Lesson Skill: Making predictions about a text

Strand Reading-nonfiction

SOL 9.5
10.5
11.5
12.5

Materials
- Spring 2003 and 2003 Released Tests for End of Course English/Reading
- Copies of the POW Strategy to Analyze Nonfiction chart

Lesson

Module 1

1. Have students predict what the selection "The Spreading Chestnut Tree," found on pages 12–13 of the Spring 2003 Released Test, is about. Ask what they already know about the disappearance of chestnut trees or other endangered tree species.

2. Give students a copy of the POW (Purpose, Organization, Word Choice) Strategy to Analyze Nonfiction chart to use during reading activities. Review the strategy, if necessary, and help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. As students read, have them complete the POW chart. Be sure all students can identify the thesis statement in this informative paper.

3. Divide the students into small groups, and assign each group a different paragraph (or group of paragraphs) from the reading. Have each group discuss and report on their text, using the following prompts:
   - These paragraphs are mostly about _____.
   - These ideas are supported by the following specific details: _____.

4. In a class discussion, have the whole class draw reasonable conclusions from the text by answering the questions: "What can you conclude about the future of American chestnut trees, using the information in the text?" and "What other endangered plant and animal species would be appropriate topics for research?"

Module 2

1. Have students predict what the selection "Susan B. Anthony Argues for Women's Rights," found on page 4 of the Spring 2002 Released Test, is about. Ask what they know about the history of the struggle for women's rights.

2. Give students a copy of the POW Strategy to Analyze Nonfiction chart. Review the strategy, if necessary, and help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. As students read, have them complete the chart.

3. Divide the students into small groups, and assign each group a different paragraph from the reading. Have each group discuss and report on their paragraph, using the following prompts:
   • These paragraphs are mostly about _____.
   • These ideas are supported by the following specific details: _____.

4. In a class discussion, have the whole class draw reasonable conclusions from the text by answering the questions: "What views does the speech persuade listeners to take?" and "This reading would properly belong in a collection of books about what?"

Strategies for Differentiation
   • Vocabulary – showing visual representation of "chestnut trees"
   • Chart/Board – write discussion findings for all to reference
   • Read aloud or provide audio support

POW (Purpose, Organization, Word Choice)

Strategy to Analyze Nonfiction

What is the purpose? (To inform, to persuade, to define, to entertain, to analyze, etc.)

Question the text:
   Who?
 	
   What?
 	
   Why?
 	
   Where?
 	
   When?
 	
   How?

Organization (Consider page design and format: Where are the main ideas? Where are the supporting details?)
   Main ideas:
 	
   Supporting details:

Word choice (jargon, technical language, content-specific vocabulary)

Consider the features above to complete the following sentences:

1. General conclusion:

    The selection is *mainly* about _____. .

2. Specific conclusion:

    The author uses _____ in order to
    (organizational pattern)

    _____.
    (purpose)