

## Kindergarten 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.”)
- Letter and sound learning - Use magnetic letters or paper squares with one letter printed on each (upper and lower case) for games and activities such as:
  - o Making names (own, friends, family, etc.)
  - o Matching letters to their name or other print in the home
  - o Make simple words such as mom, cat, sun, and have the child make the same word
  - o Alphabet train – put the letters in order
  - o Sort the letters by characteristics such as short, tall, tails, sticks, circles, etc.
  - o Match upper- and lower-case letters
  - o Rainbow letters – adult writes a letter “big” and the child traces over it repeatedly with different colors of crayons or markers
  - o Cut out different letters of the alphabet from magazines and newspaper, advertisements, etc. to make words, the alphabet, short messages, etc.

### [Grading Period 1](#)

#### Unit 1: Playing with Language

Estimated Date Range: 8/8 -8/16

Estimated Time Frame: 7 days

**Unit Overview:**

In this unit, students will learn beginning reading skills through poetry, nursery rhymes, and simple stories during Reading and Interactive Read Aloud. This unit highlights the purposes and differences between letters and words, patterns found in text, and rhymes.

**At home Connections:**

- At home, it is important that you read to your child regularly and talk about the book afterwards.
- Ask your child to make the letters of the alphabet with play dough.
- Sing and recite nursery rhymes together for fun. (ex – Jack and Jill, I’m a Little Teapot)
- 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).

Contexts within Unit #1 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud  K.8(B), K.6(D), K.8(A), K.5(C)	<b>RC4 - Monitoring Beginning Reading</b>  <b>RC5 - Phonological Awareness, Phonics, and Spelling</b>	<ul style="list-style-type: none"> <li>• Retell part of a story heard</li> <li>• Hold books upright</li> <li>• Identify some letters and their corresponding sounds</li> <li>• Recognize their name</li> <li>• Recognize repetition and rhyme</li> <li>• Participate in shared reading and interactive read alouds</li> </ul>
Reading  K.8(B), K.2(D), K.2(A)(i), K.5(C)		
Integrated Standards  K.5(A), K.3(B), K.3(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i), (ii), (iii), K.9(E), K.5(E), K.6(A), K.6(F)		

**Unit 2: Readers Build Good Habits**

Estimated Date Range: 8/19- 9/20

Estimated Time Frame: 24 days

**Unit Overview:**

In this unit, students will be introduced to the structure and routines of reading during their reading block and hear traditional tales and discuss the plot during Interactive Read Aloud.

The year begins by implementing Reading —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

**At home Connections:**

- Work with students on letter sounds. You can play I spy by saying, “I spy something that starts with /s/.”
- 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:

<ul style="list-style-type: none"> <li>○ What is this book mostly about?</li> <li>○ What can you tell me about the photograph/illustration?</li> <li>○ What did you learn about _____?</li> </ul>		
Contexts within Unit # 2 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud  K.6(D), K.6(B), K.1(A), K.5(B), K.8(A), K.12(A), K.6(F)	<b>RC4 - Monitoring Beginning Reading</b>  <b>RC5 - Phonological Awareness, Phonics, and Spelling</b>	<ul style="list-style-type: none"> <li>● Retell part of a story heard</li> <li>● Respond to a story heard aloud by drawing</li> <li>● Participate in a reading conference</li> <li>● Participate in a small group</li> <li>● Recognize some letters</li> <li>● Recognize rhyming words</li> </ul>
Reading  K.1(A), K.1(B), K.1(C), K.1(D), K.5(I), K.2(D)(i), K.5(A)		
Integrated Standards  K.5(A), K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D) (i), (ii), (iii), K.(E) K.5(E), K.6(A), K.6(F)		
<b>Unit 3: Readers Read Stories and are Word Solvers</b> Estimated Date Range: 9/23- 11/8 *Note 17 days of this unit are in the 2 <sup>nd</sup> 9 weeks Estimated Time Frame: 28 days		
<p><b>Unit Overview:</b>            In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. During their reading block, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you know, and using patterns to help figure out the tricky words, and learn how to adjust when they don't understand what they are reading.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>● Work with students on letter sounds. You can play I spy by saying, "I spy something that starts with /s/."</li> <li>● If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.</li> <li>● Read fables and talk about the lesson the character learned.</li> <li>● At home, it is important that you read to your child regularly and talk about the book afterwards.</li> <li>● For fiction books, ask questions such as:               <ul style="list-style-type: none"> <li>○ Tell me about the story.</li> <li>○ What was your favorite part?</li> <li>○ Was there a problem in the story?</li> <li>○ How did _____ solve it?</li> <li>○ Tell me about (character).</li> </ul> </li> </ul>		
Contexts within Unit # 3 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success criteria for this unit

<p>Interactive Read Aloud</p> <p>K.7(B), K.7(D), K.7(C), K.9(A), K.6(D), K.6(B), K.5(B), K.6(B), K.7(A), K.12(A)</p>	<p><b>RC1 - Responding to Reading</b></p> <p><b>RC2 - Plot and Themes in Literary Texts Read Aloud</b></p> <p><b>RC4 - Monitoring Beginning Reading</b></p>	<ul style="list-style-type: none"> <li>• Retell the beginning, middle, and end of a story heard aloud</li> <li>• Describe characters in stories read aloud</li> <li>• Recognize and discuss parts of a story (characters, setting, problem, resolution)</li> <li>• Discuss texts to show an understanding of the text</li> <li>• Draw pictures in response to a text</li> <li>• Recognize your name</li> <li>• Recognize some letters and state their names</li> <li>• Identify some letters and their corresponding sounds</li> <li>• Decode and spell some VC and CVC words with vowels “a” and “i”               <ul style="list-style-type: none"> <li>○ Ex: mat, pin</li> </ul> </li> <li>• Recognize and spell some high frequency words</li> </ul>
<p>Reading</p> <p>K.2(B)(i), K.5(I), K.2(D)(iv), K.5(F), K.5(D)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>		

## Grading Period 2

### Unit 3: Readers Read Stories and are Word Solvers

Estimated Date Range: 9/23- 11/8

\*Note 17 days of this unit are in the 2<sup>nd</sup> 9 weeks

Estimated Time Frame: 28 days

**Unit Overview:**

In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. During their reading block, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you know, and using patterns to help figure out the tricky words, and learn how to adjust when they don't understand what they are reading.

**At home Connections:**

- Work with students on letter sounds. You can play I spy by saying, “I spy something that starts with /s/.”
- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Read fables and talk about the lesson the character learned.
- 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).

<p><b>Contexts within Unit # 3</b></p> <p><a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
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<p>Interactive Read Aloud</p> <p>K.7(B), K.7(D), K.7(C), K.9(A), K.6(D), K.6(B), K.5(B), K.6(B), K.7(A), K.12(A)</p>	<p><b>RC1 - Responding to Reading</b></p> <p><b>RC2 - Plot and Themes in Literary Texts Read Aloud</b></p> <p><b>RC4 - Monitoring Beginning Reading</b></p>	<ul style="list-style-type: none"> <li>• Retell the beginning, middle, and end of a story heard aloud</li> <li>• Describe characters in stories read aloud</li> <li>• Recognize and discuss parts of a story (characters, setting, problem, resolution)</li> <li>• Discuss texts to show an understanding of the text</li> <li>• Use strategies to read and comprehend text</li> <li>• Draw pictures in response to a text</li> <li>• Recognize your name</li> <li>• Recognize some letters and state their names</li> <li>• Identify some letters and their corresponding sounds</li> <li>• Decode and spell some VC and CVC words with vowels “a” and “i” <ul style="list-style-type: none"> <li>○ Ex: mat, pin</li> </ul> </li> <li>• Recognize and spell some high frequency words</li> </ul>
<p>Reading</p> <p>K.2(B)(i), K.5(I), K.2(D)(iv), K.5(F), K.5(D)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>		

**Unit 4: Readers Read Informational Texts and Navigate Texts**

Estimated Date Range: 11/12 – 12/20

Estimated Time Frame: 24 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. Students will hear a variety of informational texts, including procedural, during Interactive Read Aloud. During their reading block, students will notice the features and organization of the informational genre, learn that some text is written to teach you how to do something, engage in conversations with others about what they learn from their reading, and continue practicing their word solving strategies.

**At home Connections:**

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Cook together and explain that recipes are a type of informational text.
- 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 \_\_\_\_\_?

<p><b>Contexts within Unit # 4</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
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<p>Interactive Read Aloud</p> <p>K.9(A), K.9(B), K.9(C), K.8(D)(i)(ii)(iii), K.6(D), K.5(D), K.5(B), K.5(F)</p>	<p><b>RC1 - Responding to Reading</b></p> <p><b>RC3 – Central Idea and Details in Informational Read Aloud</b></p> <p><b>RC4 - Monitoring Beginning Reading</b></p>	<ul style="list-style-type: none"> <li>• Discuss the difference between and fiction and informational texts</li> <li>• Retell the important information from a text read aloud</li> <li>• Respond to reading by drawing and writing</li> <li>• Use strategies to read and comprehend text</li> <li>• Identify the topic and details of a text</li> <li>• Use text features to understand more about a topic</li> <li>• Recognize all letters and state their names</li> <li>• Identify all consonant letters and their corresponding sounds</li> <li>• Identify all vowel letters and their corresponding short sounds</li> </ul>
<p>Reading</p> <p>K.6(D), K.5(I), K.8(D)(i)(ii)(iii)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>		

### Grading Period 3

#### Unit 5: Readers Study Characters

Estimated Date Range: 1/9-2/7

Estimated Time Frame: 21 days

#### Unit Overview:

In this unit, students think deeply about characters in the books they are reading. 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.

#### At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- 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?
  - Was there a problem in the story?
  - How did \_\_\_\_\_ solve it?
  - Tell me about (character).
- Act out stories after you read them.

Contexts within Unit # 5 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud	RC1 - Responding to Reading	

<p>K.7(B), K.7(C), K.6(D), K.7(A), K.5(F), K.9(A), K.8(E), K.5(D), K.7(D), K.6(E), K.6(C)</p>	<p><b>RC2 - Plot and Themes in Literary Texts Read Aloud</b></p>	<ul style="list-style-type: none"> <li>• Describe the characters in stories read aloud and independently</li> </ul>
<p>Reading</p> <p>K.6(D), K.5(I), K.7(B), K.7(C), K.4(A), K.2(D)(iv)</p>	<p><b>RC4 - Monitoring Beginning Reading</b></p>	<ul style="list-style-type: none"> <li>• Describe the setting, problem, and resolution in a story read aloud and independently</li> </ul>
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	<ul style="list-style-type: none"> <li>• Discuss themes in stories read aloud</li> <li>• Retell stories read independently</li> <li>• Respond to reading by drawing and writing</li> <li>• Use strategies to read and comprehend text</li> <li>• Recognize all letters and state their names</li> <li>• Identify all consonant letters and their corresponding sounds</li> <li>• Identify all vowel letters and their corresponding short sounds</li> <li>• Decode and spell VC and CVC words             <ul style="list-style-type: none"> <li>○ Ex: mat, pin, dog, rub, pet</li> </ul> </li> <li>• Decode and spell CCVC and CVCC words with the “s-blend”             <ul style="list-style-type: none"> <li>○ Ex: fast, _____</li> </ul> </li> <li>• Recognize and spell some high frequency words</li> </ul>

**Unit 6: Readers Study Authors**  
 Estimated Date Range: 2/10 -3/7  
 Estimated Time Frame: 17 days

**Unit Overview:**  
 In this unit, students will listen to and read multiple books by mentor authors. Students will think about the stories that the authors write and where their ideas come from. As students are reading these stories, they will practice their word-solving strategies as well as retelling the stories. Readers are building stamina through independent reading and listening to increasingly complex texts in this unit. Readers will spend time discussing their favorite authors with each other.

**At home Connections:**

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Discuss the text your child reads by asking:
  - What was your favorite part?
  - What happened in the book?
  - Is there anything that was confusing?
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- Discuss the text you read by asking:
  - 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?

Contexts within Unit # 6 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud	<b>RC1 - Responding to Reading</b>	

<p>K.9(A), K.9(C), K.9(D), K.6(D), K.5(F), K.6(E), K.6(C), K.7(A), K.7(B), K.7(C), K.12(A), K.7(D)</p>	<p><b>RC2 - Plot and Themes in Literary Texts Read Aloud</b></p>	<ul style="list-style-type: none"> <li>• Recognize and discuss characteristics and purpose of specific authors' writing</li> <li>• Discuss author's craft</li> <li>• Describe the setting, problem, and resolution in a story read aloud and independently</li> <li>• Retell stories read independently</li> <li>• Respond to reading by drawing and writing</li> <li>• Use strategies to read and comprehend text</li> <li>• Identify all vowel letters</li> <li>• Decode and spell CCVC and CVCC words with the "s-blend," "l-blend," and "r-blend" <ul style="list-style-type: none"> <li>○ Ex: fast, _____</li> </ul> </li> <li>• Recognize and spell some high frequency words</li> </ul>
<p>Reading</p> <p>K.6(D), K.7(B), K.7(C), K.5(I), K.9(A), K.9(C), K.9(D), K.5(F), K.6(E), K.6(C), K.7(A), K.12(A), K.7(D)</p>	<p><b>RC4 - Monitoring Beginning Reading</b></p>	
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	

**Grading Period 4**

**Unit 7: Readers and Writers are Researchers**

Estimated Date Range: 3/17 -4/17

Estimated Time Frame: 23 days

**Unit Overview:**

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.

**At home Connections:**

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Discuss the text your child reads by asking:
  - What was your favorite part?
  - What happened in the book?
  - Is there anything that was confusing?
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- Research a topic that your child is interested in together. For example, if your child asks a question about squirrels you can research by using the internet or finding books to learn more about squirrels together.

<p><b>Contexts within Unit # 7</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p>Interactive Read Aloud</p> <p>K.12(A), K.9(A), K.5(G), K.5(H), K.8(D)(i), K.9(C), K.5(F), K.6(D), K.8(F)</p>	<p><b>RC1 - Responding to Reading</b></p> <p><b>RC3 – Central Idea and Details in Informational Read Aloud</b></p>	<ul style="list-style-type: none"> <li>• Retell the important information from a text read aloud</li> <li>• Respond to reading by drawing and writing</li> <li>• Use strategies to read and comprehend text</li> </ul>
<p>Reading</p>	<p><b>RC4 - Monitoring Beginning Reading</b></p>	

<p>K.12(A), K.12(B), K.12(C), K.12(D), K.12(E), K.9(A), K.5(G), K.5(H), K.5(I), K.8(D)(i), K.9(C), K.5(F), K.6(D), K.8(F)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	<ul style="list-style-type: none"> <li>• Identify the topic and details of a text</li> <li>• Use text features to understand more about a topic</li> <li>• Gather information about a topic</li> <li>• Organize information about a topic</li> <li>• Identify all vowel letters</li> <li>• Decode and spell CCVC and CVCC words with the “s-blend,” “l-blend,” and “r-blend” <ul style="list-style-type: none"> <li>○ Ex: fast, _____</li> </ul> </li> <li>• Recognize and spell some high frequency words</li> </ul>
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>		

**Unit 8: Readers Read It All**  
Estimated Date Range: 4/22 -5/29  
Estimated Time Frame: 27 days

**Unit Overview:**  
In this unit, readers will be listening to and reading books in a variety of genres. This unit is the culminating unit of the year and is meant to celebrate the growth students have made as readers. Students will be making connections about a topic across genres during interactive read aloud. During their reading block, readers will be thinking about their favorite books and participating in book talks.

**At home Connections:**

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Discuss the text your child reads by asking:
  - What was your favorite part?
  - What happened in the book?
  - Does this book remind you of anything?
- 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, 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?
- 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 \_\_\_\_\_?

<p><b>Contexts within Unit # 8</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p>Interactive Read Aloud</p> <p>K.9(A), K.9(B), K.5(F), K.5(E), K.7(A), K.12(A), K.5(D), K.7(B), K.7(C), K.7(D), K.8(B), K.8(D)(i)(ii), K.7(B), K.7(C), K.6(B)</p>	<p><b>RC1 - Responding to Reading</b></p> <p><b>RC2 - Plot and Themes in Literary Texts Read Aloud</b></p>	<ul style="list-style-type: none"> <li>• Recognize and discuss characteristics and purpose of specific authors’ writing</li> <li>• Discuss author’s craft</li> </ul>
<p>Reading</p>	<p><b>RC3 – Central Idea and Details in Informational Read Aloud</b></p>	

<p>K.5(E), K.5(F), K.5(I), K.7(B), K.7(C), K.7(D), K.8(C), K.6(B), K.8(D)(i)(ii)</p>	<p><b>RC4 - Monitoring Beginning Reading</b></p>	<ul style="list-style-type: none"> <li>Describe the setting, problem, and resolution in a story read aloud and independently</li> </ul>
<p>Integrated Standards</p> <p>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</p>	<p><b>RC5 - Phonological Awareness, Phonics, and Spelling</b></p>	<ul style="list-style-type: none"> <li>Discuss the theme of a text read aloud</li> <li>Retell stories read independently</li> <li>Retell the important information from a text read aloud and independently</li> <li>Respond to reading by drawing and writing</li> <li>Use strategies to read and comprehend text</li> <li>Identify the topic and details of a text</li> <li>Decode and spell CCVC and CVCC words with the “s-blend,” “l-blend,” and “r-blend” <ul style="list-style-type: none"> <li>Ex: fast, _____</li> </ul> </li> <li>Understands and recognizes spelling patterns such as: <ul style="list-style-type: none"> <li>VC, CVC, CCVC, CVCC</li> </ul> </li> <li>Uses spelling patterns such as: <ul style="list-style-type: none"> <li>VC, CVC, CCVC, CVCC</li> </ul> </li> <li>Recognize and spell 25 high frequency words</li> </ul>

<p><b><u>Glossary of Curriculum Components</u></b></p> <p><b><u>Overview</u></b>– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.</p> <p><b><u>TEKS</u></b> – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.</p> <p><b><u>Unit Overview</u></b> – The unit overview provides a brief description of the concepts covered in each unit.</p> <p><b><u>Big Ideas and Essential Questions</u></b> - 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.</p> <p><b><u>Concept</u></b> – A subtopic of the main topic of the unit</p> <p><b><u>Instructional Model</u></b> – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.</p> <p><b><u>Competency</u></b>—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.</p>
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**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 , 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 , 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.)