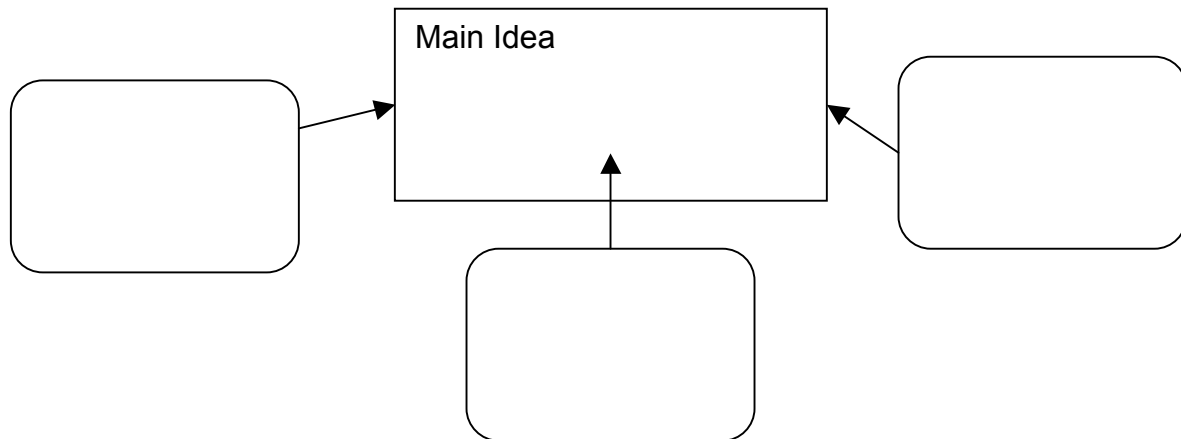


Guided Reading/Listening Questions for Non-Fiction Learning

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Informational text, a museum exhibit, and a classroom science activity include many important facts and ideas. To help students learn about the topic and develop the ability to identify a main idea and supporting information, you could ask students to make a diagram after they listen to or read a text, view an exhibit, or complete a science experiment.



Extended Response

After students complete the listening or reading, the museum trip, or the science activity, develop their abilities to complete an extended response by asking them to write their ideas about the topic. Here are some extended response stems:

Based on what you learned and what you knew....

...how is this place like Chicago? ...why is this science important to know?

...how does one thing lead to another? ...why is this event important today?

...what do you think _____

... _____

(complete these prompts with a question that relates to the text and students' experience)

Before you write, list a few things in each part of this chart.

<i>What I learned</i>	<i>What I knew</i>