

Second 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:

- 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.
- Encourage children to read and talk about the books they are reading to a family member, friend, pet, 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 write book recommendations to others.
- Discuss lessons that characters in books learn. Have your child write about how they might have handled the situation differently than the character.

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)

NWEA MAP Reading Fluency (8/27-8/29)

COMMON FORMATIVE ASSESSMENTS (CFAs)

(administered within designated concept)
N/A

Unit Overview:

In this unit, students will be introduced to the structure and routines of reading.

- 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

Students will learn that they are all readers and talk about the experiences they have had as readers.

Students will learn the importance of talking about reading with others. Students will learn to talk to one another as well as learn the format and expectations for talking with the teacher in small group on conferences about their reading.

Students will think about what is being read and reacting to it. Students will focus on making connections, asking questions, and leaving tracks of their thinking in traditional tales.

At Home Connections:

- When students finish reading, you might ask questions such as:
 - What happened in your book?
 - What was your favorite part?
 - Was anything confusing?
- Cook together and have your student read the recipe to you.
- Choose a series to begin reading to your student. Sometimes you will read and other times your student will read. For ideas of series visit <https://imaginationoup.net/chapter-book-series-2nd-graders/>.

Concepts within Unit #1 Link to TEKS	Success Criteria for this unit
<p><i>Concept #1: Building a Strong Reading Community</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.4A, 2.5A, 2.6A, 2.6E, 2.7E</p>	<ul style="list-style-type: none"> • Discusses stories read aloud – including the plot and theme • Understands the expectations of Reading and participates successfully • Participates in a reading conference • Participates in a small group • Discusses text read independently • Responds to reading by writing
<p><i>Concept #2: Building Strong Reading Habits</i></p> <p>2.4A, 2.5A, 2.6A, 2.6E, 2.6I, 2.7B, 2.7C, 2.7E</p>	

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: 38 days (25 days in GP1 and 13 days in GP2)

Assessments		
STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	NWEA MAP Growth Reading (9/3) NWEA MAP Growth Math (9/9)	(administered within designated concept) Unit 2, Concept 2 (1 day) Unit 2, Concept 3 (1 day)

Unit Overview:

In this unit, children will be reading fiction stories. Students will learn about the structure and purpose of fiction as well as work on making inferences throughout this unit.

Students will explore the setting, character, big events, problem, and solution. Students will also be comparing plots of stories in order to find similarities and differences among authors and within the fiction genre.

Students will learn that authors don't tell the reader everything. Students will learn to make a variety of inferences about characters in order to understand and enjoy the text the way the author intends them to.

At home Connections:

<ul style="list-style-type: none">Choose a series to begin reading with your student. (ex – Magic Tree House, Ivy and Bean, Encyclopedia Brown, Boxcar Children, A to Z Mysteries)When students finish reading, you might ask questions such as:<ul style="list-style-type: none">What happened in your book?What was your favorite part?Was anything confusing?What happened in the beginning, middle, end of the story?What was the problem in the story?How did _____ solve it?Tell me about (character).Did anyone learn a lesson in the story?		
Concepts within Unit # 2 Link to TEKS		Success Criteria for this unit
<i>Concept #1: Literary Elements and Structure</i> 2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D,2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.8C, 2.8D, 2.9A, 2.9C		<ul style="list-style-type: none">Retells stories that are read aloud and independentlyDetermine the author’s purpose for writing the textDiscusses and writes about the plot and theme in texts read aloud and independentlyDiscusses and writes about character traits
<i>Concept #2: Analyzing Characters</i> 2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.8B, 2.8C, 2.8D, 2.9A, 2.9C		
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: 38 days (25 days in GP1 and 13 days in GP2)		
Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Growth Reading (9/3) NWEA MAP Growth Math (9/9)	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> Unit 2, Concept 2 (1 day) Unit 2, Concept 3 (1 day)
Unit Overview: In this unit, students will concentrate on the characters they meet in their books and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds. Students will study characters and think about the types of problems the character faces and how the character responds. Students will infer how characters feel, the reasons for their actions, and their character traits. Students also think about how the character has changed and think about life lessons the character has learned.		
At home Connections: <ul style="list-style-type: none">Read a book that has been turned into a movie and then watch the movie. Discuss the differences with your student. (ex – Tale of Despereaux, Where the Wild Things Are, Matilda, Charlie and the Chocolate Factory)Discuss characters in books your child is reading.Act out a favorite book with your student.		

Concepts within Unit # 2 Link to TEKS		Success Criteria for this unit													
<p><i>Concept #3: Purpose and Theme of Literary Texts</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.8A, 2.8B, 2.8C, 2.8D, 2.9A, 2.9C, 2.10A, 2.10 B, 2.10D, 2.10E, 2.10F</p>		<ul style="list-style-type: none">• Discusses and writes about the plot• Makes inferences and predictions about characters• Discusses the theme of stories read aloud and independently• Responds to reading by writing in a variety of ways• Identifies main characters and thinks about the character’s actions and feelings• Discusses character’s feelings and how they have changed throughout the text													
<p>Unit 3: Understanding and Analyzing Poetry</p> <p>Estimated Date Range: 11/10/25-12/5/25 (15 total school days)</p> <p>Instructional & Re-engagement Days in Unit: 14 days</p>															
<p>Assessments</p> <table><tr><th>STATE/NATIONAL ASSESSMENT(S)</th><th>DISTRICT ASSESSMENT(S)</th><th colspan="2">COMMON FORMATIVE ASSESSMENTS (CFAs)</th></tr><tr><td>N/A</td><td>N/A</td><td colspan="2"><i>(administered within designated concept)</i></td></tr><tr><td colspan="2"></td><td colspan="2">Unit 3, Concept 2 (1 day)</td></tr></table>				STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)		N/A	N/A	<i>(administered within designated concept)</i>				Unit 3, Concept 2 (1 day)	
STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)													
N/A	N/A	<i>(administered within designated concept)</i>													
		Unit 3, Concept 2 (1 day)													
<p>Unit Overview:</p> <p>In this unit, students will listen to poetry, read it to themselves and aloud, think about what the poet is saying, notice craft techniques the poet uses, and interact with the message of the poem. Students will learn to explain what a poem means, describe the images they see when reading a poem, and identify words and phrases that give rhythm and meaning to the poem.</p> <p>Students will be immersed into the genre of poetry and notice the structure. Students learn that poetry has a rhythm and is meant to be read with emotion.</p> <p>Students will then to dive deeper into poems and look for what the poet is really trying to say.</p> <p>At home Connections:</p> <ul style="list-style-type: none">• Read or listen to poems, nursery rhymes, and song lyrics with your child. Afterwards, discuss:<ul style="list-style-type: none">○ Rhyming words○ Figurative language <p>Words the poet/songwriter uses to help you picture the words in your mind</p>															
Concepts within Unit # 3 Link to TEKS		Success Criteria for this unit													
<p><i>Concept #1: Elements of Poetry</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.8A, 2.8B, 2.8C, 2.8D, 2.9B</p>		<ul style="list-style-type: none">• Identifies and recognizes structures and characteristics of poetry• Makes inferences to understand the meaning of poetry• Understands that poetry can evoke emotion and ideas within the reader• Respond to reading by drawing and writing													
<p><i>Concept #2: Theme and Purpose of Poetry</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.10A, 2.10B, 2.10C, 2.10D, 2.10E</p>															

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 Reading Fluency (1/14-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) Unit 4, Concept 3 (1 day)
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. Second graders will read nonfiction texts that are at their level, applying metacognitive strategies, and making sense of what they are learning.		
Students will be immersed in informational texts and notice the features and organization of the informational genre and how they help the reader understand the text.		
Students will make inferences about information they are reading, vocabulary words, and pictures.		
At home Connections:		
<ul style="list-style-type: none">• Cook together and have your student read the recipe to you.• Choose a person from history, and read a biography with your child.• For nonfiction 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 _____?		
Concepts within Unit # 4 Link to TEKS	Success criteria for this unit	
Concept #1: characteristics of Informational Text 2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9(D), 2.9D(i), 2.9D(ii)	<ul style="list-style-type: none">• Discuss the difference between and fiction and informational texts• Determine the author’s purpose for writing the text• Retell the important information from a text• Determine central idea and central idea• Respond to reading by writing• Use strategies to read and comprehend text• Use text features to understand more about a topic	
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 Reading Fluency (1/14-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> Unit 4, Concept 3 (1 day)
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. Second graders will read nonfiction texts that are at their level, applying metacognitive strategies, and making sense of what they are learning. Students will be immersed in informational texts and notice the features and organization of the informational genre and how they help the reader understand the text. Students will make inferences about information they are reading, vocabulary words, and pictures. At home Connections: <ul style="list-style-type: none">• Cook together and have your student read the recipe to you.• Choose a person from history, and read a biography with your child.• For nonfiction 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 _____?		
Concepts within Unit # 4 Link to TEKS		Success criteria for this unit
<i>Concept #2: Structure of Informational Text</i> 2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9(D), 2.9D(i), 2.9D(ii), 2.9D(iii)		<ul style="list-style-type: none">• Discuss the difference between and fiction and informational texts• Determine the author’s purpose for writing the text• Retell the important information from a text• Determine central idea and central idea• Respond to reading by writing• Use strategies to read and comprehend text• Use text features to understand more about a topic
<i>Concept #3: Purpose and Craft of Informational Text</i> 2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9(D), 2.9D(i), 2.9D(ii), 2.9D(iii), 2.10A, 2.10B ,2.10C		
Unit 5: Understanding and Analyzing Persuasive 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) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> Unit 5, Concept 2 (1 day)
Unit Overview: In this unit, students will dive into the world of persuasive texts, learning how authors express opinions, support arguments with evidence, and use specific language and structures to convince readers. Through reading, analyzing, and writing persuasive pieces, students will learn to identify facts and opinions, determine the author’s purpose, and use text evidence to support their thinking.		

At home Connections:

Talk about ads: Watch TV commercials or flip through magazines together.

- Ask, “What are they trying to get us to do or think?”

Point out persuasion in action:

- When someone in the family tries to convince another (like choosing what’s for dinner), call it out: “That was a pretty persuasive argument for pizza!”

Concepts within Unit # 5 Link to TEKS	Success criteria for this unit
<p><i>Concept #1: Characteristics of Persuasive Texts</i></p> <p>2.1A, 2.1B, 2.1C, 2.2D, 2.1D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9E, 2.9E(i), 2.9E(ii), 2.9F</p>	<ul style="list-style-type: none"> • Identify persuasive elements in a text and explain the author's purpose • Distinguish between facts and opinions • Use text evidence to support their thinking • Discuss how print and graphic features and language help persuade readers
<p><i>Concept #2: Purpose of Persuasive Texts</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.2D, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9E, 2.9E(i), 2.9E(ii), 2.9E(iii), 2.9F, 2.10A, 2.10B, 2.10C, 2.10D, 2.10E</p>	

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: 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

In this unit, students will spend time immersing themselves in the work of several authors as they begin to recognize and discuss features, style, and themes the writer uses.

Students will read multiple books by several authors. Students will enjoy the stories they write and learn about the authors’ lives.

Students will learn about ways in which authors generate ideas for their writing, the relationship between the author’s life and his/her writing, the author’s craft techniques, and common themes found in books by each writer.

At home Connections:

- Research a topic that your child is interested in together. For example, if your child asks a question about Texas you can research by using the internet or finding books to learn more about Texas together.

Concepts within Unit # 6 Link to TEKS	Success criteria for this unit
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Concept #1: Readers Learn from Mentor Texts		<ul style="list-style-type: none">Recognize and discuss characteristics and purpose of specific authors' writingDiscuss author's craftDescribe the setting, problem, and resolution in a story read aloud and independentlyDiscuss and write about the plot and/or central ideaRespond to reading by writingUse strategies to read and comprehend text
2.1A, 2.1B, 2.1C, 2.1D, 2.2D, 2.3A, 2.3B, 2.3C, 2.3D, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9A, 2.9B, 2.9C, 2.9E, 2.10A, 2.10B, 2.10C, 2.10D, 2.10E, 2.10F		
Unit 7: Inquiry Clubs		
Estimated Date Range: 4/27/26-5/28/26 (23 total school days)		
Instructional & Re-engagement Days in Unit: 21 days		
Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (4/29-5/1) 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.		
Students will be introduced to the genre of research. Students brainstorm topics they are interested in and read about them.		
Students will work on organizing their information. Once it is organized, students will present their research in various ways.		
At home Connections:		
<ul style="list-style-type: none">Discuss the text you or 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?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?		
Concepts within Unit # 7 Link to TEKS		Success criteria for this unit
Concept #1: Researchers Select and Narrow a Research Topic		<ul style="list-style-type: none">Retell the important information from a text read aloudUse strategies to read and comprehend textMake inferences about a topicMake connections across texts to build an understanding about a topic
2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9F, 2.13A		

<p><i>Concept #2: Researchers Take Notes as They Read</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9F, 2.13A, 2.13C, 2.13D</p>	<ul style="list-style-type: none">• Identify the topic or central idea and details of a text• Use text features to understand more about a topic• Gather information about a topic• Organize information about a topic
<p><i>Concept #3: Researchers Plan Their Research Projects</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9F, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E</p>	
<p><i>Concept #4: Researchers Prepare Their Research Projects</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9F, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G</p>	
<p><i>Concept #5: Researchers Present Their Research Projects</i></p> <p>2.1A, 2.1B, 2.1C, 2.1D, 2.3A, 2.3B, 2.4A, 2.5A, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I, 2.7A, 2.7B, 2.7C, 2.7D, 2.7E, 2.7F, 2.9F, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G</p>	
<p>Glossary of Curriculum Components</p> <p><u>Overview</u>– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.</p> <p><u>TEKS</u> – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.</p> <p><u>Unit Overview</u> – The unit overview provides a brief description of the concepts covered in each unit.</p> <p><u>Big Ideas and Essential Questions</u> - 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.</p> <p><u>Concept</u> – A subtopic of the main topic of the unit</p> <p><u>Instructional Model</u> – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.</p> <p><u>Competency</u>—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-</p>	

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

- [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.