

# 07 If/Then: Nonfiction Cover to Cover: NF Book Clubs

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **19 Days**  
Status: **Published**

## Essential Questions

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How does reading and studying reference, literary and biography texts help students develop an understanding of various forms, features, and purposes for non-fiction?

- How can nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view?

## Enduring Understandings

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Nonfiction texts encourage students to closely observe and learn about all that is around them.

- Nonfiction reading helps students learn and apply specific skills and strategies that enable them to discover facts, identify big ideas, and learn new information about a variety of topics.

## CONTENT AREA STANDARDS

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LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LA.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

TECH.8.1.2.A.2

Create a document using a word processing application.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessments**

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- iXL
- Dibels

## **Summative Assessments**

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Summative assessments can be found in the If/Then curriculum resource.

## **Formative Assessments**

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Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Readworks

## **INTERDISCIPLINARY CONNECTIONS**

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- Google: Readers will research Non Fiction topics to learn more about an area of study.
- Media Literacy: Readers will use online books, clips and articles to learn about an area of study.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

