



FISD Second 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	2.11A 2.11Bi 2.11Bii 2.11C 2.11D 2.10	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 (word choice, sensory details, dialogue, etc.) through drafting, revising, and publishing to develop multiple pieces of writing with focus, clarity, and organization across pages that show evidence of purposeful application
2.5	3NW	2.11A 2.11Bi 2.11Bii 2.11C 2.11D 2.10	I can: <ul style="list-style-type: none"> Demonstrate understanding of 0.5, 1.0, 1.5, and 2.0 within multiple genres
2.0	2NW	2.11Bi 2.11C 2.11D 2.10	I can: <ul style="list-style-type: none"> Develop multiple pieces of writing with organization and a specific focus Develop multiple pieces of writing that achieve an intended purpose Reread and use strategies to revise and edit with a writing partner and independently
1.5		2.11A 2.11Bii 2.10	I can: <ul style="list-style-type: none"> Make a plan using characteristics specific to the genre Develop writing with more details that support ideas Demonstrate use of craft moves
1.0	1NW	2.11A 2.11Bii 2.11C 2.11D 2.10	I can: <ul style="list-style-type: none"> Independently use strategies to get an idea and consider the audience/purpose when choosing the topic Stay on topic when choosing different forms of writing when developing a draft across pages Reread and use strategies to revise and edit with a writing partner
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> Use parts of the writing process to create a writing piece with one topic or idea across pages. Or partial understanding of the 1.0 content



FISD Second 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	2.11Di 2.11Dviii 2.11Dx 2.11Dix	I can: <ul style="list-style-type: none"> ● Experiment with conjunctions to enhance the meaning of sentences with compound subjects and compound predicates ● Reread writing to determine if the sentences make sense in order to accurately edit for second grade conventions ● Use print to write legibly with appropriate size and spacing
2.5	3NW		Partial understanding of 3.0
2.0	2NW	2.11Dviii 2.11Dix 2.11Dx	I can: <ul style="list-style-type: none"> ● Reread writing to determine if the sentence makes sense and edit if necessary
1.5		2.11Dix 2.11Dx	I can: <ul style="list-style-type: none"> ● Experiment with different forms of punctuation in writing ● Experiment with appropriate capitalization in writing (such as “I”, proper nouns, etc)
1.0	1NW	2.11Di 2.11Dix 2.11Dx	I can: <ul style="list-style-type: none"> ● Write a variety of sentences using appropriate placement of capital letters, spacing, and punctuation ● Reread writing to determine if the sentence makes sense and edit if necessary
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Write a complete sentence using appropriate placement of capital letters, spacing, and punctuation Or partial understanding of the 1.0 content



FISD Second Grade Informational Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level informational text.
Extension			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	2.6A-I 2.7D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Use strategies to read, comprehend, and respond ● Respond with a written response that retells and paraphrases the text while using text evidence and maintaining meaning and logical order
2.5		2.10C 2.7D	I can read multiple self-selected and assigned texts in order to: <ul style="list-style-type: none"> ● Explain how the use of text features contributes to the author's purpose ● Respond by paraphrasing the key ideas
2.0	3NW	2.9Dii 2.9Di 2.7B,C,E	I can read multiple self-selected texts in order to: <ul style="list-style-type: none"> ● Locate text features ● Use supporting evidence while discussing the central idea ● Respond by writing and elaborating about the information learned using text evidence
1.5	2NW	2.6A-I 2.9Di 2.10A 2.7C,E	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 ● Use text evidence to identify, tell, and explain the author's purpose ● Respond by writing about the information learned using text evidence
1.0	1NW	2.10A 2.7F	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 a text ● Respond by writing about the information learned
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Respond by writing brief comments about the text 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 Second 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, a book club or for an interactive read aloud ● Think about changing one story element in a self-selected literary text and write a response about how that impacts the story ● Create and perform a play based off of a literary text
3.0 ★	4NW	2.6A-I 2.7D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Use strategies to read, comprehend, and respond ● Respond with a written response that retells the text while using text evidence and maintaining meaning and logical order
2.5		2.10F 2.8B 2.8C 2.7D 2.8A	I can read multiple self selected and assigned texts in order to: <ul style="list-style-type: none"> ● Describe the progression of the plot in chronological order (including conflict/resolution) ● Identify, discuss and explain plot elements (such as setting, characters) ● Take part in discussion about the theme using text evidence (with adult assistance) ● Respond orally by paraphrasing while maintaining meaning and logical order
2.0	3NW	2.10A 2.8D 2.8B 2.8C 2.10F 2.10D 2.7B	I can read multiple self selected texts in order to: <ul style="list-style-type: none"> ● Identify, discuss, and retell plot elements (such as setting, characters) ● Discuss the author's purpose for writing a text using text evidence ● Respond by writing and elaborating about the plot elements using text evidence
1.5	2NW	2.6A-I 2.8D 2.8A 2.8B 2.10E 2.7C	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 to literary texts ● Take part in discussions about plot elements ● Respond by writing about the events in a text using text evidence
1.0	1NW	2.8 B- D 2.10A 2.7F	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Identify and tell the author's purpose for writing a text ● Respond by writing about the events in the text
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> ● Respond by writing brief comments about the text 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 Second 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 a specific phonetic skill ● Invent a station for your class using a specific phonetic skill ● Create a set of flashcards to help your classmate improve their understanding of a specific phonetic skill
3.0 ★	4NW	2.2Biii 2.2Bv	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including final stable) to decode words with 2 or more syllables in isolation ● Use syllable and phonetic knowledge to distinguish between and read multisyllabic words with varying syllable types in isolation and in context on grade level text
2.5	3NW	2.2Biii 2.2Bv	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge (such as diphthongs) to read words with 2 or more syllables in isolation ● Use syllable division patterns to segment and read multisyllabic words in isolation (including VCCV, VCV, VCCCV) ● Use syllable knowledge (including vowel teams) to read words with 2 or more syllables in isolation
2.0	2NW	2.2Biii	I can: <ul style="list-style-type: none"> ● Use syllable and phonetic knowledge to distinguish between and read multisyllabic words with varying syllable types in isolation
1.5		2.2Bi 2.2Biii 2.2Bv	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge (such as digraphs and trigraphs) to read words with 2 or more syllables in isolation ● Use syllable division patterns to segment and read multisyllabic words in isolation ● Use syllable knowledge (including VCe and r-controlled) to read words with 2 or more syllables in isolation
1.0	1NW	2.2Biii 2.2Bv	I can: <ul style="list-style-type: none"> ● Use syllable division patterns to read multisyllabic words in isolation (including VCCV and VCV) ● Use syllable knowledge (including closed and open) to read words with 2 or more syllables in isolation
0.5		2.2Bi	I can: <ul style="list-style-type: none"> ● Use syllable knowledge to decode real and nonsense one-syllable words in isolation ● Use letter/sound and syllable knowledge to determine long and short vowels ● Use letter/sound knowledge (such as initial and final blends, digraphs, and trigraphs) to decode real and nonsense single syllable words in isolation <p>Or partial understanding of the 1.0 content</p>



FISD Second 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 ● Use nonsense words to create a funny story ● Create a set of flash cards for a friend in class to sort
3.0 ★	4NW	2.2Ci 2.2Cv 2.2Civ	I can approximate spelling by: <ul style="list-style-type: none"> ● Using syllable and sound-spelling knowledge (including final stable) to spell words with 2 or more syllables in isolation ● Using syllable and sound-spelling knowledge to spell and edit multisyllabic words with varying syllable types in isolation and in authentic writing contexts
2.5	3NW	2.2Ci 2.2Cv 2.2Civ	I can approximate spelling by: <ul style="list-style-type: none"> ● Using sound-spelling knowledge (such as diphthongs) to spell words with two syllables in isolation ● Using syllable division patterns to spell multisyllabic words in authentic writing contexts (including VCCV) ● Using syllable and sound-spelling knowledge (including vowel teams) to spell words with two syllables in isolation
2.0	2NW	2.2Ci	I can approximate spelling by: <ul style="list-style-type: none"> ● Using syllable and sound-spelling knowledge to spell and edit multisyllabic words with varying syllable types in isolation and in authentic writing contexts
1.5		2.2Ci 2.2Cv 2.2Civ	I can approximate spelling by: <ul style="list-style-type: none"> ● Using sound-spelling knowledge (such as digraphs) to spell words with two syllables in isolation ● Using syllable division patterns to spell multisyllabic words in isolation (including VCCV) ● Using syllable and sound-spelling knowledge (including VCe and r-controlled) to spell words with two syllables in isolation
1.0	1NW	2.2Ci	I can approximate spelling by: <ul style="list-style-type: none"> ● Using syllable and sound-spelling knowledge (including closed and open) to spell and edit words with two syllables in isolation
0.5			Prerequisite skills: I can approximate spelling by: <ul style="list-style-type: none"> ● Using syllable knowledge to spell one syllable words in isolation ● Using letter/sound knowledge (such as initial and final blends and digraphs) to spell single syllable words in isolation Or partial understanding of the 1.0 content