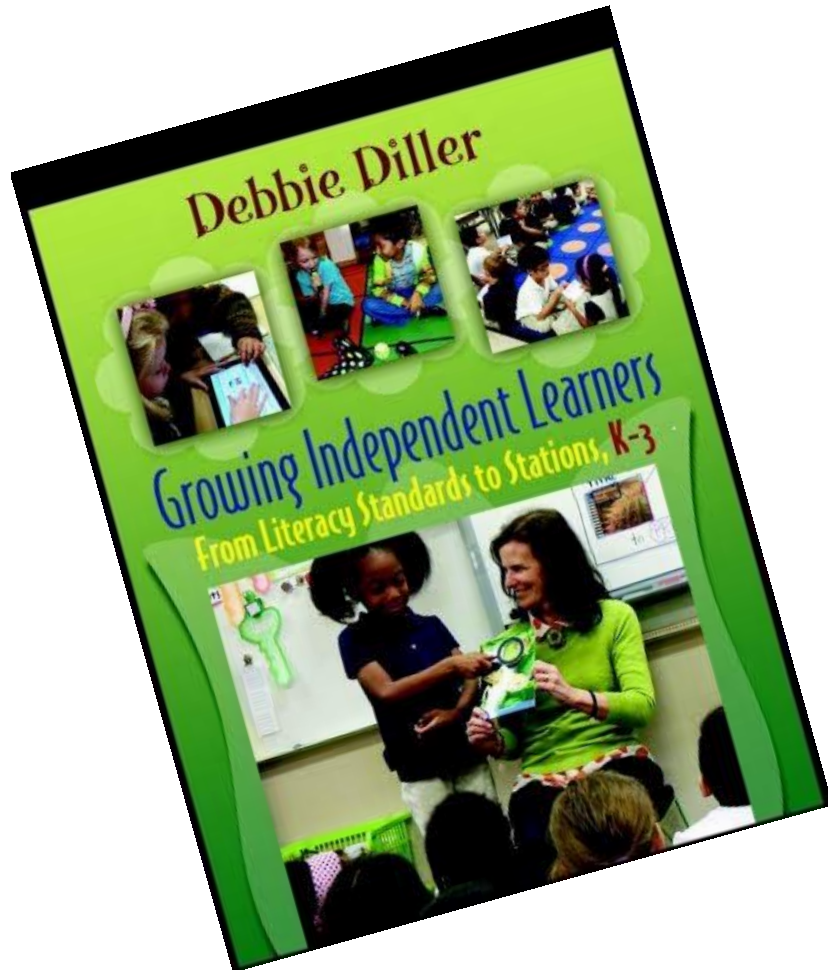


Weaving Nonfiction into Literacy Work Stations

presented by Debbie Diller

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Check out my new “*Growing Independent Learners Online Workshop*” available at www.stenhouse.com!

Sample page from
Growing Independent
Learners by Debbie Diller,
2016- p. 99

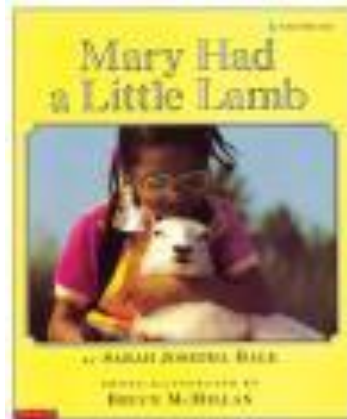
Literacy Work Stations for Reading: Informational Text

Standards Covered in This Chapter	Lessons Described in This Chapter
Using Text Features to Locate Information	First Things First with Text Features to Find Information Info from the Illustrations
Identifying Main Topic/Main Idea and Key Details: Informational Text	Mapping the Main Idea and Key Details
Asking and Answering Questions: Informational Text	Question-and-Answer Sticks What's That Word Mean?
Comparing and Contrasting: Informational Texts on the Same Topic	Double Bubble Comparison

Young children are inherently interested in the world around them. They love exploring things such as puddles and bubbles and snails. Maps and globes are fascinating to primary students and open the possibilities of discovering new places. Little kids have questions about everything! "What's that? How's that work? Why?" Reading aloud informational text to chil-

Begin by including lots of informational text in whole-group mini-lessons through read-aloud and shared reading to model what this kind of text sounds and looks like, and how to navigate its features and structures. Place informational texts in your classroom library in the "nonfiction" section, just like they'd be found in the school or public library. Dr. Nell Duke

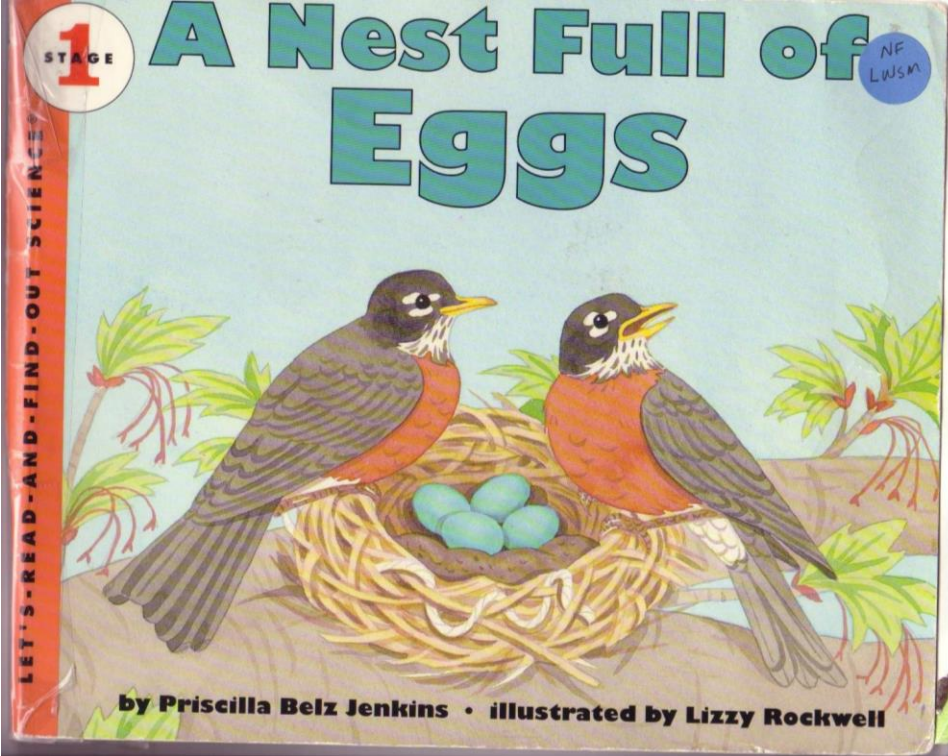
It all began with Cermase...



It continued with a spider...



Our best learning happened outdoors...in
the world they were interested in



Why nonfiction???

- In 1st grade only 3.6 minutes/day were spent with informational text (Duke, 2000)
- Informational text made up less than 10% of classroom libraries and less than 3% of materials displayed on walls & other surfaces.

Informational text includes: (Duke, 2014)

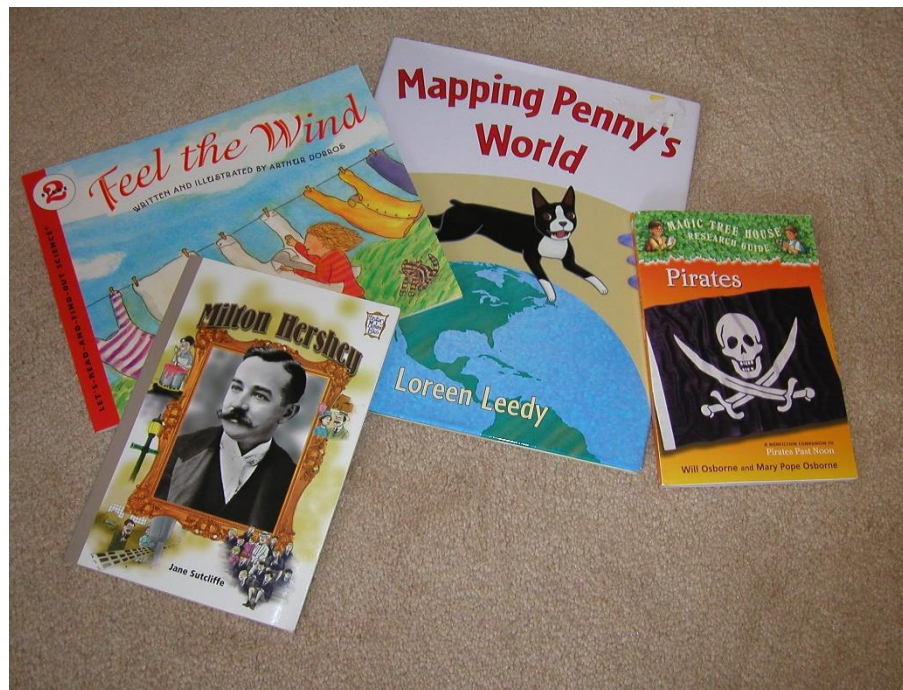
- informative/explanatory—books and articles that convey information about the natural or social world; usually organized by topic; could include textbooks and field guides, too
- persuasive—texts that influence a reader's ideas or behaviors; examples include brochures, advertisements, editorials
- nonfiction narrative—tell stories of real events and include research in a story-like format; examples include historical fiction and fact-based stories biography—tell about the lives of real people and often include special text features such as time lines and important dates; often arranged chronologically; examples include memoir and autobiography
- procedural—texts that tell how to do something and include materials or ingredients lists in step by-step sequence; examples include how-to guides and recipes

from *Growing Independent Learners* by Debbie Diller, p. 100.

Look for informational text that:

- delights and interests your students
- connects to science/social studies content
- contains text features & structures you're teaching
- include a wide variety (history/social studies, science, and technical texts)
- move beyond animals and include topics, such as simple machines, rocks, magnets, history, communities, nutrition, ecology, design, light, and sound.

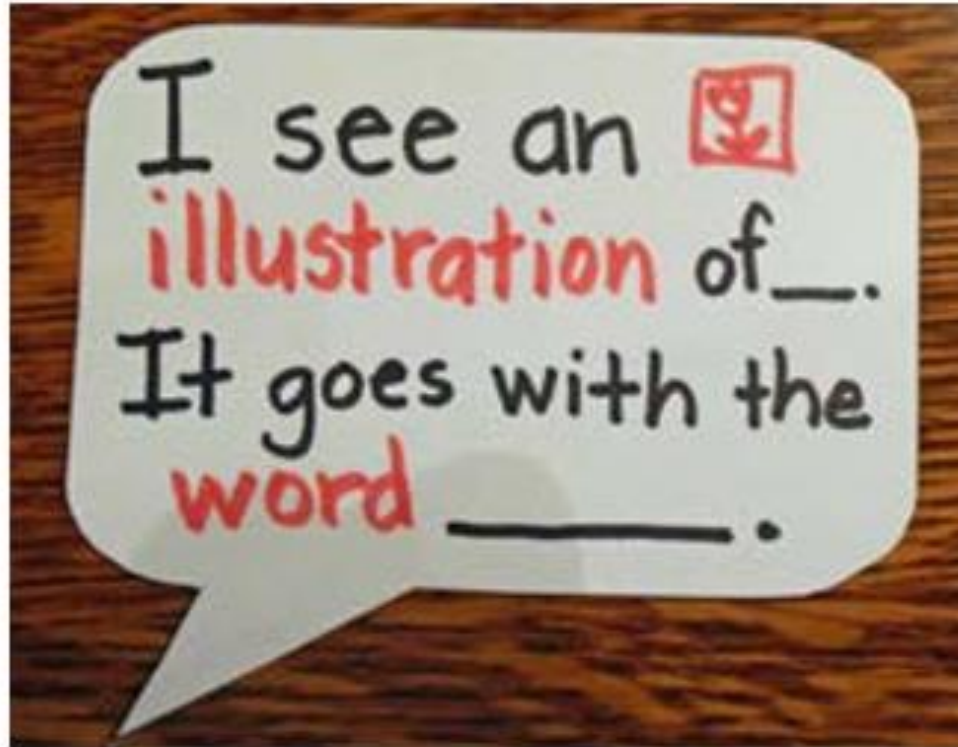
INTERESTING FACT: Yopp and Yopp (2012) found that most informational text read-alouds in primary classrooms were books about animals.



Teach with NF in read aloud & shared reading.



Use academic vocabulary with conversation cards related to NF standards.



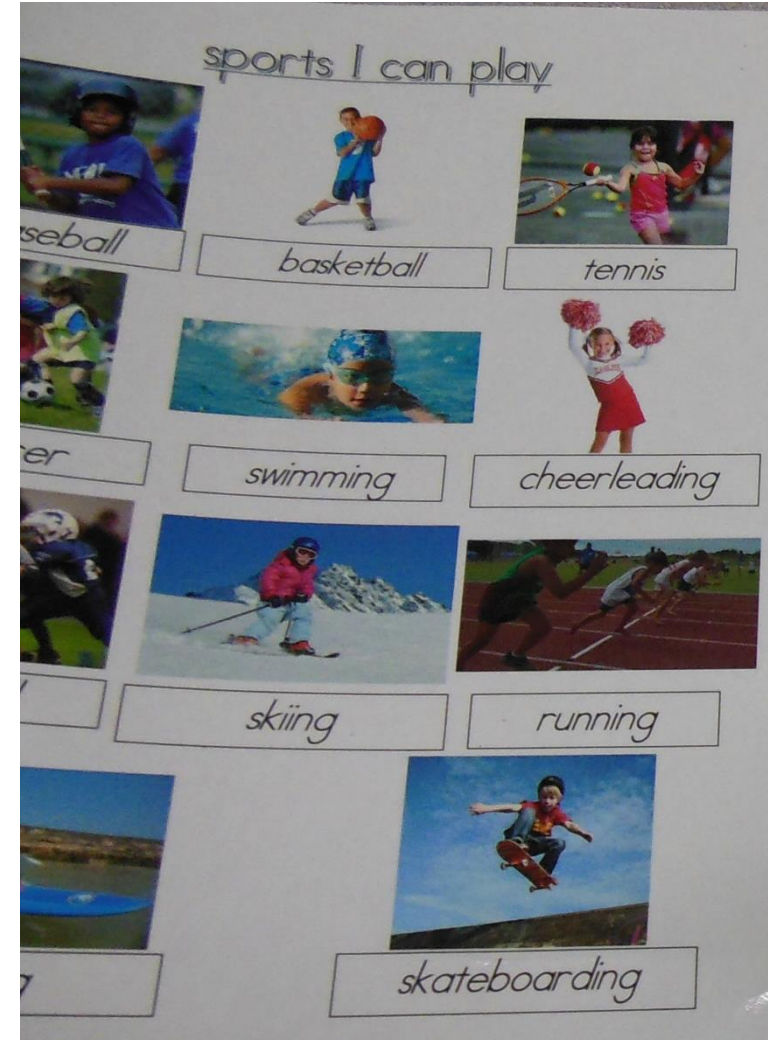
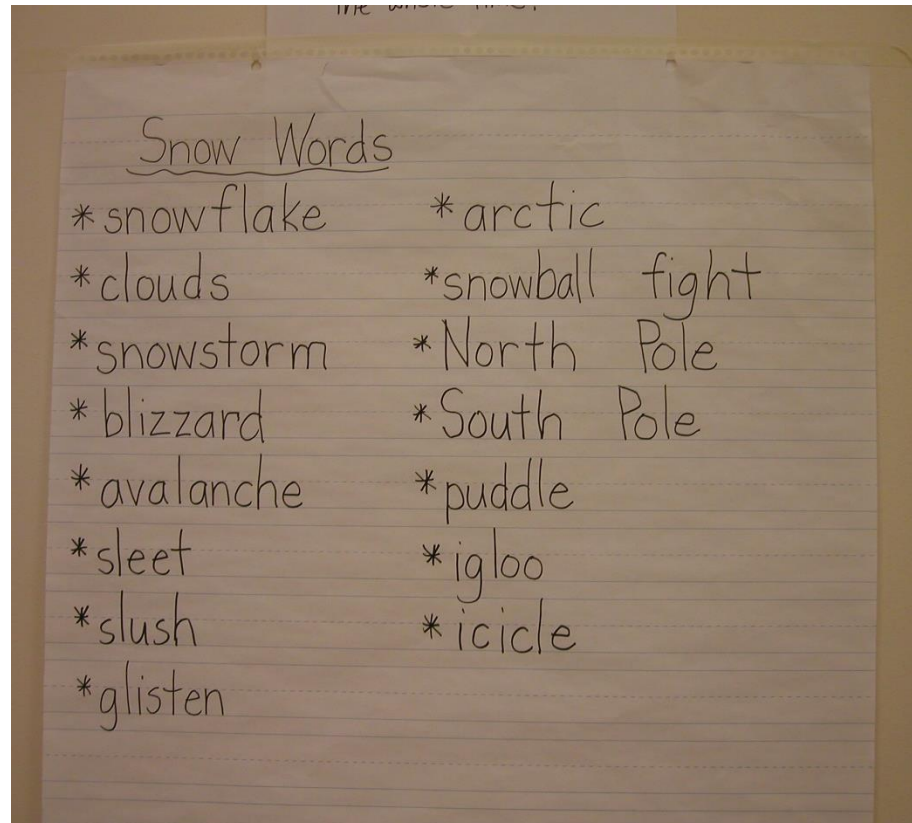
A conversation card is made with students to help them use academic vocabulary when thinking about how to use information from illustrations. The teacher refers to it over and over throughout lessons on this standard and helps children use this language as they respond.



Students take turns using a black tagboard die-cut magnifying glass to focus on the illustrations. They use the sentence frame from the conversation card to tell what they learned. Give support as needed to help kids use this academic vocabulary.

Sample page from *Growing Independent Learners* by Debbie Diller, 2016- p. 108.

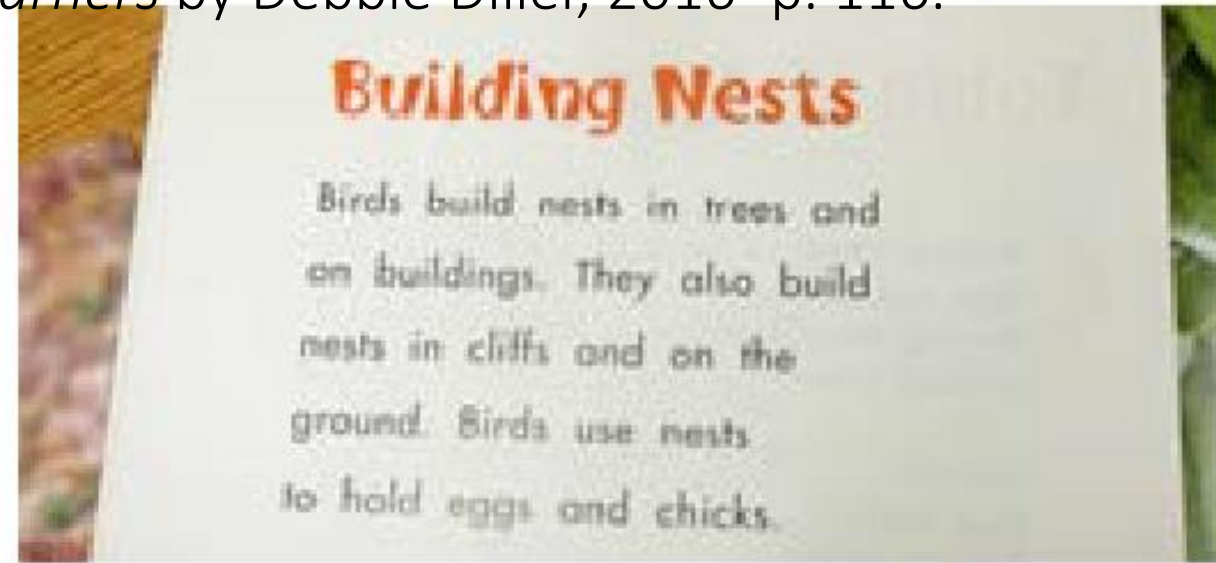
Do modeled & shared writing using nonfiction regularly.



Writing Connection: Young children love to make books! Teach them how to compose informational texts, using books you've read aloud as models. Help them write titles and headings (in bold print) that tell the main topic and main ideas. Show them how to plan key details before writing and include them through words, illustrations, and text features, such as simple diagrams or captions.

Evaluation: After ample instruction and practice, give students a short informational text to read, and have them use a preprinted tree map graphic organizer to write the main topic/main idea and key details.

Sample page from *Growing Independent Learners* by Debbie Diller, 2016- p. 116.



This series from Pebble Plus was excellent for modeling for first graders how to think about topic, main idea, and key details. There was just enough information to read without it becoming overwhelming to young readers (and many students could later read it on their own, because it was familiar text). Headings in bold, colored fonts drew student attention to this text feature, which stated main ideas clearly. From there, we just had to think about the most important details.



Share your reading
life with your kids.
Include nonfiction!

Teach kids *how to* read nonfiction.

Teach kids about
features of NF text.

Look for a balance of F & NF reading
AND writing
at your literacy work stations.

Start with your classroom library



- Sort books with the kids
- Find out what you have
- Look at state standards for science & social studies
- Do you have books kids can read related to those topics?
- Add colored labels for F & NF with pictures

Listening Work Stations

You might have
two... one for fiction
and another for
nonfiction.

Add graphic organizers for response.

Nonfiction Book

Title _____

Topic _____

3 Facts I Learned:	
1.	
2.	
3.	

Conventions Used:	
<input type="checkbox"/> headings <input type="checkbox"/> bold words <input type="checkbox"/> captions	<input type="checkbox"/> photos <input type="checkbox"/> labels <input type="checkbox"/> _____

New Words & Meanings:	
1.	
2.	
3.	

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Practice with Text

Listening Map—Nonfiction

Name _____ Date _____

Title _____

Author _____ Genre _____

Listening Map—Informational Text

Title _____

Preview the text. What do you want to find out? _____

Important Ideas

Words to Remember

Summary:

Buddy Reading

You might have
two... one for fiction
and another for
nonfiction.

NF Buddy Reading



Chapter 6

Kids can read informational texts together at the buddy-reading station. They use the punctuation sticks to ask and answer questions before, during, and after reading an informational text. They use the question-words anchor chart to help them use question words. Over time they might record a few of their questions and answers, as well as new words, in the community journal here.

Sample page from *Growing Independent Learners* by Debbie Diller, 2016- p. 130.

NF Writing Work Station- include letters,
writing information about a topic, research...

I Wonder Station

Sample page from *Growing Independent Learners* by Debbie Diller, 2016- p. 131.



Students read informational text at an “I wonder” station and write questions on yellow sticky notes. They help one another find answers and post them on blue sticky notes. This is a great way to extend learning about science and social studies topics. Questions will change along with the topics studied. Provide informational books at this station to help students answer questions.

Computer Work Station

Science Work Station

Social Studies Station

Poetry Work Station

**Keep it
real!**