Lesson Plan

Reading for Business: Comprehending Informational Texts

Objective: Students will read and demonstrate comprehension of informational texts.

Workplace Readiness Skill: **Demonstrate reading and writing skills.**

Demonstration includes

- *reading and interpreting workplace documents*
- *effectively writing workplace documents, considering*
    - *ability to convey messages with clarity*
    - *professional tone, appropriate to audience*
    - *grammar*
    - *forms and conventions (e.g., formatting documents, using an email signature).*

Correlations to Other Workplace Readiness Skills:

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate information-literacy skills.
- Demonstrate professionalism.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.DSR, 6.RV, 6.RI, 6.C, 6.LU, 6.W, 7.DSR, 7.RV, 7.RI, 7.C, 7.LU, 7.W, 8.DSR, 8.RV, 8.RI, 8.C, 8.LU, 8.W, 9.DSR, 9.RV, 9.RI, 9.C, 9.LU, 9.W, 10.DSR, 10.RV, 10.RI, 10.C, 10.LU, 10.W, 1.DSR, 11.RV, 11.RI, 11.C, 11.LU, 11.W, 12.DSR, 12.RV, 12.RI, 12.C, 12.LU, 12.W
- History and Social Sciences: CE.1, CE.6, CE.9, CE.14, WHI.11, WHII.1, WHII.8, VUS.6, VUS.9, VUS.11, GOVT.1, GOVT.3, GOVT.4, GOVT.6

Instructional Steps:

1. ***Introduce lesson by displaying board game pieces and asking students to list favorite board games.*** Explain that, to play any game (board game, sport, or online game), people need to understand the rules of play. Ask: "How many of you have gotten into an argument over the rules of a game or fair play?" It is likely that most, if not all, students have experienced this. Explain that this lesson will focus on using reading strategies to tackle informational instructions for a board game. Explain that skills practiced in this lesson will apply to many situations in the workplace, where informational texts such as manufacturers' instructions, user manuals, acceptable use policies, and reports are common.

2. ***Brainstorm/introduce reading strategies***. Ask students what strategies are helpful when reading a piece of informational text. Answers may include

- considering previous knowledge of the subject
- scanning the text to see how it is organized
- looking at titles and headings to get an idea of the larger topics and text organization
- looking for diagrams, pictures, or charts of information
- formulating questions to be answered prior to reading
- highlighting key sentences or phrases
- re-reading important sections of text
- summarizing the important points
- taking notes in the margin or in a notebook
- discussing the topic with a peer or teacher after reading about it.

After discussing strategies, ask students to choose three that they would like to focus on while reading board game instructions in today's lesson.

3. ***Distribute printed document or share URL for online document.*** There are two options for reading informational text in this lesson: reading a printed document, or reading information online. If students will be reading a printed document, consider using the instructions for Monopoly or Risk (more challenging). Other game instructions may be searched/used according to student interest.

4. ***Distribute K-W-L chart. As a whole group or in small groups, complete the first two columns of a K-W-L chart about the board game.*** List student knowledge and questions on a large/projected version of the chart. Remind students that keeping questions in mind prior to beginning a reading of informational text can increase focus on relevant information in the text.

5. ***Ask students to read the informational text, using the strategies identified in step #2.*** Ensure that students have access to a quiet space to read as well as items such as highlighters, post-it notes, and paper for taking notes.

6. ***Unpack the information. Ask students to discuss what they've learned with a partner, and complete the third column of the K-W-L chart.*** As a whole group, discuss what was learned and record information on a large/projected version of K-W-L chart.

7. ***Ask students to demonstrate comprehension of text.*** Comprehension of text can be demonstrated in various ways such as
   - playing the board game in pairs/groups and applying the rules
   - discussing the informational text and its meaning
   - offering written answers to the questions on Handout #1: Comprehending Informational Texts.

Formative Assessment:

- Gauge student understanding during K-W-L whole-group activity.
- Evaluate student understanding through one of the methods described in step #7. If assessing students' written responses to the questions on Handout #1, refer to the informational text to determine accuracy of answers.

Options for Adaptation/Differentiation:

- To offer scaffolding to students and to complete this activity in a shorter time frame, complete a close/active reading of the text as a whole group. Model appropriate reading strategies before, during, and after reading.
- To offer an extension option to students, ask them to reflect in writing on the use of reading strategies before, during, and after a reading of informational text. Consider the following prompt: What did you do before, during, and after reading to help you focus on important information and understand all aspects of the text?
- To offer enrichment on the topic, ask each student to research the types of documents he/she would be likely to encounter in a job within a career area of interest. How can reading strategies help ensure success in a chosen career field?

Suggestions for Follow-up:

- Follow this lesson with another in which the students access, read, and interpret a technical document in an area of interest. Students then can demonstrate comprehension by creating PowerPoint presentations to share information with classmates.

Teacher Resources:

- Soft Skills: The Competitive Edge, U.S. Department of Labor, Office of Disability Employment Policy.
- Workplace Readiness Skills (WRS) Assessment: Virginia Overview, Career and Technical Education Consortium of States (CTECS).
- Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources, Career and Technical Education (CTE) Resource Center.

Resource #1

K-W-L Chart Comprehending Informational Texts

What I Know	What I Want to Know	What I've Learned
K	W	L

Handout #1

Comprehending Information Texts

Virginia's CTE Resource Center

1. List three facts that you already knew that were confirmed by reading the board game instructions.

2. Why do you think the board game instructions were organized the way they were? Did that organization make the information easier or more difficult for you to understand? Explain.

3. Name one strategy that you used before, during, and after reading to help tackle the information in the text.

4. What question(s) do you still have about the game? Do you have new questions after reading the instructions?

5. How do you think practicing reading informational texts could help you succeed in the workplace? Can you think of any jobs that *don't* require a worker to read information?

6. Predict some consequences of not reading information carefully on the job. Why might an employer want his/her employees to have good reading skills?