

## 3<sup>rd</sup> Grade Reading Public Overview 2024-2025

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](#)

**At Home Connections**

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

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

### Grading Period 1

#### Unit 1: Launching Reading Workshop

Estimated Date Range: 8/8/24-8/30/24

Estimated Time Frame: 17 days

**Unit Overview:**

This unit spotlights helping students develop active reading lives and establishing reading partners to support academic discourse across the year. This unit has 4 main focus points.

In concept 1, *Readers Have Strong Reading Habits*, the lessons will focus on the routines of setting up reading workshop.

In concept 2, *Readers Set Up the Notebook to Write About What They Read*, the lessons will focus on setting students up for success to write about their reading.

In concept 3, *Readers Read, Talk, and Learn with Other Readers*, the lessons will focus on establishing reading partnerships where students will discuss their thinking.

In concept 4, *Readers Identify the Different Characteristics of Traditional Literature*, readers will be introduced to the characteristics that define traditional literature.

**At home connections:**

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

<b>Concepts within Unit #1</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i>	<b>Success Criteria for this concept</b>
<i>Concept #1: Readers Have Strong Reading Habits</i>  3.6B, 3.6C, 3.6D, 3.5 (A), 3.4 (A)	<ul style="list-style-type: none"> <li>• RCompetency 1: Analysis of Literary Plots</li> </ul>	<ul style="list-style-type: none"> <li>• Read independently</li> </ul>
<i>Concept #2: Readers Set Up the Notebook to Write About What They Read</i>  3.6 (I), 3.7 (B), 3.7 (C), 3.6 (A), 3.6 (B), 3.6 (C), 3.6 (D), 3.5 (A), 3.4 (A)	<ul style="list-style-type: none"> <li>• RCompetency 2: Characters and Theme in Literary Text</li> </ul>	<ul style="list-style-type: none"> <li>• Write down thinking while reading</li> <li>• Support thinking with text evidence</li> </ul>
<i>Concept #3: Readers Read, Talk, and Learn with Other Readers</i>  3.1 (A), 3.1 (C), 3.1 (D), 3.6(E), 3.7(A), 3.5(A), 3.1(B), 3.1(E), 3.4(A)	<ul style="list-style-type: none"> <li>• RCompetency 5: Response to Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a conversation by listening, responding, and asking clarifying questions that move the conversation forward</li> <li>• Discuss my reading with others</li> </ul>
<i>Concept #4: Readers Identify the Different Characteristics of Traditional Literature</i>  3.10 (A), 3.6 (A), 3.6 (E), 3.7 (A), 3.5(A), 3.8 (A), 3.8 (C), 3.4(A), 3.10 (G)	<ul style="list-style-type: none"> <li>• RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different plot elements such as the conflict and resolution</li> <li>• Identify different types of traditional literature</li> <li>• Sequence events in plot</li> </ul>

**Unit 2: Fiction: Interpreting Characters—The Heart of the Story**

Estimated Date Range: 9/3/24-10/31/24

Estimated Time Frame: 37 days (25 Days in GP1 and 12 Days in GP2)

**Unit Overview:**

In Concept 1, *Readers Understand that the Genre of Fiction Follows a Certain Structure*, students will learn the purpose and structure of fiction. Students will then dive deeper into elements of fiction by thinking about major and minor characters, point of view, setting, plot elements, and word choice.

In Concept 2, *Readers Follow and Track Characters in Order to Learn about Them*, students will build on the learning in concept 1, to go deeper into learning about characters.

In concept 3, *Readers Understand that Stories and Characters Relate to Real Life*, students will begin by analyzing character’s relationships. Then students will look at how the plot events impact the character and use all this information to infer the theme of the story.

In concept 4, *Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message*, readers will learn about the elements of drama. Students will deepen their learning in concept 3 and infer the theme of drama.

**At home connections:**

- Read fiction books with your child, discussing their favorite characters and what makes the character their favorite.
- After reading a fiction book, discuss what the theme (or lesson) was for the story.

<p><b>Concepts within Unit #2</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p><b>Success Criteria for this concept</b></p>
<p><i>Concept #1: Readers Understand that the Genre of Fiction Follows a Certain Structure</i></p> <p>3.6 (F), 3.7 (B), 3.7 (C), 3.7 (D), 3.8 (C), 3.10 (A), 3.6 (A), 3.6 (B), 3.6 (C), 3.6 (D), 3.6 (E), 3.6(G), 3.6(I), 3.7(A), 3.8(D), 3.10(B), 3.10(E), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(E), 3.7 (F), 3.7 (G), 3.10 (C), 3.10 (F), 3.1(A), 3.1(B), 3.1(C), 3.1 (D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 1: Analysis of Literary Plots</li> <li>• RCompetency 2: Characters and Theme in Literary Text</li> <li>• RCompetency 5: Response to Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in plot</li> <li>• Identify different plot elements such as the conflict and resolution</li> <li>• Explain cause and effect relationships between events (example: What lead to the conflict?)</li> <li>• Explain how the setting impacts the plot</li> </ul>
<p><i>Concept #2: Readers Follow and Track Characters in Order to Learn about Them</i></p> <p>3.6 (F), 3.6(H), 3.7(B), 3.7(C), 3.8(B) 3.8(C), 3.6(B), 3.6(C), 3.6 (E), 3.6(G), 3.6 (I), 3.7(A), 3.13(A), 3.13 (B), 3.13 (C), 3.5(A), 3.7(E), 3.7 (F), 3.7 (G), 3.1 (A), 3.1(B), 3.1(C), 3.1(D), 3.1 (E), 3.4 (A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what the character says, does, thinks, and feels</li> <li>• Identify the character’s relationships in a story</li> </ul>
<p><i>Concept #3: Readers Understand that Stories and Characters Relate to Real Life</i></p> <p>3.6 (F), 3.6 (H), 3.7 (B), 3.7 (C), 3.7 (D), 3.8(A), 3.8 (B), 3.8 (C), 3.10 (A), 3.6 (B), 3.6 (C), 3.6(E), 3.6 (G), 3.6 (I), 3.7 (A), 3.8 (D), 3.13 (A), 3.13 (B), 3.13 (C), 3.5 (A), 3.7 (E), 3.7 (F), 3.7 (G), 3.1 (A), 3.1 (B), 3.1 (C), 3.1 (D), 3.1 (E), 3.4 (A)</p>		<ul style="list-style-type: none"> <li>• Explain the impact of the relationship on the character</li> <li>• Infer the theme of a story and support thinking with text evidence</li> </ul>
<p><i>Concept #4: Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message</i></p> <p>3.6(F), 3.6(H), 3.7(B), 3.7(C), 3.7(D), 3.8(A), 3.8(B), 3.8(C), 3.10 (A), 3.6(A), 3.6(B), 3.6(C), 3.6(E), 3.6(G), 3.6(I), 3.7(A), 3.8(D), 3.9(C), 3.10(B), 3.10(D), 3.10(E), 3.13 (A), 3.13 (B), 3.13 (C), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.10(C), 3.1 (A), 3.1(B), 3.1 (C), 3.1 (D), 3.1 (E), 3.4 (A)</p>		<ul style="list-style-type: none"> <li>• Identify the elements of a drama, such as characters, dialogue, setting, and acts</li> <li>• Sequence events in plot</li> <li>• Identify different plot elements such as the conflict and resolution</li> <li>• Explain cause and effect relationships between events (example: What lead to the conflict?)</li> <li>• Explain how the setting impacts the plot</li> <li>• Identify what the character says, does, thinks, and feels</li> <li>• Identify the character’s relationships in a drama</li> <li>• Explain the impact of the relationship on the character</li> </ul>

		<ul style="list-style-type: none"> <li>Infer the theme of a drama and support thinking with text evidence</li> </ul>
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<p><b>Grading Period 2</b></p> <p><b>Unit 2: Fiction: Interpreting Characters—The Heart of the Story (Continued)</b></p> <p>Estimated Date Range: 9/3/24-10/31/24</p> <p>Estimated Time Frame: 37 days (25 Days in GP1 and 12 Days in GP2)</p>
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**Unit Overview:**

In Concept 1, *Readers Understand that the Genre of Fiction Follows a Certain Structure*, students will learn the purpose and structure of fiction. Students will then dive deeper into elements of fiction by thinking about major and minor characters, point of view, setting, plot elements, and word choice.

In Concept 2, *Readers Follow and Track Characters in Order to Learn about Them*, students will build on the learning in concept 1, to go deeper into learning about characters.

In concept 3, *Readers Understand that Stories and Characters Relate to Real Life*, students will begin by analyzing character’s relationships. Then students will look at how the plot events impact the character and use all this information to infer the theme of the story.

In concept 4, *Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message*, readers will learn about the elements of drama. Students will deepen their learning in concept 3 and infer the theme of drama.

**At home connections:**

- Read fiction books with your child, discussing their favorite characters and what makes the character their favorite.
- After reading a fiction book, discuss what the theme (or lesson) was for the story.

<p style="text-align: center;"><b>Concepts within Unit #2</b> <a href="#">Link to TEKS</a></p>	<p style="text-align: center;"><b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p style="text-align: center;"><b>Success criteria for this unit</b></p>
<p><i>Concept #1: Readers Understand that the Genre of Fiction Follows a Certain Structure</i></p> <p>3.6 (F), 3.7 (B), 3.7 (C), 3.7 (D), 3.8 (C), 3.10 (A), 3.6 (A), 3.6 (B), 3.6 (C), 3.6 (D), 3. 6 (E), 3.6(G), 3.6(I), 3.7(A), 3.8(D), 3.10(B), 3.10(E), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(E), 3.7 (F), 3.7 (G), 3.10 (C), 3.10 (F), 3.1(A), 3.1(B), 3.1(C), 3.1 (D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>RCompetency 1: Analysis of Literary Plots</li> <li>RCompetency 2: Characters and Theme in Literary Text</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in plot</li> <li>Identify different plot elements such as the conflict and resolution</li> <li>Explain cause and effect relationships between events (example: What lead to the conflict?)</li> <li>Explain how the setting impacts the plot</li> </ul>
<p><i>Concept #2: Readers Follow and Track Characters in Order to Learn about Them</i></p> <p>3.6 (F), 3.6(H), 3.7(B), 3.7(C), 3.8(B) 3.8(C), 3.6(B), 3.6(C), 3.6 (E), 3.6(G), 3.6 (I), 3.7(A), 3.13(A), 3.13 (B), 3.13 (C), 3.5(A), 3.7(E), 3.7 (F), 3.7 (G), 3.1 (A), 3.1(B), 3.1(C), 3.1(D), 3.1 (E), 3.4 (A)</p>	<ul style="list-style-type: none"> <li>RCompetency 5: Response to Reading</li> <li>RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>Identify what the character says, does, thinks, and feels</li> <li>Identify the character’s relationships in a story</li> </ul>
<p><i>Concept #3: Readers Understand that Stories and Characters Relate to Real Life</i></p>		<ul style="list-style-type: none"> <li>Explain the impact of the relationship on the character</li> </ul>

<p>3.6 (F), 3.6 (H), 3.7 (B), 3.7 (C), 3.7 (D), 3.8(A), 3.8 (B), 3.8 (C), 3.10 (A), 3.6 (B), 3.6 (C), 3.6(E), 3.6 (G), 3.6 (I), 3.7 (A), 3.8 (D), 3.13 (A), 3.13 (B), 3.13 (C), 3.5 (A), 3.7 (E), 3.7 (F), 3.7 (G), 3.1 (A), 3.1 (B), 3.1 (C), 3.1 (D), 3.1 (E), 3.4 (A)</p>		<ul style="list-style-type: none"> <li>Infer the theme of a story and support thinking with text evidence</li> </ul>
<p><i>Concept #4: Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message</i></p> <p>3.6(F), 3.6(H), 3.7(B), 3.7(C), 3.7(D), 3.8(A), 3.8(B), 3.8(C), 3.10 (A), 3.6(A), 3.6(B), 3.6(C), 3.6(E), 3.6(G), 3.6(I), 3.7(A), 3.8(D), 3.9(C), 3.10(B), 3.10(D), 3.10(E), 3.13 (A), 3.13 (B), 3.13 (C), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.10(C), 3.1 (A), 3.1(B), 3.1 (C), 3.1 (D), 3.1 (E), 3.4 (A)</p>		<ul style="list-style-type: none"> <li>Identify the elements of a drama, such as characters, dialogue, setting, and acts</li> <li>Sequence events in plot</li> <li>Identify different plot elements such as the conflict and resolution</li> <li>Explain cause and effect relationships between events (example: What lead to the conflict?)</li> <li>Explain how the setting impacts the plot</li> <li>Identify what the character says, does, thinks, and feels</li> <li>Identify the character’s relationships in a drama</li> <li>Explain the impact of the relationship on the character</li> <li>Infer the theme of a drama and support thinking with text evidence</li> </ul>

**Unit 3: Poetry – Analyzing Structures**

Estimated Date Range: 11/4/24-11/22/24

Estimated Time Frame: 14 total days

**Unit Overview:**

In Concept 1, *Readers Identify a Poem’s Form, Layout, and Language*, students will immerse themselves in poetry and notice the poetic elements, including rhyme scheme, sound devices, and structural elements. Students will then learn to recognize and analyze figurative language and imagery in poems.

In Concept 2, *Readers Analyze Craft in Poetry to Determine the Bigger Meaning*, students will build on the learning in concept 1, to analyze how the poet used craft techniques to achieve their purpose. Students will infer the poet’s purpose and point of view, mood, and theme or message of the poem.

**At home connections:**

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

<p><b>Concepts within Unit #3</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p><b>Success Criteria for this concept</b></p>
<p><i>Concept #1: Readers Identify a Poem’s Form, Layout, and Language</i></p> <p>3.6(I), 3.7(B), 3.7(C), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.7 (A), 3.9 (B), 3.10 (B), 3.10(C), 3.10(D), 3.10(F), 3.13(A), 3.13(B),</p>	<ul style="list-style-type: none"> <li>RCompetency 1: Analysis of Literary Plots</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhyme scheme and sound devices such as onomatopoeia in poetry and explain how they impact the poem</li> </ul>

<p>3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 2: Characters and Theme in Literary Text</li> <li>• RCompetency 5: Response to Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identify figurative language such as similes and imagery in poetry and explain how they impact the poem</li> <li>• Identify structural elements such as stanzas and line breaks in poetry and explain how they impact the poem</li> </ul>
<p><i>Concept #2: Readers Analyze Craft in Poetry to Determine the Bigger Meaning</i></p> <p>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.10(A), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.7(D), 3.8(A), 3.9(B), 3.10(B), 3.10(C), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the author’s purpose and message for writing a poem</li> <li>• Explain how the author used structural elements, sound devices, and figurative language/imagery to achieve their purpose</li> </ul>

**Unit 4: Reading to Learn –Determining Importance in Informational Text**

Estimated Date Range: 12/2/24-12/20/24

Estimated Time Frame: 15 days

**Unit Overview:**

In Concept 1, *Readers Determine Importance When Reading Informational Text*, students will look at the role that predicting and questioning play as they preview informational text. Students will learn to determine importance when they read and then learn how text features help the reader determine what is important. Readers will use what is important in the text to help infer the central idea and support it with key details. Students will look at author’s word choice, using context clues to help identify meaning of unknown words and think about why authors use certain words.

**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.

<p><b>Concepts within Unit #4</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p><b>Success Criteria for this concept</b></p>
<p><i>Concept #1: Readers Determine Importance When Reading Informational Text</i></p> <p>3.6(F), 3.6 (H), 3.6(I), 3.7(B), 3.7(C), 3.9D (i), 3.9D (ii), 3.10(C), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 3: Central Idea and Details in Informational Texts</li> <li>• RCompetency 5: Response to Reading</li> <li>• RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text features and explain how they impact the text</li> <li>• Infer the central idea and supporting details of the text</li> </ul>

## Grading Period 3

### Unit 5: Reading to Learn – Analyzing Informational Text

Estimated Date Range: 1/9/25-2/7/25

Estimated Time Frame: 21 days

**Unit Overview:**

In Concept 1, *Readers Analyze Author’s Craft when Reading Informational Text*, students will notice the author’s text structure and infer the author’s purpose. Students will analyze how the use of author’s craft helps the author to achieve their purpose.

In Concept 2, *Readers Summarize and Synthesize when Reading Informational Text*, students will learn how to synthesize new information that they read, identify the central idea of the entire passage, and use the central ideas to retell the text. Students will also make connections between multiple texts.

In Concept 3, *Readers Understand that Literary Nonfiction has Fiction and Nonfiction Elements*, students will look at different genres of informational text, including biographies and literary nonfiction. Students will learn about the specific characteristics of literary nonfiction, including text features, structure, and literary qualities.

**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 #5 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit. <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Readers Analyze Author’s Craft when Reading Informational Text</i></p> <p>3.6 (F), 3.6 (I), 3.7 (B), 3.7 (C), 3.7 (D), 3.9D (i), 3.9D (ii), 3.9D (iii), 3.10 (B), 3.10 (C), 3.6 (A), 3.6 (B), 3.6 (C), 3.6 (D), 3.6 (E), 3.6 (G), 3.13 (A), 3.13 (B), 3.13 (C), 3.5 (A), 3.7 (A), 3.7 (E), 3.7 (F), 3.7 (G), 3.10 (D), 3.10(F), 3.1 (A), 3.1 (B), 3.1 (C), 3.1 (D), 3.1 (E), 3.4 (A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 3: Central Idea and Details in Informational Texts</li> <li>• RCompetency 4: Text Structure</li> <li>• RCompetency 5: Response to Reading</li> <li>• RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the author organized the text (cause and effect, compare and contrast, etc.)</li> <li>• Infer the author’s purpose for writing the text</li> </ul>
<p><i>Concept #2: Readers Retell and Synthesize when Reading Informational Text</i></p> <p>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.9D (i), 3.9D (ii), 3.9D (iii), 3.10 (A), 3.10 (B), 3.10 (C), 3.6(A), 3.6 (B), 3.6 (C), 3.6(D), 3.6(E), 3.6(G), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>		<ul style="list-style-type: none"> <li>• Infer the central idea of an entire article or book</li> <li>• Retell informational text, including the central idea and important details</li> </ul>

<p><i>Concept #3 - Readers Understand that Literary Nonfiction has Fiction and Nonfiction Elements</i></p> <p>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10(A), 3.10(B), 3.6(A), 3.6(D), 3.6(E), 3.6(G), 3.9(D), 3.13(A), 3.13(B), 3.13(C), 3.5(A), 3.7(A), 3.7(E), 3.7(F), 3.7(G), 3.10(D), 3.10(F), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>		<ul style="list-style-type: none"> <li>Identify the characteristics of literary nonfiction</li> <li>Identify the text structure of a literary nonfiction text</li> <li>Infer the theme and author’s purpose of a literary nonfiction text</li> </ul>
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**Unit 6: Argumentative Text**  
Estimated Date Range: 02/10/25-03/7/25  
Estimated Time Frame: 17 days

**Unit Overview:**  
In this unit, readers will read and analyze argumentative text.

In concept 1, *Readers Understand the Characteristics of Argumentative Text*, readers will learn the purpose of argumentative text, how to identify the claim, and the persuasive language authors use.

In concept 2, *Readers Evaluate the Author’s Claim and Arguments*, readers will analyze the facts, relationships among ideas, and take a stance based on the author’s arguments.

**At home connections:**

- 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 use persuasive language to persuade you.

<p style="text-align: center;"><b>Concepts within Unit #6</b> <a href="#">Link to TEKS</a></p>	<p style="text-align: center;"><b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i></p>	<p style="text-align: center;"><b>Success Criteria for this concept</b></p>
<p><i>Concept #1: Readers Understand the Characteristics of Argumentative Text</i></p> <p>3.6(F), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.10(A), 3.10(C), 3.13(E), 3.13(F), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9(F), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>RCompetency 3: Central Idea and Details in Informational Texts</li> <li>RCompetency 4: Text Structure</li> <li>RCompetency 5: Response to Reading</li> </ul>	<ul style="list-style-type: none"> <li>Identify the claim of argumentative text</li> <li>Distinguish facts from opinions in argumentative text</li> <li>Identify the intended audience in argumentative text</li> </ul>
<p><i>Concept #2: Readers Evaluate Argumentative Text</i></p> <p>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.10(B), 3.10(C), 3.13(E), 3.13(F), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9(F), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the author supported their claim in argumentative texts</li> </ul>



## Grading Period 4

### Unit 7: Analyzing Multi Genres

Estimated Date Range: 03/17/25-03/28/25

Estimated Time Frame: 10 days

**Unit Overview:**

In Concept 1, *Readers Analyze the Characteristics of Realistic Fiction*, students will learn the characteristics of realistic fiction, focusing on the characters, setting, conflict, and theme. Students will participate in realistic fiction book clubs throughout the unit, analyzing these elements at a deeper level.

In Concept 2, *Readers Analyze Text and Support Their Thinking with Text Evidence*, students will read all genres of texts. In this concept, teachers will deepen students' understanding of text and review areas of need based on data.

**At home connections:**

- Read several books on the same topic. Discuss ideas that are similar and different in the texts.
- As you read books at home, notice how authors use text features, illustrations, and word choice to achieve their purpose.

Concepts Within Unit #7 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit. <i>(This column is for campuses that are participating in standards-based grading).</i>	Success Criteria for this concept
<p><i>Concept #1: Readers Analyze Characteristics of Realistic Fiction</i></p> <p>3.6(F), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.10(A), 3.10(C), 3.13(E), 3.13(F), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9(F), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 1: Analysis of Literary Plots</li> <li>• R Competency 2: Characters and Theme in Literary Text</li> <li>• RCompetency 3: Central Idea and Details in Informational Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between texts (examples include thematic connections, craft technique connections, and/or connections between similar information)</li> </ul>
<p><i>Concept #2: Readers Compare and Contrast Ideas Within and Across Texts</i></p> <p>3.6(F), 3.6(H), 3.6(I), 3.7(B), 3.7(C), 3.7(D), 3.10(B), 3.10(C), 3.13(E), 3.13(F), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.7(A), 3.9E(i), 3.9E(ii), 3.9E(iii), 3.9(F), 3.10(D), 3.10(F), 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13(G), 3.13(H), 3.5(A), 3.7(E), 3.7(F), 3.7(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>• RCompetency 4: Text Structure</li> <li>• RCompetency 5: Response to Reading</li> <li>• RCompetency 6: Analysis of Author's Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Infer the author's purpose for writing texts</li> <li>• Explain how the author organized the text Analyze the words the author used and explain their impact on the text</li> <li>• Identify the text features the author used and explain their impact on the text</li> </ul>

## Unit 8: Grit and Perseverance: Reading and Writing Across Genres

Estimated Date Range: 04/01/25—04/11/25

Estimated Time Frame: 9 days

**Unit Overview:**

In Concept 1, *Readers and Writers Analyze Text and Support Their Thinking with Text Evidence*, students will read all genres of texts. In this concept, teachers will deepen students' understanding of text and review areas of need based on data. Students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence.

**At home connections:**

- Read several books on the same topic. Discuss ideas that are similar and different in the texts.
- As you read books at home, notice how authors use text features, illustrations, and word choice to achieve their purpose.

<b>Concepts within Unit #8</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i>	<b>Success Criteria for this concept</b>
<p><i>Concept #1: Readers and Writers Analyze Text and Support Their Thinking with Text Evidence</i></p> <p>3.3(C), 3.3(B), 3.8(A), 3.8(B), 3.8(C), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.6(F), 3.6(H), 3.7(D), 3.10(A), 3.10(C), 3.3(D), 3.9(A), 3.9(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.10(D), 3.10(E), 3.10(F), 3.10(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.1(E)</p>	<ul style="list-style-type: none"> <li>• RCompetency 1: Analysis of Literary Plots</li> <li>• R Competency 2: Characters and Theme in Literary Text</li> <li>• RCompetency 3: Central Idea and Details in Informational Texts</li> <li>• RCompetency 4: Text Structure</li> <li>• RCompetency 5: Response to Reading</li> <li>• RCompetency 6: Analysis of Author's Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Infer the author's purpose for writing texts</li> <li>• Explain how the author organized the text Analyze the words the author used and explain their impact on the text</li> <li>• Identify the text features the author used and explain their impact on the text</li> </ul>

**Unit 9: Inquiry Clubs**

Estimated Date Range: 4/14/25-5/29/25

Estimated Time Frame: 31 days

**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.

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 research 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.

**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.

<b>Concepts within Unit #9</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit.</b> <i>(This column is for campuses that are participating in standards-based grading).</i>	<b>Success Criteria for this concept</b>
<p><i>Concept #1: Researchers Select and Narrow a Research Topic</i></p> <p>3.7(B), 3.7(C), 3.13(A), 3.13(B), 3.1(A), 3.1(C), 3.1(D), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.5(A), 3.7(A), 3.7(E), 3.1(B), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>RCompetency 3: Central Idea and Details in Informational Texts</li> <li>RCompetency 4: Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Identify a topic for research</li> </ul>
<p><i>Concept #2: Researchers Take Notes as They Read</i></p> <p>3.6(F), 3.6(H), 3.7(B), 3.7(C), 3.7(D), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10(A), 3.10(B), 3.10(C), 3.13(B), 3.13(C), 3.1(A), 3.1(C), 3.1(D), 3.3(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.9(F), 3.13(D), 3.13(E), 3.13(F), 3.5(A), 3.7(A), 3.7(D), 3.7(E), 3.7(F), 3.7(G), 3.1(B), 3.1(E), 3.4(A)</p>	<ul style="list-style-type: none"> <li>RCompetency 5: Response to Reading</li> <li>RCompetency 6: Analysis of Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>Identify primary and secondary sources</li> <li>Gather research from a variety of sources</li> <li>Take notes by paraphrasing what was read</li> </ul>
<p><i>Concept #3: Researchers Plan Their Research Project</i></p> <p>3.7(B), 3.7(C), 3.9(D), 3.13(B), 3.1(A), 3.1(C), 3.1(D), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.13(E), 3.13(F), 3.13(H), 3.5(A), 3.7(A), 3.1(B), 3.1(E), 3.4(A)</p>		<ul style="list-style-type: none"> <li>Identify a purpose for the research project</li> <li>Plan out the research project</li> </ul>
<p><i>Concept #4: Researchers Prepare Their Research Project</i></p> <p>3.7(B), 3.7(C), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10(A), 3.10(B), 3.10(C), 3.13(B), 3.1(A), 3.1(C), 3.1(D), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.13(E), 3.13(F), 3.13(G), 3.13(H), 3.5(A), 3.10(F), 3.2(D), 3.1(B), 3.1(E), 3.4(A)</p>		<ul style="list-style-type: none"> <li>Create research project using notes from research</li> <li>Cite sources used for research</li> <li>Present the research project to others by speaking clearly and maintaining eye contact</li> </ul>

**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
<a href="#">Pebble Go</a>	This resource is a Pre-K to 3 <sup>rd</sup> grade database for reading and research.
<a href="#">Britannica School</a>	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
<a href="#">TumbleBook Library</a>	This online resource provides ebooks with audio.
<a href="#">How to Help a Child Choose a Book</a>	This online resource provides tips on how to help your child choose a book.
<a href="#">How to Encourage Higher Order Thinking</a>	This online resource provides tips on how to help your child choose a book.
<a href="#">How to Help Expand Your Child’s Vocabulary</a>	This online resource provides tips on how to help your child expand their vocabulary.
<a href="#">Children’s Books and Authors</a>	This website contains resources to help your child find books and get excited about reading.

**Instructional Model**

The Fort Bend ISD elementary language arts & reading curriculum is 100% aligned to the Texas Essential Knowledge and Skills (TEKS) and the science of reading. The curriculum is “balanced” in that it includes all the components of literacy – reading, writing, phonics, and word study while integrating listening, speaking, and thinking. All literacy components are necessary to build a life-long, successful reader and writer. By including all components of literacy, students gain the skills required to learn to read and read to learn. FBISD literacy curriculum and instructional practices are research-informed and in a continuous improvement cycle aligned with longitudinal, multi-year data as literacy instructional practices must be responsive to the differentiated needs of all FBISD students.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Block**-During reading, the teacher teaches a lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Block**-During writing, the teacher teaches a lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing. Phonics instruction involves teaching the relationships between letters and sounds. During a phonics lesson, students might learn, for example, the sound for the letters “sh” or that some vowels can be short or long.

- Phonics instruction should lead to automaticity of reading words, allowing readers to focus on meaning. Automaticity is reading without sounding out and writing without having to stop and think about each letter sound.
- Phonics instruction begins each day with foundational skills, such as phonological awareness activities. Phonological Awareness is the ability to hear, identify, and manipulate sounds in spoken language.
- Phonics instruction begins with learning, practicing, and applying the Alphabetic Principle in the early primary grades. The Alphabetic Principle is the ability to associate sounds with letters and use those sounds to form words.
- Phonics instruction transitions into learning, practicing, and applying spelling patterns and word study and analysis.
- During and after phonics instruction, readers have opportunities to apply their phonics skills in reading and writing.

(Moats, 2012; Ehri, 1984; Blevins, 2017; Duke, 2021.)

