

1st Grade Writing 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 a 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 write daily about topics of their choice.
- Encourage your child to tell stories to help them organize ideas and sequence events. Tell your child stories so he or she has a model of a proficient storyteller.
- 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.")

Grading Period 1

Unit 1: Getting Started in Writing

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)

N/A

DISTRICT ASSESSMENT(S)

NWEA MAP Reading Fluency (8/25-8/29)
NWEA MAP Growth Reading (9/4)
NWEA MAP Growth Math (9/10)

COMMON FORMATIVE

ASSESSMENTS (CFAs)

(administered within designated concept)
N/A

Unit Overview:

The year begins establishing living life like a writer as a goal for all students. Teachers follow a framework to teach the writing process and to model writing strategies:

- Focus-lesson- teach the writing process and model writing strategies
- Independent Writing- provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics
- Conferring- provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions

- Share time- provides opportunities for students to discuss and share what they have written

We Are All Writers, writers will learn the expectations, procedures, and routines for writing workshop. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

Writers Use the Writing Process, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

Work With the Teacher, writers learn the procedures for conferring and working in a small group with the teacher.

At home Connections:

- Tell stories about what happened in your day and ask your student questions about what happened in their day.
- Create a journal for the household. Family members can take turns writing about their day in the journal and sharing it with each other.

Concepts 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 Writing Community</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.11A, 1.2F</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"> • Gather ideas by drawing and/or writing • Participate in conversations about writing • Participate in a writing conference • Demonstrates an awareness that he/she is a writer • Practices correct letter formation • Uses capitalization and punctuation
<p><i>Concept #2: Building Strong Writing Habits</i></p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.11A, 1.11B, 1.11Bii, 1.11D, 1.11Dviii, 1.2F</p>		

Unit 2: Understanding and Composing 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)	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will learn to write personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.

Writers are immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students learn to tell their stories across their hands and sketch their stories across the pages. Writers will learn to zoom in on small moments and elaborate on them by adding details and trying out new leads. Students will be learning about grammar by looking at mentor texts and then editing their own papers based on what they learn. Students will work together, using checklists, to revise, edit, and check for clarity.

At home Connections:

- Look through pictures and then tell your student what was going on in the picture.
- Allow your student to look through pictures and recall memories.
- Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.

Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Concept #1: Composing Personal Narratives</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D(iii), 1.11D(i), 1.11E, 1.12A</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"> • Generates ideas for personal narratives • Stories include a beginning, middle, and end • Draws and writes to communicate meaning to a reader • Adds details to their drawings and writing (such as action, dialogue, and feelings) • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation • Practices correct capitalization and punctuation
Grading Period 1 Conventions		

Grading Period 1 Conventions TEKS Link to TEKS		Success Criteria for this concept	
1.11Dviii, 1.11Diii, 1.11Di		Edit drafts using standard English conventions including: <ul style="list-style-type: none">- Capitalization for the beginning of sentences and the pronoun “I”- Singular, plural, common, and proper nouns,- Complete sentences with subject-verb agreement	
Grading Period 2			
Unit 2: Understanding and Composing 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)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)	
Dyslexia Screener: NWEA MAP Reading Fluency (11/10-11/14)	N/A	(administered within designated concept) N/A	
Unit Overview: In this unit, students will learn to write personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper. Writers are immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students learn to tell their stories across their hands and sketch their stories across the pages. Writers will learn to zoom in on small moments and elaborate on them by adding details and trying out new leads. Students will be learning about grammar by looking at mentor texts and then editing their own papers based on what they learn. Students will work together, using checklists, to revise, edit, and check for clarity. At home Connections: <ul style="list-style-type: none">• Look through pictures and then tell your student what was going on in the picture.• Allow your student to look through pictures and recall memories.• Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.			
Concepts within Unit # 2 Link to TEKS		Competencies that will be graded in this unit	Success Criteria for this unit

<p><i>Concept #1: Composing Personal Narratives</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D(iii), 1.11D(i), 1.11E, 1.12A</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"> Generates ideas for personal narratives Stories include a beginning, middle, and end Draws and writes to communicate meaning to a reader Adds details to their drawings and writing (such as action, dialogue, and feelings) Discusses their writing and decisions made as a writer Shares writing with others Uses correct letter formation Practices correct capitalization and punctuation
<p align="center">Unit 3: Understanding and Composing Informational Text Estimated Date Range: 12/1/25 -1/30/26 (31 total school days) Instructional & Re-engagement Days in Unit: 29 days (15 days in GP2 and 13 days in GP3)</p>		
<p>STATE/NATIONAL ASSESSMENT(S) N/A</p>	<p align="center">Assessments DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (1/12-1/16) NWEA MAP Growth Reading (1/22) NWEA MAP Growth Math (1/28)</p>	<p align="center">COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A</p>
<p>Unit Overview: In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.</p> <p>Students will learn about one-way informational text can be structured as they write All About Books.</p> <p>They will learn about procedural text and write How to Books. Students will continue to work on their revision and editing skills to make their work more interesting and clearer for the reader.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> Help your student write a recipe and then send it to a friend. Choose a topic and create an all about book. On each page, write facts about the topic. For example, an all about our neighborhood book or all about our cat book. 		
<p align="center">Concepts within Unit # 3 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 #1: Composing Informational Texts</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D(vii), 1.11D(ii), 1.11E, 1.12B</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"> Generates ideas for informational texts Writing includes central idea and supporting details Procedural text includes steps in a sequence Draws and writes to communicate meaning to a reader Adds details to their drawings and writing (such as text features, description words) Discusses their writing and decisions made as a writer Shares writing with others Uses correct letter formation Practices correct capitalization and punctuation
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Grading Period 2 Conventions

Grading Period 2 Conventions TEKS Link to TEKS	Success Criteria for this concept
1.11Dix, 1.11Div, 1.11Dvii	<p>Edit drafts using standard English conventions including:</p> <ul style="list-style-type: none"> Punctuation marks at the end of declarative, exclamatory, and interrogative sentences Adjectives including articles Pronouns, including subjective, objective, and possessive cases

Grading Period 3

Unit 3: Understanding and Composing Informational Text

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

Instructional & Re-engagement Days in Unit: 29 days (15 days in GP2 and 13 days in GP3)

Assessments		
STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	STATE/NATIONAL ASSESSMENT(S)
N/A	<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>	N/A

Unit Overview:

In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.

Students will learn about one-way informational text can be structured as they write All About Books.

They will learn about procedural text and write How to Books. Students will continue to work on their revision and editing skills to make their work more interesting and clearer for the reader.

At home Connections:

- Help your student write a recipe and then send it to a friend.
- Choose a topic and create an all about book. On each page, write facts about the topic. For example, an all about our neighborhood book or all about our cat book.

Concepts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Concept #2: Composing Procedural Text</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D(vii), 1.11D(ii), 1.11E, 1.12B</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"> • Generates ideas for informational texts • Writing includes central idea and supporting details • Procedural text includes steps in a sequence • Draws and writes to communicate meaning to a reader • Adds details to their drawings and writing (such as text features, description words) • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation <p>Practices correct capitalization and punctuation</p>

Unit 4: Composing Informational Texts and Correspondence

Estimated Date Range: 2/2/26-2/20/26 (13 total school days)

Instructional & Re-engagement Days in Unit: 13 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

Unit Overview:

In this unit, students will explore how written correspondence (like thank-you notes and friendly letters) helps people communicate with others in meaningful ways. Students will learn the parts of a letter, understand when and why we write them, and compose their own correspondences through modeling, shared writing, and independent practice.

At home Connections:

Write Real Letters Together

- Have your child help you write a letter or thank-you note to a family member, teacher, or friend.
- Let them dictate what to say or write it themselves using invented spelling.

Start a Family Mailbox

- Create a “mail station” at home where family members can leave each other short notes.
- Encourage your child to write compliments, thank-yous, or simple greetings.

Write for Real-Life Occasions

- Support your child in writing birthday cards, thank-you notes for gifts, or invitations to playdates.
- Discuss why these messages are important and how they make others feel appreciated.

Concepts within Unit # 4 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Concept #1: Composing Correspondences</i></p> <p>1.2F, 1.11A, 1.11B, 1.11C, 1.11D(v), 1.11E, 1.12C</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"> • Explain why people write letters or notes. • Name times when people write thank-you notes or letters. • Dictate my ideas clearly in a letter or note.

Unit 5: Understanding and Composing Poetry

Estimated Date Range: 2/23/26-3/13/26 (14 total school days)

Instructional & Re-engagement Days in Unit: 14 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
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In this unit, students will explore writing poetry while they are reading poetry in reading.

Writers will notice how poets turn the ordinary into something extraordinary. Writers will choose topics they want to write poetry about.

Writers will think about the words that they use in their poems in order to help the reader visualize and feel a certain way.

At home Connections:

- Read poems with your students and talk about the words the poet uses.
- Write a poem together about everyday objects.
- Take turns choosing words to describe everyday objects.

Concepts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success Criteria for this unit
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<i>Concept #1: Composing Poetry</i> 1.2F, 1.11A, 1.11B, 1.11B(i), 1.11B(ii), 1.11C, 1.11D(i), 1.11D(ix), 1.11E, 1.12A	RC1 - Phonological Awareness, Phonics, and Spelling RC2 – Understanding Literary Text Read Aloud RC3 – Understanding Informational Texts Read Aloud WC4- Writing to Communicate Meaning WC5- Writing with Grade Level Conventions	<ul style="list-style-type: none">• Generates ideas for poems• Draws and writes to communicate meaning to a reader• Adds details to their drawings and writing (such as descriptive and emotional language)• Discusses their writing and decisions made as a writer• Shares writing with others• Uses correct letter formation• Practices correct capitalization and punctuation
Grading Period 3 Conventions		
Grading Period 3 Conventions TEKS Link to TEKS	Success Criteria for this concept	
1.11Dii, 1.3C, 1.11Dv, 1.3D, 1.11Di	Edit drafts using standard English conventions including: <ul style="list-style-type: none">- Past and present verb tense- Adverbs that convey time- Complete sentences with subject-verb agreement Identify the meaning of words with the affixes -s, -ed, and -ing Identify and use words that name actions, directions, positions, sequences, categories, and locations.	
Grading Period 4		
Unit 6: Writing Across the Genres 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) <i>(administered within designated concept)</i> N/A
Unit Overview: In this unit, students will understand that everything in a text is chosen with purpose and intent for the reader to comprehend and enjoy. In this unit, our focus is on craft. While this can be included in all stages of the writing process but will be emphasized during revision. Students will study mentor texts and notice what makes the text exceptional and give the craft technique a name.		

Students will use what they've learned about craft and go back into past writing, add the craft they have learned about and then publish.

At home Connections:

- As you are reading to your student, discuss words the author uses to describe things. As you write with your student, try to add descriptive words.

Concepts within Unit # 6 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Writers Learn From Mentor Texts</i></p> <p>1.11A, 1.11B, 1.11B(i), 1.11B(ii), 1.11C, 1.11D, 1.11E, 1.2F</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"> Recognizes craft specific to an author Revises work by adding craft used by an author studied Writes to communicate meaning to a reader Adds details to their drawings Adds descriptive words Writes using labels, phrases, and sentences Beginning to use capitalization and punctuation Experimenting with punctuation Discusses their writing and decisions made as a writer Shares writing with others Uses correct letter formation

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

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	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) (administered within designated concept) N/A

Unit Overview:

In this unit, students will engage in researching topics and writing research text and how the genre may be used to teach the reader. Students will gather facts and create sentences about a topic of interest or wonder. Students will organize their sentences over pages and add informational text features to their writing. This unit is very closely linked to the reading research unit.

Students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them. Students work on organizing their information. Once it is organized, students will present their research in various ways.

At home Connections:

- 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. Then create a book of facts about the topic you are researching.

Concepts 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">• Gathers and organizes information read about a chosen topic• Organizes writing about a topic• Writes to communicate meaning to a reader• Uses author’s craft appropriate to the genre and purpose• Adds text features• Discusses their writing and decisions made as a writer• Shares writing with others• Uses correct letter formation• Practices punctuation and capitalization
<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,		
<i>Concept #5: Researchers Present 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		
Grading Period 4 Conventions		
Grading Period 4 Conventions TEKS Link to TEKS	Success Criteria for this concept	
1.11Di, 1.11D, 1.11E	Edit drafts using standard English conventions including: <ul style="list-style-type: none">- Complete sentences with subject-verb agreement Publish and share writing.	
Glossary of Curriculum Components		
<u>Overview</u> – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.		
<u>TEKS</u> – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.		
<u>Unit Overview</u> – 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 Resources

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

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.