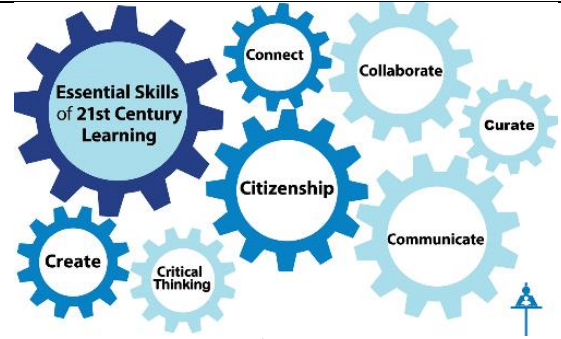


# Lesson: Analyzing & Synthesizing Information

Curriculum Areas: ELA – Reading, Viewing

Curricular Outcome(s):

CR1.2 CR4.4 CR6.8 CR8.7  
CR2.2 CR5.2 CR7.4 CR8.8  
CR3.2 CR6.4 CR8.4  
CR4.3 CR6.7 CR8.6



Resources /Materials:

- Examples of reading passages that present information in different ways (fairy tales/fractured fairy tales, problem/solution, cause/effect, comparison, etc)

Websites and Digital Resources & Sources:

[https://www.youtube.com/watch?v=0dhcSP\\_MyJg](https://www.youtube.com/watch?v=0dhcSP_MyJg)

<http://www.at-bc.ca/Doc/Kwantlen%20Sq3R%20Reading.pdf>

21st Century Essential Skills:

- Critical Thinking
- Curate

Digital Citizenship Concepts and Skills: RESPECT, EDUCATE, PROTECT

- RESPECT
- EDUCATE

Digital Citizenship Essential Questions:

- Should technology be used to access information to learn new concepts?
- How can students use digital technologies to best take advantage of the educational opportunities available to them?

Essential Knowledge - See Digital Fluency Continuum

- Knowledge: What will students understand?
  - Learning in a digital society includes searching and accessing information as well as processing skills (information literacy).
  - There are various ways of organizing information and we need to learn skills to find the information we are looking for.
  - I cannot believe everything I find online.
  - Sometimes there is content online that may make me feel uncomfortable and that I should close it and tell an adult.
  - Information may vary between websites because search engines have different features and ways of searching.
  - Both finding and evaluating information is necessary.
- Skills: What will students be able to do?
  - Use a variety of strategies to find information and determine the accuracy and reliability of the information.
  - Students successfully use keywords to search as well as a variety of search strategies.

Essential Question:

How does using before, during, and after reading strategies provoke thinking and response?

How do good readers create meaning from a variety of texts (fiction, non-fiction, magazines, web, etc.)?

How do readers know what to believe in what they read, hear, and view?

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**Before:**

Pick a topic you are studying and find various texts to look at. Read one of the more challenging texts to the class, without paying attention to reading strategies. After reading, ask the students a variety of questions (they most likely won't know the answers and that is the point).

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**During:**

As a class, chose one of the texts to examine using the SQ3R reading strategy. ([SQ3R YouTube Video](#))

[Steps in the SQ3R Method](#) (source: <http://www.at-bc.ca/Doc/Kwantlen%20Sq3R%20Reading.pdf>)

The title for this new higher-level study skill is abbreviated to make it easier to remember and to make reference to it simpler. The acronym SQ3R stands for the steps that the student follows in using the method: Survey, Question, Read, Recite, Review. A description of each of these steps is given below.

1. Survey: Skim the following: the title of the chapter, the introduction, the table of contents and any illustrations, charts or graphs and the summary paragraph. Note any unknown vocabulary and find a definition. Most importantly, skim the section headings and the first sentences of each paragraph to find the main points that will be developed. This orientation should not take more than a few minutes (make a conscious effort to look only at the headings, etc.) but will help you to organize the ideas as you read them later.
2. Question: Turn the first heading, or the first sentence of the first paragraph, into a question. (Think of the game show "Jeopardy!") This will arouse your curiosity and so increase your active involvement and comprehension, and the question will make important points stand out while explanatory detail is recognized as such. Turning a heading into a question can be done instantly upon reading the heading, but it demands a conscious effort on your part to make this a query for which you must read to find the answer.
3. Read: Read to answer that question, i.e., to the end of the first headed section. This is not a passive plodding along each line, but an active search for the answer. Underline only key words--never whole paragraphs. Use a dictionary if necessary to look up unfamiliar vocabulary. The reader should definitely have in mind what he wants to learn as he reads each section and not just passively read it line by line.
4. Recite: Having read the first section, look away from the book and try briefly to recite in your own words the answer to your question (aloud, if possible). If you can do this you know what is in the section; if you can't, skim the section again and repeat the exercise of reciting. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief!

If needed, repeat steps 2, 3, and 4 on each subsequent headed section. That is, turn the next heading into a question, read to answer that question, recite the answer and check your accuracy. Read in this way until the entire chapter is completed, taking very brief breaks between sections as needed.

5. Review: When the chapter or selection has thus been completely read, look over your notes to get a bird's-eye view of the points and their relationship to one another. Check your memory by reciting the major points under each heading and the subpoints under each major point. You can do this by covering up the notes and trying to recall the information. Review daily during the period of time before your exam.
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**After:**

Have students choose a text and go through the text using the SQ3R Worksheet. Discuss the importance of reading for meaning, even when reading media on the web or viewing a video. Also remind students to check their facts against a few sources to ensure accuracy. See the lesson “Who is an Expert” for a more detailed lesson on checking for accuracy.

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**Assessment:**

Students will be able to use the SQ3R Worksheet to analyze and synthesize information.

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# SQ3R Worksheet

## Survey, Question, Read, Recite, Review

Name: \_\_\_\_\_ Text: \_\_\_\_\_

Survey: Record titles, subtitles, and sections.

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Question: Write questions  
for the main topics.

Read: Record answers to your questions.



Recite: Make a list of key facts or terms you need to know.

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Review: Summarize and rewrite major points in your own words.

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