At the beginning of the year, first graders learn to monitor their comprehension by leaving tracks of their thinking about familiar topics. Then they apply the same process to noticing their new learning from nonfiction.
Learning About Nonfiction Texts

Students learn about nonfiction books and many ways to record their thinking and learning as they observe and read about pumpkins in the fall of the school year.
Early in the school year, students identify nonfiction text features and their purposes in a variety of self-selected texts. They use these features to help them explore nonfiction more independently.
Making Inferences in Nonfiction Texts

Ms. Whitman uses the anchor chart above to teach children how to make inferences, by combining their background knowledge with clues from the text. Those clues can be visual as well as words, as she demonstrates through modeling inferences from the picture of the ice cream cone. Students will be familiar with this strategy when they use it in “Infer Information from Photographs” as part of their inquiry unit on water pollution.