



FISD First Grade Composition Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can write to communicate ideas across genres.
Extension			I can: <ul style="list-style-type: none"> Adapt a fully developed piece of writing from one genre to another
3.0 ★	4NW	1.11A 1.11.Bii 1.11C 1.11D	I can: <ul style="list-style-type: none"> Independently use the writing process in a recursive manner in multiple genres Experiment with a variety of strategies through drafting, revising, and publishing to develop multiple pieces of writing across pages that show evidence of purposeful application
2.5	3NW	1.11A 1.11Bi 1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> Develop ideas with relevant details specific to genre Experiment with organization of a clear introduction and conclusion Demonstrate revision strategies (such as adding, deleting, removing words/sentences) to improve clarity and flow
2.0		1.11A 1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> Experiment with developing ideas with relevant details specific to genre Experiment with revision strategies (such as changing the order of words and/or sentences) to improve clarity and flow
1.5	2NW	1.11A 1.11.Bi 1.11Ci	I can: <ul style="list-style-type: none"> Develop drafts with a logical order specific to genre Revise drafts by using strategies (such as adding and removing words and/or sentences) to make the body of the draft clear
1.0	1NW	1.11A 1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> Make a plan for a draft by touching and telling each page and/or drawing ideas across pages Develop drafts in written form across pages while staying on topic Revise drafts by experimenting with strategies (such as adding to pictures and words)
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> Develop drafts in pictorial form across pages Transfer complete thoughts and ideas onto the pages Or partial understanding of the 1.0 content



FISD First Grade Conventions Learning Progression

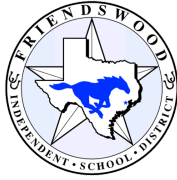
Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can apply writing conventions authentically.
Extension			I can: <ul style="list-style-type: none"> ● Work with a writing partner to edit writing ● Use a mentor sentence to create a new sentence
3.0 ★	4NW	1.11Di 1.11Diii 1.11Dviii 1.11Dix 1.2F	I can: <ul style="list-style-type: none"> ● Write complete sentences using appropriate placement of capital letters, spacing, and punctuation ● Reread writing to determine if the sentences make sense in order to accurately edit for first grade conventions ● Write legibly with appropriate size and spacing
2.5	3NW		Partial understanding of 3.0
2.0		1.11Di 1.11Diii 1.11Dviii 1.11Dix	I can: <ul style="list-style-type: none"> ● Reread writing to determine if the sentence makes sense and edit if necessary. ● Use a variety of forms of punctuation in writing ● Use appropriate capitalization in writing (such as “I”, proper nouns, etc)
1.5	2NW	1.11Di 1.11Diii 1.11Dviii 1.11Dix	I can: <ul style="list-style-type: none"> ● Write a variety of sentences using appropriate placement of capital letters, spacing, and periods. ● Experiment with different forms of punctuation in writing ● Experiment with appropriate capitalization in writing (such as “I”, proper nouns, etc)
1.0	1NW	1.11Di 1.11Diii 1.11Dviii 1.11Dix	I can: <ul style="list-style-type: none"> ● Write a complete sentence using appropriate placement of capital letters, spacing, and periods.
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Experiment with writing complete sentences Or partial understanding of the 1.0 content



FISD First Grade Informational Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level informational text.
Extension		1.9Diii 1.10C	I can: <ul style="list-style-type: none"> ● Develop questions about a shared text to use in a book club or for an interactive read aloud ● Create a new text feature for a nonfiction book
3.0 ★	4NW	1.6A-I 1.7D 1.7B,C,D 1.9Dii	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Use strategies to read, comprehend, and respond ● Use text features to locate new information ● Respond by writing and elaborating about information learned while using text evidence and maintaining meaning
2.5	3NW	1.7C 1.7B 1.9Di 1.9Dii 1.10A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Use text features to locate new information ● Identify the central idea and supporting evidence (with teacher support) ● Discuss the author's purpose for writing a text using text evidence ● Respond by writing about information learned
2.0		1.9Dii 1.9Di 1.10A 1.7E	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Locate and name text features ● Identify and tell the topic ● Use text evidence to identify, tell, and explain the author's purpose ● Respond by writing brief comments about the text
1.5	2NW	1.6A-I 1.9Di 1.10A 1.7F	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Use a variety of strategies to comprehend and respond ● Identify and tell the topic (with teacher support) ● Identify and tell why the author wrote the text ● Respond by illustrating or writing brief comments about information learned
1.0	1NW	1.10A 1.7F	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Identify and tell why the author wrote the text (with teacher support) ● Orally and pictorially recall information learned
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Orally and pictorially share opinions, connections, and ideas while staying on topic Or partial understanding of the 1.0 content

*Progression is written with the implication that text level increases in complexity from grade level to grade level.



FISD First Grade Literary Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level literary texts.
Extension			I can: <ul style="list-style-type: none"> • Develop questions about a shared text to use in guided reading or for an interactive read aloud
3.0 ★	4NW	1.6A-i 1.8C 1.8B 1.8D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Use strategies to read, comprehend, and respond • Discuss and elaborate on all story elements using text evidence • Respond by writing and elaborating about story elements while using text evidence and maintaining meaning
2.5	3NW	1.10A 1.8A 1.8C 1.8B 1.8D	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • Discuss, describe, and give reasons for the main character's actions • Discuss the author's purpose for writing a text using text evidence • Discuss the theme using text evidence • Respond by writing about story elements
2.0		1.10A 1.8A 1.8C 1.8B 1.8D	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • Discuss and describe the main character's actions • Use text evidence to identify, tell, and explain the author's purpose • Take part in discussion about the theme of the text • Respond by writing brief comments about the text
1.5	2NW	1.10A 1.6A 1.8C 1.8B 1.8D	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • Use a variety of strategies to comprehend and respond • Discuss and describe the main character • Discuss and describe the setting • Identify and tell why the author wrote the text • Respond by illustrating or writing brief comments about any story element
1.0	1NW	1.10A 1.8A 1.8C	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • Identify and tell the topic (with teacher support) • Identify and tell why the author wrote the text (with teacher support) • Orally and pictorially recall story elements
0.5			Pre-requisite Skills: I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • Orally and pictorially share opinions, connections, and ideas while staying on topic <p>Or partial understanding of the 1.0 content</p>

*Progression is written with the implication that text level increases in complexity from grade level to grade level.



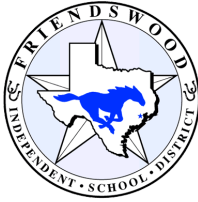
FISD First Grade Phonics Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate and apply phonetic knowledge to decode words.
Extension			I can: <ul style="list-style-type: none"> • Design a game that others could play using phonetic and syllable knowledge • Invent a station using phonetic and syllable knowledge that could be used in the classroom • Make a song about about your phonetic and syllable knowledge
3.0 ★	4NW	1.2Biii 1.2Biv 1.2Bii 1.2Bi	I can: <ul style="list-style-type: none"> • Use phonetic knowledge (including diphthongs) to decode real words in isolation • Use syllable knowledge to decode simple compound words • Transfer phonetic and syllable knowledge fluently within grade level texts
2.5	3NW	1.2Biii 1.2Bii 1.2Bi	I can: <ul style="list-style-type: none"> • Use syllable knowledge (including r-controlled vowels) to decode real and nonsense words in isolation • Apply previously learned phonetic and syllable knowledge to decode words in isolation and/or context
2.0		1.2Biii 1.2Bii 1.2Bi	I can: <ul style="list-style-type: none"> • Use syllable knowledge (including vowel teams) to decode real and nonsense words in isolation
1.5	2NW	1.2Bii 1.2Biii 1.2Bi	<ul style="list-style-type: none"> • Use phonetic knowledge (including initial and final digraphs) to decode real and nonsense words in isolation • Use syllable knowledge (including open and VCe syllables) to decode real and nonsense words in isolation • Apply previously learned phonetic and syllable knowledge to decode words in isolation and/or context
1.0	1NW	1.2Bii 1.2Bi 1.2Biii	<ul style="list-style-type: none"> • Use letter/sound knowledge (such as initial and final blends) to decode real and nonsense words in isolation • Use syllable knowledge (including closed syllables) to decode real and nonsense words in isolation
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> • Identify and find letters on the alphabet when orally provided the name or sound • Tell the name and sound of letters on the alphabet when shown a letter • Match capital letters to the correct lowercase letter Or partial understanding of the 1.0 content



FISD First Grade Phonological Awareness Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate phonological awareness.
Extension			I can: <ul style="list-style-type: none"> ● Create a set of words for a partner to compare and contrast (such as identifying the number of individual phonemes, distinguishing between long and short vowel sounds) ● Create your own phonological awareness lesson to teach to a peer ● Orally create a tongue twister using alliteration
3.0 ★	4NW	1.2Avi	I can: <ul style="list-style-type: none"> ● Say a new word when the initial, final, or middle phoneme is added, removed, or substituted
2.5		1.2Aiv 1.2Avii	I can: <ul style="list-style-type: none"> ● Identify and say the phoneme that is different in the beginning, middle, or end of the word ● Segment spoken one syllable words (including words with blends) into individual phonemes
2.0	3NW	1.2Aiii 1.2Av	I can: <ul style="list-style-type: none"> ● Listen to one syllable words and determine if the vowel sound is short or long ● Blend spoken phonemes to say one-syllable words (including words with blends)
1.5	2NW	1.2Aii 1.2Avii 1.2Aiv	I can: <ul style="list-style-type: none"> ● Name the initial onset or sound of a group of words ● Segment spoken one syllable words into individual phonemes (CVC) ● Listen to two or more words and determine if the middle sound is the same or different
1.0	1NW	1.2Ai 1.2Aiv	I can: <ul style="list-style-type: none"> ● Produce and say a series of rhyming words when given a one syllable word ● Listen to two or more words and determine if the beginning sound is the same or different ● Listen to two or more words and determine if the ending sound is the same or different
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Recognize and count the individual words in a spoken sentence ● Blend syllables to say compound words ● Segment spoken multisyllabic and compound words into syllables ● Determine and tell if two spoken words rhyme or do not rhyme Or partial understanding of the 1.0 content



FISD First Grade Spelling Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate and apply phonetic knowledge to spell words.
Extension			I can: <ul style="list-style-type: none"> • Create a list of nonsense words that follow a specific spelling pattern
3.0 ★	4NW	1.2Civ 1.2Ci 1.2Cii 1.2Cii	I can approximate spelling by: <ul style="list-style-type: none"> • Using sound-spelling patterns and syllable knowledge to spell one syllable words (including words with short and long vowel sounds) in authentic writing contexts • Using sound-spelling patterns to write high frequency words in authentic writing contexts
2.5	3NW	1.2Civ 1.2Ci 1.2Cii 1.2Cii	I can approximate spelling by: <ul style="list-style-type: none"> • Using knowledge of vowel team syllables to write words in isolation • Using sound-spelling patterns to write high frequency words in isolation
2.0		1.2Ci 1.2Cii 1.2Cii	I can approximate spelling by: <ul style="list-style-type: none"> • Using knowledge of VCe syllables to write words in isolation • Using phonetic knowledge and sound-spelling patterns to write one syllable short vowel words in authentic writing contexts
1.5	2NW	1.2Ci 1.2Cii 1.2Cii	I can approximate spelling by: <ul style="list-style-type: none"> • Using phonetic knowledge and sound-spelling patterns (including simple initial and final consonant blends and digraphs) to write words in isolation • Using knowledge of open syllables to write words in isolation
1.0	1NW	1.2Ci 1.2Ciii	I can approximate spelling by: <ul style="list-style-type: none"> • Using knowledge of closed syllables to write CVC words in isolation and in authentic writing contexts • Using phonetic knowledge and sound-spelling patterns (including simple beginning blends) to write words in isolation
0.5			Pre-Requisite Skills: I can approximate spelling by: <ul style="list-style-type: none"> • Using letter sounds to write VC words in isolation • Using two or more letters to phonologically represent sounds in words in isolation <p>Or partial understanding of the 1.0 content</p>