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

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

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| **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.) |
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**Why?**

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| **%** 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?**

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| **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?”**

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

**How do we gain knowledge?**

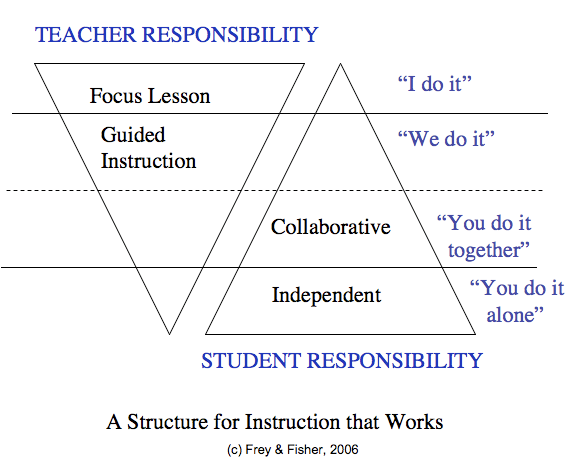
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| * 1. Science Class   2. Social studies class   3. Reading not just fiction   4. Google-ing   5. TV-History and Science programs (even Jeopardy) |

**Informational Reading Strategies**

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| 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**

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| **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**

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| 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. |

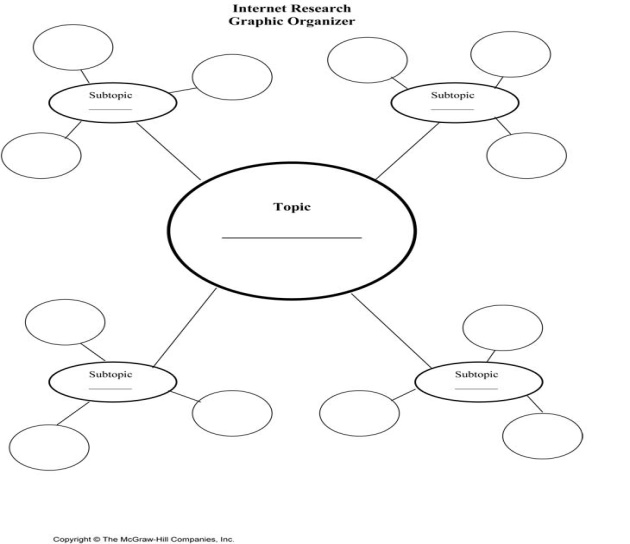
**Recounting Details**

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| 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**

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| 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:**

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

