

**Comprehension  
Level F**

**Focus: Setting purpose for reading; nonfiction conventions of print**

**Notes about students:**

**Text selection and anticipated problems with text:** *Beaks*

**Outcome:** TSW recognize nonfiction conventions of print and set a reading purpose accordingly.

**Focus on skill:** Good readers are always thinking when they read. Good readers preview a book and decide whether the book they are reading is fiction or nonfiction. Good readers decide why they are reading a book—they may read a nonfiction book for information or they may read a fiction book to “live the story.”

**Model for students:** Let me show you what I mean. It’s just like you ask your mom in the evening, “What’s for dinner?” Good readers ask themselves, “What’s for reading?” I pick up my book (pick up a nonfiction book—not the guided reading book to be used in this lesson) and read the title (read title). I look at the cover and I’m thinking, “Is this a story or is it nonfiction—something that will give me information?” Well, I see that this book is different than some books I read. I see that there are real photographs—not drawings. I see there is different size print on the pages. I’m thinking, “This is a nonfiction book. My purpose for reading this book is to learn about \_\_\_\_\_.” So I’ll be looking for information about \_\_\_\_\_ as I read.

**Provide guidance:** Now let’s try it together. Here’s your book. The title is *Beaks*. Look at the cover. What are you thinking? (important points: nonfiction book, reading for information) Now let’s take a quick picture walk. Good readers do that. It’s called *previewing* the book. I’ll give you just a few seconds to turn the pages...don’t read it yet...just look at the pages and pictures and tell me what’s for reading...fiction or nonfiction. You’ll need to prove your answer to me so be ready to say why. (up to 1 minute preview)

So...what’s for reading? Fiction or nonfiction? (nonfiction) Prove it...how do you know? (important points: photographs, table of contents, headings, different size print, bold face print, index) So what’s our purpose for reading...why are we going to read this book? (to learn about bird’s beaks)

As a good reader, you need to remember that purpose for reading as you read. That way, you’ll think about learning new things about birds and their beaks as you read. We’ll stop reading before turning the page each time to see if you learned something new. Ready?

(Have students whisper read while the teacher listens in on different students. Stop before turning the page each time to discuss what was learned.)

So did we remember our purpose...our reason for reading this book? Do you see how remembering that purpose and thinking about it as we read helped us to learn as we read? Good job! You’re becoming great readers!

**Promote independent application:** Each time you pick up a book to read, ask yourself, “What’s for reading—fiction or nonfiction?” Preview the book and decide if you’re reading to live the story, like you would with a fiction book, or if you’re reading to learn something new, like you would with a nonfiction book. Then remember to think about your purpose for reading the whole time you read. That’s what good readers do and you’re on your way to becoming a good reader!