



LILIE, LLC Course Information

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Title of Course (45 hours): Implementing Non-Fiction Rich Texts in the Content Areas

Course Description:

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards in all subject areas. It is now the responsibility of all teachers to engage and promote literacy thus meeting the needs of students to be college and career ready, areas that overwhelmingly focus on complex texts outside of literature. This course will explore how to choose such texts to meet the needs of complex text rigors as well as how to teach students to deconstruct and learn from them in all subject areas through guided practice and development of teachers' own resources.

Overall Course Objective and Expectation(s):

Participants will be able to:

- Explain the importance of literacy and nonfiction texts in all content areas
- Discuss the challenges that students encounter with nonfiction texts and how to address them
- Identify text features and structures of nonfiction
- Select appropriate complex and rigorous nonfiction texts according to the CCLS
- Identify appropriate strategies to be used when reading content area nonfiction texts
- Explain the process of how to approach a nonfiction text, deconstruct it, and read it successfully to students
- Apply the researched content area specific strategy to a classroom activity and/or lesson
- Examine previously used nonfiction texts against criteria to determine effectiveness
- Identify the challenges of selecting appropriate texts and how to remedy the problems
- Choose appropriate grade level texts based on CCLS, rigor, complexity, and curriculum
- Create and plan lessons that incorporate nonfiction texts and strategies
- Evaluate what has been learned during this course and how this information will be useful and utilized in planning, instruction, and assessment

Opportunities for Common Core Standards Alignment:

Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogue.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading
- Writing and Using Nonfiction and Other Informational Texts Across the Curriculum Kathy Pike and G. Jean Mumper
- Nonfiction Matters: Reading, Writing and Research in Grades 3-8 Stephanie Harvey
- Nonfiction Text Structures for Better Comprehension and Response Gail Saunders-Smith
- Strategies that Work: Teaching Comprehension for Understanding and Engagement Stephanie Harvey and Anne Goudvis
- Text Complexity: Raising Rigor in Reading Nancy Frey
- Texts and Lessons for Content Area Reading Harvey Daniels and Nancy Steineke
- Teaching Students to Read Nonfiction Alice Boynton and Wiley Blevins

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Week I- Foundation

Topic(s):

- Importance of literacy in all content areas
- Common Core Learning Standards
- Text complexity and rigor
- The challenges of reading nonfiction(content, vocabulary, text features & structure)
- Choosing nonfiction texts

Objectives:

Participants will understand the role of literacy in every classroom and how reading nonfiction texts will successfully prepare our students to be critical thinkers and learners. Through the examination of the CCLS, text complexity and rigor, and the structure and features of nonfiction texts, participants will be able to address student challenges in reading nonfiction and select appropriate texts for use in their classrooms.

Impact on Classroom Instruction:

This week will provide participants the foundation to understand the necessity for each content area to teach and promote literacy. A review of the CCLS will highlight the expectations that all students must successfully read complex and rigorous texts in all content areas to be more effectively prepared for college and a career. Participants will also have an opportunity to examine and discuss the structure of nonfiction texts and the challenges that this organizational format presents for students. The guidelines on how to select these appropriate texts will assist educators during their planning and instruction to address these new Literacy Standards.

Learner Outcomes

- Explain the importance of literacy and nonfiction texts in all content areas
- Discuss the challenges that students encounter with nonfiction texts and how to address them
- Identify text features and structures of nonfiction
- Select appropriate complex and rigorous nonfiction texts according to the CCLS

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Introduce self to classmates explaining position and experience
- An accurate explanation of the reasons that each content area teacher is responsible for teaching and promoting literacy, specifically nonfiction, in accordance with the CCLS
- The ability to share specific challenges in teaching nonfiction and ways that these challenges can be met based on this week's topics
- A reflection on how the guidelines for selecting grade-level nonfiction texts that are both complex and rigorous will impact their planning and instruction



Week II- Strategies

Topic(s):

- Deconstruction of nonfiction texts
- Strategies
- Individual selection of a strategy to be used in a particular content area

Objectives:

Participants will be able to implement the strategies taught this week in order to better support their own students when reading nonfiction texts.

Impact on Classroom Instruction:

This week participants will be provided with the tools to teach their students how to approach a nonfiction text, deconstruct it, and read it successfully. In addition, participants will research and identify one specific strategy designed to support students when reading nonfiction texts in their particular content area.

Learner Outcomes:

- Identify appropriate strategies to be used when reading content area nonfiction texts
- Explain the process of how to approach a nonfiction text, deconstruct it, and read it successfully to students
- Apply the researched content area specific strategy to a classroom activity and/or lesson

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- The ability to explain how a nonfiction reading strategy can be implemented in the participant's individual classroom
- Research and share a specific nonfiction strategy that is useful in a particular content area
- Create and share an activity and/or lesson that requires students to deconstruct a text
- Comment on the new strategies



Week III- Choose Your Own

Topic(s):

- Challenges of text selection
- Text selection

Objectives:

Participants will be able to select nonfiction texts that meet the requirements of the CCLS in terms of rigor, complexity, and content area skills.

Impact on Classroom Instruction:

This week participants will select three nonfiction texts to utilize within a unit of study. The process of selecting these texts will allow participants to examine past nonfiction selections and determine whether or not they meet the new criteria as well as select new ones that can be implemented in their instruction.

Learner Outcomes:

- Examine previously used nonfiction texts against criteria to determine effectiveness
- Identify the challenges of selecting appropriate texts and how to remedy the problems
- Choose appropriate grade level texts based on CCLS, rigor, complexity, and curriculum

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Evaluate past and present nonfiction texts against new criteria and share changes that need to be made and why
- List difficulties in selecting these types of texts
- Share three specific nonfiction texts that meet the new criteria that will supplement a unit of study in the curriculum
- Reflection and feedback on specific texts



Week IV- Application

Topic(s):

- Lessons
- Reflection

Objectives:

Participants will be able to apply the topics studied in this course by creating and developing two separate lessons that include appropriate nonfiction texts and activities that incorporate specific strategies designed for reading informational, expository texts.

Impact on Classroom Instruction:

Participants will implement the lessons that they create to expose students to rigorous and complex nonfiction texts and be better prepared to support them with the challenges as they engage in this type of reading.

Learner Outcomes:

- Create and plan lessons that incorporate nonfiction texts and strategies
- Evaluate what has been learned during this course and how this information will be useful and utilized in planning, instruction, and assessment

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Development and sharing of teacher created lessons that integrate the components of this course with a specific focus on the application of reading strategies for rigorous and complex, grade-level nonfiction texts
- Comment on peer lessons to provide quality feedback, suggestions, and/or questions
- Course reflection overview