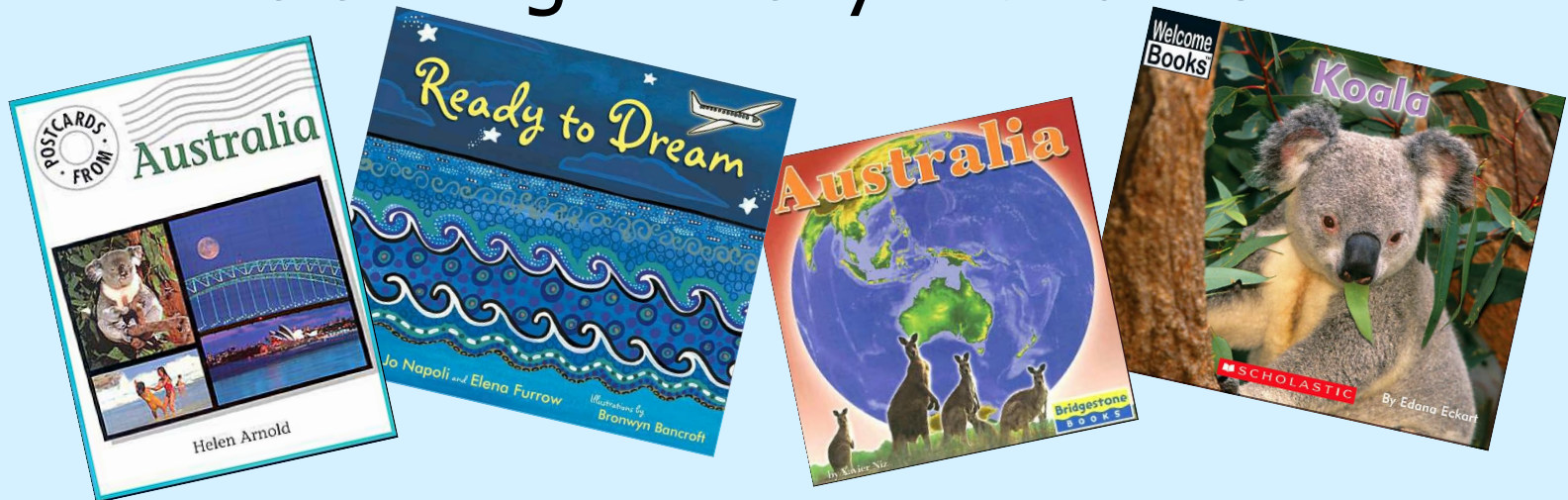


Supporting Students When Reading Informational Text

Balancing Literacy Instruction



Integration of Nonfiction Text in Literacy Instruction

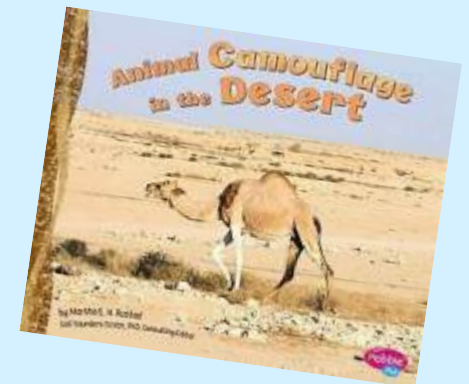


- Crucial piece of literacy development
- Inherent curiosity and interest in the natural and social world
- It's life!

Teaching Nonfiction

- 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 and the topic and what they know about the type of text they are about to read.
- Nonfiction books have features.

Debbie Miller, *Reading With Meaning*



Conventions of Nonfiction

- Labels
- Photographs
- Captions
- Comparisons
- Cutaways
- Maps
- Types of print
- Close ups
- Table of Contents
- Index
- Glossary








Reading and Analyzing Nonfiction

Tony Stead, *Reality Check Teaching Reading Comprehension with Nonfiction k-5, 2006*

What I <i>Think</i> I Know	Confirmed	Misconceptions	New Information	Wonderings
Children state information they think is correct about the topic	Children research to confirm prior knowledge	Children research to discard prior knowledge	Children research to find additional information NOT stated in prior knowledge	Children raise questions based on the new information gathered

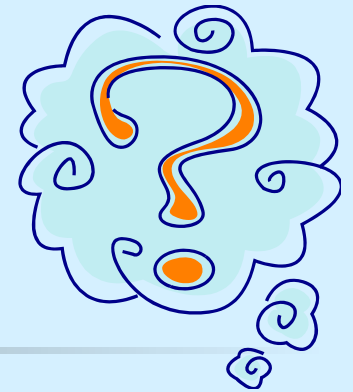
Strategies for Reading Tables, Charts & Graphs

Rock Data Table

	color	size	mass	shape
	white	3 cm, 2 mm	16 grams	round
	grey	2 cm, 1 mm	12 grams	triangle
	black	4 cm	22 grams	pentagon

1. Read the **title**.
2. **Ask** yourself "What kind of **data** is in this graph/table/chart?"
3. Read the **headings**. across the top - columns
down the side - rows
4. Read across the **rows**.
5. Answer the **questions**.

A table is a way of showing facts. It makes facts, or data, easy and fun to read. Make up your own by gathering facts to compare things.

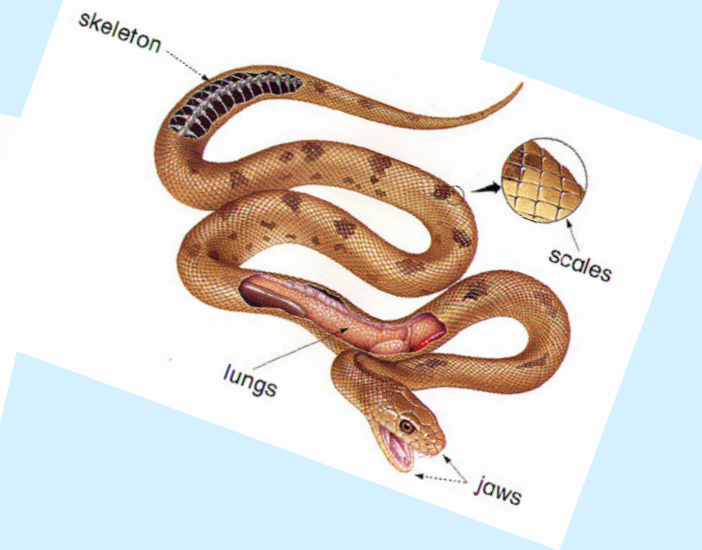
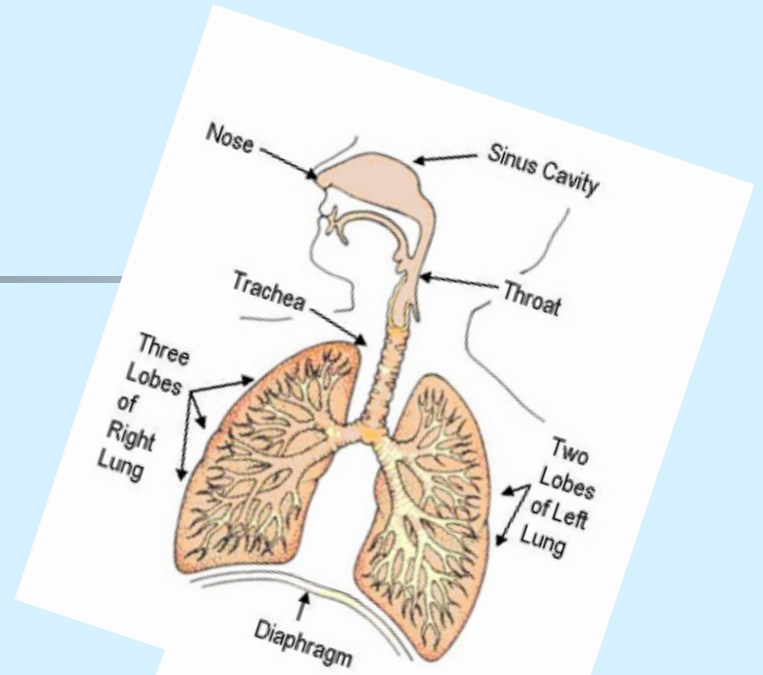
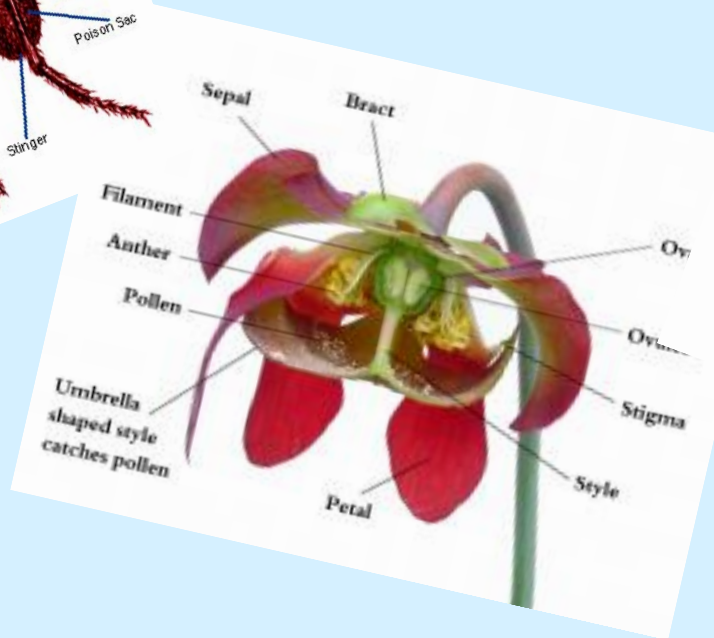
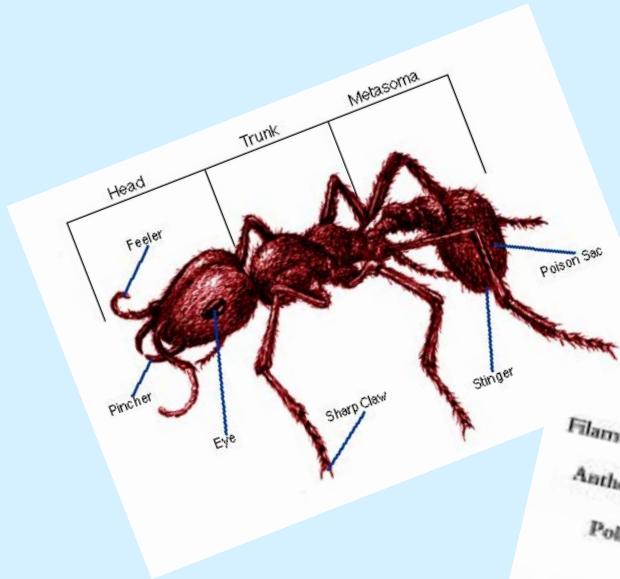


How to Think Aloud

- 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?

Visual Literacy

■ www.k-8visual.info/



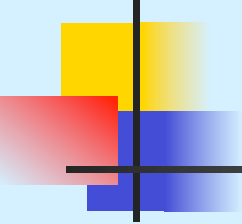
List of mini lessons for nonfiction text

- Not reading the text in order
- Activating prior knowledge or schema
- Scanning
- Skimming
- Accessing the text through the index
- Using headings and signposts to locate the information we want
- Strolling through the pictures in order to orientate ourselves to the text
- Accessing the text through the table of contents
- Reading the picture captions





- 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.

- 
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- Children need to know that through the pages of a book, life's wonders await them.
 - Through understanding, visualizing, connecting, interpreting and evaluating those pages existing knowledge is confirmed.
 - New insights are gained-the joy of being a nonfiction reader is realiz





QUESTIONS?

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