

# Lesson Skill: Comprehending nonfiction — previewing the selection

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**Strand** Reading — nonfiction

**SOL** 1.10

2.9

## Materials

- Student copies of content area text(s)
- Colored highlighters, crayons, or colored pencils

## Lesson

1. Provide each student with a copy of a nonfiction selection. Students must be able to write on the selection. Choose a selection that contains specific features, such as title, headings, charts, table of contents, captions, bold type, glossary, index.
2. Ask students whether they preview selections before reading, and reinforce that previewing is what good readers do.
3. Display a copy of the selection so students can follow along. Choose a color, and highlight the title of the selection. Have students use the same color to highlight the title on their personal copies. Ask students, “In reading the title, what do you think we are going to learn?”
4. Choose a different color, and highlight the headings for each section. For the first section, model for students by telling them what you think you will learn, then have students follow suit for each remaining section.
5. Use a different color for each feature and highlight them. Afterward, ask students to predict what they may learn in the section and to support their answers with specific information.
6. Ask students the following questions:
  - What do you look for when previewing a nonfiction selection?
  - Why do good readers preview the selection *before* they begin reading?

## Strategies for Differentiation

- Focus only on one feature in one lesson: titles, headings, charts, table of contents, captions, bold type, glossary, or index. Be sure to ask students what each feature tells them and how it can be used. Talk about features that are unique to nonfiction.
- Teach each component individually using textbooks, nonfiction books, or magazines.
- Conduct a scavenger hunt for students to find different features in their books.
- Show students how to use highlighting tape to identify each feature in a textbook.