

Unit: Up the Ladder Reading / Nonfiction (Grades 4-6)**Unit Description:**

The Up the Ladder Units are meant to serve as a resource for students who might have difficulty accessing the grade level curriculum. They are intended to be utilized as a resource for differentiation and a way to get students prepared for the expectations of their respective grade level. They are meant to be used with the grade level unit and may be helpful to be used before the unit to prepare students for the unit, during the unit to differentiate and see alternative ways to teach the same skills, and after the unit to revisit or continue reinforcing skills across multiple subject areas.

This unit of study provides foundational skills in reading nonfiction, including monitoring for sense, reading with fluency, and the cycle of predicting, revising, and confirming. The purpose of the first portion of the unit--the first bend--is to help students build a nonfiction reading life. During this bend readers read many different types of informational texts with curiosity and engagement--and with a focus on foundational skills. Bend II focuses on figuring out the main idea. During this bend, readers continue to read with a sense of connection and interest, as they identify the main/central ideas in a text and consider how the author developed those ideas. Bend III focuses on reading narrative nonfiction. During this bend, readers explore narrative nonfiction texts, learning to apply their schema for reading fiction to informational texts.

NJ Student Learning Standards:**Writing Standards:**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.

- C. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Standards:

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening Standards:

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D. Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

B. Form and use regular and irregular plural nouns.

C. Use abstract nouns (e.g., *childhood*).

D. Form and use regular and irregular verbs.

E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

F. Ensure subject-verb and pronoun-antecedent agreement.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize appropriate words in titles.

B. Use commas in addresses.

C. Use commas and quotation marks in dialogue.

D. Form and use possessives.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

- B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do we choose nonfiction books that are interesting and help build the topic knowledge that we need? ● Why is it important to get reading goals and check in on them regularly? ● How do we figure out big and smaller ideas when reading nonfiction and how those ideas fit together? ● How does studying narrative nonfiction help with growing ideas about the information we are learning? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Readers read many different types of informational texts with curiosity and engagement--and with a focus on foundational skills. ● Readers understand and identify the main/central ideas in a text and consider how the author developed those ideas. ● Readers apply their schema for reading fiction to informational texts.
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> ● Writing Resources and Scope and Sequences ● Units of Study Online Resources ● Changing the World Unit of Study Text by Lucy Calkins ● 2018-19 Teachers College Calendar, Second Grade Changing the world Unit ● Florham Park ELA PD Sharing Website ● Writing Strategies Book by Jennifer Serravallo ● Up the Ladder Reading (Nonfiction) by Lucy Calkins 	<ul style="list-style-type: none"> ● Pre/Post-On-Demand Assessment ● Teachers College Writing Rubrics ● On-Demand Writing Samples_ ● Project Read Assessments ● Learning Progressions ● Running Records

<u>Suggestions for Differentiation</u>	<u>Mentor Texts</u>
<ul style="list-style-type: none"> ● Conferring Menus ● Conferring Curriculum <p>Bend I</p> <ol style="list-style-type: none"> 1. Reading to Be Fascinated 2. Readers Notice Details and Ask Questions 3. Choosing Just-Right Nonfiction 4. Reading Flexibly 5. Taking Action to Clear Up Confusion 6. Taking Stock and Setting Goals <p>Bend II</p> <ol style="list-style-type: none"> 7. Introductions and Text Features Are Clues to Main Ideas 8. Repeated Parts Can Be Clues to the Main Idea 9. Multiple Main Ideas 10. Rereading Differently for Different Purposes 11. Thinking in Response to What You Learn 12. Writing about Reading <p>Bend III</p> <ol style="list-style-type: none"> 13. Getting a Grip on Narrative Nonfiction by First Focusing on Elements of Story. 14. Reading Nonfiction with Filters 15. Studying Character in Narrative Nonfiction to Make Interpretations 16. Envisioning Narrative Nonfiction Texts in Richer Ways by Including Information 17. Inferring to Gain New Insights about Subjects and Information 18. Nonfiction Readers Teach Others What They've Learned 	<ul style="list-style-type: none"> ● <i>Little by Little</i> by J. Little ● <i>Journey</i> by P. MacLachlan ● <i>A Summer Life</i> by G. Soto ● <i>When I Was Your Age: Original Stories About Growing Up</i> by A. Ehrlich ● <i>Owl Moon</i> by J. Yolen ● <i>Fireflies</i> by J. Brinckloe ● <i>Hot Day on Abbott Avenue</i> by K. English ● <i>Mummies</i> by Elizabeth Carney ● <i>Beastly Tales</i> by Malcolm Yourke ● <i>Toilet: How it Works</i> by David Macaulay ● <i>Nubs</i> by Major Brian Dennis, Kirby Larson, and Mary Nethery
<u>Interdisciplinary Connections</u>	<u>Technology Integration</u>
<ul style="list-style-type: none"> ● Correlates to any science, math, or social studies unit of study ● Create an economic review of local restaurants. ● Close Reading of primary documents, works of art, music lyrics, videos, and advertisements ● ● Research Simulation Task-type interpretation across multiple texts on the same topic (using paired texts such as those available on Newsela) ● Use Standards for Mathematical Practice to support debate/inquiry across ALL content areas 	<ul style="list-style-type: none"> ▪ Use Inspiration to brainstorm ideas for your writing topic ▪ Use Timeliner to flush out the beginning, middle, and end events of your story ▪ Use KidPix to draw ideas and then write about them. ▪ Use Microsoft Word to publish your final story. ▪ Create a classroom interactive magazine or newspaper using a Word template reviewing favorite foods, restaurants, games, movies, television shows, etc. ▪ Videotape a 30 second commercial or speech about the student opinion. ▪ Develop a classroom blog posting and discussing latest student reviews.
<u>Media Literacy Integration</u>	<u>Global Perspectives</u>

<ul style="list-style-type: none"> ▪ Encourage students to express their feelings and knowledge through media messages that they produce ▪ Promote discussion of different points of view about popular media articles and productions. 	<ul style="list-style-type: none"> ▪ We Are Americans: History of Immigration by D. Hoobler and T. Hoobler Sitti’s Secret by N. Nye ▪ Through My Eyes by R. Bridges ▪ Baseball Saved Us by K. Mochizuki
21st Century Themes (as applies to content area):	Integration of 21st Century Skills
Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Social Justice Literacy	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> • Writing Resources and Scope and Sequences • Units of Study Online Resources • Up the Ladder Unit of Study Text by Lucy Calkins • 2020-21 Teachers College Calendar, 3-8 Grade Up the Ladder Unit • Florham Park ELA PD Sharing Website • Writing Strategies Book by Jennifer Serravallo 	<ul style="list-style-type: none"> • Pre/Post-On-Demand Assessment • Teachers College Writing Rubrics • On-Demand Writing Samples_ • Project Read Assessments • Learning Progressions • Running Records
Bend/Goals	Teaching Points
<p>Bend 1: Building a Nonfiction Reading Life <i>(Session 1: Reading to Be Fascinated)</i></p> <p><i>(Session 2: Readers Notice Details and Ask Questions)</i></p>	<ul style="list-style-type: none"> • (pg. 6) Today I want to teach you that readers can be fascinated by letting bits of text stand out and by asking questions and forming ideas about those bits. <ol style="list-style-type: none"> 1. Choose a book that you think will be great for you. One that interests you. 2. Read a little to make sure the level feels right. 3. Mark interesting parts with a post-it to discuss with your partner. • (pg. 13) Today I want to teach you that readers of nonfiction books ask themselves, ‘What do I notice?’ as they study details. As they read on, they ask, ‘What am I learning?’ Thinking about these questions helps readers grow knowledge on a topic. <ol style="list-style-type: none"> 1. Choose a book that is interesting to you. 2. Think to yourself, “What do I notice and what am I learning?” 3. Jot down your thinking in your reader’s notebook.

(Session 3: Choosing Just-Right Nonfiction)

- **(pg. 20)** Today I want to teach you that nonfiction readers choose books just like Goldilocks chooses her bowl of porridge--they try until they find one that is just right. Readers search for what interests them, looking at the title, the pictures, the summary on the back, and then they try reading a little until they find one that's 'just right.'

1. Browse through some books that you might be interested in paying close attention to the title and the cover, especially the ones that pop out to and say, "wow!"
2. Read a couple of pages and think, "is this just right for me?"
3. Get started reading.

(Session 4: Reading Flexibly)

- **(pg. 27)** Today I want to teach you that nonfiction readers are always thinking, 'How will this part go? What will I learn about next?' They imagine how the text might go, based on what the book has been about so far, as well as their knowledge of the topic and of how nonfiction tends to go. Then, as they read, they say, 'Yes, I was right!' or 'Oh, it actually went differently than I was expecting.'

1. As you read your book, remember to stop after the first few pages and ask yourself, "What do I think this book will talk about next?"
2. Make your prediction.
3. As you move along, think, "Was I right about what I thought? Or is it different from what I thought? Do I need to revise my prediction?"
4. Draw from the strategies you have already learned so far across this unit. *(See sessions 1, 2, and 3).*

(Session 5: Taking Action to Clear Up Confusion)

- **(pg. 33)** Today I want to teach you that every nonfiction reader gets confused sometimes. When that happens, readers don't just keep going! Instead, they pause and go back to the last part they understood, keeping track of what's happening as best they can.

<p><i>(Session 6: Taking Stock and Setting Goals)</i></p>	<ol style="list-style-type: none"> 1. Read your book and when you come to a confusing part, stop, reread. 2. Ask yourself, “Who or what is this about? And What’s happening?” 3. Draw from the strategies you have learned that help you the most. <ul style="list-style-type: none"> ● (pg. 40) Today I want to remind you that just as basketball players set goals and pace themselves, checking in throughout a game to monitor progress, so too, can you as readers. Readers set goals and check in on them regularly so as to achieve their own ‘personal best.’ <ol style="list-style-type: none"> 1. Reflect on your reading life and ask yourself, “What am I good and strong at and how can I get even better at reading?” 2. Think about a reading goal that may be helpful for you. 3. Jot that goal on post-its or in your reading notebook. 4. Work on these goals today. Draw from the learned strategies that you worked on across the unit.
<p>Bend II: Figuring Out Main Ideas <i>(Session 7: Introductions and Text Features Are Clues to Main Ideas)</i></p>	<ul style="list-style-type: none"> ● (pg. 46) Readers, today I want to teach you that there are specific places in a text that can help a nonfiction reader figure out main ideas. These places include the starts of a section, and any text features that go with that part. <ol style="list-style-type: none"> 1. As you read today, try to go deeper into your reading and find the main idea by studying introductions and text features to help. 2. Ask yourself, “What are the most important parts or ideas here?” 3. Read on to see if the details in that part fit with the main idea. ● (pg. 54) Today I want to teach you that readers pay extra attention to anything that repeats in a nonfiction text--words, phrases, or images. These repeating things are often clues,

(Session 8: Repeated Parts Can Be Clues to the Main Idea)

(Session 9: Multiple Main Ideas)

(Session 10: Rereading Differently for Different Purposes)

(Session 11: Thinking in Response to What You Learn)

pointing to important ideas. If you notice these, you can ask, ‘Why is that important? What is the text trying to teach me about that?’

- 1. As you read today, look out for repeated words, images, and ideas.**
- 2. Think about what seems important. Ask yourself, “Why is it important?”**
- 3. Jot down your thinking.**

- **(pg. 61) Readers, today I want to teach you that readers find many ideas in texts, not just one main idea. To find these ideas, readers pause after each smaller chunk or section of text to ask themselves, ‘What was this part of the text mostly about?’**

- 1. Reread a section of text by pausing, looking back, putting the key details together, and thinking, this part is mostly about.**
- 2. Ask yourself, “Are there some other main ideas in the smaller parts of the text?”**
- 3. Jot them down on a post-it or in your reading notebook.**

- **(pg. 68) Today I want to teach you that nonfiction readers can reread in different ways for different reasons. They reread to clear up confusion, to get new ideas, to answer questions, to make connections--and for each of those purposes, readers might reread differently.**

- 1. Continue to read your nonfiction book. Notice where you decide to reread and why you have decided to reread.**
- 2. Share your rereading work with a partner at the end of today’s workshop.**

<p><i>(Session 12: Writing about Reading)</i></p>	<ul style="list-style-type: none"> ● (pg. 73) Today I want to teach you that to really understand nonfiction, readers can't only take in ideas and information. Readers also need to have responses: thoughts, feelings, questions. Readers ask, 'What do I think, feel, wonder about what I just learned?' <ol style="list-style-type: none"> 1. As you read your nonfiction book, look at a page and take some moments to think what your nonfiction book makes you think, feel or wonder. 2. Ask yourself and jot "Why do I think..?" 3. Ask yourself and jot "What do I feel?" 4. Ask yourself and jot "What do I wonder?" ● (pg. 80) Today I want to teach you that readers sometimes leave little 'bread crumbs' throughout a book--a tiny trail of thoughts. They do this by marking up their text quickly as they read large chunks of text for longer stretches of reading time. Then, when readers finish that chunk of text, they go back to what they flagged, and they pull all their thoughts together to grow a new, bigger idea. <ol style="list-style-type: none"> 1. Read a big chunk of text. 2. Mark up, flag, or note the important parts of the text. 3. Ask yourself, "What patterns or connections do I see here?" 4. Push yourself to think more by using the flags to help you understand more about your book.
<p>Bend III: Reading Narrative Nonfiction</p> <p><i>(Session 13: Getting a Grip on Narrative Nonfiction by First</i></p>	<ul style="list-style-type: none"> ● (pg. 90) Today I want to teach you that the readers of both fiction and of narrative nonfiction pay attention to the same key elements all stories have: character, setting, plot,

Focusing on Elements of Story)

(Session 14: Reading Nonfiction with Filters)

(Session 15: Studying Character in Narrative Nonfiction to Make Interpretations)

and change. In other words, readers use everything they know about understanding made-up stories to help them understand true stories.

- 1. Read a chunk of text.**
- 2. Pause to think & jot “What do I notice about the character?”**
- 3. Pause to think & jot “What do I notice about the setting?”**
- 4. Pause to think & jot “What do I notice about the plot and changes that have occurred?”**

- **(pg. 98) Today I want to teach you that readers of narrative nonfiction are a bit like photographers: they use different filters to see different things. Certainly, readers of narrative nonfiction read for the story, and that’s one filter. But narrative nonfiction is still nonfiction, which means it’s also meant to teach. So another filter you can use when reading narrative nonfiction is a reading-to-learn information filter.**

- 1. As you read your narrative nonfiction book, use both of your filters. (read-for-story filter and read-to-learn information filter)**
- 2. Pause and think, “What’s the story in this book?” And then think, “What’s the information I’ll be reading for?”**
- 3. Stop and jot.**

- **(pg. 107) Today I want to teach you that narrative nonfiction readers use both their filters to grow big ideas. They use their story filter to learn about the subject’s traits and motivations and wonder, ‘What big ideas can this person teach me about how to act or how to think?’ Then, their reading-to-learn filter can help them grow their ideas even bigger by asking, ‘How does the information I’m learning add to the big ideas I’m growing?’**

(Session 16: Envisioning Narrative Nonfiction Texts in Richer Ways by Including Information)

(Session 17: Inferring to Gain New Insights about Subjects and Information)

1. As you read today, you may try studying how the subjects of your true stories or biographies respond to problems.
 2. Ask yourself, ‘What big ideas can this person teach me about how to act or how to think?’
 3. Try switching your filter and thinking about what the information you’re learning, and how it adds to the big idea. Ask yourself, ‘How does the information I’m learning add to the big ideas I’m growing?’
- (pg. 116) Today I want to teach you that readers of narrative nonfiction bring books to life, just like readers of fiction books do. In our minds, we almost act out what we are reading. And the thing is, we act out not only the people and what they do. We also act out the ideas and the information we learn.
 1. As you read your biographies and true stories, be on the lookout for one part that you could bring to life.
 2. Think about what the characters/subjects are thinking/feeling and also the information: the main idea and details.
 3. Flag that part with a post-it and try acting it out with your partner or picture it in your mind.
 - (pg. 124) Today I want to teach you that when you come across details that seem especially interesting and important in your reading, it can help to make an inference, asking, ‘What am I realizing now? What is this showing me?’
 1. As you read today, try to notice interesting or important parts and to make inferences.
 2. Ask yourself, ‘What am I realizing and learning now?’ and ‘What is this showing?’
 3. Jot your thinking in your reading notebook or on a post-it.

(Session 18: Nonfiction Readers Teach Others What They've Learned)

- **(pg. 131) Today I want to teach you that nonfiction readers don't just read to learn, they read to live differently, to change the world. Nonfiction readers use everything they learn from their nonfiction reading to think and act in ways that make the world a better place. And one way nonfiction readers do that is by teaching others about the most important things they've learned.**
 1. **Think about how you might make the world better by teaching others some of the most important things you learned from your nonfiction reading.**
 2. **Ask yourself, 'What have I learned from nonfiction reading that I could teach others?' and, 'What would be a good way to teach that?'**
 3. **Create whatever product will help you teach. (Some ideas: flash draft essay, poster, public service announcement, or google slides)**
 4. **When done, share some of what you learned with your classmates.**

Skills (Students will be able to...)

- Read noticing details and asking questions.
- Make predictions when reading nonfiction texts.
- Determine main idea in nonfiction texts.
- Recognize multiple main ideas in a text.
 - Put smaller ideas together into main, central ideas and organize them.
 - Analyze and explain how new information fits with the story.

