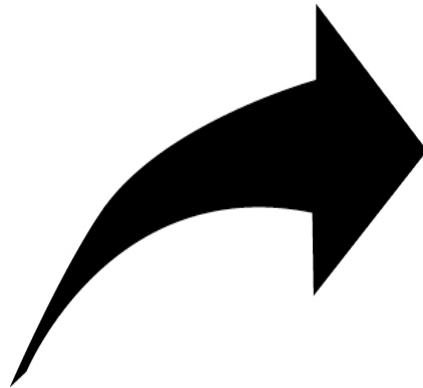


Meet the NWEA Nonfiction Challenge



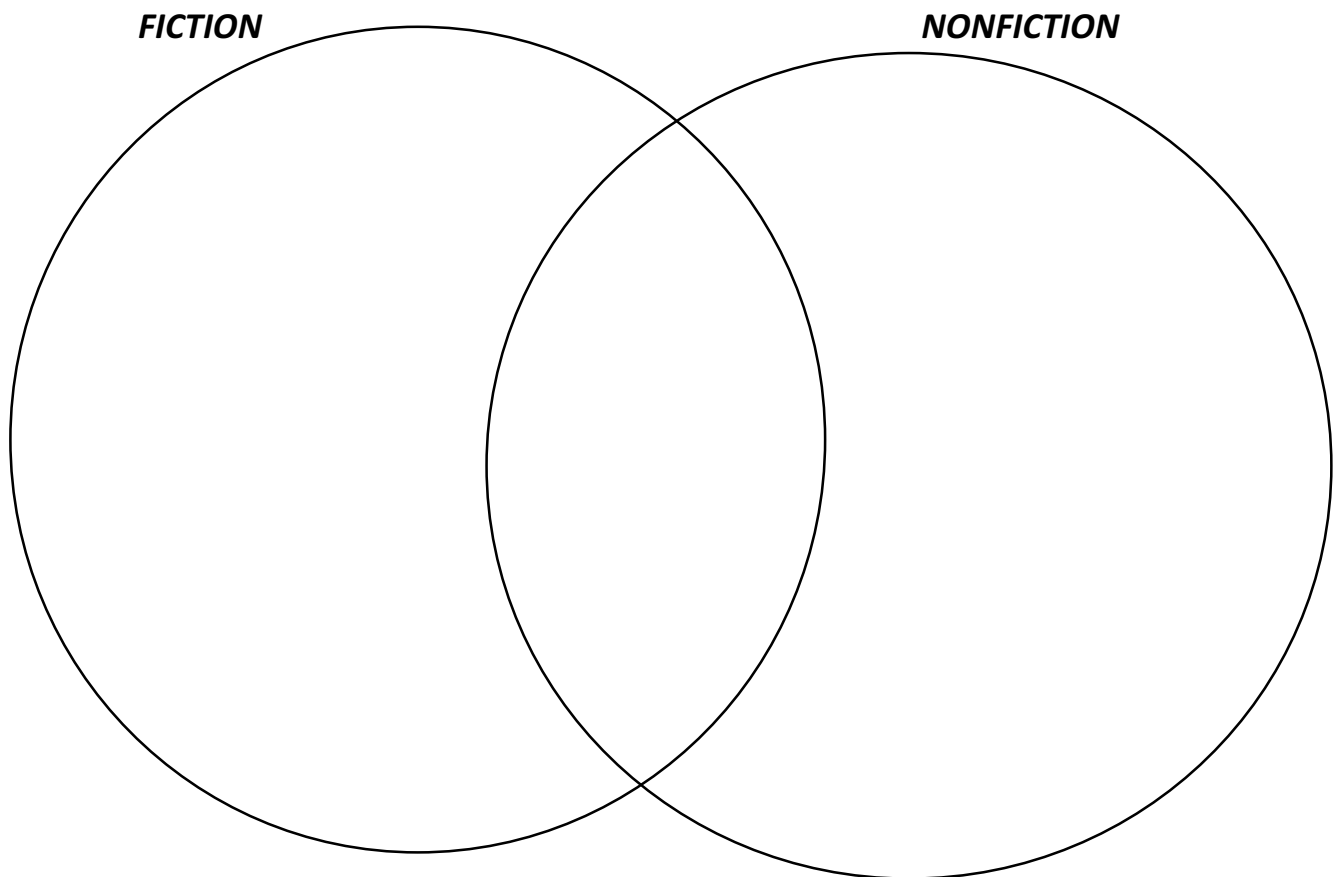
Strategically

Polk Bros. Foundation Center for Urban Education
<http://teacher.depaul.edu>

Compare and Contrast

CCSSR9—analyze two presentations of the same concept or CCSSW2 construct a comparison/contrast of two situations or sub-topics.

**What you need to be able to figure out when you read fiction or nonfiction.
Identify what is different. Identify what is the same.**



How is reading nonfiction different from reading fiction?



NONFICTION READERS USE LOGIC TO LEARN

Informational Text Skills

NWEA includes items that require students to identify and analyze text with these skills.

GET IT!

- ✓ Locate Information
- ✓ Topic and subtopics
- ✓ Describe
- ✓ Key Details
- ✓ Sequence
- ✓ Structure of the text

GET IT CLEAR!

- ✓ Infer
- ✓ Draw Conclusions
- ✓ Cause/Effect
- ✓ Compare/Contrast

THINK IT THROUGH!

- ✓ Summarize
- ✓ Central Idea or Main Idea
- ✓ Synthesize

EVALUATE IT!

- ✓ Author's Viewpoint/Bias
- ✓ Point of View/Purpose
- ✓ Facts vs. Opinions
- ✓ Claims and support
- ✓ Validity of Information
- ✓ Author's Style/Technique
- ✓ Persuasive Language

NONFICTION *STRATEGIES* ENABLE READERS TO USE SKILLS

Numbers in parentheses indicate applied Common Core reading standards.

Strategy	Week	EVERY week!
Preview a passage. (R1 and R5)		
Establish a purpose for reading. (RF4)		
Skim a text to see major visual patterns—see how the pages are organized. (R5)		
Identify structure of text—how did the author organize it? (R2 and R5)		
Use index, glossary, table of contents. (R1 and W7)		
Adjust reading rate to level of text difficulty (R1 and R2)		
Ask questions during reading; annotate text to identify relevant ideas and information as well as questions to consider (R1 and R2)		
Use word structure, context, and (if available) glossary to determine meanings of academic vocabulary. (RF3 and R4)		
Take Notes as you read—stop to list what’s important (R1 and R2)		
Identify important ideas —then revisit the text to find examples that support them. (R2 and R1)		
Locate information related to a question (R1 and W7)		
Summarize—list, then summarize important ideas and information (R2)		
Infer word meaning with evidence—support your answer with information (R1 and 4)		
Look for important ideas—stop after a section and figure out what’s important. (R2)		
Re-read to clarify ideas. (R1 and R2)		
Paraphrase—restate the author’s main points. (R2)		
Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text. (R2 and R3)		
Analyze relationship between author’s purpose (R6) and choices of content. (R5)		
Use headings, structure of text to locate information. (R5)		
Combine information and ideas from different texts or other sources. (R7)		
Contrast two different texts on the same topic in terms of purpose and content included to accomplish it. (R6, R9)		
Evaluate the strength of evidence to support a claim/position (R2, R5 and R8)		

Use Graphic Organizers to Assess and Improve

After students complete a graphic organizer, they should pair and compare and then REPAIR—improve their response.

<p>SUPPORT INFERENCES</p> <div data-bbox="295 527 721 747"> <table border="1"> <tr> <td>Information</td> <td>Inference</td> </tr> <tr> <td></td> <td></td> </tr> </table> </div> <p><i>Explain how the information supports the inference.</i></p>	Information	Inference			<p>COMPARE/CONTRAST</p> <div data-bbox="938 527 1182 646"> </div> <p>✓ <i>Include the most important similarities and differences.</i></p>		
Information	Inference						
<p>SEQUENCE EVENTS</p> <div data-bbox="191 1010 721 1031"> </div> <p>✓ What is the most important event? ✓ What caused it? ✓ What changes did it cause?</p>	<p>CAUSE-EFFECT-ANALYSIS Complete this diagram to show cause-effect—and effect—</p> <div data-bbox="911 1035 1373 1136"> </div> <p>✓ <i>Explain how the first event led to the next change. Then explain how that change led to another change.</i></p>						
<p>MAIN IDEA Identify the main idea and three supporting facts.</p> <div data-bbox="261 1434 685 1608"> <table border="1"> <tr> <td colspan="3"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div> <p>✓ State your idea clearly ✓ Support it with important facts</p>							<p>CENTRAL IDEA Complete this diagram to show how the writer communicates the Central Idea with Supporting Ideas.</p> <div data-bbox="911 1472 1334 1667"> </div> <p>✓ Explain how the writer uses the structure of the text—the sections, the way it is organized, to help readers figure out the central idea.</p>



Compare and Contrast

Directions: Label each column with the name of each of two different characters, texts, or another kind of thing.

Then list information about each one that is *DIFFERENT* from the other. Then list ways they are alike.

TITLE: _____

What are you comparing?	What are you comparing?
What is different?	What is different?
How they are alike	

Write to Explain

Directions: Explain what you think the most important differences are and why they are important. Then tell what you think is important to understand about how they are alike

Learning about the Solar System

CCSSR2. Figure out ideas when you read.

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions.

Scientists have learned about our planet. Earth is a planet. Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Our galaxy holds millions of other stars. The sun is very important to our planet. The sun gives us light during the day. It gives us heat, too. Two other planets are closer to the sun than Earth: Mercury and Venus.

Earth orbits the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. All travel in a pattern called an ellipse, which is a kind of oval. So at times earth is farther from the sun. Scientists figured out that made it cooler on Earth then. But they also figured out it is the tilt of the earth's axis, however, that has the greatest effect on temperatures.

Scientists figured out how the Earth changes. Scientists are still learning about our galaxy. There is much to discover.

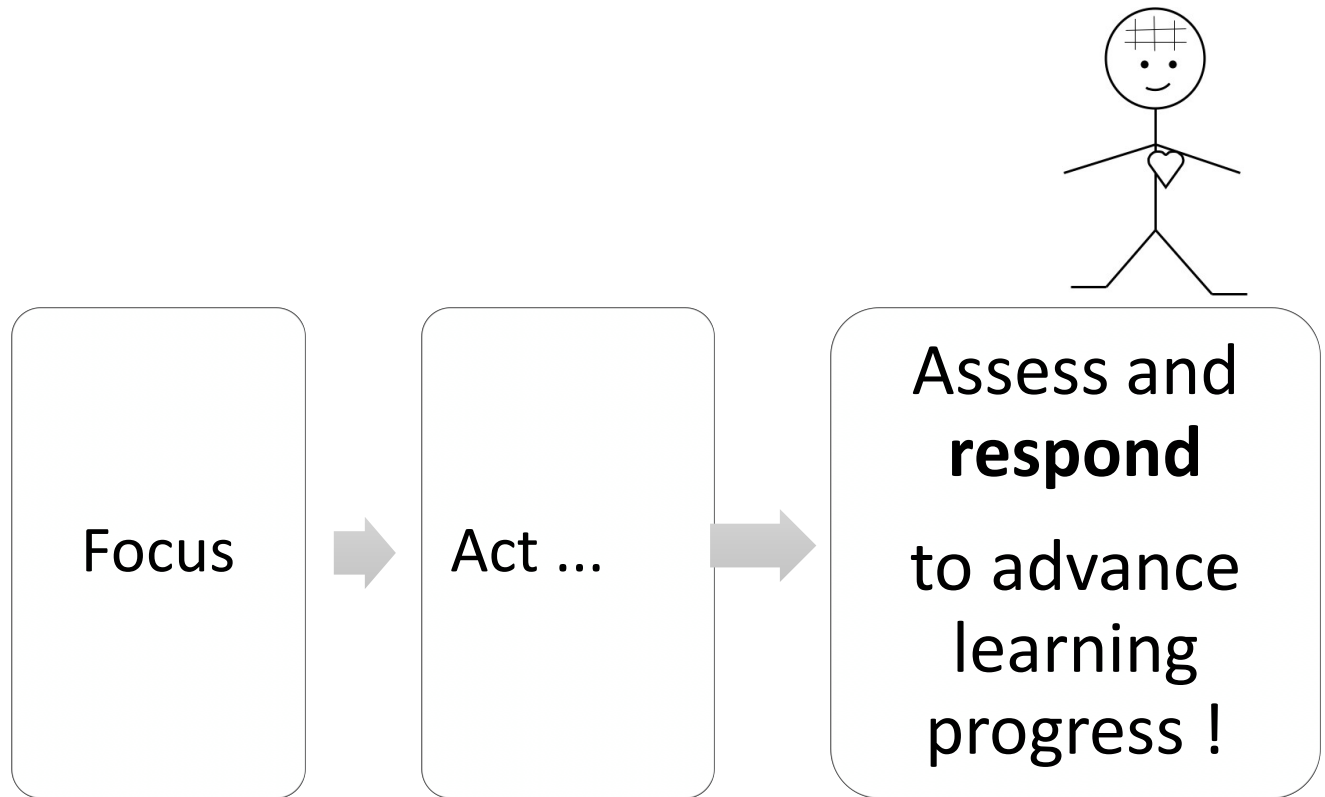
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4

CORE COMPETENCE DEVELOPMENT



GROW PLANNER for NONFICTION LEARNERS

Topic: _____

BIG Idea: _____

State the idea you want students to use to analyze the information they find.

FOCUS Question: _____

Restate the idea as a question—as a focus for collecting, organizing, and analyzing information related to the BIG idea.

Goal EXPAND Knowledge EXERCISE Skills	Learn ideas about: _____ Core Vocabulary (CCSSR4): List the skills students will exercise.
Read EXPLORE	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas Read/Listen to _____ _____ _____
Organize EXAMINE	Make a __glossary __ list __chart __diagram __timeline _____
Write and Illustrate to EXPLAIN	CCSW 2—Explanatory/Informative Text Write __ sentences __ paragraph __ letter __ poem __booklet _____ __ Draw pictures with titles and captions

EXPAND: Synthesize/Create

CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

__ make an exhibit/display __dramatize __write a brochure __present a lesson

EXAMPLE

GROW PLANNER for NONFICTION LEARNERS

Topic: leaders

BIG Idea: Leaders overcome challenges.

FOCUS Question: What qualities enable leaders to meet challenges successfully?

Goal	Learn ideas about: traits that enable leaders to meet challenges.
EXPAND Knowledge	Core Vocabulary: (CCSSR4) challenge collaboration persistence leader
EXERCISE Skills	Locate examples; identify cause-effect relations; analyze actions to infer traits; interpret photographs
Read	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas
EXPLORE	Read/Listen to histories of leaders including primary sources. Read/listen to a speech.
Organize	Make a
EXAMINE	<ul style="list-style-type: none"> • glossary • chart • timeline • cause-effect diagram
Write and Illustrate to EXPLAIN	CCSW 2—Explanatory/Informative Text Write <ul style="list-style-type: none"> • sentences • pictures and captions • constructed response

EXPAND: Synthesize/Create

CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

Write the diary of a leader

Make an exhibit about leadership

An exemplary speech is included on the next pages.

An Improbable Journey

CCSSR2—analyze a speech to identify the central message/theme and its development.

Deval Patrick was a child in Chicago, living in the Robert Taylor Homes, a public housing project. Mrs. Eddie Quaintance, his teacher, realized how bright he was and arranged for him to apply for a scholarship. He got that scholarship and continued to get a great education and then good jobs. Today he is governor of Massachusetts. Read his inauguration speech to learn about his ideas.

For a very long time now we have been told that government is bad, that it exists only to serve the powerful and well-connected, that its job is not important enough to be done by anyone competent, let alone committed, and that all of us are on our own. Today we join together in common cause to lay that fallacy to rest, and to extend a great movement based on shared responsibility from the corner office to the corner of your block and back again.

My journey here has been an improbable one. From a place where hope withers, through great schools and challenging opportunities, to this solemn occasion, I have been supported and loved and lifted up. And I thank the family, the mentors, the teachers - every one of whom is here today in body or in spirit - just as I thank the tens of thousands of campaign volunteers and millions of voters across the Commonwealth who shared this improbable journey with me.

America herself is an improbable journey. People have come to these shores from all over the world, in all manner of boats, and built from a wilderness one of the most remarkable societies in human history. We are most remarkable not just for our material accomplishments or military might, but because of the ideals to which we have dedicated ourselves. We have defined those ideals over time and through struggle as equality, opportunity and fair play - ideals about universal human dignity. For these, at the end of the day, we are the envy to the world. ...

I am descended from people once forbidden their most basic and fundamental freedoms, a people desperate for a reason to hope and willing to fight for it. And so are you. So are you. Because the Amistad was not just a Black man's journey; it was an American journey. This Commonwealth - and the Nation modeled on it - is at its best when we show we understand a faith in what's possible, and the willingness to work for it.

And I see above all the imagination, the compassion and the energy of our people. I see what we are capable of - not just as a matter of history, but as a matter of character. And I am asking you to touch that part of our shared legacy, and reach with me for something better.

I know that we can have more and better jobs, and a stronger economy. But we will need the best prepared workforce on the planet, simpler and faster regulatory processes, a stable and simplified corporate tax structure, and a more cooperative relationship between labor and business. Let's reach for that.

I know we can have better schools to support that emerging economy, and to prepare today's and tomorrow's citizens. But we will need high expectations for our kids at home as well as at schools, more flexibility in the classrooms and even in what we consider to be a "classroom," early education and after-school programs, and public colleges and universities every bit as well-supported and honored as their private counterparts. Let's reach for that.

I know we can have more accessible and more affordable health care for ourselves and our families. But it will take transparency among clinicians and health insurers, a system of care that makes more use of community settings, simplified administrative systems, and government stewardship for the good of the whole. Let's reach for that.

I know we can have safer neighborhoods. But it will take more community-based patrols, after-school and enrichment programs, summer job and volunteer opportunities for young people, training and pre-release preparation for inmates, and sensible reform of both CORI and sentencing. Let's reach for that.

We know what to do. We know that our challenges were long in the making and will require long-term solutions. We know what to reach for. And we ought to know that either we invest today or we will surely pay excessively tomorrow. We know that investment in education today beats investment in prisons tomorrow.

Quick fixes, gimmicks and sound bites are not enough. That's not in the spirit of what built this country. That is not what cleared the forest and planted New England's earliest farms. It's not what inspired our great universities and museums. It's not what created the boom in textile manufacturing in its time or a flourishing biotech industry today. It's not what freed the colonies from oppression or the slaves from bondage or women from second class citizenship.

What has distinguished us at every signature moment of our history is the willingness to look a challenge right in the eye, the instinct to measure it against our ideals, and the sustained dedication to close the gap between the two. That is who we are.

Think It Through

A theme is a way of thinking about something.

What is the theme of this speech—the ideas that Governor Deval Patrick wants you to understand? Write the theme on the line.

He uses different examples to make that idea clear. List three examples from the speech that support the theme.

THEME: _____

Example		Example
	Example	

Your Vision

Governor Patrick shared his history and his hopes in his inauguration speech. Inauguration means beginning. He inspired people with his speech. He asked them to work together to have a better future.

Every school year is a new beginning. Write your own speech. Write about what is important to you and the progress you want to make in the new school year. Write a visionary speech about your future.

EXAMPLE SCIENCE GROW PLAN for NONFICTION LEARNERS

Topic: Animal Structures

BIG Idea: Each part of every animal helps it stay alive.

FOCUS Question: How do the parts of an animal help it live?

Goal	Learn more about: how animals structures enable them to survive
EXPAND Knowledge	Core Vocabulary: adapt animal shape behavior physical
EXERCISE Skills	locate examples; classify information; use text structure to organize examples to support ideas
Read	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas
EXPLORE	Read/Listen to animal sources—books, videos, Internet sources
Organize	Make a
EXAMINE	<ul style="list-style-type: none"> • Glossary • List • Chart • Diagram
Write and Illustrate to	CCSSW 2—Explanatory/Informative Text
EXPLAIN	Write <ul style="list-style-type: none"> • paragraph • report Draw pictures with captions.

EXPAND: Synthesize/Create

CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

- make an exhibit/display
- write the autobiography of an animal
- design an animal to live underwater

An example of a passage about animal science is included in the next page.

Animal Science

CCSSR2. Determine **central idea** of a text and analyze its development; **summarize** the key supporting details and ideas.

As I think back about my high school days, I realize that I got my start on my career then. My biology teacher used photographs of animals to teach us to look carefully. As she showed them, we looked at each animal photo for a few minutes. She asked: what do notice about each animal? Take time to list what you see.

She explained that every structure of each animal has a function. The structure—the shape of an animal’s parts enables the animal to live. She explained that if you look at an animal’s ears you might think you can guess why they are that size and shape. Then you need to observe the animal to confirm your guess. For example, you might think that an elephant has large ears to hear better. But that’s not the reason for that large structure. What’s the reason for the large ear flaps elephants have? We’ll figure that out at the Zoo.

On our field trip, I watched elephants. I noticed they flapped their ears a lot. It was 90 degrees that day. I saw them cooling themselves—that’s what I figured out. They flapped their ears to get cooler. Later I researched elephants on the Internet. I found that they have a lot of blood vessels in their ears. When they flap their ears, the air cools the blood. That blood goes through their circulatory system into their bodies and helps cool the elephant. That large structure helps them live in a hot climate. I learned that observation is a very important step to drawing conclusions in science.

Next, I observed squirrels in our neighborhood. I discovered another structure and function relationship. They have long furry tails. At first, I inferred that the tails are there to help them climb, but I didn’t see them using their tails to hang on to the branches of trees. They used their feet for that—I saw that they use their claws to grab the branches. So that structure helps them climb. But why do they have those tails? They waved them back and forth as I watched, but I did not see them using the tails to hang on to anything. Then I researched the squirrels. I found that squirrels move them to balance themselves as they rush up and down and across the trees.

I made better guesses about bird feet. Of course, ducks have webbed feet to swim. But then I noticed that woodpeckers have their toes set two in front and two in back, while most have four in front and one in back. I guessed that they had their toes that way so they got more traction, they could hold onto branches more strongly. They need that support because they are using their bills to drill into the tree. I checked my guess about the function of that structure on the Internet, and I found I was correct.

Today, I am a science researcher. Right now, I’m in Brazil, learning more about endangered species. I still use the strategies I learned in high school. You can find my discoveries on the Internet. I keep learning that animals’ structures enable them to survive in their environment. Science doesn’t stop in school. Everyone can keep learning more.

*After you read each paragraph, underline what you think the most important information in it is. Then in the space above it, write the idea each paragraph explains. For example, paragraph 2 uses information about elephants to help you learn that **scientists need to observe carefully**. Think about the whole passage. What is the big idea—the central idea—that it teaches?*

My Action Plan

What will I do to make nonfiction reading an opportunity to...

Learn ideas

- ___ ask students to identify ideas in nonfiction texts and photos
- ___ ask students to illustrate the parts of nonfiction readings
- ___ have students create booklets, exhibits, presentations that explain ideas they learn
- ___ organize lessons that emphasize concepts of science
- ___ organize lessons that emphasize concepts of social science

Strengthen skills

- ___ use graphic organizers to exercise skills
- ___ use graphic organizers to assess and improve skills
- ___ have students write to explain ideas they learn with examples
- ___ demonstrate nonfiction reading strategies—then guide students to apply it consistently
- ___ assess students' abilities to read nonfiction comprehensively
