

## Example of a Nonfiction Reading to Learn Lesson Plan

**BIG Reading Idea: Nonfiction writers use information to communicate ideas.**

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

Focus Content Idea: \_\_\_\_\_

Focus Content Question: \_\_\_\_\_

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
<p>I DO: Introduce this week's CONTENT FOCUS QUESTION. Start to answer it with the nonfiction reading.</p> <p>Demonstrate: How do I know if a passage is nonfiction? How do I preview it--skim the passage and examine the illustrations to figure out what the passage is about? (title; headings; bold print; diagrams, illustrations, captions)</p> <p>WE DO: List strategies to start to read nonfiction. Analyze introduction to figure out what the topic is. Ask a big question about the topic that I think I will be able to answer based on the preview.</p> <p>YOU DO List the main sub-topics—based on the headings and illustrations/graphics. Note unfamiliar words.</p> <p><b>Check for Understanding:</b> Start a nonfiction reader's guide—the steps I take to preview and start to read nonfiction.</p> <p>Start topic glossary for the specific reading.</p>	<p>I DO: Think out loud—How do I know if information is important in a nonfiction passage? Demonstrate with one paragraph or section—what information helps clarify the sub-topic?</p> <p>WE DO: Choose a paragraph or section and list the most important information. Make a diagram: Idea; supporting information. Infer the meaning of an unfamiliar word in the paragraph—also using word structure (root, affix) to help or confirm that inference.</p> <p>YOU DO: Continue to identify important ideas and supporting information for each section or paragraph.</p> <p><b>Check for understanding:</b> Add to the nonfiction reader's guide.</p> <p>Continue topic glossary.</p>	<p>I DO: How do I figure out the organization of a text—description; sequential order; cause and effect; compare and contrast; problem and solution—and how does that help me understand the central idea?</p> <p>How do I figure out the author's purpose?</p> <p>WE DO: Analyze the structure of the text—how it is organized.</p> <p>Figure out the central idea of the passage—and explain why that is the author's purpose, what the author wants the reader to understand about the topic.</p> <p>YOU DO: Outline the text—show how the writer helped the reader understand that central idea.</p> <p><b>Check for Understanding:</b> Complete the reader's guide—how to figure out the structure of a text; how to figure out the central idea of a passage. Complete topic glossary.</p>	<p>ASSESSMENT S: Independently read a short nonfiction passage. Tell: What the topic is. How it is organized. What the most important idea is that the writer wants you to understand. Explain why that is the most important idea.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: Use diagram—</p> <p>MAIN IDEA Supporting Evidence</p> <p>to explain how to figure out the central idea of a passage.</p> <p><b>Students needing support:</b> Add details to the diagram.</p> <p><b>Advanced Students:</b> Outline constructed or extended response to the reading. Pair to compare their outlines.</p>	<p><b>Students needing support:</b> Preview then diagram a short nonfiction reading. Then figure out what the writer wants you to understand—start with a paragraph by paragraph identification of important idea and supporting information. Then figure out the central idea.</p> <p><i>List what you would include in an extended response to a big question about the reading.</i></p> <p><b>Advanced Students:</b> Complete constructed or extended response. Pair to compare and improve response.</p> <p><b>Class Synthesis:</b> READING: What have we learned about analyzing a nonfiction text? CONTENT: What ideas did we learn about this week's topic?</p>