

Kindergarten Writing 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

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

- [Grading Period 1](#)
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- [Grading Period 3](#)
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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: Oral Storytelling

Estimated Date Range: 8/8 – 8/16

Estimated Time Frame: 7 days

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		
<i>Concept #1: Writers are Storytellers</i> K.1(A), K.1(B), K.1(C), K.1(D), K.10(A), K.10(B), K.2(E), K.10(E), K.11(A), K.9(A)	WC7 – Writing to Communicate Ideas	<ul style="list-style-type: none"> Tell stories to others Draw stories 		
Integrated Standards: K.1(E), K.9(E)			Unit 2: Writers Build Good Habits Estimated Date Range: 8/19 -9/20 Estimated Time Frame: 24 days	
<p>Unit Overview:</p> <p>The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students. Teachers follow a framework to teach the writing process and to model writing strategies:</p> <ul style="list-style-type: none"> • Mini-lesson- teach the writing process and model writing strategies • Independent Writing- provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics • Conferring- provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions • Share time- provides opportunities for students to discuss and share what they have written <p>In the first concept, <i>We Are All Writers</i>, writers will learn the expectations, procedures, and routines for the writing block. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.</p> <p>In the second concept, <i>Writers Use the Writing Process</i>, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.</p> <p>In the third concept, <i>Writers Work With the Teacher</i>, writers learn the procedures for conferring and working in a small group with the teacher.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> • Tell stories about what happened in your day and ask your student questions about what happened in their day. • Create an alphabet book. Each page will have a different letter and the student can draw, write, or glue pictures of people, places, or things that start with that letter. 				
Concepts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit		
<i>Concept #1: We Are All Writers</i> K.10(A), K.10(B), K.10(C), K.10(D), K.10(A), K.10(B), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A)	WC6 - Writing with Grade Level Conventions WC7 – Writing to Communicate Ideas	<ul style="list-style-type: none"> 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 		
<i>Concept #2: Writers Learn the Writing Process</i> K.10(A), K.10(B), K.9(A), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A)			<i>Concept #3: Writers Work with the Teacher</i>	

K.10(A), K.10(C), K.10(D), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A), K.10(A), K.10(B)		
Integrated Standards: K.1(E), K.9(E)		
Unit 3: Writers Write Books About Their Lives Estimated Date Range: 9/23 – 11/8 Estimated Time Frame: 28 days *Note 17 days of this unit are in the 2 nd 9 weeks		
<p>Unit Overview:</p> <p>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.</p> <p>In concept one, <i>Writers Use Sketches and Labels to Teach Readers About Their Lives</i>, writers think about what they want to share about their lives and sketch, list, and label it.</p> <p>In concept two, <i>Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others</i>, 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.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> • 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 # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<i>Concept #1: Writers Use Drawings and Labels to Teach Readers about Their Lives</i> K.10(A), K.10(B), K.9(A), K.2(E), K.11(B), K.10(D)vii, K.10(D)ix, K.2(C)ii, K.9(C)	WC6 - Writing with Grade Level Conventions WC7 – Writing to Communicate Ideas	<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
<i>Concept #2: Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others</i> K.10(C), K.10(D), K.10(D)vii, K.10(E), K.9(A), K.2(E), K.11(B), K.10(D)iv, K.10(D)vii, k.10(D)ix, K.2(C), K.2(C)ii, K.9(C)		
Integrated Standards: K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E)		
Grading Period 2 Unit 3: Writers Write Books About Their Lives Estimated Date Range: 9/23 – 11/8 Estimated Time Frame: 28 days *Note 17 days of this unit are in the 2 nd 9 weeks		

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.

In concept one, *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.

In concept two, *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 # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Writers Use Drawings and Labels to Teach Readers about Their Lives</i></p> <p>K.10(A), K.10(B), K.9(A), K.2(E), K.11(B), K.10(D)vii, K.10(D)ix, K.2(C)ii, K.9(C)</p>	<p>WC6 - Writing with Grade Level Conventions</p> <p>WC7 – 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
<p><i>Concept #2: Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others</i></p> <p>K.10(C), K.10(D), K.10(D)vii, K.10(E), K.9(A), K.2(E), K.11(B), K.10(D)iv, K.10(D)vii, k.10(D)ix, K.2(C), K.2(C)ii, K.9(C)</p>		
<p>Integrated Standards: K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E)</p>		
<p>Integrated Standards: K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E)</p>		

Unit 4: Writers Write Books About What They Know

Estimated Date Range: 11/12 -12/20

Estimated Time Frame: 24 days

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.

In concept one, *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.

In concept two, *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 # 4 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Writers Use Sketches and Labels to Teach the Reader About a Topic</i></p> <p>K.10(A), K.10(B), K.10(C), K.9(A), K.1(E), K.11(B), K.10(D), K.10(D)iii, K.10(D)ix, K.2(C), K.2(C)I, K.9(C), K.9(D)</p>	<p>WC6 - Writing with Grade Level Conventions</p> <p>WC7 – 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 • Beginning to write using sentences • Understands sentences begin with a capital letter and end with punctuation • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation
<p><i>Concept #2: Writers Elaborate and Share Their Writing with Others</i></p> <p>K.10(B), K.10(C), K.10(D), K.10(D)vii, K.10(D)i, K.10(D)iii, K.10(E), K.9(A), K.2(E), K.11(B), K.10(D), K.10(D)iii, K.10(D)v, K.10(D)ix, K.2(C)I, K.9(C), K.9(D)</p>		
<p>Integrated Standards:</p> <p>K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.2(C)ii</p>		

Grading Period 3

Unit 5: Writers Write Personal Narratives

Estimated Date Range: 1/9 -2/7

Estimated Days: 21 days

Unit Overview:

In this unit, students focus on writing personal narratives. This writing will require students to think about a moment that was meaningful and write a series of sentences that are in chronological order.

In concept one, *Writers Tell Stories from Their Lives Using Pictures and Words*, students study personal narratives written by others. Then will brainstorm events in their life they would like to write about and talk to their partners about them. Students will then prewrite and draft the idea they want to write about the most.

In concept two, *Writers Revise by Adding Details and Edit to Make Their Writing Clear for the Reader*, students will think about where they were, what was said, and the details of what they saw to make their writing clear and interesting for the reader. Students will end the unit by creating a final draft and sharing their work with others. Students will take time to celebrate their work as writers throughout this unit as well as celebrate their growth as writers.

At home Connections:

- Look through pictures and then tell your student what was going on in the picture.
- Allow your student to look through pictures and recall memories.
- Choose a picture to write about. You and your child can work together to write simple sentences about what happened. (For example, the adult may write most of the words, but the student can write the words or letters they know)

Concepts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Writers Tell Stories from Their Lives Using Pictures and Words</i></p> <p>K.10(A), K.10(B), K.9(A), K.9(C), K.10(C), K.10(C), K.10(D)vii, K.10(D)ix, K.2(C)iii, K.11(A), K.9(D)</p>	<p>WC6 - Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> • Generate ideas for a personal narrative • Draws and writes to communicate meaning to a reader
<p><i>Concept #2: Writers Revise by Adding Details, and Edit to Make Their Writing Clear for the Reader</i></p> <p>K.10(B), K.10(C), K.10(D)ii, K.10(D)vi, K.9(D), K.10(E), K.10(D)vii, K.10(D)ix, K.2(C)i, K.2(C)iii, K.11(A)</p>	<p>WC7 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Adds details to their drawings • Adds descriptive words • Beginning to write using sentences • Understands sentences begin with a capital letter and end with punctuation • Beginning to use capitalization and punctuation • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation
<p>Integrated Standards:</p> <p>K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.10(D)iii, K.10(D)viii, K.2(C)ii, K.9(C)</p>		
<p>Unit 6: Writers Learn from Authors Estimated Date Range: 2/10 – 3/7 Estimated Days: 17 days</p>		
<p>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.</p> <p>At home Connections:</p> <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
<p><i>Concept #1: Writers Notice What Authors Do and Try it Out</i></p> <p>K.10(A), K.10(B), K.10(C), K.10(D)ii, K.10(D)iv, K.9(A), K.9(D), K.9(B), K.9(C), K.12(A), K.11(A), K.11(B), K.10(D)i</p>	<p>WC6 - Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> • Recognizes craft specific to an author • Revises work by adding craft used by an author studied • Draws and writes to communicate meaning to a reader
<p>Integrated Standards:</p> <p>K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.9(E), K.1(E), K.10(D)vii, K.10(D)iii, K.10(D)v, K.10(D)vi</p>	<p>WC7 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Adds details to their drawings • Adds descriptive words • Writes using labels, phrases, and sentences • Beginning to use capitalization and punctuation • Experimenting with punctuation

- Discusses their writing and decisions made as a writer
- Shares writing with others
- Uses correct letter formation

Grading Period 4

Unit 7: Readers and Writers are Researchers

Estimated Date Range: 3/17 – 4/17

Estimated Days: 23 days

In this unit, students will engage in researching topics and writing research text and how the genre may be used to teach the reader. Kindergartners will gather facts and create sentences about a topic of interest or wonder. Students will organize their sentences over pages and add nonfiction text features to their writing. This unit is very closely linked to the reading research unit.

In concept one, *Researchers Think About What They Want to Research and Read More*, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, *Researchers Gather Facts*, students continue to read informational texts and look for facts applicable to their research.

In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

At home Connections:

- 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. Then create a book of facts about the topic you are researching.

Concepts within Unit # 7 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
<p><i>Concept #1: Researchers Think About What They Want to Research and Read More</i></p> <p>K.10(A), K.10(C), K.10(D)i, K.10(E), K.9(A), K.12(A), K.2(C)i, K.2(C)iii, K.11(B), K.10(D), K.10(B)</p>	<p>WC6 - Writing with Grade Level Conventions</p> <p>WC7 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Gathers and organizes information read about a chosen topic • Organizes writing about a topic • Draws and writes to communicate meaning to a reader • Adds details to their drawings • Adds descriptive words • Adds text features • Writes using labels, phrases, and sentences • Beginning to use capitalization and punctuation • Experimenting with punctuation
<p><i>Concept #2: Readers Gather Facts</i></p> <p>K.12(A), K.12(C), K.12(D), K.12(E), K.2(C)i, K.2(C)iii, K.11(B), K.10(D)i, K.10(A), K.10(B), K.10(C), K.10(D), K.10(E), K.9(A)</p>		
<p><i>Concept #3: Researchers Make a Research Plan and Publish Their Work</i></p> <p>K.10(A), K.10(B), K.10(C), K.10(D)i, K.10(D)iii, K.10(E), K.9(A), K.12(A), K.12(B), K.12(C), K.12(D), K.12(E), K.2(C)i, K.2(C)iii, K.11(B), K.10(D)</p>		

<p>Integrated Standards:</p> <p>K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)vii, K.10(D)iii, K.10(D)v, K.10(D)ii, K.10(D)vi, K.10(D)iv, K.2(C)ii, K.2(C)ix</p>		<ul style="list-style-type: none"> • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation
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Unit 8: Writers Show Off Their Skills

Estimated Date Range: 4/22 – 5/29

Estimated Days: 27 days

This is the culminating unit of Kindergarten in which students will show off their skills in multiple genres of writing. This unit is meant to celebrate the growth of their writing as Kindergarteners.

In Concept 1, *Writers Write and Revise in Many Genres*, writers will think about the different genres they know and choose a genre to draft a piece of writing. As students continue to explore craft, they will try out what authors do in their own pieces.

In Concept 2, *Writers Publish and Celebrate Their Writing in Kindergarten*, students will spend several days publishing their work and sharing it with others. Students should spend time reflecting on their growth and celebrating their success at writers.

At home Connections:

- Ask your student to write a letter to a family member about all they've learned in Kindergarten.
- Create a list of activities for the summer with your student. (ex – swim, read, go to the library)
- Work with your student to write a favorite recipe and then give it to a friend or family member.

<p>Concepts within Unit # 8 Link to TEKS</p>	<p>Competencies that will be graded in this unit</p>	<p>Success criteria for this unit</p>
<p><i>Concept #1: Writers Write and Revise in Many Genres</i></p> <p>K.10(A), K.10(B), K.10(C), K.10(D)vii, K.10(D)i, K.10(E), K.9(A), K.9(B), K.9(C), K.9(D), K.10(D)ix, K.2(C)i, K.2(C)iii, K.11(A), K.11(B)</p>	<p>WC6 - Writing with Grade Level Conventions</p> <p>WC7 – Writing to Communicate Ideas</p>	<ul style="list-style-type: none"> • Chooses a purpose for writing • Writes to communicate meaning to a reader • Adds details to their drawings • Adds descriptive words • Writes using phrases and sentences
<p><i>Concept #2: Writers Publish and Celebrate Their Writing in Kindergarten</i></p> <p>K.10(C), K.10(E), K.9(A), K.9(B), K.10(D)vii, K.10(D)i, K.10(D)ix, K.2(C)i, K.2(C)iii, K.11(A), K.11(B), K.9(C), K.9(D), K.10(B)</p>		<ul style="list-style-type: none"> • Uses capitalization and punctuation • Experimenting with punctuation • Discusses their writing and decisions made as a writer
<p>Integrated Standards:</p> <p>K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.10(D)iii, K.10(D)v, K.10(D)iii, K.10(D)i, K.10(D)ii, K.10(D)vi, K.2(C)ii</p>		<ul style="list-style-type: none"> • Shares writing with others • Uses correct letter formation

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 Supports

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

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 Workshop-During reading workshop, the teacher teaches a mini-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 Workshop-During Writing workshop, the teacher teaches a mini-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.)