

# 01\_Fiction Reading Unit Levels S-U

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

## **General Overview, Course Description or Course Philosophy**

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In this course, the educator will use the Leveled Literacy Intervention (LLI) system as the foundation for guided reading instruction. The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily and intensive small-group instruction, which supplements classroom literacy teaching. Both reading and writing are embedded within each lesson, turning struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Essential Questions:

- How are reading and writing connected?
- How does literature mirror life?
- Why is it important to read from a variety of genres?
- How can we analyze/summarize a piece of writing?
- How are various texts organized?
- How does self-selection and reflection impact growth as an independent reader?
- How does the development of literary elements convey meaning?

## **CONTENT AREA STANDARDS**

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LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Authors use a variety of techniques in developing characters.
- Plot development structure is essential to develop an interesting and readable story
- Themes of short stories are used to teach lessons to the readers.
- Literary devices such as theme, symbolism, mood, metaphor, similes, etc. are used to enrich the author's purpose for writing a story.
- Reading multiple perspectives is necessary to develop empathy and better understand the diversity that exists in the world.

### **Procedural Knowledge**

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Students will be able to:

- Read from a variety of fictional genres; increase reading aloud skills; read independently
- Use resources to increase vocabulary and gain deeper understanding by "reading between the lines"
- Summarize stories and discuss author's use of word choice, simile & metaphors
- Reflect on reading experiences in writing and discussion
- Read from a variety of voices and viewpoints
- Use resources to increase vocabulary and gain deeper understanding by using context clues
- Summarize stories and identify the main parts of a book - main idea, sub plots, etc.
- Make connections between books in a fiction series
- Read orally with appropriate phrasing and word stress

- Write summaries, reflections, analysis showing the importance of a topic of a fictional text
- Read a script with integration of all dimensions of fluency
- Write arguments

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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Graphic organizers

- KWL Chart
- Cause and Effect
- Compare and Contrast
- 2-column notes

Reflective writing entries

Comprehension Conversations

### **Summative Assessments**

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Essays/Reflections/Long Writes

Read Aloud Assessments focusing on fluency and comprehension

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

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Lessons from the LLI Lesson Guide for teacher

LLI Leveled Texts

## **INTERDISCIPLINARY CONNECTIONS**

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### Technology / Multimedia

- Videos
- Audio / visual media analysis
- Google
- Media Literacy
- Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.