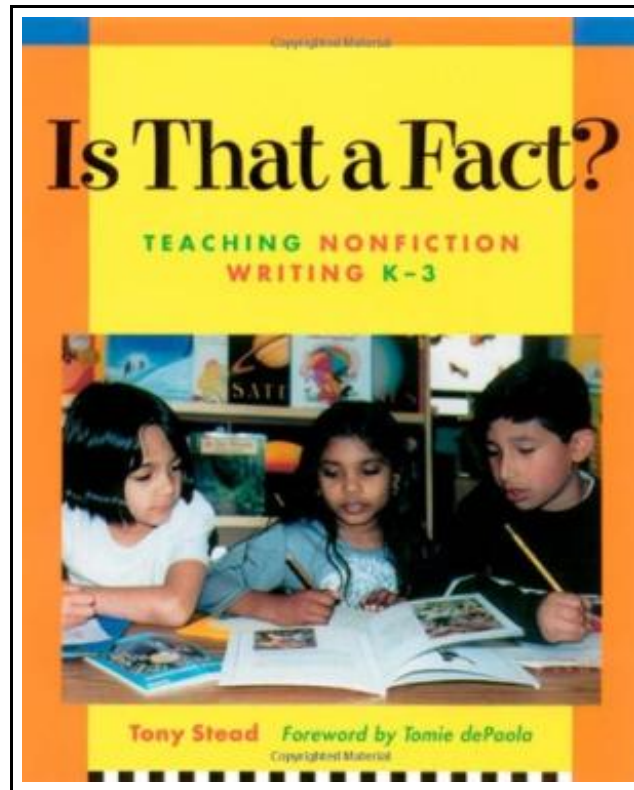# Is That a Fact?: Teaching Nonfiction Writing K-3 / Tony Stead ; Foreword by Tomie Depaola.

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Reviews

This pdf is fantastic. It really is basic but shocks inside the 50 % in the pdf. I realized this pdf from my i and dad encouraged this pdf to discover.
(Hunter Witting)

IS THAT A FACT?: TEACHING NONFICTION WRITING K-3 / TONY STEAD ; FOREWORD BY TOMIE DEPAOLA.

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Stenhouse Publishers, United States, 2001. Paperback. Book Condition: New. 249 x 198 mm. Language: English . Brand New Book. The book you are about to read is destined to be the first, middle, and maybe even the last word on nonfiction writing for young, young children. It is certainly a text that you will return to over and over again as you do with a beloved cookbook. --from the Foreword by Tomie dePaola Over eighty- five percent of the reading and writing we do as adults is nonfiction, yet most of the reading and writing in K-3 classrooms is fiction or personal narrative. In Is That a Fact? Teaching Nonfiction Writing K-3, Tony Stead shows you how to open the door to the rich world of nonfiction writing that goes beyond what I did narratives and animal reports. And he convincingly demonstrates the importance of introducing nonfiction writing in the primary grades. Nonfiction inspires enthusiasm in young children because they can choose topics that are of interest to them personally. Is That a Fact? explores a variety of authentic purposes for writing nonfiction, such as describing, explaining, instructing, persuading, retelling, and exploring relationships with others. You will learn how to introduce each purpose using a variety of forms, including letters, reports, poetry, captions, directions, and interviews. Part One provides a complete overview of teaching nonfiction writing in the primary grades and includes: practical ways for organizing nonfiction resources within the classroom; how to assist children in collecting information for research; ideas for helping children keep their sense of voice when writing nonfiction; a chapter on spelling, with examples of how to guide students at each stage of spelling development; strategies for assessment and evaluation that guide teaching and learning engagements. Part Two provides five different explorations that were implemented in...

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