



Nonfiction Lesson Plan Example with BIG Ideas and BIG Questions

BIG Idea:

Nonfiction writers use facts and examples to explain ideas about a topic in informational text.

BIG Question:

How do you read nonfiction?



ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR NONFICTION TEXTS

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG QUESTIONS
1. 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.	<ul style="list-style-type: none"> • <i>Writers use information to explain a topic.</i> • <i>Readers can figure out more about a topic when they analyze information</i> • <i>Readers can use information they analyze to make inferences.</i> 	<ul style="list-style-type: none"> • How do readers know what information is important? • How do readers identify sequence; compare; contrast; analyze relationships? • How do readers make inferences from information in a text?
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • <i>Nonfiction writers communicate ideas that are important to understand a subject.</i> 	<ul style="list-style-type: none"> • How do readers understand ideas when they read?
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> • <i>Nonfiction writers use examples and information to support ideas.</i> 	<ul style="list-style-type: none"> • How do readers identify important ideas when they read? • How do readers connect ideas about a topic after they read?
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • <i>Writers use important content words that are part of the knowledge base for the subject.</i> 	<ul style="list-style-type: none"> • How do readers figure out what a word means when they read nonfiction?
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section) relate to each other and the whole.	<ul style="list-style-type: none"> • <i>Nonfiction writers organize their text with different sections and use titles, paragraphs and headings to make each part clear.</i> 	<ul style="list-style-type: none"> • How do readers use the structure of a nonfiction text to comprehend it?
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • <i>Nonfiction writers are teachers--they teach about a topic with facts and examples to make their ideas clear.</i> 	<ul style="list-style-type: none"> • How do readers adjust their rate of reading to learn from nonfiction?
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> • <i>Writers use diagrams to help readers understand important ideas.</i> 	<ul style="list-style-type: none"> • How do readers figure out what a picture or diagram means? • How do readers know what is important when they read nonfiction?



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>