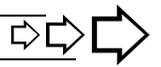# How do you read nonfiction?

Figure out the

Central Idea

Use the structure of the text to identify

- **Supporting Ideas**
- **Relevant Examples**
- **Supporting Information**
- **The writer's purpose—what does the writer want you to understand?**

BIG Idea:
Nonfiction writers use facts and examples to explain ideas about a topic.

BIG question:
How do you read nonfiction?

Use the structure of the text and writer's choices of what to emphasize and explain to identify
- **The CENTRAL idea**
- **Supporting Ideas**
- **Relevant Examples**
- **Supporting Information**
- **The writer's purpose—what does the writer want you to**

Nonfiction NWEA Requirements

Students should be able to explain how to use the features of nonfiction to locate information and then use it to respond to questions that check their ability to **learn** independently from nonfiction texts.

The following NWEA requirements are part of the reading nonfiction process—and are developed in weekly reading focuses for science or social science in the quarterly literacy "calendar".

Text Features Of Nonfiction
- ☐Diagrams/Charts/Graphs
- ☐Maps
- ☐Glossary
- ☐Bibliography
- ☐Author's Biography
- ☐Index/Table Of Contents

Locate Information, then Analyze and Infer
- ☐Locate Information
- ☐Compare/Contrast
- ☐Sequence Of Events
- ☐Infer meaning of words (context)
- ☐Draw Conclusions
- ☐Cause/Effect

Summarize Then Infer Main Idea And Author's Purpose Based On Analysis Of Use Of Facts
- ☐Summarize/Describe
- ☐Key Details
- ☐Main Idea
- ☐Synthesize

Author's Intent/Purpose
- ☐ Author's Viewpoint/Bias
- ☐ Point Of View/Purpose
- ☐ Facts vs. Opinions
- ☐ Validity Of Information
- ☐ Author's Style/Technique
- ☐ Persuasive Language

Guide and assess with
Common NONFICTION QUESTIONS

You can use these questions to assess students' reading of any nonfiction passage.

Important Information
What is the most important information in the first paragraph?
Why do you think it is important?

Features
After reading the title, what should you expect to learn from this selection?
What nonfiction features did the writer use? How do they help you learn from this passage?

Supporting Ideas
List the topics of the paragraphs.

Main Idea
What is the main idea of the selection?
Why do you think that is the main idea?

Structure of the Text
How does the writer begin and end the passage?
How does the beginning help you to figure out what you will learn?
How does the ending help you understand what the writer wanted you to understand?

Locate and Classify Information
According to the passage, what is true about _____?
Which of these facts is true?

Teach Nonfiction **Reading to Learn** Strategies!

Strategy	
Preview a passage	
Establish a purpose for reading—ask a focus question, start with a reason to read.	
Skim a text to detect major visual patterns—see how the pages are organized.	
Use structure of text to locate information—use headings and sections to see the structure.	
Use index, glossary, table of contents to locate information.	
Adjust reading rate to level of text difficulty.	
Annotate text to identify technical vocabulary and information and ideas.	
Use word structure, context, and glossary to determine meanings of technical vocabulary.	
Take Notes as you read—stop to list what's important.	
Identify important ideas —then revisit the text to find examples that support them.	
List information related to a topic or question.	
Scan a text to locate information quickly.	
Use structure of text to summarize.	
Look for important ideas—stop after you read a section and figure out what's important.	
Re-read to clarify.	
Use graphic organizers—"web", Venn, cause-effect, other ways to analyze relationships in a text.	
Combine information and ideas from different texts or other sources.	
Evaluate the strength of evidence to support a position.	

Write based on what you read—
- Summary
- Constructed Response
  __comparison/contrast   __Evaluate strength of claim   __synthesis
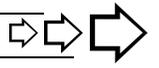
READING = THINKING

Connect nonfiction with learning to develop Common Core competence as students learn about their world. The following guides develop nonfiction reading/learning competence.

Bloom's Taxonomy can guide the progression from *What's there* (CCSSR1) through How does it all fit together. (CCSSW7).

LEVEL	Actions	Products
Knowledge	define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state	glossary, list
Comprehension	classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate	chart, drawing, sequence chart, timeline
Application	adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use	illustration, model, report
Analysis	categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select	diagram, flowchart, presentation, report
Evaluation	appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value	editorial, rating, report, speech
Synthesis	combine, connect, integrate, relate	artwork, article, booklet, exhibit, poem, report, speech, story

NONFICTION PASSAGE Questions with PARCC progression and NWEA skills integrated.

During Reading	After Reading
Text Features What text features do you notice? How will they help you learn from this reading? **Locate information** What is a fact about __in paragraph _. Find ___ in the table. **Locate, then Analyze Information** What did you learn about the topic in the first paragraph?? *What information tells you that?* **Infer from Context** What does this word mean? *Why do you think that?* **Paraphrase statements** What is another way to say _____? (sentence or phrase from text) **Use Visuals** How does the ___ (chart, diagram, graph) help you understand the text? **Main Idea of a Paragraph** What is the main idea of this paragraph? What information supports it?	**Using Glossary and Index** How does a glossary help you understand the reading? How does an index help readers? **Compare and Contrast** How is ___ like ___? How is ___ different from ___? **Identify Opinion** Look for a sentence that is an opinion. Why do you think it is an opinion? **Analyze Examples** *Why did the writer include this information in paragraph ___? What was the writer trying to help you understand?* **Summarize** the text: First, list important ideas you learned. Then write a short summary that tells the ideas and the most important examples. **Identify/Infer the Main Idea** What is the main idea of the whole passage? State it in a sentence. *What parts of the passage support it?* *What is the best conclusion you can make based on what you read?*
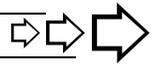
THINK MORE—Analyze Craft and Structure

Structure of the text
How did the writer organize the text?
__sequence or time order
__compare and contrast
__description
__cause-effect

Author's Purpose
What does the writer want you to understand because you read this?

Author's Viewpoint/Tone
How does the writer feel about the topic? *Why do you think that?*
What are some words that show how the writer feels about the topic?

Author's Techniques
What text features did the writer use to help you learn about the topic?
How does this technique help you understand the ideas?
Why did the writer include a bibliography?
What other techniques did the writer use?

Advanced: Compare two texts on the same topic—how are they alike, how are they different?
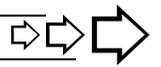
I Got It—here is my clear summary.
CCSSR1—read carefully to Figure out what is important and summarize the reading (CCSSR2)
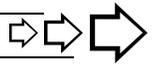
Topic: _____

Important Words:

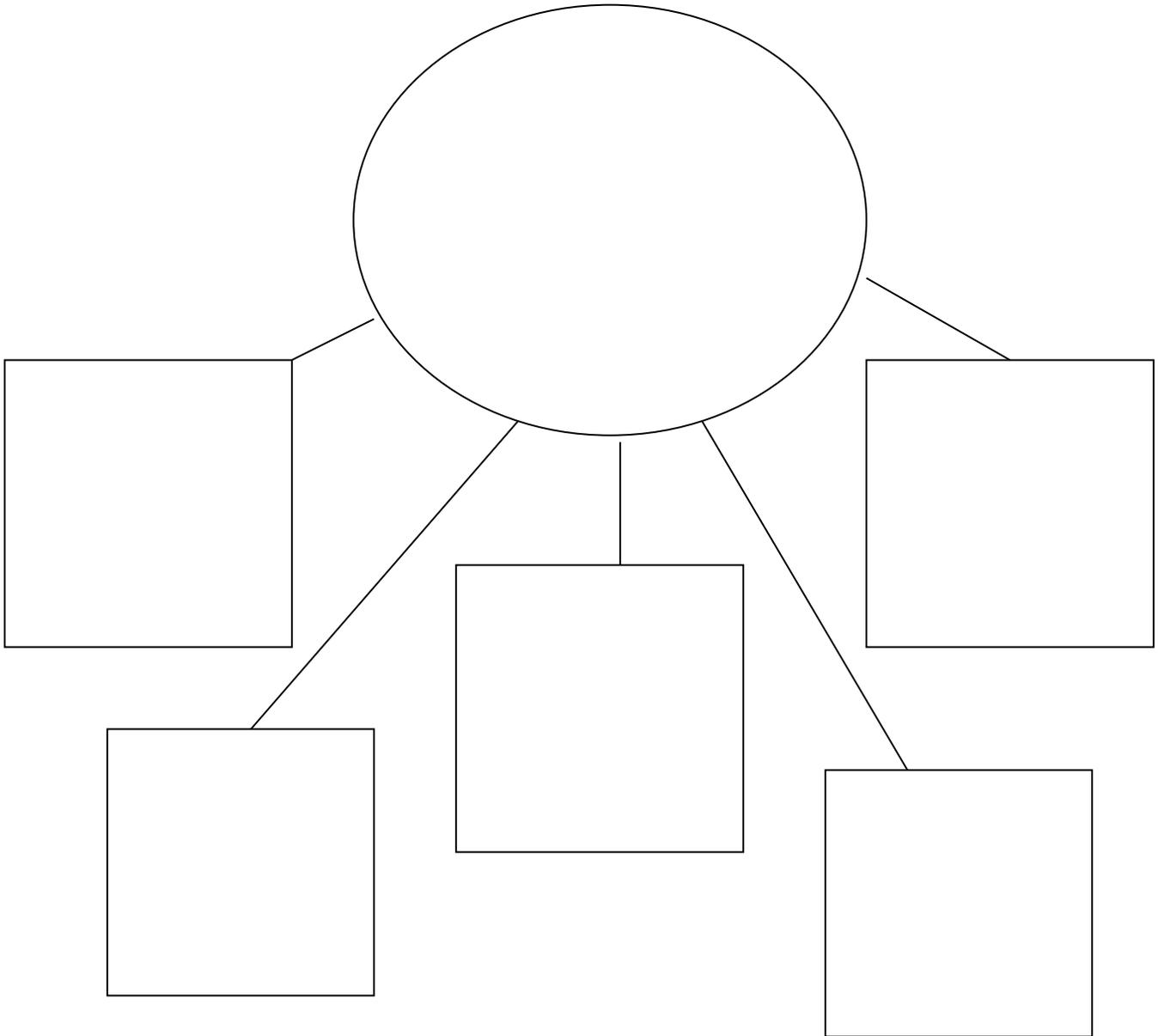| Word	What it Means

Important Facts:

My Summary:
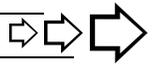*On another page, write and draw to tell and show what's important.*

Central Idea Analyzer

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Put the central idea in the circle.
Put supporting ideas in the boxes.

COMPREHENSIVE ASSESSMENT: Non-Fiction

I can identify the topic, main idea, purpose, opinion, and summarize a nonfiction passage

1. **What is the topic?** _____

The topic is not the title. What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

_____

3. **Infer the purpose:** What is the purpose of the passage? Why did the writer write it?
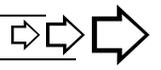
_____

Explain: How do you know that is the purpose?

_____

4. **Classify Fact and Opinion:** What is an opinion in the passage?

_____

Explain: How do you know it is an opinion?

_____

5. **Figure out the central idea of a passage.** What is the central idea?

_____

Support your answer. Explain why you think that is the central idea?

_____

_____

_____

_____

Exceed: Make up a multiple-choice quiz about the topic. Ask **challenging** questions.

Share Knowledge: FACT BANK

CCSSR1—read carefully to figure out which information is important (CCSSR2)

TOPIC: _____

The Most Important Facts

Expand Knowledge
Use your facts to write about this topic to explain it to other students.
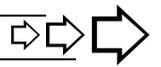
Content Learning Reporter

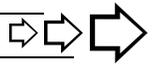CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)

Topic: _____

What are 3 important words you need to know to understand this topic?

Word	What It Means

Use a graphic organizer or draw a picture to show what you know about the topic.

Write a summary paragraph about the topic. Include the words you listed. Include ideas and information you show in your picture or graphic organizer.

THIS WEEK'S Content Reading LEARNING SUMMARY

CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)
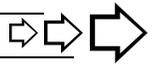
TOPIC: _____

What are five words that are important to understanding this topic?

Word	What It Means

What are the most important facts and ideas you learned about it? List them here.

_____

_____

_____

_____

_____

_____

_____

Write a Summary
Use your facts and words to write about this topic.   Explain it with examples.

I can classify facts and opinions.

CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)

Put statements of facts in column 1 and statements of opinion in column 2.
If a text does not include opinions then the opinion column is blank.

These are facts I found in the text.	These are opinions I found in the text.

This is what bias means:

_____

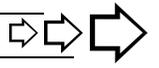This is an example of bias in this reading:

_____

_____
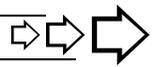
CORE VOCABULARY

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write a word that tells about your word. It could be an adjective or a word in another language.

Make the Writing Connection
Use your core vocabulary to write about this topic.

Nonfiction Reader
## Collaborative Activity or Independent Assessment

1. What is the main idea of the first paragraph?

_____

List two facts that support it most strongly. Paraphrase them in your own words.

_____

_____

2. Outline the passage—list the parts that the writer included. You may find them identified with boldface sub-headings. You may have to figure out what those are without that help.

3. What is a claim that the writer makes about the topic?

_____

_____

4. What is the strongest evidence the writer gives to support that claim?   List two examples or facts that the writer includes that support the claim most strongly. Paraphrase them—write them in your own words.

_____

_____
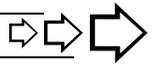
I Can Show What I Know

Directions: Draw in each box a response to a question such as, What colors do you know?
What letters do you know? What people do you know?

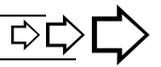| 1	2
3	4
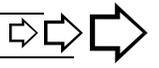
Learning Report

Name: _____   Date: _____

What I learned today about _____.

Important words about it:

Word	Definition or Example

Important information:

_____

_____

_____

_____

_____

Collect Evidence to Support an Idea
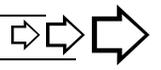CCSSR2 Competence: Support an idea with examples

TOPIC: _____

IDEA—what is an idea you have based on learning about this topic?

SUPPORT YOUR IDEA
Just write a few words or draw a picture in each box—give information or an example that helps make your idea clear.

Write a paragraph that makes your idea clear.

Synthesis
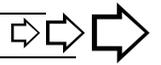## Collaborative Activity or Independent Assessment

What is the topic? _____

What is the BIG question?

_____

What words will we use to answer it?

What ideas will we explain with examples?

Idea	Examples

Write and draw to answer the BIG question.

Nonfiction Readers Look for Ideas

An idea is a way of thinking about something. For example, <u>Chicago</u> is the name of a city. **But that is just a topic. It's not an idea.** Here is an idea about Chicago: **Chicago is a big busy city**.

You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

Read a nonfiction passage and tell what an important idea is that you learn.
*CCSSR2—Figure out ideas, support with examples (CCSSR1-evidence)*

TOPIC: _____

An IDEA: _____

Examples the writer used to explain it.

Example	Example	Example
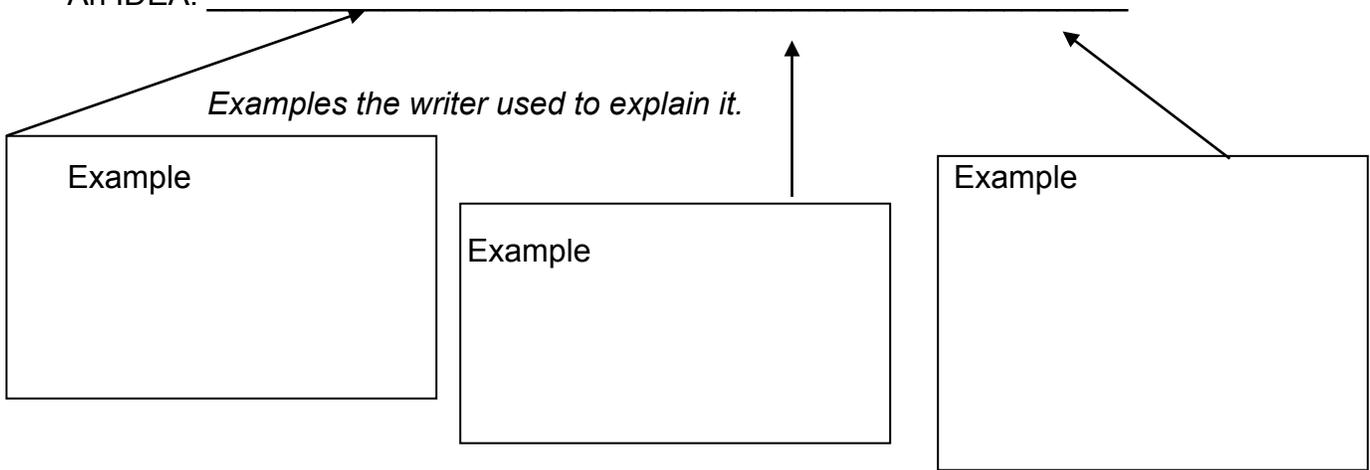
How did the writer help you figure out the ideas? (writer's craft)
Put X next to the techniques the writer used. Then put the name of the technique next to the place in the passage where the writer used it.

	allusion		analogy		anecdote
	argument		captions		comparison and
	contrast		data		debate
	description		dialogue		examples
	figurative language		graph		headings
	humor		illustrations		imagery
	narrative		quotations		sarcasm
	satire		sequence of events		table
	timeline		titles and subtitles		tone
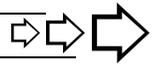
Think BIG

Common Core Anchor Reading Standard 2. **Determine central ideas or themes** of a text
and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**.
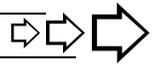
BIG IDEA: _____

Important Words

Important Information

Show your idea here in a drawing or graphic organizer.

Write a caption: _____

Content Learning Connected to Literacy Progress

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.

CCSSW7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

What ideas did you learn?

Show them in your own guide to _____