



FISD Kindergarten 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"> • Work with a writing partner to edit writing • Use a mentor sentence to create a new sentence
3.0 ★	4NW	K.10Di K.10Dvii K.10Dviii K.2E	I can: <ul style="list-style-type: none"> • Write a complete thought in authentic contexts • Shows an understanding of kindergarten conventions when composing a sentence • Use print to accurately form letters in words
2.5		K.10Di K.10Dii K.10Diii K.10Dvii K.10Dviii	I can: <ul style="list-style-type: none"> • Experiment with the use of nouns and verbs to build and write complete sentences
2.0		K.10Dvii K.10Dviii	I can: <ul style="list-style-type: none"> • Show an understanding of placement of capital letters in writing • Show an understanding of placement of periods in writing
1.5	3NW	K.10Dvi	I can: <ul style="list-style-type: none"> • Use appropriate spacing between words when writing a sentence
1.0		K.10Dvii	I can: <ul style="list-style-type: none"> • Use appropriate capitalization in first name
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> • Speak clearly using the conventions of language Or partial understanding of the 1.0 content



FISD Kindergarten 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	K.2Ci K.2Cii	I can: <ul style="list-style-type: none"> • Use letter sounds and patterns to spell single syllable short vowel words in authentic writing contexts • Using letter sounds to write high frequency words in authentic writing contexts
2.5	3NW	K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write CVC words in context • Use letter sounds and patterns to write CCVC words in isolation
2.0		K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write CVC words in isolation • Use letter sounds to write decodable high frequency words in isolation
1.5	2NW	K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write the beginning and ending letter of a word in isolation and in authentic writing contexts • Use letter sounds to write VC words in isolation
1.0			I can: <ul style="list-style-type: none"> • Write my first name with the letters in the correct order • Use letter sounds to write the beginning letter of a word in isolation and in authentic writing contexts
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> • Orally spell my name with the letters in the correct order <p>Or partial understanding of the 1.0 content</p>



FISD Kindergarten 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 ● Create a word ladder
3.0 ★	4NW	K.2Biii K.2Biv	I can: <ul style="list-style-type: none"> ● Read high frequency words with automaticity ● Transfer phonetic knowledge within grade level texts
2.5	3NW	K.2Biii	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge to decode words with beginning and ending digraphs and blends
2.0		K.2Bii K.2Biii	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge to read real and nonsense CVC words in isolation ● Manipulate initial, middle, and final letters in words to create and read new words
1.5	2NW	K.2Bi K.2Bii	I can: <ul style="list-style-type: none"> ● Identify and point to the letter on the alphabet when orally provided the name of the letter (entire alphabet) ● Match capital letters to the correct lowercase letters (entire alphabet) ● Produce the sound when shown and/or told a letter (entire alphabet) ● Blend sounds to read slides ● Use phonetic knowledge to read VC words in isolation
1.0	1NW	K.2Bi	I can: <ul style="list-style-type: none"> ● Identify and point to the letter on the alphabet when orally provided the name of the letter (8 or more letters) ● Match capital letters to the correct lowercase letters (8 or more letters) ● Produce the sound when shown and/or told a letter (8 or more letters)
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Identify environmental print Or partial understanding of the 1.0 content



FISD Kindergarten 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	K.10A K.10B K.10C K.10D	I can: <ul style="list-style-type: none"> Independently use the writing process in a recursive manner Develop multiple drafts in written form while staying on topic across pages Transfer complete thoughts and ideas onto the pages in word form
2.5	3NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Develop drafts in written form across pages while staying on topic Revise drafts using strategies (such as adding details in words)
2.0		K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Develop multiple drafts in written form across pages Demonstrate attempts to revise and edit
1.5	2NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Revise drafts using strategies (such as adding details in pictures) Experiment with developing drafts in written form across pages
1.0	1NW	K.10A K.10B	I can: <ul style="list-style-type: none"> Brainstorm an idea by discussing the idea Plan a draft in oral form by touching the blank page and orally saying the story Develop pictorial drafts on topic Develop multiple drafts in pictorial form across pages
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> Share ideas and tell stories associated with marks on paper <p>Or partial understanding of the 1.0 content</p>



FISD Kindergarten Phonological Awareness Learning Progression

Phonological awareness is the ability to recognize and manipulate the sounds that make up **spoken** language. This is an important precursor for reading and writing because it helps students recognize the connection between sounds and letters. Measures of the progression shown below should be based only on the student's ability to **hear and say** the sounds.

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 sort ● Use a blank word ladder to manipulate different sounds to create new words ● Orally create a tongue twister using alliteration
3.0 ★	4NW	K.2Aviii K.2Ax	I can: <ul style="list-style-type: none"> ● Blend sounds to say one-syllable words ● Segment one syllable words (including words with blends) into individual sounds
2.5	3NW	K.2Ai K.2Aix K.2Ax	I can: <ul style="list-style-type: none"> ● Produce rhyming words when given a one syllable word ● Add a syllable to create a multisyllabic word ● Segment one syllable words into individual sounds (VC, CVC)
2.0	2NW	K.2Avi K.2Aix	I can: <ul style="list-style-type: none"> ● Segment words into syllables ● Remove a syllable in a word and say what is left in the word
1.5		K.2Ai K.2vii K.2Av	I can: <ul style="list-style-type: none"> ● Tell if two words rhyme or do not rhyme ● Blend the beginning sound and rime to say a one syllable word ● Blend syllables to say compound words
1.0	1NW	K.2Aii K.2Aiii K.2Aiv	I can: <ul style="list-style-type: none"> ● Recognize and count the individual words in a sentence (four or more) ● Say the beginning sound of a group of words ● Recognize and say the syllables in compound words
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Tell if two words are the same or different ● Tell if two sounds are the same or different Or partial understanding of the 1.0 content



FISD Kindergarten 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	K.5A-I K.6B,C, E K.8Di	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Use strategies to read, comprehend, and respond ● Identify the central idea and supporting evidence ● Use text features to locate new information ● Respond by writing about information learned using text evidence
2.5		K.6B, C K.8Di K.9A K.9C	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Identify the central idea ● Discuss the author's purpose for writing a text using text evidence ● Use text features to gain information and explain how they contribute to the author's purpose ● Respond by illustrating and writing about the information learned while using text evidence
2.0	3NW	K.6B K.8Dii K.9A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Locate text features ● Identify the author's purpose for writing a text ● Respond by illustrating or writing about information learned
1.5	2NW	K.5A-I K.6B, C K.8Di	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Use multiple strategies to comprehend and orally respond ● Tell the topic using evidence from the text ● Pictorially respond by illustrating the information learned
1.0	1NW	K.6B	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Orally respond by discussing information learned ● Orally share opinions, connections, and ideas
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Orally discuss a text (with adult assistance) 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 Kindergarten 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	K.5A-I K.6B, C K.7A-D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> Use strategies to read, comprehend, and respond Orally share opinions, connections, and ideas on topic Respond by illustrating and writing about any story element using text evidence
2.5	3NW	K.6B, C K.7A-D K.9A	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 Discuss and describe the setting Discuss the author's purpose for writing a text using text evidence Tell the theme of the text using text evidence Orally share opinions, connections, and ideas on topic Respond by illustrating or writing about a story element (such as main events, problem/solution) using text evidence
2.0		K.6B K.7B, D K.9A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> Identify the main character Identify the setting Identify the author's purpose for writing a text Respond by illustrating or writing about the main character or setting
1.5	2NW	K.5A-I K.6B K.7A, C	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> Use multiple strategies to comprehend and orally respond Tell the topic using evidence from the text Pictorially respond by illustrating the events
1.0	1NW	K.6A, B K.7C	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> Orally respond by discussing events in the text Orally share opinions, connections, or ideas while staying on topic
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> Orally discuss a text (with adult assistance) <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.