



CollegeCoursesOnline

Professional Growth with a Personal Touch



Using Nonfiction to Motivate Reading and Writing, K-12

Syllabus



Dr. Anne F. Goiran-Bevelhimer

USING NONFICTION TO MOTIVATE READING AND WRITING, K-12

Instructor:	Anne F. Goiran-Bevelhimer, Ed.D.
Email:	annegoiran@collegecoursesonline.com
Web site:	http://www.collegecoursesonline.com/
Phone:	303-905-7332
Fax:	303-479-7420
Address:	P.O. Box 312, Galeton, CO 80622
Graduate Credit:	3.0 sem. hrs. graduate credits/ 4.5 CEU
Graduate Prefix:	See accrediting university for prefix and number
Course Schedule:	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION:

Using Nonfiction to Motivate Reading and Writing, K-12 is a content-based course, exploring the literary nonfiction genre of nonfiction and informational texts and how you can use nonfiction in your classroom to motivate student's reading and writing. Discover resources for finding well-crafted nonfiction. Choose literary nonfiction to read from print and digital resources. Document your nonfiction reading through a practical and useful reading log. Create lists of nonfiction titles for read-alouds, text sets, paired texts, mentor texts and classroom application. Meets Common Core State Standards.

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Reading 1,4,7, 8, 9, and 10, and Reading Standards for Informational Texts 6-12, Standards RI 1-10.*

“By reading texts in history/social studies, science and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.” From College and Career Readiness Anchor Standards for Reading, Common Core State Standards.

Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Distinguish the genre of nonfiction from fiction.
2. Identify high-quality nonfiction, informational texts and literary nonfiction from print and digital resources.
3. Classify a wide array of high-quality nonfiction, informational texts and literary nonfiction from history/social studies, science and technical texts.
4. Interpret how to integrate nonfiction literature across the curriculum, content areas, K-12.
5. Prepare curriculum applications using literary and informational texts appropriate for grade level to meet the rigors of the **Common Core State Standards (CCSS)** Anchor Standards for Reading, K-5, 6-12, R: 1,4,7, 8, 9, and 10; and /or Reading Standards for Informational Texts 6-12, Standards RI: 1-10.
6. Analyze the craft and structure of nonfiction writing.
7. Produce written examples of “multiple sources of information presented in different modes or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.” (CCSS RI 11-12:7) through texts sets and paired texts.
8. Evaluate the reading of nonfiction as an essential skill for developing critical thinking, research and skills necessary for 21st century student, K-12.
9. Defend the use of a wide variety of nonfiction text, from functional texts to reference materials; arguments, persuasive and theoretical nonfiction literature, as a means for students to read widely and deeply across subject matter, to build strong content knowledge, a wide range of comprehension and analytical skills, and the ability to read and think critically.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Using Nonfiction to Motivate Reading and Writing, K-12. Anne Goiran-Bevelhimer, Ed.D.
This text will be sent upon registration.

COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of independent study to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements:

1. **TEXT:** *Using Nonfiction to Motivate Reading and Writing, K-12* by Anne Goiran-Bevelhimer, Ed.D. **Part A, Part B, and Part C.** Read the text and respond to the exercises. This assignment is worth 15% of your grade.

Part A: Learning About Nonfiction

Complete the 9 activities showing your findings in writing.

- Why Read Nonfiction?
- A Reading Inventory
- Motivation
- What is Nonfiction?
- How Does a Book get to be “Nonfiction”?
- A Quick Look at Classification Systems
- The Verso Page
- Determining Accuracy
- Time for Reflection

Part B: Choosing Quality Nonfiction

Follow the instructions in the text and report your findings in a written response.

- Resources
- Nonfiction Book Awards
- How to Read Nonfiction
- Nonfiction Genres
- Creative Nonfiction
- Time to Read Nonfiction
- Some Nonfiction Authors
- Designing Your Reading Log
- Creating the System: A Few Ideas
- What do you want to Remember?
- Reading Log Template
- A Reading Log Example

Part C: Creating Curriculum Application Using Nonfiction.

Prepare a minimum of 4 curriculum applications from Part C to meet your grade level state standards and Common Core State Standards (CCSS) for K-12. Choose from the following described in your text. 1-2 pages each.

- Nonfiction Text Features
- Brainstorming Curriculum Applications using Nonfiction texts
- Text sets
- Read-Alouds
- Book Talks
- Paired Texts
- Mentor Texts

2. **OUTSIDE READING: Annotated Reading Log:** This assignment should take approximately 45 hours to complete and is worth 45% of your grade.
- Choose nonfiction texts to read from a variety of sources and genres. It is expected that the log will reflect a minimum of 45 nonfiction titles.
PLEASE NO PROFESSIONAL BOOKS ON TEACHING.
 - Create an annotated reading log of your nonfiction reading that is useful to you.
 - The log must include a minimum of title, author, copyright date, topic, summary and application to curriculum.
 - You might also want to include level of texts, text sets for unit studies, an examination and analysis of writing crafts, essential questions, connection to state standards and any other informational notes that will help you personally and professionally.
3. **ACTIVITY: Assess, Analyze, Evaluate and Discuss Essay:** Assess, analyze and evaluate your classroom practices. Talk with colleagues. Summarize your findings and discussion points in a 3-4 page essay. Consider the following bullets. This assignment should take approximately 15 hours to complete and is worth 15% of your grade in this course.
- Document or estimate how much time your students spend reading informational texts.
 - CCSS is advocating that by 4th grade a student should be spending 50% of their time in school reading informational texts across the curriculum, 55% by 8th grade and 70% by 12th grade. (p.5) How does your data match those percentages?
 - How could you increase the amount of time spent reading informational literature?
 - Inventory and assess the collection of available informational texts in your classroom and school library. Consider:
 - The variety of informational texts.
 - The variety of nonfiction genres.
 - Informational texts that present different point of view on a topic.
 - Informational texts for a wide range of reading abilities.
 - High-quality, well-written informational texts.
 - Topics that invite critical thinking; conversation, discussion and argument.
 - Strengths and needs of the informational texts and resources available to you.
 - How are you choosing just right informational texts for the diversity of reading abilities in your classroom?
 - Describe the characteristics of “high-quality” nonfiction by its writing craft and structure.
 - How can you acquire more high-quality informational texts for classroom / school use?
 - Discuss with another colleague or group of teachers how to address the challenges of the Common Core State Standards for reading informational texts and preparing students K-12, and how to promote critical reading and thinking skills using nonfiction.
4. **SYNTHESIS PAPER:** Synthesize what you have learned from your work in this course *Using Nonfiction* to help you prepare students for 21st century skills. Consider the call for reading more informational texts as described in CCSS. Write a 3-4 page synthesis paper. This assignment represents 15% of your grade.

How will using nonfiction in your classroom help you align your teaching practices with the call for deeper and wider informational reading in the CCSS? The call is not just for more reading of nonfiction in textbooks, but a call to read authentic informational texts, those that teach students to read to think.

The following is from the *Introduction to the Common Core State Standards for English Language Arts & Literacy in History/Social studies, Science and Technical Subjects*:

“To be ready for college, workforce training and life in a technological society, students need to the ability to gather, comprehend, evaluate, synthesis, and report on information...” (p. 4) CCSS is advocating that by 4th grade a student should be spending 50% of their time in school reading informational texts across the curriculum, 55% by 8th grade and 70% by 12th grade (p.5).

5. **REFLECTION PAPER. Text: Part D:** This assignment reflects 5% of your grade.

Reflect and respond in writing to the questions in the text, *Using Nonfiction to Motivate Reading and Writing, K-12, Part D: “Reflection”*.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

1. Text: Parts A, B, C	20 pts.	20%
2. Annotated Reading Log	45 pts.	45%
3. Assess, Analyze, Evaluate and Discuss Essay	15 pts.	15%
4. Synthesis Paper	15 pts.	15%
5. Reflection Paper. Text: Part D	5 pts.	5%

Grade Scale:

A	91-100%	91-100 pts.
B	81-90%	81-90 pts.
C	71-80%	71- 80 pts.
D	61-70%	61- 70 pts.
F	Less than 60 %	Less than 60 pts.