5ᵗʰ 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:	To advance to a particular grading period, click on a link below.
• A glossary of curriculum components • The content area instructional model • Parent resources for this content area	• Grading Period 1 • Grading Period 2 • Grading Period 3 • Grading Period 4

At Home Connections

The following are suggestions for reinforcing literacy development at home. These ideas can be used throughout the school year. You will find additional ideas to reinforce learning at home within each unit below.

- Listen to your child read the books that are sent home from school
- Talk about books together
- Go to the library
- Recite poetry together
- Talk with your child about a variety of topics
- Encourage your child to write for authentic purposes (such as writing a letter to family member, creating a grocery list, writing directions for how to do something)

Grading Period 1

Unit 1: Getting Started in Reading
Estimated Date Range: 8/12/25-8/29/25 (14 total school days)
Instructional & Re-engagement Days in Unit: 14 days

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	**DISTRICT ASSESSMENT(S)** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* N/A

Unit Overview:

This unit spotlights helping students develop active reading lives and establishing reading partners to support academic discourse across the year.

In the first concept, *Building a Strong Reading Community*, students will understand the structure of the reading block. Students should be familiar with this structure. This is a time for students to learn the expectations and practice the components and instructional routines within the reading block. Students will learn the routines for the focus-lesson, independent reading, conferring, small groups, and book clubs, which will set them up for success for the entire year.

The second concept, *Building Strong Reading Habits*, centers around independent reading—both using the classroom library and how to respond to text. Students will learn the expectations and routines for writing about reading and discussing a text with others through reading partnerships.   Students will be introduced to the comprehension strategies that they will use all year long. Examples include making connections, making predictions, visualizing, and monitoring comprehension. These lessons will

be modeled in the Interactive Read Aloud portion of the reading block. It's important that teachers select texts in which they can explicitly model using these strategies to aid in comprehending the text.

At the completion of this unit, students should be able to write down their thoughts about reading and support their thinking with text evidence. Students should then be able to use their thinking to engage in discussions about the text, using accountable talk stems.

At home connections:
- Ask your child to share their writing about their reading.
- Engage your child in a conversation about favorite books, with each of you sharing your favorite books, genres, authors, etc.

Concepts within Unit #1 **Link to TEKS**	Success Criteria for this concept
Concept #1: Building a Strong Reading Community 5.1A, 5.1B, 5.1D, 5.4A, 5.5A, 5.6A, 5.6E, 5.7E, 5.7F, 5.7G	• Follow routines, procedures, and expectations for all reading routines- focus lesson, teacher-led small group instruction, independent reading, and book clubs • Follow expectations for reading partners and academic discourse • Read independently • Choose books to read independently
Concept #2: Building Strong Reading Habits 5.4A, 5.6E, 5.6i, 5.7A, 5.7B, 5.7C, 5.7E, 5.7F, 5.7G	• Read independently • Choose books to read independently • Write down thinking while reading • Support thinking with evidence • Discuss thinking with a partner or group

Unit 2: Understanding and Analyzing Literary Texts Estimated Date Range: 9/2/25-11/7/25 (42 total school days) Instructional & Re-engagement Days in Unit: 37 days (24 days in GP1 and 13 days in GP2)		
Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	**DISTRICT ASSESSMENT(S)** NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* Unit 2, Concept 2 (1 day) Unit 2, Concept 3 (1 day)

Unit Overview:

In Concept 1, *Literary Elements and Structure,* students will learn the purpose and structure of different types of literary texts- realistic fiction, fantasy fiction, traditional literature, and drama. Students will then dive deeper into characteristics and elements of fiction by thinking about point of view, setting, plot elements, and structure.

In Concept 2, *Analyzing Characters,* students will build on the learning in concept 1, to go deeper into thinking about characters. Students will learn how to create theories about characters and learn different ways that readers infer about characters. As students learn more about their characters and how they will grow or change, they will understand how to support their thinking with text evidence. Readers will understand characters' relationships in a text and analyze character's relationships by thinking of the impact of the character's relationships and conflicts.

In Concept 3, *Purpose and Theme of Literary Texts*, students will learn that stories have multiple themes and will infer themes by thinking about the impact of the character's relationships and conflicts. Students will learn to support the theme with multiple pieces of text evidence from the story and think about how the theme applies to their life. At the end of the concept, readers will summarize and analyze different types of literary texts.

At home connections:
- Read literary texts (traditional literature, realistic fiction, fantasy fiction, drama) with your child, discussing characters, conflict, and resolution.
- After reading a literary text, discuss what the theme (or lesson) was for the story.
- After reading a literary text, have your child summarize or paraphrase what the text was about.

Concepts within Unit #2 **Link to TEKS**	Success Criteria for this concept
Concept #1: Literary Elements and Structure 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8C, 5.8D, 5.9A, 5.9C, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Recognize characteristics of literary subgenres (realistic fiction, traditional literature, drama) • Sequence events in plot • Identify different plot elements such as the rising action, climax, falling action, conflict and resolution • Explain cause and effect relationships between events (example: What lead to the conflict?) • Explain how the setting impacts the plot • Recognize elements of a drama, such as character tags, acts, scenes, and stage directions
Concept #2: Analyzing Characters 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8B, 5.8C, 5.8D, 5.9A, 5.9C, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Identify what the character says, does, thinks, and feels • Explain the relationships amongst the characters in a story and how these relationships impact the story (lead to the conflict, lead to the resolution, lead to character change, etc.) • Analyze character relationships and conflicts
Concept #3: Purpose and Theme of Literary Texts *5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8A, 5.8B, 5.8C, 5.8D, 5.9A, 5.9C, 5.10A, 5.10 B, 5.10D, 5.10E, 5.10F, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3C, 5.3D*	• Infer multiple themes of a story and support thinking with text evidence • Summarize and synthesize literary texts • Analyze author's purpose and word choice

Grading Period 2
Unit 2: Understanding and Analyzing Literary Texts Estimated Date Range: 9/2/25-11/7/25 (42 total school days) Instructional & Re-engagement Days in Unit: 37 days (24 days in GP1 and 13 days in GP2)

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	**DISTRICT ASSESSMENT(S)** NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* Unit 2, Concept 2 (1 day)

	Unit 2, Concept 3 (1 day)

Unit Overview:

In Concept 1, *Literary Elements and Structure,* students will learn the purpose and structure of different types of literary texts-realistic fiction, fantasy fiction, traditional literature, and drama. Students will then dive deeper into characteristics and elements of fiction by thinking about point of view, setting, plot elements, and structure.

In Concept 2, *Analyzing Characters,* students will build on the learning in concept 1, to go deeper into thinking about characters. Students will learn how to create theories about characters and learn different ways that readers infer about characters. As students learn more about their characters and how they will grow or change, they will understand how to support their thinking with text evidence. Readers will understand characters' relationships in a text and analyze character's relationships by thinking of the impact of the character's relationships and conflicts.

In Concept 3, *Purpose and Theme of Literary Texts*, students will learn that stories have multiple themes and will infer themes by thinking about the impact of the character's relationships and conflicts. Students will learn to support the theme with multiple pieces of text evidence from the story and think about how the theme applies to their life. At the end of the concept, readers will summarize and analyze different types of literary texts.

At home connections:
- Read literary texts (traditional literature, realistic fiction, fantasy fiction, drama) with your child, discussing characters, conflict, and resolution.
- After reading a literary text, discuss what the theme (or lesson) was for the story.
- After reading a literary text, have your child summarize or paraphrase what the text was about.

Concepts within Unit #2 **Link to TEKS**	Success Criteria for this concept
Concept #1: Literary Elements and Structure 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8C, 5.8D, 5.9A, 5.9C, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Recognize characteristics of literary subgenres (realistic fiction, traditional literature, drama) • Sequence events in plot • Identify different plot elements such as the rising action, climax, falling action, conflict and resolution • Explain cause and effect relationships between events (example: What lead to the conflict?) • Explain how the setting impacts the plot • Recognize elements of a drama, such as character tags, acts, scenes, and stage directions
Concept #2: Analyzing Characters 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8B, 5.8C, 5.8D, 5.9A, 5.9C, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Identify what the character says, does, thinks, and feels • Explain the relationships amongst the characters in a story and how these relationships impact the story (lead to the conflict, lead to the resolution, lead to character change, etc.) • Analyze character relationships and conflicts
Concept #3: Purpose and Theme of Literary Texts *5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E,*	• Infer multiple themes of a story and support thinking with text evidence • Summarize and synthesize literary texts

5.7F, 5.7G, 5.8A, 5.8B, 5.8C, 5.8D, 5.9A, 5.9C, 5.10A, 5.10 B, 5.10D, 5.10E, 5.10F, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3C, 5.3D	• Analyze author's purpose and word choice • Write responses to literary texts

Unit 3: Understanding and Analyzing Poetry Estimated Date Range: 11/10/25-12/5/25 (15 total school days) Instructional & Re-engagement Days in Unit: 14 days

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	**DISTRICT ASSESSMENT(S)** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* Unit 3, Concept 2 (1 day)

Unit Overview:

In Concept 1, *Elements of Poetry,* students will immerse themselves in poetry and notice the poetic elements, including rhyme scheme, sound devices, and structural elements. Students will then learn to recognize figurative language and imagery in poems.

In Concept 2, *Theme and Purpose of Poetry,* students will build on the learning in concept 1, to analyze how the poet used craft techniques to determine the bigger meaning. Students will infer the poet's purpose and point of view, and theme or message of the poem.

At home connections:
- Ask your child to share some of their favorite poems with you.
- Read poems with your child, discussing poetic elements you notice such as rhymes and stanzas.
- Read a poem with your child and discuss how it makes you feel and what words from the poem made you feel that way.

Concepts within Unit #3 **Link to TEKS**	**Success Criteria for this concept**
Concept #1: Elements of Poetry 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.8A, 5.8B, 5.8C, 5.8D, 5.9B	• Explain sound devices in poetry and explain how they impact the poem • Explain figurative language such as simile, metaphor, and personification and imagery in poetry and explain how they impact the poem • Explain structural elements such as stanzas and line breaks in poetry and explain how they impact the poem
Concept #2: Theme and Purpose of Poetry 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A,5.7B, 5.7C, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F	• Identify the narrator of the poem • Explain the author's purpose and message for writing a poem • Explain how the author used structural elements, sound devices, and figurative language/imagery to achieve their purpose

- Describe how the author's use of imagery, literal and figurative language, such as simile and metaphor, and sound devices achieves specific purposes

Unit 4: Understanding and Analyzing Informational Texts
Estimated Date Range: 12/8/25-2/20/26 (39 total school days)
Instructional & Re-engagement Days in Unit: 34 days (10 days in GP2 and 24 days in GP3)

Assessments		
STATE/NATIONAL ASSESSMENT(S)	**DISTRICT ASSESSMENT(S)**	**COMMON FORMATIVE ASSESSMENTS (CFAs)**
TELPAS Window (2/16-3/27)	NWEA MAP Growth Reading (1/22) NWEA MAP Growth Math (1/28) NWEA MAP Growth Science (2/3)	*(administered within designated concept)* Unit 4, Concept 2 (1 day) Unit 4, Concept 3 (1 day)

Unit Overview:

In Concept 1, *Characteristics of Informational Text,* students will begin by thinking about how readers approach different types of informational texts. Students will learn to determine important ideas when they read. Readers will use what is important in the text to help infer the central idea of a section of the text or the whole text and support it with key details. Students will also infer the author's purpose and analyze how the author uses craft to achieve the purpose with the text features and word choice.

In Concept 2, *Structure of Informational Text,* students will identify the text's structure, noticing that sometimes authors use more than one text structure within a text. Students will use this thinking to infer the author's purpose for writing the text and identify the author's point of view. Students will also infer the author's purpose and analyze how the author uses craft to achieve the purpose with the text features and organizational patterns within the text.

In Concept 3, *Purpose and Craft of Informational Text,* students will look at different genres of informational text. Students will connect central idea, author's purpose, theme, and author's craft to analyze all types of informational text.

At home connections:
- Read informational books/articles with your child and take notes on important information learned from the book/article.
- Read informational books and discuss graphics and features within the text and how they connect to the bigger ideas shared in the text.

Concepts within Unit #4 **Link to TEKS**	Success Criteria for this concept
Concept #1: Characteristics of Informational Text 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E,	- Recognize the central idea of a text and support it with text evidence - Recognize characteristics of informational texts - Recognize features such as pronunciation guides and diagrams to support understanding of a text

| 5.7F, 5.7G, 5.9(D), 5.9D(i), 5.9D(ii), 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D | • Write responses to informational texts |

Grading Period 3

Unit 4: Understanding and Analyzing Informational Texts
Estimated Date Range: 12/8/25-2/20/26 (39 total school days)
Instructional & Re-engagement Days in Unit: 34 days (10 days in GP2 and 24 days in GP3)

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs) *(administered within designated concept)*
TELPAS Window (2/16-3/27)	NWEA MAP Growth Reading (1/22) NWEA MAP Growth Math (1/28) NWEA MAP Growth Science (2/3)	Unit 4, Concept 2 (1 day) Unit 4, Concept 3 (1 day)

Unit Overview:

In Concept 1, *Characteristics of Informational Text,* students will begin by thinking about how readers approach different types of informational texts. Students will learn to determine important ideas when they read. Readers will use what is important in the text to help infer the central idea of a section of the text or the whole text and support it with key details. Students will also infer the author's purpose and analyze how the author uses craft to achieve the purpose with the text features and word choice.

In Concept 2, *Structure of Informational Text,* students will identify the text's structure, noticing that sometimes authors use more than one text structure within a text. Students will use this thinking to infer the author's purpose for writing the text and identify the author's point of view. Students will also infer the author's purpose and analyze how the author uses craft to achieve the purpose with the text features and organizational patterns within the text.

In Concept 3, *Purpose and Craft of Informational Text,* students will look at different genres of informational text. Students will connect central idea, author's purpose, theme, and author's craft to analyze all types of informational text.

At home connections:
- Read informational books/articles with your child and take notes on important information learned from the book/article.
- Read informational books and discuss graphics and features within the text and how they connect to the bigger ideas shared in the text.

Concepts within Unit #4 **Link to TEKS**	Success Criteria for this concept
Concept #2: Structure of Informational Text 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9(D), 5.9D(i), 5.9D(ii), 5.9D(iii), 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Recognize structures and organizational patterns within an informational text • Write responses about informational texts • Analyze the author's use of text structure and how it contributes to the author's purpose
Concept #3: Purpose and Craft of Informational Text *5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E,*	• Explain the author's purpose and message within an informational text • Write responses about informational texts • Summarize informational texts

5.7F, 5.7G, 5.9(D), 5.9D(i), 5.9D(ii), 5.9D(iii), 5.10A, 5.10B,5.10C, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Analyze informational texts for craft, structure, graphics and features, central idea, and purpose

Unit 5: Understanding and Analyzing Argumentative Texts
Estimated Date Range: 2/23/26-3/13/26 (14 total school days)
Instructional & Re-engagement Days in Unit: 13 days

Assessments		
STATE/NATIONAL ASSESSMENT(S)	**DISTRICT ASSESSMENT(S)**	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)*
TELPAS Window (2/16-3/27)	N/A	Unit 5, Concept 2 (1 day)

Unit Overview:

In Concept 1, *Characteristics of Argumentative Texts,* students will learn the purpose and characteristics of argumentative text. Students will learn how to identify the claim, intended audience, and notice how the author uses facts to support arguments. At the end of the concept, students will summarize argumentative text.

In Concept 2, *Analyzing Argumentative Texts,* students will analyze the text to determine important information. Readers will notice the language and text structures that authors craft and will evaluate the proposed solution and call to action. Readers will analyze argumentative texts for word choice, structure, graphics and features, and purpose.

At home connections:
- Read informational books/articles with your child and take notes on important information learned from the book/article.
- Read informational books and discuss graphics and features within the text and how they connect to the bigger ideas shared in the text.

Concepts within Unit #5 **Link to TEKS**	**Success Criteria for this concept**
Concept #1: Characteristics of Argumentative Texts 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9E, 5.9E(i), 5.9E(ii), 5.9E(iii), 5.9F	• Identify the claim of argumentative text • Identify the intended audience in argumentative text • Identify how the author used facts for or against an argument
Concept #2: Analyzing Argumentative Texts 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9E, 5.9E(i), 5.9E(ii), 5.9E(iii), 5.9F, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.10G	• Explain how the author supported their claim in argumentative texts Analyze and summarize argumentative texts

Grading Period 4
Unit 6: Reading and Writing Across Genres
Estimated Date Range: 3/23/26-4/24/26 (24 total school days)
Instructional & Re-engagement Days in Unit: 22 days

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

STAAR Reading 3-5 (1 day) STAAR Math 3-5 (1 day)		*(administered within designated concept)* N/A

Unit Overview:

Within this unit, readers make text-to-text connections to deepen their understanding of texts. Students will continue to build on their learning and analysis of texts, as they make text-to-text connections between and across genres. Students will understand characteristics of literary, informational, poetry, and argumentative texts to analyze the structure and purpose across texts.

At home connections:
- Read several books on the same topic. Discuss ideas that are similar and different in the texts how they connect across genres.
- As you read books at home, notice how authors use graphics, features, structure, and word choice to achieve their purpose.

Concepts within Unit #6 **Link to TEKS**	Success Criteria for this concept
Tested TEKS: 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.3C,5.3D, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.7C, 5.7D, 5.8A, 5.8B, 5.8C, 5.8D, 5.9A, 5.9B, 5.9C, 5.9D(i), 5.9D(ii), 5.9D(iii), 5.9F, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.10G, 5.2Ai, 5.2Aii, 5.2Aiii, 5.3A, 5.3B 5.3C, 5.3D	• Summarize texts • Understand the characteristics and structure of different genres- Poetry, Literary texts, Informational texts, and Argumentative texts • Infer the author's purpose for writing texts • Explain how the author organized the text • Analyze the words the author used and explain their impact on the text • Analyze the features and graphics the author used and explain their impact on the text • Make connections across texts

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 Growth Reading (5/6) NWEA MAP Growth Math (5/13) NWEA MAP Growth Science (5/19)	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* N/A

Unit Overview:

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

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

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

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

In Concept 5, *Researchers Present Their Research Projects*, students will present their project and share information learned throughout the research unit.

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

Concepts within Unit #7 Link to TEKS	Success Criteria for this concept
Concept #1: Researchers select and narrow a research topic. 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9F, 5.13A	Identify a topic for research
Concept #2: Researchers take notes as they read. 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9F, 5.13A, 5.13C, 5.13D	• Identify primary and secondary sources • Gather research from a variety of sources Take notes by paraphrasing what was read
Concept #3: Researchers plan their research project. 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9F, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E	• Identify a purpose for the research project Plan out the research project
Concept #4: Researchers prepare their research project. 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9F, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H	• Create research project using notes from research • Cite sources used for research Prepare to present the research project
Concept #5: Researchers present their research projects. 5.1A, 5.1B, 5.1C, 5.1D, 5.3A, 5.3B, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I, 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.9F, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H	• Present the research project to others by speaking clearly and maintaining eye contact

Glossary of Curriculum Components
Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

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

Resource	How it supports parent and students
TumbleBook Library	This online resource provides ebooks with audio.
Children's Books and Authors	This website contains resources to help your child find books and get excited about reading.
FBISD Online Resources	This page contains library digital resources for FBISD.

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.