questions or observations they may have as they read, or to summarize what was learned or answer questions about a topic. In addition, suggested journal topics appear as part of the fluency level lessons.

**Guided Reading and Nonfiction Books**

Students are naturally drawn to nonfiction as they encounter and explore the world around them. The purpose of nonfiction is to present information that informs, instructs, enlightens, or persuades the reader. Information in nonfiction books is provided through the text as well as through visual elements, or access features, such as charts, maps, diagrams, photographs, captions, labels, and drawings. In addition, many nonfiction books are organized to contain a table of contents, an index, a glossary, and chapter headings and subheadings. Students need to learn how to derive meaning from these various components of a nonfiction book. They also need to learn how to read these books critically. Nonfiction is written from the perspective of a writer who has a particular point of view and may not always be objective.

Through guided reading lessons with nonfiction text, students learn how to locate, extract, and interpret information in text. They also learn that nonfiction text, unlike fiction, does not always have to be read from the front of the book to the back. Many nonfiction texts can be read in any order, as well as chapter headings, captions, charts, and so on.

The process for using nonfiction books in guided reading is the same as the process for using fiction books. You will follow the same steps for before, during, and after reading. What vary are the questioning strategies and your modeling of how to read nonfiction material. You will need to ask probing questions and ask for predictions that will help students discover answers or arouse their curiosity. You will need to encourage them to seek information that will help them make, confirm, and revise their predictions as they read.

A summary of the Before Reading, During Reading, and After Reading segments follows. This summary provides suggestions for developing nonfiction reading strategies during the guided reading process.

**Before Reading**

**Elicit Prior Knowledge and Build Background**
Ask questions that draw on students’ prior knowledge to help them develop a better understanding of the content. You may use graphic organizers, such as KWHL or KWL charts, word webs, feature charts, and lists to track students’ prior knowledge. You may also use illustrations, photos, videos, Internet searches, and articles to build students’ knowledge before you introduce the book.

**Develop Vocabulary**
Nonfiction books often have vocabulary words that may be unfamiliar to students. This part of the lesson provides suggestions and/or activities to help you identify and develop any difficult vocabulary that might be challenging for your students.

**Introduce the Book**
Ask questions that focus on nonfiction elements and text features, such as the table of contents, the index, sidebars, and captions, and suggest strategies for using these features when applicable. The purpose of focusing on these text features is to help students learn previewing skills that they will later be able to transfer to independent reading situations. Students need to learn to make decisions about the text and information presented in a book in order to determine if a particular text is appropriate for their needs.

**During Reading**

**Picture Walk**
The Picture Walk in the early and upper emergent lessons provides an opportunity for students to look at the photographs and/or illustrations before reading the...
book and to use these access features to make and clarify predictions. As you discuss the photographs and/or illustrations with students, you may want to implant some of the difficult vocabulary or language structures in the book or clarify some of the key concepts that might prove challenging to your students. At the early fluency and fluency stages as students take on more responsibility for previewing the book, the Picture Walk typically is not part of the lesson.

**Focus the Reading**
This part of the nonfiction lesson, like that of the fiction lesson, has six reading formats designed to offer the right amount of support and scaffolding to developing readers. This part of the lesson changes the most and is the most crucial for helping students develop their reading skills and strategies. (See pages 16–17 for an overview of the formats.)

During this part of the lesson, at the emergent and early fluency stages you will be guiding students through the text and asking questions that will encourage them to practice strategies such as finding evidence to support a fact, reading to confirm information, finding the topic sentence, making inferences, finding information that reinforces what they already know, finding a definition for a term, and/or analyzing how ideas are connected.

You will also be able to monitor students’ reading behaviors and intervene when necessary. For students at the fluency stage you will help them set a purpose for reading as they independently read the book.

**After Reading**

**Reflect on Reading Strategies**
Students are encouraged to discuss the reading strategies that they used during the reading of the text. Have them talk about how they tracked print, what they did to decode words, and how they monitored their comprehension.

**Build Comprehension Strategies**
This part of the lesson will show you how to model comprehension strategies that will help students focus on the content and the nonfiction elements of the book. Strategies include those that help students locate important details; summarize the main idea; evaluate the content; determine the author’s purpose; evaluate the accuracy of the information presented; understand tables, graphs, and maps; analyze the information; compare information; determine cause and effect, and confirm understandings. You may also wish to use graphic organizers to record information from the book as well as record information that reflects students’ learning.

After reading, have students share what they learned and