# Curriculum Writer Portfolio – Part 1: Unit Framework

Theme & Summary Through Fables (Aligned to HISD NES Framework)

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## Submission Cover Letter

Dear Curriculum Review Committee,  
  
I am submitting this curriculum writer portfolio sample, “Theme & Summary Through Fables (Aligned to HISD NES Framework),” as evidence of my ability to design instruction that supports student mastery through literacy, creativity, and performance. This unit demonstrates my understanding of HISD’s New Education System standards emphasizing rigorous, culturally responsive, and evidence-based learning.  
  
The five-day unit integrates reading, writing, and speaking skills around multicultural adaptations of traditional fables. Students analyze and summarize texts, determine themes supported by textual evidence, and apply their learning through a collaborative “Fable Theater Challenge.” The lessons incorporate differentiation, SEL connections, and formative assessments aligned to TEKS 5.7, 5.8(A), and 5.11(B).  
  
This sample illustrates my commitment to developing engaging, standards-aligned curriculum that fosters both literacy and cultural awareness. I welcome the opportunity to contribute my instructional design experience to your team and to support HISD’s vision for equitable, high-quality learning experiences for all students.  
  
Respectfully submitted,  
Nancy L. Richardson  
Curriculum Writer Candidate, Houston ISD

## Unit Overview & TEKS Alignment

In this five-day literacy unit, students explore how diverse cultures use fables to convey moral lessons and universal truths. Through guided reading, discussion, writing, and performance, students learn to identify and support themes, write concise summaries, and present creative interpretations.  
  
Essential Question: How can stories from different cultures teach us lessons about choices, character, and community?  
  
Learning Objectives:  
• Determine and explain a text’s theme supported by textual evidence.  
• Write clear, concise summaries capturing key events and morals.  
• Collaborate to adapt and perform a multicultural fable emphasizing moral reasoning.  
• Reflect on how cultural context influences storytelling and theme.  
  
TEKS Alignment:  
• 5.7 — Comprehension skills using text evidence (Reading & Writing Connection).  
• 5.8(A) — Analyze, make inferences, and draw conclusions about theme (Theme Development).  
• 5.11(B) — Compose expository and reflective writing (Written & Oral Expression).  
  
SEL Connection:  
Students develop empathy, communication, and teamwork as they analyze and perform stories centered on moral choices and social values.  
  
Assessment Overview:  
Formative — Daily exit tickets, theme/evidence organizer  
Summative — Fable Theater performance and reflective writing

## Weekly Overview (5-Day Pacing Guide)

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| --- | --- | --- | --- | --- |
| Day | Focus & Objective | Texts / Resources | Instructional Activities | Formative Assessments |
| 1 | Identify theme and moral in a fable. | “The Clever Rabbit and the Lion” (Kenyan) | Read-aloud, annotate, theme chart | Exit Ticket |
| 2 | Support a theme with evidence. | “The Monkey and the Crocodile” (Indian Panchatantra) | Small-group close reading, evidence organizer | Partner Paragraph |
| 3 | Summarize to support theme. | “The Farmer and the Donkey’s Song” (Latin American) | Summary Sort + writing | DOL Summary |
| 4 | Apply learning collaboratively. | Student-Created Modern Fables | Fable Theater prep & script writing | Rubric Draft |
| 5 | Perform & reflect. | Student Performances | Fable Theater presentations | Rubric + Reflection |

## Detailed 5-Day Lesson Plan (Condensed)

Day 1 — Discovering Themes in Fables: Identify the theme and moral of a multicultural fable; model annotation; student pairs highlight actions revealing the moral.

Day 2 — Supporting Theme with Evidence: Cite textual evidence to support a theme; guided practice; students write paragraph linking evidence to moral.

Day 3 — Summarizing to Explain Theme: Summarize a fable including theme and key events; groups use transition cards to build a summary.

Day 4 — Fable Theater Preparation: Collaborate to adapt a fable into a short performance; roles assigned; rehearsal with rubric guidance.

Day 5 — Performance & Reflection: Present fable performances; reflect on moral lessons and teamwork.