



# Gold Seal Lesson

<b>Author(s):</b> Maura Pierce			<b>Lesson Title:</b> Using Technical Reading Skills in Real-World Situations			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 X	A	B	C	D X

### Instructional Focus:

**Reading** Students read a variety of grade level materials, applying strategies appropriate to various situations.

**Writing** Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Speaking** Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Listening** Students listen for a variety of purposes appropriate to the grade level.

### Performance Task

As students look to either post-secondary level education or the workforce, society expects them to be competent technical readers. To facilitate this, teach the K-W-L reading strategy as one tool (among others) to help them when researching. The K-W-L worksheet is made by having students divide an 8 1/2 X 11 inch sheet of notebook paper into three columns lengthwise. The first column is labeled "Know", the second is "Want to Know" and the third is "Learn". Explain to the students that they have been requested by their employer to complete the assigned task. Divide the students in the class into employment teams of 3-4 students. Each team is to select a topic from the given list. See Technical Reading Chart (At instructor discretion, you may allow a team to develop its own task, so long as it meets the required essential skills. Once a team topic has been decided upon, each student on the team is to complete an individual K-W-L worksheet (columns 1 and 2). Student on the team share their responses and the complete a team K-W-L sheet (columns 1 and 2). This preliminary work should give them a basis for their research. Each employment team is to gather the necessary information using library resources as well as electronic resources (i.e. the Internet). The compiled information will be pulled together and orally/visually presented to the class in a 10-15 minute presentation where each member of the employment team presents an equal amount of information. The team will be required to submit copies of all articles used in their research (at least two different articles per team member) with at least one per member coming from an electronic source. The team's oral presentation must be enhanced by at least one visual that is directly related to the topic. (Charts, tables, graphs, etc. may be taken from a source so long as it is accompanied by appropriate documentation. Students are strongly encouraged to develop their own charts, graphs, tables, etc. based on the data they read.) In addition, the team is to create a technical document for their audience that will enhance their presentation. This document could be a chart/table/graph/outline/pamphlet/ or letter (to name a few examples) that is shared with the audience (handed out) at some point in the presentation. At the conclusion of research, each student and employment team will be expected to complete the "L" (Learned) column on the K-W-L worksheet.

## ICLE Essential Skills

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report (ela 3)
Identify, collect and/or select pertinent information while reading (ela 5)
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience (ela 10)
Present information in well-organized fashion that will be clear to the target audience (ela 11)
Apply rules of appropriate diction, grammar, and usage in formal speaking situations (ela 1)
Assess the validity and accuracy of an informational selection (ela 18)
Participate, sometimes leading, in group meeting by contributing, taking turns speaking, and working toward a common goal (ela 64)
Understand and produce a variety of informative formats such as business letters, memos, reports, articles, brochures, proposals and critiques (ela 22)
Summarize, synthesize, and organize information while reading (ela 24)
Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action (ela 27)
Know how to find and read information from a variety of electronic sources (ela 28)
Understand and use charts, graphs, and visuals to enhance information writing and oral presentations (ela 29)
Apply the information gathered from technical texts in real-life situations (ela 35)

### Scoring Guide:

See Technical Reading Charts 1 and 2

### Keywords

English Language Arts	Mathematics	Science
<b>Reading</b> Skimming	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Brochure Internet Note Taking Organization Persuasion Technical Writing	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Audience Body Language Illustration Non-Verbal Communication Oral Presentation Visuals	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

# Using Technical Reading in the Real World - Chart 1

## Sample employment team topics:

1. You are employed as a physician's assistant in a health clinic whose patients include a sizable number of teenagers. Many parents who are concerned about the increase in teenage pregnancies have contacted the doctor in charge. You have been requested to pull together information on this health problem and to prepare a presentation of the facts at a workshop for parents. You should also be prepared to answer questions from the audience.

**Technical document: Reducing teen pregnancies**

2. You are employed as a teacher's aid to a health teacher at a local high school. Many of the physical education teachers have indicated a growing trend among young people who are not physically fit. You have been asked to pull together information about ways to improve current youth fitness and to prepare a presentation of the facts and recommendations at an informal meeting of high school PE teachers. You should also be prepared to answer questions from the audience.

**Technical document: How to determine levels of fitness and then improve it**

3. Media attention has recently been focused on sexual harassment in the workplace. To avoid the potential for lawsuits as well as to create a more positive work environment, your employer has asked you to gather data on sexual harassment – what it is, who it affects, what consequences it has for the business and other employees, as well as ways to reduce/prevent it. You are to use this data in preparing a comprehensive presentation on sexual harassment for all current employees of the company. You should be prepared to answer questions from the audience.

**Technical document: How to identify sexual harassment in the workplace and how to avoid it**

4. You have been asked to serve as a consultant to the Primary School PTA. Parents are very concerned about the effect of violent TV programs on their children, especially those in grades 1-4. You have been asked to research the effect of television violence on children and to prepare a presentation for a workshop for parents. You should also be prepared to answer questions from the audience.

**Technical document: Television guidelines for primary school students**

5. Because of the recent outbreaks of school violence across the country, the local board of education is understandably concerned about the safety and security of the students and staff. They have invited you to serve as part of a task force researching school violence. You have been asked to research the causes of school violence and to make suggestions that will help reduce it. You and your team will be asked to share these findings at a special board of education meeting called specifically to address these issues. You should be prepared to answer questions from the audience.

**Technical document: How to reduce school violence**

6. Employers are becoming more and more aware of the effect of substance abuse in the workplace. Employees who smoke, who drink to excess, or who use illegal drugs can create problems not only in their personal lives, but also in the workplace. As an employee in the Human Resources department of a major corporation, you have been asked to research data on employee substance abuse. You are to prepare a report for department heads highlighting the dangers of employee substance abuse. Warning signs, possible interventions and/or solutions, as well as the consequences for the company if the problem isn't solved should be addressed. You should be prepared to answer questions from the audience.

**Technical document: A comprehensive guide to reducing substance abuse in the workplace**

Using Technical Reading in the Real World - Chart 1 continued:

**Workplace Communication  
Self/Group Evaluation**

Name	Project Topic
1. What were your group's strengths?	
2. What were your group's weaknesses?	
3. What is one area where you feel your group could improve?	
4. If you had this project to do over again, what would you do differently?	
5. How much time did you personally spend on this project outside of class?	
6. What did you like the most about this project?	
7. What did you like the least about this project?	

Using Technical Reading in the Real World - Chart 1 continued:

**K – W – L Sheet**

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>
<ul style="list-style-type: none"><li>• <b>Students Identify in this column what they already know</b></li><li>• <b>The Know and the Want to Know column can be completed either individually or as a group</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Students list what they want to know about the topic in this column</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Students identify what they have learned after they work through the project</b></li></ul>

## Using Technical Reading in the Real World - Chart 2

Preparation	Weak (1 Point)	Acceptable (2 Points)	Strong (3 Points)	Quality (4 Points)
Completed K-W-L Planning Sheet from each employee submitted				
Two technical documents, including one computer reference submitted				
Original technical document created and submitted				
<b>Content</b>				
Accurate facts presented about the topic				
Appropriate information for the audience				
Presentation equally divided among team members				
Presenters were informed enough to answer questions				
<b>Presentation</b>				
Rate/Volume				
<b>Tone</b>				
Use of body language/non-verbal communication				
Use of a visual aid				