Summary

The materials that we created focus on the standards for Reading Applications: Informational, Technical, and Persuasive Text. These third grade standards are:

1. Use the table of contents, chapter headings, glossary, index, captions, and illustrations to locate information and comprehend texts.
2. List questions about essential elements (e.g. why, who, what, where, when and how) from informational text and identify answers.
3. Identify and list the important central ideas and supporting details of informational text.
4. Draw conclusions form information in maps, charts, graphs, and diagrams.
5. Analyze a set of directions for proper sequencing, clarity and completeness.

We have taken each standard and created worksheets, graphic organizers, and an interactive classroom setting stressing the strategies to understand and grasp informational text. The following are the standards and the corresponding activities that we have created for student learning.

Standard 1: Use the table of contents, chapter headings, glossary, index, captions, and illustrations to locate information and comprehend texts.

Using a nonfiction book from the classroom library, the teacher would model the structure of informational text through the explanation of the parts of a book. The teacher will also inform students of the purpose of the different sections. After the teacher has clarified the different parts of informational text, the students will complete a scavenger hunt with a partner using their Open Court textbook. The students will be locating the table of contents, glossary, title page, and captions. After giving students 15-20 minutes to complete this activity the class
will come together and discuss the answers to each question locating the information in the textbook.

*Standard 2: List questions about essential elements *(e.g. why, who, what, where, when and how) from informational text and identify answers.*

In a group, students will read an informational article from the story, *City Critters: Wild Animals Live In Cities, Too.* On an index card, students will write questions using the six essential elements as listed above. When the teacher signals, students will pass their questions along with the text read to another group who will read the selection and answer the student-generated questions. This interactive worksheet will create meaning and comprehension through a variety of questions.

*Standard 3: Identify and list the important central ideas and supporting details of informational text.*

To capture the main idea of text, we used a graphic organizer for students to visually represent the main idea and the supporting details. The teacher will model how to locate the main idea in the story, *Urban Roosts: Where Birds Nest in the City* with the whole class. The students will be reading a story with the same theme titled, *City Critters: Wild Animals Live in Cities, Too.* The students will pick a subheading and complete a main idea and supporting details web during independent work time.

*Standard 4: Draw conclusions form information in maps, charts, graphs, and diagrams.*

Through the use of a staff activities calendar, students will be able to answer questions and draw conclusions about the monthly activities occurring at school. The teacher will model and then facilitate the learning as students complete their own calendar. To further their development, the students will create questions on their student-made calendar. Students will
later switch calendars with another classmate and answer the given questions. To assess students’ understanding of drawing conclusions, students will be given a “To Go” menu from Applebee’s and answer teacher-made questions. The skills for drawing conclusions are an important part of real-life learning.

*Standard 5: Analyze a set of directions for proper sequencing, clarity and completeness.*

To facilitate learning for sequencing skills, we have created a worksheet that takes parts/events of a nonfiction reading and puts the parts/events in order. We have selected the story, *Carving the Pole* from our Open Court Series to explain to students the steps in creating a Totem Pole. For this activity, the teacher would read aloud the story to the class and model how to put the steps into the correct sequential order. Then, the students will complete an individual sequencing activity. The students would choose an everyday event from a list and write six steps in chronological order on how to perform the task.

*Test-taking Strategies*

An interactive power point was created to familiarize students with test-taking strategies. This power point will be used in the classroom setting. This visual power point offers tips about how to apply reading strategies before, during, and after reading text. The power point will be interactive; asking for students’ participation and input. The students will apply skills already learned in the classroom to the different formats of nonfiction text. The power point will be a great asset to the classroom because it incorporates technology and will impact the students’ lives.

*Parent Letter*

A letter will be sent home to the parents reminding them of the test-taking dates as well as informing them on informational text and its importance. The parents will be encouraged to
use strategies at home to check over students’ progress in the classroom as well as incorporating daily reading into the homework routine.

Conclusion

From the activities presented and the data collected, it is evident that informational text is an important part of everyday literacy. It is important that students have strategies to tackle the difficult aspects of reading, especially informational text. Students are able to apply topics learned in informational text to real life learning. The activities that we have created will increase students’ ability to understand informational text, as a result increasing Ohio Achievement Test scores. We are looking forward to presenting this information to the other member of our third grade team as well as the fourth and fifth grade teachers. We have also notified our principal of this project, and she would like us to present our created materials through an interactive workshop focused on testing.