



Eureka! Awards: Excellence in Nonfiction- Gold Awards

| Title | Author/ Illustrator | Grade Level | Tools to Use Nonfiction to Teach Common Core Standards |
|-----------------------------|---|-------------|--|
| Cool World Cooking | Lisa Wagner | 3-6 | 1. Accessing text through table of contents |
| Face Bug Poems | J. Patrick Lewis; Kelly Murphy; Frederic B. Siskind | 2-12 | 2. Reading the picture captions |
| Stripes of All Types | Susan Stockdale | K-2 | 3. Activating prior knowledge |

Silver Awards

| Title | Author; Illustrator | Grade Level | Tools to Use Nonfiction to Teach Common Core Standards |
|--|---|-------------|---|
| Animals Upside Down | Steve Jenkins; Robin Page | K-4 | 4. Noting what type of organizational pattern the text is using |
| Barbed Wire Baseball | Marissa Moss; Yuko Shimizu | 1-5 | 5. Analyze how and why individuals, events, and ideas develop and interact over the course of text |
| Best Foot Forward: Exploring Feet, Flippers & Claws | Ingo Arndt | K-3 | 6. FQR Chart to ask questions, determine importance in the text, and respond, voicing their own opinions |
| Boy in the Wooden Box: How the Impossible Became Possible on Schindler's List | Leon Leyson; Marilyn J. Harran; Elizabeth B. Leyson | 4-9 | 7. Using THIEVES to activate their prior knowledge and set a purpose for reading as well as summarize details |
| Cowboy Up! Ride the Navajo Rodeo | Nancy Bo Flood; Jan Sonnenmair | 2-7 | 8. Partner share to engage in collaborative conversations to enhance comprehension |
| Here Come the Girl Scouts | Shana Corey; Hadley Hooper | K-6 | 9. Summarize the key supporting details and ideas using telegram strategy |
| Nasreddine | Odile Weulersse; Rebecca Dautremer | K-3 | 10. Why is a folktale nonfiction? |
| Noah Webster and his Words | Jeri Chase Ferris; Vincent X. Kirsch | 1-6 | 11. Cite specific textual evidence when writing or speaking to support conclusions drawn from text |
| People Who Said No: Courage Against Oppression | Laura Scandiffio | 4-8 | 12. Anticipation Guide to pay close attention to text to enhance comprehension |
| Poppy Lady | Barbara Elizabeth Walsh; Layne Johnson | 1-6 | 13. Determine central ideas or themes of a text and analyze their development |
| Ten Plants that Shook the World | Gillian Richardson; Kim Rosen | 4-7 | 14. Using headings and signposts to get the information we want |
| Year of Goodbyes | Debbie Levy | 5-12 | 15. Non-Fiction Text Feature Scavenger Hunt organize the text so we can navigate through all the information |

Rationale of Nonfiction Books in Common Core Standards

When students listen to informational read-alouds of steadily increasing sophistication it helps to

- 📚 lay the foundation for students' reading and understanding of increasingly complex texts
- 📚 instill a reservoir of literary and cultural knowledge, references, and images
- 📚 increase their ability to evaluate intricate arguments
- 📚 give students skills to surmount the challenges posed by complex texts
- 📚 infuse independence and confidence to be successful in college & workforce training programs

Fulfilling the Standards for grades 6–12 ELA requires addressing a range of topics by

- ✚ paying much greater attention to informational text—literary nonfiction—than has been traditional
- ✚ including biographies/ autobiographies, history, social studies, science, technical texts
- ✚ adding directions, forms, and information displayed in graphs, charts, or maps and digital sources

Students must also apply *grade 7-12 Reading standards* to literary nonfiction by

- ✚ learning how to delineate and evaluate the argument and specific claims in a text
- ✚ assessing whether their reasoning is sound and their evidence is relevant and sufficient
- ✚ recognizing when irrelevant evidence is introduced
- ✚ utilizing the subgenres of exposition, argument, and functional text to learn these skills
- ✚ using personal essays, speeches, opinion pieces, essays, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience to apply these skills

The standards establish what it means to be 21st century literate by requiring teacher support of students to

- ✚ closely read and analyze critical works of literature
- ✚ use an array of nonfiction text in an exploding print and digital world
- ✚ utilize research and technology to sift through the amount of information available
- ✚ engage in collaborative conversations
- ✚ sharing and reforming viewpoints through a variety of written and speaking applications.

College and Career Readiness Anchor Standards for Reading

The grades K–12 standards on this page

- ✚ define what students should understand and be able to do by the end of each grade.
- ✚ correspond to the College and Career Readiness (CCR) anchor standards below by number
- ✚ are necessary complements—the former broad standards, the latter additional specificity
- ✚ define the skills and understandings that all students must demonstrate
- ✚ help educators design what they must do to teach these skills

Key Ideas and details

- ✚ Read closely to determine what the text says explicitly and to make logical inferences from it
- ✚ Cite specific textual evidence when writing or speaking to support conclusions drawn from text
- ✚ Determine central ideas or themes of a text and analyze their development
- ✚ Summarize the key supporting details and ideas.
- ✚ Analyze how and why individuals, events, and ideas develop and interact over the course of text

Craft and Structure

- ✚ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
- ✚ Analyze how specific word choices shape meaning or tone
- ✚ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ✚ Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- ✚ Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- ✚ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- ✚ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ✚ Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently.

Tools to Use Nonfiction Books to Teach the Common Core Standards

1. Accessing text through table of contents (Example for **Cool World Cooking** by Lisa Wagner)

- ✚ If we take a look at the table of contents for this book, it tells us what topics are in the book and on what page the information is located. We can begin to use this feature, the table of contents, to understand more about foods from different countries. The table of contents really guides our reading, so I'll skim the list of chapters to see what I want to read first.
- ✚ Let's see, there's a chapter called "Explore the Foods of France?" I really want to read that because I don't understand what is Croque Monsieur. I've always thought of Monsiuer meaning mister. This chapter would probably be helpful and add to my understanding of how French language & cooking works. The table of contents tells me to turn to p. 52. Research this with your learning partner.

2. Reading the picture captions (Example from **Face Bug Poems** by J. Patrick Lewis; Kelly Murphy; Frederic B. Siskind) Captions help the reader better understand a picture, photograph, or concept. On p. 7, how long is the bug lying on his back? Why is he stuck? On p. 21, what do the captions teach you?

3. Activating prior knowledge (Example from nonfiction book **Stripes of All Types** by Susan Stockdale) Debbie Miller says, "We must teach our students what nonfiction is. Teaching our students that expository text has predictable characteristics and features they can count on before they read allows them to construct meaning more easily as they read."

- Nonfiction books are organized around specific topics and main ideas
- Nonfiction books give you information that is true.
- Nonfiction books try to teach you something.
- **When readers read nonfiction books they make predictions about the kinds of things they expect to learn. They activate their schema or prior knowledge about the topic and what they know about the type of text they are about to read.**
- Nonfiction books have features.

Ask students, what animals do you think will be in this book? Yes, a zebra is a good prediction as we know they have stripes and that is the name of this book. Do giraffes have stripes? Is that a good prediction? Will this be a true story about real animals? Did you learn something new? Is that why we read nonfiction?

4. Noting what type of organizational pattern the text is using (Example in **Animals Upside Down** by Steve Jenkins; Robin Page) Talk with your learning partner about why you think the author wrote text surrounding the animals. What could this mean or what message do you think the author is trying to send by doing this? Now discuss, did this pattern stretch your thinking and understanding of animals? How?

5. Analyze how and why individuals, events, and ideas develop and interact over the course of text (Examples in **Barbed Wire Baseball** by Marissa Moss; Yuko Shimizu) Collaborate with your partner on:

Essential Skills and Concepts:

- Analyze how elements of story/drama interact (how setting shapes the characters or plot)
- Describe how the character(s) change(s) throughout a story or drama (Zeni)
- Describe how story elements influence the characters as the plot moves towards resolution

Question Stems and Prompts: Describe the plot of a story or drama.

- ✓ How does the plot unfold?
- ✓ Describe the problem. How was it resolved?
- ✓ An example of how the plot is shaped by the setting is _____.
- ✓ What can you infer about plot and how it is shaped by the setting?
- ✓ An example of how a character (Zeni) evolves with the plot is _____.
- ✓ What can you infer about the character (Zeni) and how he is shaped by the setting?
- ✓ How does the use of dialogue help the reader understand the character (Zeni) and plot?

6. FQR Sheet or fold paper in thirds and students label it. Example from **Best Foot Forward**

| Facts | Question | Response |
|--|----------------------------|---------------------------|
| Pads allow tigers to creep up on prey | | That could be me! |
| Hairs on beetle's foot keep it from slipping off trees | | WOW! Never knew that! |
| The tortoise uses claws to dig nests for eggs | Is it warm under the soil? | Must be- eggs stay warmer |

The strategy emphasis supports students to ask questions, determine importance in the text, and respond, voicing their own opinions and thoughts. Eventually the children will be able to use this response method independently to read for information in text they have chosen at their own reading level. The children record factual information, ask questions, and respond to merge their thinking with the content.

When students have the opportunity to share and explain their thinking about text, they learn and remember important information.

7. Use Thieves to read closely and comprehend text (Example for **Boy in the Wooden Box: How the Impossible Became Possible on Schindler's List** by Leon Leyson; Marilyn J. Harran; Elizabeth B. Leyson) Students use previewing skills in their everyday lives to decide what food to eat and movies to watch. In this lesson, students use previewing to activate their prior knowledge and set a purpose for reading. Using a strategy called THIEVES, students are guided through a preview of a nonfiction text.

Title
Headings
Introduction or prologue- 1 sentence summary
Every first sentence in a paragraph highlighted
Visuals and Vocabulary
End chapter questions or Afterword
Summary (See strategy #9)- What did you learn

After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text. In a culminating activity, students write a letter to their partner in which they describe why previewing is a helpful strategy and describe how to use the THIEVES approach.

8. Partner share to engage in collaborative conversations to enhance comprehension (Examples for **Cowboy Up! Ride the Navajo Rodeo** by Nancy Bo Flood; Jan Sonnenmai To identify a fact, to ask a think-search question, and to respond to the article with a reaction, opinion, connection or feeling. The responses should have "I" in them to show that it is you doing the thinking. Watch as I do this because you are going to do it with your partner and then on your own.

On P. 7, it says that rodeo is as important to the Navajos as the World Series is to Little League players. This helps me make a comparison and see how important it is. I knew that it takes muscles and practice to do rodeo events, but what do they mean about taking brains? Now you and your partner practice noticing and asking questions about Woolly Rider on p. 14-15. What do you learn? What do you wonder?

9. Summarize the key supporting details and ideas (Examples for **Here Come the Girl Scouts** by Shana Corey; Hadley Hooper

What Is Summarizing? Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

What Are We Doing When We Summarize? We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

When You Ask Your Students to Summarize, What Usually Happens?

- they write down everything
- they write down next to nothing
- they give me complete sentences
- they write way too much
- they don't write enough
- they copy word for word

What Did You Want Them To Do?

- pull out main ideas
- focus on key details
- use key words and phrases
- break down the larger ideas
- write only enough to convey the gist
- take succinct but complete notes

How Can I Teach My Students to Summarize? You have to repeatedly model it and give your students ample time and opportunities to practice it. It is such a valuable strategy and competency. This strategy is truly about equipping your students to be lifelong learners.

- After students underline only key vocabulary words on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why, and How.
- Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the "headless" stories.

Sum It Up: Have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say they have \$2.00 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing. Consider setting this up as a learning station, with articles in a folder that they can practice on whenever they finish their work early or have time when other students are still working.

10. Lesson on folktales. Example from **Nasreddine** by Odile Weulersse; Rebecca Dautremer

Folktales are shelved in the non-fiction section of the library because they are usually based on true events or a real story. A folk tale has these characteristics:

- ✚ The prose story must be old.
- ✚ The story must present perceptions and beliefs of local folks.
- ✚ The story has real people as its basis for the involved characters
- ✚ The story grew out of an oral tradition or history rather than a published one.
- ✚ The true story which also includes the moral percept can be relatively deferred as folk tale

Talk with your partner about why is Nasreddine classified as nonfiction? Is it a folk tale? How do you know?

11. Cite specific textual evidence when writing or speaking to support conclusions drawn from text in **Noah Webster and his Words** by Jeri Chase Ferris; Vincent X. Kirsch When Noah wrote the meaning of the last word in his dictionary "with a shaky hand." I think it was because he was excited and not old or sick. On the next page it said Noah was ecstatic so I know I am right. On the timeline page it said it took him 20 years so no wonder he was shaking with excitement.

12. Anticipation Guide: Example from **People Who Said No: Courage Against Oppression**

Motivation and Connection: There will be two statements written on the board. The students need to decide if they agree or disagree with the statement:

- 1) As good citizens, we should follow rules and obey laws.
- 2) Good people can and do rebel against authority and break laws.

Vote as a class on whether you agree or disagree on these statements; record on the board. Tell students that, as we read, we might change our opinion or we might confirm our opinion.

Connection: It is important to ask questions and respond to books as we read. Today, we are going to use a FQR Think Sheet: (Fact, Question, Response). This sheet helps us as readers make sure that we're not just reading our book, but that we are constantly thinking about it!

Teach/ Model: As we read about Rosa Parks, I'm going to make sure I'm not reading like a robot, but that I stop for 3 purposes: To identify a fact, to ask a think-search question, and to respond to the article with a reaction, opinion, connection or feeling. The responses should have "I" in them to show that it is you doing the thinking. Watch as I do this because you are going to do it with your partner and then on your own.

Text is displayed on Smart Board and poster of FQR is on easel. Students also have their own copies of the story. I will read the following section out loud and then model using the FQR sheet:

People Who Said No: Courage Against Oppression by Laura Scandiffio "Rosa Parks: Bus Ride to Freedom" *Montgomery, Alabama 1955* "They've messed with the wrong one now!" The girl's high voice reached the ears of Rosa Parks. Through the noisy crowd, Rosa almost smiled, as she nervously mounted the steps of City Hall. She understood what the girl meant. Here she was so prim and respectable in her neat suit and gloves- she didn't look like a criminal. And yet, according to the laws of Montgomery, she was. Simply because she wouldn't give up her seat on the bus.

Stop. Think aloud as I add things into my FQR sheet:

FACTS: Rosa Parks was arrested.

QUESTIONS: Is it right to force a black person to give up their seat to a white person?

RESPONSES: Wow! Rosa was so brave! (Explain that the FQR sheet is great because it forces me to stop, think and respond as I read. This makes me an active reader instead of just a robot reader).

Try it Out/ Guided Practice Now it is your turn to try out the sheet with the next section of this article:

Rosa Parks entered the courtroom, Fred Gray and Montgomery's other black lawyer, Charles Langford, on either side of her. *There's nothing to fear*, she told herself. All she had to do was wait for the moment to say, "Not guilty." When her eyes met those of the scowling bus driver, she only felt pity. *So full of hatred*, she thought. The trial lasted five minutes. Fred Gray argued that segregation was a violation of a citizen's constitutional rights, but the judge was unimpressed and Rosa Parks was quickly convicted. She was fined \$10 plus court costs.

With your partner, use the FQR sheets to respond to this section. What is one fact you learned, one think and search question you have, and one opinion. (After partners talk, allow a few minutes to share whole class and enter one F, Q, and R into the poster from the students. Also, ask them if any of their opinions have changed as they read and why).

Link Now when you go back to your seats, you are going to finish the article and use the FQR Think Sheet to show your thinking as you read. Use the poster examples to help you remember what types of deep questions and responses you should be writing. When you finish, there will be another article on your tables for you to read. Use the FQR sheets these as well.

Independent Practice Students will finish the article and use the FQR sheet to record at least one F, Q and R. When done, they will read the (differentiated) articles on their desks and continue to use the FQR sheets to show their thinking.

Share: Students will turn to the person next to them and share one F, Q, R they had as they were reading the end of the article.

Assessment: Anticipation guide assesses background knowledge and student opinion-students write a response to 2 statements written on the board at the beginning of the lesson.

Differentiation- Sentence starters for Response section: I feel..., I think....., In my opinion....., It makes me feel ____that.....

Vocabulary: FQR, fact, question, response, segregation, convicted, prim

13. **Determine central ideas or themes of a text and analyze their development** (Examples in **Poppy Lady** by Barbara Elizabeth Walsh; Layne Johnson) Moina spent all night calling to see if America would go to war. She knitted and rolled bandages but wanted to do more. She saw the soldiers off at the train station and trained to serve food oversea. When she couldn't go she set up a place for soldiers to congregate and brightened it with flowers, When she saw the graves with no names she knew she had to write a pledge to remember them and she bought red poppies to symbolize the flowers from the fields where the unnamed soldiers were buried. But she wanted to do more and spent all of her time and money to buy poppies urging people to wear them and remember the soldiers. The repetition of "wanted to do more" was important!

14. Using headings and signposts to get the information we want examples in **Ten Plants that Shook the World** by Gillian Richardson; Kim Rosen. Nonfiction features are really like signposts—they signal us to pay attention and then they provide us with lots of interesting information

Visual features are illustrations, photographs, maps, and diagrams that

- ✚ enhance ideas
- ✚ give us important information we might not understand from reading words.

Text features like headings, keys, or the table of contents

- ✚ organize the text so we can navigate through all the information
- ✚ the table of contents gives us an overview of what's in the book.
- ✚ the key tells us how to interpret or understand information on a map

On p. 64, you can see that the headings of each box break the information into sections and give us advance notice of what's coming up in each box.

15. Using Non-Fiction Text Feature Scavenger Hunt example in **Year of Goodbyes** by Debbie Levy:

Name _____ Date _____

Non-Fiction Text Feature Scavenger Hunt

Look for these text features in the non-fiction book provided. Mark the page number where you found the text feature and write what its purpose is or how it helps the reader.

| Feature | Page Number | How It Helps You | Feature | Page Number | How It Helps You |
|-------------------|-------------|------------------|------------|-------------|------------------|
| Table of Contents | | | Index | | |
| Label | | | Timeline | | |
| Caption | | | Bold Print | | |
| Header | | | Zoom-In | | |

Write the name of your favorite non-fiction text feature on the line. Draw a picture example of the text feature in the box below.

Text Feature _____

Reading with Meaning by Debbie Miller pages 149-150 Identify what the conventions of nonfiction text are and how they help us as readers. Debbie Miller suggests spending one day on each convention. The teacher should bring in examples of at least five places in nonfiction texts that support that convention. Then the children look for the convention and share them with a partner, small group, whole group. It is not enough to identify the convention and purpose, we must also identify how they help us as readers.

| Conventions | Purpose | How they help us as readers |
|-------------|---|-----------------------------|
| Labels | Help the reader identify a picture or photograph and/or its parts. | |
| Photographs | Help the reader understand exactly what something looks like. | |
| Captions | Help the reader better understand a picture or photograph. | |
| Comparisons | Help the reader understand the size of one thing by comparing it to the size of something familiar. | |
| Cutaways | Help the reader understand something by looking at it from the | |

| | | |
|-------------------|---|--|
| | inside. | |
| Maps | Help the reader understand where things are in the world. | |
| Types of print | Help the reader by signaling, "Look at me! I'm important!" | |
| Close-Ups | Help the reader see details in something small. | |
| Table of Contents | Help the reader identify key topics in the book in the order they are presented. | |
| Index | An alphabetical list of almost everything covered in the text, with page numbers. | |
| Glossary | Helps the reader define words contained in the text. | |

List of mini lessons for nonfiction texts

- Scanning
- Skimming
- Accessing the text through the index
- Using headings and signposts to get the information we want
- Strolling through the pictures in order to orientate ourselves to the text
- Not reading the text in order
- Accessing the text through the table of contents
- Reading the picture captions
- Activating prior knowledge or schema
- Noting characteristics of text length and structure
- Noting what type of organizational pattern the text is using
- Determining what to read in what order
- Determining what to pay careful attention to
- Determining what to ignore
- Deciding to quit because the text contains no relevant information
- Deciding if text is worth careful reading or just skimming
- Pay attention to surprising information. It might mean you are learning something new.

Reading With Meaning by Debbie Miller, page 146: Have the students look at nonfiction and fiction texts; determine what are characteristics of both types of text. Make a Venn Diagram reflecting what they learned.

| FICTION | BOTH | NONFICTION |
|--|--|---|
| Beginning middle end Setting Characters Problem Events Resolution Stories Themes Pictures Read from front to back | Title Illustrations They help you learn They are fun to read Words | Bold print Index Table of contents Photographs Captions Headings Cutaways Information Ideas Amazing facts Read in any order |

Determining Importance in Nonfiction

Strategies That Work by Stephanie Harvey Chapter 9 Determining Importance in Text:

The Nonfiction Connection- "Throughout Stephanie's education, teachers had instructed her to highlight the important parts. But no one had shown her how. Highlighting is easy; determining what to highlight is the challenge (page 117)."

Stephanie Harvey writes, "Determining Importance means picking out the most important information when you read, to highlight essential ideas, to isolate supporting details, and to read for specific information. Teachers need to help readers sift and sort information, and make decisions about what information they need to remember and what information they can disregard (page 117)."

"Readers of nonfiction have to decide and remember what is important in the texts they read if they are going to learn anything from them. (page 118)"

Anchor Chart of Tips for Reading Nonfiction By Stephanie Harvey

- Think of facts, questions and responses. Write these down as you read.
- Reading nonfiction takes time. You may have to reread to be sure you understand.
- Reread so you don't forget what you are reading.
- Reading fiction is like watching a movie. Nonfiction is more like a slide show.
- Stop often and ask yourself if what you are reading makes sense.
- Important to abbreviate when you take notes.
- Think before you write.
- Nonfiction reading is reading to learn something.

Reading with Meaning by Debbie Miller: Determining Importance at a Glance- What's Key for Kids

- Readers distinguish the differences between fiction and nonfiction.
- Readers distinguish important from unimportant information in order to identify key ideas or themes as they read.
- Readers use their knowledge of narrative and expository text features to make predictions about text organization and content.
- Readers utilize text features to help them distinguish important from unimportant information.
- Readers use their knowledge of important and relevant parts of text to answer questions and synthesize text for themselves and others.

Reading with Meaning Debbie Miller Pages 150-151 Wonder Boxes

Throughout the study of questioning and nonfiction, ask the children to place a wonder card or two in a basket. Two or three days a week, draw one out and search for the answer. Another option is to generate wonder questions; have the students choose one, then do research for the answer.

Debbie Miller shows them how to think aloud about certain questions:

- What do I already know about the topic?
- What type of book or other source will help me best?
- Where will I find the information?
- How is the information organized in the source? How will I go about locating what I need?

| |
|-------------------|
| Wonder Question |
| What I learned... |
| Source: |

After looking through the source of information ask yourself, "What did I learn? How can I synthesize my learning for myself and others? Write some of this accurate information you're finding on a Post-it to keep track of it and keep facts straight!

Strategies That Work, pages 134-137: Sifting the Topic from the Details

Topic and details form is effective in allowing for the students to list essential information but lacked a place for their responses. The third column for response allows kids to interact with text personally and ensures that they have a place to record their thoughts, feelings, and questions.

Three Column Notes

| Topic | Detail | Personal Response |
|-------|--------|-------------------|
| | | |

Follow the Text Signposts: Use nonfiction features to guide learning (Lesson 4 From The Comprehension Toolkit: Activate and Connect).

TEACHERS GUIDE STUDENTS, PROVIDE PRACTICE & ENGAGEMENT TIME, & MODEL THINKING

- ✚ Let's describe the purpose of each feature—how it guides our reading and helps us understand the information.
- ✚ Let's make sure we know what the word *accurate* means, as in *accurate information*. This is information that is factually correct. As we read nonfiction and learn from all these features, we want to make sure the information we gather is accurate; this is often why we read nonfiction in the first place—to explore interesting, accurate information about all these cool topics.
- ✚ I'm going to share what I know about some features and how they guide and support reading. Let's start with the title—one of the first features you notice and certainly one of the most important. When I read the title, I have an idea of the big topic, or the big idea, I'll be reading about. (See chart from Pinterest)
- ✚ Photographs can also provide important information and show us exactly what something looks like. Talk to your partner what you learn from this picture
- ✚ From Stephen Kramer's book *Lightning*: Right now, I'm going to share some of the features I notice in this book— *Lightning*. We've already started listing some of the ones you noticed. I'm going to begin putting some of them up here on our *Feature/Purpose* Anchor Chart. We'll describe the purpose of each feature—how it guides our reading and helps us understand the information. As we investigate more features, we'll co-construct our Anchor Chart up here.
- ✚ On our feature chart we mentioned titles-the purpose of a title is to tell us what we'll be reading about, so I'll write that here, in the *Purpose* column.
- ✚ Photographs show me exactly what lightning looks like, so write that under the *Purpose* column of the chart, next to the word *photograph*.
- ✚ Different kinds of fonts, like bold or italic, signal "Pay attention to me. I'm important!" And often text and visual features work together.
- ✚ We often rely on words, like labels or a caption, to accurately explain or describe a photograph or illustration. Take a minute and look through a book or article you've chosen and make a list of features we noticed with your learning partner.

responding to **NONFICTION**

Name _____ Date _____

topic: _____

nonfiction features checklist:

- Bibliography
- Bold Print
- Bullets
- Captions
- Chart
- Diagram
- Fact Box
- Glossary
- Graph
- Heading
- Illustration
- Italic Print
- Map
- Parentheses
- Photograph
- Sidebar
- Sub-Heading
- Table
- Table of Contents
- Timeline
- Title

before reading

My background knowledge:

after reading

3 things I learned:

2 important facts:

1 question I have:

Cutaways- help the reader understand something by looking at it from the inside.
My example of a cutaway:

Glossary- helps the reader understand the bolded or highlighted words that are in the text.
My example of a glossary is from the book titled:

List at least 2 words and include the definition of the words. The two words should be in alphabetical order.