

Kindergarten Writing Public Overview 2025-2026

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content

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

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

At Home Connections:

- Encourage children to write daily about topics of their choice.
- Encourage your child to tell stories to help them organize ideas and sequence events. Tell your child stories so he or she has a model of a proficient storyteller.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children keep a list of books read and write a phrase or sentence response about their reading (e.g. "This book made me laugh.")
- 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

Grading Period 1

Unit 1: Getting Started in Writing

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

Instructional & Re-engagement Days in Unit: 29 days

Assessments

STATE/NATIONAL ASSESSMENT(S)
N/A

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:

This foundational unit lays the groundwork for the students' writing block. This unit is based on the belief that writing begins with oral telling of stories. It begins with building on what children already know how to do: talk.

In this unit, students learn that everyone has a story to tell. Students learn to share their stories with others.

Once students understand they have stories to tell they begin to translate their oral stories into drawings and share their drawings with others.

At home Connections:

- Tell stories about what happened in your day and ask your student questions about what happened in their day.
- Use play dough to build the letters of the alphabet.
- Write simple sentences and ask your student to write some of the letters he or she knows.

Concepts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Building a Writing Community Through Oral Storytelling</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.1E, K.5E, K.6A, K.10A, K.10B, K.10Dvii, K.10E, K.2E</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>WC4 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Tell stories to others • Draw stories • Gather ideas by drawing and/or writing • Participate in conversations about writing • Participate in a writing conference • Demonstrates an awareness that he/she is a writer • Practices correct letter formation
<p><i>Concept #2: Building Strong Habits in Writing</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.1E, K.5E, K.6A, K.10A, K.10B, K.10Dvii, K.10E, K.2E</p>		

Unit 2: Understanding and Composing 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) TX-KEA (10/6-10/10) *Administered during small group/independent practice	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, writers will use the writing process to make books about their lives. This can be in the form of a list. Kindergarten students come to our classrooms as budding authors full of stories and information from their own lives. Students will share facts about their lives across the pages.

Writers Use Sketches and Labels to Teach Readers About Their Lives, writers think about what they want to share about their lives and sketch, list, and label it.

Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others, writers add labels and their sketches into more elaborate drawings to help the reader understand their writing better. Students will learn about descriptive words in this concept to help their writing be more interesting to readers.

At home Connections:

- Create a family journal. At the end of the day, the student can choose the best part of the day and draw or write about it. Family members can also add to the journal.

Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
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<p><i>Concept #1: Composing Personal Narratives</i></p> <p>K.2E, K.1A, K.1B, K.1C, K.1D, K.1E, K.10A, K.10B, K.10C, K.10D, K.10E, K.11A</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>WC4 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Generate ideas for books • Draws and writes to communicate meaning to a reader • Adds details to their drawings • Adds labels to their drawings • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation
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Grading Period 1 Conventions

Grading Period 1 Conventions TEKS Link to TEKS	Success Criteria for this concept
K.2Diii, K.2Div, K.10Dvii	<p>Demonstrate print awareness by:</p> <ul style="list-style-type: none"> • Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; • Recognizing the difference between a letter and a printed word <p>Edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> • Capitalization of the first letter in a sentence and name

Grading Period 2

Unit 2: Understanding and Composing 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)
<p>*TX-KEA (10/6-10/10)</p> <p>*Administered during small group/independent practice</p>	N/A	<p>(administered within designated concept)</p> <p>N/A</p>

Unit Overview:

In this unit, writers will use the writing process to make books about their lives. This can be in the form of a list. Kindergarten students come to our classrooms as budding authors full of stories and information from their own lives. Students will share facts about their lives across the pages.

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Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others, writers add labels and their sketches into more elaborate drawings to help the reader understand their writing better. Students will learn about descriptive words in this concept to help their writing be more interesting to readers.

At home Connections:

- Create a family journal. At the end of the day, the student can choose the best part of the day and draw or write about it. Family members can also add to the journal.

Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Composing Personal Narratives</i></p> <p>K.2E, K.1A, K.1B, K.1C, K.1D, K.1E, K.10A, K.10B, K.10C, K.10D, K.10E, K.11A</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"> • Generate ideas for books • Draws and writes to communicate meaning to a reader • Adds details to their drawings • Adds labels to their drawings • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation

Unit 3: Understanding and Composing Informational Text

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

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

Assessments		
<p>STATE/NATIONAL ASSESSMENT(S)</p> <p>N/A</p>	<p>DISTRICT ASSESSMENT(S)</p> <p>NWEA MAP Reading Fluency (1/12-1/16)</p> <p>NWEA MAP Growth Reading (1/21)</p> <p>NWEA MAP Growth Math (1/27)</p>	<p>COMMON FORMATIVE ASSESSMENTS (CFAs)</p> <p><i>(administered within designated concept)</i></p> <p>N/A</p>

Unit Overview:

In this unit, students choose a topic they know about and write about it across the pages. Students will continue to work on how to elaborate in their writing so the reader understands their message better. This type of writing is informational writing, but requires no research. Students will think about what they know and write about those topics.

Writers Use Sketches and Labels to Teach the Reader About a Topic, students will generate a list of topics they know a lot about, choose their best idea, and write about it by using sketches and labels.

Writers Elaborate and Share Their Writing with Others, students use descriptive words to make sentences about their topic. Students also learn about different types of punctuation in this concept. Once students have created their books, they will share their work with others and celebrate the hard work that went into the unit.

At home Connections:

- Ask your student to choose an object and draw it. The student will then label the object.
- Work with your student to write a fact about the object.

Concepts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Composing Informational Texts</i></p> <p>K.2E, K.10A, K.10B, K.10C, K.10D, K.10E, K.11B</p>	<p>RC1 - Phonological Awareness, Phonics, and Spelling</p> <p>RC4 – Understanding Informational Texts Read Aloud</p>	<ul style="list-style-type: none"> • Generate ideas for books • Draws and writes to communicate meaning to a reader • Adds details to their drawings • Adds labels to their drawings • Beginning to write using sentences

	WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	<ul style="list-style-type: none">Understands sentences begin with a capital letter and end with punctuationDiscusses their writing and decisions made as a writerShares writing with othersUses correct letter formation
Grading Period 2 Conventions		
Grading Period 2 Conventions TEKS Link to TEKS	Success Criteria for this concept	
K.10Diii, K.10Di, K.10Dviii	Edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none">Singular and plural nounsComplete sentencesPunctuation marks at the end of declarative sentences	
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: 28 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)	STATE/NATIONAL ASSESSMENT(S) N/A
Unit Overview: In this unit, students choose a topic they know about and write about it across the pages. Students will continue to work on how to elaborate in their writing so the reader understands their message better. This type of writing is informational writing, but requires no research. Students will think about what they know and write about those topics. <i>Writers Use Sketches and Labels to Teach the Reader About a Topic</i> , students will generate a list of topics they know a lot about, choose their best idea, and write about it by using sketches and labels. <i>Writers Elaborate and Share Their Writing with Others</i> , students use descriptive words to make sentences about their topic. Students also learn about different types of punctuation in this concept. Once students have created their books, they will share their work with others and celebrate the hard work that went into the unit.		
At home Connections: <ul style="list-style-type: none">Ask your student to choose an object and draw it. The student will then label the object.Work with your student to write a fact about the object.		
Concepts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<i>Concept #1: Composing Informational Texts</i> K.2E, K.10A, K.10B, K.10C, K.10D,K.10E,K.11B	RC1 - Phonological Awareness, Phonics, and Spelling RC4 – Understanding Informational Texts Read Aloud	<ul style="list-style-type: none">Generate ideas for booksDraws and writes to communicate meaning to a readerAdds details to their drawingsAdds labels to their drawingsBeginning to write using sentences

	WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	<ul style="list-style-type: none">Understands sentences begin with a capital letter and end with punctuationDiscusses their writing and decisions made as a writerShares writing with othersUses correct letter formation
Grading Period 3 Conventions		
Grading Period 3 Conventions TEKS Link to TEKS	Success Criteria for this concept	
K.10Dii, K.10Dvi	Edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none">VerbsPronouns, including subjective, objective, and possessive cases	
Grading Period 4		
Unit 6: Writing Across the Genres Estimated Date Range: 3/23/26-4/24/26 (24 total school days) Instructional & Re-engagement Days in Unit: 24 days		
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
In this unit, students will study the work of mentor authors. Students will notice what authors do to make their writing great and try it out in their own writing. The focus will be on editing and revising pieces that have already been written. However, students will still be working on choice pieces.		
At home Connections: <ul style="list-style-type: none">As you are reading to your student, discuss words the author uses to describe things.As you write with your student, try to add more descriptive words.		
Concepts within Unit # 6 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<i>Concept #1: Writers Learn from Mentor Texts</i> K.2E, K.10A, K.10B, K.10C, K.10D,K.10E	RC1 - Phonological Awareness, Phonics, and Spelling RC2 – Understanding Literary Texts Read Aloud RC3- Understanding Informational Texts Read Aloud WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	<ul style="list-style-type: none">Recognizes craft specific to an authorRevises work by adding craft used by an author studiedDraws and writes to communicate meaning to a readerAdds details to their drawingsAdds descriptive wordsWrites using labels, phrases, and sentencesBeginning to use capitalization and punctuationExperimenting with punctuation

Unit 7: Inquiry Clubs Estimated Date Range: 4/27/26-5/28/26 (23 total school days) Instructional & Re-engagement Days in Unit: 20 days		
STATE/NATIONAL ASSESSMENT(S) N/A	Assessments DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (4/27-5/1) NWEA MAP Growth Reading (5/5) NWEA MAP Growth Math (5/12)	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> 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: <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. • 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. 		
Concepts within Unit # 7 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Concept #1: Researchers Select and Narrow a Research Topic K.1A, K.1B, K.1C, K.1D, K.2E, K.10A, K.10B, K.10C, K.10D, K.10E, K.12A	RC1 - Phonological Awareness, Phonics, and Spelling RC3- Understanding Informational Texts Read Aloud WC4 – Writing to Communicate Ideas WC5 – Writing with Grade Level Conventions	<ul style="list-style-type: none"> • Retell the important information from a text read aloud • Respond to reading by 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 • Gather information about a topic • Organize information about a topic • Identify all vowel letters • Decode and spell CCVC and CVCC words with the “s-
Concept #2: Researchers Take Notes as They Read K.1A, K.1B, K.1C, K.2E, K.1D, K.10A, K.10B, K.10C, K.10D, K.10E, K.12A, K.12C, K.12D		
Concept #3: Researchers Plan Their Research Projects K.1A, K.1B, K.1C, K.1D, K.2E, K.10A, K.10B, K.10C, K.10D, K.10E, K.12A, K.12B, K.12C, K.12D, K.12E		

<p><i>Concept #4: Researchers Prepare Their Research Projects</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.2E, K.10A, K.10B, K.10C, K.10D, K.10E, K.12A, K.12B, K.12C, K.12D, K.12E</p>		<p>blend,” “l-blend,” and “r-blend”</p> <ul style="list-style-type: none"> Recognize and spell some high frequency words
<p><i>Concept #5: Researchers Present Their Research Projects</i></p> <p>K.1A, K.1B, K.1C, K.1D, K.2E, K.10A, K.10B, K.10C, K.10D, K.10E, K.12A, K.12B, K.12C, K.12D, K.12E</p>		

Grading Period 4 Conventions

Grading Period 4 Conventions TEKS Link to TEKS	Success Criteria for this concept
K.10Dv, K.10C, K.10D, K.10E	<p>Edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> Prepositions <p>Revise drafts by adding detail in pictures or words</p> <p>Share writing</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.