Highland Park ISD   Curriculum

NAME OF UNIT: Readers Build Good Habits
ESTIMATED # OF DAYS: 20

	4 Weeks	
Components		
Unit Name	Readers Build Good Habits	Writers Build Good Habits
Unit Overview	The student will learn the routines and habits needed to develop a classroom community of readers.	The student will learn the routines and habits needed to develop a classroom community of writers.
Generalizations / Enduring Understandings	Launching the Reading/Writing Workshop Model Established Routines Establishing Community Building Stamina	
Concepts	Reading Strategies Vocabulary Listening and Speaking Genres (fiction/non-fiction) Independent Reading	Independent Writing Writing Conventions Writing Process Spelling
Guiding/ Essential Questions	Explain what routines are needed to establish the reading/writing workshop. How to readers choose appropriate texts that help them grow into independent readers/writings? In what ways can the community help to build stamina, fluency, and meaning through independent and partner reading? How can discussion and sharing with the community of leaners help you grow as a reader and writer?	
Learning Targets	**Performance Levels**	
	Reading Skills Decode words and reads with fluency Understand new vocabulary and use it when reading and writing. Retell events in stories in a logical order with accuracy. Identify a story's genre and states the characteristics of that genre. **Writing Process** Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Express meaning through writing Write in complete sentences. Apply capitalization and punctuation Spell proficiently Write legibly with appropriate letter size and spacing. Uses appropriate margins. Use comprehension skills to listen attentively	

Highland Park ISD Curriculum

	Speak clearly and appropriately
Formative Assessments (FOR learning)	Journal writing, running records, reading and writing inventories, classroom observation
Summative Assessments (OF learning)	FPA, TPRI, Writing sample

TEKS *Specifications*	(RC) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers.
	    (A) Establish purposed for reading selected texts based upon content to enhance comprehension
	    (B) Retell important events in stories in logical order
	
	(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
	    (A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
	        (i) Single letters
	    (B) Use common syllabication patterns to decode words including:
	        (i) Closed syllable (CVC) (e.g., pic-nic, mon-ster)
	        (ii) Vowel-consonant silent "e" words (VCe) (e.g., in-vite, cape)
	    (C) Decode words by applying knowledge or common spelling patterns (e.g., -ight, -ant)
	    (G) Identify and read at least 300 high-frequency words from a commonly used list
		(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
		    (A) Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)
		    (E) Publish and share writing with others
		
		(18) Writing/Literary Text. Students write literary text to express their idea and feelings about real or imagined people, events, and ideas. Students are expected to:
		    (A) Write brief stories that include a beginning, middle, and end
		
		(19) Writing/Expository and Procedural Text. Students write expository and procedural or work related text to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
		    (A) Write brief compositions about topics of interest to the student
		    (DLocal) Write to record ideas and reflections
		    (FLocal) Write to discover, develop, and refine ideas
		
		(21) Oral and Written Conventions/Conventions. Students understand that function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
		    (A) Understand and use the following parts of

(H) Monitor accuracy of decoding
(4) Reading/Fluency. Students read grade level text with fluency and comprehension. Students are expected to:
 (A) Read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension
 (BLocal) Read regularly in instructional level materials that are challenging but manageable
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
 (B) Use context to determine the relevant meaning of unfamiliar words or multiple meaning words

(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:
 (A) Read independently for a sustained period of time and paraphrase what their reading was about, maintaining meaning.
 (BLocal) Self-select independent level reading by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.
(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
 (A) listen attentively to speakers and ask relevant questions to clarify information; and
 (B) follow, restate, and give oral instructions that involve a short related sequence of actions
(29) Listening and Speaking/Speaking. Students speaks clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic of discussion, speaking clearly at an appropriate pace, using the conventions of language.

speech in the context of reading, writing, and speaking:
 (ii) Nouns (singular/plural, common/proper)

(22) Oral and Written Conventions/Handwriting, Capitalization, Punctuation. Students write legibly and use appropriate capitalization and punctuation convention in their compositions. Students are expected to:
 (A) Write legibly leaving appropriate margins for readability
 (B) Use capitalization for:
 (i) Proper Nouns
 (ii) Months and Days of the Week
 (DLocal) Control aspects of penmanship such as letter formation, appropriate size and spacing
(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 (A) use phonological knowledge to match sounds to letters to construct unknown words
 (B) spell words with common orthographic patterns and rules:
 (iii) long vowels (e.g. vce – hope)
 (D) spell high frequency words from a common used list

3

Processes and Skills	Listening and Speaking • Listen attentively to question, clarify, critique, analyze, provide feedback Comprehension •Establish purposes for reading •Monitor and adjust comprehension •Schema/Background Knowledge •Ask literal questions •Retelling in Logical Order Phonics •Consonants/vowels •Decoding common syllabication •Decoding multi-syllabic patterns Reading Strategies •Monitoring •Practicing Read to Self •Adjusting Rate/Fluency Vocabulary •Monitoring to self correct • Monitoring for meaning •Adjusting rate/fluency Independent Reading •Establish Stamina •Establish purpose •Book choice	Writing Process-Model, Model, Model •Planning/Generating Ideas •Developing first drafts •Topics of interest Spelling •See HPISD Spelling Document for high frequency words	
Topics	Reading/Beginning Reading/Phonics Strategies Reading/Vocabulary Development	Listening and Speaking Writing Process Comprehension Skills	
Facts			
	Routines	Workshop	Writing Process

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Language of Instruction	Community Vocabulary Stamina Schema	Independent Partner Genre Comprehension	Discussion Sharing
State Assessment Connections	TPRI: Fluency Word Analysis Comprehension		
National Assessment Connections	NWEA MAP:		
Resources	Fountas & Pinnell- Benchmark Assessment System		
Textbook Correlation			