This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

Definitions

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.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- How to Help Children Edit and Revise
- How to Help Children Write a Story
- How to Start a Writer’s Notebook

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.
**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that authors 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 confer with the student or work with 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 confer with the student or work with small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

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### Adopted Resources

**Elementary:** [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

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### Grading Period 1

**Unit #1: Launching Writing Workshop**

*Estimated Date Range: 8/14/19-9/13/19*

**Unit Overview:**

The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students.

In concept 1, *We Are All Writers*, the lessons focus on the routines of setting up writing workshop. In this concept, teachers will show students how they meet for the mini-lesson, turn and talk during the lesson, confer with the teacher and other students, and routines for independent writing. Students will also create and use their writer’s notebook.

In concept 2, *Writers Use the Writing Process*, the lessons focus on helping students to understand the writing process as they experience it for themselves. Students will choose one of their notebook entries and take it through the writing process. At the end of the concept, students will learn how to reflect on their writing and set goals which they will work toward and receive feedback on throughout the year.

In unit one, students will build an understanding of what makes a complete sentence. Students will learn how to punctuate simple sentences, including commas in a series.

**Big Ideas:**

- Writers collect ideas for writing from their world around them. They experiment with ideas in a writer's notebook.
- Writers plan their writing so their audience understands their message.
- Writers edit as they go so their writing is clear to their audience.
- Writers are in a constant state of revision to make sure their work is engaging. Writers develop their own revision toolkit to ensure their writing sparkles.
Essential Questions

- How do writers live a writerly life? What do writers write about?
- Why do writers plan their writing?
- How do writers edit while they draft?
- What is revision and why does it matter?

Concepts within Unit #1

<table>
<thead>
<tr>
<th>Concept #1: We are all writers.</th>
<th>TEKS</th>
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<tbody>
<tr>
<td></td>
<td>3.1A, 3.1B(i), 3.1B(ii), 3.1C, 3.1D, 3.1D(ii), 3.1D(iii), 3.1D(iv), 3.1D(v), 3.1D(vi), 3.1D(vii), 3.1D(viii), 3.1D(ix), 3.1D(x), 3.1D(xi)</td>
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<thead>
<tr>
<th>Concept #2: Writers use the writing process.</th>
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Unit #2: Personal Narrative: Focusing on Small Moments

Estimated Date Range: 9/16/19-10/10/19

Unit Overview:
In this unit, students will write personal narratives.

In concept one, *When Writers Write Personal Narratives, They Write About Small Moments in Time*, writers focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers.

In concept two, *Writers Think About the Message They Learned From Their Small Moment and Share it with the Reader*, writers think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.

Big Ideas:
- Writers use their knowledge of story elements to make stories exciting or engaging.
- Writers elaborate by showing, not telling.

Essential Questions:
- What makes a story worth reading?
- How do writers make characters come to life?

Concepts within Unit #2

<table>
<thead>
<tr>
<th>Concept #1: When writers write personal narratives, they write about small moment in time.</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F</td>
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<tr>
<th>Concept #2: Writers think about the message they learned from their small moment and share it with the reader.</th>
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Phonics and Word Study

Estimated Date Range: 8/15/18-10/18/18

Concepts within 1st Grading Period

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<thead>
<tr>
<th>Spelling</th>
<th>TEKS</th>
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<tbody>
<tr>
<td></td>
<td>3.2B(i), 3.2B(ii), 3.2B(v)</td>
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</table>
# Grading Period 2

## Unit 2: Personal Narrative: Focusing on Small Moments

**Estimated Date Range:** 10/15/19-10/25/19

<table>
<thead>
<tr>
<th>Concepts within Unit #2</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>Concept #2: Writers think about the message they learned from their small moment and share it with the reader.</td>
<td>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.8A, 3.8B, 3.8C, 3.12A, 3.10B, 3.10D, 3.10E, 3.8D, 3.11D (ii), 3.11D (iii), 3.11D (v), 3.11D (ix), 3.11D (x), 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.10F</td>
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## Unit 3: Poetry – Crafting Structures

**Estimated Date Range:** 10/28/19-11/8/19

**Unit Overview:**
The goal of this unit is deepen students’ understanding of author’s craft as students make decisions to achieve their purpose.

In concept 1, *Writers Analyze Mentor Poems to Get Ideas*, students will be introduced to the genre of poetry, focusing on the purpose. Students will see that poets often write to share their feelings and ideas while evoking emotion. As students immerse themselves in poems, they will gather ideas for their own poems.

In concept 2, *Writers Use Craft to Achieve Their Purpose*, students will identify their purpose and audience for writing a poem and then learn how to use craft elements to achieve their purpose. Students will revise and edit their poems and then publish for their audience.

**Big Ideas:**
- What makes a good poem?
- How do poets make readers feel emotion when reading?
- How do poets think about words?

**Essential Questions:**
- Poets write poetry to tell stories and to remind people of images and feelings.
- Poets use figurative language and imagery to create sensory impressions and emotion.
- Poets use sounds and words in order to create imagery and meaning while using as few words as possible.

<table>
<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>Concept #1: Writers analyze mentor poems to get ideas.</td>
<td>3.11A, 3.10A, 3.12A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F, 3.9B, 3.1A, 3.1B, 3.1C, 3.1D, 3.1E</td>
</tr>
<tr>
<td>Concept #2: Writers use craft to achieve their purpose.</td>
<td>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.12A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F, 3.9B, 3.11D (xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D</td>
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**Unit 4: Informational Writing**
Estimated Date Range: 11/11/19-12/19/19

**Unit Overview:**
The goal of this unit is for students to continue to grow as writers, especially thinking about author’s purpose and craft, while writing informational text.

In concept 1, *When Writers Write Informational Text, They are Explaining Something to the Reader*, students will be introduced to the purpose of informational text. The key understanding students need to grasp in this concept is the structure of informational text—a central idea with ideas that support it. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, and then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise in order to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion and revise to ensure their writing is focused. Student will edit using an editing checklist and publish their writing.

In concept 2, *In Informational Writing, Writers Add Details to Support Their Central Idea*, students will go deeper into writing informational text. Students will focus on different ways to elaborate and look at how to add transitions that make writing clear. Students will continue to apply what they’ve learned through mentor sentences in as they draft, revise, and edit their writing.

Students will learn how to revise for a compound sentence, how to punctuate a compound sentence, and how writers can write fluently by adding compound sentences to their writing. Students will edit their writing to ensure that it is clear for the reader.

**Essential Questions:**
- Why do authors write informational text?
- How do I write like an informational author?
- How do I organize my ideas?

**Big Ideas:**
- Informational writers have a perspective and point of view they want to teach their readers about.
- Informational authors are clear about their purpose and audience.
- Informational writers organize their ideas using structure and features to highlight their central idea and key details.

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<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1:</strong> When writers write informational text, they are explaining something to the reader.</td>
<td>3.11A, 3.11B (i), 3.11B(ii), 3.11(C), 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.12B, 3.11D(i), 3.11D(x), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10D, 3.10F</td>
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<tr>
<td><strong>Concept #2:</strong> In informational writing, writers add details to support their central idea</td>
<td>3.11A, 3.11B (i), 3.11B(ii), 3.11(C), 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.12B, 3.11D(i), 3.11D(x), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10D, 3.10F</td>
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### Phonics and Word Study

**Estimated Date Range:** 10/15/19-12/19/19

<table>
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<tr>
<th>Concepts within 2nd grading period</th>
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<td>Spelling</td>
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### Grading Period 3

#### Unit 4: Informational Writing
**Estimated Date Range:** 1/7/20-1/17/20

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<thead>
<tr>
<th>Concepts within Unit #4</th>
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<tbody>
<tr>
<td>Concept #2: In informational writing, writers add details to support their central idea.</td>
<td>3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.12B, 3.11D(i), 3.11D(x), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10d, 3.10F,</td>
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#### Unit 5: Informational/Inquiry Clubs
**Estimated Date Range:** 1/21/20-2/28/20

**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. At the end of the concept, students will look over their research and identify any additional areas that need to be researched.

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 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.

**Big Ideas:**
- Readers jot down interesting ideas that they want to learn more about and questions they have when they read informational texts and consider these ideas and questions as possible research topics.
- Readers use essential questions to guide research.
- Readers collect and summarize new information and distinguish it from prior knowledge or opinions.

**Essential Questions**
- How do readers of informational text generate potential research questions?
- How do researchers stay focused?
- How do readers compile their research?

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<tr>
<th>Concepts within Unit #5</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Researchers select and narrow a research topic.</td>
<td>3.1A, 3.1C, 3.1D, 3.13A, 3.13B, 3.1B, 3.1E</td>
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</table>
### Unit 6: Argumentative Writing

**Estimated Date Range:** 03/02/20 - 03/06/20

**Unit Overview:**
In this unit, readers will write argumentative text.

In concept 1, *Writers Craft Argumentative Essays*, writers will look at mentor text to understand the elements of argumentative writing. Writers will learn how to craft a claim and support it with arguments.

**Big Ideas:**
- Argumentative text calls readers to action or gives a proposed solution to a problem.
- Writers use essays to convince the reader that something is true and to try to make a real difference in the world.

**Essential Questions:**
- What is argumentative text?
- How do writers choose topics that matter to them?

**Concepts within Unit #6**

| Concept #2: Researchers take notes as they read. | 3.1A, 3.1C, 3.1D, 3.13A, 3.13B, 3.1B, 3.1E, 3.1A, 3.1C, 3.1D, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.1B, 3.1E |
| Concept #3: Researchers plan their research project. | 3.1A, 3.1C, 3.1D, 3.10A, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10D, 3.10F, 3.12B, 3.13E, 3.13F, 3.13H, 3.11D(vii), 3.11D(xi), 3.1B, 3.1E, 3.2D |
| Concept #4: Researchers prepare their research project. | 3.1B, 3.11B(i), 3.11B(ii), 3.11C, 3.11D, 3.11E, 3.1A, 3.1C, 3.1D, 3.10B, 3.10C, 3.9D(i), 3.9D(ii), 3.9D(iii), 3.10D, 3.10F, 3.12B, 3.13E, 3.13F, 3.13G, 3.13H, 3.11D(vii), 3.11D(xi), 3.1B, 3.1E, 3.2D |

**Unit 7: Imaginative Writing

**Estimated Date Range:** 04/14/20 - 05/28/20

**Unit Overview:**
In this unit students will be writing imaginative stories. Students will use what they have learned about fiction text to craft stories.

In concept 1, *Writers Craft Plot and Characters for Imaginative Writing*, writers will use what they have learned about lot and characters to craft an imaginative story.
Big Ideas:
- Fiction writers often get the ideas for their stories from their own lives.
- Fiction writers develop characters, consider the motivation of their characters, and think about how their wants and desires impact the story and sequence of events.
- Fiction stories have a typical structure or arc, which fiction writers take into account as they write.

Essential Questions
- How do writers come up with ideas for writing fiction?
- How do characters' motivations and desires impact the development of the story?
- How do fiction writers organize their story?

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<thead>
<tr>
<th>Concepts within Unit #7</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Writers craft plot and characters for imaginative writing.</td>
<td>3.11A, 3.11B(i), 3.11C, 3.11D, 3.11E, 3.10A, 3.8A, 3.8B, 3.8C, 3.8D, 3.12A, 3.10B, 3.10C, 3.10D, 3.11D(vii), 3.11D(xi), 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.2D, 3.10E, 3.10F, 3.10G</td>
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Phonics and Word Study

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<th>Concepts within 4th Grading Period</th>
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<tbody>
<tr>
<td>Spelling</td>
<td>3.2B(i), 3.2B(iii), 3.2B(vii)</td>
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