



Example of a Nonfiction Learning/Lesson Plan

BIG Idea: Nonfiction writers use information to communicate ideas. Readers analyze nonfiction to figure out important ideas.

Big Questions: How does a nonfiction writer organize a passage? How do readers analyze nonfiction?

Note: This example requires a multi-paragraph nonfiction passage.

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish UP
Target: preview a nonfiction text and identify relevant information and words.	Target: identify ideas—within the passage	Target: identify central idea and author's purpose.	Target: process text independently.	Target: increase complexity of response—raising rigor.
<p>I DO: Demonstrate and think out loud: How do I preview text—skim the passage and examine the illustrations to figure out what the passage is about and how is organized.</p> <p>WE DO: List information we see in illustration or first paragraph—that will help me understand the topic.</p> <p>YOU DO collaboratively > Continue information list. > List content words that I will use to understand the topic.</p> <p><u>Check for Understanding:</u> <i>YOU DO independently</i> Start glossary – define words from the word list you made.</p> <p>Make Nonfiction Guide: Glossary: title; headings; bold print; diagrams, illustrations, captions</p>	<p>I DO: Think out loud—how do I find different ideas when I read nonfiction? Demonstrate with one paragraph or section.</p> <p>WE DO: Choose a paragraph or section and underline or list important facts. Then decide the most important idea that paragraph explains.</p> <p>YOU DO collaboratively List ideas presented in different paragraphs/sections. Add words to glossary.</p> <p><u>Check for Understanding:</u> <i>YOU DO independently</i> Paraphrase an important idea you found today. Tell why you think it is important.</p>	<p>I DO: Explain that every nonfiction writer is an explainer. Think out loud: how does this writer help me learn about the topic? What ideas does the writer want me to learn?</p> <p>WE DO: Figure out the central idea of the passage and the techniques the writer uses to emphasize it (structure of text, kinds of facts, other techniques that emphasize it).</p> <p>YOU DO collaboratively Make idea web—central idea in middle, supporting ideas around it—show how the writer helped the reader understand that central idea and supporting ideas.</p> <p><u>Check for Understanding:</u> <i>YOU DO independently</i> Tell what you think a nonfiction writer does to organize or outline a passage before writing it.</p>	<p>FORMATIVE ASSESSMENT S: analyze an unfamiliar text—may be about same topic. Identify central idea and supporting ideas.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Students who complete the assessment successfully, pair and compare and <i>repair responses—add more.</i></p> <p>Students needing assistance work with teacher to identify ways to improve responses.</p> <p>Class Clarification: What strategies enable a reader to learn ideas from nonfiction?</p>	<p>Students needing support: Revisit text from assessment. Outline it to clarify the ideas—central idea and supporting ideas.</p> <p>Advanced Students—may collaborate: Organize and if time is available write a nonfiction passage. Start with the central idea. Then list supporting ideas. Then for each supporting idea list two facts.</p> <p>Class Synthesis: What ideas did we learn about the week's topic?</p> <p>What did we learn about how to read nonfiction?</p>