

READING: NONFICTION

CONNECTION OF IDEAS

described by Donalyn Miller

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

The Indiana standards emphasize the importance of nonfiction reading skills with the expected learning outcome that all students develop reading proficiency on a continuum of growing skill and independence. As readers develop, they are expected to navigate increasingly complex text, apply several comprehension strategies in tandem, and read independently for longer periods. While reading nonfiction texts, readers should be able to understand and connect information and use nonfiction text structures and features to locate and comprehend information. Critical literacy demands that young readers develop the ability to identify and evaluate information for accuracy, credibility, and bias, as well as compare and evaluate information from multiple sources, including online and print text. Proficient nonfiction readers understand the relationships between facts and supporting information, and recognize the differences between facts and opinions in a text. In Grades K-2, readers are expected to notice how an author provides information about a topic and why it's important to do so. In Grades 3-5, readers must also distinguish between facts and opinions in a text and identify an author's specific claims and supporting information.

GRADE 2

Describe how an author uses facts to support specific points in a text.

Unpacking the Standard

Prior to second grade, students are expected to identify reasons that an author uses to support points in a text. The second-grade standard extends this knowledge by focusing on factual information and the supporting reasons authors include.

Considerations for Lessons and Assessment

In this video Donalyn shows teachers how to use factual statements from nonfiction books about animals to guide students' understanding of how authors use facts to support points in the text. Through brainstorming, inquiry, and writing, students can practice and extend their learning by generating statements about animals (or other topics) and researching facts to support them. This independent practice provides opportunities for summative assessment.

GRADE 3

Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

Unpacking the Standard

Prior to third grade, students are expected to identify reasons that an author uses to support facts in a text. The third-grade standard extends this knowledge by expecting students to tell the difference between facts and opinions in a text, as well as the reasons and facts authors include to support their ideas.

Considerations for Lessons and Assessment

In this video Donalyn shows teachers how to use nonfiction books about animals to illustrate the differences between facts and opinions in a text, and guide students' understanding of how authors use facts and reasons to support key points. Through brainstorming, inquiry, and writing, students can practice and extend their learning by generating statements about animals (or other topics) and researching facts to support them. This independent practice provides additional instruction and assessment opportunities.

GRADE 4

Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

Unpacking the Standard

Prior to fourth grade, students are expected to notice how reasons (opinions) and evidence (facts) help an author make points about a topic in the text. The fourth-grade standard extends this knowledge by introducing new terminology (statement, position, claim) and expecting students to associate a specific claim (statement/position) in a text with the reasons (opinions) and evidence (facts) the author uses to support this claim.

Considerations for Lessons and Assessment

In this video Donalyn shows teachers how to use nonfiction books about nature and animals to illustrate how authors make claims in a text, and use reasons and facts to support their claims and statements. Through brainstorming, inquiry and writing, students can practice and extend their learning by generating claims about nature, animals (or other topics) and researching facts to support their claims and statements. This independent practice provides additional instruction and assessment opportunities.

GRADE 5

Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

Unpacking the Standard

Prior to fifth grade, students are expected to identify a claim and the associated facts (evidence) and reasons (opinions) an author uses to support a claim. The fifth grade standard extends this knowledge by expecting students to identify all the claims an author makes in a text, understanding which reasons (opinion) and evidence (facts) support each specific claim.

Considerations for Lessons and Assessment

In this video Donalyn shows teachers how to use nonfiction books about nature and animals to illustrate how authors make claims in a text, and use reasons (opinions) and evidence (facts) to support their claims—focusing on which opinions and facts support which claims. Through brainstorming, inquiry and writing, students can practice and extend their learning by generating claims about nature, animals (or other topics) and researching facts to support their claims and statements. This independent practice provides additional instruction and assessment opportunities.

ADDITIONAL RESOURCES

Cummins, S. (2018). *Nurturing informed thinking: Reading, talking, and writing across content-area sources*. Heinemann.
 Harvey, S. & Daniels, H. (2015). *Comprehension & collaboration: Inquiry circles for curiosity, engagement, and understanding*. Heinemann.
 PBS Learning Media. (n.d.) *The buzz about fact and opinion*. <https://www.pbslearningmedia.org/resource/vtl07.la.rv.text.lpfactop/the-buzz-about-fact-and-opinion/>
 Partnership for Inquiry Learning (n.d.). <http://partnershipforinquirylearning.org>.

Children's literature featured in the videos:

National Center for Families Learning. (n.d.). *Wonderopolis: Where the wonders of learning never cease*. <https://wonderopolis.org/>
 Rex, M. (2020). *Fact vs. opinion vs. robots*. Nancy Paulsen Books.
 Thompson, L. & Paquette, L.T. (2018). *Two truths and a lie: It's alive!* Walden Pond Press.
 Various titles/topics/age ranges. *National Geographic Kids*. National Geographic Society.

This document and accompanying videos may be shared in their original form for educational purposes only. No modifications or reproductions permitted without consent of Partnership for Inquiry Learning and the author.