

Improving Reading in the Content Areas through Informational Text Reading Inventory

Corrie Nelson, Bobby Ojose, Abel Waithaka

Abstract: The purpose of this action research was to examine how engaging students with Informational Text Reading Inventory (ITRI) strategies improved their skills in vocabulary, graphics and main idea in the reading and understanding of some core subjects. It also examined if attitudes about reading nonfiction material changed. Fifteen grade 4 students participated in the study that lasted over a period of 5 weeks. The intervention involved exposing students to specific ITRI strategies. For each strategy presented, there were opportunities to practice the strategy learned. The students worked with the researchers and the classroom teacher who modeled the skill, and then the students had a chance to use the strategy independently with a science text and a social studies text. Administered assessments showed that there was improvement in reading and understanding of the ITRI strategies presented. However, the effect on study skills is more pronounced compared to science and social studies as demonstrated by the average weekly performance of students.

According to Duke & Bennett-Armistead (2003), informational text is a subset of the larger category of nonfiction. It serves the main function of informing readers about social order. Authors of this genre of writing use a variety of modes to assist the reader in finding information quickly and efficiently. Duke & Bennett-Armistead (2003) stated, “Common features of informational texts include presentation and repetition of a topic or theme; descriptions of attributes and characteristic events; comparative/contrastive and classificatory structures; technical vocabulary; realistic illustrations or photographs; labels and captions; navigational aids such as indexes, page numbers, and headings; and various graphical devices such as diagrams, tables, and charts. Many of these are not found in other types of nonfiction.” (p. 12).

Because of the significance of nonfiction reading and informational texts in our educational discourse, this action research is focused on Informational Text Reading Inventory. The Informational Text Reading Inventory (ITRI) is a curriculum developed by the Indiana Department of Education in conjunction with the Center for Innovation in Assessment (CIA), when it was observed that students in grade four experience a significant drop in performance in all of their core subject areas. ITRI addresses the specific reading challenges that students encounter as they move from reading largely narrative textbooks in the lower grades to being expected to read and comprehend dense and content-driven text. Research has shown that skilled readers ask themselves questions about content, they think about what they don’t know about a subject, and actively apply what they read to their own experiences. Research also indicates that these skills can be taught. ITRI directly teaches eight distinct study skills and offer multiple opportunities to practice the skills learned to promote comprehension (ITRI, 2006).

This action research is a direct response to the growing concern that teachers have when faced with the kinds of reading that students encounter in the Common Core State Standards (CCSS) and high stakes testing. In grades K-3, teachers spend inordinate amount of time teaching the basics of learning to read and in grade four, the emphasis shifts to reading to learn. With the common core state standards and assessments like the Partnership for Assessment of Readiness for College and Careers (PARCC), students are asked to read informational texts about 50% of the time and writing informative and persuasive texts about 75% of the time (Duke, 2014). The intervention presented in this action research involved three critical reading and study skills

(vocabulary, graphics, and main idea) from the ITRI to a class of 15 fourth graders at an urban private school over a five week period to see if their reading and understanding increased in the content areas of science and social studies. In addition to the core subjects, the impact on study skills was also investigated. We also were interested in seeing if students' attitudes about reading informational text changed one way or another as a result of the ITRI experience. The study sought to answer the following research questions:

1. What effect do ITRI strategies have on student attitude for reading nonfiction texts?
2. What effect do ITRI strategies have on student performance on study skills, science, and social studies?

Review of Literature

The introduction of the Common Core State Standards (CCSS) for ELA/Literacy has presented a paradigm shift in reading. These include: regular practice with complex text and its academic language; reading, writing, and speaking grounded in evidence from text both literary and informational; and building knowledge through content-rich nonfiction. Teachers are unprepared for how to deal with the demands of these shifts and the assessments that follow. In the early grades, there is an emphasis on learning to read, but educators are realizing the importance of incorporating more attention on content area literacy instruction. Vacca, Vacca, & Gove (2000) states that elementary teachers view their responsibilities in a reading program primarily in terms of skill and strategy development motivated by the process of how to guide children's reading development. However, the concern for the content of the reading program should be just as important as the process. Sometimes the student's exposure to exposition in the elementary grades can be attributed to a narrow range of materials like content area textbooks or basal readers. In one study of basal readers, only 20% of the pages in second, fourth, and sixth grade were devoted to informational literature (Moss and Newton, 2002). However Duke (2014) opined that in this information age, the importance of being able to read and write informational texts critically and well cannot be overstated. This stance is supported by Fountas & Pinnell (2006) who stated, "Informational literacy is central to success, and even survival, in schooling, the workplace and the community" (p. 418). Despite the obvious motivation for teaching with informational texts, there are unique demands to reading and writing with nonfiction that make this endeavor a challenge for both students and teachers.

As indicated earlier, the shift from learning to read to reading to learn in the elementary grades is difficult. Most children learn to read with narrative writing and some even enter school with a developed schema for stories. Around fourth grade, students make the shift to more content area reading and writing. By nature content area textbooks rely heavily on the expository style of writing, description, classification, and explanation and make the textbook dry and uninteresting, especially to a novice reader. According to Vacca, Vacca & Gove (2000), children find textbooks difficult and there is a mismatch between reading abilities that students bring to text material and some of the difficulties of the text. As a result, teachers often avoid textbook use in the classroom. Some even avoid difficult reading material all together. Unfortunately, children learn at a very early age to focus narrowly on finding the right answers to questions that accompany the reading assignment. Vacca, Vacca, & Goss (2000) further added: "This mind set inhibits children's ability to read literary and informative texts at high levels of literacy" (p. 440). With the increase in accountability in reading and writing in the content areas within the CCSS and the high stakes testing that accompany it, there is a definite need to approach the features of content rich informational text with particular strategies.

Inquiry-based experiences with nonfiction is an important aspect of the conversation. According to Moss (2005), it is essential to provide students with immersion in content through inquiry-based experiences. Inquiry based learning experiences focus on the students own questions about a topic and their curiosity is what drives the learning. Students are encouraged to organize and share their information with an audience through a variety of forms such as writing, multimedia presentations, debates, etc. Experts agree that if today's students are to acquire the literacy skills to be successful in the twenty-first century, they need to be able to not just read informational texts, but read them critically, evaluating their truth and relevance. Also, teaching common expository text structures facilitates reading and writing and students who learn to use the organization and structure of informational texts are better able to comprehend and retain the information found in them. According to Ogle & Blachowicz (2002), "Proficient readers of informational texts are actively engaged and purposeful in their reading; attend to both the external physical organization of text and its internal structure; and employ a wide range of strategies designed to facilitate their understanding of this text type" (p. 30).

Fountas & Pinnell (2006) advocated for small group work when dealing with nonfiction texts. They say that as teachers of reading, we want to be sure that students not only read a wide variety of nonfiction texts but also that they comprehend them in a way that helps them grow in their ability to learn from informational text. Guided reading can build a reader's ability to process expository texts, whether biographical or informational. Adults continue to use factual texts throughout their lives and this is what the Common Core State Standards encourage. Reading with this kind of goal means teachers must provide effective small group reading instruction based on nonfiction texts.

Plan of Action to Implement Research

Teachers need support when teaching informational text strategies and when preparing for the current demands of state standards and high stakes testing. We chose to implement some of the Informational Text Reading Inventory (ITRI) skills/strategies over a total of five weeks with a class of fourth grade students. (Note: Skills and strategies are used interchangeably throughout the paper). The teacher, Mrs. Pang (pseudonym), expressed a direct interest in professional development in content area reading instruction and also indicated a lot of apprehension over the approaching PARCC assessment that her students were about to take. She had concerns about the content of these exams and how her students would perform. They were definitely unprepared. We suggested implementing some of the ITRI strategies as a way to address her desire for gaining new approaches for content area reading instruction and as a way to prepare for the content rich and text dependent questions that students would encounter on the PARCC. Mrs. Pang was made to choose three strategies from the ITRI that were the most pressing for her students. In general, we wanted to see if the presentation of the strategies and the time allotted for strategy practice with different content area texts were effective. We chose to introduce each strategy with the students through the use of a small group setting as Fountas & Pinnell (2006) advocated in their practice of guided reading. We wanted to be sure to scaffold the strategies with the students before they had opportunity to practice them on their own. We began by creating a schedule for Mrs. Pang to follow as the intervention was implemented (See Appendix A).

Research Design and Methodology

This is an action research in which quantitative data in the form of test scores were used in the analysis. In addition to the scores obtained from the diagnostic and follow up assessments, a

survey instrument was also given to the participants. Because this is an action research that involved the actions of multiple researchers and a classroom teacher, it can be classified as a collaborative action research. According to Hendricks (2013), “A collaboration action research is a system or action research in which multiple researchers from school and university settings work together to study educational programs... and the goal is to utilize the expertise of the collaborators to foster sustained dialogue among educational stakeholders in different settings.” (p. 17).

For the first week of the study, three Diagnostic assessments from the ITRI were given to the students (See Appendix B). These initial assessments identified the students reading ability in three of the critical skill areas that were worked on during the intervention. There are a total of eight critical reading skills in the ITRI framework, but only three were presented to the students during this intervention for the sake of time. These are vocabulary, graphics, and main idea skills. The three diagnostic assessments administered included a timed reading tool followed by a tool including content from a science textbook and the other from a social studies textbook. During the first week, students were also given an Informational Text Reading Inventory and an Informational Text Self-Assessment Survey (See Appendices C and D). For the next three weeks, the three skills areas from the ITRI were presented. On Mondays the strategy was introduced and the students were divided into three small groups to practice the strategy with support (See Appendix E). The three action researchers each worked with a group while the classroom teacher circled around the room to assist students when the need arose. On Tuesdays and Thursdays students were given two other lessons/informational texts to practice the strategy that they had already learned. They could work with a partner or individually. In the fifth and final week of the study, the students were given follow up assessments to gather data on whether the strategies presented during this intervention were successful. A post self-assessment survey was also given to the students again to see if their attitudes about reading changed and if they had new strategies to apply when they encountered the demands of nonfiction and informational text (See Appendix F).

Findings

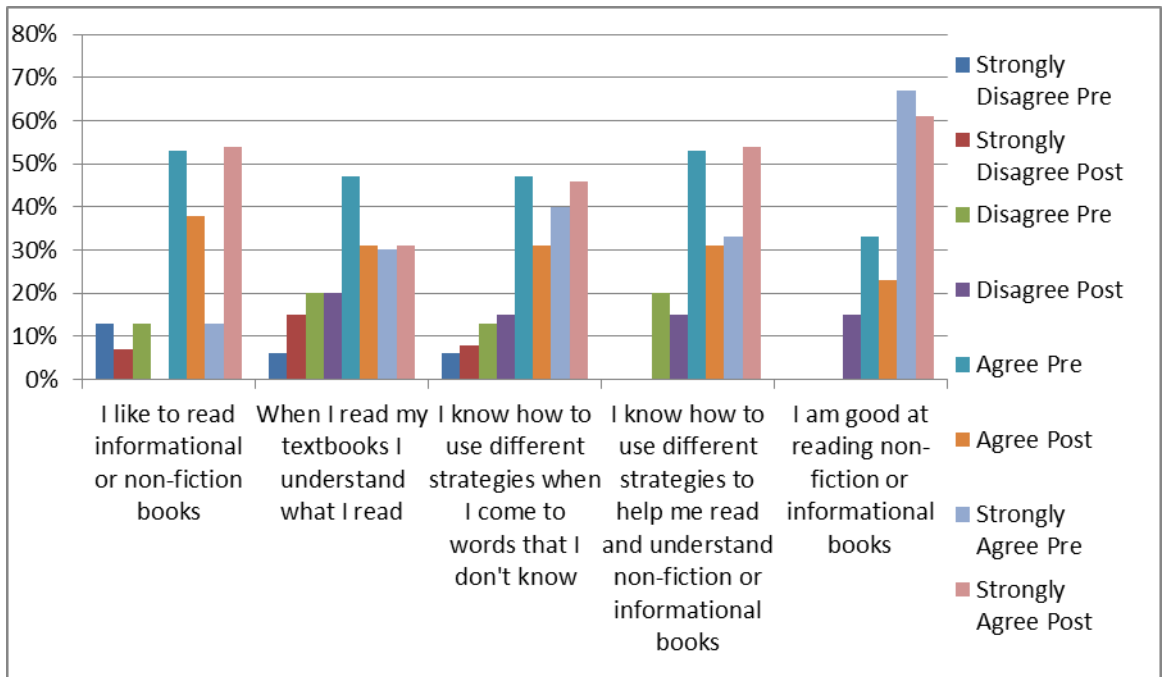
This action research was designed to investigate the effect of the ITRI strategies on the attitude and performance on certain core school subjects of grade 4 students in a private elementary school in north eastern United States. Discussion of the findings of the study is presented below.

1. What effect do ITRI strategies have on student attitude for reading nonfiction texts?

To find the effect of the ITRI strategies on students’ attitude, participants of the study were given the Reading for Information Inventory (Appendix C). The inventory was designed for the investigators to have an idea about reading information ranging from the kind of books that students are interested in reading to talking about the strategies they use in reading informational text. Mixed results were obtained. For example, when students were asked, “Do you like reading informational or nonfiction texts?” It was interesting that ten out of fifteen of the students indicated that they did like reading informational texts. However, four of those students who indicated an interest in reading nonfiction and informational text stated that they did not enjoy reading and that it was boring. Only three of the students indicated that they used strategies for reading informational or nonfiction texts. In the post informational text student self-assessment survey, thirteen out of the fifteen students said that they learned new strategies when they read informational or nonfiction texts.

To further investigate and understand attitude of students, the instrument measuring their ideas about informational text was administered twice (before ITRI strategies and after ITRI strategies). (See Appendix D). The figure below shows changes from pre-assessment to post-assessment.

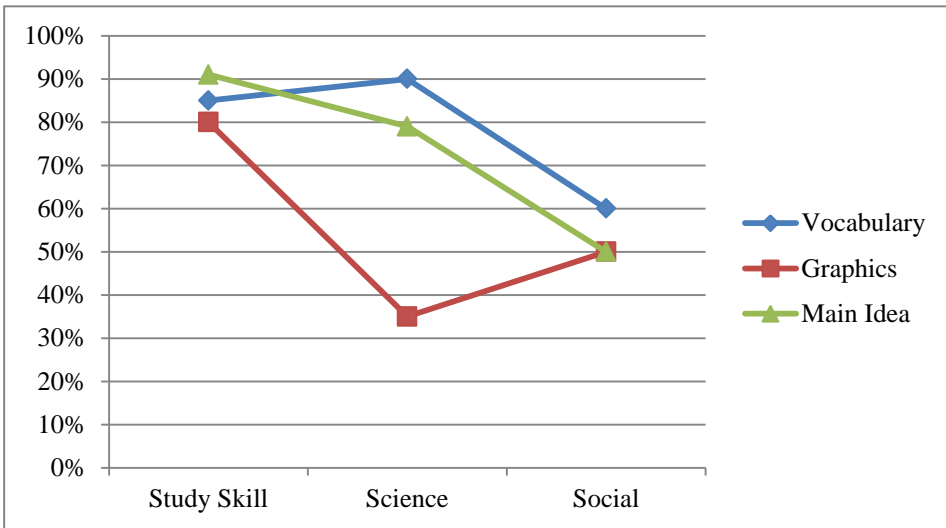
Figure 1: Result of Informational Text Student Self-Assessment Survey



Overall, the students’ attitude changed in the positive direction. A significant change can be noted in the response to the statement “I know how to use different strategies to help me read and understand nonfiction or informational books.” In the pre-assessment, 32% of the students strongly agree to this statement. However, in the post-assessment data, about 55% of students now strongly agree to the statement. This is the general trend of the responses indicating that in general, the exposure to the ITRI strategies accounted for the change in attitude.

2. What effect do ITRI strategies have on student performance on study skills, science, and social studies?

Figure 2: Results of Students Performance in Core Subjects



First, we attempted to decipher the effect of the ITRI strategies on study skills and two core subjects of science and social studies. The data shows that the ITRI strategies are helping study skills better than the two core subjects as student performance in vocabulary, graphic, and main idea are respectively 85%, 80%, and 90%. Between the two core subjects, the impact was more on science compared to social studies as the performance of students in science for vocabulary was 90% and for main idea it was 80%. Compared to social studies performance which was 60% for vocabulary and 50% for main idea, the performance in science is better.

Secondly, the team was as mentioned before, interested in the effect of the ITRI strategies on the overall performance of students in reading and understanding vocabulary, graphics, and the main ideas as measured by the pre-and-post assessment instruments. This is discussed below:

Figure 3: ITRI Diagnostic and Follow up Assessments

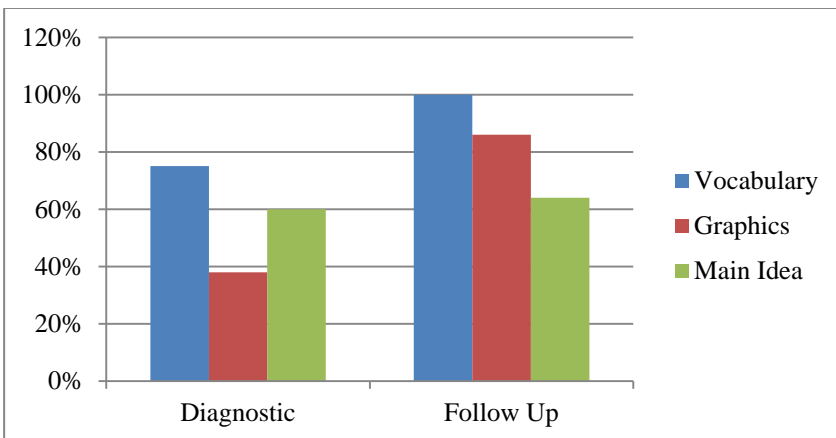


Figure 3 shows the results of comparing the diagnostic and follow-up assessments given to the students. As shown by the data, these students did improve in applying the strategies that were presented during this intervention. There was an increase in performance in vocabulary from 75% to 100%. There also was an increase from 38% to 83% in applying graphic skills. However, the story is a little different in the skill of finding main idea in reading informational text. From the data, the increase from diagnostic to follow-up assessment is minimal: 60% to 63%. The students showed only a slight improvement in determining the main idea and details of the informational texts.

Conclusion and Recommendations

As revealed by the data, there are positive changes in attitude related to reading nonfiction and informational text as well as on reading and understanding that can be attributed to the ITRI strategies that students were exposed to in this action research. Also, as recorded by the diagnostic and follow-up assessment data, the ITRI strategies are helpful to students. This is demonstrated by the students' performance data as measured by study skills, science scores, and social studies scores; as well as the vocab, graphics, and main idea data from the diagnostic and follow-up assessments.

It is important to say a word or two about the process we undertook and to put certain issues in perspective. Throughout the action research procedure, Mrs. Pang indicated her apprehension of how the students would perform and that it might affect the data being collected. She was overly concerned because of the difficulty she has had with this class regarding behavior this year. She indicated that in all her years of teaching, this class has been the most challenging. When we started the diagnostic assessments, she stated that the students were "not happy" and some saw this as more work to do. As we introduced the strategies at the beginning of the week, the students were always cooperative, but there were different dynamics each week that caused some disruption during our class time together.

From what we observed in Mrs. Pang's class, there are some issues that need to be highlighted. One is regarding content. The content is difficult for the students and the strategies presented cannot be mastered in encounters with just three different texts. The critical reading strategies need to be continuously reinforced with a variety of texts, more importantly with material that is engaging and more interesting to the students. Despite its alignment with the CCSS, the lessons used from the ITRI were not interesting enough to engage the students. Also, there also needs to be more of a connection between the material students encounter in nonfiction and informational text to their own interest or inquiry. As Moss (2005) stated, immersion in content through inquiry-based experiences is essential. Inquiry based learning experiences focus on the students own questions about a topic and their curiosity is what drives the learning. Students also have opportunities to organize and share their information with an audience through a variety of forms such as writing, multimedia presentations, debates, etc. and sadly, ITRI does not include these. Lastly, not only does Mrs. Pang's class need continued strategy instruction in the content areas this year, but they need opportunities to engage with the material presented to them in creative and unique ways.

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APPENDICES

Appendix A :March-Mrs. Pang ITRI Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9	10	11	12	13
			Send home Informed Consent form	
16	17	18	19	20
The Coffins Timed Reading Tool (5-15min)	Earth and Sun Diagnostic Science Format Assessment (10- 15min)	Students complete Informational Text Student Self-Assessment Survey (5 min)	American Indian Tribes Social Studies Format Assessment (10- 15min)	Students complete Reading for Information Inventory(10 min)
23	24	25	26	27
Mrs. Nelson introduces herself and Vocabulary Lesson A: Popcorn (Study Skill) strategy with whole class. Focus groups meet with Mrs. Nelson, Mrs. Lee and Mrs. Pang to complete worksheet together. Mrs. Nelson will Collect and score. (45 Min)	Mrs. Pang gives students Vocabulary Lesson B: Indiana Dunes(Sci) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min total)		Mrs. Pang gives students Vocabulary Lesson C: Our Planet Earth (Soc.) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min total)	
30	31			
Mrs. Nelson introduces	Mrs. Pang gives students			

<p>Graphics Lesson A: Sun and Shadows (Study Skill) strategy with whole class. Focus groups meet with Mrs. Nelson, Mrs. Lee and Mrs. Pang to complete worksheet together. Mrs. Nelson will collect and score. (45 Min)</p>	<p>Graphics Lesson B: Dinosaur Water (Sci) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min)</p>			
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April-Mrs. Pang ITRI Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2 Mrs. Pang gives students Graphics Lesson C: Indiana Tax Dollars(Soc) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min total)	3
6	7	8	9	10

<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>
13 Mrs. Nelson introduces Main Idea and Detail: A West Baden (Study Skill) strategy with whole class. Focus groups meet with Mrs. Nelson, Mrs. Lee and Mrs. Pang to complete worksheet together. Mrs. Nelson will collect and score. (45 Min)	14 Mrs. Pang gives students Main Idea and Detail Lesson B:Saltwater (Sci) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min total)	15	16 Mrs. Pang gives students Main Idea and Detail Lesson C:Battle of Tippecanoe (Soc) Introduce with Background Prompts then allow around 20 min for students to complete individually, then lead Think About? Discussion Points following the lesson. Collect for Mrs. Nelson to score (Lesson 30 min total)	17
20 A Famous Hoosier Timed Reading Tool (5-15min)	21 Indiana Gas and Oil Boom Follow-Up Science Format Assessment (10-15min)	22	23 Money in Indiana Follow-Up Social Studies Format Assessment (10-15min)	24 Mrs. Nelson collects Follow Up Assessments and Final interview with Mrs. Pang

Appendix B: Diagnostic Assessment Sample

Review Questions

Name: _____

1. *Revolve* means to _____.
 - spin around something backwards
 - move very fast in a straight line
 - spin all the way around
 - move in a circle around something

2. *Tilt* means to _____.
 - lie down
 - revolve around
 - lean to one side
 - be straight up and down

3. Another name for the North Star is _____.
 - Axis
 - Polaris
 - The sun
 - North Pole

4. If you were skimming this lesson, you would find the definitions of new vocabulary under _____.
 - the title
 - Discover*
 - the headings
 - Science Words*

5. When Indiana tilts away from the sun, what is the season?
 - fall
 - winter
 - spring
 - summer

6. What is the main idea of this lesson?
 - Earth rotates and revolves to create days and seasons.
 - Earth uses Polaris to create days and seasons.
 - Earth rotates on its axis every 24 hours of every day.
 - Earth uses more than 365 days to revolve around the sun.

7. Which of the following best describes how the northern half of the Earth is tilting when it is fall in Indiana?
 - tilting closer to the sun
 - tilting farthest from the sun
 - beginning to tilt close to the sun
 - beginning to tilt away from the sun

8. One difference between Japan and Indiana is that _____.
 - only Indiana experiences seasons
 - they are on opposite sides of Earth
 - Japan doesn't have daytime
 - the North Star points to Indiana

Appendix C

Reading for Information Inventory

1. What kinds of books do you like to read? (circle)

Funny Serious Adventure Fantasy Mystery
Sports

2. What types of characters do you enjoy reading about?

Musicians Athletes People like Me People not Like Me

Actors

Animals Celebrities People my Age

3. Do you like reading informational or nonfiction texts?

(some examples are your science and social studies

textbooks, true events) Yes or No

If not, Why?

4. Do you use any special strategies when you read

informational or nonfiction texts? If so what are they?

5. Do you read at home? What kinds of things do you read at outside of school?
6. When you hear it is time for reading, how do you feel?
7. Do you talk about what you read with others? How?
8. Do you like to read? Why or Why not?

Appendix D

Informational Text Student Self- Assessment Survey

Please circle the best response for your answers.

1=strongly disagree 2=disagree 3=agree 4=strongly agree

I like to read nonfiction or informational books 1 2 3 4

When I read my textbooks I understand what I read 1 2 3 4

I know how to use different strategies when I come

to words that I don't know 1 2 3 4

I know how to use different strategies to help me read

and understand nonfiction or informational books 1 2 3 4

I am good at reading nonfiction or informational books 1 2 3 4

Appendix E

LESSON

MAIN IDEA

West Baden Springs Hotel is an important part of Indiana history.

VOCABULARY

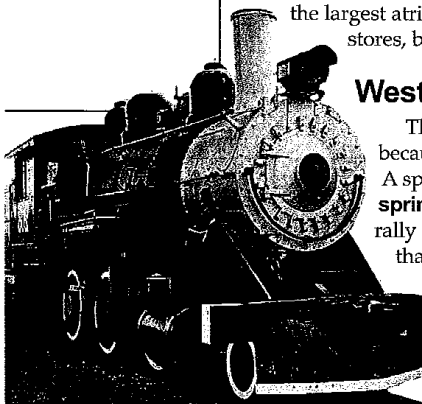
*employ
Great Depression
mineral
spring*

The West Baden Springs Hotel

The Eighth Wonder of the World

Do you know that Indiana is home to a hotel that was once known as “The Eighth Wonder of the World?” The West Baden Springs Hotel was called “The Eighth Wonder of the World” because it was so amazing. When hotel owner Lee Sinclair built the hotel, he wanted it to be round, and he wanted it to have the biggest dome in the world. He also wanted it to be built in less than a year. The hotel was built in 1902 in only 277 days. It was very large, with 708 rooms and a six-story atrium.

The atrium was a huge open area in the middle of the hotel. Visitors could see live birds flying around the atrium. It was the largest atrium in the world. The hotel even had its own stores, bank, and theater.



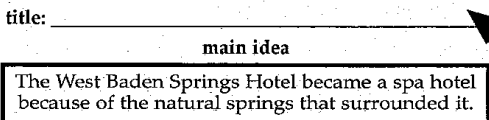
West Baden Springs



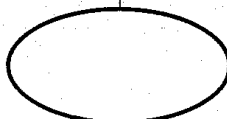
The West Baden Springs Hotel was a spa hotel because of the natural springs that surrounded it. A spa is a resort that has mineral springs. A **spring** is a small stream of water that flows naturally from the earth. Springs occur when water that is below ground reaches the surface through cracks in rocks called fractures.

This steam engine brought visitors to West Baden and southern Indiana.

A) Complete this web about the West Baden springs. The main idea has been set for you. Write three details. Be prepared to explain your answers.



detail



detail



detail

Standards Addressed: Soc 4.1.9, 4.1.11, 4.4.1, 4.4.7, Sci 4.3.6 **Main Idea & Details – Study Skill**



Buildings were built around the springs.
©2005 Janee Aronoff, myJanee.com

The spring at West Baden is rich in mineral deposits. A **mineral** is a substance that is found in nature and is not a plant or an animal. Salt and gold are two examples of minerals. Rocks are made up of different minerals. When the spring's water passes through rock on its way to Earth's surface, small pieces of these minerals dissolve in the water.

People believed that the minerals from the spring were very good for cleaning the body. They also thought that the spring water could cure many illnesses.

Indiana from all over the country. Many famous people, including governors and well-known gangsters, such as Al Capone, came to the spa hotel. They came to see the hotel and to take baths in the springs.

Professional baseball teams such as the Chicago White Sox, the Chicago Cubs, and the Cincinnati Reds held spring training there. They practiced on the hotel's baseball field. The baseball field took up a small part of the 250 acres of hotel property.

Job Opportunities

The West Baden Springs Hotel was important to the development of Indiana because it provided jobs for many people. The hotel employed many people who lived in the town of West Baden. To **employ** means to provide with work and pay. The West Baden Springs Hotel also employed many African Americans.

In the early 1900s, many people and companies would not employ African Americans. This made it hard for them to find jobs. Because the West Baden Springs Hotel would employ them, many African Americans moved to Indiana from the southern part of the United States. This

Important Visitors

News of the healing springs at West Baden Springs Hotel brought visitors to

title: _____

B) Complete this web about *Important Visitors* by adding the main idea and two more details. Be prepared to explain your answers

```

    graph TD
      MI[main idea] --- D1((detail))
      MI --- D2((detail))
      MI --- D3((detail))
      MI --- D4((detail))
      D1 --- D1T[Some came to enjoy the hotel and to take baths in the springs.]
      D3 --- D3T[Professional baseball teams had spring training there.]
    
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Main Idea & Details – Study Skill

Standards Addressed: Soc 4.1.9, 4.1.11, 4.4.1, 4.4.7; Sci 4.3.6

★ **C)** Look back at the graphics in this lesson. Choose one to add to one of your webs.
 Which graphic did you choose? _____
 Where would you put it and why? _____

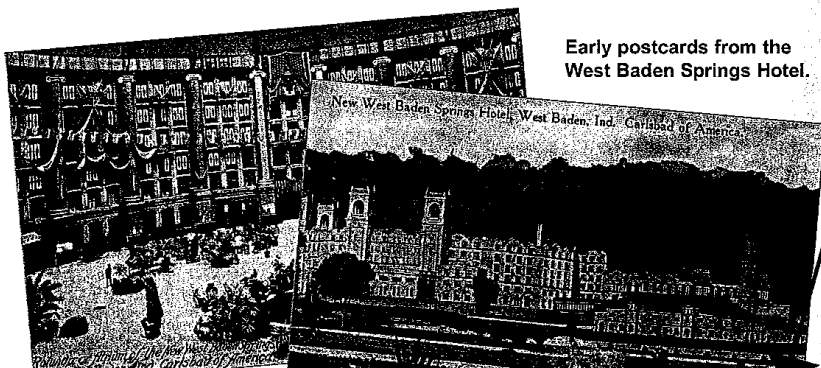
migration, or the movement of people from one place to another, helped Indiana grow. It also led to the development of an African American community in southern Indiana.

The Great Depression

The West Baden Springs Hotel was very busy until the Great Depression. The **Great Depression** was the time between 1929 and 1941 during which many Americans faced financial hardships.

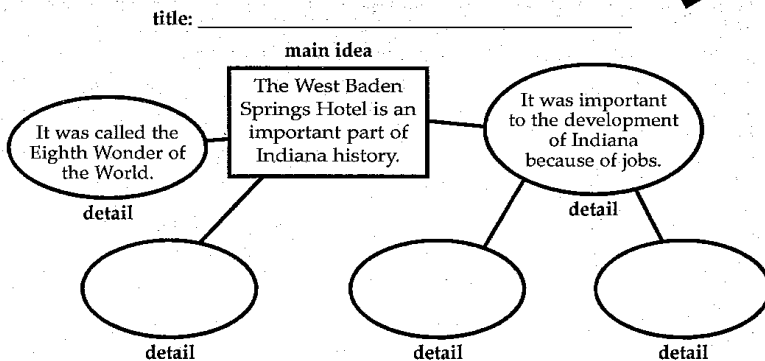
People all over the United States faced hard times. Many Americans lost their jobs and most or all of their money. The Great Depression affected Indiana.

Jobs were hard to find during the Great Depression. People did not have enough money to stay at the West Baden Springs Hotel. The hotel's owners tried to help the people of West Baden by creating new jobs, but there were very few visitors to the hotel. The West Baden Springs Hotel closed in 1932. ★



Early postcards from the West Baden Springs Hotel.

D) How well did you understand the main ideas and details in this text? Complete this web using the main ideas and details from the paragraphs that you read. Some of the spaces have been filled in for you. Be prepared to explain your answers.



Appendix F

Post Informational Text Student Self- Assessment Survey

Please circle the best response for your answers.

1=strongly disagree 2=disagree 3=agree 4=strongly agree

I like to read nonfiction or informational books 1 2 3 4

When I read my textbooks I understand what I read 1 2 3 4

I know how to use different strategies when I come

to words that I don't know 1 2 3 4

I know how to use different strategies to help me read

and understand nonfiction or informational books 1 2 3 4

I am good at reading nonfiction or informational books 1 2 3 4

Please answer the following questions. Explain your answers.

Did you learn any new strategies for when you read informational or nonfiction texts? If you did, what are they?

How do you feel about reading informational of nonfiction texts after learning the strategies that Mrs. Nelson and Mrs. Pang introduced to you?