



FISD Third 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	3.11A 3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> Demonstrate depth of thought in writing by applying author's craft purposefully Draft and revise to increase reader engagement and provide clarity (i.e. word choice, sentence structure, introductions, conclusions, transitions)
2.5	3NW	3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> Use writer's craft, language, and word choice to develop a draft that supports the purpose of the writing piece Revise writing for weight (using a variety of strategies to balance the explanation given to support each idea) Apply revision strategies to combine or rearrange sentences where necessary
2.0	2NW	3.11A 3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> Use brainstormed ideas to develop an increased volume of notebook entries that show understanding of genre characteristics Apply revision strategies to add and delete sentences, thoughts, or ideas where necessary Draft and revise conclusions to increase reader engagement
1.5		3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> Draft and revise introductions to increase reader engagement Select and include transitions that improve coherence and organization
1.0	1NW	3.11A 3.11Bi 3.11Bii	I can: <ul style="list-style-type: none"> Use brainstormed ideas to develop notebook entries that show understanding of genre characteristics Make a plan for a draft that shows understanding of genre characteristics
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> Use parts of the writing process to develop a draft Or partial understanding of the 1.0 content



FISD Third Grade Conventions Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can apply writing conventions.
Extension			I can: <ul style="list-style-type: none"> ● Rewrite a mentor sentence as a different sentence type ● Research other sentence types. Create a presentation of my findings and teach to other ● Write a song that teaches one of the convention rules learned
3.0 ★	4NW	3.11Di 3.11Dviii 3.11Dix 3.11Dx	I can: <ul style="list-style-type: none"> ● Compose a variety of sentence types using appropriate placement of capitalization, spacing, and punctuation, and the correct use of the coordinating conjunctions
2.5		3.11Dx	I can: <ul style="list-style-type: none"> ● Edit sentences for punctuation in writing (apostrophes in contractions and commas in a series)
2.0	3NW	3.11Di 3.11Dx 3.11Dviii	I can: <ul style="list-style-type: none"> ● Edit compound sentences for correct comma usage and end punctuation ● Compose compound sentences with correct coordinating conjunctions to form compound sentences
1.5	2NW	3.11Di 3.11Dix	I can: <ul style="list-style-type: none"> ● Edit sentences for appropriate capitalization in writing (such as official titles of people, holidays, etc) ● Compose simple sentences with correct use of compound subjects or compound predicates
1.0	1NW	3.11Di 3.11Dviii	I can: <ul style="list-style-type: none"> ● Identify compound subjects and compound predicates ● Edit sentences for appropriate use of conjunctions when forming compound subjects and/or compound predicates ● Compose complete simple sentences with correct subject-verb agreement
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> ● Demonstrate an understanding of what makes a complete sentences (capital letters, spacing, and punctuation) Or partial understanding of the 1.0 content



FISD Third 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 for an interactive read aloud • Create a new text feature for a nonfiction book • Create a kahoot or other review game
3.0 ☆	4NW	3.6A-I 3.7B-D 3.10A 3.10B 3.10C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Explain the author's use of print and graphic features and how they achieve a specific purpose • Use text evidence to write a response and explain how the text structure contributes to the author's purpose • Write a response that retells and paraphrases the text while maintaining meaning and logical order
2.5	3NW	3.6A-I 3.7B,C 3.9Di 3.10A 3.10C	I can read multiple texts in order to: <ul style="list-style-type: none"> • Explain the author's purpose and the central idea (message) within a text using text evidence • Write a response that identifies the central idea with supporting evidence
2.0	2NW	3.7C 3.9Diii 3.10B	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Discuss how the text structure contributes to the author's purpose • Write a response that identifies the organizational pattern with text evidence
1.5		3.6A-I 3.9Diii 3.10C	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Identify the organizational pattern the author used • Discuss the author's use of print and graphic features
1.0	1NW	3.6A-I 3.7D 3.9Di 3.10A	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Retell and/or paraphrase important ideas and details in the text in a way that maintains meaning and logical order • Identify and discuss specific ideas/details that support the central idea and are relevant to the author's purpose for writing the text
0.5			Prerequisite skills: I can: <ul style="list-style-type: none"> • Respond to informational texts by orally discussing information learned • Identify the author's purpose for writing a text <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 Third 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 a book club or for an interactive read aloud • Create a kahoot or other review game
3.0 ★	4NW	3.6 3.7B 3.7C 3.7D 3.7G 3.8A	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Use text evidence to write a response that retells and paraphrases, maintaining meaning and logical order • Infer and discuss the theme of a text and distinguish theme from topic using text evidence
2.5		3.6 3.7B 3.7C 3.8A 3.8B 3.8C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Discuss how relationships among the major and minor characters are related to the conflict and resolution • Determine importance of details, ideas, and events and their relationship to the theme • Use text evidence to write a response about the theme
2.0	3NW	3.6 3.7B,C 3.8A-D 3.10A	I can read multiple texts in order to: <ul style="list-style-type: none"> • Explain how significant plot elements and craft moves are related to the author's purpose • Use text evidence to write a response about story events and/or a lesson learned
1.5	2NW	3.6 3.7B,C 3.8B 3.8C 3.8D	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Identify and discuss events/actions that are important to the story, including conflict, resolution, and character relationships • Discuss the influence of the setting on the plot and explain how changing the setting would change the plot • Use text evidence to write a response about a character relationship
1.0	1NW	3.7C 3.7D 3.8A 3.8C 3.10A	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Discuss and retell plot elements including setting, major and minor characters, and sequence of events • Identify and discuss possible themes/messages of a story • Use text evidence to write a response about story events
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> • Respond to literary texts by writing brief comments or a written response while using text evidence 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 Third Grade Phonics Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate 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 skill
3.0 ★	4NW	3.2Aii 3.2Aiv 3.2Av	I can: <ul style="list-style-type: none"> ● Read multisyllabic words in grade level text ● Read and comprehend words with prefixes and suffixes in grade level text ● Use syllable division patterns to segment and read multisyllabic words (VCCCV)
2.5	3NW	3.2Aii 3.2Aiv	I can: <ul style="list-style-type: none"> ● Read multisyllabic words in isolation with final stable syllables ● Use syllable division patterns to segment and read multisyllabic words (VCV, VCCV)
2.0		3.2Aii 3.2Av	I can: <ul style="list-style-type: none"> ● Read and comprehend words in isolation with prefixes and suffixes ● Read multisyllabic words in isolation with closed and open syllables
1.5	2NW	3.2Aii	I can: <ul style="list-style-type: none"> ● Read words in isolations with VCe, vowel teams, diphthongs, and r-controlled syllables
1.0	1NW	3.2Aii	I can: <ul style="list-style-type: none"> ● Read words in isolation with closed and open syllables
0.5			I can: <ul style="list-style-type: none"> ● Use letter/sound and syllable knowledge to determine long and short vowels <p>Or partial understanding of the 1.0 content</p>



FISD Third 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
3.0 ★	4NW	3.2Bi 3.2Bii 3.2Bv	I can: <ul style="list-style-type: none"> ● Use knowledge of homophones to spell words in isolation ● Spell and/or edit for high frequency words ● Use syllable and sound-spelling knowledge to spell and edit multisyllabic words using all syllable types (isolation and in context)
2.5		3.2Bi 3.2Bvi	I can: <ul style="list-style-type: none"> ● Spell and explain the meaning of words with prefixes ● Use syllable knowledge (including final stable) to spell multisyllabic words in isolation
2.0	3NW	3.2Bi 3.2Bvii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell multisyllabic words in isolation ● Spell using suffix rules (dropping the e, changing y to i)
1.5	2NW	3.2Bi 3.2Bvi 3.2Bvii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including VCe, vowel teams, diphthongs, and r-controlled) to spell words in isolation ● Spell and explain the meaning of prefixes in isolation ● Spell suffixes by doubling the consonants
1.0	1NW	3.2Bi	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell words in isolation
0.5			Prerequisite skills: I can approximate spelling by: <ul style="list-style-type: none"> ● Use 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