



FISD First 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 ● 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"> ● Use nouns and verbs to compose simple sentences using appropriate capitalization, spacing, and punctuation ● Edit for first grade conventions ● Write legibly with appropriate size and spacing
2.5	3NW	1.11Di 1.11Diii 1.11Dix	I can: <ul style="list-style-type: none"> ● Use nouns and verbs to compose simple sentences ● Compose and edit for appropriate use of punctuation
2.0		1.11Di 1.11Dviii	I can: <ul style="list-style-type: none"> ● Compose and edit for appropriate use of capitalization
1.5	2NW	1.11Dviii 1.11Dix	I can: <ul style="list-style-type: none"> ● Identify different forms of punctuation in writing ● Identify when to use appropriate capitalization
1.0	1NW	1.11Di	I can: <ul style="list-style-type: none"> ● Write a complete thought ● Show an understanding of a complete sentence
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> ● Speak using the conventions of language by communicating in complete thoughts Or partial understanding of the 1.0 content



FISD First Grade 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 ● 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 sound is added, removed, or substituted
2.5		1.2Aiv 1.2Avii	I can: <ul style="list-style-type: none"> ● Identify the sound that is different in the initial, middle, or final part of the word ● Segment one syllable words (including words with blends) into individual sounds
2.0	3NW	1.2Aiii 1.2Av	I can: <ul style="list-style-type: none"> ● Determine if the vowel sound in a word is short or long ● Blend sounds in 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 sound of a group of words ● Segment one syllable words into individual sounds (CVC) ● Listen to multiple 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 multiple rhyming words when given a one syllable word ● Listen to multiple words and determine if <ul style="list-style-type: none"> ○ the initial sound is the same or different ○ the final sound is the same or different
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Count the words in a sentence ● Blend syllables to say compound words ● Segment multisyllabic and compound words into syllables ● Determine 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	1.2Ci 1.2Cii 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> • Using sound-spelling patterns and syllable knowledge to spell a variety one syllable words in authentic writing contexts • Using sound-spelling patterns to write high frequency words in authentic writing contexts
2.5	3NW	1.2Ci 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> • Use knowledge of r-controlled syllables (ar and or) to spell words in isolation • Using sound-spelling patterns to write high frequency words in context
2.0		1.2Ci 1.2Cii 1.2Ciii	I can: <ul style="list-style-type: none"> • Use knowledge of vowel team syllables to spell words in isolation • Use phonetic knowledge and sound-spelling patterns to write one syllable short vowel words in contexts
1.5	2NW	1.2Ci 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> • Use knowledge of open syllables to spell words in isolation • Use knowledge of VCe syllables to spell words in isolation • Using sound-spelling patterns to write high frequency words in isolation
1.0	1NW	1.2Ci 1.2Cii 1.2Ciii	I can: <ul style="list-style-type: none"> • Using knowledge of closed syllables to spell words in isolation and in context • Use phonetic knowledge and sound-spelling patterns (including simple initial and final consonant blends and digraphs) to spell words in isolation
0.5			Pre-requisite Skills: I can: <ul style="list-style-type: none"> • Use letter sounds to spell VC words in isolation • Use two or more letters to phonologically represent sounds in words in isolation Or partial understanding of the 1.0 content



FISD First Grade Phonics Learning Progression

Phonetic knowledge refers to the understanding of the sounds used in language and the symbols to represent those sounds. Measures of the progression shown below should be based only on the student's ability to **read** the words.

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	1.2Bi 1.2Bii 1.2Biii 1.2Biv	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	1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including r-controlled vowels) to decode real and nonsense words in isolation ● Decode a variety of words in isolation and/or context using previously learned phonetic and syllable knowledge
2.0		1.2Bi 1.2Bii 1.2Biii	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	1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including open and VCe syllables) to decode real and nonsense words in isolation ● Decode a variety of words in isolation and/or context using previously learned phonetic and syllable knowledge
1.0	1NW	1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge (including initial and final digraphs) to decode real and nonsense words in isolation ● 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 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 Use 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 multiple pieces of writing with relevant details specific to genre Develop multiple pieces of writing with a clear 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"> Develop ideas with relevant details specific to genre Develop multiple pieces of writing with a clear introduction Demonstrate revision strategies (elaborating by including relevant details)
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 using strategies (such as adding to pictures and/or 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 <p>Or partial understanding of the 1.0 content</p>



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			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 1.7B-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		1.7C, D 1.9Di, Dii 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 information ● Identify the central idea and supporting evidence (with teacher support) ● Discuss the author's purpose using text evidence ● Respond by writing about information learned
2.0	3NW	1.7E 1.9Di, Dii	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 ● Respond by writing brief comments about the text
1.5	2NW	1.6A-I 1.7D, F 1.9Di 1.10A	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	1.7D, F 1.10A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● 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 ● 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	1.6A-i 1.7C, D 1.8B-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 ● 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	1.8A-C 1.7C 1.10A	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 ● Explain the author's purpose using text evidence ● Discuss the theme using text evidence ● Respond by writing about story elements
2.0		1.7B 1.8A-D 1.10A	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 ● Discuss the theme of the text ● Respond by writing brief comments about the text
1.5	2NW	1.6 1.7B 1.8B-D 1.10A	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 ● Tell why the author wrote the text ● Respond by illustrating or writing brief comments about any story element
1.0	1NW	1.7D,E 1.8A, C 1.10A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Identify the topic (with teacher support) ● 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 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.