



Reading Unit of Study:
*Discovering the Artistry of
Literary Nonfiction –
Texts that Teach with Style*

Cypress-Fairbanks Independent School District
Elementary Language Arts Department, Grade 3 - 5

Literary Nonfiction

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LESSONS INCLUDED IN THE UNIT OF STUDY:

The following is a list of lessons that are included in the *Literary Nonfiction* unit. Each lesson has been assigned a number that correlates to a number found in the upper right corner of each lesson card, which signifies a suggested sequence or progression of the lessons.

After analyzing the grade level expectations, district curriculum, and student needs, teachers should customize the mini-lessons for their students. The mini-lessons are based upon the grade-level expectations found in the English Language Arts and Reading TEKS objectives.

Lesson Title	Purpose
2 Characteristics of Literary Nonfiction	<i>Thoughtful readers use their knowledge of genre characteristics to navigate literary nonfiction texts.</i>
3 Reading Literary Nonfiction as Stories with Main Characters	<i>Thoughtful readers use what they know about understanding fictional characters when they read literary nonfiction.</i>
4 Using Text Features to Determine Importance	<i>Thoughtful readers use information in timelines, titles, captions, and author's note page to determine which information is most important in a biography.</i>
5 Determining Important Information in Biographical Texts	<i>Thoughtful readers sift and sort through the details in biographies to determine the important information and main ideas about a person's life.</i>
6 Identifying Supporting Details in Literary Nonfiction	<i>Thoughtful readers identify the details or facts that support the main idea.</i>
7 Determining Main Idea in Literary Nonfiction	<i>Thoughtful readers use supporting details to identify the main idea of a selection or paragraph(s).</i>
8 Considering the Impact of the Author's Perspective on Fact & Opinion	<i>Thoughtful readers consider distribution of fact and opinion statements in a piece (text evidence) to infer author's perspective and purpose for writing.</i>
9 Understanding the Impact of Time & Place Related to Issues	<i>Thoughtful readers visualize text details to help assign significance to the time and place and recognize the resulting impact on the subject's life.</i>
10 Determining the Order of Events in Literary Nonfiction	<i>Thoughtful readers determine the order of events in literary nonfiction to help deepen comprehension.</i>
11 Growing Ideas About People	<i>Thoughtful readers talk about the information they have learned to grow ideas about the subject.</i>
12 Seeking Underlying Ideas Present in Literary Nonfiction	<i>Thoughtful readers understand the underlying ideas and life lessons that can be gleaned in reading about a subject's life.</i>

Lesson Title	Purpose
13a Noticing an Author’s Craft – Overview	<i>Thoughtful readers understand that authors use certain techniques to create an experience for the reader.</i>
13b Noticing an Author’s Craft in Literary Nonfiction	<i>Thoughtful readers analyze how facts presented using story elements in literary nonfiction texts help the reader experience the story.</i>
14 Summary in Literary Nonfiction	<i>Thoughtful readers determine most important details and ideas in a text to create an effective summary in literary nonfiction.</i>
15 Media Literacy in Literary Nonfiction	<i>Thoughtful readers use comprehension skills to analyze how words, images, and sounds work together to impact meaning.</i>
16 Test Talk: Inference	<i>Thoughtful readers interpret the unique language of formal assessments and use the knowledge of the language to respond to multiple-choice and short-answer questions.</i>
17 Test Talk: Literary Nonfiction Summary	<i>Thoughtful readers interpret the unique language of formal assessments and use the knowledge of the language to respond to multiple-choice and short-answer questions.</i>
18 Test Talk: Media Literacy	<i>Thoughtful readers interpret the unique language of formal assessments and use the knowledge of the language to respond to multiple-choice and short-answer questions.</i>

Materials:

- Students’ reader’s notebooks
- Portion of a familiar literary nonfiction text
- Examples of familiar biographical texts (enough for student partnerships)
- Chart paper

Purpose: *Thoughtful readers use their knowledge of genre characteristics to navigate literary nonfiction texts.*

TEKS: 3.9, 4.7, 5.7

Connection:

- *connect today’s work with our ongoing work*
- *explicitly state my teaching point*

Compliment students on their hard work yesterday distinguishing between expository or “all about” texts, and literary nonfiction or biographies. Remind students that understanding the genre of a text helps readers know what to expect and deepen comprehension. Explain to students that, in today’s lesson, you will explore the key characteristics of a literary nonfiction text.

Readers, yesterday we explored text structure and ways we adjust our reading to accommodate nonfiction texts. Exploring and understanding a genre helps us know what to expect and deepens our comprehension. Today, we are going to explore the characteristics of literary nonfiction texts.

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Explain to students that most biographies are primarily nonfiction in nature. They are about a real person’s life, and include factual information. Biographies may also depict the emotions involved with experiencing those events. Biographies are about people who have accomplished something important or performed some

great act of courage or service. Subjects of biographies may already be well-known or become well known because of the biography. Using a familiar biographical text, begin explaining and pointing out *some* of the features of biographies. Begin creating an anchor chart listing some of the features of biographies similar to the one below. *Do not include all of these features at this point.* Allow students the opportunity to discover and add their ideas to the chart during the course of the unit.

Characteristics of Literary Nonfiction (Biography)	
Always	Often
<ul style="list-style-type: none"> • Tells all or a part of a person’s life • Uses a narrative structure • Provides facts about a subject’s life • Tells why the subject is important enough to write about • Written in third person • Tells the setting and culture the person lived in and what influenced him or her 	<ul style="list-style-type: none"> • Uses made up dialogue (fictionalized) • Includes direct quotes • Has photographs • Tells the story at any point in subject’s life • Uses some imagined scenes or dialogue but based on fact • Has a point of view toward the subject (likes or doesn’t like) • Adds factual statements as additional information • Conveys a larger message

Next, say to the students: *Literary nonfiction texts inform readers of a person’s life story, a specific event, or news story that include facts and details and tell a story. The person must be important or have accomplished a great feat. Otherwise, no one would be interested in reading about him or her. Listen as I read aloud a short passage and think about what you believe is the reason this person is important or interesting enough to write about.*

Read aloud a pre-selected passage that demonstrates why the subject’s life would be of interest. Model thinking aloud about why the subject’s life/accomplishment is important and interesting. After you finish, talk directly to the students, asking them if they saw how you noticed why the subject is important and interesting. Inform them that thoughtful readers think about why the author has chosen

to write about this subject and this understanding helps the reader to better understand and evaluate literary nonfiction.

Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Give student partnerships examples of some familiar biographical texts that you have already read in class (or other easily-readable examples of stories that fall within this genre category). Have them take a few minutes to locate some of the features of the genre and add those that are not yet on the chart. Also, have them identify the reason(s) why this person is important.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Inform students that every time they read literary nonfiction, they can identify why the subject’s life is important enough to write about and this knowledge will help them understand and evaluate the text.

Sticky Note or Reading Response Journal Option:

The author has chosen to write about this subject because _____.

Possible Conference Questions:

- What are you noticing as a reader today?
- What are some of the genre features you have noticed?
- Why do you think the author chose to write about this subject?

Materials:

- Students’ reader’s notebooks
- *Identifying and Reading Literary Nonfiction* anchor chart
- Literary Nonfiction text

Purpose: *Thoughtful readers use what they know about fictional characters to understand real people in literary nonfiction.*

TEKS: 3.2B, 3.2C, 3.9, 4.7, 5.7, Fig. 19D

Connection:

- connect today’s work with our ongoing work
 - explicitly state my teaching point
- Compliment your readers on doing a good job of sorting the two types of non-fiction into literary and expository texts yesterday. Explain that now that we can identify literary non-fiction, we are going to explore reading literary nonfiction as a story with a character.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Pull out the literary nonfiction text of your choosing to model noticing the text structure.

Readers, today I am going read from the beginning of a literary nonfiction text. As you listen, think about how the text is structured and what helps you identify it as literary nonfiction.

Read a small section of the beginning – enough to be obvious that the text is written like a story. When you have finished reading, model thinking aloud:
How can I be sure this is literary nonfiction? I see it is about a specific person and it looks like the author is setting the book up to give us facts about that person. But it’s not just telling me facts, it’s telling the facts in a story or narrative structure.

On chart paper, write *Identifying and Reading Literary Nonfiction* as the heading and record the first 3 questions onto the chart as shown in the following chart.

After we identify a text as literary nonfiction, we have to ask

questions as we read so we can gain all of the information that the author wants us to know. We do this by asking who the story is about, what the traits of the character are, what do they want, and what dangers or struggles they encounter.

Add these questions to the chart as you think aloud about which questions you can answer based on what you have read so far.

Identifying and Reading Literary Nonfiction
Is this written like a story?
Is it about a real person?
Could it be literary nonfiction?
If it is literary nonfiction, ask:
Who is this about?
What are their character traits?
What does the character want?
What are their needs or motivations?
What struggles does the character encounter?

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

After talking through the different questions to ask when reading literary nonfiction, prep the students for further reading by reminding them to think about those questions as you read. Inform them that they will be answering these questions with their partners after you read. Continue reading from the text. After you stop have the students turn and talk to their partners, answering the questions. Walk around and observe to determine their understanding. After two or three minutes of student talk you may have some students share out what they were thinking or you share an example of what you heard. Note that not all of the questions are going to be able to be answered in the first page. The students should pick up on this and may have answered accordingly. Tell readers that in order to answer all the questions you will have to read further into the story.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Remind the students how it is important to ask themselves questions as they are reading to help make sense of what is going on in the story and keep the facts straight. Encourage them to understand they can do this each and every time they read, no matter the genre. Send readers off to read in their literary nonfiction texts and remind them that as they are reading they should ask questions to keep the information straight. Refer to the anchor chart again and remind the students to refer to it as they read.

Mid-Workshop Teach

Scaffolding the parts of the story to help keep the facts straight

Gather students at the meeting area and reveal an anchor chart with the words Somebody...Wanted...But...So listed down the left side as shown below. Explain to the students that one way to keep all of the information straight when you are reading is to organize it. In literary nonfiction you can organize it with these four little words. When you read down this chart you ask yourself questions for each word. As you point to each word on the chart describe the question you would ask yourself and write it in on the chart as shown below.

SWBS Model
Somebody... Who is the main character?
Wanted... What does he or she want?
But... What gets in the way?
So... How does the main character respond?

Show students that they can retell the story by using this model by using a character from your social studies content. *For Example: Abraham Lincoln wanted the slaves to be freed, but the Southern states didn’t agree and would not free the slaves without a law so he wrote the Emancipation Proclamation.* Have the students turn and try it out with the story they are reading now. Encourage them to retell in their notebooks as the story changes.

Possible Conference Questions

- Can you retell the facts of the story with the SWBS model?
- What are some of the character traits of the person you are reading about?

Materials:

- Familiar biography that contains timelines, titles, captions, and/or author’s note page.
- Chart paper

Purpose: *Thoughtful readers use information in timelines, titles, captions, and author’s note page to determine which information is most important in a biography.*

TEKS: 3.9, 4.7, 5.7, Fig. 19D

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Congratulate students on their continued hard work in the understanding of the text structures of literary nonfiction and biographies. Inform students that today’s lesson will explore some of the most common/significant text features that appear in literary nonfiction and biographies, and will demonstrate how to use these text supports to uncover the most important ideas in the text.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Explain to students that authors of biographies conduct a considerable amount of research prior to writing their piece. When they write biographies, authors organize information in ways that they think will be intriguing to read. The information that the author chooses to share is information that they feel is most important in the life of the subject. Not every little detail about the subject’s life is included in a biography. Once the author has selected important information to include in a biography, there are still a lot of dates and facts that make their way into the writing. Thoughtful readers know that it’s impossible to remember every piece of information that is included in a text. Thoughtful readers make decisions about what is most important in the text so that they are sure to concentrate their energy on remembering the parts that are most critical. Authors sometimes help the reader

figure out what’s most important by including extra support that goes along with the regular words on the page. Oftentimes, the author will include timelines and pictures with captions to enhance this information. They will also use chapter titles in a way that draws attention to the key information they want to share. Another important text feature in literary nonfiction is the author’s note page which often includes important factual information about the subject to support readers’ comprehension. Thoughtful readers can use the text features that the author provides to help determine which information in the biography is most important. Prior to reading a biographical text, a thoughtful reader should look at the nonfiction text features that the author provides, and begin thinking about the important ideas that the author wants to share.

Display a familiar biography to students. Show the title of the biography, or alternatively, the title of a particular chapter. Explain that the author uses the title to give clues about the important information in the text. Think aloud about the title.

What does the title help you know about the subject of the biography? Does it point to a particular challenge or obstacle from the individual’s life that might be important to the author?

Record your observations on a sticky note and affix it to the text near the title, or in your reader’s notebook. Next, share a photograph that the author has included in the text (Note: the photograph should come from the same chapter). Read the caption to the students. Think aloud about important information gleaned from the caption, relating it back to the subject’s challenges or obstacles, where appropriate. Think aloud about how information in the title and in the caption may be related. Record your observations or comments onto chart paper.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Display another picture with a caption or a timeline embedded within the text. Have the students turn and talk with their partner about the particular text feature. Encourage partnerships to reflect upon this text feature and its relationship to others previously examined. Relate the new information to the subject’s challenges or obstacles, where appropriate.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Share exemplars from particularly insightful discussion overheard during the active engagement portion of the lesson. Explain to the students that nonfiction text features help readers determine important information the author may be trying to share throughout the text of the biography. During independent reading today, the students will be practicing making note of text features that the author uses to determine what important information he or she is trying to share. During this time, students should be taking some type of notes as they read.

Sticky Note Option:

This (text feature) helps me understand that an important part of this subject’s life might be _____.

Reading Response Journal Option:

Page number	Text Feature Type	Important Information Being Shared

Possible Conference Questions:

- How’s it going?
- What are you noticing as a reader today?
- Does the biography have any titles, timelines, or captions? What information do these features provide you? How do they help you determine what important information the author is trying to share?
- How do these text features help you as a reader?

Materials:

- Noodles, cooking pot, strainer, & water (optional)
- Familiar literary nonfiction biography or Journeys biography resource from the leveled readers or anthology (see list):
 - **Gr. 3 Student e-Book:** *Roberto Clemente: Pride of the Pittsburgh Pirates*, p. 150-172
 - **Gr. 4 Leveled Reader:** *Writer from the Prairie*, 4.4.20
 - **Gr. 5 Student e-Book:** *We Were There, Too!*, p. 376-388
- Biographies from Journeys Leveled Readers
- *Determining Importance* anchor chart
- *Determining Importance Thinking Stems* chart

Note: Prior to the lesson, create a visual anchor chart with an illustration of a cooking pot filled with pasta and water to represent a book and a strainer filled with pasta to represent the brain.

Purpose: *Thoughtful readers sift and sort through the details in biographies to determine the important information and main ideas about a person’s life.*

TEKS: 3.2 B, 3.2 C, 3.9, 4.7, 5.7, Fig. 19 B, Fig. 19 D, Fig. 19 E

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Praise students for their deep thinking about literary nonfiction texts. Remind students that authors include a great deal of information in biographical texts, which can make it difficult to pick out the most important ideas. Inform students they will learn strategies to help them determine importance.

Readers, I love reading biographies and learning about the lives of well-known people, but sometimes I get lost in the story of a person’s life and have a hard time figuring out what’s most important. Today, I’m going to share some strategies to help us sift through all the interesting facts we learn about a person’s life in a biography to help us determine the important ideas the author wants us to remember about a person’s life.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students determining what’s important and what’s not important is a critical skill in everyday life. Knowing how to sift through “information overload” and determine what’s important to remember is key to understanding and unlocking the meaning of a text. Next, show students the cooking pot filled with noodles and explain that it is like a biography rich in facts about the life of an individual who has achieved a big goal, acted courageously, or served others. It includes the carefully selected important details (noodles) the author wants a reader to know about an individual, and it allows him to express an important idea or message that can be learned from reading about a person’s life. Furthermore, the author added interesting details (water) about the person to engage readers. Next, display the strainer and explain that your brain acts like a strainer when you’re reading fact-filled text like a biography in that it sifts out the most important details (noodle) the author wants you to know. Display the *Determining Importance* anchor chart and use it to reinforce the concept. Tell students a helpful strategy to determine importance in a text is to use thinking stems. Display a copy of the *Determining Importance Thinking Stems*.

Determining Importance Thinking Stems
<ul style="list-style-type: none"> • What’s important here is... • One thing readers should notice is... • The author wants me to know... • The important thing to remember about...

Share with students that if you were writing the story of your life, you would want readers to know a few important ideas about you. Use a modified thinking stem to share the top 3 things people should know about you when reading your life story. Explain your rationale. To reinforce the concept, have students turn and tell a partner 3 important ideas people should know about them and explain the reasons for their thinking. Listen in on the conversations. With the whole group, recap some of the important ideas you learned about specific students. Connect the process students used to determine the important things about themselves with the process readers use to determine importance in biographical text. Next, point out that many biographies include nonfiction text features such as headings, photographs, and captions, which highlight important information about a person’s life. Read a short portion of the chosen biographical text aloud. Then use a thinking stem to model determining what is important to remember from the text. Record the ideas on chart paper. When finished, explain to students that responses to these types of statements require the reader to think beyond the words on the page.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Continue reading another portion of the biography. When you reach a good stopping point, have students turn and talk to their partners using the thinking stems. Listen in on their discussions and share any exemplar responses. Invite students to continue the discussion with the whole group.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Readers, today during independent reading, you will practice stopping and thinking about the text using the thinking stems. These responses help you stay focused and think about what the author most wants you to learn about a person’s life.

Sticky Note or Reading Response Journal Option:

Page #	My Thinking (Using Thinking Stems)

Mid-Workshop Teach:

Finding What is Most Important

Explain that, while many facts about a subject are interesting to us, some facts are more important than others. Understanding the difference between interesting vs. important details equips readers to summarize a biography and interpret the author’s message. Tell students that when we think about the information that is most important to the author in a biographical text, it will also help us determine the main ideas and details a reader needs to remember. Review the ideas you recorded from the biography in the teach section and model how to determine which details are most important to remember by highlighting the person’s achievements or contributions. Put an asterisk by the top 3 details or main ideas. Then send students back to their seat to identify the most important ideas from their biography using a similar process.

Possible Conference Questions:

- What questions are you having about your reading today?
- Which responses are important and related to any obstacles or achievements the subject experienced?

Materials:

- Student reader’s notebooks
- *Supporting Detail* Master Sheets (Appendix C)
- *Main Idea Hand* Anchor Chart
- Leveled Readers:
 3rd Grade - *Sharing a Dream* (4.1.2)
 4th Grade – *Writer from the Prairie* (4.4.20)
 5th Grade – *Joseph Warren, an American Hero* (5.3.13)

Purpose: *Thoughtful readers analyze important details and facts to determine what each have in common to aid in deepening comprehension.*

TEKS: 3.2B, 3.2C, 3.9, 4.7, 5.7

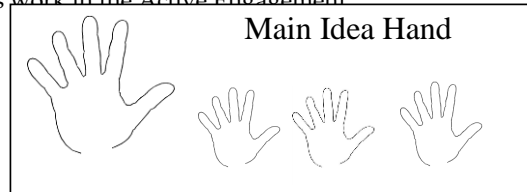
Connection:

- connect today’s work with our ongoing work
 - explicitly state my teaching point
- Compliment readers for the hard work they did yesterday in determining the main idea of their story. Tell them that today they will take their learning a step further by finding the supporting details for the main idea.

Teach:

- restate my teaching point
 - tell a personal or class story linked to teaching point
 - think aloud & point out things for students to notice
- Have the *Supporting Details* Master Sheets ready and hold one up. Talk through the details, on the sheet:
What could sun, boat, and castle have in common? They are things found at the beach. I know this because of my experiences at the beach. I usually went to the beach to get some sun. While there I often saw boats and people making castles. Thinking about what each of the pieces of the puzzle have in common helps me determine the main idea.
 Show several more of the master sheets and have students think in their heads about what could be the common link and then quickly turn and tell their partner. After you have finished showing the master sheets reveal the anchor chart with an outline of a large hand and several smaller hands at the bottom. The large hand

should have the palm labeled *Main Idea* and each finger labeled *Detail*. Talk through the chart by showing that the palm of the hand is like the main idea and the fingers are like the supporting details. Using your hand as a model, walk across the fingers naming each finger a different detail: *pointer – sun, middle – sandcastle, ring – sailboat*. Then point to your palm and say: *Things that are at the beach*. Try it again with another example, but this time starting with the palm, or the main idea and then listing the details. Tell students that the details support the mean idea, just like your fingers support your palm. Have students merge this learning with how they can find the supporting details in a text. Choose a section of a literary nonfiction text you have been reading and share the heading with the students while pointing to your palm. Write the heading down on one of the smaller hands on the chart. Then read the section to the students stopping to count the details across your fingers and naming them, as you come to them, on the chart. Encourage students to name the details across their fingers as you are modeling because they will be doing this work in the *Active Engagement*.



Active Engagement:

- involve students by asking them to turn and talk
 - listen, observe, and coach active involvement
 - share an example of what you heard or observed
- Have students open their reader’s notebooks and create an outline of a hand. Ask them to write down the heading of the next section in the book you are reading in the palm of the hand. Ask the students to listen as you read the next section and keep track of the details they glean by naming them across their fingers. Slowly read the section, pausing to let the details sink in. When you have finished the section give the students some time to write their details in the fingers of their palms. Have

students share out some details they gleaned from the text as you write them on the fingers of a small hand.

Link:

- restate the teaching point
 - explain how the learning can be used in the future
- Remind readers that the supporting details are very important to the story, just as your fingers are important to your hands. Tell them that as readers they need to be thinking about how small little details can come together to form big ideas, just as we saw with the master sheets. Set children up to go out to their independent reading spots and read their literary nonfiction texts with their eyes open looking for details that work together. Have them create several handprints in their notebooks and fill them out as they are reading.
This will be a good source of assessment for the day and will help you as you are conferring

Mid-Workshop Teach

Beginning to think about the impact of time in narrative nonfiction.

Gather students together near the board with your read aloud leveled reader. Begin by asking students if they have noticed that as they are reading, the story is moving along in time. Draw a timeline on the board. Tell students that one way we can keep events straight in a person’s life is to put the events on a timeline starting with what happened first, next, then, and last. Write when your subject was born on the timeline, telling students that this is a logical place to start when creating a timeline about a person’s life. Next, fill in a couple of events based on what you have read. Ask the students to give you a few more events and add those in as well. Point out to students that they can go back and fill in areas that they may have missed as long as the events stay in order on the timeline. Have students turn and talk about how using a timeline could keep the events in their story straight. Encourage them to create a timeline and fill it out as they read.

Possible Conference Questions:

- Have student read a small section and then name the details and the main idea across their fingers.
- How do the details support the main idea in this section?
- Show me the main idea hand that you have been

Materials:

- Students' reader's notebooks
- *Main Idea and Details* Graphic Organizer (Appendix B)
- *Questions to Identify Main Idea* anchor chart
- *The Main Idea is Clear* PowerPoint
- Familiar literary nonfiction
- ACTIVE ENGAGEMENT: (biographical text)
 - 3rd grade-Student EBook 1-*Young Thomas Edison*
 - 4th grade-Student EBook –*Sacagawea*
 - 5th grade-Student EBook-*We Were There Too*

Purpose: *Thoughtful readers use supporting details to identify the main idea of a selection or paragraph(s).*

TEKS: 3.9, 4.7, 5.7, Fig. 19D

Connection:

- *connect today's work with our ongoing work*
- *explicitly state my teaching point*

Explain to students that determining the main idea will help them better comprehend what they have read. Explain that today's work will focus on ways that readers can identify the main idea of a selection or paragraph(s).

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Readers, today your work will focus on ways that readers can identify the main idea of a selection or paragraph(s) by using what we read about the main character or topic, and the important facts and details as our guide.

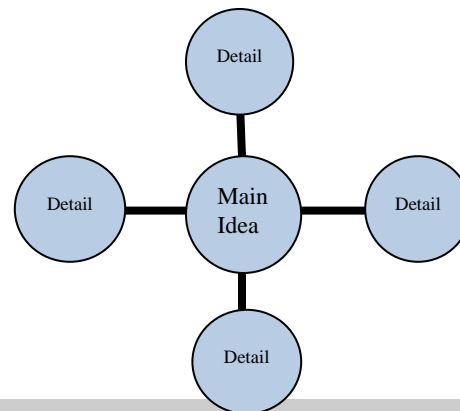
Share with students *The Main Idea is Clear* PowerPoint slides 1-5. Remind students, that good readers think about the most important ideas in the text and what they have in common. Once the reader identifies the common relationship, it guides them toward the main idea, or what the text is mainly or mostly about. Demonstrate this concept by displaying a short portion of text from a familiar biographical text or one of the Journeys leveled

readers listed for this lesson. Model the strategy using either one paragraph or multiple paragraphs, depending upon the developmental progress of the students. Think aloud as you read the text and create a graphic organizer for your responses. Questions similar to the following could be used to guide your thinking since you are focusing on the literary nonfiction genre:

Questions to Identify Main Idea
Who or what is this section of text mainly or mostly about?
When and/or where are the events happening? (Topic)
When considering this, what information or details stand out as the most important in this portion of the text? (Supporting Details)
What do all of these supporting details have in common? (Main Idea)

Record the responses on a chart similar to the one below or choose any appropriate main idea organizer.

NOTE: The main idea statement that is created from the supporting details should not be a regurgitation of sentences that already appear in the text.



Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Project either the 3rd grade-pg.330, first paragraph of SE of Journeys Biography, *Young Thomas Edison* OR 4th grade-pg 506, last paragraph of Journeys Biography, *Sacagawea* OR 5th grade-p.383, first paragraph of the Journeys Biography, *We Were There Too* from the Journeys eBook online. Read aloud the paragraph. Direct the students' attention to the first main idea question. Ask students to turn and talk to their partners to answer the question. Listen in on the student discussions and share good examples. Continue in the same manner with the remaining two questions. You may consider having students create a graphic organizer in their reader's notebooks to complete as they answer each question.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Remind students how using the ways that they explored today to find the main idea of this type of text will help them as readers to comprehend the author's message. Invite students to use this strategy on their own. Provide time for students to independently experiment with identifying the main idea using a selection of literary nonfiction texts for groups of students and completing the graphic organizer.

**Your Journeys materials include a variety of biographies within your leveled readers and your anthology. However, they are not all literary nonfiction so you must be sure to help students understand the difference to avoid confusion.*

Possible Conference Questions:

- What are you noticing as a reader today?
- Who or what is this section of text mainly or mostly about?
- What do all of these supporting details have in common?

Materials:

- *Fact & Opinion* PowerPoint, slides 41-47
- Chart Paper
- Students' Reader's Notebooks

Purpose: *Thoughtful readers consider distribution of fact and opinion statements in a piece (text evidence) to infer author's perspective and purpose for writing.*

TEKS: 3.9, 3.12, 4.7, 4.10A, 5.7, 5.10A

Connection:

- *connect today's work with our ongoing work*
- *explicitly state my teaching point*

Congratulate students on their hard work in strengthening their understanding of literary nonfiction. Remind them that authors must conduct research prior to writing a particular piece. Then, they intertwine facts and opinions throughout their story to engage the reader and create a story that is interesting and appealing.

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Explain to students that authors choose to write because they are motivated or inspired. It is this motivation, or inspiration that drives their written words. It is only natural that an author's own personal perspective might influence the outcome of the story. It is the author's perspective that she will use in the writing itself. It is often helpful for readers to know how vested the author is in the particular subject at hand. Readers need to carefully consider why the author chose to write the piece and what he or she wanted the audience to gain from reading it.

Display *Fact & Opinion* PowerPoint, slides 41 & 42. Explain that they represent an advertisement for aftershave lotion. Inform students that the author of the ad was hired by the company to sell their product. The author wants to continue working for and raising money for the company. Therefore, he or she wants to make the product seem desirable. Point out the facts within the advertisement. Then, point out the opinions. Explain to the students how the facts and opinions work together to sell the product. Explain to them how the author's perspective influenced his or her writing.

You may want to create a chart with facts listed on one side and opinions on the other similar to the chart below.

Facts	Opinions
Author's Perspective	

Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Share slides 43 & 44 with students. Have them turn and talk with their partner about the author's perspective, and how it influences his or her writing. Have them support these conclusions with text evidence – facts and opinions within the advertisement. Listen in on their conversations.

Share with students some of the conversations you overheard. Be sure to highlight the text evidence to support the conclusions. You might choose to share more of the advertisements (slides 45-47), or other sources in which the author's perspective may be evident in their relaying of information.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Let students know that they will be trying this strategy on their own today. As they are reading, they will be considering the impact of the author's perspective on fact and opinion. Students should be taking some type of notes as they read. Refer to sticky note and reading response journal options below.

Sticky Note Option:

Author's Perspective for Writing:
Fact and Opinions Used to Support His or Her Perspective (& Page Numbers):

Reading Response Journal Option:

Author's Perspective	Facts & Opinions That Support This Perspective with Page #

Possible Conference Questions:

- How's it going?
- What have you noticed as a reader today?
- Why do you think the author wrote this piece?
- What facts and opinions did he or she use to influence the reader?
- How does noticing an author's perspective help you as a reader?

Materials:

- Students’ reader’s notebooks
- Anchor chart
- Familiar biography in which time & place and/or social issues have an impact on the subject’s life.

Consider biographies for the following American figures:

- 3rd: John F. Kennedy, Rosa Parks, or Martin Luther King, Jr.
- 4th: Davy Crockett, Lewis & Clark, or Laura Ingalls Wilder
- 5th: George Washington, Samuel Adams, or Joseph Warren

Purpose: *Thoughtful readers visualize text details to help assign significance to the time and place and recognize the resulting impact on the subject’s life.*

TEKS: 3.9, 4.7, 5.7, Fig. 19C, Fig. 19D

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Compliment students on their hard work yesterday as they explored how identifying important details help them determine the main idea. Explain that we can delve deeper into the details and see how these details impact the lives of the subjects that we read about.

Readers, today we will envision the setting in our text to help us understand how the time and place impacts our subject’s life. As we read about a person, we can keep a snapshot in our mind to think about and explore the great impact that the time and place had on his or her life and their accomplishments.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice.

Share a personal story on how your life was impacted when you were at a specific time and/or place in your life. Share your visualizations as you recall the place and time period.

Readers, when I was graduating from college with my undergraduate degree, there were no desktop computers. I had a big senior project to complete which included writing a paper. The only way we had to publish our papers was on a typewriter! If I made a mistake, I had to start the page over again on a new sheet of paper because we were not allowed to have any correction tape. Because of this, I spent many long hours typing and retyping my paper until it was perfect! If I had a computer at that time, like we do today, I would only have to delete my mistake and then continue typing! After making sure there were no more mistakes, I could simply print the final copy. That is a lot less work and would have made my job much easier to complete! The time impacted my actions as the technology was not available to make my job easier. Other important factors that can impact a subject’s life are any societal issues that influence the subject’s choices or actions. For example, if a subject lived during the Great Depression, or during the Civil War, or during the Civil Rights era, those larger societal issues may have a big influence on the subject’s choices and/or actions.

Read aloud a small portion of your chosen biography in which time and/or place contributes to the obstacle the subject must overcome. Create an anchor chart to record this information similar to the one below. Be sure to think aloud about what you envision based on the author’s details and your schema as you complete the chart.

Details About Time & Place	Impact on the Subject’s Life

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Read aloud another small portion of the biography. Ask the students to envision the time and place surrounding the events as you read. Have the students turn and talk to their partners about what role time and place plays in the subject’s life. Have them discuss whether or not these details contribute towards any specific obstacles that the individual must overcome. Listen to students’ conversations with each other. Record some of the

observations on the anchor chart. If applicable, you may also ask students to consider whether or not the subject would face the same obstacles if he or she lived today. Would their life follow the same path, or would the obstacles change? Have the students turn and talk with their partner about this idea. Listen in on their conversations. Share some of the conversations you overheard.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Remind students that thoughtful readers can use envisioning when forming ideas in their mind about a time & place and/or social issues based on author’s details. Encourage students to use this strategy in their reading all of the time.

Sticky Note Option:

Details about Time/Place:
Impact on Subject’s Life:

Reading Response Journal Option:

Details about Time/Place	Impact on the Subject’s Life	Possible Difference Today

Possible Conference Questions:

- What are you visualizing as a reader today?
- Tell me about some details regarding time and place in your biography. Does the time and place in which the subject lives contribute to their obstacles and/or achievements? If yes, how?
- How does noticing and visualizing details related to time and place when reading biographies help you as a reader?

Materials:

- Familiar literary nonfiction OR
- Biography Articles:
 - Record Breaking English Channel Swimmer;
 - Bill Pickett: African-American Cowboy Hero
[See *Nonfiction Text Structure Additional Resources*]
- Sentence strips or index cards with a single event from the subject’s life recorded on each.

Purpose: *Thoughtful readers determine the order of events in literary nonfiction to help deepen comprehension.*

TEKS: 3.9, 4.7, 5.7, Fig. 19E

Connection:

- *connect today’s work with our ongoing work*
- *explicitly state my teaching point*

Remind students that events in real life occur in a particular order. When writing a biography, however, it is up to the author to determine how to present these events to the reader. There is no “rule” that says that the events must be revealed in chronological order, or the order in which they actually happened to the individual. At times, the author tells what happened in the order that is most engaging or exciting to the reader. Thoughtful readers know this and can piece together events from a subject’s life to determine the order in which they actually occurred.

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Explain to students that authors of literary nonfiction often set out to both entertain and inform the reader at the same time. To do this,

the author must collect lots of information about a subject’s life and then determine how to organize this information in a way that keeps the reader’s attention.

Share with students the beginning portion of a familiar literary nonfiction text. Think aloud about the first event about the subject’s life that is mentioned in the text. Place this event on a time line that you have drawn. Explain to students that this is the first event of the subject’s life that you learn about in the biography. It is not necessarily the first event that happened in the subject’s life.

Read the next portion of the text to the students. Stop when you come to the next event in the subject’s life. Think aloud about where to place this event on the timeline. Add it to the timeline in the appropriate place, explaining to the students how you know that this new event actually happened before or after the previous event.

Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Continue reading small portions of the biography to the students. Highlight major events in the subject’s life. After reading about each event, have the students turn and talk about where on the timeline that event belongs. Have them predict why they think the author chose to put the event in that particular order. Listen in on students’ conversations with one other so that you can add the event to the timeline in a place that reflects group consensus. Make sure to share reasoning that you overheard from students as to why the event belongs in that particular location on the timeline.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Explain to students that authors make decisions based on what they think will increase the interest and impact of the sequence of events in literary nonfiction. The chronological order of events may or may not be revealed in the order in which they actually occurred. Today during independent reading, tell the students that they will be practicing this strategy on their own.

Reading Response Option:

(Sticky Note, Reader’s Notebook, or On-line Application)

Create a timeline of the subject’s life, incorporating events from the biography. Make sure to include page #s for each event. Note that these page numbers might actually not be in chronological order! Alternatively, students may use the on-line timeline tool found at the following web address:
<http://www.readwritethink.org/materials/timeline/>

Possible Conference Questions:

- How’s it going?
- What are you noticing as a reader today?
- In which order does the author present the events of the subject’s life? Why do you think the author presents them in this order?
- Do you think that the biography would be better or worse if the author changed the order of the events presented?
- How does noticing the order that authors decide to tell events help you as a reader?

Materials:

- PebbleGo.com
- Teacher’s chart paper
- Student Post it and pencil

Purpose: *Thoughtful readers talk about the information they have learned to grow ideas about the subject.*

TEKS: 3.9A, 3.22A, 4.7A, 4.20A, 5.7A, 5.20A, Figure 19

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Compliment students on their hard work as they pay attention to the important details in a person’s life. Explain that reading these Literary Nonfiction pieces give us a glimpse into the life of people we might not normally get to know. Being a reader is valuable!

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

When we read Traditional Literature, we are very good at finding the theme of the story. Model how you think about the story *The Tortoise and the Hare*. Call attention to how the story teaches a valuable lesson.

In Literary Nonfiction, we can also come up with a theme or lesson from the person we are reading about.

Let me show you.

Open PebbleGo.com

Choose a biography that is grade level specific and interesting to your class. Play the biography.

For example: Choose *Madam C. J. Walker Biography*.

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After playing the biography, think out loud and make some notes on chart paper.

Madam C. J. Walker Themes
<i>Through adversity comes invention</i>
<i>One person can make a difference for others</i>
<i>With effort, comes success</i>

Explain and point out the text evidence that helped you to come to these conclusions.

Explain to students that when they read, they need to come away with a theme from the life of the person they are reading about.

Thinking about what life lesson or theme while reading Literary Nonfiction will enable readers to become deeper thinkers and boost your comprehension.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Choose another video from PebbleGo to show students.

Tell them that after the video, you will give them two minutes to write down a few life lessons or themes that they identified by reading this person’s story.

Give students time to write in silence.

Have students turn and talk to a partner about the themes they discovered.

Bring group back to a whole group and teacher share out 3-4 themes you heard the groups discussing.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Tell students that today and every day when reading Literary Nonfiction, they should think about the life lesson or theme. This practice will help make them stronger readers and stronger humans as we all learn from each other.

Sticky Note or Reading Response Journal Option:

While reading _____, I think a theme of his or her life might be _____.
I can tell this because of (text evidence)

Possible Conference Questions:

- What life lesson have you inferred from reading this person’s story?
- Why is it important to be thinking about a theme when reading these types of books?
- What would be a theme of your biography?

Share:

Allow students time to share and discuss their ideas with their partners.

Additional Information:

Teachers may want to look at question number 3 from Third Grade 2014 STAAR Released for question stem.

Materials:

- *Seeking Underlying Ideas in Literary Nonfiction PPT*
- Three-column chart
- Previously used anchor charts for a specific texts used in this unit
- Familiar literary nonfiction biography

Purpose: *Thoughtful readers understand the underlying ideas and life lessons that can be gleaned in reading about a subject's life*

TEKS: 3.9, 3.31A, 4.7, 4.29A, 5.7, 5.29A, Fig. 19D

Connection:

- *connect today's work with our ongoing work*
- *explicitly state my teaching point*

Congratulate students on the hard work they have been doing as they deepen their comprehension of literary nonfiction. Remind students that biographies are written about individuals who have made a significant impact on the world. Ask students to recall personal narratives they have written and the heart of those stories. Explain to them just as they stretched out the hearts of their stories with specific details, authors includes details that they feel will help build the heart or underlying idea that they want their reader to understand. Inform students you will show how thoughtful readers dive into biographies to discover life lessons and ideas contained in the texts.

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Display *Seeking Underlying Ideas in Literary Nonfiction* PowerPoint slide 1 or share the definition of theme at top of the three-column chart. Remind students that the theme is the big idea or the life lesson that the author wants the reader to understand after reading a story. Explain that often times the author does not directly state the theme of the story. Instead, the reader must determine the theme by considering important ideas within the text. Tell students that

the reader must infer what life lessons the author wants him/her to learn. Inform students that thoughtful readers think about how the text might provide helpful hints about how he/she should live his/her life. Thoughtful readers should consider personality traits, behaviors, important events and the actions taken by the person you are reading about, and obstacles that the subject encountered when considering the theme of the text. Display the literary nonfiction text and any relevant anchor charts created during this unit. Begin by thinking aloud about the text, discussing one or two significant events or actions from the subject's life. Model your thinking about how the individual responded/reacted to the event and what that behavior reveals about the person (i.e. what does this reaction tell us about the type of person that he/she is?). Record your thoughts in the first two columns of the anchor chart similar to the one below.

Events/ Actions and Subject's Response	What Does this Tell Us about the Subject?	What is the Life Lesson based on the actions?

Share with students how we can ask ourselves certain questions during and after reading literary nonfiction to help us tie together the details to find the author's underlying ideas or message. Share slide 2 and read aloud questions with students. (*Keep this slide displayed or create an anchor chart for students to use*)

Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Invite students to think about other important events and the actions taken by the person that occurred during the subject's life. Have students turn and talk with their partner about why the event is important and what it tells them about the subject. Record one or two of the student responses in the first and second column of the

anchor chart. Read one of the important ideas recorded on the chart and ask students to think about the questions listed on slide 2. After a moment, ask them to turn and talk to their partner as they synthesize the underlying idea of the text by using the following stem: *The story is about..., but the important idea about life that the author wants us to think about is....*

Share what you heard as you overheard student's responses to the stem. Record the underlying idea/message in the third column of the three-column chart.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Remind students that by thinking about the underlying idea while reading biographies they can discover important lessons that apply to daily life today. As you read, record the important events and think about what this tells you about the subject. Refer to and use the questions we used earlier to find the life lesson or underlying idea. Students should be taking some type of notes as they reflect on their books. Refer to the sticky note or reading response journal option below.

- **Sticky Note or Reading Response Journal Option:** The story is about ___ but the important idea the author wants me to think about or learn is ___. An event that helped me _____

Share:

Have them share what message they gained from the subject they are reading about and what actions led to their ideas.

Possible Conference Questions:

- What type of a person are you reading about?
- What events did the author include that led you to this conclusion?
- What do you think the author wants you to learn about the subject's life?

Materials:

- Students should bring a text they are reading during independent reading time down to the floor with them to be used during the active engagement portion of the lesson.
- Samples of art work

Purpose: *Thoughtful readers understand that authors use certain techniques to create an experience for the reader.*

TEKS: 3.2B , 4.8, 5.8

Connection:

- connect today's work with our ongoing work
- explicitly state my teaching point

Compliment students on their work in studying various genres throughout the year.

Students, this year we have covered many genres in Reader's Workshop! You've really studied what makes each genre unique, but you've also discovered how all genres share some characteristics as well.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Introduce the idea of an author's craft by comparing an author to an artist. Tell students that when an artist decides to create a piece of art, he or she must choose certain materials, a style of art, and what the final product will be.

Boys and girls, when an author sits down to write a story, it's just like an artist beginning a piece of art. The artist must first choose what kind of art he or she is going to create. Will he create a painting, a mural, a sculpture? Once he decides on the final product, he must then decide what style the artwork will be and which materials he will use to create it. Will he need acrylic paint, water colors, and pastels? Will he use metal, plaster, or fiberglass?

Show students two pieces of artwork (sculptures, paintings, etc.); each piece of art should have used different materials and mediums. Talk about how each piece of art speaks to you. Be sure to include dialogue about how the artists created different moods and experiences with their artwork simply by using different materials. For example, you could compare two sculptures that are found in Houston: *Monument Au Fantome* by Jean Dubuffet and *Virtuoso* by David Adickes.

Look at these two sculptures found in downtown Houston. Both of these artists chose to make a sculpture for their final product, but they chose very different styles. One sculpture is very modern, while the other is very abstract. They also chose different materials. One is made of fiberglass over a metal frame, while the other looks to be made out of plaster. One artist chose to make his sculpture very colorful, while the other chose to make his plain white. The artist makes all of these decisions in order for us to see the piece of art the way he wants us to see it.

Tell students that just as an artist has to make all of these decisions about their artwork for others to see it how he wants us to see it, an author must also make decisions about his or her text in order for the reader to understand and experience the story the way the author wants us to.

Just as these artists made all of these decisions about what to create and how to create it, an author must make similar decisions when he sits down to write a book. The author will need to decide first what genre his text will be. Will it be a poem, nonfiction, or fiction? Then he needs to decide on a topic. Will he write about friendship, thunderstorms, deserts around the world? Finally, he will decide which techniques he will include in his text to make it sound right. Will he use vivid imagery, metaphors, and detailed settings? All of these decisions an author makes while writing a text make up his craft.

Refer back to a variety of familiar reads from a variety of genres ready to showcase. In each text, identify the experience that was created by the author while reading it. Then choose one particular text and begin to think aloud about what exactly the author did in that text to create this experience. Point out specific sentences,

words, pictures, features that impacted you as you read. (Ex: If showcasing a book about tornadoes, you might think aloud about how the data on the number of people killed by one tornado made you feel devastated by the severity of the natural disaster.)

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Have students turn and share the book that they brought down to the floor with them. Students should take turns thinking aloud about specific techniques that they noticed their author used to create an experience for them.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Tell students that during independent reading time today, they will be noticing specific techniques that their author included in the text that helped them to vividly experience the text.

Readers, today while you are reading, I want you notice your author's craft. What techniques did he or she use to create a unique reading experience for you just like an artist creates a masterpiece?

Anchor this idea with an anchor chart of "Author's Craft". On this chart should be pictures of your two pieces of art used in the lesson → EXPERIENCE. (This will anchor the learning that the artwork, style, and materials all work together to create the overall experience.)

Possible Conference Questions:

- What experience are you having with your book today?
- What techniques did the author use in his book that caused you to experience this?
- Is there anything that you read that made you feel more than one feeling?

Materials:

- Chart paper
- Markers
- Familiar literary nonfiction text

Purpose: *Thoughtful readers analyze how facts presented using story elements in literary nonfiction texts help the reader experience the story.*

TEKS: 3.9, 4.7, 4.8, 5.7, 5.8

Connection:

- connect today's work with our ongoing work
- explicitly state my teaching point

Compliment students on discovering the uniqueness of an author's craft and how it impacts them as readers. Remind them that the author's craft is what creates a realistic experience as you read their text. Refer back to the author's craft lesson that compared various mediums in works of art and how in each case, a different experience was created. Refer to the "Author's Craft" anchor chart to remind them that it is the genre, the topic, and the techniques used by the author that create the overall experience while reading.

Readers, we have discovered that authors, just like artists, use various techniques to create a particular experience for the reader. This was called the author's craft.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

The teacher will choose a familiar literary nonfiction text and quickly recap the events of the text. While recapping, the teacher will plot all of the specific factual story elements onto a plot diagram. After plotting the elements, the teacher will pay close attention to the setting of the story. Highlight the point in the text where the setting is introduced and think aloud about the facts that were chosen by the author that emphasized where

the story takes place. The teacher will then add key facts from the text evidence onto the diagram next to setting. Explain that the author crafted the setting this way for the reader to experience when and where the story actually takes place.

These facts and details help me to feel like I am a part of the text experiencing the setting. The factual details describe the setting in a way that make me feel like I am there. (Highlight the use of sensory words).

The teacher will then quickly locate the conflict of the story, plot the factual text evidence, and link it back to the concept that the words and details used by the author helped to continue the experience of the story.

When the author introduces the conflict, I feel like I am involved, just the people involved would feel. These words make me understand the person's problem like it has become my problem to solve. Because I am wanting to solve the problem, I am personally involved in the story.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

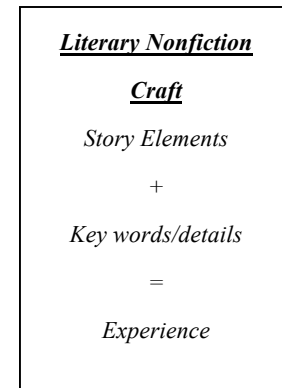
Turn to the resolution in the story and highlight the factual details that introduce the resolution. Invite students to turn and discuss how those words impacted them as a reader.

Readers, please turn to a partner and discuss how the way the author crafted the resolution helped you feel like the problem had been solved. What did the author specifically do that helped you experience the end of the story?

Link:

- restate the teaching point
- explain how the learning can be used in the future

Remind students that noticing the factual elements in a literary nonfiction text and the way they're crafted through the author's words help the reader to experience the story as if they were actually involved. The teacher will guide the students through this thinking with an anchor chart.



Possible Conference Questions:

- What facts/details are you noticing that the author used? How do the specific facts help create an experience for you?
- How does the way the author crafts the (setting, conflict, resolution) help you to experience the story?
- In what way does the author's craft help you to understand the events of the story?

Materials:

- 2 short familiar literary nonfiction sections or passages

Purpose: Thoughtful readers determine most important details and ideas in a text to create an effective summary in literary nonfiction.

TEKS: Figure 19 E

Connection:

- connect today's work with our ongoing work
- explicitly state my teaching point

We have been studying literary non-fiction, specifically biographies, which are the stories about a person's life. Biographies almost always read like a story. Starting with when a person was born, what struggles they may experience, if any, what they are famous for, and then their death, if that has happened. Today we are going to look more at how we can summarize literary non-fiction.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

When thinking of summary, you should always think "what is this article/story all about or what is the most important thing that I should know?" This is often called finding the Gist of the story. Gist is an important strategy to use for finding summary. Gist means Generating Interactions between Schemata and Text. In other words, taking what we know and determining what is most important in what we read and putting it together to form a solid summary. Really, Gist can stand for many things but in today's lesson we are using Gist to think about the *who, what, when, why, where, and how*. We do this by looking at key words from the passage that stand out. We will also use a T-chart to help us with this strategy but even a sticky could work. Today we will be using this strategy when our passage does not have sub-titles or sub-headings. After you fill in your T-chart you will then write a Gist statement using your findings. Watch as I demonstrate: *Display an enlarged copy of*

the familiar text and read aloud. Model your process for students by thinking aloud as you gather important information, focusing on why the person is famous or why we would be reading about the person. The summary should be tied to those key words / phrases. After you finish modeling, recap for the students the process you just modeled. Point out that an effective summary includes who, what, when, why, where, and how in a literary nonfiction text. You are also free to use any other strategy that you think would benefit them. (See Appendix for more guidance if necessary.)

Summary of Literary Nonfiction

Summary: Telling what the text is all about in ways that maintain meaning and logical order within a text and across text.

Strategy the Gist:

- Using a T-chart while you read find out the who, what, when, where, why, and how as you read by looking for key words or phrases that stand out
- Be thinking about the most important things you need to know about the person you are reading
- List the important details and cross out the things that are not related to why the person or event is famous.

Who
What
When
Where
Why
How

Write Gist statement:

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Display an enlarged copy of another literary nonfiction passage or a section of a passage. Read the text aloud and ask the students to fill in a T-chart with their shoulder partner to identify what the most important

things they need to know about this passage by using the who, what, when, where, why, and how to get the Gist of the selection. After a few minutes, ask them to share their ideas as you write them on the anchor chart. Have the students then turn and with their partners help form a Gist statement, which should be a summary of what was read. Listen in and coach partners when needed. Use questions to help struggling students and compliment good thinking. After a few minutes, write a summary on the chart paper under the details. Be sure to include strong ideas from the students.

Link:

- restate the teaching point
 - explain how the learning can be used in the future
- Creating a summary can be difficult but you have to think about what's important. Authors always include interesting facts that might not be important to the summary. They are included to keep you reading and interested. Being able to summarize comes with being a good reader. As you read, make note of any important details. Near the end of independent reading, use your notes to create an effective summary or gist statement of what you read today.

Mid-workshop Teaching Point:

Stop and check on student's T-charts and offer a table conference or compliment based on what you read.

Share:

Students share their Gist statements or T-chart if they are not finished.

Possible Conference Questions:

- Who is your story about and what are they famous for?
- When and where did this occur?
- Why are they known and how has this affected their life?
- What is the author wanting you to know about them?

Materials:

- 2 literary nonfiction passages with embedded photographs
- Dry erase markers / whiteboards
- OR Students' Reader's Notebooks

Purpose: *Thoughtful readers use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.*

TEKS: 3.16(B), 4.14, 5.14(C)

Connection:

- connect today's work with our ongoing work
- explicitly state my teaching point

Remind students of previous learning and connect it to what you are teaching today. For example, you may say, *"We have been looking closely at literary nonfiction, determining important details and growing ideas about the people we are reading about. Many times, authors embed, or include, photographs along with text in literary nonfiction. Today, we will explore the graphics authors include to determine their impact on the reader."*

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display an enlarged copy of text with embedded graphics. Model for students as you read over the text and look closely at the graphics. Think aloud about the graphics and their impact on you as a reader. Be sure to think about why the author included particular graphics.

When finished, turn to the students and recap what you just modeled. You may add something similar to the text below.

The media or the news, or Facebook, or what we watch on television all play a part in shaping how we think and even how we feel. They put great thought into what pictures or graphics are chosen. The same is true for authors. The graphics they

choose to include are purposeful and designed to have an impact on the reader. Thoughtful readers pay attention to the way an author chooses to present information to deepen their understanding of the author's message. Bottom line – you need to determine why a picture was included. The first strategy is simple. You look at the picture, read the caption, and think "What is this picture about?" and/or "Why would they include it in the text?" Also, if there are several pictures, you are probably going to have to ask yourself "What do the following pictures have in common?" and "What is the big idea in all of the pictures?" It all starts with going back to the story and looking at the graphics.

You may create a chart similar to the one below.

Media Literacy
Media Literacy – how words, images, graphics, and sounds work together in various forms to impact meaning.
Strategies: <ul style="list-style-type: none"> • Locate the picture or graphic – Read the caption, the title, and any other part. • Ask yourself "What is happening in the picture?" If more than one, ask "What do they have in common?" and "How are they alike?" • Ask, "What is the big idea in all of the pictures?"

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Display another literary nonfiction passage with embedded graphics. Say, *"Now it's your turn to practice. Working with your shoulder partner, look at these pictures and think through why they were included in the selection."* Listen as they discuss. Ask key questions to help struggling students and compliment excellent thinking or effort. After a few minutes, share some ideas that were presented and even when comprehension may have broken down but what the group did to keep trying to

figure it out.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Link the lesson to what thoughtful readers do when they read literary nonfiction. *Media Literacy is here to stay. It is important to figure out how it affects our thoughts and feelings, especially in a world with more and more technology. As you read, remember to pay attention to the graphics an author chooses to include and think "What is in this picture?" or "What is this picture about?"*

Possible Conference Questions:

- What do the pictures have in common or how are they alike?
- What is the title, caption, or other text saying in the graphic?
- What is in the picture?
- What is the picture saying?
- Is the person doing anything, or what is their expression?
- How does this picture make you feel?
- What do you notice in the picture? Does anything stand out?

Materials:

- Sample multiple-choice or short answer questions focused on main idea
- Chart paper
- Guided (or Independent) Practice

Purpose: *Thoughtful readers interpret the unique language of formal assessments and use the knowledge of the language to respond to multiple-choice and short-answer questions.*

TEKS: 3.9, 4.7, 5.7

Connection:

- connect today’s work with our ongoing work
- explicitly state my teaching point

Compliment students for engaging in deep thinking while studying literary nonfiction. Inform students that they will be assessed on their understanding of main idea by completing an independent practice activity. Explain that tests are sometimes written in language that is different from the way that we speak to one another. Tell students that this language is a special language that takes some getting used to. Inform them that in today’s lesson you will demonstrate how thoughtful readers and test takers think about the language of tests to answer questions.

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Inform students that today they will learn that good test takers must first recognize what the question is asking. Display two questions – one representing an example of an inference question and one representing a non-example. Think aloud by differentiating between the two questions, pointing to key words and clues that help you recognize

when a question is asking about things that require inferring.

When finished, recap your thinking to ensure students understand what you did. Remind them that readers make an inference in a selection or a paragraph(s) by using what they read (text evidence) and adding their schema. Point out that many questions require inferring. For example, questions about author’s craft, media literacy, author’s purpose, main idea/message, and underlying ideas all require making an inference.

Create an *Inference Test Talk* anchor chart by recording the question stems on chart paper.

Inference Test Talk Questions
<ul style="list-style-type: none"> • This story is mostly about... • Paragraphs 13 through 19 are mainly about... • What is the theme/main message of . . . • What can the reader conclude from . . . • The pictures in the selection show . . . • Which sentence best supports the idea . . . • Which sentence shows that ___ tried to . . .

Students, I need to share some helpful information with you. This information will help you as test-takers. Thoughtful readers and test takers have smart ways of thinking about questions that require inferring.

Display a multiple-choice-formatted question that requires the reader to infer. Look at the question stem and think aloud about the way in which the test writer is asking about a particular paragraph, series of paragraphs, or passage. Circle key words and clues and discuss how these items help you know what the test writers want you to think about. Model how you might write the name of the strategy being tested to help you remember what to do. Look over the answer choices and discuss the language of each of answer choices. Demonstrate using the following test-taking strategies to answer the question:

- Identifying and following directions
- Navigating test structure (paragraph numbers)
- Activating schema
- Reading actively & rereading
- Using the author's clues to recognize important information
- Eliminating nonsense answer choices

As you demonstrate the test-taking strategies invite students to participate in thinking about and eliminating answer choices.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to look at additional examples of test-like questions – examples and non-examples. Have students turn and talk with their partners about which questions ask about main idea. Students should identify and articulate key words within the question to justify their thinking.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Remind students that thoughtful readers and test-takers think about the language of test questions. Distribute copies of the independent practice. Allow students to work independently to answer the questions.

Possible Conference Questions:

- How is it going?
- What is the question asking? How do you know?
- What strategy will you use for answering?

Materials:

- Enlarged copy of Literary Nonfiction Summary Guided Practice 1 and 2
- Previously assessed Literary Nonfiction Summary

Purpose: *Thoughtful readers...* summarize information in text, maintaining meaning and logical order.

TEKS: Fig 19 E

Connection:

- *connect today’s work with our ongoing work*
- *explicitly state my teaching point*

We have been studying literary non-fiction, specifically biographies, which are the stories about a person’s life. Biographies almost always read like a story. Starting with when a person was born, what struggles they may experience, if any, what they are famous for, and then their death, if that has happened. Today we are going to look more at how we summarize literary nonfiction on an assessment and apply the needed strategies to help you be more successful.

Teach:

- *restate my teaching point*
 - *tell a personal or class story linked to teaching point*
 - *think aloud & point out things for students to notice*
- When thinking of summary, you should always think “what is it all about and what is the most important thing the author wants me to know?” I can also use the Gist by finding the who, what, when, where, why and how. This also works with an assessment even if the selection has sub-titles and sub-headings. When reading literary nonfiction you have to think about why the person is famous and how they got there – the important stuff. Let’s look at this a little closer. Here are some common question stems. (Point out the stems on a chart similar to the one below. Discuss the difference between Section and Selection.) Now let’s take a closer look at I read about Roald Dahl. Listen as I think aloud through the answer choices.

Display an enlarged copy of *Literary Nonfiction Summary Guided Practice 1* and read aloud the short article on Roald Dahl. Model your process for students by thinking aloud as you gather important information, focusing on why he is famous and why you are reading about him. The summary should be tied to those key elements. After you finish modeling, recap for the students the process you just modeled. You are also free to use any other strategy that you think would benefit them.

Test Talk Summary – Literary NF

Summary – telling what the article is all about in ways that maintain meaning and logical order within a text and across text.

Question Stems:

- What is the best summary of the _____?
- What is the best summary of the section “title of section”
- Which sentence best summarizes the section “title of section?”

Strategies to try:

- Reread your notes on your passage and what you highlighted
- Define the who, what, when, where, why, and how
- Form a Gist Statement -
- Reread the subheading and subtitles
- Go through each answer choice and cross out the things that are not related to why the person or event is famous.
- Reread the title of the article with your answer choice.

Active Engagement:

- *involve students by asking them to turn and talk*
 - *listen, observe, and coach active involvement*
 - *share an example of what you heard or observed*
- Give each student a copy of *Literary Nonfiction Summary Guided Practice 2* and display an enlarged copy of the same. Read the passage aloud and ask the students to identify what are the most important things they need to know about this passage. List them on the

board. Have the students then read through the summary answer choices, thinking about the list of important ideas pulled out of the passage. (who, what, when, where, why, and how) Have the students then construct a gist statement orally or on their passage. Ask students to identify the correct answer choice, either with a partner or independently. Use questions to help struggling students and compliment good thinking. Guide them to identify the correct answer.

Link:

- *restate the teaching point*
 - *explain how the learning can be used in the future*
- Finding the summary can be difficult but you have to think about what’s important. Authors always include interesting facts that might not be important to the summary. They are included to keep you reading and interested. Being able to summarize comes with being a good reader. As you go back to your tables, continue to ask yourselves questions, find the who, what, when, where, why and how. Write a Gist Statement, compare it with the answer choices and cross out extra information in the summary answer choices. (Have them use a checkpoint or DPM – Redo their summary questions using their strategy)

Share:

Using the strategy, did it help you find the summary? Discuss how they used it. Then have them discuss the correct answer and why it was correct.

Possible Conference Questions:

- What is the article all about?
- Why is the person famous and how has it affected his/her life?
- When and where did the article take place?
- What does the author want us to know about this person?

Materials:

- Literary Nonfiction Media Literacy Guided Practice 1 & 2
- Test Talk: Media Literacy chart
- Dry erase markers / whiteboards
- OR Students' Reader's Notebooks

Purpose: Thoughtful readers use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

TEKS: 3.16(B), 4.14, 5.14(C)

Connection:

- connect today's work with our ongoing work
- explicitly state my teaching point

Remind students of previous learning and connect it to what you are teaching today. For example, you may say, "We have been examining why authors embed, or include, photographs along with text in Literary Nonfiction. We have discovered that it is to help us better connect with the person we are reading about. Today we will be looking at how this particular skill, media literacy, would be assessed on a checkpoint or even the STAAR test."

Teach:

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Teach students the process for successfully answering a multiple-choice question about media literacy on a test. You may say something similar to the text below.

The media or the news, or Facebook, or what we watch on television all play a part in shaping how we think and even how we feel. They put great thought into what pictures or graphics are chosen. The same is true for authors. We have studied this closely. On a test, we are trying to determine if you know why a particular picture or graphic was used with that selection. These question stems sound similar to the ones found on this chart. [Display Test Talk: Media Literacy chart and read the question stems aloud.] These are some of the question stems but not all the different ways the question can be asked. Bottom

line – we want to know if you know why a picture was included. The first strategy is simple if the question mentions a specific paragraph. You simply locate the paragraph, read it, look at the picture, read the caption, and think "What is this picture about?" and/or "Why would they include it in the article?" Always look at your question. It will send you in the right direction. Also, if the question says "PICTURE," you know you are only looking for 1 picture, but, if it says "PICTURES," you should locate all related pictures. You are probably going to have to ask yourself "What do the following pictures have in common?" and "What is the big idea in all of the pictures?" It all starts with going back to the story and looking at the picture. Watch and listen as I think through a media literacy question and model this process.

Display an enlarged copy of *Literary Nonfiction Media Literacy Guided Practice 1*. Think aloud as you look at the pictures and model how you identify the right answer.

Active Engagement:

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Display *Literary Nonfiction Media Literacy Guided Practice 2*. Say, "Now it's your turn to practice. Working with your shoulder partner, look at these pictures and think through why they were included in the selection." Listen as they discuss. Ask key questions to help struggling students and compliment excellent thinking or effort. After a few minutes, share some ideas that were presented and even when comprehension may have broken down but what the group did to keep trying to figure it out.

Link:

- restate the teaching point
- explain how the learning can be used in the future

Link the lesson to what thoughtful readers do when they read nonfiction. *Media Literacy is here to stay. It is important to figure out how it affects our thoughts and feelings, especially in a world with more and more technology. Pictures and graphics surround us on a daily, maybe even hourly, basis. Graphics are used for a reason. As you go back*

to your tables and continue to explore how media literacy is assessed, remember to read the question to determine what you are looking for, locate the paragraph and the picture, read the caption, and think "What is in this picture?" or "What is this picture about?"

Possible Conference Questions:

- What do the pictures have in common or how are they alike?
- What is the title, caption, or other text saying in the graphic?
- What is in the picture?
- What is the picture saying?
- Is the person doing anything, or what is their expression?
- How does this picture make you feel?
- What do you notice in the picture? Does anything stand out?
- Is the question asking for a picture or pictures?

Test Talk: Media Literacy
Media Literacy – how words, images, graphics, and sounds work together in various forms to impact meaning.
<p>Question stems:</p> <ul style="list-style-type: none"> • The pictures in the selection show (<i>topic of selection</i>)- • The picture next to paragraph # is included in the article to – • The photographs are included to support which idea? (<i>this one is for 5th grade</i>)
<p>Strategies:</p> <ul style="list-style-type: none"> • Read the question and determine what it is asking you – Picture or Pictures? • Locate the paragraph - Read it!! • Locate the picture or graphic – Read the caption, the title, and any other part. • Ask yourself "What is happening in the picture?" If more than one, ask "What do they have in common?" and "How are they alike?" • Make sure your answer goes with what the article is about. ("Does my answer make sense?")