D. ordered based on time

synthesize

C. to show using an example or a visual

chronological

B. to bring together parts into a whole

conclusion

A. a judgment or inference based on evidence

illustrate

**Words to Know**

*Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.*

# Synthesizing Ideas in an Informational Text



**?**

**W2K**

**Interpret** information

from charts and graphs.

**Synthesize** information from different

.

**Understand**

chronological

in an informational text.

**Lesson Goals**

**Read** from *When Birds Get Flu and Cows Go Mad! How Safe Are We*? by John DiConsiglio.

**Lesson Question**

**Warm-Up**

**Slide**

**2**

## Sorting Information

Writers often sort information to help readers different parts of a text through:

* pictures or diagrams.
* numbered sections.
* .
* graphs or charts.
* maps.
* or separated sections of text.

**Slide**

## Information Sorted by a Keyword Graphic Organizer

### The Disease Hunter’s Toolbox

**GOGGLES MASKS**

**BIOHAZARD SUIT**

**GLOVES**

**2**



Information can be sorted by keyword , using a graphic organizer.

In this presentation style, an essential point or image is annotated with different pieces of information.

**Slide**

## Information Sorted by Numbering

Numbering can be used in an informational text to:

* show order, or time-based order.
* show the steps of a process.
  + information.

### 2. 1957

**Asian Flu** Asian flu caused 70,000 deaths in the United States.

### 1996 A Bad Burger

The first human death from BSE was recorded.

### 6. 1997

**When Birds Get Flu** In Hong Kong, bird flu was found in humans.

**4**



**1910 1960 2010**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. 1918** | **3. 1968** | **4. 1986** | **7. 2003** |
| **The Superbug** | **Another** | **Don’t** | **And Cows** |
| The Spanish flu | **Pandemic** | **Eat the** | **Go Mad!** |
| killed 40–50 million | The Hong | **Meat** | The first US |
| people. | Kong flu | BSE was | case of |
|  | killed 34,000 | first | mad |
|  | Americans. | diagnosed | cow |
|  |  | in Britain. | disease |
|  |  |  | occurred. |

**Slide**

## Numbers Used to Divide Information

**7**

**Don't worry about mad cow disease. But pay attention to E. coli.**

**Here's how you can protect yourself from it.**

1)

Wash Your Hands Carefully

2)

Don’t Cross-Contaminate

3)

Keep Hot Foods Hot

4)

Keep Cold Foods Cold

5)

Wash Fruits and Vegetables

*–When Birds Get Flu and Cows Go Mad!,*

*John DiConsiglio*

This selection is numbered in order to divide information into different

.

**Slide**

## Interpreting a Graph

Charts and graphs are ways to present information that show different kinds of data at once.

### HIV/AIDS IN AFRICA, 1958–2003

**The deadly disease has been dramatically shortening life expectancy.**

65 **Botswana South Africa**

60

### Kenya

55

**Life Expectancy**

### Zimbabwe

50

45

40

35

30

1958 1963 1968 1973 1978

1983 1988 1993 1998 2003

### Year

**9**

The graph allows you to quickly the countries.

**Slide**

**11**



## Interpreting a Map

Maps information by showing it in a visual way. This map includes:

* + a title.
  + .
  + supporting text.

### HIV AROUND THE WORLD (2006)

**North America**

Adults and children living with HIV:

1.4 million

Adult and child death due to HIV: 18,000

**Caribbean**

Adults and children living with HIV: 250,000

Adult and child death due to HIV: 19,000

**Latin America**

Adults and children living with HIV:

1.7 million

Adult and child death due to HIV: 65,000

**Slide**

**2**

## Synthesizing Information

To **synthesize** information, put together different pieces of information.

* + This allows you to draw , or judgments or inferences based on evidence, about the text as a whole.

To :

* + Read a section, then stop and think about what you know.
  + Decide what the central ideas are.
  + Think about how the text to you, other texts you have read, or the world.
  + Use your own words to reflect on what you have learned and to generate new ideas.

**Slide**

## Synthesizing Information by Connecting Text to Text

When information about similar ideas is presented in different formats, you can make text-to- connections between the ideas in the whole text.

**2**

**The Disease Hunter's Toolbox Gloves**

Doctors and scientists use different types of gloves. Surgical gloves help keep a wound sterile – free from dangerous germs and bacteria. Examination gloves prevent contamination or infection when

treating a patient.

**Fear of Food?**

1. **Wash Your Hands Carefully**

Proper hand washing can get rid of almost half of all foodborne illness. . . .

1. **Don't Cross-Contaminate**

When raw meat comes in contact with other foods, it can cause cross-contamination. Don't use the same utensils for meat and other foods. And

be sure to wipe down countertops and cutting boards.

The second text to the first in that it also shows methods for how to avoid contamination and spreading disease.



# Synthesizing Ideas in an Informational Text

How do you put together information presented in different formats?

**Lesson Question**

**?**

**Answer**

**Summary**

*Use this space to write any questions or thoughts about this lesson.*