Nonfiction
Quick Tips for Getting started with Nonfiction Guided Reading

**Before Reading**
- Discuss...the point of reading is to gather information and learn about new things
- Explain students need to stop and think about what we are reading to make sure they understand what they are reading before they proceed in the book
- May have to look in other books for more information or to understand what you are reading

**Lesson Introductions**
**Things students need to know:**
Select aspects of the text’s characteristics to call to the students’ attention. Decide on a focus for the lesson based on student needs and develop the lesson so these strategies are practiced within a meaningful text. Identify how they help us as readers. Bring in 5 examples of nonfiction texts that support that convention. Do not beat the text to death by pointing out all the skills possible within that one text. Choose the strategy the students need and guide them through the text with discussion and support. Choosing a focus helps the students work through the text in a reasonable amount of time.

**Possible Mini Lessons**
- Explain how the conventions of nonfiction text help us as readers.
- Students need help to decide and remember what is important in the texts they read; therefore they must be taught what nonfiction is. Have students look at nonfiction and fiction texts and determine what the characteristics of both types of text.
- Each paragraph begins with a sentence that communicates a clear main idea that the author develops
- Have to ask more questions about the text and illustrations
- Pictures contain important information
- Need to pay attention to maps, insets, photos, etc. to get the full meaning... explain that more time is spent studying the illustrations, diagrams, charts, and graphs, than reading the text to gather information
- Distinguish the differences between fiction and nonfiction
• Distinguish important from unimportant information in order to identify key ideas or themes as they read
• Learn to use text features to help them distinguish important from unimportant information
• Use the knowledge of important and relevant parts of text to answer questions and synthesize text for themselves and others.
• Know that nonfiction has predictable characteristics and features they can count on before they read 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 (background knowledge) and the topic and what they know about the type of text they are about to read.
• In order to construct meaning out of nonfiction need to pose questions, skim the text, and connect and apply what you learned.
• Discuss...they will learn to ready many unfamiliar words (technical words). Draw attention to something they can use to figure out pronunciation (an aspect of word solving). Example: “Use the information in the parentheses to pronounce the name...using the pronunciation guides) and focus on how a word looks and what it means.
• Teach students how to use text layout in connection with the author’s purpose for writing.
• Teach students how to search for important information while reading and how to summarize it afterwards.

Follow up:

• Make an anchor chart of tips for reading nonfiction
• Discuss necessary vocabulary
  o develop a vocabulary chart
During Reading

- Assign a stopping point for discussion to keep the group together.
- Allow students to reread the text as a follow-up to the lesson.
- Chunk the text according to the amount of new information.
- Faster readers
  - Look for specific teacher chosen information that will be relevant to the discussion or look for information they found interesting or new
    - The information they locate may be written in a response log or identify it with a sticky note or a coded card placed by the text
- Circulate and assist with on-on-one strategy talk.
  - Listen in on a small portion of the students reading and lead students to discover how to problem solve when their understanding is breaking down.
  - Ask students how it is going, what they noticed about the reading, what they have learned or what they read they want to be sure everybody else in the group understands
    - Use these inquires during the discussion time
      - This helps the reluctant student to talk after the reading.
After Reading

- Have students respond to their reading daily in some format.
  - Use graphic organizers that students can add to after the reading
  - Use quick write and quick draw
  - Discussion is one way to respond
    - Assess understanding and formulate teaching points for the next session
    - The students who located new or interesting information may want to begin the discussion
    - The focus of the after reading discussion can be a specific skill or strategy
    - Students can write in response to their reading with a teacher developed question or in an open response format
      - A teacher question checks strategy use, comprehension, skills or author style.
      - An open response format simply asks students to respond to their reading, tell about it or comment on the journey through the text.
      - Responses can be kept in a response journal.
        - A response can be a project that shows understanding of the text or an oral summary of the text

Nonfiction texts are full of facts and information that students need time to revisit and reread.