

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

Grading Period 1

Unit 1: Getting Started in Reading

Estimated Date Range: 8/12/25-9/25/25 (32 total school days)

Instructional & Re-engagement Days in Unit: 29 days

STATE/NATIONAL ASSESSMENT(S)
N/A

Assessments
DISTRICT ASSESSMENT(S)
NWEA MAP Reading Fluency (8/25-8/29)
NWEA MAP Growth Reading (9/3)
NWEA MAP Growth Math (9/9)

**COMMON FORMATIVE
ASSESSMENTS (CFAs)**
(administered within designated concept)
N/A

Unit Overview:

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

At home Connections:

- At home, it is important that you read to your child regularly and talk about the book afterwards.
- Ask your child to make the letters of the alphabet with play dough.
- Sing and recite nursery rhymes together for fun. (ex – Jack and Jill, I’m a Little Teapot)
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).

Contexts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Concept #1: Building a Reading Community K.1A, K.1B, K.1C, K.1D, K.1E, K.2A, K.2D, K.2Di, K.2Dii, K.2Diii, K.2Div, K.2Dv, K.4A, K.5A, K.5E, K.5I, K.6A, K.6B, K.6E, K.6F	RC1 - Phonological Awareness, Phonics, and Spelling WC4 – Writing to Communicate Ideas	<ul style="list-style-type: none"> • Retell part of a story heard • Hold books upright • Identify some letters and their corresponding sounds • Recognize their name • Recognize repetition and rhyme • Participate in shared reading and interactive read alouds
Concept #2: Building Strong Reading Habits K.1A, K.1B, K.1C, K.1D, K.1E, K.2A, K.2D, K.2Di, K.2Dii, K.2Diii, K.2Div, K.2Dv, K.4A, K.5A, K.5E, K.5I, K.6A, K.6B, K.6E, K.6F		

Unit 2: Understanding Literary Texts

Estimated Date Range: 9/29/25-11/21/25 (34 total school days)

Instructional & Re-engagement Days in Unit: 34 days (10 days in GP1 and 24 days in GP2)

Assessments		
STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
TX-KEA (10/6-10/10) *Administered during small group/independent practice	N/A	(administered within designated concept) N/A

Unit Overview:

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

The year begins by implementing Reading —a structure in which teachers can meet the instructional needs of students through four components:

- Time- learners read, interact with, and respond to text daily
- Ownership- learners read self-selected books from classroom libraries
- Sharing- learners collaborate with partners and/or club members about text they read
- Community- learners are immersed in print- rich, talk-rich, inviting classrooms safety and consistency

At home Connections:

- Work with students on letter sounds. You can play I spy by saying, “I spy something that starts with /s/.”
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?

<ul style="list-style-type: none"> ○ Was there a problem in the story? ○ How did _____ solve it? ○ Tell me about (character). • For informational 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 # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Literary Elements</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.2D(i), K.2D(ii), K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5I, K.6A, K.6B, K.6C, K.6D, K.6F, K.8A, K.8C, K.7C, K.7D</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>WC4 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Retell part of a story heard • Respond to a story heard aloud by drawing • Participate in a reading conference • Participate in a small group • Recognize some letters • Recognize rhyming words
Grading Period 2		
Unit 2: Understanding Literary Texts		
<p>Estimated Date Range: 9/29/25-11/21/25 (34 total school days)</p> <p>Instructional & Re-engagement Days in Unit: 34 days (10 days in GP1 and 24 days in GP2)</p>		
STATE/NATIONAL ASSESSMENT(S) *TX-KEA (10/6-10/10) *Administered during small group/independent practice	Assessments DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
<p>Unit Overview:</p> <p>In this unit, students will be introduced to the structure and routines of reading during their reading block and hear traditional tales and discuss the plot during Interactive Read Aloud.</p> <p>The year begins by implementing Reading —a structure in which teachers can meet the instructional needs of students through four components:</p> <ul style="list-style-type: none"> • 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 <p>At home Connections:</p> <ul style="list-style-type: none"> • Work with students on letter sounds. You can play I spy by saying, “I spy something that starts with /s/.” • At home, it is important that you read to your child regularly and talk about the book afterwards. • For fiction books, ask questions such as: <ul style="list-style-type: none"> ○ 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 informational 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 # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #2: Structure and Understanding Characters</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.2D(i), K.2D(ii), K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5I, K.6A, K.6B, K.6C, K.6D, K.6F, K.7B, K.7C, K.7D, K.8C</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC2 – Understanding Literary Texts Read Aloud</p> <p>WC4 – Writing to Communicate Ideas</p> <p>WC5 – Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> Retell the beginning, middle, and end of a story heard aloud Describe characters in stories read aloud Recognize and discuss parts of a story (characters, setting, problem, resolution) Discuss texts to show an understanding of the text Use strategies to read and comprehend text Draw pictures in response to a text Recognize your name Recognize some letters and state their names Identify some letters and their corresponding sounds Decode and spell some VC and CVC words with vowels “a” and “i” <ul style="list-style-type: none"> Ex: mat, pin Recognize and spell some high frequency words
<p><i>Concept #3: Purpose and Theme of Literary Text</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.2D(i), K.2D(ii), K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5I, K.6A, K.6B, K.6C, K.6D, K.6F, K.7A, K.7B, K.7C, K.7D, K.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: 29 days (15 days in GP2 and 13 days in GP3)

Assessments

STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (1/12-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
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Unit Overview:

In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Students will hear a variety of informational texts, including procedural, during Interactive Read Aloud. During their reading block, students will notice the features and organization of the informational genre, learn that some text is written to teach you how to do something, engage in conversations with others about what they learn from their reading, and continue practicing their word solving strategies.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Cook together and explain that recipes are a type of informational text.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
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<p><i>Concept #1: Characteristics and Structures of Informational Text</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.8(D), K.8D(i), K.8D(ii), K.8D(iii)</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC4 – Understanding Informational Texts Read Aloud</p> <p>WC4 – Writing to Communicate Ideas</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 • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding short sounds
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Grading Period 3

Unit 3: Understanding 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	NWEA MAP Reading Fluency (1/12-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	N/A

Unit Overview:

In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Students will hear a variety of informational texts, including procedural, during Interactive Read Aloud. During their reading block, students will notice the features and organization of the informational genre, learn that some text is written to teach you how to do something, engage in conversations with others about what they learn from their reading, and continue practicing their word solving strategies.

At home Connections:

- If students get stuck while reading, remind students to say the sounds in the word and tap and blend them together.
- Cook together and explain that recipes are a type of informational text.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
- What did you learn about _____?

Contexts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #2: Purpose and Structures of Informational Text</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.8(D), K.8D(i), K.8D(ii), K.8D(iii), K.9A, K.9B, K.9C</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC4 – Understanding Informational Texts Read Aloud</p> <p>WC4 – Writing to Communicate Ideas</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 • Recognize all letters and state their names • Identify all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding short sounds
<p>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</p>		
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
<p>Unit Overview: In this unit, Kindergarten students will explore persuasive texts to learn how authors use words, structure, and visuals to influence readers. With adult assistance, students will begin to recognize the characteristics of persuasive texts and identify what the author is trying to convince the reader to think or do. Through read-alouds and guided discussions, students will respond to texts orally, pictorially, or in writing, using text evidence to explain their thinking. They will also practice retelling the text in their own words while maintaining its meaning. Students will examine how authors use text structure, print features, and illustrations to support their purpose, and they will begin to discuss how descriptive words help readers form mental pictures.</p> <p>At home Connections: Choose simple persuasive books like <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems or <i>I Wanna Iguana</i> by Karen Kaufman Orloff. Ask:</p> <ul style="list-style-type: none"> • "What is the character trying to get?" • "Did they give good reasons?" <p>Encourage Opinion Sharing. Prompt your child to express opinions and give reasons:</p> <ul style="list-style-type: none"> • "Which park do you like better? Why?" • "What's your favorite snack? Tell me why it's the best." <p>Practice Retelling and Using Evidence: After reading a persuasive story, ask:</p> <ul style="list-style-type: none"> • "What did the author want you to think or do?" 		

- “What reasons did the character give?”

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 K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.8E, K.8F	RC1 - Phonological Awareness, Phonics, and Spelling RC4 – Understanding Informational Texts Read Aloud	<ul style="list-style-type: none"> • Say, draw, or write what I think about a persuasive story. • Tell or show why I think something using something from the story. • Tell what the author wants me to think or do.
Concept #2: Purpose of Persuasive Texts K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.8E, K.8F, K.9A, K.9B, K.9C, K.9D, K.9E	WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	

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

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
TELPAS Window (2/16-3/27) *Dyslexia Screener: NWEA MAP Reading Fluency (3/9-3/13) *Administered during small group/independent practice	N/A	(administered within designated concept) N/A

Unit Overview: In this unit, Kindergarten students will explore the joy and rhythm of poetry through a variety of engaging poems and nursery rhymes. With adult guidance, students will listen to and discuss poems to determine the basic theme or message, identify and describe main characters and their actions, and describe the sequence of events and setting in narrative poems. They will begin to recognize elements specific to poetry, such as rhyme, rhythm, and repetition, and discuss how these features contribute to the poem’s meaning and tone. Students will also learn to talk about an author’s purpose for writing poetry and how structure, print features (like bold words or font size), and illustrations help deliver that purpose. With support, they will also discuss how authors use vivid words that help readers form mental pictures and emotions while listening to or reading poems. This unit builds listening, language, and comprehension skills while fostering an early appreciation for poetic language and creative expression.

At home Connections:

Read Poems and Nursery Rhymes Together:

- Choose playful, rhythmic poems or classics like *Jack and Jill* or *Twinkle, Twinkle Little Star*.
- Read aloud often and encourage your child to join in on repeated lines or rhyming words.

Talk About Rhyme and Rhythm

Ask:

- “What words sound the same?” or “Can you clap to the beat of this poem?”
- Make a game out of finding rhyming pairs around the house (e.g., cat/hat, spoon/moon).

Talk About Feelings and Ideas in Poems

Ask:

- “What do you think this poem is about?” or “How does this poem make you feel?”
- Encourage your child to express their thoughts even if they’re not exact or complete.

Perform Poetry Aloud

- Let your child “perform” a poem for family members. Use silly voices, hand motions, or props to bring it to life.

Contexts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<i>Concept #1: Elements of Poetry</i> K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.7A, K.7B, K.7C, K.7D, K.8B	RC1 - Phonological Awareness, Phonics, and Spelling RC2 – Understanding Literary Texts Read Aloud RC3- Understanding Informational Texts Read Aloud	<ul style="list-style-type: none">• Talk about what a poem is about with help from the teacher.• Tell who the poem is about and what the character does.• Tell what happens in the poem and where it takes place.• Tell why the author wrote the poem with help from the teacher.•
<i>Concept #2: Theme and Purpose of Poetry</i> K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.9A, K.9B, K.9C, K.9D, K.9E	WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	
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
Unit Overview: In this unit, students will listen to and read multiple books by mentor authors. Students will think about the stories that the authors write and where their ideas come from. Readers are building stamina through independent reading and listening to increasingly complex texts in this unit. Readers will spend time discussing their favorite authors with each other.		
At home Connections: <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.• Discuss the text 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?• At home, it is important that you read to your child regularly and talk about the book afterwards.• Discuss the text you read by asking:<ul style="list-style-type: none">○ Tell me about what you read/heard.○ What words did the author use to help you picture what was being read?○ Why do you think the author included this photograph/illustration?		
Contexts within Unit # 6 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit

<p><i>Concept #1: Readers Learn from Mentor Texts</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.8A, K.8B, K.8C, K.8D, K.8E, K.9A, K.9C, K.9D, K.9E</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC2 – Understanding Literary Texts Read Aloud</p> <p>RC3- Understanding Informational Texts Read Aloud</p> <p>WC4 – Writing to Communicate Ideas</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 Describe the setting, problem, and resolution in a story read aloud and independently Retell stories read independently Respond to reading by drawing and writing Use strategies to read and comprehend text Identify all vowel letters Decode and spell CCVC and CVCC words with the “s-blend,” “l-blend,” and “r-blend” <ul style="list-style-type: none"> Ex: fast, _____ Recognize and spell some high frequency words
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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 (5/5) NWEA MAP Growth Math (5/12)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing and is highly supported by the teacher.

At home Connections:

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

Contexts within Unit # 7 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Researchers Select and Narrow a Research Topic</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.12A</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC3- Understanding Informational Texts Read Aloud</p> <p>WC4 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> Retell the important information from a text read aloud Respond to reading by drawing and writing Use strategies to read and comprehend text

<p><i>Concept #2: Researchers Take Notes as They Read</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.12A, K.12C, K.12D</p>	<p>WC5 – Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> Identify the topic 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 Decode and spell CCVC and CVCC words with the “s-blend,” “l-blend,” and “r-blend” <ul style="list-style-type: none"> Ex: fast, _____ Recognize and spell some high frequency words
<p><i>Concept #3: Researchers Plan Their Research Projects</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.12A, K.12B, K.12C, K.12D, K.12E</p>		
<p><i>Concept #4: Researchers Prepare Their Research Projects</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.12A, K.12B, K.12C, K.12D, K.12E</p>		
<p><i>Concept #5: Researchers Present Their Research Projects</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.3A, K.3B, K.4A, K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H, K.5I, K.6A, K.6B, K.6C, K.12A, K.12B, K.12C, K.12D, K.12E</p>		

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.

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.