Name: _____ ID#:_____ Date: _____

Lesson# **10** # How to Read Textbooks & Nonfiction
Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.
Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Statement	Pre-Score Always Sometimes Never				
26	Feel overwhelmed or bored when reading textbooks?	1	2	3	4	5
27	Need a long time to read nonfiction, particularly textbooks?	1	2	3	4	5
28	Find it difficult to understand or remember content from textbooks and nonfiction?	1	2	3	4	5

Investigation

Directions: Follow the prompts in the course to fill in the boxes, below.

Ⓐ

Ⓑ

Ⓒ

Name: _____ ID#: _____ Date: _____

Lesson# **10** How to Read Textbooks & Nonfiction
Layer 2: Connect New Information

K ey terms
The following terms and concepts are introduced in this lesson:

- **nonfiction**: Texts based on facts.

- **readability level**: The age/grade-level at which text can be read and understood by a typical reader.

- **technical terms**: Specialized vocabulary from specific fields.

- **prior knowledge**: Existing knowledge before learning new information.

- **visual networking**: Pre-reading strategy using visuals to understand text.

- **captions**: Text that explains visuals.

- **summary questions**: Questions intended to help readers review text.

- **headings and subheadings**: Titles organizing text into smaller topics.

- **"ask questions" strategy**: Method to focus reading by formulating questions out of headings/subheadings.

- **text elements**: Features in a text like titles and italics used to guide reading.

- **online texts**: Digital versions of texts.

- **non-illustrated nonfiction:** Texts without accompanying visuals.

S ections
This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

	A. What is it REALLY like to read a textbook?
	B. Why "ask questions" to improve reading comprehension and speed?
	C. Step 1: (BEFORE reading) Read the visuals.
	D. Step 2: (BEFORE reading) Read the summary questions.
	E. Step 3: As you read, change headings and subheadings into questions; read to find answers.
	F. How to read "other" nonfiction: online text, non-illustrated nonfiction, etc.
	G. Optimal time-limits for each strategy

Lesson# **10**

How to Read Textbooks & Nonfiction
Layer 3: Confirm Understanding
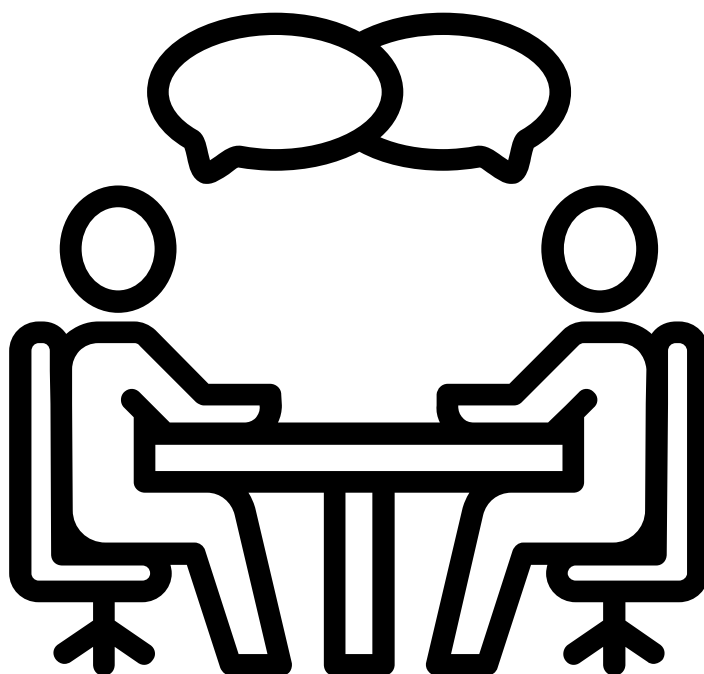
Apply + Practice | Option A

This activity is almost identical to this lesson's Turn & Talk prompts, but with a specialized rubric. It is posted here because it is the most optimal way to "apply and practice" the strategies from this lesson.

To underline the SPEED of this lesson's strategies, students should first practice with sections of their current text ALONE, before doing this activity. Also, it is important to AVOID note-taking during these three, quick steps, as writing significantly slows down the process.

Directions

Work with a partner to practice the strategies in this lesson:

1. Each partner selects a different section from their current textbooks to read. Ensure that the sections chosen do not overlap with each other. (A section is defined by the sets of summary questions it contains.)

2. Partner A does a "think aloud," verbalizing his/her way through the three-step process for:
   • 5 visuals
   • 4 summary questions, and
   • 3 headings/subheadings

3. Partner B then follows the same process through his/her section of text.
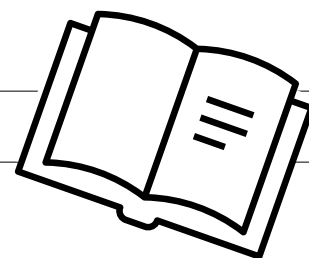
Rubric: Apply + Practice

Directions: This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	(4)	(3)	(2)	(1)
Option A				
Completeness of Table	All entries detailed and accurate.	Most entries complete, minor omissions.	Some entries incomplete.	Many entries missing or inadequate.
Connections from Visuals	Comprehensive explanations of visual-text connections.	Correct explanations, good understanding.	Some correct explanations, but lack depth.	Incorrect or superficial explanations.
Heading/ Subheading Q & A	All questions appropriate, answers thorough and accurate.	Most questions are appropriate, answers thorough and accurate.	Adequately related questions and/or some incorrect answers.	Poorly related or incorrect questions and answers.

Total points: _____ /_____

Lesson #

10 How to Read Textbooks & Nonfiction
Layer 3: Confirm Understanding

Apply + Practice | **Option B**

Directions: Follow the prompts, below.

1. Fill in the table, below:

Common points of "friction" in reading nonfiction	Explanation of how "reading the visuals" helps reduce this friction

2. "Read" two visuals from a chapter in one of your current textbooks. Then, fill in the table, below.

Brief description of visual	✔ after reading the caption	Ask, "Why is this visual here?" Then, answer this question, below. (Describe a connection between the visual and the main topic.)
	☐	
	☐	

3. Turn three headings from this lesson into questions. Answer them.

heading question	answer

Lesson# 10 How to Read Textbooks & Nonfiction
Layer 3: Confirm Understanding

(S)corecard Review

Directions: What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you…	Solution	Post-Score Always Sometimes Never	+/- change from pre-score
26	Feel overwhelmed or bored when reading textbooks?		1 2 3 4 5	
27	Need a long time to read nonfiction, particularly textbooks?		1 2 3 4 5	
28	Find it difficult to understand or remember content from textbooks and nonfiction?		1 2 3 4 5	

(R)ubric: Apply + Practice

Directions: This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	(4)	(3)	(2)	(1)
Option A				
Completeness of Table	All entries detailed and accurate.	Most entries complete, minor omissions.	Some entries incomplete.	Many entries missing or inadequate.
Connections from Visuals	Comprehensive explanations of visual-text connections.	Correct explanations, good understanding.	Some correct explanations, but lack depth.	Incorrect or superficial explanations.
Heading/ Subheading Q & A	All questions appropriate, answers thorough and accurate.	Most questions are appropriate, answers thorough and accurate.	Adequately related questions and/or some incorrect answers.	Poorly related or incorrect questions and answers.
Option B				
Visual Networking	Follows the three-step process for all visuals.	Follows the three-step process for 3-4 visuals.	Follows some of the three-step process for some of the visuals.	Inadequate responses or several visuals missed.
Summary Questions	After reading the visuals, reads all summary questions. Correctly identifies which can be answered fully, partially, or not at all.	After reading the visuals, reads 2-3 summary questions. Correctly identifies which can be answered. fully, partially, or not at all.	2-3 questions addressed with errors.	<2 questions addressed or major errors.
Heading/ Subheadings	Converts all 3 into questions and fully answers them.	Converts all 3 into questions and mostly answers them.	Converts 2 into questions with adequate answers.	Fails to convert or answer appropriately.

Total points: _____ /_____

Name: _____ ID#:_____ Date: _____

Lesson# **10** How to Read Textbooks & Nonfiction
Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to "real life" situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions	Complete the prompts below, in writing or with multimedia tools.
	NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: _____   **Section Title**: _____

Chapter #: _____   **Chapter Title**: _____

1. What is the skill or topic you learned?
(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?
(Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric	Evaluation guidelines are below.
	(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an understanding of the concept/strategy.
		The evidence provided demonstrates appropriate application to a current setting.
		The description of a future application demonstrates an understanding of the potential use for this concept/strategy.
_____	_____	COMMENTS:

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