**Informational Reading Strategies Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| Brainstorm: Make a list of everything you have read during the past 24 hours.(Hint: Not all reading is in books.) |
|  |

**What is Informational Text?**

|  |
| --- |
| **Primary Purpose:**  giving information about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * 1. **Nonfiction:**
	2. prose writing that is based on\_\_\_\_\_\_\_\_\_\_\_, real \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_ people, such as
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| **Identify:**Usually specific \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ characteristics |
| **Includes:** |
| 1. Textbooks (science, social studies, math, health, etc.)
 |
|  |
|  |

**Why?**

|  |
| --- |
|  **%** of sixth grade reading tasks are expository (informational) |
|  **%** of standardized tests are expository |
| Reading for information gives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to reading. |
| Your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in school and life is closely tied to your ability to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expository text. |

**Why do we need more than vocabulary to read?**

|  |
| --- |
|  **1.Bridging gaps:*** making connectionsdrawing from prior knowledge
* inference
 |
| 1. **Resolving Ambiguity:**
* Use knowledge and context to figure out confusing phrases
 |

**So who are “good readers?”**

|  |
| --- |
| People who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bit of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so they know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about whatever comes up on a reading test. |

**How do we gain knowledge?**

|  |
| --- |
| * 1. Science Class
	2. Social studies class
	3. Reading not just fiction
	4. Google-ing
	5. TV-History and Science programs (even Jeopardy)
 |

**Informational Reading Strategies**

|  |
| --- |
| 1. Identify Key ideas and details
* Details and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Relationships between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| 1. Analyze the craft and structure
* Vocabulary
* Text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| 1. Observe and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ knowledge and ideas
* Visuals
* Reasons and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Integrate information from multiple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| 1. Take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when the text is complicated.
 |

**Informational Text Categories: Think about genres**

|  |
| --- |
| **Literary nonfiction:** |
| 1. Combines factual elements with information
 |
| 1. Uses literary devices with informational text structures
 |
| 1. Focuses on text structures
 |
| **Exposition:** |
| 1. Straightforward information
 |
| 1. Academic vocabulary crucial to meaning
 |
| 1. Looks like a textbook
 |
| **Argument/Persuasion**1. Text that use arguments and evidence to convince the reader of their position.
 |
| **Procedural Texts/Documents**1. Step by step texts that describe HOW to complete a task
2. Technical documents
 |



**Table of Content Prediction**

|  |
| --- |
| Observe the book \_\_\_\_\_\_\_\_\_\_\_\_\_\_/first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| Predict using the table of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by chapter. |
| Think about text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ presentation of information. |
| Reflect on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the text. |

**Recounting Details**

|  |
| --- |
| 1. Retell expository text with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 |
| 1. Base writing on \_\_\_\_\_\_\_\_\_\_\_\_\_ ideas and \_\_\_\_\_\_\_\_\_\_\_\_, not storytelling.
 |
| 1. Utilize text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to organize information.
 |
| 1. Read, reread and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or listen intently.
 |
| 1. Use oral and/or written skills affectively.
 |

**Utilizing Text Structure**

|  |
| --- |
| 1. Segment text. (Take it apart. Divide it up. Categorize.)
 |
| 1. Keep track of information. (Write it down.)
 |
| 1. See how text is organized:
* Description
* Cause-effect
* Comparison-contrast
* Problem-solution
 |

**Webs: Steps:**

****

|  |
| --- |
| First: |
| Second: |
| Third: |
| Next: |
| Finally: |

