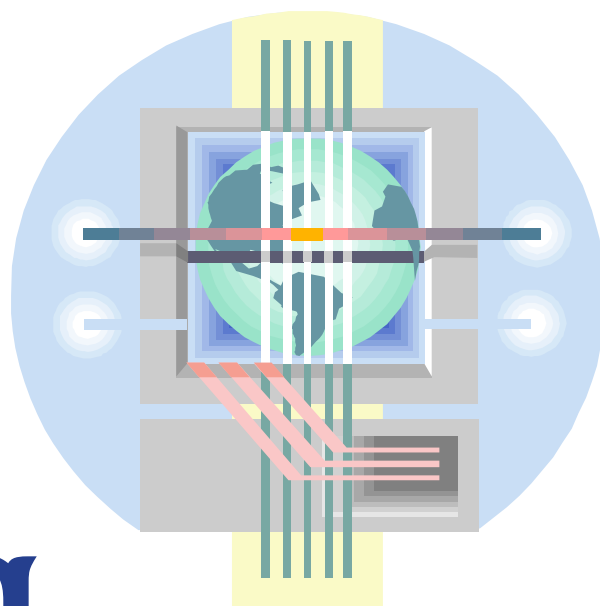


Real World Reading



**Making Sense
of the Texts that
Matter
in our
Everyday Lives**

Developed and Published by:
**Kansas Career &
Technical Education
Resource Center**

By:
Dr. Elizabeth Dobler
Emporia State University
and
Dr. Tara Azwell
Emporia State University

Table of Contents

Introduction	i-iv
Labels	1-6
Instructions	7-14
Schedules	15-22
Personal Business Documents	23-30
Brochures/Newsletters	31-36
Catalogues/Order Forms/Registration Forms	37-44
Electronic Communication	45-52
Indexes and Directories	53-60
World Wide Web	61-68
Junk Mail and Spam	69-76
Conclusion	77-81
Appendix A (Warning Labels Chart)	
Appendix B (Warning Labels Checklist)	
Appendix C (Instructions Evaluation Form)	
Appendix D (Planning Schedule)	
Appendix E (Brochure Elements)	
Appendix F (Brochure Scoring Rubric)	
Appendix G (Product Comparison Chart)	
Appendix H (Blog)	
Appendix I (Event Proposal Form)	
Appendix J (Junk Mail)	

Introduction

We read to manage our money, health and personal business.

Life experiences assess our ability to read real world texts.



Every day, each of us comes face to face with written material that is necessary for us to accomplish the various tasks required to live in today's world. The authors call such texts "real world texts". While many of these texts appear to be simple (perhaps because they are short), more careful examination shows that they are often difficult to interpret. Some contain jargon particular to a specific field or topic. Some require us to fill in missing or implied information. Some deal with ideas about which we have very little prior knowledge. Some use formats that require us to decipher charts, graphs or icons. Some require us to go to different places in the text to find all of the information.

High Stakes Attached to Reading Real World Texts

The general public has been given the idea that our schools are not doing a very good job of teaching students how to make meaning from everyday texts. Teachers cringe when headlines and editorials proclaim that yet another study has found that high school graduates, and even college graduates, are unable to use written material to obtain information to manage their money, health and personal business. As a response to public concern, states have written standards addressing the reading of a wide variety of texts. Standards exhort teachers to help students effectively read narrative, informational (both expository and technical) and persuasive passages, as well as poetry. State and district assessments measure student proficiency. Important decisions about accreditation, funding and graduation are made based on these assessments.

Why Should Teachers Read This Book?

The book *Real World Reading* has been written to guide teachers as they help students to become proficient readers of real world text. The authors believe that this is essential for six very important reasons.

1. Each of us needs to be proficient readers of real world text to meet our personal needs.
2. State and district assessments, some of which determine if students will receive a high school diploma, measure their proficiency in reading such texts.
3. Real world texts provide short texts that are perfect for teacher modeling and guided practice.
4. Real world texts are free and readily available.
5. Strategies used to effectively read real world texts often are useful when reading other kinds of texts.
6. Real world texts capture the attention of reluctant readers because they can readily see connections to their lives.

“When we are teaching students to read we are not only showing them how to read, we are also telling them what reading is like and what reading is for.”

**Steve Moline in
I See What You Mean, pg. 5**

Which Real World Texts Are Addressed In This Book?

Real world texts provide students the opportunity to practice important reading skills with the kinds of texts they will encounter both inside and outside of school.

The following examples of real world texts are examined in this book:

- Labels
- Instructions
- Schedules
- Brochures and Newsletters
- Catalogues/Order Forms/Registration Forms
- Indexes and Directories
- Junk Mail and Spam
- Electronic Communication
- World Wide Web

What Is Found In This Book?

This book examines the following topics:

- The definition of real world texts
- Common examples of real world texts
- What makes real world texts difficult to read
- Strategies for teaching students to read real world texts more effectively

The book provides a model for effective reading instruction of real world text. The model looks specifically at important issues to teach before, during and after reading. Ways to extend and apply what has been learned are described. Strategies are described. A sample lesson is included in each chapter.

The ideas in this book should be especially helpful to content area teachers in middle school and high school. Content area teachers regularly encounter real world texts. Many chapters provide specific examples of how real world texts relate to each content area.

Spotlight on Teaching

The focus of this book is on teaching students the reading strategies needed to understand and use real world texts. On the following page, we have provided an overview chart that describes strategies that can be used by the teacher before, during, and after reading.

Each chapter also includes a chart with instructional ideas specific to that real world text. As with all reading instruction, the ultimate goal is for readers to be able to understand the text to accomplish their purpose.



Spotlight on Teaching



Overview

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determining Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading		Application	
<p>The Purpose The reader should consider the reason for reading before getting started. Often the reason for reading real world text centers around the need to gain specific information. Identifying that information from the beginning can help the reader to be more efficient.</p> <p>Activate Prior Knowledge Consider what is known about the topic and the type or format of the text before reading. This valuable information can guide a reader in determining how carefully to read the text.</p> <p>Preview Text Before jumping right in and getting started, an experienced reader recognizes the importance of looking over the text. Taking the time to preview helps the reader to determine which information is most important and where to read more carefully.</p>			<p>Ask Questions/Determining Important Ideas A reader interacts with the text while reading by asking questions such as "Does this make sense? Where is the answer to my question? What does this mean?" Often the answers to these questions reveal the important ideas in the text. Graphics, symbols, and icons can also indicate important information.</p> <p>Monitor Comprehension Throughout reading, a reader should be constantly checking to make sure understanding is occurring. Pausing while reading provides a reader with an opportunity to mentally summarize what has been read so far. If this can not be done, then rereading may be necessary.</p> <p>Adjust Rate An experienced reader uses a slow and careful reading rate when reading a text with new information, unfamiliar vocabulary, or information crucial to performing a task. A quicker pace, scanning, is used when looking for specific information. Skimming, an even quicker pace, is used to determine if the overall topic of the text meets the reader's needs.</p> <p>Make Inference Many texts, especially short ones, require a reader to fill in gaps where information is vague or missing. An inference involves the reader bringing together prior knowledge and information from the text to mentally fill in the gaps.</p>				<p>Determine If Questions Were Answered Reflection after reading should consider the information gathered during reading and if it meets the reader's needs or answers the reader's questions.</p> <p>Create a New Plan If Needed If a reader determines that the needed information has not been found, a decision must be made about what to do next. Next steps might involve rereading, or locating different texts.</p> <p>Reread If Necessary If a reader's informational needs have not been met and other resources are not available, then rereading is a viable option. Consider how the rate of reading might be adjusted from the previous reading.</p>		<p>Use What Was Learned To Do Real World Tasks The real test of reading comprehension of real world texts is for the reader to be able to understand and use other texts independently.</p>	

Notes:

Labels

Why Labels?

In today's world, we are faced with more and more products that can affect our health and well being in a variety of ways. The more information we have about the products we use, eat, or swallow, the more safely and effectively we can use such products.



The federal government has mandated the inclusion of labels on products to help us with this task. Consumers must learn how to interpret this information effectively in order to be healthy and safe.

Where Labels are Found:

- * clothing
- * laundry soaps
- * cleaning products
- * food packages
- * gardening products
- * beauty products
- * over-the-counter medicines
- * prescriptions
- * paints
- * industrial products
- * glues
- * lubricants
- * arts and crafts materials
- * automotive products
- * appliances and tools

What Makes Reading Labels Difficult

Specialized Vocabulary—Different businesses use vocabulary to describe their products in different ways. For example, the language of the medical profession is formal and academic, therefore labels for prescriptions or medical equipment frequently contain specialized vocabulary relating to the field of medicine. A cough medicine label might read “Do not use if you are now taking a prescription monoamine oxidase inhibitor [MAOI] [certain drugs for depression, psychiatric, or emotional conditions, or Parkinson’s disease], or for 2 weeks after stopping the MAOI drug.” These specialized worlds probably make perfect sense to a physician or pharmacist. However, to a patient they can be very confusing.

Use of Acronyms and Abbreviations—Acronyms and abbreviations create a special problem for the reader because they do not contain the typical clues found in the entire word or phrase. Label writers assume the reader is familiar with the term (e.g., OTC for over-the-counter). The reader must also be aware of the use of abbreviations for measurement terms, such as g for grams and mg for milligrams. Along with understanding these terms, a reader must also understand the measurement *concept* that milligrams are smaller than grams.

Format—Although food labels are becoming more standardized there continues to be a wide variety of formats for labels on different products. Think about the differences between a clothing label and a food label. Labels frequently contain bulleted lists, brief paragraphs, or charts. The reader must be able to find information in a variety of formats.

Text Features:

Devices used by the writer draw attention to specific information and to make meaning clear

– bold faced print

– table form or concise statements

– all capital letters

– icons for dangerous warning phrases

– specialized vocabulary

Understanding Labels

Scanning for Information—The writer of the label provides us with visual clues for finding important information. The following examples of a wood stain label and a nutrition label illustrate some of the text features used in labels. Notice the many differences between the two labels.

Wood Stain Label


HAZARDS TO HUMANS AND DOMESTIC ANIMALS
CAUTION. Avoid contact with skin or clothing. Wash hands before eating, drinking, chewing gum, using tobacco, or using the toilet.

FIRST AID
IF IN EYES:
-hold eye open and rinse slowly and gently with water for 15-20 minutes.
-remove contact lenses, if present, after the first 5 minutes, then continue rinsing eye.
-call a poison control center or doctor for treatment advice.

IF SWALLOWED:
-call poison control center or doctor immediately for treatment advice.
-have person sip a glass of water if able to swallow.
-do not induce vomiting unless told to do so by the poison control center or doctor.
-do not give anything by mouth to an unconscious person.

IF ON SKIN:
-take off contaminated clothing.
-rinse skin immediately with plenty of water for 15-20 minutes.
-call a poison control center or doctor for treatment advice.

IF INHALED:
-move person to fresh air.
-if person is not breathing, call 911 or an ambulance, then give artificial respiration, preferably mouth-to-mouth if possible.
-call a poison control center or doctor for further treatment advice.



ENVIRONMENTAL HAZARDS: This product is toxic to fish. Do not apply directly to water or areas where surface water is present. Do not contaminate water when cleaning equipment or disposing of equipment washwaters.

PHYSICAL AND CHEMICAL HAZARDS: COMBUSTIBLE!
Do not use, store, pour or spill near heat, sparks or open flame. Keep away from heat. In case of fire use water spray, foam carbon dioxide or dry chemical.

Understanding Labels *(continued)*

Looking for Clues—Text features are devices used to draw attention to specific information or clarify meaning. These features include:

- Numbers
- Percents
- Measurement
- Asterisk to reference information
- Same directions given in multiple languages
- Color coding
- Size of print
- Lines to separate ideas
- Bold-faced print
- Table form
- Concise statements
- All capitals
- Icons
- Specialized vocabulary

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%
* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

size of print
measurement

concise statements

bold faced

percent

specialized
vocabulary

lines to separate
ideas

color coding

In the past, nutrition label formats have been quite different from one label to another, causing problems for consumers. In an attempt to rectify the situation, the federal government has attempted to standardize food labels. Now consumers can more easily compare one product to another and find needed information.

Did You Get It?

Questions to ask yourself after reading a warning label:

- * How can this product/ equipment help me?
- * How could I be hurt by this product?
- * What steps should I take if I am hurt by this product?
- * What should I NOT do when using this product?



Identify Your Purpose

When your purpose is to use the material or equipment safely, the entire label needs to be read.

- Vocabulary is critical. Understanding such words as *combustible*, *well-ventilated*, or *induce vomiting* is crucial to safety.
- Check for bold faced print, all capitals, or icons indicating specific warnings or dangers.

When your purpose is to locate specific information, scanning strategies are effective.

- Glance over the label, looking for specific words.
- Find bold faced print, type size, or divider lines which are signposts for pointing out important information.
- Identify mathematical symbols used to convey information.
- Notice asterisks which draw the reader's attention to more details related to a term or idea.

Labels and the Classroom

Reading labels is a perfect example of the type of real world reading students encounter outside of the classroom. But what about reading labels in the classroom. Various content areas use materials and equipment that require students to be familiar with labels in order to be informed and safe.

- Shop (safety warnings for equipment, lubricants, cleaning solutions)
- Consumer science (food labels, cleaning products, fabric care, laundry labels)
- Physical education/health (food labels, equipment warning labels)
- Business (equipment warning labels, fluids and solutions)
- Science (equipment warning labels, fluids and solutions, cleaning products, chemicals)
 - Music (cleaning fluids and lubricants)
- Industrial Arts (equipment warning labels, paints, cleaning solutions)
- Art (paints, glazes, glues, equipment warning labels)



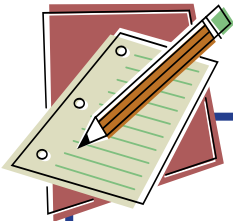
Spotlight on Teaching



Labels

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine if Questions Were Answered	Create A New Plan if Needed	Reread if Necessary	Use What Was Learned To Do Real-World Tasks
<p>Before Reading</p> <p>Set Purpose The first hurdle in teaching about labels is convincing students of the importance of such information. Sharing personal experiences about when failure to read labels caused problems can help to create awareness and develop a sense of purpose. Asking students to share additional examples can encourage a personal connection.</p> <p>Preview Text Direct students to skim the label to get a general overview of the text. Point out helpful text features, such as bold-faced print, charts, and symbols. Using think aloud, point out the kinds of questions that could be answered by the label.</p>			<p>During Reading</p> <p>Determine Important Ideas Have students skim the table at first. Then have them reread the table writing down any information that would impact their health or safety.</p>				<p>After Reading</p> <p>Determine if Questions Were Answered After reading, prompt students to reflect on the information gathered and determine if it meets their needs or answers their questions. Talk through the thinking you used to determine if your purpose has been met.</p>			<p>Application</p> <p>Real World Tasks Determine products or equipment that students will be using in your class. Have them read caution/warning labels in class and share with the class important things to remember.</p>



Instructional Idea – Warning Labels

Objective(s):

*The students will identify icons for dangerous materials.

*The students will read and follow directions found on a label.

Materials:

Warning Labels Chart (Appendix A)

Warning Labels Checklist (Appendix B)

Students and the teacher will bring in labels found in various rooms of their house or at the workplace (overhead transparencies of sample labels).

Activity:

The students are assigned to bring in two labels from home or work. Labels might include food packages, laundry labels, medicine labels, cleaning product labels, beauty product labels.

Before Reading:

Explain the features of warning labels, including the use of icons, warning phrases, all capital letters, and bold-faced print to convey importance. Display overhead transparency examples of warning labels copied from such items as lighter fluid, mouthwash, hair dryer, and microwave. As a class, identify the features of the labels that point out important information.

During Reading:

Students should read their warning label to themselves. Encourage students to pay careful attention to the text features such as icons, warning phrases, words in all capitals, and bold-faced print. Encourage students to pause in their silent reading to ask themselves questions about their product and the ways to use it safely and unsafely.

After Reading:

The students should create a two-column chart on a piece of paper (Appendix A). In one column the students can copy the icons that are on the label and write down the icon meaning. In a second column, the students will write down important words in the directions/warnings. Once the students have filled in their own chart, they will exchange labels and charts with another student in the class and add to the information on their chart. Continue sharing labels as time permits. Following this activity, the teacher will lead a whole class discussion about labels, which might include common vocabulary, structure of labels, icons used on labels, etc.

The students will then be paired up. The teacher will describe a “new product”, including what the product looks like, the purpose of the product, and what the hazards of the product. Each pair of students will synthesize information about labels by writing a label for this new product.

The label should include an icon and the use of text features identified in the chart. As an extension of this activity, the teacher might present an incentive for students to bring labels that are ironic, funny, out of the ordinary, etc.

Assessment:

A teacher checklist (Appendix B) will be used to make sure students have all of the components of an effective warning label.

Instructions

Technical Text—nonfiction text in which the author gives information to the reader that may be used to perform a task, including planning and decision making. The material to be read may include explicit steps to follow or the steps may be implied in a graphic.

Why Are Instructions Important?

Instructions provide information that may be important for our health, safety, and well-being. Instructions also provide specific directions for assembling items, caring for things, and performing a task. Manuals such as a computer manual provide information to solve problems or troubleshoot. You may have used instructions to help you put together book shelves, learn how to drive, follow a recipe, or perform CPR. Instructions help you figure out how to use your new microwave and warn you to keep the hair dryer away from the bathtub.

Purposes for Instructions

Instructions provide a reader with sequential directions for completing a task. Expect to find a numbered list or the use of transition words like first, next, after, used in short sentences. Instructions serve many different purposes including the following:



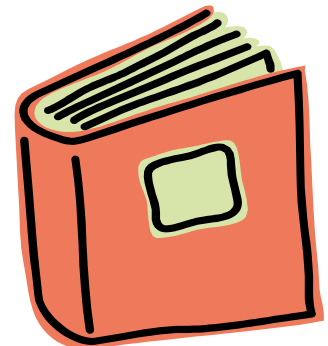
(Hunter Safety Manual)

Protecting Yourself

If lost in the woods, use this four step procedure to make a plan.

Putting Together an Item

Peel the backing from the contact paper and place the two pieces of cardboard on the contact paper, centering them, and leaving $\frac{1}{4}$ inch between the two pieces.



(Instructions for bookbinding)

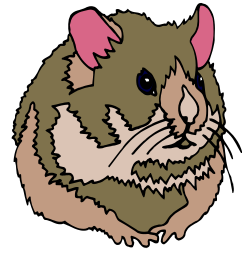
Purposes for Instructions *(continued)*

Technical Text Characteristics:

- * Uses short or fragmented sentences
- * Often includes numbered or bulleted lists
- * Employs dictionary meaning of words
- * Focuses on an identified topic
- * Organizes in a logical and orderly way
- * Uses specialized terminology
- * Avoids humor, vague terms, figurative language, and interrogative and imperative sentences
- * Contains a balance of white space and text

Caring for Item

To care for your hamster, keep fresh water and pellets available. Use clean shavings or bedding, preferably changing weekly.



(Pet maintenance instructions from pet store)



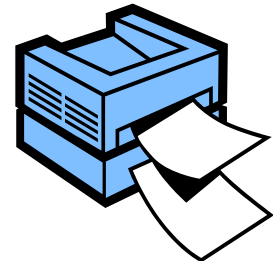
(CPR instructions)

Performing a Task

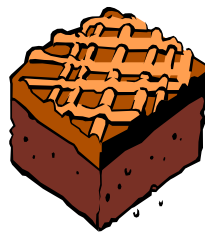
If the infant/child is unconscious, lie him/her on back on flat surface. Open airway, check for breathing. Place your hand on the infant's/child's forehead and put your fingers under the chin. Gently tilt the head slightly backward. Place your ear near the mouth and listen for breathing. Look for chest movement. If neither is present, make sure nothing is in the victim's mouth and begin breathing for the victim.

Troubleshooting

Do not try to print on cardboard or other non-recommended media. Make sure your paper or media meets the specifications listed in Appendix B. If your printouts are still blurry after you change paper, clean the print heads as described on page 5-1.



(Computer manual)



(Recipe for brownies)

Recipe

Break the chocolate into pieces and put it into a heat-proof bowl. Stand the bowl over a pan of simmering water. Cut the butter into the pieces and add it to the bowl. Stir the butter and the chocolate until they melt. Carefully pour the melted chocolate and butter into the mixing bowl. Stir in the vanilla. Whisk the eggs in another bowl. Beat them into the chocolate mixture a little at a time using a wooden spoon.

What Do Instructions Look Like?

Instructions vary in length. They range from several bullets on the side of a package to multiple pages in a manual. Even with these varying lengths, there are some similarities you may find one or more of the following things when reading instructions.

- Sequential lists
- Diagrams with labels
- Wordless sequence of pictures
- Warning symbols
- Short text
- Headings, subheadings
- Inset graphics within the text
- Information in boxes
- Charts
- Attention-getting print
- Warning words and special notes
- Same directions given in multiple languages
- Specialized vocabulary, including abbreviations (teaspoon, sauté, insert, intermittently, display, align)
- English and/or metric measurements



Instructions help us:

- to perform a task
- to assemble something
- to care for something or someone

Manuals may also have the following features:

- ◆ table of contents
- ◆ introduction
- ◆ directions for manual use
- ◆ index
- ◆ glossary
- ◆ longer text
- ◆ appendices
- ◆ maintenance tips
- ◆ troubleshooting advice



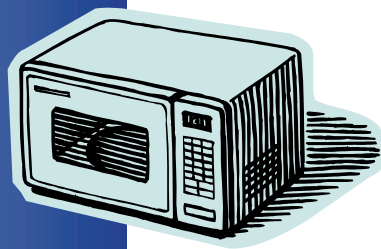
Every content area has its own specialized vocabulary or way of communicating ideas.

Qualities of Friendly Instructions

- * short sentences
- * everyday words
- * no jargon
- * related to reader's prior knowledge
- * examples
- * accessible tone

Qualities of Unfriendly Instructions

- * long sentences
- * uncommon words
- * jargon
- * few examples to connect to prior knowledge
- * distant tone



Creating Friendly Instructions

Well-written instructions should be friendly text, accessible to all readers. Using precise and familiar nouns and verbs while refraining from jargon, allows the writer to clearly communicate with the reader. However, not all writers of directions are aware of the readers' needs. Through use of imprecise language, including jargon, text becomes unfriendly. Below are examples of friendly and unfriendly text. Which one is more appealing?



Friendly Example

(from a driver's license manual)

Stop driving when you feel drowsy. Don't try to fight it. Pull off the highway at the first rest stop or service area. A cup of coffee and a bit of stretching may be sufficient to wake you up, but if you are really sleepy, get off the highway and take a nap. Drowsiness is one of the greatest dangers in highway driving. Don't rely on "stay-awake" drugs. They are likely to make your driving more dangerous.

Unfriendly Example

(from a microwave manual)

If the electric power supply to your microwave oven should be interrupted, the display will intermittently show 88:88 after the power is reinstated. If this occurs during cooking, the program will be erased. The time of day will also be erased. Simply touch STOP/CLEAR pad and reset the clock for the correct time of day.

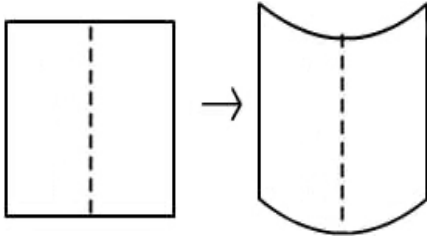
Note to Teacher: If you were going to have your students read and follow these microwave directions, what terms might be confusing to them?

Teacher Think Aloud: I think two words that students might not know are intermittently and reinstated because those are not the common, everyday language for those terms. If I were the writer, I would have used "flash on and off" for intermittently and "after the power is turned back on" for reinstated. Even the phrase "stop/clear pad" is jargon. Students can pronounce pad and have a meaning for pad, but perhaps their meaning deals with pad of paper or hot pad rather than an electronic display pad. So when reading the sentence containing "pad", I would need to ask myself, "Does this make sense?". If it does not then I will need to stop and try to figure out where the problems lie by asking "What else could 'pad' mean in this context?".

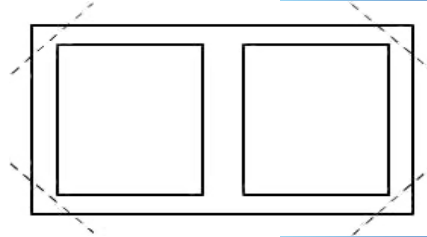
Vocabulary and Instructions

Relies on Verbs

Verbs play a major role in instructions since instructions are telling you how to do things. Friendly instructions use precise verbs. Notice the use of *peel* rather than *take* and *center* instead of *put* in the following example.



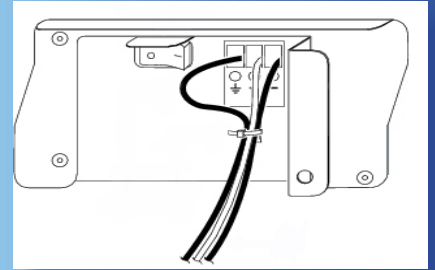
Fold sheets of 8 1/2 by 11" writing paper in half. **Staple** the folded papers together with 2 or 3 staples on the fold.



Cut a sheet of contact paper 11 by 15". **Cut** two pieces of cardboard, 6 by 9" for the front and back covers. **Peel** the backing from the contact paper and **center** two pieces of cardboard on the contact paper, *leaving 1/4"* between the two pieces.

Uses Familiar Words in Unfamiliar Ways

In different content areas, words may have different meanings. At times, knowing one meaning of the word may actually hinder your understanding by taking your thinking in a direction the author did not intend. Consider the various meanings for the words *jack*, *lines*, and *ground*, which are all easy to decode and pronounce. Most students understand and use these words. Now notice how these words are used in the example to the right from an instructional manual for a computer. In the world of technology, these words take on a different meaning. Instructions frequently do not provide many context clues to determine the meaning of words. Therefore, a reader often falls back on prior knowledge, which may or may not be helpful.



To disconnect a cable network first, unplug the cable from your computer and then unplug it from the network wall **jack**. Disconnect any telephone or telecommunication **lines** from the computer. Disconnect your computer and all attached devices from their electrical outlets, and then press the power button to **ground** the system board.

Includes Jargon

Writers of instructions are so familiar with the topic that they forget their reader does not have the same level of knowledge. Technical terms, or jargon, often creep into the instructions to the point that a reader is unsure of the meaning. Note the example below and the use of electronic jargon.



Use the **AC polarized line cord** included with the unit for operation on **AC power**. Insert into a conveniently located **AC outlet** having **120V, 60 Hz**.



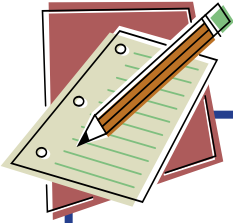
Spotlight on Teaching



Instructions

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading		Application	
<p>Activate Prior Knowledge Brainstorm with students various life lessons that have been learned when misreading directions. Point out how you use these prior mistakes to help you prepare for reading the new directions. Give specific examples.</p>	<p>Monitor Comprehension Stress to students the importance of stopping after each step of the instructions to be sure they understand exactly what to do. Encourage them to cross-check the written text, diagrams, and the actual product. Use prior knowledge to reinforce the checking process (e.g., Does this look right?).</p> <p>Make Inference Typically, we teach students the importance of making inferences, or reading between the lines. With instructions, where your interpretation of the instructions led to an unexpected result (e.g., the results of a recipe when you failed to separate the eggs).</p>	<p>Determine If Questions Were Answered After reading instructions have students state in their own words what they are to do. Have other students listen to the explanation of the instructions to identify where the information is unclear and further questions should be asked.</p> <p>Reread If Necessary Have students reread to find the answers to new questions.</p>	<p>Real World Tasks Have students actually follow instructions to complete a task. English - bind a hardcover book Math - origami 3-D shape Science - complete a lab project Computer Science - use a program Art - complete a project Consumer Science - follow a recipe Social Studies - plot a route on a map</p>							



Instructional Idea – Reading Directions

Objective(s):

- *The students will read and follow directions.
- *The students will evaluate the quality of written directions.

Materials:

Instructions Evaluation Form (Appendix C)

Paper for folding activities

Identify websites with written directions for paper folding and make available to students on computers or paper copies.

Activity:

Teacher will evaluate written directions for paper folding.

Description:

Introduce students to written directions for various types of paper folding (e.g. geometric shapes, airplanes, etc.). Assign students to groups of 3-4 and give each group one set of directions. Students are asked to read the directions thoroughly and then to create the paper-folded object. Upon completing the folding activity, provide students with a copy of the *Instructions Evaluation Form* (Appendix C). As a group, the students complete the evaluation of the written directions. Then groups share their evaluation and finished product with the entire class. During the discussion, the teacher should be sure to point out the common elements that make instructions difficult to follow for the reader. Encourage students to watch for these difficulties when reading other directions, such as directions for art projects or putting things together and recipes.

Assessment:

The teacher will check for a completed *Instructions Evaluation Form* (Appendix C) from each group member or the group as a whole. Written comments should support the rating where appropriate.

Suggested Paper Folding Websites:

- *Paper Folding at <http://www.paperfolding.com/>
- *Folds.Net at <http://www.folds.net/tutorial/>
- *Tammy Yee's Origami Page at <http://www.tammyyee.com/origami.html>
- *Wolfram Math World at <http://mathworld.wolfram.com/Folding.html>
- *bestpaperairplanes.com at <http://bestpaperairplanes.com/>

Notes:

Schedules

Types of Schedules:

- train
- bus
- airplane
- school/class
- television
- movies
- rehearsal
- athletics
- daily meetings
- church events
- workshop/
conferences
- assignment
- treatment
- work
- calendar
- planner



Why Are Schedules Important?

Schedules guide our daily activities by telling us what, when, and where. Schedules provide us with essential information to organize our lives, whether in a calendar or a list format. We all live with daily schedules that organize our work, study, and leisure activities. Students participating in the arts, athletics, and drama rely heavily on schedules for practices, performances, and competitions.

In the electronic age, schedules or planners also come in the form of cell phones and palm pilots. These hand-held devices share features with paper planners. To be used effectively, similar kinds of information needs to be recorded. Regardless of whether the planner is paper or electronic, the design format affects the ease with which information can be recorded. As students become familiar with the features of planners, they will begin to make judgments about planner formats that work best for them.

Regarding the use of schedules and planners, two different purposes exist. In one, students must be able to *interpret* schedules to be in the right place at the right time, catch the right bus, or keep appointments. Students also need to *create* personal schedules, often in their planners. Here, it is essential that students know the important information to record, because they will eventually have to interpret the schedule that they created. Since teachers must help students to both interpret schedules and create effective ones, common features should be identified. Using specialized knowledge and skills should be modeled and practiced.

Features:

- sequential organization (minutes, hours, days, weeks, months)
- table format
- colored print
- icon codes
- abbreviated terms
- interpretation key

Specialized Knowledge/Skills:

- follow left/right, top/down directionality
- make inferences and draw conclusions
- use features of tables (e.g., titles, column and row headings)
- recognize significance of color and icons
- understand abbreviations
- use a key

Schedules help us...

—to locate specific information in regards to an activity (date, time, location)

Important Information

Important Information



Purpose

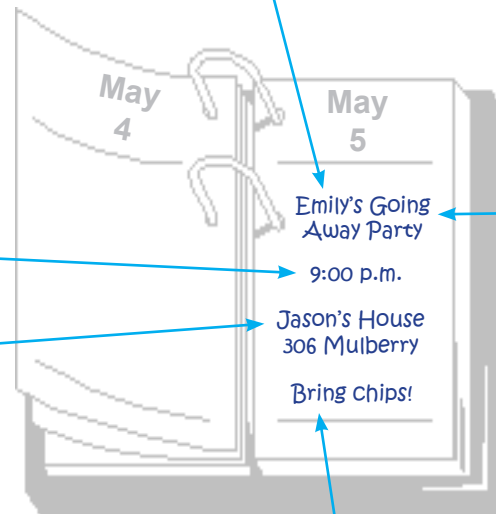
Preparation

Creating Schedules

Planners are a blank schedule to be created by the owner. Student success in school and in the world of work often is related to their effective use of planners. Teachers can increase effectiveness of planners by teaching students how to determine the critical information to be recorded. This information varies depending on the task/event.

1. Decide the purpose of this entry.
2. Decide the critical information that will allow you to achieve that purpose.
3. Determine what needs to be done before the event.
4. Record enough information in a brief format.

Recording an event includes the date, time, and location



Purpose

Preparation

Recording an assignment includes the date and task to be done

Today is: 8th November 2006
DAY MONTH YEAR

SUBJECT	ASSIGNMENT	DUE
ENGLISH/ LANGUAGE ARTS	Literature discussion of Romeo and Juliet read pages 42-60.....	Dec. 8!!!!
SCIENCE	(Bring three connections to modern time)	COMPLETE <input type="checkbox"/>

Preparation

Recording a meeting includes the topic, when, where, and materials to prepare.

Today is: _____		
DAY	MONTH	YEAR
OTHER	NOTES	
May 2 3:30 p.m. Room 24	Student Council Meeting Plan Freshman Orientation List of suggestions of inspirational speakers, revise copy of dress code	

Preparation

Purpose

Preparation

Making Inferences - Filling in the Gaps

Often schedules require readers to make inferences and draw conclusions. Inferencing involves filling in the blanks when information is missing. A reader relies on prior experiences to mentally fill in information that is missing from a text. Drawing conclusions involves making a decision based on inferences. You know that you are scheduled to have a three hour meeting that begins at 9:00. Using your background knowledge, you would make the inference that the meeting will probably run long, because past meetings with this committee have never finished on time. So you draw the conclusion that you should not schedule a dentist appointment for 12:30, especially since this is the lunch hour, and traffic is usually heavy in that part of town, so travel time will be longer.

On the surface, schedules appear easy to read, especially those created using a simple grid format which requires one to read down and across. The television schedule (on the following page) illustrates this sequential format. You will likely encounter headings, short text, and familiar vocabulary, with items typically following a sequential order.

But watch out! A schedule, like the television schedule below, may appear simple but may contain codes, abbreviations, unfamiliar formats, and even list items organized by ways other than time.



MONDAY - FRIDAY MORNING/JUNE 11 - JUL						
	C	SL	SU	6:00	6:30	7:00
WIBW 13	12	12	13	M-F (5:30) News 975812		The Early Show CC 76980
KCTV 5	10	20	5	M-F News CC 31367		The Early Show CC 81725
KSNT 27	7	7	8	M-F News 534034		Today CC 450522
KTKA 49	9	9	12	M-F Morning Kan. 532676		Good Morning America CC 630
KQTV 2				M-F (5:30) News 166102		Good Morning America CC 348
KMBC 9	20		9	M-F News CC 86831		Good Morning America CC 435
KTMJ 43	6	28		M-F Business Business	TBA 72164	Paid 91299
WDAF 4	21	19	4	M-F News CC 69589		
KTWU 11			11	M-F Business Business	on 32473	Big World
KCPT					67763	Bi

“My planner holds my whole life. If I lose it, there is no tomorrow.”

—an anonymous compulsive organizer

Clarifying Your Purpose - Making a Plan

To read a schedule, first you must decide the critical information you need to know and prioritize your needs. Setting your purpose will help to create a plan and guide where you will begin reading. For the fitness course schedule below, consider the following scenarios.

1. All my friends tell me that I should take Lifetime Fitness from J. Black. So rather than reading the schedule from left to right, I would go down the column *Instructor's Name*, looking for classes that J. Black teaches.
2. I must take a 1 hour physical education class. I have only two openings on my schedule – 12:00 to 1:00 on Monday and Wednesday and from 9:00 to 10:00 on Tuesday and Thursday. So I will look down the columns *Times Beginning and Ending* and *Days* to locate my class.
3. I am interested in taking a yoga class. Now I will look first down the column *Title* for a physical education class about yoga.



Each of these scenarios has outlined a priority in the search for a class. This priority determines how the schedule will be read. After the primary purpose has been met, then the schedule is read more thoroughly to gather other information such as the dates of the class, the amount of fees, or if permission is needed.

Course #	Section	Title	Cr. Hrs.	Date Class Begins and Length in Wks.	Bldg. and Room	Times (Beginning & Ending)	Days	Instructor's Name
PE100	C	Fitness	1.0	1/12 - 8 wks	PE 201	11:00 - 11:50 AM	T R	B. Jones
PE100	D	Fitness	1.0	3/7 - 8 wks	PE 201	11:00 - 11:50 AM	T R	B. Jones
PE100	E	Fitness	1.0	1/12 - 8 wks	PE 201	9:00 - 9:50 AM	T R	J. Black
PE 100	F	Fitness	1.0	3/7 - 8 wks	PE 201	9:00 - 9:50 AM	T R	J. Black
PE 100	G	Fitness	1.0	1/12 - 8 wks	PE 201	10:00 - 10:50 AM	T R	J. Munoz
PE 100	H	Fitness	1.0	3/7 - 8 wks	PE 201	10:00 - 10:50 AM	T R	T. Cohen
PE 100	I	Fitness	1.0	1/11 - 8 wks	PE 201	8:00 - 8:50 AM	M W	D. Schmidt
PE 100	J	Fitness	1.0	3/6 - 8 wks	PE 201	8:00 - 8:50 AM	M W	J. Kirk
PE 100	K	Fitness	1.0	3/8 - 8 wks	PE 201	6:00 - 8:00 PM	W	M. Rajewski
PE 110		Basketball	1.0	3/6 - 8 wks	PE GYMC	12:00 - 12:50 PM	M W	J. Collins
PE 125	A	Golf	1.0	3/6 - 8 wks	PE GYMA	12:00 - 12:50 PM	M W	J. Webster
PE 135	A	Yoga	1.0	1/11 - 8 wks	PE 124	12:00 - 12:50 PM	M W	M. DeMoss
PE 135	B	Yoga	1.0	1/17 - 15 wks	PE 124	7:00 - 7:50 PM	T R	M. DeMoss

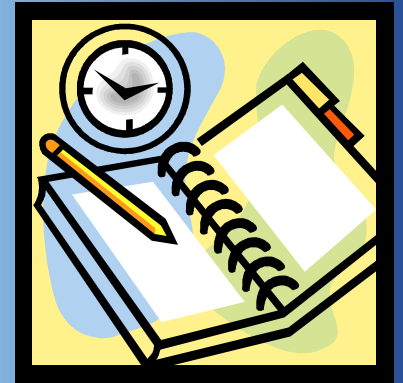
Clarifying Your Purpose - Making a Plan (cont.)

Using the final exam schedule below, try to answer the following questions.

1. Your class meets from 9:30 to 11:00 on Tuesday and Thursday. When will you take your final exam?
2. Your class meets from 9:00 to 10:00 Monday through Thursday. When will you take your final exam?
3. Your class meets Wednesday only from 9:00 to noon. When will you take your final exam?

Notice that none of these questions can be directly answered by reading the schedule. Students must make inferences using the given information along with their prior experiences as a student.

Exam days-across Exam times-down	Day 1 Mon. May 8	Day 2 Tues. May 9	Day 3 Wed. May 10	Day 4 Thurs. May 11	Day 5 Fri. May 23
8:00 - 9:50	12:00 TR	10:00 TR	11:00 TR	12:00 MWF	8:00 TR
10:10 - 12:00	9:00 TR	8:00 MWF	9:00 MWF	11:00 MWF	10:00 MWF
1:00 - 2:50	1:00 TR	1:00 MWF	2:00 MWF	3:00 MWF	
3:10 - 5:00	4:00 TR	3:00 TR	2:00 TR	4:00 MWF	
7:00 - 9:00	Special Exam #1	Special Exam #2	Special Exam #3	Special Exam #4	



Pitfalls of Schedules and Planners

Students frequently:

- don't bring planners to class or meeting
- don't have pencil/pen
- don't record enough information
- lack prior knowledge with terms, format, symbols
- misread the schedule

Given all of these pitfalls, we can easily see the need for helping students learn to keep track of their time. What a valuable life-long skill teachers can promote!



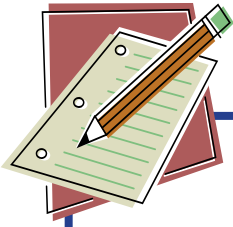
Spotlight on Teaching



Schedules

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading Set Purpose Help students clarify the information they are looking for in a schedule. Guide students as they preview the text with a clearly stated purpose in mind. Direct their attention to headings (class schedules), directions (travel schedules), and formats (television schedules). Point out any abbreviations, icons, or specialized vocabulary that need to be understood to make meaning from the schedule.			During Reading Make Inference During instruction, include schedules which omit some important information that forces the reader to make inferences. The final exam schedule on page 19 is one example. Model the thinking process you use to make appropriate inferences when you find incomplete information on schedules.				After Reading Create a New Plan When traveling, things rarely go as planned. Ask students to brainstorm possible complications and create plans to overcome those complications.		Application Real World Tasks Have students share stories of problems that occur with their schedules. As a class, brainstorm ways to handle such problems.	



Instructional Idea – Schedule and Map

Objective(s):

*The students will read a schedule to most efficiently accomplish a purpose.

Materials:

Planning Schedule (Appendix D)

Access to the Internet

Activity:

Create a plan by selecting the train, the station, and the time to arrive at the station in order to visit two places in Chicago.

Directions:

- You are visiting Chicago and do not have a car, but never fear! Public transportation is cheap and easy to use as long as you know how to read a schedule and map. Begin your planning by visiting the Chicago Transit Authority website at <http://www.transitchicago.com>.
- Your hotel is at Washington Street and Wabash Ave. in downtown Chicago.
- You want to visit the Lincoln Park Zoo and have tickets to the Chicago Cubs game, which begins at 7:00 p.m.
- The red line will take you to both places, but you will have to transfer to a bus to go to the zoo.
- For the zoo, get off the train at the Fullerton station, and transfer to bus #151 or #156, both of which go to the zoo.
- You will then need to take the bus back to the station, again taking the red line to the Addison station, to detrain to go to Wrigley Field. You are meeting friends at the zoo at 12:30 for a picnic lunch. You want to arrive at Wrigley Field no later than 6:00 p.m., so you can do some souvenir shopping before the game.

Using the schedules on the website, determine when you need to be at each train station to meet your friends on time and record this on the *Planning Schedule* (Appendix D). Important hints to remember:

1. You must know whether you need to go north (to Howard) or south (to Dan Ryan) before boarding the train.
2. If you are traveling on the train during rush hour, allow extra time, because if the train is full, it will not stop for you.

Assessment:

The teacher will know the students have met the objective when students have located the correct information on the website, and students have listed reasonable times for the activities based on the schedules.

Notes:

Personal Business Documents

Contracts/Bills/Statements/Warranties/Forms



Why Personal Business Documents?

Documents affect our personal lives! Everyday life is governed by rules, regulations, procedures, and formal agreements. Written documents must be read and understood to successfully negotiate these written expectations. For example, deciding to buy a cell phone is just the first step. After selecting a phone and determining a service plan, you sign a binding legal agreement. If the cell phone malfunctions, you must understand the warranty. Each month, you must be able to interpret the charges on your cell phone bill. If a problem develops in any of these areas, you need to know where to go or who to contact for assistance.

Features of Personal Business Documents

Becoming a proficient reader of personal business documents takes skill and practice. There are a wide variety of documents one needs to be able to interpret to conduct personal business. Even within a given category, such as statements, there is a great deal of variety. A bank statement from one bank may look very different than one from another bank, and a statement from a cell phone provider might look significantly different than one from a credit card company. So, as in all reading, the reader must learn basic strategies and then apply thinking skills in order to make meaning from this text.

ACME PROPERTY MANAGEMENT
1234 Western Drive, Suite 123
Tampa, FL 33320
Ph 813.123.4567 Fx 813.123.4567

ACME
PROPERTY MANAGEMENT

Residential Lease Agreement

AGREEMENT TO LEASE

This agreement is entered into between ACME PROPERTY M., of County, referred to as "lessor," and _____, of County, referred to as "lessee."

RECITALS

A. Lessor is the owner and/or manager of real property that is available for lease.
B. Lessee desires to lease residential property to occupy and use as their residence.
C. The parties desire to establish an agreement to ensure a future lease of the residential property described in this agreement.

In consideration of the matters described above, and of the mutual benefits and obligations set forth in this agreement, the parties agree as follows:

SECTION I - SUBJECT OF LEASE

Lessor shall lease to prospective lessee the residential property owned by prospective lessor located at _____, County, for lessee and their family to occupy and use as their residence.

SECTION II - TERM OF LEASE

The premises shall be leased to lessee for a period of _____ starting from _____ Any option to renew, extend or modify this lease shall require the approval of both the lessee and lessor.

SECTION III - MONTHLY RENTAL

Lessee shall pay \$ _____ month and _____ month. This rental payment shall be made on the _____ day of each month.

Features of Personal Business Documents

Semantic Analysis

Type of Personal Business	Personal Data	Terms of Agreement	Charges	Rates of Interest	Add on Features	Disclosure Statements	Penalties	Things Covered	Limitations
Warranty	S	Y	S	N	S	Y	N	Y	Y
Bill	Y	S	Y	S	N	S	Y	N	N
Contract	Y	Y	Y	S	S	Y	Y	Y	Y
Bank Statement	Y	S	Y	Y	N	N	Y	N	N

Y = Yes N = No S = Sometimes

Personal Information – Data to identify the parties (name, address, phone number), contract number, specific item, date, amount.

Terms of Agreement – Rights and responsibilities of both parties, such as interest rate, payment amount, dates due, length of contract.

Charges – Price of item or amount of loan, finance charges, penalties, itemized periodical charges, additional charges.

Rates of Interest – Amount being charged to spread payments over time.

Add-On Features – May include extended warranty, optional equipment, service contract.

Disclosure Statement – The institution must, in clear language, explain charges, rates of interest, policies, etc.

Penalties – Amount charged for late payment, ending a contract early, or paying off a loan too early.

Things Covered – Length of time for coverage, what the company will do, where and how to submit item for repair, applicable state laws, possible service calls.

Limitations – Things that would void the agreement, such as product not being cared for properly, missed payments causing repossession or foreclosure.

Students need the skills to be able to interpret personal business before leaving high school.

Negotiating the Maze

Handling your personal business on your own is considered a rite of passage into adulthood. Even the most skilled reader finds personal business documents challenging. Two critical challenges are determining the important information and clarifying murky words.



Determining Important Ideas – All information in the document is important, however, only some information is relevant at a given time. For example, with a contract, the important information at the beginning is the amount of payment and due date. When the end of the contract approaches, the important information becomes the final payment date and any penalties for paying off the contract early. A reader must determine what is important based on the purpose for reading.

Murky Words – Vocabulary is another confounding issue when dealing with personal documents. Each type of document has a particular collection of common words. For example, contracts often include such terms as agreement, provisions, disclosure, penalty, and liabilities. Bills and statements might include words like interest, balance, service charge and late fee. Understanding such terms, and the meaning in each specific situation, is critical to make meaning from the document. For example, the word *balance* appears on both a bank statement and a cell phone bill; however, balance on the bank statement is the amount of money in the account and balance on the cell phone bill is the amount of money owed on the account. Interest on a savings account statement is paid to the account holder, whereas interest on a credit card statement is paid by the account holder. Misunderstanding these terms can be costly.

Reading Strategies and a Warranty

Before you can identify what is important, you must find it on the document. If only there were standard formats for business documents, reading would be so much easier.



Activating Prior Knowledge

I know that the warranty tells me how the company is agreeing to stand behind their product, and what the company will and will not do if the stereo stops working. My past experiences with stereos tell me that the speakers might go out since I play my music loud. I also know that warranties only last for a limited time.

U.S. Warranty

What your warranty covers:

Any defect in materials or workmanship.

For how long after your purchase:

One year (The warranty period for rental units begins with the first rental or 45 days from date of shipment to the rental firm, whichever comes first.)

What we will do:

- Provide you with a new, or at our option, a refurbished unit.
- The exchange unit is under warranty for the remainder of the original product's warranty period.

How to make a warranty claim:

- Properly pack your unit. Include any cables, etc., which were originally provided with the product. We recommend using the original carton and packing materials.
- Include the package evidence of purchase date such as the bill of sale. Also print your name and address and a description of the defect. Send standard UPS or its equivalent to:

Johnson Multimedia, Inc.
Product Exchange Center
1187 Osborn Rd.
Huntington, WA 79927

- Pay charges billed to you by the Exchange Center for service not covered by the warranty.
- Insure your shipment in case of loss of damage. Johnson accepts no liability in case of damage or loss.
- A new or refurbished unit will be shipped to you prepaid freight.

What your warranty does not cover:

- Customer instruction (Your Owner's Manual provides information regarding operating instructions and user controls. For additional information, ask your dealer.)
- Installation and set-up service adjustments
- Batteries
- Damage from misuse or neglect
- Products which have been modified or incorporated into other products
- Products purchased or serviced outside the USA
- Acts of God, such as but not limited to lightning damage

Determining Purpose

I have owned my stereo for two years, and it has stopped working. I want to find out how to get it fixed by the company and how much it will cost.

Monitoring Comprehension

I see a heading about what the warranty covers. That is where I will look for the answer to my first question about the company fixing my stereo. It appears the warranty has expired.

Asking Questions

Is this where I send my stereo to have it fixed?

Monitoring Comprehension

Now that I know the warranty has expired, I will need to read it more carefully to determine if I have any other options. I found a statement that says I can pay charges for services not covered under the warranty, but I am unsure if this applies to my stereo.

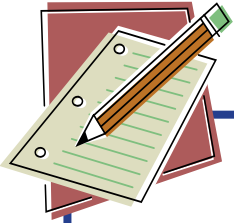


Spotlight on Teaching

Personal Business Documents

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading			Application
<p>Set Purpose Determining your purpose is crucial to getting started, otherwise there is little point in reading business documents. Although this type of text may not be our first choice for pleasurable reading, ignoring business documents can have dire consequences. Clearly defining a purpose for reading guides the reader when making decisions about which strategies are the most useful.</p> <p>Activate Prior Knowledge As with life, background knowledge often comes from the "school of hard knocks". We learn what to look for and expect in these different documents because of what we have read in the past or problems we have encountered. In our initial experiences, such things as warranties often seem superfluous, however, when things go wrong, we need the warranty to address our concerns.</p>	<p>Ask Questions/ Determine Important Ideas Background experiences teach us the things to look for in contracts, warranties, bills, and other business documents. Each person learns to look for features that are important to answering their own questions, such as, "Is this bill what I expected? Is it in line with past bills?" When the reader finds surprises, then more questions are asked and a closer examination of the document is necessary.</p> <p>Monitor Comprehension A reader must vary the rate of reading to match the reading purpose. One might begin by scanning the document, looking for specific information. When the information is found or the reader is unable to locate the information, a slower and more careful pace of reading is required. Proficient readers understand when and how to make these adjustments in their reading rate.</p>	<p>During Reading Have students develop a list of things they can do if the contract or statement does not answer all of their questions. This list might include calling or e-mailing the company for information, going to the website and asking someone else familiar with the company. This is the perfect time to help students learn how to find the address, phone number or e-mail address of the company. Students might also need to think about to whom they need to speak and how to phrase their question to clearly communicate what they want to know.</p>	<p>After Reading Create a New Plan Have students develop a list of things they can do if the contract or statement does not answer all of their questions. This list might include calling or e-mailing the company for information, going to the website and asking someone else familiar with the company. This is the perfect time to help students learn how to find the address, phone number or e-mail address of the company. Students might also need to think about to whom they need to speak and how to phrase their question to clearly communicate what they want to know.</p>	<p>Application Real World Tasks Have students bring a bill or contract about which they have a question to class. Have the student role play their telephone contact with the company in which they seek an answer to their question.</p>						



Instructional Idea – Contract

Objective(s):

- *The students will identify the elements of a contract.
- *The students will become familiar with the vocabulary commonly used in a contract.
- *The students will identify text features of a contract (bold face type, headings, subheadings, charts, boxes, etc.)

Materials:

Copies of several different types of contracts (e.g., lease agreement for furniture, cell phone contract, car loan contract, dorm lease agreement)

Activity:

Students will identify features of contracts and develop a list of important questions to ask before signing a contract.

Description:

The students are put in pairs with copies of three or four contracts. The teacher reviews with the students how to skim and asks each student to skim their contracts. Once the students have had some time to do this, the teacher will then ask the students to create a list of features commonly found among the contracts. Each group will share their list with the class while the teacher compiles a master list. After this, the teacher will discuss the features of a contract and will then discuss how a person will scan for needed information and then read carefully the sections that are of importance. The teacher will point out charts found in contracts and explain how to interpret these. The teacher will highlight vocabulary that is essential to understanding the terms of the contract. The teacher will then ask questions that encourage students to locate details in the contract (e.g., What is the interest rate – if any? How long is the contract for? What is the responsibility of the company? What is the responsibility of the person signing the contract?). The students will scan and then read carefully the contracts to answer the questions. They will share the answers with the other groups. Then the teacher will ask each group to create a list of questions that a person should ask before signing a contract. These will be general questions that could apply to a variety of types of contracts. The students will share their questions and come up with a master list of questions.

Assessment:

When given an unfamiliar contract, the students will locate answers to questions on the master list with 85% accuracy.

Notes:

Brochures/Newsletters

Characteristics of a Newsletter:

Purpose

- * To inform

Target Audience

- * Limited audience/members

Content

- * announcements
- * calendars
- * feature articles
- * editorials
- * questionnaires
- * applications
- * order forms
- * registration forms

Format

- * flag (date, volume and issue number, name of organization, logo)
- * titles/subtitles
- * boxed text
- * pictures/graphics
- * contact information
- * lines or spaces separating ideas
- * columns
- * borders
- * font styles and size

Why are Brochures and Newsletters Important?

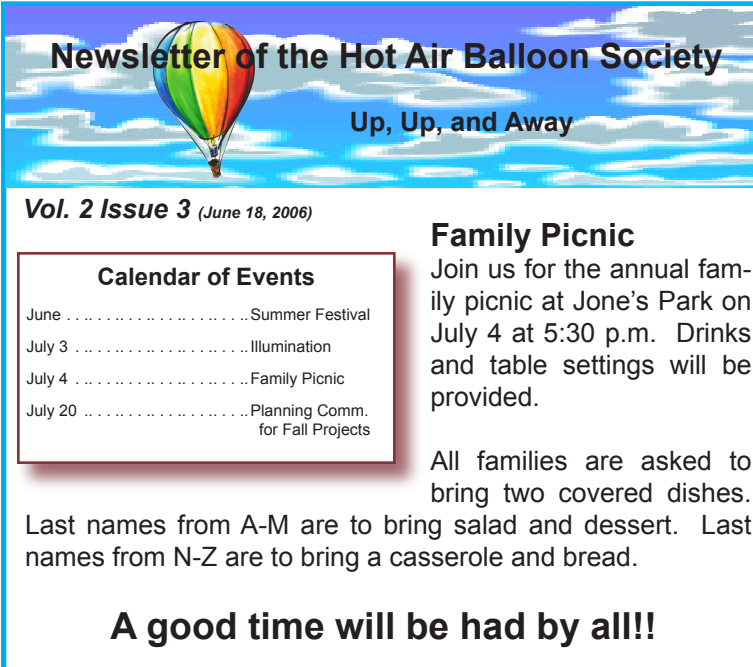
Brochures and newsletters are used to advertise products, services, places, and events, also to provide us with information. Brochures are targeted at the general public, while newsletters are targeted for a specific audience, frequently members of an organization. Either text may be read to gain information related to both recreational and business purposes. Brochures and newsletters once were primary sources of information, however, now people frequently access webpages and discussion boards to fulfill the same roles. Paper copies of electronic sources may be downloaded or printed for making the information portable. With electronic and paper versions, the format of information is still quite similar, each containing photos, maps, descriptions, and calendars. Similar reading strategies are required to access the information regardless of the form.

Newsletters

School
Fan club or special interest group
Health club
Scouts/4-H
Professional organization
Church group

Brochures

Travel
New car
Medical information
Health club
Financial information
Product advertisement



Newsletter of the Hot Air Balloon Society
Up, Up, and Away

Vol. 2 Issue 3 (June 18, 2006)

Calendar of Events	
June	Summer Festival
July 3	Illumination
July 4	Family Picnic
July 20	Planning Comm. for Fall Projects

Family Picnic
Join us for the annual family picnic at Jone's Park on July 4 at 5:30 p.m. Drinks and table settings will be provided.

All families are asked to bring two covered dishes. Last names from A-M are to bring salad and dessert. Last names from N-Z are to bring a casserole and bread.

A good time will be had by all!!

Characteristics of a Brochure:

Purpose

- * To promote or advertise

Target Audience

- * General public

Content

- * announcements
- * calendars
- * feature articles
- * editorials
- * questionnaires
- * applications
- * order forms
- * registration forms

Format

- * title
- * slogan
- * logo
- * contact information
- * publishing organization
- * columns or panels
- * many pictures/graphics
- * short pieces of written text
- * bulleted lists
- * use of color to separate ideas
- * borders

What's the Voice?

Brochures—Because brochures are written for the general public, authors strive to use vocabulary that will be understood by a wide variety of readers. Therefore, teaching specialized vocabulary may not be as necessary as with some other texts. The authors of brochures endeavor to write clearly and concisely by avoiding jargon, abbreviations, and acronyms, which could cause confusion. Well-written brochures answer the reporter's questions, who, what, where, when, why, and how. The voice of the text is usually friendly and inviting to the reader, as illustrated by this quote from the International Reading Association membership brochure.

“The International Reading Association can help you launch your career with a variety of resources and opportunities that are unparalleled.”

Newsletters—Because newsletters are usually written for “members” of the group, insider vocabulary is frequently understood because of the group's common background. Clarity and conciseness is still a goal, and the conversational voice encourages readers to take time to read the newsletter. The audience is more likely to read newsletters because they already have an interest or commitment to the organization. Quality newsletters have accurate information that is easy to locate. The following example from a Kiwanis Club newsletter illustrates both insider vocabulary and conversational tone found in a typical newsletter.

“PAPER PICK-UP WENT WELL, as we had plenty of help from club members and the kids. Next pick-up is Saturday, Jan. 28th.”

Kiwanis Club members understand that *paper pick-up* means collecting newspapers for recycling, and *kids* means junior high and high school members. Notice the capital letters for emphasis on the important information and the informal use of the word *kids*.



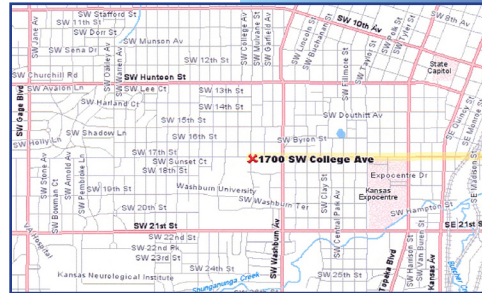
Developing Reading Strategies

An important part of successfully reading brochures and newsletters is developing strategies for gaining information from a wide variety of graphics.

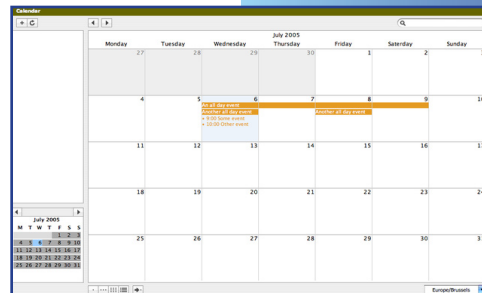
Photos and **illustrations** have been chosen by the author to provide additional information in a nonverbal format. Attention should be paid to both the whole photo and then target in on specific details in order to gain the full extent of the information. Teacher questions might include: What do you notice? What is the author trying to say with this photo or illustration? Are there titles or captions that provide additional information?



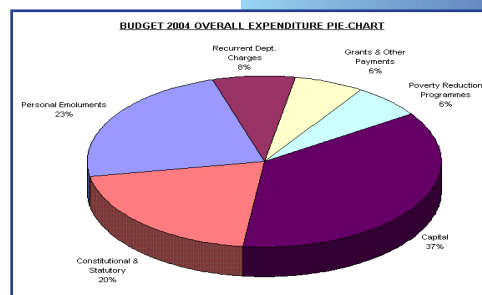
Various **map** formats in brochures including road maps and maps using picture symbols. A brochure for a hotel often includes a city map giving directions to the hotel from major highways. An amusement park map uses pictographs to display locations of rides and services. Slightly different reading skills for each kind of map; however, learning to use the key, compass rose, grid coordinates, and scale indicator is important for interpreting information from a variety of maps. Students need to be aware that inserts within larger maps may need special interpretation. Teacher questions might include: What kind of information can you learn from this map? What map tools are available? Are there any features that need special attention?



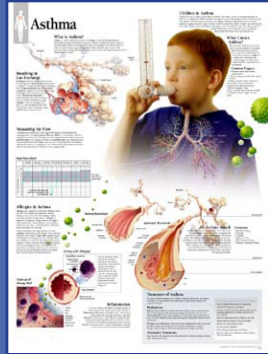
Calendars can have varying formats, including chart form and linear form. Some calendars may display high and low season rates for skiing, while others may have a description of activities on certain days at basketball camp. Teacher questions might include: What is the format for this calendar? What kind of information can be found on the calendar?



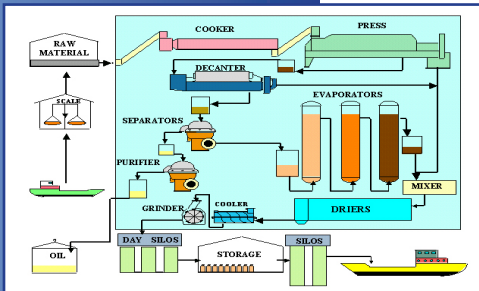
A wide variety of **graphs** are used in brochures and newsletters (e.g. bar graphs, line graphs, pictographs, pie charts). Charts frequently summarize information presented in a more lengthy format within the text. The reader must begin by looking at the entire graph and orienting himself to the axes and symbols. Then specific features must be examined in more detail. A key, the use of color, the inclusion of symbols can all to aid the reader in interpreting graphs. Teacher questions might include: What information is available on this graph? What kind of data do the coordinates represent? What is the scale? What significance do the colors or symbols indicate?



Developing Reading Strategies (continued)



Charts are a common feature in brochures and newsletters because of their ability to convey a great deal of information in a limited space. Charts frequently summarize information presented in a more lengthy format within the text. Although charts can be an asset to a well-crafted text, conciseness may become a liability when the short-hand version requires the reader to make too many inferences. Teacher questions may include: What information is available on this chart? Where is the important information I need on the chart? What is not included in this chart?



Labeled **diagrams** are a tool conveying lots of information in a relatively small space. They are visual texts that bring together images and words. Frequently, the information on the diagram is supported by more lengthy text within the brochure or newsletter. One must begin by surveying the visual text as a whole and then focusing on the specific details. The reader must also orient himself to the view represented by the diagram. Three common views are the overhead, side, and cutaway view. Cutaway drawings rely on the reader's understanding that both inside and outside features are represented at the same time. Teacher questions may include: What information is available on this diagram? What is the view of this diagram? Is there any additional text to help you understand and interpret the diagram?

Capitalizing on the Reading/Writing Connection

Creating brochures and newsletters is an excellent means of strengthening the reading/writing connection. What better way to focus students' attention on the critical elements of brochures and newsletters than to have them create one.

Reading Brochures and Newsletters	Writing Brochures and Newsletters
What kind of information should I expect to find? (who, what, where, when, why, how)	What kind of information would my reader want to find? (who, what, where, when, why, how)
Where should I look for this information?	Where should I place this information for the reader to find it easily?
What reading strategies do I need to use to understand this information? (activating prior knowledge, determining important ideas, asking questions, inferencing, metacognition)	How can I explain my information clearly and concisely? (short words, sentences, paragraphs)
Does this text capture my attention?	What type of voice and word choice will capture the reader's attention?

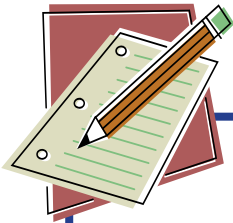


Spotlight on Teaching



Brochures/Newsletters Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading		Application	
<p>Preview Text Previewing brochures and newsletters is especially important. Teach students to begin by determining the publisher of the newsletter or brochure. Then model how the teacher decides if and how the text connects to real life. Describe a mental plan for finding more specific information, including scanning and more careful reading if necessary. If connections are found, scan to determine if the text contains information that you need.</p>			<p>Ask Questions Display the front panel of a sample brochure. As a class, generate a list of questions that might be answered from reading the brochure. Then read the brochure together and determine if the questions have been answered. Creating questions together models the thought-process readers use when seeking information.</p>				<p>Reread if Necessary Often one reads a brochure when planning an outing. Brochures may be filed and revisited when the event is actually going to occur. Discuss with students these and other reasons for rereading brochures and newsletters. A further skill to help students is to develop a plan for organizing brochures and newsletters so the information can be revisited when needed.</p>		<p>Real World Tasks Have students proof-read the class/school newsletter commenting, on clarity, interest, effective features, informativeness, etc.</p>	



Instructional Idea – Brochure

Objective(s):

- *The students will identify the features of a brochure.
- *The students will recognize tools used by writers to organize information in a brochure.
- *The students will create an original brochure about a researched topic and answer as many of the who, what, where, when, why, and how questions as are applicable to the topic.
- *The students will create an original brochure which contains appropriate graphics (photos, maps, charts, etc.) and effective highlighting techniques (color, font changes, horizontal rules, bullets, borders, italics/bold-face).

Materials:

Copies of several different types of brochures
Research information about the topic
Paper or electronic publishing tools and supplies
Brochure Elements (Appendix E)
Brochure Scoring Rubric (Appendix F)

Activity:

Students will identify features of brochures and create an original brochure.

Description:

The students are put into small groups of three or four. Each group is given 5-7 brochures on a wide variety of topics. Students work together to create a list of common features found among the brochures (Appendix F). Share the lists with the whole class, to generate a master list. Compare this master list with the *Brochure Elements* handout (Appendix E). Students return to their small group, select the most effective brochure, and use it to answer the questions on the *Brochure Elements* handout. Each group of students then creates a 2-column chart comparing effective and ineffective elements of the brochure, with at least 3 elements in each column. For each ineffective element, a statement must be included describing how the element could be made more effective.

Share the *Brochure Scoring Rubric* to be used on this project with the students and discuss the various elements of writing for effective brochures. (For more information on writing effective brochures see *Writing That Works: A Teacher's Guide to Technical Writing* by Steve Gerson; available for downloading on the internet at <http://www.kcterc.org>.)

Using information and data previously collected, the students work individually to create a brochure. The purpose of the brochure is to share information about the topic and should answer the questions who, what, where, when, why, and how. The brochure must include three different types of graphics and at least three different highlighting techniques. When students have a first draft of their brochure, have them exchange their draft with a partner and provide feedback using the *Brochure Scoring Rubric*.

Assessment:

The teacher will evaluate the completed brochure using the *Brochure Scoring Rubric*.

Catalogues/Order Forms/ Registration Forms

Shopping from home plays an increasing role in our everyday life. From home, you can shop for an I-Pod, purchase tickets for a concert, or buy a sweatshirt for your favorite college team. Registering to attend a camp or other event also involves some of the same skills needed to make a purchase. Selecting and ordering can be done electronically from company websites or by hand using catalogues sent to your home. Regardless of the format, similar thinking and reading skills are required. Wise consumer decision-making should guide the shopping and ordering process.

Wise Consumerism and Reading Skills

Catalogues are a good resource for teaching students how to read technical text and to interpret information from various sources. Catalogues require the reader to use the following strategies.

Reading Strategy	Ordering From a Catalogue
Setting a purpose	Figuring out what you want before beginning
Reading for details	Knowing about what you are purchasing
Summarizing	Understanding the full cost (product, tax, shipping, special charges)
Sequencing details	Following directions when ordering
Determining important ideas	Being familiar with the return policy before purchasing
Locating specific information, making inferences	Knowing how to handle problems

“Nearing a diploma, most college students can’t handle many complex but common tasks, from understanding credit card offers to comparing the cost per ounce of food...That means they couldn’t interpret a table about exercise and blood pressure, understand the arguments of newspaper editorials, compare credit card offers with different interest rates and annual fees or summarize results of a survey about parental involvement in school.”

B. Feller, Topeka Capital Journal, 2006.



“The Internet market equals 50.6 million users over the age of 16 in the United States and Canada. Use of World Wide Web has grown to 37.4 million users from 17.6 million users in the fall of 1995.”

<http://apconsultants.net/mo/facts/shtml>

Beyond Just Reading the Words

One might assume that reading a catalogue is fairly easy because it consists of short texts, numerous pictures, and lots of numbers. A more careful examination reveals that making meaning from the catalogue text can be a complex process. Actually, a large amount of prior knowledge is needed to interpret this concise text. When reading a novel, the text provides lots of description so that not as much prior knowledge is needed. In a short text, the reader must supply some of his own understanding in order to fill in the gaps that are left when fewer words are used. For example, two similar products might differ in capacity or speed or other features, and the reader would have to interpret the differences in their quality in order to compare the price in a meaningful way. The reader must draw from prior knowledge to understand the features and the terms used to describe these features.

Comparing TWO Products

In the example below, a shopper would compare the size, weight, battery life, memory, and cost of both MP3 players. A shopper must understand the terms used to measure the critical features, such as megabytes and gigabytes for measuring memory. A person with little technical prior knowledge might conclude that the MP3 player with 512 megabytes has more memory than the MP3 player with 2 gigabytes. Lack of prior knowledge could lead to an erroneous conclusion because 2 gigabytes is approximately 4 times as large as 512 megabytes.



“Gradually e-commerce sales have taken a larger piece of the pie thanks to annual growth rates that are three times in-store retailers.”

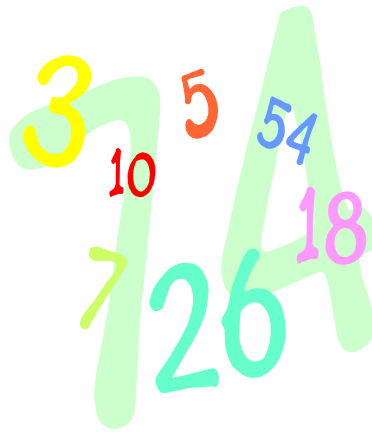
www.incontext.indiana.edu

MP3 Player #1	MP3 Player #2
512MB with color display - red	2GB - white
S20-512MB	MA004LL/A
Measures 1.6" thin and weighs only 1.7 oz.; up to 45 hrs. battery life	Measures just under 0.3" thin and weighs only 1.5 oz.; up to 14 hrs. battery life; color LCD with LED backlight
Reg. Price - \$149.99 Sale - \$119.99 You Save - \$30.00	Our Price - \$199.99

Mathematical Connections

Catalogues and order forms have strong links to mathematical content. For example, when ordering, one may need to add, multiply, and calculate percentages. Frequently, the first calculation price is only an estimate as the buyer is figuring a ball-park price for the item. However, before the order is placed, a more accurate total will be determined by calculating sales tax and adding shipping charges.

Spatial awareness is necessary when interpreting and visualizing linear measurements of products. Problem solving skills are needed when comparing products in terms that cannot be directly compared, such as weight stated in grams compared to pounds or measurements in centimeters compared to inches. Mathematics standards relating to number sense and computation, geometry, measurement, and estimation are addressed through the everyday activity of catalogue shopping.



Technical Text

Catalogues are prime examples of technical text. In order to accomplish the reader's purpose, one must effectively utilize multiple text features. Technical text puts demands on the reader. When ordering on-line, the reader must precisely follow the directions, completing each step before moving on to the next one. With an on-line order form, the text controls the reader by not allowing movement to the next step if key information is missing. Even with a paper order form, the reader must complete all of the steps or risk failing to achieve the purpose by receiving the wrong merchandise, being overcharged, or receiving no merchandise at all.

Text Features

- ✓ Title
- ✓ Graphs/Charts and Maps
- ✓ Table of Contents
- ✓ Pictures
- ✓ Illustrations
- ✓ Boldface Type
- ✓ Italics
- ✓ Glossary
- ✓ Index
- ✓ Headings
- ✓ Subheadings
- ✓ Topic and Summary Sentences
- ✓ Captions
- ✓ Sidebars
- ✓ Underlining
- ✓ Numbered or Bulleted Lists
- ✓ Footnotes
- ✓ Annotations

Unsubstantiated Claims

While catalogues fall into the category of technical text, they may also contain features of persuasive text including glittering generalities, testimonials, or bandwagon approaches. This persuasive perspective can be used for helping students read with a critical eye and recognize unsubstantiated claims. Applying the strategies of a smart consumer, students learn that if it sounds too good to be true, it probably is!



The key components of which have been scientifically proven to help you to
lose weight fast, increase energy, burn calories, control appetite.

Energy enhancing pre-workout spiker

Most Frequent On-Line Purchases

- * Computer hardware
- * Software
- * Supplies
- * Books
- * Health Aids
- * Medicine
- * Beauty Aids

For hard, dense, permanent muscle growth



Works all the time, every time

Advanced technological breakthrough that can help athletes immediately increase strength before working out.

Examples of unsubstantiated claims are found in many types of real world texts (e.g., magazine, websites, newspapers, billboards, advertisement fliers, posters, brochures). Once students learn to recognize these claims they will begin to question the exaggerated statements as knowledgeable consumers.

Important Information in Catalogues

One of the challenges a reader faces is deciding what information is important and requires close attention. A teacher can guide students in this process by identifying the following elements. Some elements are found in both print and electronic catalogues, while others pertain to one or the other.

Both
Company name and contact information
Product title and description including dimensions, color, materials, weight, price
Catalogue number
Customer account information (account number, special code, member number)
Special offers and expiration dates
Directions for ordering (special payment arrangements, sales tax, shipping information, guarantees, minimum order)

Print Catalogue	Online Catalogue
Table of contents	Site map with links
Index	
Order form (send in or phone in)	Steps of the ordering process
Item description on the same page*	Item description accessed through various links*

*In print catalogues, the item description and picture are displayed together. On a website, different parts of the description are in different locations, all accessed through links.

Vocabulary for Catalogues and Order Forms

Vocabulary is always a critical factor when dealing with texts, and catalogues are no different. Understanding specialized words helps the reader use catalogues effectively. Prior knowledge of some terms is critical to success, while other terms can be defined while reading through the use of context clues.

Merchandise	Shipping and Handling
Item color/size codes	Total
Bill to	Return Policy
Ship to	Receipt
Delivery	Distributor
Account	Customer Service
Payment Method/Form	Guarantee
Subtotal	Warranty
Tax	Service Agreement

Student Use of Catalogues and Order Forms For Buying:

- * book orders (elementary)
- * letter jacket
- * class ring
- * graduation paper products
- * electronics
- * books
- * music
- * clothes
- * sports equipment
- * collectibles

Student Use of Catalogues and Order Forms For Selling:

- * Recreational activities (scouts, 4-H, sports teams)
- * School

Please make any necessary corrections to your address:

Name: _____ Address: _____ City: _____ State: _____

Phone: _____ email address: _____

ITEM#	DESCRIPTION	QTY.	SIZE	COLOR

STANDARD SHIPPING RATES:

\$0.00 to \$50.00	\$5.95
\$50.00 to \$75.00	\$7.95
\$75.00 to \$100.00	\$9.95
\$100.00 to \$150.00	\$12.95
\$150.00 to \$200.00	\$15.95
\$200.00 to \$300.00	\$19.95
\$300.00 to \$500.00	\$24.95
\$500.00 to \$750.00	\$29.95
\$750.00 or over	\$34.95

SHIPPING & HANDLING USE**

MO, UT or WA RESIDENTS, PLEASE ADD

100% Satisfaction!
Take 45 days from the shipping date to be sure you're 100% satisfied.
THAT'S THE BEST OFFER IN THE BUSINESS!

Call 1-800-776-5173

Please charge my: Visa MasterCard Discover American Express Account Number On Card

Signature _____ Name Of Bank _____

email address _____ phone _____

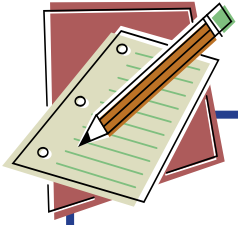


Spotlight on Teaching

Catalogues/Order Forms/Registration Forms

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine if Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading			Application
<p>Preview Text A reader can save lots of time later on by pausing to preview the form before filling it out. Carefully read the form and determine the type of information that will be needed. Determine if other information is needed such as social security number, billing address, or credit card number. This will help you to be prepared and save time.</p>			<p>Adjust Rate Since catalogues are not typically read cover-to-cover, help students practice skimming and scanning techniques. Model ways to locate information and evaluate the likelihood that the item is of interest. Also, model reading for details and asking appropriate questions to compare items.</p>				<p>Reread if Necessary Even for skilled readers, it's easy to make mistakes when ordering, so rereading is important for checking accuracy. Use sample order forms that are completed incorrectly as practice for reading for details. Math errors on the order forms can provide practice with math skills.</p>			<p>Real-World Tasks With catalogue order forms, your real evaluation for results occurs when the product arrives, and you check that what you received matches what you thought you ordered. Help students develop a new plan of action to use when dissatisfied that includes rereading to determine how to return the merchandise.</p>



Instructional Idea – Catalogue

Objective(s):

- *The students will critically analyze information about more than one product.
- *The students will compare and contrast features of various products.
- *The students will evaluate a product's features by writing a rationale for the selected purchase.
- *The students will apply knowledge of technical vocabulary to complete a paper order form for a selected product.

Materials:

Catalogues or websites featuring products of interest
Paper order form; if one is not available, the teacher will create a generic form
Product Comparison Chart (Appendix G)

Resources:

Preselected websites for products of interest to students, such as electronics, clothing, weight loss/nutrition, sporting goods

Activity:

Each student selects a product to research through paper catalogues and/or websites. Information should be gathered for 4-6 different versions of the product from such categories as model, size, weight, materials, features, and cost. Next, information is displayed on a *Product Comparison Chart* (Appendix G). After analyzing the data, student makes purchase selection and writes a rationale with at least three reasons for supporting the decision. Then the student completes a mock order form for the product.

Assessment:

The following checklist can be used to determine whether or not students have met the objective.

Checklist

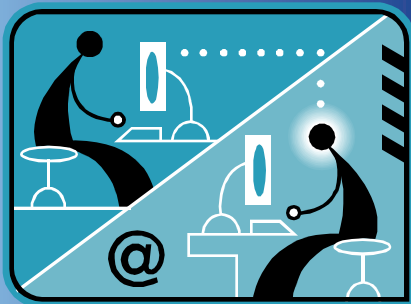
- _____ Chart contains complete, accurate information for 4-6 products.
- _____ Rationale gives at least three reasons for the selection.
- _____ Order form contains all required information.

Note to Teacher: To teach students how to complete an electronic order form, the teacher can print each screen during a personal ordering process to use as a model. The teacher can then demonstrate an ordering process which could be adapted by the students for the product they wish to purchase. This information could be shared as overhead transparencies or as PowerPoint slides.

Notes:

Electronic Communication

New literacies, or forms of communication, have become commonplace. Relationships are formed through the keyboard and the mouse. These new forms of communication rely on some of the same reading and writing skills we have traditionally used along with a new set of skills that take into account the nature of electronic communication. The roles of reader and writer have become blurred. We quickly switch between authoring and constructing meaning, sometimes as quickly as a click of the mouse.



Email

One of the most commonly used elements of electronic communication, an email message is sent directly to one person or a designated group. Formal messages may follow a business style. Informal messages, usually to friends or family, typically follow an informal style and sound more conversational. Some email writers even use a type of shorthand that leaves out capitalization, punctuation, or even uses phonetic spelling. Email is asynchronous, meaning the sender and the receiver are not necessarily communicating at the same time.

Instant Message

An instant message is sent directly to one person, although the writer may be communicating with more than one person at the same time. The writing is synchronized, so that both the writer and the reader are on the computer at the same time, so the message is sent and received instantly. Since communication is done quickly, an IM shorthand has been developed which included abbreviations (e.g. G2G for got to go), emoticons (☺), and a lack of standard punctuation.

Discussion Board

Individuals can add their thoughts to an online discussion. Think of a discussion board like a bulletin board where you can post your idea for others to see, and they can post their own ideas or respond to yours. Discussion threads are organized around common topics of interest. Since discussion boards are asynchronous, participants can post comments at their convenience, rather than all at the same time.

Terms

- * **Gardening:** protecting and nurturing a wiki by repairing an entry when vandals post false or slanderous information
- * **Stub:** a wiki entry which hasn't received enough information and editing to be a full-fledged article
- * **Emoticon:** a symbol used to represent an emotion in an electronic message
- * **PIN:** personal identification number
- * **Blogger:** a person who frequently reads and writes on blogs
- * **Thread:** a discussion topic
- * **Email Train:** sequential collection of emails about the same topic



Listserv

Those interested in discussing a similar topic can choose to join a listserv. All members will receive all messages through their email account. Members can choose to begin a discussion about a topic, respond to comments by others, or just sit back and read the discussion. Because messages arrive through email, members can read and respond at their convenience.

Chat Room

People who share a common interest can come together in a virtual space to have a chat or discussion. This synchronized communication requires all participants to be present at the same time, although a completed discussion can be saved to be read at a later time. Since several people can be participating in the discussion at the same time, the reader faces a challenge of keeping straight who said what, while at the same time creating messages.

Blog

A weblog, or electronic journal, is a way for a writer to make public his journaling about daily activities, thoughts, or interests and is often thought of as a personal webpage. A writer may limit who has access to read the blog, or may choose to make his writing available to any and all who are interested. Frequent updates make the writing more interesting as the reader follows the writer through life's ups and downs. Readers may even respond to the blog entries, thus blurring the line between writer and reader. In a way, weblogs are social software that promotes social interaction and group communication.

Wiki

A webpage that provides readers the opportunity to read, create, edit, and discuss a topic within a single document. The concept of "open editing" encourages democratic use of the Web because nontechnical users can revise or edit the content of a webpage. Wikis are often described as simple, yet powerful, because anyone can post something, write a correction, or disagree with an idea, thus creating a social forum for collaborating. Older articles may tend to be more balanced and thorough because more have contributed to the collection and authenticity of the information. The original wiki is Wikipedia at <http://www.wikipedia.org/>. (To learn more about wikis or find other wiki sites, use a search engine and type wiki in the search box.)

Tips for Blogging

↪ Teachers and students can collaboratively create the level of formality and language usage expected in a school blog. As with any type of communication, a more formal style is typically expected in a school setting, and a less formal style may be considered when blogging on a personal blog at home. A blog may be used as a form of a literature discussion group or a writing workshop where participants respond to each other's written text that has been posted in the blog. In either situation, one would expect students to use accurate spelling, punctuation, and grammar.

↪ Set a goal or purpose for the blog. A blog may be a place to share written work, respond to literature, or create a dialogue journal about a text. A blog can also serve as a class newsletter, a daily classroom diary, or a record of a class project, such as a study of lunar patterns during a month. A blog is a quick and easy way to display information and invite others to respond. Having a clear purpose helps both the readers and writers to better define their contribution to the blog.

↪ Decide if and how to evaluate blog contributions. As with all online communication, there are expected codes of civility. A checklist could be used as an assessment tool for monitoring blog contributions. Creating the checklist as a whole class would be a great teaching activity. Likely topics would include the use of appropriate language, ways to give constructive feedback, expected use of spelling, punctuation, and grammar.



Suggested Blogs

Edublogs.org at
<http://edublogs.org>

Educators will find blog tools for various topics such as learner blogs, ESL blogs, and university blogs.

tBlog.com at
<http://www.tblog.com>

Blogs at this site are organized around topics and locations. The site promotes the creation of networks of individuals with similar interests.

Blogger at
<http://www.blogger.com/start>

A quick and easy three step format is used to create a blog, so this site is good if you are just getting started. Templates for color, background, font, and page organization are available for selection, which gives the blog a finish, published look.

Class Blogmeister at
<http://classblogmeister.com>

Designed specifically for teachers, this site is password protected. Comments about blog entries are first sent to the teacher for preview before being posted.

High School Collaboratively Authored Reader Study Guide at
<http://weblogs.hcrhs.k12.nj.us/bees>

A school district has provided teachers with blog software to create this class blog centered around a piece of literature. The blog contains chapter responses, related artwork, responses by readers of the blog, and even comments from the author of the novel.

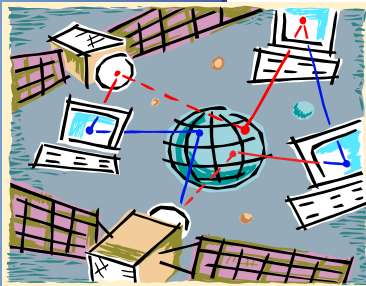
Electronic Shorthand

Quick ways to display ideas have been created as a response to the needs of writers in electronic communication. Emoticons and acronyms are both ways to express emotions and share ideas with other users in email, instant messaging, and chats.

Emoticons are a sequence of keyboard characters that are used to convey emotions. Below are some of the most common emoticons and their likely interpretations.

- ☺ you don't want to take things too seriously
- ;-) you are joking
- ☹ you aren't joking or are not satisfied
- :-s don't know what to say
- :-> follows a really sarcastic remark
- :-* kissing smiley

There are hundreds more emoticons than those displayed here, some are used to express emotions, and some are used just for fun.



Acronyms reduce a word or concept to a few letters, typically understood by the group of users, more specifically those using electronic communication. Below are a few examples of acronyms.

- LOL - Laughing out loud, lots of love, lots of luck
- G2G - got to go
- G2B - go to bed
- G2GGS2D - got to get something to drink
- G&BIT - grin and bear it
- 2MFM - too much for me

Even with these shorthand communication tools, reading informal electronic text can be challenging. Read the blog entry below and look for ways this high school writer has communicated ideas in a quick or brief way. Consider the prior knowledge required to make sense of this text.

CROSS COUNTRY WAS SO AWESOME THIS MORNING..it was a city meet..so like ALLLLL the high schools in the city were there, and out of ALLL of them, i got 42nd...so that means than i am basically the 42nd best high school girl runner in town...which is pretty sweet! But anyways, the race will be at state next week, except this time it will be a longer race, which stinks, because i don't like long, i like 2 miles...but w/e[anyway] it will work

If we look beyond the informal language, we see a writer who is communicating her experiences and opinions while developing her own identity.

Dos and Don'ts

Each form of online communication is, in essence, an online community. As with other communities, there are expectations for acceptable behaviors or ways to communicate. If a group member does not follow these behaviors, often, others in the group will step forward and let the person know when something is inappropriate.

Do...	Don't...
...use spelling, grammar, and punctuation that will assist your readers in understanding your message.	...forget that there is a record of your words. Electronic communication can be saved, printed, or sent to someone else. Remember there are consequences to what you write in cyberspace.
...try to be as clear as you can about communicating your message. Remember that you have lost the advantage of nonverbal communication available when speaking directly with someone. Make sure your ideas are clearly explained.	...send an emotionally charged message the minute that you write it. Let the message set for an hour or two and see if you still feel the same way.
...remember to be respectful when a disagreement arises. Make sure you are saying what you want to say in the way you want to say it. Respectful disagreement is the key.	...forget being civil is a sign of strength rather than weakness. It takes lots of courage and creativity to respond to someone in a respectful manner when you may be seething inside.
...take a step back when responding to emotionally charged messages. Give yourself time to cool down and respond with a level head.	



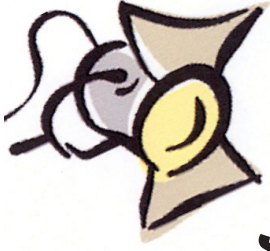
Staying Safe

Some frequently cited tips for staying safe online are the following:

- Keep personal information private: password, PIN, name, address, phone number, school name, family members' names or friends' names.
- Check with parent(s) before sharing pictures or email addresses with people met on-line.
- Don't open, read or respond to messages from cyber bullies.
- Save messages in case they are needed later for authorities to take action.
- Leave a chat room if something seems wrong.
- Understand that on-line conversations aren't private.



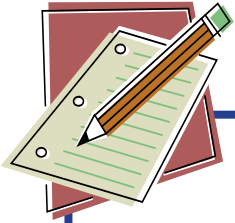
Spotlight on Teaching



Electronic Communication

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine if Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading		Application	
<p>Preview Text Students need to understand the purposes and formats of electronic texts. Show the students models then compare and contrast the different purposes and formats. Be sure to highlight specialized vocabulary, symbols, procedural etiquette and safety issues.</p>			<p>Ask Questions Encourage students to consider the author's purpose by asking questions such as: "What is the author's goal? How does it connect to me? Is there anything I don't understand? What would be an appropriate response?"</p> <p>Monitor Comprehension Impress on students that failure to comprehend electronic text may carry more serious consequences than failure to comprehend a page in a novel. Discuss possible consequences of misreading electronic communication such as damaging a relationship, getting involved in risky situations, or embarrassing yourself. Plan with students strategies to avoid such situations, such as asking for clarification when you're not sure you understand.</p>				<p>Determine if Questions Were Answered The temptation when we finish reading is to move on to the next text or taste. Encourage students to pause and mentally revisit the questions asked before and during reading. Otherwise we might miss out on noticing an important piece of information.</p>		<p>Real World Tasks Encourage students to follow the safety suggestions presented in the section on electronic communication. Discuss some of the problems that can happen when we are not safe with electronic communication of various types.</p>	



Instructional Idea – Electronic Communication

Objective(s):

*The students will deepen and expand understanding of a text through literature discussion.

Materials:

Blog Feedback Form (Appendix H)

Description:

Students participate in an online literature discussion of a selected text using a weblog. Prior to the lesson, the teacher creates a class weblog from available software or creates an account within an Internet blog.

Activity:

Display the website High School Collaboratively Authored Reader Study Guide at <http://weblogs.hcrhs.k12.nj.us/bees> as an example of a literature discussion activity. Point out the chapter summaries created by students and the opportunities to respond to these summaries. Demonstrate the links to select for posting a response.

Display the class blog previously created. Walk the students through accessing the website, entering the blog, and posting messages. Discuss the expectations for appropriate online behavior, safety tips for posting items on the blog, and level of formality for language, punctuation and grammar. Share the *Blog Feedback Form* (Appendix H) with students. Discuss the various expectations for quality blog responses.

Choose an appropriate book and assign responsibilities for chapter summaries. Establish a time line for posting summaries and responding to the work of others. Responses are completed as homework and can be done on a computer at home, the library, or a friend's house.

Assessment:

The teacher will evaluate students by completing the *Blog Feedback Form*; looking at such things as the completeness of the chapter summaries and responses to the summaries of others. Self assessment of performance on the blog will be done by each student completing an evaluation of blog performance. The class will then discuss the use of a blog for a literature discussion activity, including what went well and what didn't. Plans will be made for the next literature discussion.

Notes:

Indexes and Directories

An index may be created by the author, editor, or someone not even familiar with the content. Thus the index reflects the view from several lenses.



Do you ever struggle to find something in the phone book? How much time have you wasted trying to locate specific information in a directory? Do you ever look for a topic in a book index, only to discover it is nowhere to be found, yet you know it's somewhere in the book? Why are these common texts so difficult to navigate?

What Makes an Index or Directory Difficult to Read?

- ideas are organized into categories
- categories may not match the way the reader thinks
- vocabulary is specialized
- formatting on the page can be hard to follow (topics from subtopics)
- text is succinct and requires the reader to make inferences
- small print
- alignment of text requires tracking across the page
- advertisements may interrupt alphabetical order
- format lacks consistent organizational pattern
- intense alphabetical order
- changes in font size and style, color, column width
- quickly shifting between text and graphics
- indenting levels carry significant meaning

What is the Purpose of an Index?

An index is an alphabetical guide to help locate specific information within a text:

- Expository text (i.e. social studies textbook, travel book, health guide)
- Technical texts (i.e. cookbooks, manuals)
- Help function on computer software (need correct vocabulary)
- Electronic indexes (i.e. webpages, on-line catalogue)

Using an Index in Your Textbook

Expository text is not always designed to be read from cover to cover, but is organized to help the reader find specific information needed for some purpose. The index is an often overlooked tool for finding information. As you build your skills with using indexes, you become better at locating information.

Looking up something in a directory or an index is a thinking process before an action process.



Each page of the yellow pages requires a reader to reorient himself. Because each page may be organized in a different way, the reader should pay careful attention to column width, placement of advertisements, break in the alphabetical order, or use of color.

What is the Purpose of a Directory?

A directory is an alphabetical guide that facilitates finding information used to make contact or locate a person or a business, such as:

- yellow pages/telephone book
- school/business/professional directories

Designing a Functional Index or Directory

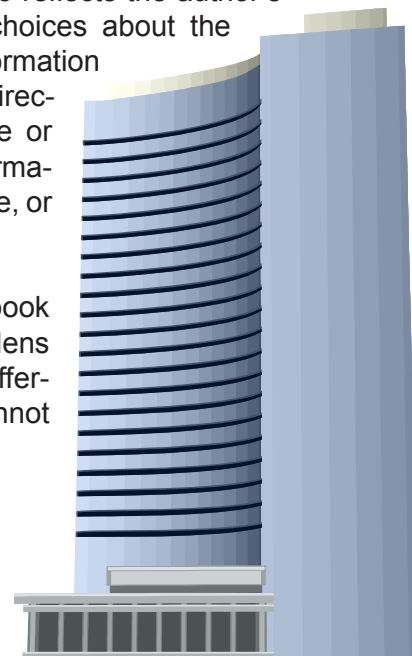
The writer of an index or directory is like an architect who structures the information for use by others. Through a vision, an architect creates a building that serves the needs of the people who will use it, while reflecting an individual perspective. Decisions are made about materials, style, and organization. In this same way, the author of an index or directory creates a tool that serves the needs of the readers who will use it. Decisions are made about vocabulary, tone, and format.

You Can't Use It All: Deciding What to Include and What to Leave Out

As with all texts, the author makes decisions about what to include or not include. A perspective, or view of the world, guides the author's choices. Through these decisions, the author is reflecting a certain bias, which may be conscious or unconscious. The training, background, and values of an author determine the lens through which the world is viewed.

A directory, such as a telephone book, also reflects the author's viewpoint. This perspective influences choices about the vocabulary, the organization, and the information that is included and not included in a directory. The author has ways to emphasize or de-emphasize the importance of the information, by using highlighting, shading, font size, or determining placement on the page.

Often we have trouble using the telephone book because we are looking through a different lens than the author. If we call something by a different name than the author used, then we cannot seem to locate the information.



Language Controls Your Thought Process

The kind of language used in directories influences the ease with which we read them. It's more than just vocabulary! A conflict exists between common language used for everyday communication and more formal language used for business and academic purposes. A telephone book is put together from a business perspective of how the world works, which may be different than the way you or I might think of things. Business language does not always mirror everyday language. Look at the following headings and subheadings from a local yellow pages directory.

Access control systems – locksmiths
Amusement places – miniature train park
Attorney – lawyer
Automobile – cars
Auto wrecking – towing services

Is the term *auto wrecking* where you would look for a tow truck? Which term is more common, *lawyer* or *attorney*? You can see how important it is to understand the terminology in a directory. So when you are reading the yellow pages, you must think like a business person. It takes practice to be able to generate a number of possible terms for a given item.

Finding What You Want

Experienced telephone book users can quickly find what they are looking for, although they occasionally may still become stumped when their vocabulary doesn't match that of the telephone book. Consider this scenario written from the perspective of a student.

You are at the state debate conference, and your watch battery dies. You know that it's crucial for you to have a watch, in order for you to arrive at your rounds on time and keep track of how long your speeches are. You are staying overnight at a local hotel with the other members of your team. The sponsor offers to take you to get a new battery if you figure out where to go. You turn to the local yellow pages found in your hotel room. First you look up the term "*batteries*", and find topics like dry cell, recondition, wholesale, manufactures, repair, rebuilding, and supplies. All of these appear to refer to car batteries. Then you try terms like *electronics* and *technology*, but have no luck. Next, you try looking up the term "*watches*". Here you find watches retail and watch service and repair. You wonder if service and repair might be the right one, but you think that your watch isn't really broken, it just needs a battery. **HOW DO YOU FIND ANYTHING IN THIS BOOK ANYWAY?**



The yellow pages are an example of persuasive writing. The reader should be careful not to just select the biggest, most colorful, eye-catching advertisement.

More Than Just Phone Numbers—Elements of a Telephone Book

- * Customer guide
- * Telephone numbers, addresses, zip codes
- * Government services and contact information
- * Advertising
- * Local maps (towns, university)
- * Long distance calling codes, international calling
- * Information about a phone company
- * Emergency planning guide
- * Community information (parks and recreation, town information, parks, map)
- * Government (US, local, public schools)
- * Yellow pages (listing of businesses and advertisements)
- * Restaurant menus
- * White pages (residential and business)
- * Coupons

Think Before You Look

1. Identify your question or problem. (Where can I go to get my tire repaired?)
2. Determine if phone book is current and represents the correct geographic area.
3. Brainstorm terms related to the question/problem.
4. Preview text to determine organization (Where are the yellow pages; residence pages?). This is typically done by flipping through pages rather than looking at table of contents.
5. Prioritize terms. (Which do I think would be the most likely place to start: cars/autos/dealerships?) If you have only one term in mind, and it's not similar to the author, then the search ends here. Sometimes the same information is listed under more than one heading or refers you to another spot (e.g. See auto dealerships).
6. Be persistent. If you don't find it the first time, rethink your terms, trying to use the lens of the author (Okay, so what would they call this??!!)



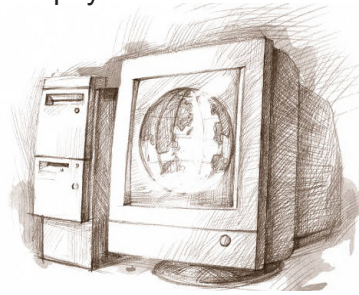
Online Directories

Although the yellow pages have been around for over a century, recently this term has taken on a new meaning, also referring to online directories. Several communications companies have developed online directories.

<http://www.yellowpages.com> – AT&T and BellSouth
<http://www.superpages.com> – Verizon
<http://www.yellowbook.com> – an independent source

Personal directories are also available online. These directories often provide the user with different formats, depending on the information needed, such as a phone number or address. A person can be accessed with a name or address. Some websites even provide a reverse lookup service where a phone number can be entered and a person's name is then provided.

One of the most popular online personal directories is AnyWho Online Directory <http://www.anywho.com>. Users should pay careful attention to the places where required information must be included. Also, the website does provide tips for helping the user to find the most accurate information. Such a website requires careful reading to find information quickly and accurately.



Indexes in Informational Texts—Reading Between the Lines

One of the features often found in informational text is an index, which can provide a wealth of information for those who take the time to use it. Unfortunately, an index is an often overlooked text feature. Maybe this occurs because we have experiences where an index does not seem to have the term we are looking for in the place we are looking. Frustration may be the culprit for a reluctance to use indexes.

Instead of becoming frustrated and giving up, teach yourself to think like the person creating the index. Approach the index with a string of terms instead of only one. Begin the string with your first choice or the word that best fits what it is you want to know. Then develop a list of several other similar or related terms. Think of a couple of terms that are broader or more specific than your first choice. For instance, if a reader is wanting to learn more about *imagination*, a book about how the body works might be a source of information. Possible terms to look for in the index might be imagination, brain, thought, sensory centers, or creativity. Having several possibilities in mind enhances the likelihood of finding useful information by using an index.

The old saying “Let your fingers do the walking through the yellow pages” seems obsolete with the increase in use of online directories.



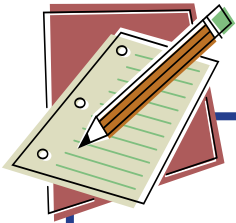


Spotlight on Teaching

Indexes and Directories

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine if Questions Were Answered	Create A New Plan if Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading Set Purpose The single most difficult part in using an index or directory is determining the name the author gives to what you are looking for. Modeling the thought-process the teachers uses to generate appropriate terms is important. Activate Prior Knowledge To effectively use a directory, students must be able to alphabetize five or more letters in a word. Since students rarely use alphabetical order skills, they may need some reminding, reteaching, or practice to become fluent.			During Reading Make Inference Determining which term to use for looking up information is half of the challenge. If the first term selected is not listed, then the reader meets a small road block. Model for students how to select the second or third most likely term. Explain how the reader must make a best informed guess based on prior knowledge and what has been discovered about the author's style of organizing.				After Reading Reread if Necessary Students become easily frustrated when they have difficulty locating the information that they need. Using a think-aloud procedure as you attempt to locate information in a directory, can provide a model of persistence. Demonstrate how you determine if your question has been answered, if you need to reread, or if you need to create a new plan.		Application Real World Tasks Encourage students to practice brainstorming possible terms when looking up numbers in the yellow pages at home.	



Instructional Idea – Directory

Objective(s):

*The students will use a directory to locate goods and services.

Materials:

Assorted phone books with yellow pages
Event Proposal Form (Appendix I)

Activity:

Plan an event using a directory to locate goods and services.

Directions:

You are the head of the prom committee and must make the arrangements for a sit-down dinner and dance for 150 people. Use a directory to find a resource for the following goods and services:

- * location that holds 150 people and is available on the prom date
- * rental of tables, chairs, an arbor, a punch fountain, table cloths, dishes, silverware
- * a caterer to provide a buffet dinner, including a decorated cake
- * a photographer
- * a band
- * party favors for the guests
- * floral arrangements
- * security for the parking lot

Complete the *Event Proposal Form* (Appendix I) identifying names, addresses, and phone numbers of vendors, along with directory title and page number.

Assessment:

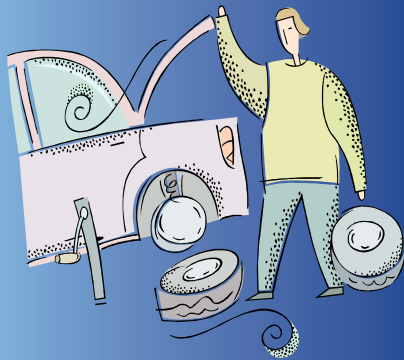
The teacher will know the students have met the objective when students have located the requested information and have completed the *Event Proposal Form*.

Notes:

World Wide Web

“Not teaching students to be savvy Internet users leaves them to navigate the information superhighway without a map, a tank of gas, and a spare tire in the trunk.”

The Tech-Savvy English Classroom
by S.B. Kajder, p. 49, 2003



Reading on the Web is based on the foundational reading skills a student develops for reading print text. Strategies such as activating prior knowledge, making predictions, and asking questions are all important when reading icons, links, and words. Along with these foundational skills, successful Web readers must meet the additional challenges of finding, evaluating, and harvesting (collecting) information. Some say that reading the Web is like reading print, but is more complex. Certainly Web readers must have perseverance in order to follow what can be a complex path to answer a question.

Five Functions of New Literacies

Our definition of literacy is changing to better match the reading and writing skills students need to be successful in a world where online communication has become so important. The following list describes the five functions of new literacies as described in the chapter *Toward A Theory of New Literacies Emerging From the Internet and other ICT* in the book *Theoretical Models of Processes of Reading* (2004). The authors, Leu, Kinzer, Coiro, & Cammack propose that being literate in today's world requires a person to be adept at each of these five functions, whether we are seeking information for pleasure, learning, or work.

- 1. Generating Important Questions**—Much of Web reading occurs because of the pursuit of an answer to a question. We may be seeking the weather forecast for the day or reading about a new drug the doctor has recently prescribed. Either way, we are striving to find an answer to a question that comes from within or may be assigned to us.
- 2. Locating Relevant Information**—Today we have instant access to information. Answers to our questions may only be a few clicks away. Such instant access can be overwhelming, unless we have a plan for finding what we need. A plan for Web reading involves not only knowing how to use the computer, but also how to use a search engine, develop accurate search terms, and use links to access information.
- 3. Critically Evaluating the Usefulness of Information**—Along with knowing where to find information comes the responsibility of determining the accuracy and reliability of the information. This is a challenge unique to our new view of literacy, because print text goes through several layers of evaluation from the author, editor, and even a recom-

“The Web is a vast, open, and uncatalogued library, one in which reference librarians are nowhere to be found.”

Web Literacy in Computers and Composition.
By M. Sorapure, P. Inglesby & G. Yatchisin,
p. 410, 1998



4. Synthesizing Information—Massive amounts of information must be sifted down to the most useful and important ideas, which is the process of synthesis. This can be easier said than done when encountering tons of information on the Web in the form of pictures, audio, video, icons, and text. The Web reader has to be skilled at deciding what to give attention to and what to overlook, based on the question that guides the search.

5. Communicating Possible Solutions to Others—Finding information and deciding what is important and accurate helps the Web reader move along the path of answering a question. We may choose to keep this information to ourselves, but often we decide to communicate the information to others. This can be as simple as talking with others about what we have learned or as complex as creating a project, such as a PowerPoint presentation or writing a research report.

New Forms of Text

Web text is a form of hypertext where ideas are connected by links. Information is displayed in a variety of ways, so readers must be skilled at identifying important details not just through reading, but also through listening and watching. Web readers will likely encounter the following formats, possibly within a single website.

- text with hyperlinks
- icons
- images
- audio
- video
- animation
- virtual reality
- advertisement
- glitz

To understand ideas presented in these various formats, readers must be able to mentally criss-cross between thinking, reading, viewing, and listening, while at the same time adeptly moving within and among websites. What a lot to think about all at once! One can see why reading on the Web is such a challenge.

Natural Language

Think of a search engine as an electronic robot that responds to your commands. The only trouble is that each robot speaks its own language, and as the controller, it is your job to know how to communicate with each one, or at least with your favorites. Some search engines, such as Google (<http://www.google.com>) and Ask (<http://www.ask.com>) respond to natural language, much like we use when speaking. So if you want to find information about the bald eagle, for example, you can simply ask the question, “When did the bald eagle become the national emblem?”, and you will receive thousands of results. Luckily, both of these search engines can understand what you want by reading your question. Other search engines are not so reader friendly and may respond to a question written in natural language with the statement “no results found” because they prefer the use of key words and a plus sign.

Activating Prior Knowledge Is The Key



As with all reading, the activation of prior knowledge is crucial to understanding the text. Our prior experiences provide us with mental hooks on which to hang new information gained from the text. Without prior knowledge, we have no way to mentally organize or connect to new information, so it often becomes lost or is meaningless to us. Web reading is the same, and yet different. Activating your prior knowledge is still important, but with Web text, there seems to be more kinds of prior knowledge to activate.

- 1. Prior Knowledge of the Topic**—Bringing to the front of our mind what we know about a topic is important for creating connections and building on to our store of knowledge.
- 2. Prior Knowledge of the Text Type**—Since most of the sites on the Web contain informational text, reminding yourself of what you know about informational text is helpful. Consider things like the organization or structure of the text and the use of text features (headings, captions, lists, etc).
- 3. Prior Knowledge of Search Engines**—Before we can begin reading a website, we must first find the information we want. A search engine is a useful tool for doing so, but it is helpful if we begin by drawing from what we know about search engines. Ask yourself questions such as, “Which search engine will be the most helpful to answer this question? What type of language should I use? How will I find the right website among a list of results?”
- 4. Prior Knowledge of Websites**—Finding and reading information within a website can be tricky. One reason for this challenge is the fact that each website follows its own unique organizational format. Each time you encounter a new website you must reorient yourself, so remember what you know about the use of links, headings, icons, audio/video clips, and other features of a webpage.

“The responsibility for evaluation falls directly on the learner to weigh information carefully and wisely to determine its quality.”

Information Literacy Standards for Student Learning
American School Library Association, p. 2, 1998



Healthy Skeptics

Probably more so than with any other type of text, comprehension of web text relies on the reader evaluating what is read. This evaluation involves checking both the truthfulness and the usefulness of what is found on a website. Evaluating truthfulness, whether information is factual, is discussed further in a section below about being an Web reading detective. Evaluating usefulness involves asking yourself a series of questions (see list at left) that focus on how well the information meets my needs. With both types of evaluation, the reader is expected to be a healthy skeptic or a person who questions and analyzes what is read. Since there is no formal editing process for publishing information on a website, this deep thinking and exploring is necessary to validate facts, interpret meaning, and assess appropriateness.



Usefulness

- Which search engine will help me find what I need?
- Which website on this list will most likely have what I need?
- Does the information on this website meet my needs and interests?
- Which link will likely help me find the information I am looking for?
- Where should I use quick reading or slow and careful reading on this webpage?
- When should I stop reading this website and try another one?

Thinking Aloud As a Model for Internet Reading

“I have this question I want to answer, ‘How do I make the snack puppy chow?’ I am going to use the Web to find the recipe. First I choose a search engine. Since I already have a lot of background knowledge about my topic, I’ll try Google. I am typing www.google.com into the search box. While I am waiting for it to load, I’m thinking about my keywords. If I just type in puppy chow, I might get something about dog food. So I will try typing in two terms to help narrow down my search. The first term I will use is *recipe*. I picked this because it’s the broader topic of what I want. I know if I just used that term, I would get a bazillion websites. So I want my second term to be a little more specific – *puppy chow*. I know that I must put quotations marks around these two words so that the search engine will look for websites where the word *puppy* and the word *chow* are next to each other. I also know that I need a plus sign between *recipe* and *puppy chow* so that the search engine will find websites with both of these terms. I hope by using these terms together, I will weed out the websites about dog food. Let’s see . . .”

Seeking Truthfulness



Be a Detective—Look for clues about the truthfulness of information. Basically anyone can say anything they want to on the Web. Because of this freedom, readers must be constantly on the lookout for clues to the truthfulness of Web information.

Authenticity—Begin by determining the author of the information found on a webpage. The credibility of this person goes a long way to supporting the truthfulness of the information. Look for an author with the educational background and experiences that help to make this person an “*expert*”. Also consider the host of the website. As a host, National Geographic has more credibility about volcanoes than a school website with research reports from students.

Purpose—Look for clues as to why this website has been created. Is the purpose merely to share information? Is the website meant to persuade the reader to believe or do something, such as purchase a product? Websites meant to share information will typically support the facts with references to other resources often found in print.

Tone—The text should sound like someone in authority has written it. Clues, such as misspellings and informal language (“hey you guys”), may be signs that the author wants to be an expert rather than is an expert.

Timeliness—Make sure the information has been updated recently. Look for a date, typically near the end or beginning of the website. The date provides a clue as to the amount of tending the website is receiving.

Scaffolding Web Reading Instruction

Gradually, the responsibility for learning is released to the student, with the eventual goal of independence. When students are novice or self-taught computer users, they need scaffolding to guide them towards being more effective and efficient in their Web reading. At first, the whole class works together with direction, either written or oral, from the teacher. With practice, students will require less direction, and may come to rely more on a skilled peer, with the teacher stepping in as needed. Eventually, again with more practice, students become skilled at finding useful information on the Web independently. The teacher is available as a resource, but students become skilled enough to serve as their own tour guide on the information highway.

“Internet technologies raise new issues about our relationship to information. As students scan search results and select particular web sites to examine more closely, they’ll need strategies for efficiently evaluating the credibility and usefulness of the information they find.”

*Teaching with the Internet K-12:
New literacies for new times.*
By D.J. Leu, D.D. Leu & J. Coiro, p. 86, 2004



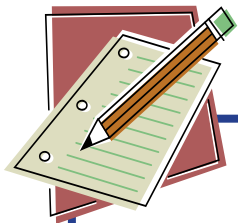
Spotlight on Teaching



World Wide Web

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks
Before Reading			During Reading				After Reading			
<p>Activate Prior Knowledge Students may need to be reminded to bring to the forefront of their minds what they know about all four areas of prior knowledge—topic, text type, search engines, and websites. When done before reading, this step often requires students to slow down the Web reading process, so that they can become more aware of activating prior knowledge. Teachers can facilitate this activity by modeling their own thinking aloud during Web reading.</p>	<p>Determine Important Ideas It's easy for the Web reader to get sidetracked by the color, sound, advertisements, and graphics in the interactive text of a website. Help students keep a focus by modeling how the teacher selects important information from a website. While reading a website with the students, point out the places where you think the information is important and how you determined that information to be important. Also mention the information that seems unimportant to you as the reader and why you think so. In this way, you are demonstrating the reading process you use as a Web reader.</p> <p>Monitor Comprehension Having to serve as the reader and the judge of a website can be a challenge for students. They must think critically about what they read, or they will be taken in by believable, but false information. A teacher can provide opportunities to practice evaluation by using an evaluation checklist. Lots of great checklists have been developed by other teachers and are available online. Use a search engine and the keywords "evaluation" + "website" to locate a checklist that can be used with students.</p>	<p>Determine If Questions Were Answered Reread If Necessary Since we usually read on the Web to seek an answer to a question, after reading is the time to determine if this question has been answered. If not, or the reader is unsure, encourage students to reread. Emphasize that rereading gives the reader a focus or purpose for reading. Explain that rereading can be at a quicker pace, even skimming or scanning, because you have already read the text once.</p>	<p>Real World Tasks Encourage students to use the 3 paces of reading when reading web sites at home—skimming, scanning, slow and careful.</p>							



Instructional Idea – World Wide Web

Objective(s):

*The students will evaluate information found on a website by identifying characteristics of a bogus website that make it believable.

Materials:

Copy of *Critical Evaluation of a Web Site* check list found at <http://school.discovery.com/schrockguide/eval.html>

Description:

Students will review several bogus websites to determine general characteristics that makes the bogus websites believable. Then students will create a checklist of elements for determining if a website is truthful.

Activity:

Begin the lesson by sharing with students the *Critical Evaluation of a Web Site*. Discuss with students the various elements that contribute to the quality of a website.

Provide students with web addresses for several bogus websites. These can be found by using a search engine and typing the terms *bogus + websites*. Preview the websites for appropriateness and select 4-5 that look as realistic as possible. Working in pairs, have students visit the websites to get a general impression. Then have the students return to the websites and look for characteristics that make the website believable. For example, having the current date displayed gives the appearance that the website is maintained regularly. This may or may not be the case. Encourage students to read the fine print, which often contains a disclaimer about the information and typically is buried far within the website. Students should make notes about what characteristics make the websites believable and look for commonalities among some or all of the websites. Once a review of all sites has been completed assign pairs of students a bogus website to study more closely. Each pair should create a T-chart comparing elements that make the website look real and those elements that lead the discerning reader to question reality. At least 5 elements should be identified for each side of the chart, but encourage students to find as many elements as they can.

Assessment:

The teacher will know students can evaluate a website by reading a completed T-chart with at least 5 elements in each column.

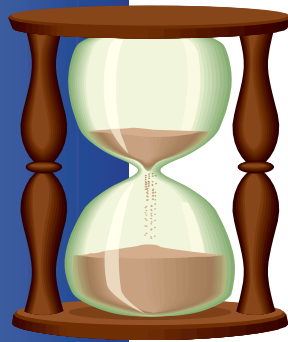
Tried & True	Can This Be For Real?

Notes:

Junk Mail and Spam

U.S. companies sent 35 billion pieces of direct postal mail in 1980, 64 billion pieces in 1990, and 90 billion pieces in 2000.

(U.S. Postal Service)



Persuasive Texts In Our Lives

Everyday we are bombarded with messages attempting to persuade us to take action. We are prompted to donate to a cause, vote for a candidate, buy a product, or attend an event. Some persuasive texts are important and useful, while some are junk. Being able to make good decisions about the persuasive texts you read is critical for your health, safety, and well-being. Junk mail contains many examples of persuasive text by which the author intends to convince the reader to adopt a particular opinion or to perform a certain action. While persuasive text is intended to be non-fiction, a critical reader often recognizes exaggerated or unsubstantiated claims.

Junk mail takes different forms, such as unsolicited postal bulk mail in hard copy format, SPAM in email format, and pop-up ads intrusively appearing when using the World Wide Web. Regardless of format, they invade our privacy and eat up our time.

One study says Americans throw away 44% of bulk mail unopened, yet still spend 8 months per lifetime opening bulk mail. (Consumer Research Institute)

Although the volume of junk mail we receive can be frustrating, a wise consumer knows the importance of carefully examining each piece before discarding it. Tossing unopened envelopes can lead to serious problems! Maybe you have had the experience of almost throwing away something that seemed like junk but turns out to be important. Casually tossing your unopened driver's license renewal notice can have you hoofing your way around town.

***Be careful what you throw away!
Dumpster diving for discarded items
is messy and embarrassing!***





More than 100 million trees' worth of bulk mail arrive in American mail boxes each year—that's the equivalent of deforesting the entire Rocky Mountain National Park every four months.

New American Dream Calculation
By U.S. Dept. of Energy and the Paper Task Force statistics

What Makes Reading Junk Mail and Spam Challenging

Junk mail and spam are unsolicited. You do not select these texts to read, they come into your life unbidden. Someone other than the reader has a major role in setting the purpose for reading. You do not have a frame of reference for reading, because you did not start out with a question, or a need to know. The writer intentionally hides or camouflages the purpose of the message, by saying such things as “*we care about you*” when what the writer really cares about is soliciting your money.

Prior knowledge may be misleading. Incorrect or missing information may cause you to open mail you do not want or to discard important documents. Devious writers use your prior knowledge to set up expectations about what the mail will contain. Sometimes those “*expectations*” which cause you to think you know the contents, leads you to discard important items unread.

Don't Let Yourself Be Manipulated

Because students encounter persuasive texts both at home and at school, they must become proficient at recognizing and interpreting the author's purpose. A writer of persuasive text uses tactics to convince the reader to believe or do something. Appeals to reason or emotions are used to hook the reader.

Type of Appeal	Example
Bandwagon Approach	Don't be the only one without a cell phone!
Glittering Generalities	Introduce children you love to the world's greatest music.
Testimonial	"I lost 47 pounds in just 16 weeks".
Citing Authority	The U.S. government recommends a diet high in fiber.
Statistics	In 2004, 78.6 percent of the occupants killed in pickup truck crashes were not wearing their safety belts at the time of the crash.
Endorsement by an Influential Figure	Duke Palmer, NASCAR driver, uses Pennzoil in his race car and Jeep.
Personal Connection	Dear Tara, Your contributions directly support the production of news and music you want to hear everyday.

Loaded Words and Phrases

Authors of persuasive texts rely heavily on word choice to accomplish their purpose. Notice the loaded phrases that follow as you consider what the author is trying to get you to do.

- On your journey to **financial success** . . .
- There's **never** been a better time . . .
- Our success is **dependent** on you . . .
- A great 0% interest rate is **just the beginning** . . .
- **Great** gift giving begins at . . .
- **Exclusive** offers . . .
- Twenty percent off **nearly** everything in the store . . .
- A child **needs** your gift to survive . . .

Healthy skepticism goes a long way towards recognizing the power of loaded words. Be sensitive to words that grab attention or appeal to emotions.

Persuasive Text Needs To Be Taught

All students need to be aware of the effects of persuasive texts to keep from being manipulated by others. Additionally, persuasive text is tested on many reading assessments, so a wise teacher plans specific instruction, modeling, and practice opportunities using persuasive texts. Teachers report that they frequently have difficulty locating short persuasive passages to use for instruction. Junk mail provides an almost never-ending source of such texts.

Characteristics of Persuasive Text

- Introduction to the issue
- Background to the issue
- Recommended action
- Supporting reasons or justifications
- Argument against (not always found in junk mail)
- Call to action

The production and disposal of junk mail consumes more energy than 2.8 million cars.

*New American Dream Calculation
By Conservatree and U.S. Forest
Service statistics*



“The people who send unsolicited commercial spam are stealing from companies like mine. A good amount of bandwidth my company pays for is consumed by spam. Employee work time is consumed by sifting through unwanted spam messages. My time as the network administrator is used to battle to get our email addresses taken off these spam lists.”

*Eric Schulbach, CIP Network Administrator
Spokane Hardware Supply*

Reading Rates for Junk mail

Step 1: Skim or read quickly to get the general idea.

Step 2: Scan or reread quickly to locate specific information.

Step 3: Reread more slowly and deliberately for a full understanding.



Critical Literacy

Junk mail, because of its name, is often overlooked or undervalued. We give a glance and then discard what seems unimportant. The truth is, it takes a high level of thinking and effort to determine what is junk and what isn't junk. For example, you receive a letter announcing you have been selected to be in a book for outstanding scholars. The letter also explains that because of your selection, you may be eligible for scholarship money. However, there is a fee to have your name included in the directory. Here are some important questions that need to be asked:

- Is this a legitimate publication?
- Where can I go to find out if this is legitimate?
- Is this a scam for my money?
- Will this provide me with access to scholarships that I would not otherwise have access to?
- Are the benefits worth the cost?
- What person or organization is making this offer?
- Are there any dangers/downsides to submitting my name and paying the fee?

Answering these questions forces you to think critically about what you are reading. Critical literacy involves analyzing and evaluating a text based on such concerns as truthfulness, authenticity, bias, and usefulness.

Tactics of Persuasion

The writer of persuasive text has two purposes. The main purpose is to persuade you to do something, but first the writer must convince you to read the message. In order to do this, hooks or emotional appeals are used in an attempt to prevent you from throwing away the message. Watch out for these tactics.

- authentic looking envelopes or subject line
- attention-getting devices
- graphics with emotional appeal
- personalized language
- statements of urgency
- falsely representing friendship

Spamming

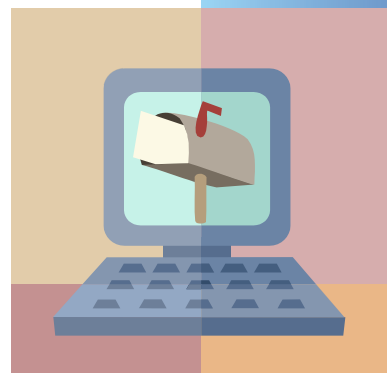
According to the website Wikipedia at <http://wikipedia.org>, spamming is the abuse of electronic messaging systems to send unsolicited, undesired bulk messages. Although spam most frequently turns up in email, it can also be a problem for instant messaging, web searching, blogging, and mobile phone messaging. Advertisers, usually the source of spams, bear little cost to get information about their products to consumers. Unfortunately, the costs associated with spamming is incurred by Internet service providers striving to develop higher levels of protection from spam for their customers.

Spammers are cunning. They have developed sophisticated ways to harvest large numbers of email addresses and to disguise their messages in a way to get past the filters and into the eyesight or earshot of consumers. In order to avoid the deluge of spam, consumers must also be on the alert for suspicious looking sources or subjects of messages. Careful reading is a must! On rare occasions, opening a spam message can result in opening a virus, which can have dire consequences.



Direct Marketing—A Persuasion of the Reader

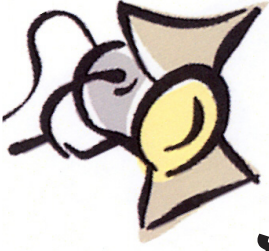
When a company wants to get in touch with potential customers, direct marketing provides a seemingly unlimited source. Any unsolicited mail advertising a product to a target customer would be considered direct marketing, which may involve direct mail or email. Marketers like this advertising medium because success can be measured by the number of responders. From the perspective of the consumer, when you respond to direct mail or email, you have instantly added your name and contact information to future lists. This is probably starting to sound like a broken record, but reading carefully must be done. This is not a time for skimming or scanning. One unintentional click or submission of personal information can create a mountain of future direct mail or email.



Terms from Wikipedia at
<http://wikipedia.org>

A **spoofing attack** is a situation in which one person or program successfully masquerades as another by falsifying data and thereby gains an illegitimate advantage.

A **spambot** is a program designed to collect e-mail addresses from the Internet in order to build mailing lists for sending unsolicited e-mail, also known as spam.

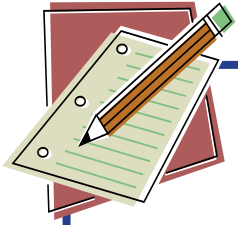


Spotlight on Teaching

Junk Mail and Spam

Reading Process Model Real-World Text

Set Purpose	Activate Prior Knowledge	Preview Text	Ask Questions/ Determine Important Ideas	Monitor Comprehension	Adjust Rate	Make Inference	Determine If Questions Were Answered	Create A New Plan If Needed	Reread If Necessary	Use What Was Learned To Do Real-World Tasks				
Before Reading			During Reading				After Reading							
<p>Preview Text Begin by prompting the students to skim to determine the source of the junk mail and the overall content. Encourage them to look for clues before actually reading the text. Check for the sender's name and address or the subject line in a spam message. Model for the students how you make decisions as to whether the document should be tossed or read in further detail.</p>			<p>Adjust Rate Junk mail provides the perfect opportunity for students to practice skimming and scanning skills. When a quick reading reveals relevant information, then a slower pace is required. Use a think aloud to model the ways you make decisions about how quickly or slowly to read. Point out to students that the decision making process is highly individualized based on personal interests.</p>				<p>Determine If Questions Were Answered After reading, encourage students to review the information identified in the preview. Model asking yourself questions about a match between the source of information and the purpose of the junk mail or spam. —Was this message from who I thought it would be from? —Was the message about what I thought it would be about? If not, what is different?</p>				<p>Real-World Tasks Encourage students to use the list of helpful junk mail features created in the sample lesson plan when examining electronic and/or hard copy junk mail at home. Provide discussion time for sharing these experiences with the class.</p>			



Instructional Idea – Junk Mail and Spam

Objective(s):

- * The students will critically analyze samples of junk mail.
- * The students will identify the persuasive message in junk mail.

Materials:

Collection of junk mail
Junk Mail Charts (Appendix J)

Description:

The students will examine junk mail to determine the purpose of each piece. They will practice adjusting their reading rate including skimming, scanning, and detailed reading.

Activity:

Collect at least 10 examples of unopened junk mail for each group of students. Before beginning the activity, review with students the ways to adjust your reading rate and reasons for doing so. Skimming, or reading quickly, is good for getting the general idea of a text. Scanning, or rereading quickly, can be helpful to locate specific information. Detailed reading, or reading slowly and deliberately, is necessary to gain a full understanding of the text. Next, discuss the clues used in making predictions about the content of junk mail, such as the name of the sender or the look and feel of the envelope.

Assign students to small groups of 2-4 members who will work together as a team to examine the junk mail. First, students should quickly examine each unopened envelope. Using clues on the envelope, predict the contents, and record on the *Junk Mail Prediction Chart* (Appendix J). Then students will decide whether they would open the envelope or toss it out unopened, and record their decision on the *Junk Mail Prediction Chart*. Next, students should open each envelope, skim to determine the sender and the purpose for the material. Observations will be recorded on the *Junk Mail Confirm/Reject Prediction Chart* (Appendix J). Scan to find specific information that supports or rejects their earlier prediction about the usefulness of the content. Highlight specific words or phrases within the junk mail to support their decision. Each group should select one piece of junk mail to share with the class. The sharing session should focus on identifying the persuasive message of the junk mail and the words or phrases used by the writer to convey the message.

Assessment:

The teacher will review both charts for completeness. As a whole class, examine prediction information on the first chart to determine characteristics of the junk mail that were helpful in making accurate predictions. Create a list of features that facilitate accurate predictions.

Notes:

Conclusion

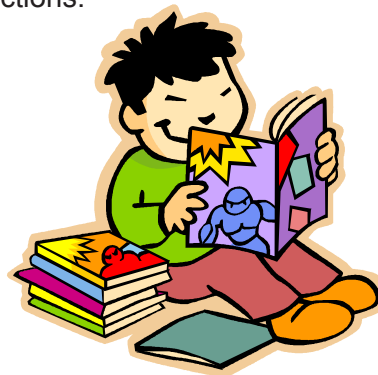
More Than What Meets the Eye

Throughout this book, examples of real world texts have been shared as a way to entice students to read those texts that are necessary for functioning in their daily lives as students and future lives as adults. The texts described in the previous sections are functional texts which rely on a strong foundational set of reading strategies for comprehension. In this concluding section, we will continue to focus on real world texts, but shift to more closely consider texts that are typically used for entertainment outside of the classroom. Texts, such as magazines, comic books, graphic novels, and computer game instructions, have a long reading history in popular culture, but not such a wide acceptance in the classroom. We encourage teachers to give these texts a closer look as examples of short texts that require a high level of thinking and are very motivating to students, especially reluctant or struggling readers.

Comic Strips/Book

Comics are defined as sequential art in the form of a narrative or graphic story. The term comics originated in the late 19th century and includes brief text within the image of speech bubbles, usually displayed in panels. During the late 1930s, superheroes emerged on the comic book scene as a sub-genre that has led to movies, books, video games, and websites. Comic books provide entertainment while engaging readers in critical thinking about current issues such as politics, war, religion, and social values.

Teachers can use comic books to teach important comprehension skills. Begin with a focus on the elements of comics, such as analyzing character development or identifying conflict. Then carefully analyze the types of interactions between characters and the ways these interactions are displayed with few words and limited graphics. After reading the comics, discuss the social or moral issues presented by encouraging students to make personal connections.



Graphic Novel

Like a comic book, a graphic novel uses illustrations and brief text to tell a story. One difference from comic books is the use of lengthy and complex story lines often aimed at more mature audiences. Some graphic novels follow similar themes as those found in traditional literature, but present the ideas using more graphics and less text than typical informational or narrative text. Manga, Japanese for comics and print cartoons, is one specific type of graphic novel. Manga combines a Japanese style with a western style of storytelling that involves illustrations full of action and characters from Japanese animation.

Teachers familiar with graphic novels and mangas recognize the specialized vocabulary and intricate plot lines contained within these texts. As with comics, graphic novels require the reader to make a number of inferences since not all details can be included within the illustrations and limited text. Prior knowledge is a key because graphic novels often carry over a story line from one book to another, which is one characteristic that makes them appealing to readers.

Trading Cards

A long tradition of trading cards has been established through the hobby of collecting and trading sports cards, especially baseball cards. Today's trading cards include a broad range of topics such as movies (e.g. X-Men), comic books (e.g. Batman), local heroes (e.g. firefighters), medieval (e.g. Magic), and Japanese animation (e.g. Dragonball Z, Yu-Gi-Oh). Once thought to belong to the realm of young children, these cards seem to have an appeal to a wide variety of ages. Many of the cards are a part of an intricate card game that often has connections to videos, television programs, computer games, and websites.

The trading card has a specific structure based on limited space and the purpose of the card. Words must be clear and concise and usually are specific to the topic of the card. In some cases, the meaning of the card is only completely understood by those in the cultural group of collectors. For example, a Yu-Gi-Oh card uses the words "face up attack" and "defense position" and those playing the card game will be more likely to win if they understand these phrases.

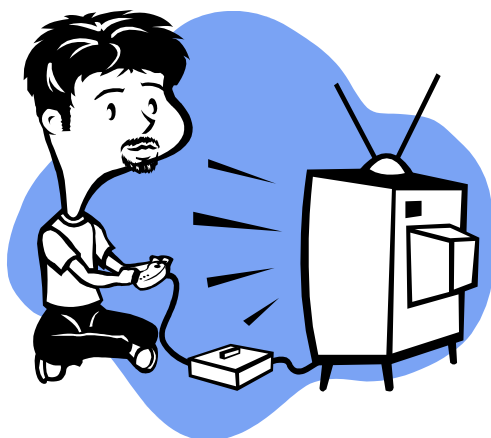
Teachers often recognize the motivating power of these cards when their popularity becomes a distraction at school. Capitalize on this power by using the cards to teach comprehension strategies such as the importance of activating prior knowledge or developing prior knowledge if little or none exists. Also use trading cards to point out the many inferences that must be made when the amount of text is limited and the vocabulary is very specific to the context.

Gaming Text

Computer gaming, once thought of as a mindless task good only for developing eye-hand coordination, has proven to have many hidden benefits to reading. Steven Johnson, the author of “Everything Bad is Good for You,” believes that the complex computer games of today actually make people more intelligent in such areas as problem solving and understanding a set of complex elements and how they are related. Role playing games, or RPGs, require the player to actually take on a character in a game setting and work through a series of problems in order to survive and win the game. Throughout these games, readers can consult a manual with background information about the game and strategies. Also, the gamer is not alone, but becomes part of a community of game players who may communicate through an instant message format while playing the game as they share hints through email and participate in website discussions.

Computer games often take on a narrative format with characters, setting and plot. The gamers participate in truly interactive experiences that require them to follow a higher level thinking model as described by Jim Gee in the book, “What Video Games Have to Teach Us About Learning and Literacy.” The cycle of probe, hypothesize, reprobe, and rethink are followed throughout the game. In each of these steps, the gamer is reading information in the user’s manual, advice from other players, or cheats (hints) for problem solving. Deep thinking is used to analyze the information that has been read and experienced through the game.

Perceptive teachers can identify many similarities between gaming and reading traditional materials. Discussing these similarities with students is a good first step to bridging the gaming world with the school world. By no means are we suggesting that teachers become video game experts. However, video games are a huge part of the culture of many adolescents. Recognizing and valuing this type of reading goes a long way to encouraging the students who may be unmotivated to read other types of text.



Magazines

The most popular magazine subscription is TV Guide, with over 9 million households receiving this weekly periodical. Magazines provide up-to-date information about topics of interest ranging from fashion to folklore. The term *digital magazine* refers to the display of a print magazine in an online format. Zines, or e-zines, are magazines created specifically for an online format and are considered a self-published alternative to commercial magazines. Writers, otherwise known as zinesters, often use the zine as a forum for sharing ideas, information, and opinions surrounding a specific topic and are responsive to the important issues and opinions expressed by the readers.

All forms of magazines are responsive to decisions by writers/editors and the preferences of advertisers, which makes them an excellent teaching tool for identifying bias, authenticity, and persuasive techniques. Magazines are also a good source of short texts useful for teaching and practicing comprehension strategies during class time. With the wide variety of topics available within magazines, certainly every reader can find something of interest. Those readers with limited or short attention spans can set a goal of reading an article in one setting, and increasing their attention span from that point.

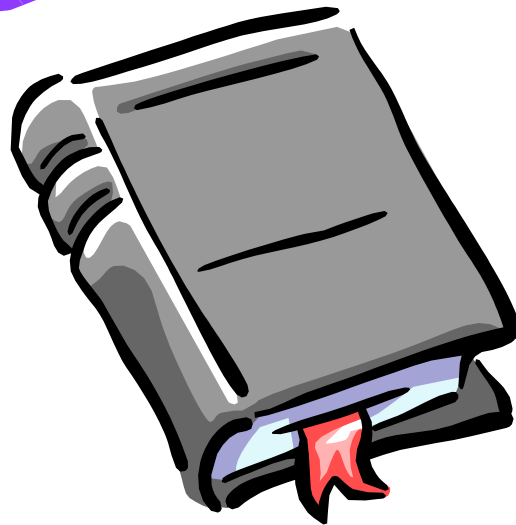
Newspapers

Newspapers, first published in 1605, have been a daily or weekly source of current events for many readers. Today, online versions of newspapers are posing serious threats to the newsprint form traditionally making its way to the breakfast table. Newspapers offer an advantage over other texts for teaching reading strategies because they often contain all the various text types of expository, technical, persuasive, and on occasion, narrative and poetry. Readers can choose from topics such as the legislative session, baseball statistics, a recipe for cheesecake, an editorial on election fraud, or the weather forecast. Basically, newspapers have something for everyone.

Teachers can informally use the newspaper to teach comprehension strategies, or follow a more formal program, such as the national Newspapers in Education program. With either format, instruction will have a strong focus on identifying important information. Since the newspaper is not typically read cover-to-cover, students often need guidance through the process of identifying what to read and what to skip. Also, within an article, focus on the writer's use of the inverted pyramid model where the most important information is included at the beginning of the article, and the least important at the end. Instruction and modeling of this organizational tool can help students as they encounter a myriad of information in both the paper and online form of news.

Final Thoughts

Opportunities to read are all around us. As teachers, we can motivate and inspire our students by being readers ourselves. Talk with students about your own personal reading. Share a favorite novel, enlightening magazine article, or interesting website with your students on a weekly basis. Keep your eyes open for good examples of real world texts found both inside and outside of the classroom. Bring these to the attention of the students and talk about what makes these texts difficult or easy. Your model of enthusiasm and interest in reading real world texts will be contagious to students.



Notes:

Appendix A

Group Members: _____



Icons & Meaning

Important Words & Meaning

Appendix B

Group Members: _____

Warning Labels Checklist

A warning label should contain the following elements:

- _____ Use of icons
- _____ Bold-faced print
- _____ All capital letters
- _____ List of ingredients/contents
- _____ Directions for use
- _____ Specific warnings
- _____ What to do if you're hurt (if needed)
- _____ Vocabulary relates to product and purpose

Comments:

Appendix C

Group Members: _____



	Yes	No
Lists materials before giving instructions	_____	_____
Includes diagrams	_____	_____
Displays finished product	_____	_____

Uses appropriate sequential order	Comments:
4 3 2 1	_____
strong weak	_____

Contains all needed information	Comments:
4 3 2 1	_____
strong weak	_____

Avoids jargons and/or unfamiliar terms	Comments:
4 3 2 1	_____
strong weak	_____

Were you able to successfully create the object?

Describe your experience with using these instructions.

Appendix D

Group Members: _____

Planning Schedule

Activity	Time
Leave hotel	
Arrive at red line Washington Station	
Train leaves	
Train arrives at Fullerton Station	
Arrive at bus stop	
Bus leaves stop	
Arrive at zoo	
Leave zoo to catch bus	
Bus departs for train station	
Arrive at Fullerton	
Train departs Fullerton Station	
Train arrives at Addison Station	
Arrive at Wrigley Field	
Leave Wrigley Field at 10:00 pm	
Arrive at Addison Station	
Train departs Addison Station	
Train arrives at Washington Station	
Arrive at hotel	

Notes:

Appendix E

Group Members: _____



Brochure Elements

QUESTIONS		YES	NO*
1	Does the brochure's Title Page (front panel) include the following: <ul style="list-style-type: none"> • Topic—clearly introduced • Graphic—interesting and related to the topic 		
2	Does the brochure's Back Panel include at least one of the following options: <ul style="list-style-type: none"> • Conclusion—summarizing your brochure's content, highlighting your topic's benefits, or suggesting a next step for your readers to pursue • Authors—clearly identified 		
3	Does the brochure's Body Panels (fold-in and inside) accomplish the following: <ul style="list-style-type: none"> • provide headings and subheadings • use graphics (photos, maps, line drawings, tables, figures, etc.) • develop your ideas 		
4	Does the brochure use Highlighting techniques for access and visual appeal?		
5	Does the brochure have a Positive Tone : <ul style="list-style-type: none"> • insuring that pleasant, interpersonal communication is achieved • motivating the reader to action 		
6	Is the brochure Personalized using pronouns and contractions?		
7	Does the brochure Recognize Audience by defining high-tech terms?		
8	Is the brochure Concise , fitting in each panel by using: <ul style="list-style-type: none"> • short words • short sentences • short paragraphs 		
9	Is the brochure Clear : <ul style="list-style-type: none"> • achieving specificity of detail • answering reporter's questions (who, what, where, when, why, how) 		
10	Does the brochure avoid Grammatical Errors ?		

***If the answer is no, specify what is missing and suggest a solution.**

Appendix F

Group Members: _____

Brochure Scoring Rubric

Trait	5	4	3	2	1	Rating
CLARITY Organization	<ul style="list-style-type: none"> Important points are delayed or absent Some Reporter's Questions never answered Many vague words used 	<ul style="list-style-type: none"> Some important points are delayed Some Reporter's Questions assumed understood Some vague words used 	<ul style="list-style-type: none"> Important points come first Reporter's Questions answered Specific words used 			_____
CONCISENESS Sentence fluency/ word choice	<ul style="list-style-type: none"> Longer words are commonplace Sentences average over 20 words Paragraphs often exceed six typed lines 	<ul style="list-style-type: none"> Longer words used when shorter words exist Sentences average 15-20 words Some paragraphs exceed six typed lines 	<ul style="list-style-type: none"> Words are generally one or two syllables Sentences average 10-12 words Paragraphs do not exceed six typed lines 			_____
ACCESSIBLE DOCUMENT DESIGN Ideas and Content	<ul style="list-style-type: none"> Highlighting is not used Information is not accessible Highlighting is overused Graphics are not used Graphics are overused 	<ul style="list-style-type: none"> Some main points are highlighted Information is usually accessible Some use of graphics 	<ul style="list-style-type: none"> Highlighting techniques emphasize main points to help access Highlighting techniques not overused Graphics used effectively 			_____
AUDIENCE RECOGNITION Voice	<ul style="list-style-type: none"> Writer does not define high-tech terms Writer does not consider audience needs Writer never uses pronouns to involve audience 	<ul style="list-style-type: none"> Writer usually defines high-tech terms Writer usually considers audience needs Writer often involves audience through pronouns 	<ul style="list-style-type: none"> Writer defines all high-tech terms Writer considers audience needs Writer uses pronouns to involve audience 			_____
ACCURACY Writing Conventions	<ul style="list-style-type: none"> Punctuation often incorrect Spelling often incorrect Excessive grammar and usage errors distort the message 	<ul style="list-style-type: none"> Punctuation is usually correct Spelling is usually correct Grammar and usage somewhat flawed 	<ul style="list-style-type: none"> Correct punctuation Correct spelling Correct grammar and usage 			_____

Total: _____

Appendix G

Names: _____



Research a product of your choice. Find 4 to 6 different versions of the product. Complete the comparison chart below, filling in as many of the columns as possible. Circle the product you select for purchase. Write a persuasive rationale explaining your selection.

Model/ Catalogue Number	Size	Weight	Materials	Features	Cost	Other

Rationale:

Appendix H

Names: _____

Blog Feedback Form

Rate your performance on the following criteria: (circle the appropriate number)

Did the participants...

Poor-----Average-----Excellent

	1	2	3	4	5
dig below the surface meaning?	1	2	3	4	5
cite reasons and evidence for their statements?	1	2	3	4	5
use the text to find support?	1	2	3	4	5
respond to others respectfully?	1	2	3	4	5
stick with the subject?	1	2	3	4	5
paraphrase accurately?	1	2	3	4	5
avoid inappropriate language?	1	2	3	4	5
ask for help to clear up confusion?	1	2	3	4	5
support each other?	1	2	3	4	5
avoid hostile exchanges?	1	2	3	4	5
question others in a civil manner?	1	2	3	4	5
seem prepared?	1	2	3	4	5
make sure questions were understood?	1	2	3	4	5

Total Score: _____

Comments:

Appendix I

Name: _____

Event Proposal Form

	Company Name	Address	Phone Number	Directory Title and Page Number	Notes
Location					
Equipment Rental					
Caterer					
Food					
Cake					
Photographer					
Band					
Party Favors					
Floral Arrangements					
Security for Parking Lot					
Printing Tickets					

