



# CELEBRATING NONFICTION

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This exciting text has many connections to a variety of other books, and will be a strong addition to every classroom and/or library. The ideas reflected here explicitly connect *Where On Earth?* (ISBN 9781465402455) to the Common Core State Standards (CCSS) which nationally drive our literacy instruction planning. This work focuses on grades 2-6 and the nonfiction genre, which is being reinvigorated by the implementation of the Common Core State Standards.

*Where On Earth?* has six sections: Land, sea, and air; Living world; People and planet; Engineering and technology; History; and Culture. Each section begins with an introduction that provides a brief overview of the ideas reflected in that section, developing readers' interest in the content. All of the world maps are presented with the same layout; this allows students to become familiar with the Earth's geography from repeated visits to the text as they learn new material presented with the same map construction.

This book also supports a wide range of nonfiction text features that add to every learner's exploration of the genre. Some nonfiction features from *Where On Earth?* include headings and subheadings, labels, photographs and illustrations, captions, cross-sections, maps, various print fonts, sidebars and text boxes, close-ups, tables of contents, indexes, and glossaries. The written text on each page is short and well supported through a variety of these nonfiction features, which 2.RI.5 and 3.RI.5 address directly.

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## Additional suggestions for this informative text:

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### Play a Game:

Encourage students to ask questions about the world and the way it works: First, have each child write a question on an index card. Then, in partners or small groups, have the children explore copies of *Where On Earth?* to discover answers to their questions; as they seek the information, they will become experts in finding their way around a nonfiction text. The game can be set up in a Go Fish structure, or as exploratory choice time. See how many answers children can uncover when given a certain amount of time; they can use sticky notes, a self-made game board, or their reading notebooks to record their thinking and results.

### Connect to Fiction:

Much of the work of the CCSS is challenging students to make connections between and among ideas. Consider harnessing the depth of content in *Where On Earth?* by having students find a page or subsection that addresses the topic of a fiction book they are reading. For example, if students are reading a story set in England by the Thames River, or along the Amazon River, the subsection "Rivers" in *Where On Earth?* will provide an intriguing exploration; after learning about rivers around the world, students can infer how the setting in their fiction book impacted the events of the story. As students work to analyze and integrate information from two sources, more research and reading may result! (CCSS: RI.4.9, RI.4.10, RI.5.9, RI.5.10, RI.6.7, RL.6.9)

### Asking Questions

Asking Questions (CCSS: RL.2.1, RI.2.1, RL.3.1, RI.3.1) is a powerful, comprehensive strategy that students are encouraged to develop and utilize across fiction and nonfiction texts. By asking their own questions, students develop a deeper understanding of the texts—the who, what, when, where, why, and how—as well as a focused consideration of their thinking around the material presented. The Common Core State Standards for grades 4-6 rely on the students' ability to ask questions by pushing for further development of the ideas that come from this practice of asking questions; fourth graders move to making references to the text, fifth graders move to quoting the text, and sixth graders move to making obvious the evidence they have read and comprehended to support their analysis of the text (CCSS: RI.4.1, RI.4.2, RI.4.3, RI.5.1, RI.5.2, RI.5.3, RI.6.1, RI.6.2, RI.6.3). These abilities are expected to be evidenced in their writing as well as their presentations.

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### Research, Reading, and Writing

Key Ideas are represented throughout the Common Core for grades 2-6 and encourage students to read with a focus on key ideas and details—recognizing that this process grows as the children's developing understanding also grows. The idea is represented in both fiction and nonfiction reading; *Where On Earth?* takes up this work deeply. Exploring CCSS: RI.2.2, RI.3.2, RI.4.2, RI.5.2, and RI.6.2, teachers can utilize this book with younger readers to begin the work of determining the main idea—for example, within a subsection of one of the six sections. Children can choose an area of interest to them, read the information shared in that subsection, and respond to the main idea, verbally or in writing. This book grows with third graders to including ideas about the supporting details evidenced in the text. Older readers can consider one of the six sections in more depth, drawing out two or more main ideas that are represented and providing examples and/or supporting details that they gather from the book. This work connects to the writing standards (CCSS: W.2.2, W.2.5, W.3.2, W.3.4, W.4.2, W.4.4, W.5.2, W.5.4, W.6.2, W.6.4) that ask students to focus on a topic, produce clear and coherent writing that draws on research, and share the results in a well developed manner through both written and verbal presentations that draw on the CCSS for Listening and Speaking.

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### Synthesize Information:

Building on the work of earlier grades and preparing for the work to come, upper-elementary-grade students are expected to make connections between a series of historical events, scientific ideas and concepts, and steps in technical procedures in a text. *Where On Earth?* offers multiple synthesizing opportunities; students can compare and contrast one subject, such as a specific continent or culture, across two or more subsections—or even across two or more nonfiction texts, allowing them to compare not only the information, but how it is presented. This exercise includes sequencing and cause-and-effect work, both of which are heavy-hitting comprehension strategies that students need in their toolkits. (CCSS: RI.2.9, RI.2.10, RI.3.7, RI.3.9, RI.4.10, RI.5.7, RI.5.9, RI.6.7, RI.6.9, RI.6.10)