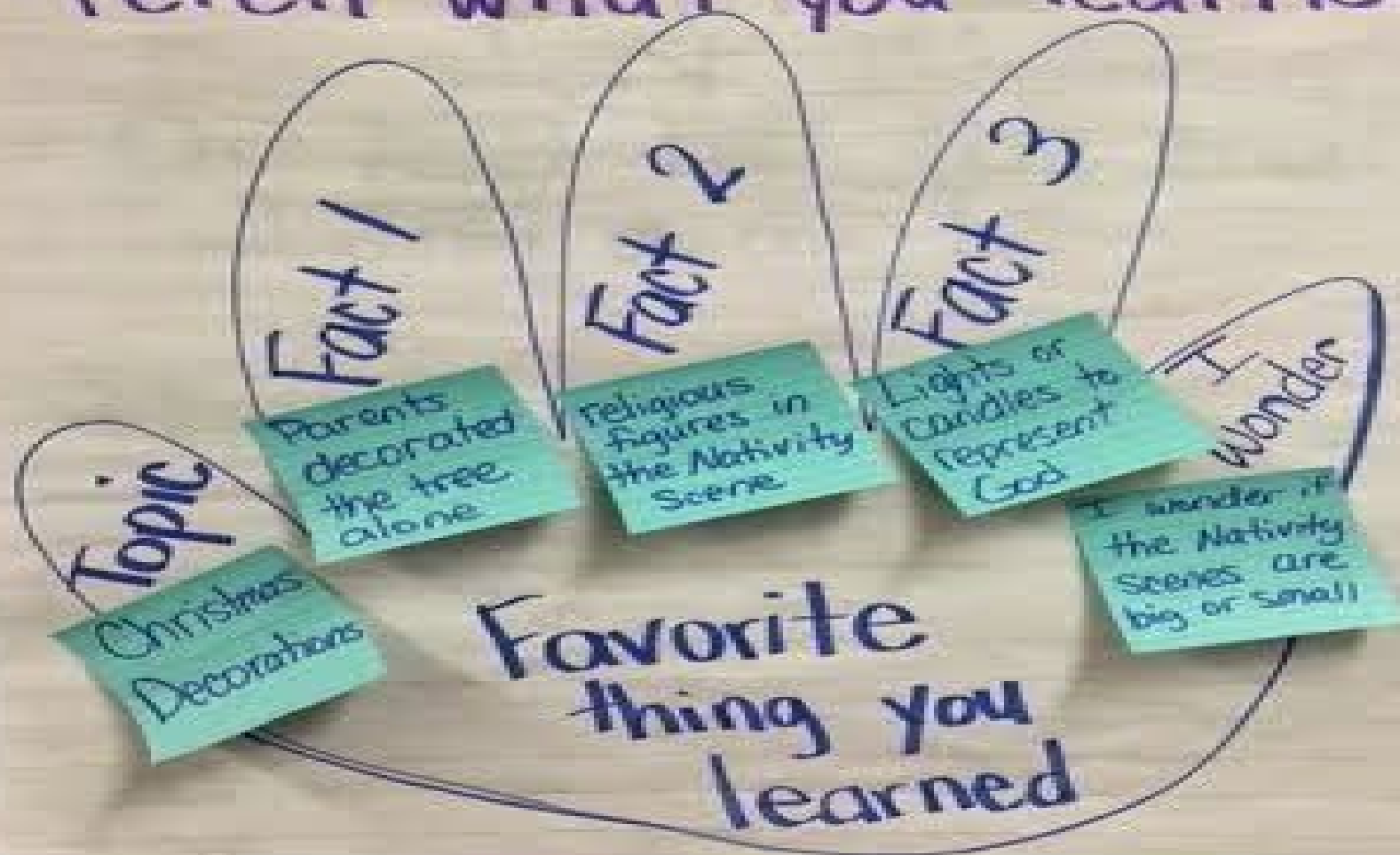


Non-Fiction Five-Finger Rule

- retell what you learned



Nonfiction Retelling Activities

Katie Monnin



Nonfiction Retelling Activities:

Reality Checks Tony Stead, 2006 Presents a guide for teachers on developing reading comprehension in the classroom through a nonfiction reading and writing curriculum **Assessing and Teaching Reading Comprehension and Writing, 3-5** K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company **Non-Fiction for the Literacy Hour** Guy Merchant, Huw Thomas, 2014-04-08 This book offers practical guidance for teachers using the National Literacy Strategy at Key Stages 1 and 2 based on the six categories of non fiction outlined in the Strategy It gives an accessible introduction to the features of each of these text types Many teachers now feel confident in working with fiction and poetry whereas the non fiction objectives have been more challenging The book includes new subject knowledge such as understanding the linguistic features of different text types and the need to find authentic reading material practical classroom examples high quality photocopiable texts and activity sheets and detailed guidance on how to work with the material at text sentence and word level Each chapter consists of a description of the genre a text example a photocopiable double page spread giving an annotated version of the text details of the classroom resources for developing the ideas and activity sheets for each text The book will appeal to all teachers and student teachers working at Key Stages 1 and 2 English and Literacy advisers in LEAs and providers of initial and in service training **How to Teach Non-Fiction Writing at Key Stage 3** Paul Evans, 2013-01-11 How to Teach Non Fiction Writing at Key Stage 3 is a practical manual to help teachers of 11 14 year olds to focus on key aspects of developing their pupil s non fiction writing The book presents a clear teaching sequence that emphasizes the link between reading and writing and can raise pupil s attainment levels in both areas Practical writing workshops focus on the six main types of non fiction as defined in the NLS Framework for Year 7 information recount explanation instruction persuasion and discussion texts Each workshop includes photocopiable sample texts instructions for teachers and tasks for pupils to complete With advice on how to make best use of a writing journal and how to progress in sentence construction how to make sentences more flexible and better adapted to purpose the book is a practical and immediately useful resource for KS3 teachers **Early Years Non-Fiction** Margaret Mallett, 2003-12-16 This lively and informative text examines children s first experience of non fiction during the pre school and foundation years Its careful consideration of different kinds of quality non fiction including books posters charts and computer software will provide a helpful framework from which early years teachers can work Annotated lists notes and suggestions for further reading make this is an ideal source of inspiration and stimulation placing literacy teaching in a fresh modern context This book offers a rich resource of information with illustrated case studies and many examples of children s responses to non fiction providing coverage of pre school and foundation years for children up to six years of age references to research findings on the place of non fiction in early years references to the National Literacy Strategy Early Learning Goals and the National Curriculum for English a substantial glossary of terms relevant to non fiction reading and writing The

author's zest and expertise helps to give this book an infectious enthusiasm that will permeate the classroom providing the nursery and primary school teacher student teacher or classroom assistant with an invaluable guide and resource tool

Guiding Readers Through Non-Fiction Dave Leochko, Tom Rossi, 2007 Written for grades 4-7 teachers and students
Guiding Readers Through Non-Fiction is an easy to use resource. It provides essential background information on the nature of nonfiction and how to use nonfiction in small guided reading groups. The book is filled with many ready to use student handouts, graphic organizers, rubrics, assessment checklists and planning guidelines. In this resource you will find teaching suggestions and strategies to help students engage with various forms of nonfiction, necessary information for implementing guided reading practices in the classroom, effective strategies to incorporate successful small group instruction in the classroom, plans and suggestions for structuring the guided reading lesson.

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett, 2010-07-02 Winner of the United Kingdom Literacy Association's Author Award 2011 for its contribution to extending children's literacy. Praise for the book: This book is about making readers. A compact summary of its contents would not do it justice. It is the account of a life's work and it deserves thanks and readers. Margaret Meek Books for Keeps on line Number 185 November 2010. This book is a cornucopia of varied pleasures offering something for all tastes presented with an awareness of the complexities of the field and communicated with commitment, enthusiasm and deep knowledge. Eve Bearne English 4-11 the primary school journal of The English Association Number 42 Summer 2011. Choosing and Using Fiction and Non-Fiction 3-11 is a guide to the many kinds of text we want children to encounter, use and enjoy during their nursery and primary school years. So children's non-fiction literature including autobiography, biography, information and reference texts is given equal status with fiction, nursery rhymes, picturebooks, novels, traditional tales, playscripts and poetry. The author addresses important issues and allows the voices of teachers, reviewers and children to be heard. The book supports teachers as they help children on their journey to becoming insightful and critical readers of non-fiction and sensitive and reflective readers of fiction. It also contains suggestions for practice which are in the spirit of the more flexible and creative approach to learning towards which primary schools are moving. It includes help on using criteria to select quality texts of all kinds, annotated booklists for each kind of text for different age groups, suggestions for keeping a balance between print and screen-based texts, case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum, advice on developing children's visual and multimodal literacy, guidance on using the school library and embedding study skills in children's wider purposes and learning, critiques of key theoretical perspectives and research projects. Although the main readership will be primary and student teachers, it is hoped that the book will be of interest and use to anyone concerned with the role of texts in children's learning.

Teaching Graphic Novels Katie Monnin, 2010 Harness the power of graphic novels to promote literacy and engage all secondary students with Teaching Graphic Novels by Katie Monnin. Address print text and image literacies from

navigating text features to creating standards based lessons on reading comprehension fiction nonfiction written response critical thinking and media literacy Complete with examples from graphic novels professional resource suggestions strategies that can be used with any graphic novel cross indexes of middle and high school graphic novels and themes reproducibles and extra support for English language learners Teaching Graphic Novels was a finalist for both the 2009 ForeWord Education Book of the Year and the 2010 AEP Distinguished Achievement Award in the 6-8 Curriculum and Instruction category *Assessing and Teaching Reading Composition and Writing, 3-5, Vol. 4* K. Michael Hibbard, Elizabeth Wagner, 2013-09-27 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics and 88 graphic organizers

Literature for Young Adults Joan L. Knickerbocker, 2017-03-15 Young adults are actively looking for anything that connects them with the changes happening in their lives and the books discussed throughout Literature for Young Adults have the potential to make that connection and motivate them to read It explores a great variety of works genres and formats but it places special emphasis on contemporary works whose nontraditional themes protagonists and literary conventions make them well suited to young adult readers It also looks at the ways in which contemporary readers access and share the works they're reading and it shows teachers ways to incorporate nontraditional ways of accessing and sharing books throughout their literature programs In addition to traditional genre chapters Literature for Young Adults includes chapters on literary nonfiction poetry short stories and drama cover art picture books illustrated literature and graphic novels and film It recognizes that while films can be used to complement print literature they are also a literacy format in their own right and one that young adults are particularly familiar and comfortable with The book's discussion of literary language including traditional elements as well as metafictional terms enables readers to share in a literary conversation with their students and others when communicating about books It will help readers teach young adults the language they need to articulate their responses to the books they are reading **Primary Literacy Centers** Susan Nations, Melissa Alonso, 2000 For K-3 teachers Seven easy to maintain centers help you work smarter not harder as you connect standards based reading and writing instruction with student application of skills and strategies Your literacy centers will become focused places of learning keeping you free to teach small groups and minimize student interruption and you control how to fit the centers into your day Primary Literacy Centers Supports the balanced literacy approach Features 36 language arts mini lessons with easy to use center connections Correlates to NCTE IRA National Language Arts Standards Incorporates both fiction and nonfiction text and Gives students time to practice and apply literacy block skills and strategies that you teach and model UL Here's everything you need to know to set up and manage centers in a balanced literacy framework for Reading Word Work Read the Room Listening Research Literature Response Writing and Poetry Make literacy centers a vital part of your classroom

5th Grade Reading Comprehension Jennifer Silate,2003-12-15 *CliffsTestPrep NYSTCE: Multi-Subject Content Specialty Test (CST)* American BookWorks Corporation,2011-11-30 Your guide to a higher score on the NYSTCE Why CliffsTestPrep Guides Go with the name you know and trust Get the information you need fast Written by test prep specialists About the contents Introduction Overview of the test Tips for answering multiple choice questions Part I Subject Review Focused reviews cover all subjects tested including English Language Arts Mathematics Science and Technology Social Studies The Fine Arts Health and Fitness Family and Consumer Science and Career Development Foundations of Reading Constructed Response Assignment Subareas focus on specific skills within the subjects Questions within the review sections emphasize key concepts and skills Part II Two Full Length Practice Tests Practice tests are structured like the actual test Answers and explanations help enhance your understanding and pinpoint areas for further review Test Prep Essentials from the Experts at CliffsNotes More than Notes CliffsAP CliffsComplete CliffsQuickReview CliffsTestPrep CliffsStudySolver An American BookWorks Project Contributors Linda Anderson MFA Jana Dixon EdM Sara Dubow PhD Chandra J Foote PhD Debrah Goldberg PhD John Niman PhD Paula Pierson MFA Josette C Seibles PhD Ken Springer PhD Mark Turner DMA Laraine Wallowitz PhD *Literacy* Sue Palmer,Pie Corbett,2003 Sue Palmer and Pie Corbett are the best known names in Primary Literacy This book distils their vast experience and the experience of five years of the Literacy Strategy Enables the reader to discover how to really teach with what really works **How to Teach Writing Across the Curriculum: Ages 8-14** Sue Palmer,2010-09-13 Now in an updated second edition How to Teach Writing Across the Curriculum Ages 8 14 provides a range of practical suggestions for teaching non fiction writing skills and linking them to children s learning across the curriculum Emphasising creative approaches to teaching children s writing in diverse and innovative ways it provides information on the organisation and language features of the six main non fiction text types recount report instruction explanation persuasion and discussion suggestions for the use of cross curricular learning as a basis for writing planning frameworks for children to promote thinking skills advice on developing children s writing to help with organisational issues paragraphing and layout and the key language features examples of non fiction writing suggestions for talk for learning and talk for writing including links to Speaking Frames also published by Routledge information on the transition from primary to secondary school With new hints and tips for teachers and suggestions for reflective practice as well as a wealth of photocopiable materials How to Teach Writing Across the Curriculum Ages 8 14 will equip teachers with all the skills needed to create enthusiastic non fiction writers in their classroom **Guided Reading Basics** Lori Jamison Rog,Lori Jamison,2003 Provides a model for Guided Reading that can help teachers meet the varied needs of their K 3 students Countdown to Non-Fiction Writing Steve Bowkett,2009-12-04 Countdown to Non Fiction Writing saves valuable planning time and gives you all the flexibility you need in helping pupils to prepare for understand and write non fiction Metacognition in Literacy Learning Susan E. Israel,Cathy Collins Block,Kathryn L. Bauserman,Kathryn Kinnucan-Welsch,2006-06-17 This volume

provides the first comprehensive research based examination of metacognition in literacy learning Bringing together research findings from reading linguistics psychology and education it is logically organized as follows Part I provides the theoretical foundation that supports the teaching of metacognition Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels and Part IV provides new information on integrating metacognition into professional development programs Key features include Chapter Structure Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters Contributor Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents Comprehensiveness Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy based metacognition This volume is appropriate for reading researchers professional development audiences and for upper level undergraduate and graduate level courses in reading and educational psychology Strategies that Work Stephanie Harvey, Anne Goudvis, 2007 Describes strategies teachers can use to promote reading comprehension in students from kindergarten through eighth grade and includes examples of student work illustrations and other reference tools *Young Readers and Their Books* Gervase Phinn, 2013-11-26 First Published in 2000 This book offers teachers a useful and very readable text to help them select stories poetry and non fiction material for the primary classroom with ideas on how to teach them Appropriate selection criteria are discussed and suggestions are given about keeping up with a range of available texts There is a comprehensive guide to the whole range of books appropriate for use in the Literacy Hour Part 2 gives practical approaches tried and tested in primary classrooms which reflect the guidance contained in The National Curriculum Programmes of Study for English and The National Literacy Strategy Gervase Phinn has rare gifts as a teacher speaker storyteller and writer all of which skills comes together in the authoring of this book

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