

# 02\_Nonfiction Unit Reading 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 do capable readers make sense of nonfiction texts?
- How do we read nonfiction texts to become aware and empathetic to the needs of our world?
- 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?

## **CONTENT AREA STANDARDS**

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LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.RI.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.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

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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.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.  Sources of information are evaluated for accuracy and relevance when considering the use of information.  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:

- Words have different connotations; social environment can also define a word's connotation.
- Scientific methods are used to prove theories
- Taking a stand requires courage
- People are resistant to change
- History can be told differently depending on the perspective.

### **Procedural Knowledge**

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Students will be able to:

- think analytically about a character's decisions and their effects on other characters
- notice what a nonfiction writer does to show the importance of a topic
- use background knowledge to understand the information in a text
- search for and use information from photographs
- synthesize new information from a nonfiction text
- notice the significance of a nonfiction text title and other text features
- understand a writer's use of analogy
- derive the meaning of a word from context and connect the word to other words using synonyms, antonyms, base words, and affixes.
- read orally with appropriate intonation

## **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
- Historical Events
- Health

- Science

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.