinks provided to navigate through the text. Then determine which links are important to your search and which are not. Bookmark important links so that you may find them again easily.

- **Use an Effective Approach for the Task.**

Reading for information or to learn how to perform a task requires an effective reading strategy. The SEARCH method is one such strategy. SEARCH stands for Scan, Examine, Act, Review, Connect, and Hunt.

Scan: After you have set a reading goal, look over the material and determine how it is structured. How is it sectioned? Is there a table of contents, a glossary, an index, a help section? Will these sections help you jump quickly through the text to find specific information? On the Internet, check for a site map that gives an overview of the material presented. Skim over any introductory or preface section to the material.

Examine: Now, look more closely at how the content is laid out. Each reference book presents material in an organized manner, but this manner varies from text to text. Computer manuals, for example, are often set up in one of the following three ways: *sequenced directions* explaining how to perform a task, *sequenced illustrations* showing how to perform a task, or *descriptive paragraphs* that state in detail the purpose and use of each software function. Observe how the text is organized and note the pattern of the headings, subheadings, icons or hyperlinks, and visuals.

Act: Begin seeking the information you wish to find. Keep focused on your purpose, and use the helps given in the text or on the site, such as indexes, tables of content, or section headings to find material that answers your questions. Keep a notebook nearby, and jot down page numbers, authors' names, titles, and cues that will help you return to the material quickly. Or, use note cards to list separately each source you discover. When reading a computer manual, begin "hands-on" work as soon as possible, even if you make mistakes. You will learn as much or more by correcting your mistakes than when you follow the given steps correctly.

Review: Once you have found the information you are searching for, go back and review your research purpose and compare it to the material you have found. Highlight the most important sources, and discard or put in a subordinate category those sources that are interesting but that may not support your research directly. Determine whether the information you have gathered is complete or whether you need to continue your search. When learning a new computer program, return to review the text after you complete a hands-on lesson to reinforce its concepts and steps.

Connect: Return to any visual aids such as graphs, tables, callouts, illustrations, or diagrams and connect them with what you have learned either from the textual material or from your hands-on work. Determine whether the visuals are helpful in clarifying your knowledge of the subject and what new information they may give you. Consider how the illustrations complement the textual information. State the lesson from the visual information in your own words.

Hunt: Finally, take a few moments to look up any unfamiliar words or concepts you encountered in your search. Make sure you understand technical terms, abbreviations, and acronyms provided in the text. Write the definitions in your notebook.

After working through the steps of SEARCH, you are now ready to use the information you have found through your research by presenting it to your class, incorporating it into a research paper, or putting it directly into action.



<http://www.wisconline.org>

Comprehension Power: Becoming an Active Reader

Author: Barbara Laedtke

School: Fox Valley Technical College **Date:** 4/15/2008

Description: In this interactive learning object, learners follow a strategy for identifying specific and general topics to improve their ability to find the main idea of a passage.

http://www.wisc-online.com/objects/index_tj.asp?objID=RDG608

Identifying the Main Idea

Author: Mary Frings

School: Fox Valley Technical College **Date:** 4/15/2008

Description: In this interactive object, learners read short paragraphs and then select the main idea of each selection.

http://www.wisc-online.com/objects/index_tj.asp?objID=RDG808

Identifying the Topic

Author: Rhonda Towne

School: Fox Valley Technical College **Date:** 6/11/2008

Description: Learners identify topic words from a group of related words and choose topic statements for short passages.

http://www.wisc-online.com/objects/index_tj.asp?objID=RDG708

Summarization

Author: Chad Blowhowiak

School: Fox Valley Technical College **Date:** 3/15/2004

Description: Student will summarize paragraphs from a passage.

http://www.wisc-online.com/objects/index_tj.asp?objID=WCN6904

Designed for Educators

Reading Across the Curriculum

Author: Leanne Healy

School: Western Wisconsin Technical College **Date:** 7/14/2005

Description: In this learning object designed for educators, users review strategies for teaching reading in all classrooms, not just in the reading or language arts classroom. Two pages contain audio.

http://www.wisc-online.com/objects/index_tj.asp?objID=IAT1105

Reading for Information Learning Objects