

First Grade Reading 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

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

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

At Home Connections:

- Encourage children to read daily from books they want to read, even if they appear too easy or too difficult. Keep reading fun rather than a chore.
- Read a chapter book aloud to your child of any age. You may want to share favorite books from your childhood.
- Encourage children to write daily about topics of their choice. Stapling a few pages together to make a “book” encourages creativity.
- Encourage children to read and talk about the books they are reading to a family member or stuffed animal/toy.
- Have children record themselves reading on a computer or phone.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children keep a list of books read and write a phrase or sentence response about their reading (e.g. “This book made me laugh because.”)
- Discuss lessons that characters in books learn. Have your child write about how they might have handled the situation differently than the character.

[Grading Period 1](#)

Unit 1: Readers Build Good Habits

Estimated Date Range: 8/8-9/13

Estimated Time Frame: 26 days

Unit Overview:

In this unit, students will be introduced to the structure and routines needed during reading. The year begins by implementing their reading block with a structure in which teachers can meet the instructional needs of students through four components:

- Time- learners read, interact with, and respond to text daily
- Ownership- learners read self-selected books from classroom libraries

- Sharing- learners collaborate with partners and/or club members about text they read
- Community- learners are immersed in print- rich, talk-rich, inviting classrooms safety and consistency

Students will spend time building a reading community throughout this unit. In Interactive Read Aloud, students will listen to and discuss stories about school and friendship. During minilessons, students will be learning that readers read by listening, reading the pictures, reading the words, or retelling a familiar story, and examine author’s craft and purpose.

At home Connections:

- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Interactive Read Aloud: Books about the Beginning of School, Friendship</i></p> <p>1.7(D), 1.1(A), 1.6(I), 1.5(A), 1.6(E), 1.7(B), 1.6(A), 1.6(B), 1.6(C), 1.7(C)</p> <p><i>Reading : Procedural Lessons: How Readers Read</i></p> <p>1.6(I), 1.1(A), 1.1(B), 1.1(D), 1.7(D), 1.5(A), 1.6(B), 1.6(C), 1.6(F), 1.10(A), 1.4(A), 1.3(B)</p> <p>Integrated Standards</p> <p>1.1(E), 1.6(D), 1.7(A), 1.7(F) , 1.10(E), 1.6(E), 1.6(A), 1.2(F), 1.9(F)</p>	<p>Competency 1: Responding to Reading</p> <p>Competency 4: Monitoring Reading</p> <p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	<ul style="list-style-type: none"> • Listens to stories for enjoyment • Talks about stories to understand them better • Understands the expectations of Reading Workshop and participates successfully • Respond to reading by drawing and writing • Works with teacher to identify a reading goal and knows the steps they will take to achieve their goal. • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding short sounds • Decode and spell VC and CVC words <ul style="list-style-type: none"> ○ Ex: mat, pin, dog, rub, pet • Recognize and spell some high frequency words

Unit 2: Readers Think Deeply About Stories

Estimated Date Range: 9/16-10/31

Estimated Days: 28 days

*Note 12 days of this unit are in the 2nd 9 weeks

Unit Overview:

In this unit, children will be learning how to navigate fiction texts as readers. Through these readings and discussions about story structure, students begin to develop deeper understandings of the text, a strong sense of language, and an increased desire to read independently. Students will continue to work on retelling and word solving strategies throughout this unit.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- When students finish reading, you might ask questions such as:
 - What happened in your book?
 - What was your favorite part?
 - Was anything confusing?
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - What happened in the beginning, middle, end of the story?
 - What was the problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
 - Did anyone learn a lesson in the story?

Contexts within Unit #2 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Interactive Read Aloud: Small Moment Stories</i></p> <p>1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.10(A), 1.7(B), 1.8(A), 1.7(C), 1.12(A), 1.9(A), 1.6(D), 1.10(D), 1.6(B)</p>	<p>Competency 1: Responding to Reading</p> <p>Competency 2 Plot and Themes in Literary Texts Read Aloud</p> <p>Competency 4: Monitoring Reading</p>	<ul style="list-style-type: none"> • Identifies and discusses the elements of a story read aloud • Discusses the theme of a story read aloud • Respond to reading by drawing and writing • Retells stories that are read aloud and independently • Uses reading strategies before, during, and after reading to solve tricky words and to understand texts • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding short sounds • Decode and spell VC and CVC words <ul style="list-style-type: none"> ○ Ex: mat, pin, dog, rub, pet • Decode and spell words with initial and final digraphs (sh, ch, th, wh) <ul style="list-style-type: none"> ○ Ex: • Recognize and spell 25 high frequency words
<p><i>Reading : Readers Navigating Fiction Texts</i></p> <p>1.6(I), 1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.5(A), 1.4(A), 1.6(B), 1.6(C), 1.7(B), 1.4(A)</p>	<p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	
<p>Integrated Standards</p> <p>1.1(E), 1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.6(A), 1.3(B), 1.3(D), 1.6(G), 1.6(H), 1.2(F), 1.3(B), 1.9(F)</p>		

Grading Period 2

Unit 2: Readers Think Deeply About Stories

Estimated Date Range: 9/16-10/31

Estimated Days: 28 days

*Note 16 days of this unit are in the 1st 9 weeks

Unit Overview:

In this unit, children will be learning how to navigate fiction texts as readers. Through these readings and discussions about story structure, students begin to develop deeper understandings of the text, a strong sense of language, and an increased desire to read independently. Students will continue to work on retelling and word solving strategies throughout this unit.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- When students finish reading, you might ask questions such as:
 - What happened in your book?
 - What was your favorite part?
 - Was anything confusing?
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - What happened in the beginning, middle, end of the story?
 - What was the problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
 - Did anyone learn a lesson in the story?

Contexts within Unit #2 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<i>Interactive Read Aloud: Small Moments Stories</i> 1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.10(A), 1.7(B), 1.8(A), 1.7(C), 1.12(A), 1.9(A), 1.6(D), 1.10(D), 1.6(B)	Competency 1: Responding to Reading Competency 2 Plot and Themes in Literary Texts Read Aloud Competency 4: Monitoring Reading	<ul style="list-style-type: none"> • Identifies and discusses the elements of a story read aloud • Discusses the theme of a story read aloud • Respond to reading by drawing and writing • Retells stories that are read aloud and independently • Uses reading strategies before, during, and after reading to solve tricky words and to understand texts • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding short sounds • Decode and spell VC and CVC words <ul style="list-style-type: none"> ○ Ex: mat, pin, dog, rub, pet • Decode and spell words with initial and final digraphs (sh, ch, th, wh) • Recognize and spell 25 high frequency words
<i>Reading: Readers Navigating Fiction Texts</i> 1.6(I), 1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.5(A), 1.4(A), 1.6(B), 1.6(C), 1.7(B), 1.4(A)	Competency 5: Phonological Awareness, Phonics, and Spelling	
Integrated Standards		

1.1(E), 1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.6(A), 1.3(B), 1.3(D), 1.6(G), 1.6(H), 1.2(F), 1.3(B), 1.9(F)		
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Unit 3: Readers Learn from Informational Texts

Estimated Date Range: 11/4- 12/20

Estimated Days: 29 days

Unit Overview:

In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. First graders will spend time listening to and reading nonfiction texts, applying word level and comprehension strategies that will help them both understand the way that information is presented in this genre, and make sense of what they are learning.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- When students finish reading, you might ask questions such as:
 - What happened in your book?
 - What was your favorite part?
 - Was anything confusing?
- Cook together and have your student read the recipe to you.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit #3 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<i>Interactive Read Aloud: Informational Texts on Topics of Choice</i> 1.6(F), 1.7(D), 1.10(A), 1.9(D), 1.7(B), 1.7(C), 1.12(A), 1.6(D), 1.13(A)	Competency 1: Responding to Reading Competency 3: Central Ideas and Details in Informational Text Read Aloud Competency 4: Monitoring Reading	<ul style="list-style-type: none"> • Discuss the difference between and fiction and informational texts • Retell the important information from a text read aloud • Respond to reading by drawing and writing • Use strategies to read and comprehend text • Identify the topic and details of a text • Use text features to understand more about a topic • Identify all vowel letters and their corresponding long sounds • Decode and spell open syllable words (<i>including "y"</i>) <ul style="list-style-type: none"> ○ Ex: by, go, me • Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck) <ul style="list-style-type: none"> ○ Ex: shut, bath, when • Decode and spell words with initial and final trigraphs <i>such as:</i> <ul style="list-style-type: none"> ○ tch • Decode and spell words with initial and final consonant blends <i>such as:</i> <ul style="list-style-type: none"> ○ l-blends, s-blends, r-blends, ○ -nt, -nd, -mp ○ spl, spr, scr • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ double consonants (-ll, -ff, -ss, -zz)
<i>Reading : Readers Navigate Informational Texts</i> 1.6(I), 1.7(D), 1.9(D)i, 1.2(B), 1.7(D), 1.9(D)i, 1.5(A), 1.6(B), 1.6(F), 1.6(C), 1.7(B), 1.4(A), 1.3(A)	Competency 5: Phonological Awareness, Phonics, and Spelling	

<p>Integrated Standards</p> <p>1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.7(B), 1.6(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.2(F), 1.3(C), 1.3(B), 1.9(F)</p>		<ul style="list-style-type: none"> Recognize and spell 50 high frequency words
<p>Grading Period 3</p> <p>Unit 4: Readers Study Characters</p> <p>Estimated Date Range: 1/9- 2/7</p> <p>Estimated Days: 21 days</p>		
<p>In this unit, students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds. During Interactive Read Aloud, students will hear books with diverse characters and will discuss the plot and lessons they can learn from the characters. In reading minilessons, students look at multiple books with the same characters and think about the types of problems the character faces and the life lessons the character has learned.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together. When students finish reading , you might ask questions such as: <ul style="list-style-type: none"> What happened in your book? Does this story remind you of anything? What would you have done if you (describe situation the character was in)? What was the problem? Act out stories with your student after you listen to them read or you read a story to your student. Read a book to your student that was into a movie and then watch the movie. Compare the book to the movie. (ex – Alexander and the Terrible, Horrible, No Good, Very Bad Day) 		
<p>Contexts within Unit #4</p> <p>Link to TEKS</p>	<p>Competencies that will be graded in this unit</p>	<p>Success criteria for this unit</p>
<p><i>Interactive Read Aloud: Complex Fiction by an Author of Choice</i></p> <p>1.8(A), 1.8(B), 1.6(F), 1.10(A), 1.10(D), 1.6(E), 1.8(C),</p>	<p>Competency 1: Responding to Reading</p> <p>Competency 2 Plot and Themes in Literary Texts Read Aloud</p> <p>Competency 4: Monitoring Reading</p>	<ul style="list-style-type: none"> Retells a story read aloud independently Makes inferences and predictions about characters Discusses the theme of stories read aloud and independently Responds to reading by writing Identifies main characters and thinks about the character’s actions and feelings Discusses character’s feelings and how they have changed throughout the text Uses word solving strategies to help with fluency and confidence Identify all vowel letters and their corresponding long sounds Decode and spell open syllable words (<i>including “y”</i>) <ul style="list-style-type: none"> Ex: by, go, me Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck) <ul style="list-style-type: none"> Ex: shut, bath, when Decode and spell words with initial and final trigraphs <i>such as:</i> <ul style="list-style-type: none"> tch

1.8(D), 1.7(D)	Competency 5: Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Decode and spell words with initial and final consonant blends <i>such as</i>: <ul style="list-style-type: none"> ○ l-blends, s-blends, r-blends, ○ -nt, -nd, -mp ○ spl, spr, scr • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ double consonants (-ll, -ff, -ss, -zz) • Recognize and spell 50 high frequency words
<i>Reading : Looking at Text and Information by an Author of Choice</i> 1.8(B), 1.6(I), 1.7(D), 1.6(E), 1.8(C), 1.8(D), 1.9(C), 1.9(E), 1.6(F), 1.4(A)		
Integrated Standards 1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.7(A), 1.7(F), 1.10(E), 1.6(D), 1.6(A), 1.3(C), 1.3(B), 1.3(A), 1.9(F)		

Unit 5: Readers Study Poetry

Estimated Date Range: 2/10- 2/27

Estimated Days: 12 days

In this unit, the focus of the reading minilessons will be on reading poetry. Poetry is written and verse and requires students to be skilled in their phrasing and intonation. This unit will allow for opportunities for students to practice orally reading the poems with emotion and talking about what their poems mean. During Interactive Read Aloud, students will listen to poems that will cause them to think deeply about the meaning. Students will discuss the language the author used as well as inferences they made as they heard the poems read aloud.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- When students finish reading, you might ask questions such as:
 - What happened in your book?
 - What was your favorite part?
 - Was anything confusing?
- Read or listen to poems, nursery rhymes, and song lyrics with your child. Afterwards, discuss:
 - Rhyming words
 - Figurative language
 - Words the poet/songwriter uses to help you picture the words in your mind

Contexts within Unit #5 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Interactive Read Aloud: Fiction and Nonfiction with Figurative Language</i></p> <p>1.6(D), 1.6(F), 1.10(A), 1.10(D), 1.7(B), 1.9(B), 1.8(A), 1.7(D)</p>	<p>Competency 1: Responding to Reading</p> <p>Competency 2 Plot and Themes in Literary Texts Read Aloud</p> <p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	<ul style="list-style-type: none"> • Identifies and recognizes structures and characteristics of poetry • Makes inferences to understand the meaning of poetry • Understands that poetry can evoke emotion and ideas within the reader • Respond to reading by drawing and writing • Uses word solving strategies to think about rhythm, rhyme, and powerful language • Uses word solving strategies to help with fluency and confidence • Identify all vowel letters and their corresponding long sounds • Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck, ng, nk) <ul style="list-style-type: none"> ○ Ex: ring, bank, pink, song • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ VCe (rake, code, like) ○ Vowel teams (ai, ay, ee, ea, ie, igh) • Recognize and spell 75 high frequency words
<p><i>Reading : Readers Read with Expressions</i></p> <p>1.6(I), 1.7(D), 1.1(C), 1.2(B)i, 1.5(A), 1.9(B), 1.6(F), 1.6(C), 1.7(B), 1.2(A)i, 1.2(A)ii, 1.4(A)</p>		
<p>Integrated Standards</p> <p>1.7(A), 1.7(F), 1.6(E), 1.6(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.4(A), 1.7(A), 1.10(E), 1.6(E), 1.2(F), 1.3(C), 1.3(B), 1.3(A), 1.9(F)</p>		
<p>Unit 6: Readers and Writers are Researchers</p> <p>Estimated Date Range: 3/3- 4/4</p> <p>Estimated Days: 19 days</p>		

In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing and is highly supported by the teacher. During Interactive Read Aloud, students will listen to and discuss informational texts.

At home Connections:

- Discuss the text you or your child reads by asking:
 - What was your favorite part?
 - What happened in the book?
 - Is there anything that was confusing?
 - Tell me about what you read/heard.
 - What words did the author use to help you picture what was being read?
 - Why do you think the author included this photograph/illustration?
- Research a topic that your child is interested in together. For example, if your child asks a question about the moon you can research by using the internet or finding books to learn more about the moon together.

Contexts within Unit #6 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Interactive Read Aloud: Nonfiction and Narrative Nonfiction Texts on Topics of Interests</i></p> <p>1.13(A), 1.10(A), 1.9(D)i, 1.9(D)ii, 1.9(D)iii, 1.6(F), 1.7(B), 1.6(G), 1.6(H), 1.9(E), 1.7(F), 1.7(C), 1.6(E)</p>	<p>Competency 1: Responding to Reading</p> <p>Competency 3: Central Ideas and Details in Informational Text Read Aloud</p> <p>Competency 4: Monitoring Reading</p> <p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	<ul style="list-style-type: none"> • Retell the important information from a text read aloud • Respond to reading by writing • Use strategies to read and comprehend text • Identify the topic or central idea and details of a text • Use text features to understand more about a topic • Gather information about a topic • Organize information about a topic • Identify all vowel letters and their corresponding long sounds • Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck, ng, nk) <ul style="list-style-type: none"> ○ Ex: ring, bank, pink, song • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ VCe (rake, code, like) ○ Vowel teams (ai, ay, ee, ea, ie, igh) • Recognize and spell 75 high frequency words
<p><i>Reading : Finding Facts in Informational Text</i></p> <p>1.13(A), 1.13(B), 1.13(C), 1.13(D), 1.6(I), 1.6(G), 1.6(H), 1.9(E), 1.7(F), 1.7(C), 1.6(F), 1.9(D)i, 1.9(D)ii, 1.9(D)iii. 1.4(A)</p>		
<p>Integrated Standards</p>		

1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.6(C), 1.4(A), 1.6(D), 1.6(A), 1.7(A), 1.10(E), 1.7(B), 1.6(E), 1.3(B), 1.3(A), 1.9(F)		
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Grading Period 4
Unit 7: Readers Read Across Genres
 Estimated Date Range: 4/7 - 5/2
 Estimated Days: 18

In this unit, students become smarter about the world by reading and comparing information on one topic from several books and genres. Students will learn that readers can learn new vocabulary, and gain important knowledge, from fictional stories and poetry as well as informational books. Students will be reading text sets and making connections between texts.

At home Connections:

- As your student questions after you or the student reads. For fiction books, ask questions such as:
 - What happened in the beginning, middle, and end of the story?
 - What was the problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
 - Did anyone learn a lesson in this story? What was it?
- As your student questions after you or the student reads. For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What text features did you like best? Why?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit #7 Link to TEKS	Competencies taught during this unit	Success criteria for this unit
<i>Interactive Read Aloud: Fiction and Nonfiction Texts that Allow Students to Think About Their Own Lives</i>	Competency 1: Responding to Reading Competency 2 Plot and Themes in Literary Texts Read Aloud Competency 3: Central	<ul style="list-style-type: none"> • Recognize and discuss characteristics and purpose of specific authors' writing • Discuss author's craft • Discuss common themes across texts • Describe the setting, problem, and resolution in a story read aloud and independently • Discuss the theme of a text read aloud • Retell stories read independently • Retell the important information from a text read aloud and independently • Respond to reading by writing • Use strategies to read and comprehend text • Identify the topic and details of a text • Identify all vowel letters and their corresponding long sounds • Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck, ng, nk)

<p>1.6(F), 1.7(D), 1.10(A), 1.6(E), 1.13(A), 1.6(H), 1.8(A), 1.9(E), 1.7(F), 1.7(C), 1.8(B), 1.8(C), 1.8(D), 1.9(B), 1.9(D)i, 1.9(D)ii, 1.9(D)iii</p>	<p>Ideas and Details in Informational Text Read Aloud</p> <p>Competency 4: Monitoring Reading</p> <p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	<ul style="list-style-type: none"> ○ Ex: ring, bank, pink, song • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ VCe (rake, code, like) ○ Vowel teams (ai, ay, ee, ea, ie, igh) • Recognize and spell 75 high frequency words
<p><i>Reading : Using All You Know About Reading to Do Your Best Reading in Every Genre</i></p> <p>1.6(I), 1.6(F), 1.7(D), 1.10(A), 1.6(E), 1.13(A), 1.6(A), 1.8(A), 1.9(E), 1.7(F), 1.7(C), 1.8(B), 1.8(C), 1.8(D), 1.9(B), 1.9(D)i, 1.9(D)ii, 1.9(D)iii, 1.4(A)</p>		

<p>Integrated Standards</p> <p>1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.6(C), 1.4(A), 1.6(D), 1.6(A), 1.7(A), 1.10(E), 1.7(B), 1.6(G), 1.3(B), 1.3(A), 1.9(F)</p>		
<p>Unit 8: Readers Study the Authors They Love Estimated Date Range: 5/5- 5/29 Estimated Days: 18 days</p>		
<p>Unit Overview: In this unit, students will spend time immersing themselves in the work of several authors as they begin to recognize and discuss features, style, and themes the writer uses. They will learn about ways in which authors generate ideas for their writing, the relationship between the author’s life and his/her writing, the author’s craft techniques, and common themes found in books by each writer. During Interactive Read Aloud, students will listen to and discuss fiction texts by the same author.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> • Discuss the text you or your child reads by asking: <ul style="list-style-type: none"> ○ What was your favorite part? ○ What happened in the book? ○ Is there anything that was confusing? ○ Tell me about what you read/heard. ○ What words did the author use to help you picture what was being read? ○ Why do you think the author included this photograph/illustration? 		
<p>Contexts within Unit #8 Link to TEKS</p>	<p>Competencies that will be graded in this unit</p>	<p>Success criteria for this unit</p>
<p><i>Interactive Read Aloud: Complex Fiction by an Author Choice</i></p> <p>1.6(F), 1.10(A), 1.10(B), 1.10(C),</p>	<p>Competency 1: Responding to Reading Competency 2 Plot and Themes in Literary Texts Read Aloud</p>	<ul style="list-style-type: none"> • Recognize and discuss characteristics and purpose of specific authors’ writing • Discuss author’s craft • Describe the setting, problem, and resolution in a story read aloud and independently • Retell stories read independently • Respond to reading by drawing and writing

<p>1.10(D), 1.7(B), 1.10(D), 1.8(C), 1.9(E), 1.7(D)</p>	<p>Competency 4: Monitoring Reading</p>	<ul style="list-style-type: none"> • Use strategies to read and comprehend text • Decode and spell words with initial and final digraphs (sh, ch, th, wh, ck, ng, nk) <ul style="list-style-type: none"> ○ Ex: ring, bank, pink, song
<p><i>Reading : Looking at Text and Information by an Author of Choice</i></p> <p>1.6(F), 1.6(I), 1.7(D), 1.10(C), 1.10(D), 1.8(C), 1.9(E), 1.10(B), 1.4(A)</p>	<p>Competency 5: Phonological Awareness, Phonics, and Spelling</p>	<ul style="list-style-type: none"> • Decode and spell words with diphthongs (oo, ew, au, aw) • Understands, recognizes, and uses sound spelling patterns such as: <ul style="list-style-type: none"> ○ Vowel teams (ai, ay, ee, ea, ie, igh, ue, ui) ○ R-controlled vowels (ar, er, ir, or, ur) • Recognize and spell 100 high frequency words • Decode common compound words and contractions <i>such as:</i> <ul style="list-style-type: none"> ○ couldn't, we're, you'll ○ homework • Decode words with inflectional endings (-ed, -es)
<p>Integrated Standards</p> <p>1.5(A), 1.7(E), 1.1(A), 1.1(B),1.1(C), 1.1(D), 1.1(E), 1.7(F), 1.10(E), 1.6(C), 1.6(D), 1.6(A), 1.7(A), 1.7(F), 1.10(E), 1.7(B), 1.6(E), 1.3(C), 1.3(B), 1.3(A), 1.9(F)</p>		

Glossary of Curriculum Components

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.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [How to Act Out a Story](#)
- [Make the Most of Reading Aloud](#)
- [How to Help a Child Choose a Book](#)
- [How to Encourage Higher Order Thinking](#)
- [How to Help Expand Your Child's Vocabulary](#)
- [Children's Books and Authors-Resources](#) to help find books and get students excited about reading

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-During reading workshop, 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-During Writing workshop, 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.)

