

# Setting A Purpose For Reading Using Informational Text

## Summary

Before reading, set a purpose for reading informational text by turning the title and subtitles into questions.

## Main Core Tie

English Language Arts Grade 6

[Reading: Informational Text Standard 2](#)

## Additional Core Ties

English Language Arts Grade 6

[Writing Standard 9 b.](#)

English Language Arts Grade 7

[Reading: Informational Text Standard 2](#)

English Language Arts Grade 8

[Reading: Informational Text Standard 2](#)

## Materials

- informational text (ex: textbook / leveled readers / Weekly Reader)
- overhead
- chart paper
- 4 different colored markers (per group)

## Background for Teachers

This strategy can be used in conjunction with the strategies introduced in the lessons [Using a Preview Checklist with Informational Text](#) and [Using a Before-Rdg Organizer with Informational Text](#). Once this strategy has been introduced and practiced, be sure to integrate its use into the authentic before/during/after reading process, using a variety of informational texts. During and after reading, be sure that students use the questions they have posed to direct their reading and that they can answer the questions.

## Instructional Procedures

### STATE OBJECTIVE / RATIONALE (Whole Group)

- **OBJECTIVE**
  - Set a purpose for reading informational text by turning the title and subtitles into questions.
- **RATIONALE**
  - It gives you a plan for how to getting the information you want. For example, compare going to the grocery store with and without a list or going on a trip with and without a map.

### MODEL THE STRATEGY (Whole Group)

Display a prepared overhead copy of the pages selected from the informational text.

On the a piece of chart paper, record the title and subtitles from the text on the left side of a T-chart.

Show students how to create a question for each of the titles/subtitles and record them on the right side of chart. See example T-chart.

### GUIDE THE STRATEGY (Small Group)

Distribute chart paper, four different colored markers, and an informational text to each group.

Each member should select a colored marker and use only that color.

Each group draws an T-chart similar to the one the teacher drew. Using the text provided, all members of the group will work together to restate the title/subtitles as questions.

Each student will take a turn recording the group input, using his marker to record one title/subtitle and the corresponding question on the T-chart. Rotate the chart to each group member who will then use his marker to record the next subtitle and question.

When completed, post each group's chart for reflection and discussion.

### APPLY THE STRATEGY (Individual)

Each student should draw and complete T-chart as demonstrated and practiced using an assigned piece of text.

As students become more proficient at this strategy, gradually release application from writing to oral and then to mental practice.

### Authors

[CHERYL JENKINSON](#)

[brooke rauzon](#)

[MICHELLE RODERICK](#)