

	1 st Nine Weeks	2 nd Nine Weeks
Course Description	<i>Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.</i>	
Student habits and enduring skills	<ul style="list-style-type: none"> • Students will read for pleasure and understand new ideas • Students will persevere when faced with challenges • Students will monitor comprehension • Students will support ideas with text evidence • Students will read a variety of texts with increased fluency and comprehension 	
Pre-Reading	<ul style="list-style-type: none"> • Student use word recognition strategies • Students develop vocabulary through reading and word study • Students access schema • Student determine and adjust purpose for reading 	<ul style="list-style-type: none"> • Student use word recognition strategies • Students extend vocabulary through reading and word study • Students access more schema • Student determine and adjust purpose for reading
During Reading	<ul style="list-style-type: none"> • Student reads for a variety of purposes with multiple sources both narrative and expository • Student comprehends text using effective strategies to determine word meaning, • Student inferences, analyzes, and evaluates information in texts of varying lengths • Students evaluates texts to determine credibility • Students read with increasing fluency and understanding • Students recognize literary themes and connections that cross cultures 	<ul style="list-style-type: none"> • Student reads for a variety of purposes with multiple sources both narrative and expository • Student comprehends text using effective strategies • Student inferences, analyzes, and evaluates information in texts of varying lengths • Students evaluates texts to determine credibility • Students read with increasing fluency and understanding • Students recognize literary themes and connections that cross cultures
Post Reading	<ul style="list-style-type: none"> • Students respond to a wide variety of texts responds to text in multiple ways by citing textual evidence and personal experience. • Students respond to informational texts by generating questions, locating information, by analyzing structure and communicating new ideas 	<ul style="list-style-type: none"> • Students respond to a wide variety of texts responds to text in multiple ways by citing textual evidence and personal experience. • Students respond to informational texts by generating questions, locating information, by analyzing structure and communicating new ideas

Evidence of Learning	<ul style="list-style-type: none"> • Reading logs and reflection journals • Teacher student conferences about reading • Student-designed book talks to promote self-selected reads • Analytical paragraphs over shared reading selections • EOC formatted multiple choice questions over shorter selections 	<ul style="list-style-type: none"> • Reading logs and reflection journals • Teacher student conferences about reading • Student-designed book talks to promote self-selected reads • Analytical paragraphs over shared reading selections • EOC formatted multiple choice questions over shorter selections
Resources and Notes	<ul style="list-style-type: none"> • Teachers of this elective English course should complete the online module on Project Share for <i>TEA HS ELA Electives: Reading I, II, III</i> http://corp.epsilen.com/ • Students should be encouraged to self-select most of their reading materials at a level that is enjoyable. • Reading should be done in whole group, small groups, and independently. 	