

## Grades 4-5 Nonfiction Choice Board - Week Two


Pairs with any nonfiction text.

Note: A nonfiction text may include a factual article, a factual book on a topic of your choice, a documentary on TV or on the internet, a virtual field trip tour, or any other way a student has accessed factual information.



**Directions:** Choose an option from the menu below to complete throughout the week.

Set a goal for how many sections you plan to complete this week.

<p><b>1</b> <u><b>Write a Letter:</b></u> Choose a place you'd like to visit that is related to the topic of your nonfiction text. Write a letter to your family describing why you'd want to visit this place, what you could learn on your trip, and the sights you hope to see.</p> <p><small>Prufrock Press Inc. • Differentiating Instruction With Menus: Language Arts • Laurie E. Westphal</small></p>	<p><b>2</b> <u><b>Pack Your Suitcase:</b></u> Plan to pack your suitcase for a visit to a place that is related to the topic of your nonfiction text. Create a checklist that specifically names at least ten items you'd need on your trip. Beside each item, explain its significance and why or how it's related to your text.</p>	<p><b>3</b> <u><b>Nonfiction Questioning Ladder:</b></u> Complete the nonfiction questioning ladder that is attached. Be sure to start this activity at the first question located at the bottom. Just like climbing a ladder, start at the bottom and work your way to the top.</p>
<p><b>4</b> <u><b>Opinion:</b></u> Write an opinion about this text. Be sure to include:</p> <ul style="list-style-type: none"><li>• Whether or not you liked it and why</li><li>• A moral issue about your nonfiction topic and how this issue should be addressed by yourself and/or others</li></ul>	<p><b>5</b> <u><b>Over Time:</b></u> Thinking about your nonfiction text, how might the topic change over the next ten years? Identify the factors that might cause the change. What will be the future implications of this topic? Create a futuristic timeline mapping out the changes you identified.</p> 	<p><b>6</b> <u><b>Vocabulary:</b></u> Find eight words that are most significant to your text. Rank all eight in order of importance with the most powerful word being number one. Define and draw a picture for each of your words. Finally, create a story, paragraph, or comic strip using your eight words.</p>

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**Structure and Research:**

1. Complete the text structure document attached.
2. Find a book related to your topic that has a different structure than the one you read and try the activity again.



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**Become the Author:**

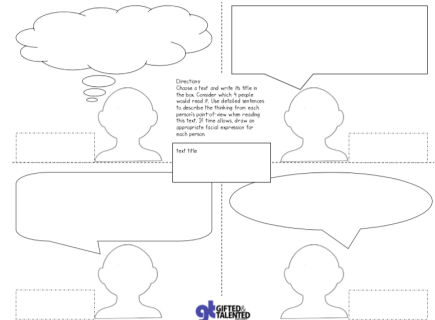
From the author's perspective, what was the intent in creating this text? How might elements such as bias, prejudice and/or discrimination affect the topic? What was the overarching main idea of the entire text? How would the author answer the above questions? *(Write your answers from the author's point of view.)*

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**All About Perspective:**

See the Multiple Perspectives ELA document to complete the image shown below.



Start at the bottom, like you're climbing a ladder. Complete the bottom job first, followed by the 2<sup>nd</sup> level job, then finish with the job at the top (highest level of difficulty).

# Job:

Based on the details in your text, decide on the broad idea (generalization) that can be made from this text.

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# Job:

Categorize at least 5 specific facts or details from the text. Label each category. Be prepared to justify your categories.

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# Job:

List five specific details or facts from the text. Why is each one important? Use evidence from the text to tell why each is important.

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How is your book organized to help you understand what you're reading? These 5 posters show the most common text structures found in nonfiction text. Circle the one you think is most like how your book is organized. On the lines, tell WHY you made your choice. Give specific evidence from the text.

Name \_\_\_\_\_

# Sequential

Describes events in order or explains the steps one must follow to do something or make something

**Signal Words**

first, second, next, last, another, then, finally, after that, before

# Text Structure Description

A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

**Signal Words**

for example, for instance, specifically, in particular, in addition

# Text Structure Compare and Contrast

Shows how two or more things are alike and/or how they are different

**Signal Words**

Why?

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# Text Structure Cause and Effect

Shows relationship between *cause* (event) and *effect* (what happened because of the event)

**Signal Words**

consequently, therefore, as a result, reason why, because of, may be due to

# Text Structure Problem and Solution

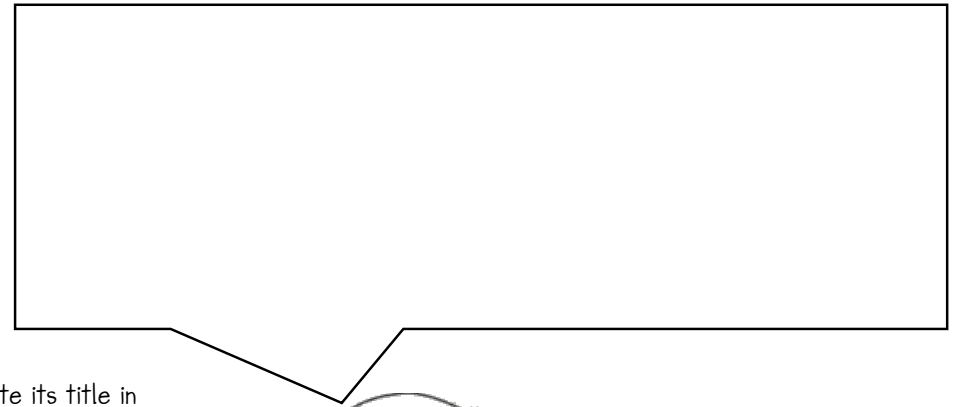
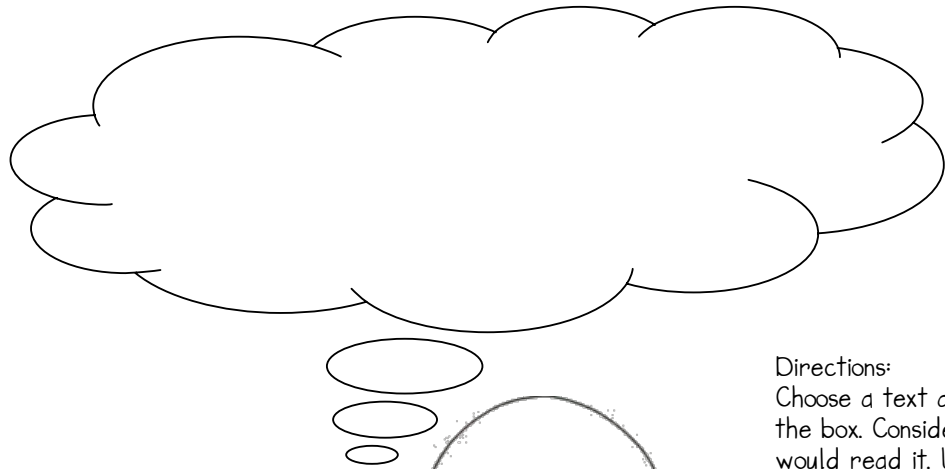
Tells about a problem and then gives one or more solutions

**Signal Words**

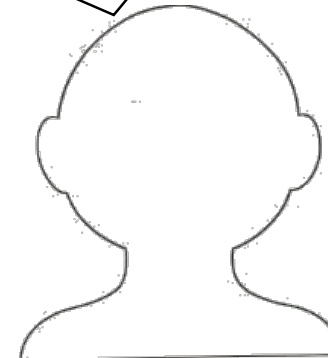
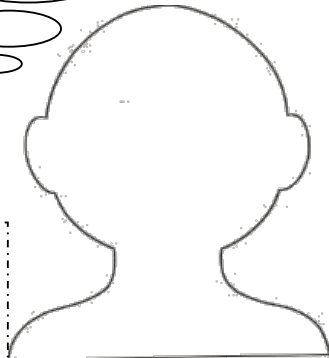
consequently, therefore, as a result, thereby, leads to, because of

**DON'T FORGET!**

Now, research to find another text that is related to your original topic, yet its author uses a different text structure to provide you with factual information. Talk to someone older than you and explain to them how this new text's structure is different from your original text.



Directions:  
 Choose a text and write its title in the box. Consider which 4 people would read it. Use detailed sentences to describe the thinking from each person's point-of-view when reading this text. If time allows, draw an appropriate facial expression for each person.



text title

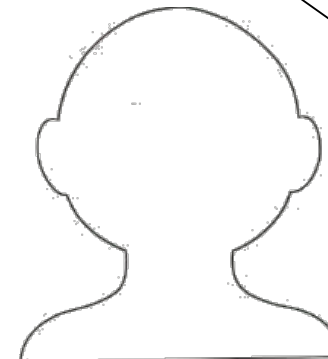
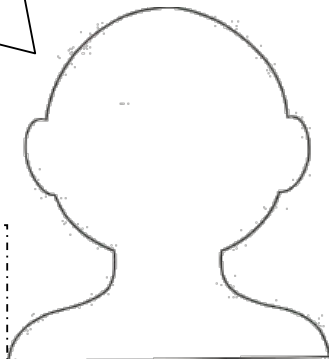
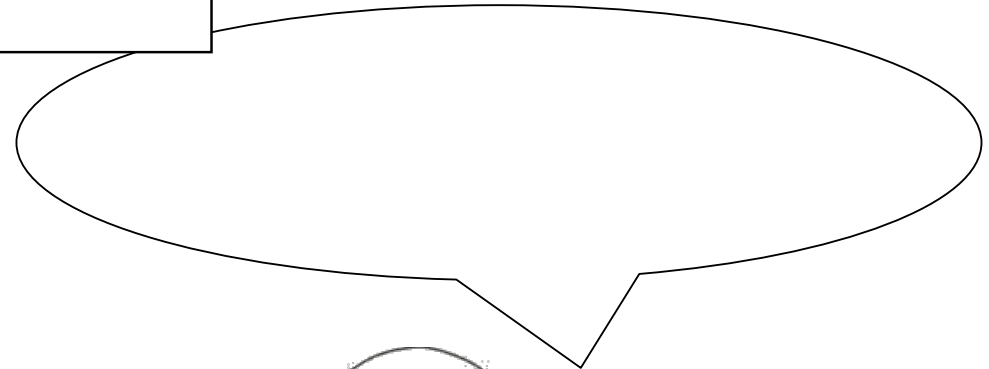
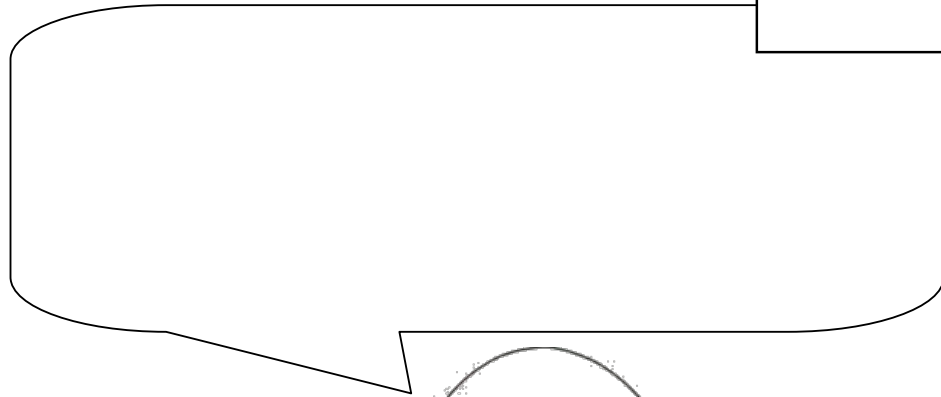


FIGURE 4.8:

## QUESTIONING FOR HIGH-LEVEL THINKING

Engaged students should elaborate, clarify, and support ideas with examples, paraphrase as they build on and question input from others, and synthesize and reach decisions as group work concludes. Provide time for academic conversations so students use key vocabulary in context, learn from one another, benefit from multiple points of view, and extend meaning beyond prior knowledge. To facilitate critical and creative thinking, ask these questions as you interact with students or provide a selection of these questions as guides to small groups applying respectful questioning.

- “Tell me about your work.”
- “What do you already know and understand about this?”
- “How would you \_\_\_\_\_?”
- “Why did you \_\_\_\_\_?”
- “How do you know \_\_\_\_\_?”
- “How did you decide whether \_\_\_\_\_?”
- “Describe what you did.”

### AS STUDENTS WORK, ASK...

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- “Elaborate what you mean.”
- “How did you figure that out?”
- “Why do you think that?”
- “Is that a reasonable answer? Why?”
- “What if \_\_\_\_\_?”
- “How is this like \_\_\_\_\_?”
- “How could you do this another way? “
- “What is a significant question you would ask? “
- “Identify a potential problem or issue.”



### AFTER STUDENTS FINISH, ASK...

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- “How did you arrive at your answer?”
- “What evidence do you have to support that?”
- “Who might have a different perspective? Why?”
- “How might someone get the same answer but by a different way of reasoning?”
- “How would you explain this to someone else?”
- “What question is essential to this topic?”
- “How could you use this to \_\_\_\_\_?”
- “What is the most important thing you learned?”
- “What do you not understand?”
- “What is something you are doing to help yourself learn?”
- “Does this lead you to another question or problem? Explain.”