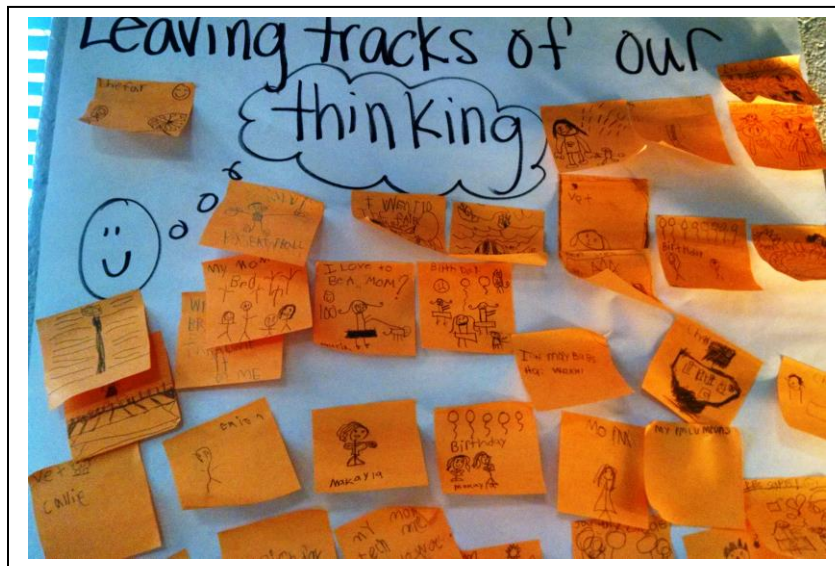


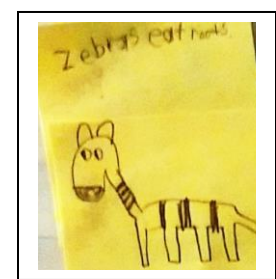
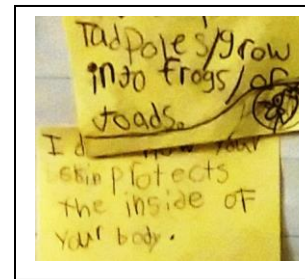
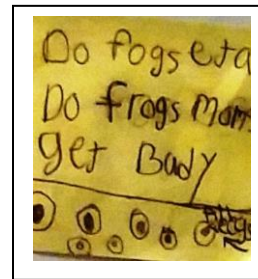
Nonfiction Reading Strategies

(The artifacts below are from lessons in Ms. Whitman's class
based on *The Primary Comprehension Toolkit*, Harvey and Goudvis, 2008)

Leaving Tracks of Thinking and Learning



At the beginning of the year, first graders learn to monitor their comprehension by leaving tracks of their thinking about familiar topics. Then they apply the same process to noticing their new learning from nonfiction.



Learning About Nonfiction Texts



Students learn about nonfiction books and many ways to record their thinking and learning as they observe and read about pumpkins in the fall of the school year.

Nonfiction Text Features

Non-fiction text features

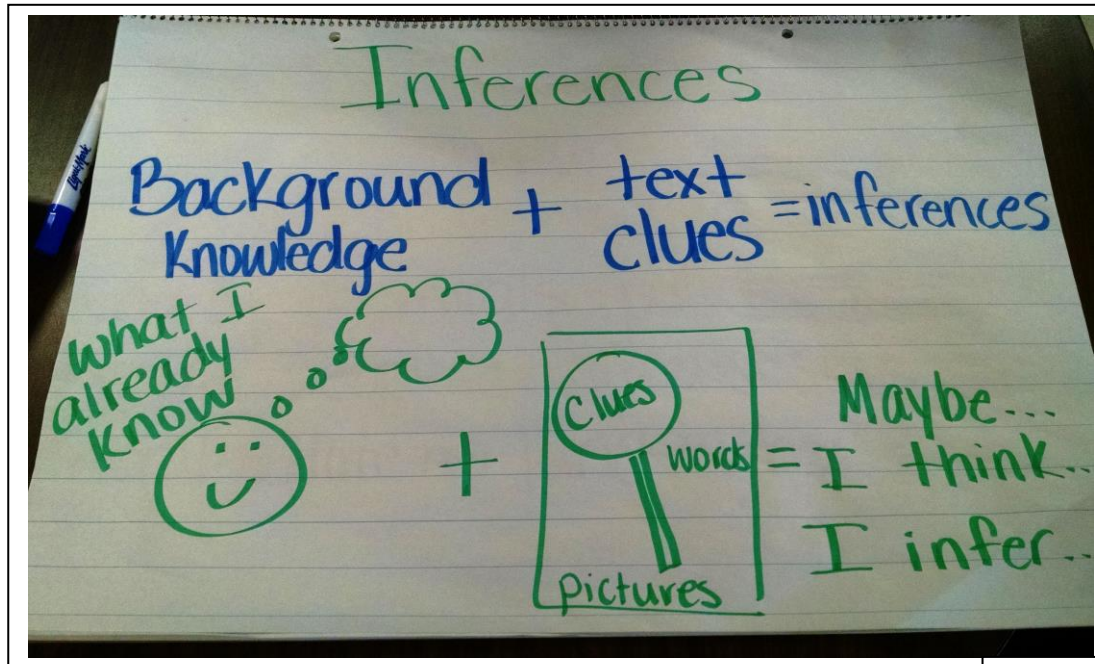
Feature	Purpose
<ul style="list-style-type: none"> • heading 	<ul style="list-style-type: none"> • to tell us what we will learn about on that page
<ul style="list-style-type: none"> • BOLD words 	<ul style="list-style-type: none"> • tell us that word is important
<ul style="list-style-type: none"> • caption 	<ul style="list-style-type: none"> • give us information about the picture
<ul style="list-style-type: none"> • map 	<ul style="list-style-type: none"> • show us where it happens
<ul style="list-style-type: none"> • labels 	<ul style="list-style-type: none"> • help us learn important parts
<ul style="list-style-type: none"> • photograph 	<ul style="list-style-type: none"> • we can learn more about the topic
<ul style="list-style-type: none"> • diagram 	<ul style="list-style-type: none"> • shows us how something works/parts are labeled

Early in the school year, students identify nonfiction text features and their purposes in a variety of self-selected texts. They use these features to help them explore nonfiction more independently.

Feature	Purpose
	<p>The diagram tal RePlake parts</p>
	<p>To learn about The eye</p>
	<p>The tal IS NITIG</p>

Feature	Purpose
<p>Heading: Frogs</p>	<p>Headings or important becuz they tel you abawt wut it is abawt. Like tise book is abawt frogs.</p>
<p>Caption: Frogs</p>	<p>captions or wuds on the picture. Like the wan on the Frog picture.</p>
<p>Bold words: FROGS.</p>	<p>Bold words or wuds that or fat big and spetshap. OFERS yous thime becuz thae or spetshap.</p>

Making Inferences in Nonfiction Texts



Ms. Whitman uses the anchor chart above to teach children how to make inferences, by combining their background knowledge with clues from the text. Those clues can be visual as well as words, as she demonstrates through modeling inferences from the picture of the ice cream cone. Students will be familiar with this strategy when they use it in "Infer Information from Photographs" as part of their inquiry unit on water pollution.

