



Getting curious, finding out: reading nonfiction at Level 3

Engaging in a book with a child can open up a world of wonder, excitement, rich discussions, and ongoing learning. Nonfiction books offer a unique structure for children to learn about topics of interest, to deepen their vocabulary, and to actively explore information through engaging with timelines, visual features, and maps. Use this guide with Level 3 books in the Super Readers series to foster curiosity and to explore together with children.

Before you read

Book selection Help the child find a book based on their interests. For instance, if they are curious about natural disasters, point them to *Twisters!*

Ask the child questions about what they already know about the topic and other engaging questions. For example, "What have you already read about ____?", "What else are you wondering about ____?"

Encourage them to look at the front and back covers and share what they notice. Ask them to find the title and read it. Ask them to find and read the title page. Ask, "What do you think the author will tell you about ____?"

Have the child turn to the table of contents and read the chapter titles. Ask, "Where might you find information about ____?" Ask them about topics that are related to the chapter titles so they can infer which chapter may include that information, instead of asking to find specific chapter titles.

Set purpose for reading Ask, "What do you want to learn as you read?" and "What are the most important things the author wants you to know?"

While you read

Have the child start to read the book out loud. Encourage them to use the pronunciation guide to read unknown words. If they need more support, have them continue to read

out loud. If they can read independently, encourage them to read in their head.

Follow along as they read. If they pause to ask about an unknown word, help them use the words in the sentence to figure out the meaning, or remind them to use the glossary.

When they come to a page with images and labels, ensure that they read the text and captions. Ask, "What is happening in that photo?"

When they come to sidebar presentations, timelines, or maps, pause to discuss. For example, if the page has a map with labels, ask questions to have them locate specific places based on information in the text. Ask, "In what continent is Stromer's site in Egypt located?"

At various points, pause to have them read the headings and subheadings; ask what they think this page will be about before they start to read it. This will help them use the text structure to help them organize the information as they read.

If they ask questions while reading, pause to discuss them and have them find a page that may help to answer those questions.

After you read

After they finish the book, ask them questions about key information

"What was the author's main idea in this book? What details help you know that is the main idea?"

"Why do you think the author chose to include details about ____? If you could talk to the author about this book, what might you share with them or ask them?"

"Think about the most important parts of the book. Can you summarize the information by sharing the most important parts in order?"

"How else have you explored this topic (e.g., other books, articles, Internet)?"

Identify certain parts of the book and ask them to compare and contrast. Verbally discuss or draw a Venn diagram and label the similarities and differences.

Revisit a map, timeline, or illustration. Ask questions to discuss the information they provide. For instance, "Why is this illustration important?" and "Using this timeline, what may have caused ____?"

Review the text features to help the child identify how nonfiction books are structured. For example, you could examine maps, timelines, pages with labels or sidebars, or particular headings and subheadings to review. Ask, "How might this book have been different if there weren't any visual features such as illustrations, headings, sidebars, timelines, or maps?"