



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 Use a variety of strategies (word choice, sensory details, dialogue, actions, tension, 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	2.11Bi 2.11Bii 2.11D 2.10	I can: <ul style="list-style-type: none"> Develop multiple pieces of writing with a conclusion Develop multiple pieces of writing with a purposeful structure Elaborate by including relevant details
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 an introduction Develop multiple pieces of writing with organization and a specific focus 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"> Develop writing with more details that support ideas Demonstrate use of craft moves (actions, details, tension, etc)
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 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. <p>Or partial understanding of the 1.0 content</p>



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 2.7C,D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Use a variety of strategies to comprehend and respond • Write a 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 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	2.7B,C,E 2.9Di 2.9Dii	I can read multiple 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 2.7C,E 2.9Di 2.10A	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 • Tell the topic • Use text evidence to explain the author's purpose • Respond by writing about the information learned using text evidence
1.0	1NW	2.10A 2.7B, F	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> • 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 <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 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 2.8A	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Use a variety of strategies to comprehend and respond ● Write a response that retells the text while using text evidence and maintaining meaning and logical order ● Discuss the theme using text evidence
2.5	3NW	2.7B 2.7D 2.8B-D	I can read multiple texts in order to: <ul style="list-style-type: none"> ● Describe the progression of the plot in chronological order (including conflict/resolution) ● Explain plot elements (such as setting, characters) ● Respond orally by paraphrasing while maintaining meaning and logical order
2.0		2.10A 2.8B-D 2.10D 2.7B, D	I can read multiple texts in order to: <ul style="list-style-type: none"> ● 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 2.7C 2.8B-D	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 plot elements ● Respond by writing about the events in a text using text evidence
1.0	1NW	2.7B 2.8 B-D 2.10A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● 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 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"> ● Use a mentor sentence to create a new sentence ● Rewrite a mentor sentence as a different sentence type
3.0 ★	4NW	2.11Di 2.11Dviii 2.11Dix 2.11Dx	I can: <ul style="list-style-type: none"> ● Use conjunctions to enhance the meaning of sentences with compound subjects or compound predicates ● Edit for second grade conventions ● Use print to write legibly with appropriate size and spacing
2.5	3NW	2.11Dii 2.11Diii 2.11Div 2.11Dx	I can: <ul style="list-style-type: none"> ● Compose and edit using a variety of form of punctuation in writing ● Use nouns, verbs, and adjectives to compose simple sentences
2.0	2NW	2.11Dix	I can: <ul style="list-style-type: none"> ● Compose and edit with appropriate use of capitalization (beginning of the sentence and the word "I")
1.5		2.11Dx	I can: <ul style="list-style-type: none"> ● Identify and explain the use of different forms of punctuation ● Compose and edit with appropriate use of spacing between letters, words, and sentences.
1.0	1NW	2.11Di 2.11Dix 2.11Dx	I can: <ul style="list-style-type: none"> ● Show an understanding of capital letters, spacing, and punctuation ● Use nouns and verbs to compose a simple sentence
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● Identify a complete sentence Or partial understanding of the 1.0 content



FISD Second Grade Spelling 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 **spell multisyllabic** words.

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	I can: <ul style="list-style-type: none"> ● Use syllable and sound-spelling knowledge to spell and edit two-syllable words using all syllable types (isolation and in context)
2.5	3NW	2.2Ci	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including final stable) to spell two-syllable words in isolation
2.0		2.2Ci	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell two-syllable words in isolation
1.5	2NW	2.2Ci	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including VCe, vowel teams r-controlled) to spell words in isolation ● Use sound-spelling knowledge (such as diphthongs) to spell words in isolation
1.0	1NW	2.2Ci	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell words in isolation ● Use sound-spelling knowledge (such as digraphs and blends) 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



FISD Second 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 single syllable and multisyllabic** 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 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	2.2Bi 2.2Biii 2.2Bv	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 and in context on grade level text • Use syllable division patterns to segment and read two-syllable words in isolation (including VCCV, VCV, VCCCV)
2.5	3NW	2.2Biii	I can: <ul style="list-style-type: none"> • Read two-syllable words with varying syllable types in isolation • Use syllable knowledge (including final stable) to decode words with two-syllables in isolation
2.0		2.2Biii 2.2Bv	I can: <ul style="list-style-type: none"> • Use syllable knowledge (including closed and open) to read two-syllable words in isolation • Use syllable division patterns to read multisyllabic words in isolation (including VCCV and VCV)
1.5	2NW	2.2Biii	I can: <ul style="list-style-type: none"> • Use syllable knowledge (including VCe, vowel team and r-controlled) to read words in isolation • Use phonetic knowledge (such as diphthongs) to read words in isolation
1.0	1NW	2.2Bi 2.2Biii	I can: <ul style="list-style-type: none"> • Use syllable knowledge (including closed and open) to read words in isolation • Use letter/sound knowledge (such as initial and final blends, digraphs, and trigraphs) to decode real and nonsense single syllable words in isolation
0.5			I can: <ul style="list-style-type: none"> • Use letter/sound and syllable knowledge to determine long and short vowels Or partial understanding of the 1.0 content