

BLOG INSTRUCTION SHEET -- NONFICTION

kidblog.org/class/read4humanity

Reading nonfiction and informational texts. Nonfiction includes narratives that tell a true story (e.g., autobiographies, biographies, memoirs, newspaper articles), expository nonfiction that is factual and informative, and argumentative nonfiction that promotes a discussion (e.g., editorials, reviews, diaries, personal essays). Nonfiction reading requires you to read critically and apply your prior knowledge.

- a. Always try to figure out the writer's purpose and intended audience. Writers change strategies depending on their audience and purpose for writing.
- b. Look at content and how it is organized. What is the lead? How are the ideas ordered? Where is the opinion? Where are the facts?
- c. Think: What do you know about this BEFORE you start reading? How do the ideas fit or trouble what you know?
- d. The main idea is often in the first sentence of the paragraph. The last sentence often – not always – sums up the main idea. Keep this in mind when you are reading for the author's argument.
- e. Now wonder: Whose voices are NOT present in this article? Who was not interviewed or consulted? What other points of view are missing and why might that be? Does keeping these voices out of the article control what we understand as readers?

Requirements (and try for 400 words)

<input type="checkbox"/> title and author of what you are reading Summary Paragraph, <input type="checkbox"/> Where is it or what places are involved? <input type="checkbox"/> Who is in it or what people/animals/objects are involved? <input type="checkbox"/> What is going on that makes this newsworthy? : Text Structure and Appeals: <input type="checkbox"/> How is the article organized – cause and effect, chronological, how-to, problem-solution, order of importance <input type="checkbox"/> Techniques: diction (important words); facts, examples, dates, experts, emotional stories, slang, jargon, intense verbs Thinking Question Paragraph: <input type="checkbox"/> select a question from below or come up with your own <input type="checkbox"/> use examples from the text to support your response <input type="checkbox"/> share YOUR view on this; enter the conversation; be critical . What do you think about all of this? Why should we care? How does it impact humanity? Do you agree or disagree? Do you think the article is biased, truthful, balanced? Do you notice any persuasive strategies? <input type="checkbox"/> Whose voices or opinions are missing from this article?	The title of the article I read is _____ . The author is _____ . Here is a summary : _____ . The text structure of the article is _____ because _____ . Some techniques the author uses arebecause.... The thinking question I want to talk about is _____ .because _____ se _____ . for example, the author writes, " _____ " (page), and this shows _____ . What I think about this is _____ because _____ . In my view, _____ .	Nonfiction TEXT structures: <input type="checkbox"/> cause and effect: the results of something explained; chronological, organized in order of time; <input type="checkbox"/> compare and contrast : two or more things described with their similarities and differences discussed; <input type="checkbox"/> order of importance: from good to best, from bad to worst, from basics to complexity; <input type="checkbox"/> problem and solution: a problem is described and a response or solution is proposed or explained; <input type="checkbox"/> sequence/process: information is organized in steps or a process is explained in the order in which it occurs; <input type="checkbox"/> spatial/descriptive- how something looks and fits with other things; uses words like these: next to, behind, across, above, to the right, how something looks.
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Select a thinking question:

1. Explain the most interesting thing you learned from the reading and why it stood out to you. Be specific and include a quote that supports your response.
2. What are two new pieces of information that you learned from your reading and what do you think about it?
3. Select four (4) vocabulary words that either you don't know the meaning of or are important to understanding the text. Include the sentence in which you found them, use context clues to help you decide why they are important, and look up these words for a definition or synonym.
4. After reading the article, what are two (2) questions you have that you could research to find more about?
5. Copy a short passage that you found to be interesting. Explain what made it interesting for you.
6. Explain some of the things that you have learned so far that you are not likely to forget in the near future.

BLOG INSTRUCTION SHEET – FICTION/POEM/SONGS, kidblog.org/class/read4humanity

Reading *fiction* allows us an imaginative rehearsal for future experience or insight into lives and places we may never get to experience firsthand. Literature delights us; it also instructs us. Sometimes those lessons are so obvious, and other times such lessons are subtle or just about troubling what we think we know. Literature, however, REPRESENTS the human experience. It appeals to our senses, our feelings, and our heart, as well as to our minds – like art, music, images, and film. Literature does not simply show us life; it INTERPRETS it. We might say it is like a mirror, but the mirror might be distorted or biased. It might show us values that are for a more just world or for a world that obsesses over money, success, gender roles, etc.

One way to make sense of what you are reading is to write a literary response and to share these with other readers. You may find new books to read or enter into a discussion about a subject your book explores.

Requirements

<input type="checkbox"/> title and author of what you are reading <input type="checkbox"/> one paragraph retelling of what you read in that chunk— <u>50 words</u>	The title of the book/poem I read is _____. The author is _____ . Here is a little bit about what is going on _____ .
<input type="checkbox"/> two or three paragraphs that answer a “thinking question” (see below)— <u>300 words</u> <ul style="list-style-type: none"> ○ use quotes from the text in each paragraph to support your response. ○ use this format for quotes: “ _____ ” (30). Notice how the page number is in parentheses? <input type="checkbox"/> Talk about how the book, poem, or song is impacting your emotions, thinking, ideas about yourself and your world	The thinking question I want to talk about is _____ . My response to this is _____ . _____ . At one point, the narrator (or protagonist or speaker) says, “ _____ ” (page), and this shows _____ . What I think about this question as it relates to the book (or poem or life) is _____ because _____ .
<input type="checkbox"/> Total of <u>400 words or more</u> is your goal	_____ . The poem/story is a mirror/window for me because...I enjoyed this or was disturbed because...It was cliché because...What would improve it might be...
<input type="checkbox"/> Respond to two classmates,	

Thinking Questions:

1. What conflict is propelling or moving the story forward. In other words, is there a big event, catastrophe, or something unexpected that it has caused changes to life, culture, and community in this novel?
2. What are some social issues in the text? Think about poverty, racism, war, health issues, unjust laws, technology, environment, women’s rights, crime, etc.
3. What human traits seem to be driving the plot of the story or causing conflicts? Think about greed, selfishness, power, ambition, success, competition. Think about generosity, service to others, helping needy, love.
4. How does the writer use a character (protagonist, antagonist, supporting) to convey a message or lesson? Analyze the character’s family background or upbringing. How is he or she treated vs. how does he or she want to be treated? What sort of work does the character do and how does this show the character’s philosophy or values about the world.
5. Does anything happen before the story begins? In other words, is there something the narrator is talking about that happened before this part of the story or is there a prequel that is important to the characters or plot? If so, how does it affect the main character or the plot in general?
6. What allusions are used by the author such as quotations from famous books, poems, or people or references to other stories, myths, or legends? What other books or stories does this novel remind you of? Explain any connections?
7. Talk about some passages in the section of the novel that the author uses vivid description, poetic techniques, language that creates a mood, or just a section that appeals to ethos, pathos, or logos to get you thinking about the conflict in the story.
8. Talk about any older or wiser characters in the novel that give warnings or advice to the characters? How does the author use these older or wiser characters to communicate the theme or messages about the subject. What is the author trying to tell you or warn you about?
9. Do additional research on a topic from your book. For example, if it is about depression. Do some research on depression and write about that. If it is about 9/11, do some research on that. If it is about a disease, look up some information on that and share it on the blog (in your own words).