

3rd Grade Writing Public Overview 2024-2025

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1

Unit 1: Launching Writing Workshop

Estimated Date Range: 8/8/24-8/30/24

Estimated Time Frame: 17 days

Unit Overview:

The goal of this unit is to establish routines to set up Writing Workshop and to familiarize students with the Writing Process.

In concept 1, *We Are All Writers*, the lessons focus on the routines of setting up writing workshop. In this concept, teachers will show students how they meet for the mini lesson, turn and talk during the lesson, conferring with the teacher and students, and routines for independent writing. Students will also create and use their writer’s notebook.

In concept 2, *Writers Use the Writing Process*, students will understand the writing process as they experience it for themselves. At the end of the concept, students will learn how to reflect on their writing and set goals which they will work toward and receive feedback on throughout the year.

In unit one, students will build an understanding of what makes a complete sentence. Students will understand that complete sentences must have a subject and verb. Students will learn how to punctuate simple sentences, include commas in a series.

At home connections:

- Create a Family Writer’s Notebook—a notebook where you can write down favorite memories, lists (such as top 10 places we’d love to travel, or our family’s favorite traditions), and important events you don’t want to forget. Throughout the year, you can choose one or two of those memories/events and write more about it together.

Concepts within Unit #1 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: We are all writers.</i> 3.1A, 3.1C, 3.1D, 3.10A, 3.1B, 3.1E, 3.11D (i), 3.11D (viii), 3.11D (x), 3.11D (xi), 3.2D</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure 	<ul style="list-style-type: none"> • Choose an idea from my writer’s notebook and write about it • Discuss my writing with others
<p><i>Concept #2: Writers use the writing process.</i></p>		<ul style="list-style-type: none"> • Choose a purpose for writing • Plan out my writing

<p>3.11A, 3.11B (i), 3.11B (ii), 3.11C, 3.,11D, 3.11E, 3.10A, 3.11D (i), 3.11D (viii), 3.11D (x), 3.11D (xi), 3.2D</p>	<ul style="list-style-type: none"> • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Draft and revise my writing by adding details • Edit my writing to make it clear for the reader • Publish my writing to share it with others • Write complete sentences
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Unit 2: Personal Narrative: Focusing on Small Moments

Estimated Date Range: 9/3/24-10/31/24

Estimated Time Frame: 37 days (25 Days in GP1 and 12 Days in GP2)

Unit Overview:

In this unit, students will write personal narratives.

In concept one, *When Writers Write Personal Narratives, They Write About Small Moments in Time*, writers focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers.

In concept two, *Writers Think About the Message They Learned From Their Small Moment and Share it with the Reader*, writers think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.

At home connections:

- Read fiction books with your child, discussing how writers give information about the character (by their words/dialogue, describing their actions, and sharing their thoughts and feelings).
- Think of a special moment or memory with your child. Write a personal narrative of the event with your child.

<p>Concepts within Unit #2 Link to TEKS</p>	<p>Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p>Success Criteria for this concept</p>
<p>Concept #1: <i>When Writers Write Personal Narratives, They Write About Small Moments in Time</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.8B, 3.12A, 3.10B, 3.10D, 3.10E, 3.11D (ii), 3.11D (iii), 3.11D (v), 3.11D (ix), 3.11D (x), 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.10F</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Choose a moment to write about • Follow the personal narrative structure (writing about a moment in time, having a conflict, showing how conflict was resolved) • Add details to elaborate by describing the conflict and resolution • Write an introduction that engages the reader • Write a conclusion that provides closure in the story • Correctly use and punctuate compound sentences in writing
<p>Concept #2: <i>Writers Craft Dialogue and Add Thoughts to Help Achieve Their Purpose</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.8A, 3.8B, 3.8C, 3.12A,</p>		<ul style="list-style-type: none"> • Choose a message to share when writing (show what you learned or why the moment was important to you)

<p>3.10B, 3.10D, 3.10E, 3.8D, 3.11D (ii), 3.11D (iii), 3.11D (v), 3.11D (ix), 3.11D (x), 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.10F</p>		<ul style="list-style-type: none"> • Elaborate by adding details that describe what the character said, felt, thought, and/or did • Correctly punctuate dialogue in writing
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<p>Grading Period 2</p> <p>Unit 2: Personal Narrative: Focusing on Small Moments (Continued)</p> <p>Estimated Date Range: 9/3/24-10/31/24</p> <p>Estimated Time Frame: 37 days (25 Days in GP1 and 12 Days in GP2)</p>
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Unit Overview:
In this unit, students will write personal narratives.

In concept one, *When Writers Write Personal Narratives, They Write About Small Moments in Time*, writers focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers.

In concept two, *Writers Think About the Message They Learned From Their Small Moment and Share it with the Reader*, writers think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.

At home connections:

- Read fiction books with your child, discussing how writers give information about the character (by their words/dialogue, describing their actions, and sharing their thoughts and feelings).
- Think of a special moment or memory with your child. Write a personal narrative of the event with your child.

<p>Concepts within Unit #2 Link to TEKS</p>	<p>Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p>Success Criteria for this concept</p>
<p>Concept #1: <i>When Writers Write Personal Narratives, They Write About Small Moments in Time</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.8B, 3.12A, 3.10B, 3.10D, 3.10E, 3.11D (ii), 3.11D (iii), 3.11D (v), 3.11D (ix), 3.11D (x), 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.10F</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Choose a moment to write about • Follow the personal narrative structure (writing about a moment in time, having a conflict, showing how conflict was resolved) • Add details to elaborate by describing the conflict and resolution • Write an introduction that engages the reader • Write a conclusion that provides closure in the story • Correctly use and punctuate compound sentences in writing
<p>Concept #2: <i>Writers Craft Dialogue and Add Thoughts to Help Achieve Their Purpose</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.8A, 3.8B, 3.8C, 3.12A, 3.10B, 3.10D, 3.10E, 3.8D, 3.11D (ii),</p>		<ul style="list-style-type: none"> • Choose a message to share when writing (show what you learned or why the moment was important to you) • Elaborate by adding details that describe what the character said, felt, thought, and/or did

3.11D (iii), 3.11D (v), 3.11D (ix), 3.11D (x), 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.10F		<ul style="list-style-type: none"> Correctly punctuate dialogue in writing
Unit 3: Poetry – Crafting Structures Estimated Date Range: 11/4/24-11/22/24 Estimated Time Frame: 14 total days		
<p>Unit Overview: The goal of this unit is deepening students’ understanding of author’s craft as students make decisions to achieve their purpose.</p> <p>In concept 1, <i>Writers Analyze Mentor Poems to Get Ideas</i>, students will be introduced to the genre of poetry focusing on purpose. Students will see that poets often write to share their feelings and ideas while evoking emotion. As students immerse themselves in poems, they will gather ideas for their own poems.</p> <p>In concept 2, <i>Writers Use Craft to Achieve Their Purpose</i>, students will identify their purpose and audience for writing a poem and then learn how to use craft elements to achieve their purpose. Students will revise, edit, and then publish poems for their audience.</p> <p>At home connections:</p> <ul style="list-style-type: none"> Ask your child to share some of their favorite poems with you. Read poems with your child, discussing poetic elements you notice such as rhymes and stanzas. Then, write a poem with your child and include some of the elements you noticed. 		
Concepts within Unit #3 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Writers Analyze Mentor Poems to Get Ideas</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.12A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F, 3.9B, 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D</p>	<ul style="list-style-type: none"> WCompetency 7: Purpose WCompetency 8: Genre and Structure WCompetency 9: Details and Voice 	<ul style="list-style-type: none"> Identify a purpose for writing a poem
<p><i>Concept #2: Writers Use Craft to Achieve Their Purpose</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.12A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F, 3.9B, 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D</p>	<ul style="list-style-type: none"> WCompetency 10: Conventions 	<ul style="list-style-type: none"> Write a poem using poetic elements (stanzas, line breaks, rhyme, imagery, etc.)
Unit 4: Informational Writing—Purpose and Structure Estimated Date Range: 12/2/24-12/20/24 Estimated Time Frame: 15 days		
<p>Unit Overview: The goal of this unit is for students to continue to grow as writers, especially thinking about author’s purpose and craft, while writing informational text.</p> <p>In concept 1, <i>When Writers Write Informational Text, They are Explaining Something to the Reader</i>, students will be introduced to the purpose of informational text. The key understanding students need to grasp in this concept is the structure of informational text—a central idea with ideas that support it. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to</p>		

revise in order to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Student will edit using an editing checklist and publish their writing.

Students will learn how to revise for a compound sentence, how to punctuate a compound sentence, and how writers can write fluently by adding compound sentences to their writing. Students will edit their writing to ensure that it is clear for the reader.

At home connections:

- Read informational books/articles with your child and discuss how authors share information with the reader (add facts, descriptions, etc.)
- Choose something that is a favorite in your family and write an informational essay explaining why it is your favorite (favorite holiday and why, favorite free time activity and why, etc.)

Concepts within Unit #4 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p>Concept #1: <i>When writers write informational text, they are explaining something to the reader.</i></p> <p>3.11A, 3.11B (i), 3.11B(ii), 3.11(C), 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.12B, 3.11D(i), 3.11D(x), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10D, 3.10F</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Write a central idea • Support central idea with details • Write an introduction that engages the reader • Write a conclusion that brings closure to the paper • Capitalize proper nouns

Grading Period 3

Unit 5: Informational Writing-Revising for Details

Estimated Date Range: 1/9/25-2/7/25

Estimated Time Frame: 21 days

Unit Overview:

The goal of this unit is for students to continue to grow as writers in informational text, specifically focusing on how to revise to add details.

In concept 1, *In Informational Writing, Writers Add Details to Support Their Central Idea*, students will go deeper into writing informational text. Students will focus on different ways to elaborate and look at how to add transitions that make writing clear. Students will continue to apply what they've learned through mentor sentences in as they draft, revise, and edit their writing.

Students will continue to learn how to revise for a compound sentence, how to punctuate a compound sentence, and how writers can write fluently by adding compound sentences to their writing. Students will edit their writing to ensure that it is clear for the reader.

At home connections:

- Read informational books/articles with your child and discuss how authors share information with the reader (add facts, descriptions, etc.)
- Choose something that is a favorite in your family and write an informational essay explaining why it is your favorite (favorite holiday and why, favorite free time activity and why, etc.)

Concepts within Unit #5 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: In informational writing, writers add details to support their central idea.</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.12B, 3.11D(i), 3.11D(x), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10D, 3.10F</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Elaborate informational writing by adding details, facts, anecdotes, and examples • Add transitions to writing • Capitalize proper nouns

Unit 6: Argumentative Writing

Estimated Date Range: 02/10/25-03/7/25

Estimated Time Frame: 17 days

Unit Overview:

In this unit, readers will write argumentative text.

In concept 1, *Writers Craft Argumentative Essays*, writers will look at mentor text to understand the elements of argumentative writing. Writers will learn how to craft a claim and support it with arguments. Students will learn the purpose and structure of argumentative writing. Students will focus on the craft and revision strategies that will help make their purpose clear for the reader.

At home connections:

- When reading argumentative texts with your child, discuss persuasive language you notice.

<ul style="list-style-type: none"> When your child tries to convince you to give or let them do something (get a new toy/game, play a new sport, etc.), have them write an argumentative essay to persuade you. 		
Concepts within Unit #6 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Writers craft argumentative essays.</i></p> <p>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.12C, 3.12D, 3.10D, 3.10F, 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9F, 3.11D(iv), 3.11D(vi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D</p>	<ul style="list-style-type: none"> WCompetency 7: Purpose WCompetency 8: Genre and Structure WCompetency 9: Details and Voice WCompetency 10: Conventions 	<ul style="list-style-type: none"> Write an argumentative essay that has a claim and facts to support the claim
<h2>Grading Period 4</h2> <h3>Unit 7: Imaginative Writing – Multi-Genre</h3> <p>Estimated Date Range: 03/17/25-03/28/25 Estimated Time Frame: 10 days</p>		
<p>Unit Overview:</p> <p>In concept 1, <i>Writers Craft Plot and Characters for Imaginative Writing</i>, writers will use what they have learned about plot and characters to craft an imaginative story. Writers will use what they have learned throughout the year on analyzing characters to craft character(s) in their writing.</p> <p>At home connections:</p> <ul style="list-style-type: none"> Read stories that have imaginative components with your child. Talk about the different plot elements of the story and discuss the characters that you notice. What makes them imaginative? What do they notice about the characters? Create and write an imaginative story using plot elements and characters with your child. Share the story with others to enjoy. 		
Concepts within Unit #7 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Writers Craft Plot and Characters for Imaginative Writing.</i></p> <p>3.11A, 3.11B(i), 3.11C, 3.11D, 3.11E, 3.10A, 3.8A, 3.8B, 3.8C, 3.8D, 3.12A, 3.10B, 3.10C, 3.10D, 3.11D(vii), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10E, 3.10F, 3.10G</p>	<ul style="list-style-type: none"> WCompetency 7: Purpose WCompetency 8: Genre and Structure WCompetency 9: Details and Voice 	<ul style="list-style-type: none"> Craft a plot that uses imaginative components Add details to elaborate by describing the conflict Write an introduction that engages the reader Write a conclusion that provides closure in the story Correctly use and punctuate compound sentences in writing

	<ul style="list-style-type: none"> WCompetency 10: Conventions 	<ul style="list-style-type: none"> Elaborate by adding details that develop the characters Correctly punctuate dialogue in writing
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Unit 8: Grit and Perseverance: Reading and Writing Across Genres

Estimated Date Range: 04/01/25—04/11/25

Estimated Time Frame: 9 days

Unit Overview:

In Concept 1, *Readers Analyze Text and Support Their Thinking with Text Evidence*, students will read all genres of texts. In this concept, teachers will deepen students’ understanding of text and review areas of need based on data. Students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence. Readers will make text-to-text connections to deepen their understanding of texts. Students will continue to build on their learning and analysis of texts, as they make text-to-text connections between and across genres.

At home connections:

- Read several books on the same topic. Discuss ideas that are similar and different in the texts.
- As you read books at home, notice how authors use text features, illustrations, and word choice to achieve their purpose.

Concepts within Unit #8 Link to TEKS	Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Readers Analyze Text and Support Their Thinking with Text Evidence</i></p> <p>3.3(C), 3.3(B), 3.8(A), 3.8(B), 3.8(C), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.6(F), 3.6(H), 3.7(D), 3.10(A), 3.10(C), 3.3(D), 3.9(A), 3.9(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.10(D), 3.10(E), 3.10(F), 3.10(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.3(E)</p>	<ul style="list-style-type: none"> WCompetency 7: Purpose WCompetency 8: Genre and Structure WCompetency 9: Details and Voice WCompetency 10: Conventions 	<ul style="list-style-type: none"> Summarize texts Infer the author’s purpose for writing texts Explain how the author organized the text Analyze the words the author used and explain their impact on the text Identify the text features the author used and explain their impact on the text Examine and analyze craft choices the author makes

Unit 9: Inquiry Clubs

Estimated Date Range: 4/14/25-5/29/25

Estimated Time Frame: 31 days

Unit Overview:

In Concept 1, *Researchers Select and Narrow a Research Topic*, students will create their research notebooks and work to select their research topic.

In Concept 2, *Researchers Take Notes as They Read*, students will learn about primary and secondary sources, learn how to paraphrase to take notes in their own words, and learn how to organize their research. To help engage in understanding what is read, students will learn how to use context clues to understand new/unfamiliar words. At the end of the concept, students will look over their research and identify any additional areas that need to be researched.

In Concept 3, *Researchers Plan Their Research Project*, students will decide how they will present their information to others. Students will choose a purpose then a project that helps them to achieve their purpose. Then students will plan their project.

In Concept 4, *Researchers Prepare Their Research Project*, students will work to create their research project. Students will learn how to cite their sources and will prepare to present their project.

At home connections:

- Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
- Read informational books/articles with your child and take notes on important information learned from the book/article.

<p>Concepts within Unit #9 Link to TEKS</p>	<p>Competencies assessed within the unit <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p>Success Criteria for this concept</p>
<p><i>Concept #1: Researchers Select and Narrow a Research Topic.</i></p> <p>3.1(A), 3.1(C), 3.1(D), 3.13(A), 3.13(B), 3.1(B), 3.1(E)</p>	<ul style="list-style-type: none"> • WCompetency 7: Purpose • WCompetency 8: Genre and Structure 	<ul style="list-style-type: none"> • Create research topic
<p><i>Concept #2: Researchers Take Notes as They Read.</i></p> <p>3.1A, 3.1C, 3.1D, 3.13A, 3.13B, 3.1B, 3.1E, 3.1A, 3.1C, 3.1D, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.1B, 3.1E</p>	<ul style="list-style-type: none"> • WCompetency 9: Details and Voice • WCompetency 10: Conventions 	<ul style="list-style-type: none"> • Gather research from a variety of sources • Take notes by paraphrasing what was read
<p><i>Concept #3: Researchers Plan Their Research Project.</i></p> <p>3.11A, 3.1A, 3.1C, 3.1D, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10D, 3.10F, 3.12B, 3.13E, 3.13F, 3.13H, 3.11D(vii), 3.11D(x), 3.11D(xi), 3.1B, 3.1E, 3.2D</p>		<ul style="list-style-type: none"> • Identify a purpose for the research project • Plan out the research project • Write a central idea • Support central idea with details • Write an introduction that engages the reader • Write a conclusion that brings closure to the paper • Elaborate informational writing by adding details, facts, anecdotes, and examples • Add transitions to writing
<p><i>Concept #4: Researchers Prepare Their Research Project.</i></p> <p>3.11B, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.1A, 3.1C, 3.1D, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9d(iii), 3.10D, 3.10F, 3.12B, 3.13E, 3.13F, 3.13G, 3.13H, 3.11D(vii), 3.11D(x), 3.11D(xi), 3.1B, 3.1E, 3.2D</p>		<ul style="list-style-type: none"> • Revise writing to make it clear for the reader by adding, deleting, substituting, or rearranging words, phrases, and/or sentence • Edit writing to make it clear for the reader • Cite sources used for research • Present the research project to others by speaking clearly and maintaining eye contact

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit.
Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Pebble Go	This resource is a Pre-K to 3 rd grade database for reading and research.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
TumbleBook Library	This online resource provides ebooks with audio.
How to Help Children Edit and Revise	This online resource provides tips on how to help your child edit and revise their writing.
How to Help Children Write a Story	This online resource provides tips on how to help your child write a story.
How to Start a Writer’s Notebook	This online resource provides tips on how to help your child create a writer’s notebook.

Instructional Model

The Fort Bend ISD elementary language arts & reading curriculum is 100% aligned to the Texas Essential Knowledge and Skills (TEKS) and the science of reading. The curriculum is “balanced” in that it includes all the components of literacy – reading, writing, phonics, and word study while integrating listening, speaking, and thinking. All literacy components are necessary to build a life-long, successful reader and writer. By including all components of literacy, students gain the skills required to learn to read and read to learn. FBISD literacy curriculum and instructional practices are research-informed and in a continuous improvement cycle aligned with longitudinal, multi-year data as literacy instructional practices must be responsive to the differentiated needs of all FBISD students.

Interactive Read Aloud-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

Reading Block-During reading, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

Writing Block-During writing, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

Phonics and Word Study-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing. Phonics instruction involves teaching the relationships between letters and sounds. During a phonics lesson, students might learn, for example, the sound for the letters “sh” or that some vowels can be short or long.

- Phonics instruction should lead to automaticity of reading words, allowing readers to focus on meaning. Automaticity is reading without sounding out and writing without having to stop and think about each letter sound.
- Phonics instruction begins each day with foundational skills, such as phonological awareness activities. Phonological Awareness is the ability to hear, identify, and manipulate sounds in spoken language.

- Phonics instruction begins with learning, practicing, and applying the Alphabetic Principle in the early primary grades. The Alphabetic Principle is the ability to associate sounds with letters and use those sounds to form words.
- Phonics instruction transitions into learning, practicing, and applying spelling patterns and word study and analysis.
- During and after phonics instruction, readers have opportunities to apply their phonics skills in reading and writing.

(Moats, 2012; Ehri, 1984; Blevins, 2017; Duke, 2021.)