

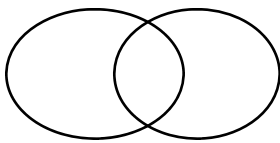


# Determining Importance in Nonfiction & Reading Comprehension

August 2003 Adapted from Debbie Miller's *Reading for Meaning*

## Key for Kids

- utilize text features to distinguish important and relative parts from unimportant information
- learn the important and relevant information
- distinguish differences between fiction and non-fiction
- use knowledge of narrative and expository text features to make predictions and text organization and content
- use knowledge of text to answer questions and synthesize text for themselves and others



Venn Diagram on Pg. 146



*Questions naturally arise, and out come the Wonder Boxes.*

## Anchor Mini-Lessons

### *Pages 144-147*

Modeling Differences Between Fiction and Nonfiction using:

*Bugs, Bugs! Bugs!* by Jennifer Dussling

*Grandfather's Journey*

*Nature Watch Spiders* by Barbara Taylor

### *Page 147-148*

Noticing and Remembering When We Learn Something New

*National Geographic*

### *Page 148-150*

#### **Convention Notebooks**

Help build background knowledge for text features encountered in reading, and are resources when children are asked to synthesize information in order to answer research questions.

### *Page 150-152*

Locating Specific Information: Ask Jeeves & Online Encyclopedias

## Suggested Books

*See Page 155 for complete information and addresses of publishers.*

*Bugs, Bugs! Bugs!*

by Jennifer Dussling

*Grandfather's Journey*

by

*Nature Watch Spiders*

by Barbara Taylor

*National Geographic*

Ask Jeeves

World Book Online

*First Connections: The Golden Book Encyclopedia*

Dorling Kindersley Readers

I can Read About . . . , Troll

First Discovery Books, Scholastic

Eyewitness Books, Knopf

Newspapers

*Weekly Reader*

*Time for Kids*

*National Geographic for Kids*

*Time for Kids/Big Picture Edition*

*Ranger Rick*

*Zoo Books*

*Calliope: World History for*

*Young People*

*Kids Discover*

*Cobblestone: The History Magazine for Young People*

When readers read nonfiction, they make predictions about the text, but not about the *kinds of things they expect will happen*. They make predictions about the *kinds of things they expect to learn*.

## **Anchor Chart for Nonfiction conventions:**

- Labels
- Photographs
- Captions
- Comparisons
- Cutaways
- Maps
- Types of Print
- Close-ups
- Tables of Contents
- Index
- Glossary