

First Grade Reading Public Overview 2025-2026

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: Getting Started in Reading

Estimated Date Range: 8/12/25-9/12/25 (23 total school days)

Instructional & Re-engagement Days in Unit: 20 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	NWEA MAP Reading Fluency (8/25-8/29) NWEA MAP Growth Reading (9/4) NWEA MAP Growth Math (9/10)	(administered within designated concept) N/A

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>Concept 1: Building a Strong Reading Community</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.4A, 1.5A, 1.6A, 1.6E, 1.6i, 1.7A, 1.7E, 1.7F</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> • Listens to stories for enjoyment • Talks about stories to understand them better • Understands the expectations of Reading 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
<p><i>Concept 2: Building Strong Reading Habits</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.4A, 1.6E, 1.6i, 1.7A, 1.7B, 1.7C, 1.7E, 1.7F, 1.5A</p>		

Unit 2: Understanding Literary Texts

Estimated Date Range: 9/15/25-11/21/25 (43 total school days)

Instructional & Re-engagement Days in Unit: 43 days (19 days in GP1 and 24 days in GP2)

Assessments

STATE/NATIONAL ASSESSMENT(S) Dyslexia Screener: NWEA MAP Reading Fluency (11/10-11/14) *Administered during small group/independent practice	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A
<p>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.</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? ○ 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: <ul style="list-style-type: none"> ○ 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>Concept #1: Literary Elements and Structure</i></p> <p>1.1C, 1.1D, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7F, 1.8C, 1.8D, 1.9A, 1.9C</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</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 • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds

<p><i>Concept #2: Understanding Characters</i></p> <p>1.1C, 1.1D, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7F, 1.8B, 1.8C, 1.8D, 1.9C, 1.9A</p>		<ul style="list-style-type: none"> 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 align="center">Grading Period 2</p>		
<p align="center">Unit 2: Understanding Literary Texts Estimated Date Range: 9/15/25-11/21/25 (43 total school days) Instructional & Re-engagement Days in Unit: 43 days (19 days in GP1 and 24 days in GP2)</p>		
<p align="center">STATE/NATIONAL ASSESSMENT(S) Dyslexia Screener: NWEA MAP Reading Fluency (11/10-11/14) *Administered during small group/independent practice</p>	<p align="center">Assessments DISTRICT ASSESSMENT(S) N/A</p>	<p align="center">COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A</p>
<p>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.</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? 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: <ul style="list-style-type: none"> 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? 		
<p align="center">Contexts within Unit #2 Link to TEKS</p>	<p align="center">Competencies that will be graded in this unit</p>	<p align="center">Success Criteria for this unit</p>

<p><i>Concept #2: Understanding Characters</i></p> <p>1.1C, 1.1D, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7F, 1.8B, 1.8C, 1.8D, 1.9C, 1.9A</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>RC2 – Understanding Literary Text Read Aloud</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</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 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
<p><i>Concept #3: Purpose and Theme of Literary Text</i></p> <p>1.1C, 1.1D, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7F, 1.8A, 1.10A, 1.8B, 1.8C, 1.8D, 1.9C, 1.9A</p>		

Unit 3: Understanding Informational Text

Estimated Date Range: 12/1/25 -1/30/26 (31 total school days)

Instructional & Re-engagement Days in Unit: 28 days (15 days in GP2 and 13 days in GP3)

Assessments		
<p>STATE/NATIONAL ASSESSMENT(S)</p> <p>N/A</p>	<p>DISTRICT ASSESSMENT(S)</p> <p>NWEA MAP Reading Fluency (1/12-1/16)</p> <p>NWEA MAP Growth Reading (1/22)</p> <p>NWEA MAP Growth Math (1/28)</p>	<p>COMMON FORMATIVE ASSESSMENTS (CFAs)</p> <p><i>(administered within designated concept)</i></p> <p>N/A</p>

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 informational 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
<p><i>Concept #1: Characteristics and Structures of Informational Text</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.3D, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.9(D), 1.9D(i), 1.9D(ii), 1.9D(iii)</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>RC3 – Understanding Informational Texts Read Aloud</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</p>	<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) • Recognize and spell 50 high frequency words
Grading Period 3		
<p>Unit 3: Understanding Informational Text</p> <p>Estimated Date Range: 12/1/25 -1/30/26 (31 total school days)</p> <p>Instructional & Re-engagement Days in Unit: 28 days (15 days in GP2 and 13 days in GP3)</p>		

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (1/12-1/16) NWEA MAP Growth Reading (1/22) NWEA MAP Growth Math (1/28)	STATE/NATIONAL ASSESSMENT(S) N/A
<p>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 informational 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.</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? ○ 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: <ul style="list-style-type: none"> ○ 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
<p><i>Concept #2: Structures and Purpose of Informational Text</i></p> <p>1.7(B), 1.7(C), 1.9(D), 1.9(D)(i), 1.9(D)(ii), 1.9(D)(iii), 1.7(D), 1.10(A), 1.10(B), 1.10(C)</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>RC3 – Understanding Informational Texts Read Aloud</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</p>	<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

		<ul style="list-style-type: none"> 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 <i>such as</i>: <ul style="list-style-type: none"> double consonants (-ll, -ff, -ss, -zz) Recognize and spell 50 high frequency words
Unit 4: Understanding Persuasive Texts Estimated Date Range: 2/2/26-2/20/26 (13 total school days) Instructional & Re-engagement Days in Unit: 13 days		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	Assessments DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A
<p>Unit Overview: In this unit, students will explore the characteristics and purposes of persuasive texts. Through read-alouds, shared reading, discussions, and guided writing, students will learn how authors use words and ideas to influence opinions. Students will apply their understanding by creating their own persuasive texts.</p> <p>At home Connections: Encourage Daily Discussions</p> <ul style="list-style-type: none"> Ask persuasive questions like: “Why do you think we should eat this for dinner?” or “Convince me why you should get an extra story tonight.” Practice taking turns sharing opinions and giving reasons to support them. <p>Read Persuasive Books Together</p> <ul style="list-style-type: none"> Choose engaging books with clear arguments, such as: <ul style="list-style-type: none"> <i>I Wanna Iguana</i> by Karen Kaufman Orloff <i>Don’t Let the Pigeon Drive the Bus!</i> by Mo Willems <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin 		
Contexts within Unit # 4 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Characteristics of Persuasive Texts 1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.9E, 1.9D(i), 1.9D(ii), 1.9F	RC1- Phonological Awareness, Phonics, and Spelling RC3 – Understanding Informational Texts Read Aloud WC4- Writing to Communicate Meaning	<ul style="list-style-type: none"> Identify the author’s purpose in a persuasive text. Tell what the author wants me to think or do. Find and talk about facts and opinions in a text.

<p><i>Concept #2: Purpose of Persuasive Texts</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.9E, 1.9D(i), 1.9D(ii), 1.9D(iii), 1.9F, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E,</p>	<p>WC5- Writing with Grade Level Conventions</p>	
<p align="center">Unit 5: Understanding Poetry Estimated Date Range: 2/23/26-3/13/26 (14 total school days) Instructional & Re-engagement Days in Unit: 14 days</p>		
<p align="center">Assessments</p>		
<p>STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)</p>	<p>DISTRICT ASSESSMENT(S) N/A</p>	<p>COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A</p>
<p>In this unit, the topics of the reading focus lessons 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.</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? ○ What was your favorite part? ○ Was anything confusing? • Read or listen to poems, nursery rhymes, and song lyrics with your child. Afterwards, discuss: <ul style="list-style-type: none"> ○ Rhyming words ○ Figurative language ○ Words the poet/songwriter uses to help you picture the words in your mind 		
<p>Contexts within Unit #5 Link to TEKS</p>	<p>Competencies that will be graded in this unit</p>	<p>Success criteria for this unit</p>

<p><i>Concept #1: Elements of Poetry</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.8A, 1.8B, 1.8C, 1.8D, 1.9B</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>RC2 – Understanding Literary Text Read Aloud</p> <p>RC3 – Understanding Informational Texts Read Aloud</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</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>Concept #2: Theme and Purpose of Poetry</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E, 1.9B</p>		

Grading Period 4

Unit 6: Author Study and Craft

Estimated Date Range: 3/23/26-4/24/26 (24 total school days)

Instructional & Re-engagement Days in Unit: 24 days

Assessments		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

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 #6 Link to TEKS	Competencies taught during this unit	Success criteria for this unit
<p><i>Concept #1: Readers Learn from Mentor Texts</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.3A, 1.3B, 1.4A, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E</p>	<p>RC1- Phonological Awareness, Phonics, and Spelling</p> <p>RC2 – Understanding Literary Text Read Aloud</p> <p>RC3 – Understanding Informational Texts Read Aloud</p> <p>WC4- Writing to Communicate Meaning</p> <p>WC5- Writing with Grade Level Conventions</p>	<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) <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

Unit 7: Inquiry Clubs Estimated Date Range: 4/27/26-5/28/26 (23 total school days) Instructional & Re-engagement Days in Unit: 20 days		
STATE/NATIONAL ASSESSMENT(S) N/A	Assessments DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (4/27-5/1) NWEA MAP Growth Reading (5/6) NWEA MAP Growth Math (5/13)	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A
<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.</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? 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 #7 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<i>Concept #1: Researchers Select and Narrow a Research Topic</i> 1.2F, 1.11A, 1.11B, 1.11C, 1.11D, 1.11E, 1.13A	RC1- Phonological Awareness, Phonics, and Spelling RC3 – Understanding Informational Texts Read Aloud WC4- Writing to Communicate Meaning WC5- Writing with Grade Level Conventions	<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
<i>Concept #2: Researchers Take Notes as They Read</i> 1.2F, 1.11A, 1.11B, 1.11C, 1.11D, 1.11E, 1.13A, 1.13C, 1.13D,		
<i>Concept #3: Researchers Plan Their Research Projects</i> 1.2F, 1.11A, 1.11B, 1.11C, 1.11D, 1.11E, 1.13A, 1.13B, 1.13C, 1.13D, 1.13E		
<i>Concept #4: Researchers Prepare Their Research Projects</i> 1.2F, 1.11A, 1.11B, 1.11C, 1.11D, 1.11E, 1.13A, 1.13B, 1.13C, 1.13D, 1.13E,		

<p><i>Concept #5: Researchers Present Their Research Projects</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D, 1.11E, 1.13A, 1.13B, 1.13C, 1.13D, 1.13E</p>		<ul style="list-style-type: none"> 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><u>Glossary of Curriculum Components</u></p> <p><u>Overview</u>– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.</p> <p><u>TEKS</u> – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.</p> <p><u>Unit Overview</u> – The unit overview provides a brief description of the concepts covered in each unit.</p> <p><u>Big Ideas and Essential Questions</u> - 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><u>Concept</u> – A subtopic of the main topic of the unit</p> <p><u>Instructional Model</u> – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.</p> <p><u>Competency</u>—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> <p><u>Learning Progression</u>—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.</p> <p><u>Proficient</u>—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.</p>		
<p><u>Parent Resources</u></p> <p>The following resources provide parents with ideas to support students’ understanding</p> <ul style="list-style-type: none"> 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 		
<p><u>Instructional Model</u></p>		

In Fort Bend ISD, we believe every child deserves strong, consistent, and engaging literacy instruction that helps them grow as readers, writers, and thinkers. To support this goal, we've developed a comprehensive literacy framework that guides how reading and writing are taught across all elementary classrooms. Grounded in research, the Science of Reading, and aligned with state standards, this framework ensures every student has access to high-quality instruction designed to build foundational skills and support deeper learning.

Central to our literacy model is the Gradual Release of Responsibility approach, which moves instruction through three phases: "I Do," where the teacher models the learning; "We Do," where the teacher and students practice together; and "You Do," where students apply the skill independently. This structure supports student confidence, independence, and mastery over time.

During reading and writing, students engage in a focused lesson with one clear learning goal and spend time reading and writing independently. Teachers also provide personalized support through small group instruction or individual conferences, helping each child receive the instruction they need based on their current progress.

Throughout the day, teachers use consistent instructional routines—such as Shared Reading or Shared Writing—that help students know what to expect and how to engage. These routines build strong habits and create an environment where every student can focus, participate, and grow.

Our framework is designed not only to teach students how to read and write, but to help them make meaning from text, think critically, and communicate effectively. By providing a clear structure and meaningful opportunities for learning, we ensure that every child has the tools they need to become successful, lifelong learners.