

5th 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 area

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

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

Grading Period 1

Unit 1: Getting Started in Writing

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:

The goal of this unit is to create an environment that allows and encourages students to “live like a writer.”

In the first concept, *Building a Strong Writing Community*, students will understand the structure of the writing block. Students will learn the routines for the focus-lesson, independent writing, conferring the teacher and peers, and small groups which will set them up for success for the entire year.

In the second concept, *Building Strong Writing Habits*, students will learn the expectations and routines for independent writing and create a writer’s notebook, which they will begin to use to generate ideas for writing. In this concept, students will experience the writing process. Students will experience the recursive nature of the writing process in which they weave back and forth between different stages as they compose writing. We also want students to know that writers have a purpose for writing. This purpose drives the decisions that writers make throughout their piece.

At home connections:

Create a Family Writer’s Notebook—a notebook where you can write down favorite memories, lists (such as top 10 places we’d love to travel, or our family’s favorite traditions), and important events you don’t want to forget. Throughout the year, you can choose one or two of those memories/events and write more about it together.

Concepts within Unit #1

[Link to TEKS](#)

Success Criteria for this concept

<p><i>Concept #1: Building a Strong Writing Community</i></p> <p>5.1A, 5.1B, 5.1C, 5.2C, 5.1D, 5.11A</p>	<ul style="list-style-type: none"> • Understand expectations and routines for the writing block • Choose an idea from my writer's notebook and write about it • Discuss writing with others 		
<p><i>Concept #2: Building Strong Writing Habits</i></p> <p>5.11A, 5.11B, 5.11Bii, 5.11C, 5.11D, 5.11Di, 5.11E, 5.2C, 5.1B</p>	<ul style="list-style-type: none"> • Choose a purpose for writing • Plan out my writing • Draft and revise my writing by adding details • Edit my writing to make it clear for the reader • Publish my writing to share it with others • Write complete sentences 		
<p align="center">Unit 2: Understanding and Composing Literary Texts Estimated Date Range: 9/2/25-11/7/25 (42 total school days) Instructional & Re-engagement Days in Unit: 39 days (25 days in GP1 and 14 days in GP2)</p>			
<p align="center">STATE/NATIONAL ASSESSMENT(S) N/A</p>	<p align="center">Assessments</p> <table border="1"> <tr> <td data-bbox="602 856 1070 1066"> <p align="center">DISTRICT ASSESSMENT(S)</p> <p>NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)</p> </td><td data-bbox="1070 856 1539 1066"> <p align="center">COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A</p> </td></tr> </table>	<p align="center">DISTRICT ASSESSMENT(S)</p> <p>NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)</p>	<p align="center">COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A</p>
<p align="center">DISTRICT ASSESSMENT(S)</p> <p>NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)</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 compose personal narratives. Writers will focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers. Writers will think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Read literary texts with your child, discussing how writers give information about the character (by their words/dialogue, describing their actions, and sharing their thoughts and feelings). • Think of a special moment or memory with your child. Write a personal narrative of the event with your child. 			
<p align="center">Concepts within Unit #2 Link to TEKS</p>	<p align="center">Success Criteria for this concept</p>		
<p><i>Concept #1: Composing Personal Narratives</i></p> <p>5.11A, 5.11.B, B.511C. 5.2C, 5.11D(iii), 5.11D(x), 5.11E, 5.12A, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi</p>	<ul style="list-style-type: none"> • Choose a moment to write about • Follow the personal narrative structure (writing about a moment in time, having a conflict, showing how conflict was resolved) • Add details to elaborate by describing the conflict and resolution • Write an introduction that engages the reader • Write a conclusion that provides closure in the story • Correctly use and punctuate compound sentences in writing • Choose a message to share when writing (show what you learned or why the moment was important to you) 		

	<ul style="list-style-type: none"> Elaborate by adding details that describe what the character said, felt, thought, and/or did Correctly punctuate dialogue in writing 		
Grading Period 1 Conventions			
Grading Period 1 Conventions TEKS Link to TEKS	Success Criteria for this concept		
5.11D (iii), 5.11D (i), 5.11D (x)	Edit drafts using standard English conventions: <ul style="list-style-type: none"> Collective nouns Simple and compound sentences with subject-verb agreement Punctuation marks for sentences and dialogue 		
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: 39 days (25 days in GP1 and 14 days in GP2)			
STATE/NATIONAL ASSESSMENT(S) N/A	Assessments <table> <tr> <td>DISTRICT ASSESSMENT(S) NWEA MAP Growth Reading (9/5) NWEA MAP Growth Math (9/10) NWEA MAP Growth Science (9/16)</td> <td>COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A</td> </tr> </table>	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) 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) N/A		
Unit Overview: In this unit, students will compose personal narratives. Writers will focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers. Writers will think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.			
At home connections: <ul style="list-style-type: none"> Read literary texts with your child, discussing how writers give information about the character (by their words/dialogue, describing their actions, and sharing their thoughts and feelings). Think of a special moment or memory with your child. Write a personal narrative of the event with your child. 			
Concepts within Unit #2 Link to TEKS	Success Criteria for this concept		
Concept #1: <i>Composing Personal Narratives</i> 5.11A, 5.11.B, B.511C. 5.2C, 5.11D(iii), 5.11D(x), 5.11E, 5.12A, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi	<ul style="list-style-type: none"> Choose a moment to write about Follow the personal narrative structure (writing about a moment in time, having a conflict, showing how conflict was resolved) Add details to elaborate by describing the conflict and resolution Write an introduction that engages the reader 		

	<ul style="list-style-type: none"> • Write a conclusion that provides closure in the story • Correctly use and punctuate compound sentences in writing • Choose a message to share when writing (show what you learned or why the moment was important to you) • Elaborate by adding details that describe what the character said, felt, thought, and/or did • Correctly punctuate dialogue in writing
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Unit 3: Understanding and Composing Poetry

Estimated Date Range: 11/10/25-12/5/25 (15 total school days)

Instructional & Re-engagement Days in Unit: 15 days

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

Unit Overview:

The goal of this unit is deepening students' understanding of author's craft as students make decisions to achieve their purpose when composing poetry. Students will be introduced to the genre of poetry focusing on purpose. Students will see that poets often write to share their feelings and ideas while evoking emotion. As students immerse themselves in poems, they will gather ideas for their own poems. Students will identify their purpose and audience for writing a poem and then learn how to use craft elements to achieve their purpose. Students will revise, edit, and then publish poems for their audience.

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. Then, write a poem with your child and include some of the elements you noticed.

Concepts within Unit #3 Link to TEKS	Success Criteria for this concept
<p><i>Concept #1: Composing Poetry</i></p> <p>5.2C, 5.11A, 5.11B, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(iv), 5.11D(vii), 5.11E, 5.12A, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2Bvi</p>	<ul style="list-style-type: none"> • Identify a purpose for writing a poem • Write a poem using poetic elements (stanzas, line breaks, rhyme, imagery, etc.)

Unit 4: Understanding and Composing Informational Texts

Estimated Date Range: 12/8/25-2/20/26 (39 total school days)

Instructional & Re-engagement Days in Unit: 36 days (10 days in GP2 and 26 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) N/A

Unit Overview:

The goal of this unit is for students to continue to grow as writers, especially thinking about author's purpose and craft, while writing informational text.

In concept 1, *Composing Informational Texts*, students will be introduced to the purpose of informational text. The key understanding students need to grasp in this concept is the structure of informational text—a central idea with ideas that support it. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise in order to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Students will edit using an editing checklist and publish their writing.

Students will learn how to revise for a compound sentence, how to punctuate a compound sentence, and how writers can write fluently by adding compound sentences to their writing. Students will edit their writing to ensure that it is clear for the reader.

In concept 2, *Composing Correspondences*, students will be introduced to correspondences such as letters or correspondences to request information. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Students will edit using an editing checklist and publish their writing.

At home connections:

- Read informational books/articles with your child and discuss how authors share information with the reader (add facts, descriptions, etc.)
- Choose something that is a favorite in your family and write an informational essay explaining why it is your favorite (favorite holiday and why, favorite free time activity and why, etc.)
- Write a letter to a neighbor, friend, for family member thanking them for something they have done for you.

Concepts within Unit #4 Link to TEKS	Success Criteria for this concept
Concept #1: <i>Composing Informational Texts</i> 5.11A, 5.11B, 5.2C, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(ix), 5.11D(ii), 5.11D(vi), 5.11D(v), 5.11E, 5.12B, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi	<ul style="list-style-type: none"> • Write a central idea • Support central idea with details • Write an introduction that engages the reader • Write a conclusion that brings closure to the paper • Revise and edit your written compositions
Grading Period 2 Conventions	
Grading Period 2 Conventions TEKS Link to TEKS	Success Criteria for this concept
5.11D (i), 5.11D (x), 5.11D (iv), 5.11D (viii), 5.11D (ix)	Edit drafts using standard English conventions: <ul style="list-style-type: none"> - Complete compound sentences with subject-verb agreement - Punctuation marks- commas in compound sentences - Adjectives- comparative and superlative - Pronouns- indefinite - Capitalization of abbreviations, initials, acronyms, and organizations

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: 36 days (10 days in GP2 and 26 days in GP3)		
Assessments		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) NWEA MAP Growth Reading (1/22) NWEA MAP Growth Math (1/28) NWEA MAP Growth Science (2/3)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
<p>The goal of this unit is for students to continue to grow as writers, especially thinking about author's purpose and craft, while writing informational text.</p> <p>In concept 1, <i>Composing Informational Texts</i>, students will be introduced to the purpose of informational text. The key understanding students need to grasp in this concept is the structure of informational text—a central idea with ideas that support it. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise in order to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Students will edit using an editing checklist and publish their writing.</p> <p>Students will learn how to revise for a compound sentence, how to punctuate a compound sentence, and how writers can write fluently by adding compound sentences to their writing. Students will edit their writing to ensure that it is clear for the reader.</p> <p>In concept 2, <i>Composing Correspondences</i>, students will be introduced to correspondences such as letters or correspondences to request information. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Students will edit using an editing checklist and publish their writing.</p> <p>At home connections:</p> <ul style="list-style-type: none"> Read informational books/articles with your child and discuss how authors share information with the reader (add facts, descriptions, etc.) Choose something that is a favorite in your family and write an informational essay explaining why it is your favorite (favorite holiday and why, favorite free time activity and why, etc.) Write a letter to a neighbor, friend, for family member thanking them for something they have done for you. 		
Concepts within Unit #4 Link to TEKS	Success Criteria for this concept	
<p>Concept #1: <i>Composing Informational Texts</i></p> <p>5.11A, 5.11B, 5.2C, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(ix), 5.11D(ii), 5.11D(vi), 5.11D(v), 5.11E, 5.12B, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi</p>	<ul style="list-style-type: none"> Write a central idea Support central idea with details Write an introduction that engages the reader Write a conclusion that brings closure to the paper <p>Revise and edit your written compositions</p>	
<p>Concept #2: <i>Composing Correspondences</i></p> <p>5.11A, 5.11B, 5.2C, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(ix), 5.11D(ii), 5.11D(vi), 5.11D(v), 5.11E, 5.12B, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi, 5.12D</p>	<ul style="list-style-type: none"> Write a correspondence to request information Write an introduction that engages the reader Write a conclusion that brings closure to the paper Revise and edit your written compositions 	

Unit 5: Understanding and Composing Argumentative Texts		
Estimated Date Range: 2/23/26-3/13/26 (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
Unit Overview: In this unit, readers will write argumentative text. In concept 1, <i>Composing Argumentative Texts</i> , writers will look at mentor text to understand the elements of argumentative writing. Writers will learn how to craft a claim and support it with arguments. Students will learn the purpose and structure of argumentative writing. Students will focus on the craft and revision strategies that will help make their purpose clear for the reader. At home connections: <ul style="list-style-type: none">When reading argumentative texts with your child, discuss persuasive language you notice.When your child tries to convince you to give or let them do something (get a new toy/game, play a new sport, etc.), have them write an argumentative essay to persuade you.		
Concepts within Unit #5 Link to TEKS	Success Criteria for this concept	
<i>Concept #1: Composing Argumentative Texts</i> 5.2C, 5.11A, 5.11B, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(viii), 5.11D(x), 5.11E, 5.12C, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi	<ul style="list-style-type: none">Write an argumentative essay that has a claim and facts to support the claimRevise and edit your written compositions	
Grading Period 3 Conventions		
Grading Period 3 Conventions TEKS Link to TEKS	Success Criteria for this concept	
5.11D (ii), 5.11D (vi), 5.11D (v), 5.11D (viii), 5.11D (x)	Edit drafts using standard English conventions: <ul style="list-style-type: none">Past tense of irregular verbsPrepositions and prepositional phrasesConjunctive adverbsSubordinating conjunctions in complex sentencesPunctuation marks- italics, titles	
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) TELPAS Window (2/16-3/27) STAAR Reading 3-5 (1 day) STAAR Math 3-5 (1 day)	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
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Unit Overview:

In this unit, writers will use what they have learned about composing literary and informational texts to revise and edit compositions. Writers will explore different types of written compositions to revise for introductions, conclusions, transitions, and connections ideas. Students will also edit written compositions for conventions learned throughout the year.

At home connections:

- Read informational books/articles with your child and discuss how authors share information with the reader (add facts, descriptions, etc.)
- Read literary texts and discuss how authors include descriptive language, introductions, and conclusions to communicate a message to the reader.

Concepts within Unit #6 Link to TEKS	Success Criteria for this concept
<p>Testing TEKS:</p> <p>5.2C, 5.2B(i), 5.2(B(ii), 5.2B(iii), 5.2B(iv), 5.2B(v), 5.2B(vi), 5.2B(vii), 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.11D(ii), 5.11D(iii), 5.11D(iv), 5.11D(v), 5.11D(vi), 5.11D(vii), 5.11D(viii), 5.11D(ix), 5.11D(x), 5.11D(xi), 5.7B, 5.12(B), 5.12C, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Biv, 5.2Bv, 5.2vi</p>	<p>Revise and edit drafts to use appropriate conventions and organization</p>

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 Project*, students will prepare their research project to present to others.

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
<p><i>Concept #1: Researchers Select and Narrow a Research Topic</i></p> <p>5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A</p>	<p>Create research topic</p>
<p><i>Concept #2: Researchers Take Notes as They Read.</i></p> <p>5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13C, 5.13D</p>	<ul style="list-style-type: none"> • Gather research from a variety of sources • Take notes by paraphrasing what was read
<p><i>Concept #3: Researchers Plan Their Research Project.</i></p> <p>5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E</p>	<ul style="list-style-type: none"> • Identify a purpose for the research project • Plan out the research project • Write a central idea • Support central idea with details • Write an introduction that engages the reader • Write a conclusion that brings closure to the paper • Elaborate informational writing by adding details, facts, anecdotes, and examples • Add transitions to writing
<p><i>Concept #4: Researchers Prepare Their Research Project.</i></p> <p>5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H</p>	<ul style="list-style-type: none"> • Revise writing to make it clear for the reader by adding, deleting, substituting, or rearranging words, phrases, and/or sentence • Edit writing to make it clear for the reader • Cite sources used for research • Prepare the research project to others by speaking clearly and maintaining eye contact
<p><i>Concept #5: Researchers Present Their Research Project.</i></p> <p>5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H</p>	<ul style="list-style-type: none"> • Present the research project to others by speaking clearly and maintaining eye contact
Grading Period 4 Conventions	
Grading Period 4 Conventions TEKS Link to TEKS	Success Criteria for this concept

5.11D, 5.11E

- Publish works using appropriate audiences
- Revise drafts to use appropriate organization and development
- Edit drafts to use appropriate conventions

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
Pebble Go	This resource is a Pre-K to 3 rd grade database for reading and research.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
TumbleBook Library	This online resource provides ebooks with audio.

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.