



## 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"> <li>Adapt a fully developed piece of writing from one genre to another</li> </ul>
3.0 ★	4NW	3.11A 3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> <li>Demonstrate depth of thought in writing by applying author's craft purposefully</li> <li>Draft and revise to increase reader engagement and provide clarity (i.e. word choice, sentence structure, introductions, conclusions, transitions)</li> </ul>
2.5	3NW	3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> <li>Use writer's craft, language, and word choice to develop a draft that supports the purpose of the writing piece</li> <li>Revise writing for weight (using a variety of strategies to balance the explanation given to support each idea)</li> <li>Apply revision strategies to combine or rearrange sentences where necessary</li> </ul>
2.0	2NW	3.11A 3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> <li>Use brainstormed ideas to develop an increased volume of notebook entries that show understanding of genre characteristics</li> <li>Apply revision strategies to add and delete sentences, thoughts, or ideas where necessary</li> <li>Draft and revise conclusions to increase reader engagement</li> </ul>
1.5		3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> <li>Draft and revise introductions to increase reader engagement</li> <li>Select and include transitions that improve coherence and organization</li> </ul>
1.0	1NW	3.11A 3.11Bi 3.11Bii	I can: <ul style="list-style-type: none"> <li>Use brainstormed ideas to develop notebook entries that show understanding of genre characteristics</li> <li>Make a plan for a draft that shows understanding of genre characteristics</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>Use parts of the writing process to develop a draft</li> </ul> Or partial understanding of the 1.0 content



### **FISD Third Grade Conventions Learning Progression**

<b>Yearly Target</b>	<b>Nine Weeks Target</b>	<b>TEKS</b>	<b>Priority Topic: I can apply writing conventions.</b>
Extension			I can: <ul style="list-style-type: none"> <li>● Rewrite a mentor sentence as a different sentence type</li> <li>● Research other sentence types. Create a presentation of my findings and teach to other</li> <li>● Write a song that teaches one of the convention rules learned</li> </ul>
3.0 ★	4NW	3.11Di 3.11Dviii 3.11Dix 3.11Dx	I can: <ul style="list-style-type: none"> <li>● Compose a variety of sentence types using appropriate placement of capitalization, spacing, and punctuation, and the correct use of the coordinating conjunctions</li> </ul>
2.5		3.11Dx	I can: <ul style="list-style-type: none"> <li>● Edit sentences for punctuation in writing (apostrophes in contractions and commas in a series)</li> </ul>
2.0	3NW	3.11Di 3.11Dx 3.11Dviii	I can: <ul style="list-style-type: none"> <li>● Edit compound sentences for correct comma usage and end punctuation</li> <li>● Compose compound sentences with correct coordinating conjunctions to form compound sentences</li> </ul>
1.5	2NW	3.11Di 3.11Dix	I can: <ul style="list-style-type: none"> <li>● Edit sentences for appropriate capitalization in writing (such as official titles of people, holidays, etc)</li> <li>● Compose simple sentences with correct use of compound subjects or compound predicates</li> </ul>
1.0	1NW	3.11Di 3.11Dviii	I can: <ul style="list-style-type: none"> <li>● Identify compound subjects and compound predicates</li> <li>● Edit sentences for appropriate use of conjunctions when forming compound subjects and/or compound predicates</li> <li>● Compose complete simple sentences with correct subject-verb agreement</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>● Demonstrate an understanding of what makes a complete sentences (capital letters, spacing, and punctuation)</li> </ul> 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"> <li>• Develop questions for an interactive read aloud</li> <li>• Create a new text feature for a nonfiction book</li> <li>• Create a kahoot or other review game</li> </ul>
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"> <li>• Explain the author's use of print and graphic features and how they achieve a specific purpose</li> <li>• Use text evidence to write a response and explain how the text structure contributes to the author's purpose</li> <li>• Write a response that retells and paraphrases the text while maintaining meaning and logical order</li> </ul>
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"> <li>• Explain the author's purpose and the central idea (message) within a text using text evidence</li> <li>• Write a response that identifies the central idea with supporting evidence</li> </ul>
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"> <li>• Discuss how the text structure contributes to the author's purpose</li> <li>• Write a response that identifies the organizational pattern with text evidence</li> </ul>
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"> <li>• Identify the organizational pattern the author used</li> <li>• Discuss the author's use of print and graphic features</li> </ul>
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"> <li>• Retell and/or paraphrase important ideas and details in the text in a way that maintains meaning and logical order</li> <li>• Identify and discuss specific ideas/details that support the central idea and are relevant to the author's purpose for writing the text</li> </ul>
0.5			Prerequisite skills: I can: <ul style="list-style-type: none"> <li>• Respond to informational texts by orally discussing information learned</li> <li>• Identify the author's purpose for writing a text</li> </ul> <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"> <li>• Develop questions about a shared text to use in a book club or for an interactive read aloud</li> <li>• Create a kahoot or other review game</li> </ul>
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"> <li>• Use text evidence to write a response that retells and paraphrases, maintaining meaning and logical order</li> <li>• Infer and discuss the theme of a text and distinguish theme from topic using text evidence</li> </ul>
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"> <li>• Discuss how relationships among the major and minor characters are related to the conflict and resolution</li> <li>• Determine importance of details, ideas, and events and their relationship to the theme</li> <li>• Use text evidence to write a response about the theme</li> </ul>
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"> <li>• Explain how significant plot elements and craft moves are related to the author's purpose</li> <li>• Use text evidence to write a response about story events and/or a lesson learned</li> </ul>
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"> <li>• Identify and discuss events/actions that are important to the story, including conflict, resolution, and character relationships</li> <li>• Discuss the influence of the setting on the plot and explain how changing the setting would change the plot</li> <li>• Use text evidence to write a response about a character relationship</li> </ul>
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"> <li>• Discuss and retell plot elements including setting, major and minor characters, and sequence of events</li> <li>• Identify and discuss possible themes/messages of a story</li> <li>• Use text evidence to write a response about story events</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>• Respond to literary texts by writing brief comments or a written response while using text evidence</li> </ul> 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"> <li>● Design a game that others could play using a specific phonetic skill</li> <li>● Invent a station for your class using a specific phonetic skill</li> <li>● Create a set of flashcards to help your classmate improve their understanding of a specific skill</li> </ul>
3.0 ★	4NW	3.2Aii 3.2Aiv 3.2Av	I can: <ul style="list-style-type: none"> <li>● Read multisyllabic words in grade level text</li> <li>● Read and comprehend words with prefixes and suffixes in grade level text</li> <li>● Use syllable division patterns to segment and read multisyllabic words (VCCCV)</li> </ul>
2.5	3NW	3.2Aii 3.2Aiv	I can: <ul style="list-style-type: none"> <li>● Read multisyllabic words in isolation with final stable syllables</li> <li>● Use syllable division patterns to segment and read multisyllabic words (VCV, VCCV)</li> </ul>
2.0		3.2Aii 3.2Av	I can: <ul style="list-style-type: none"> <li>● Read and comprehend words in isolation with prefixes and suffixes</li> <li>● Read multisyllabic words in isolation with closed and open syllables</li> </ul>
1.5	2NW	3.2Aii	I can: <ul style="list-style-type: none"> <li>● Read words in isolations with VCe, vowel teams, diphthongs, and r-controlled syllables</li> </ul>
1.0	1NW	3.2Aii	I can: <ul style="list-style-type: none"> <li>● Read words in isolation with closed and open syllables</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>● Use letter/sound and syllable knowledge to determine long and short vowels</li> </ul> Or partial understanding of the 1.0 content



### 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"> <li>● Create a list of nonsense words that follow a specific spelling pattern</li> <li>● Use nonsense words to create a funny story</li> </ul>
3.0 ★	4NW	3.2Bi 3.2Bii 3.2Bv	I can: <ul style="list-style-type: none"> <li>● Use knowledge of homophones to spell words in isolation</li> <li>● Spell and/or edit for high frequency words</li> <li>● Use syllable and sound-spelling knowledge to spell and edit multisyllabic words using all syllable types (isolation and in context)</li> </ul>
2.5		3.2Bi 3.2Bvi	I can: <ul style="list-style-type: none"> <li>● Spell and explain the meaning of words with prefixes</li> <li>● Use syllable knowledge (including final stable) to spell multisyllabic words in isolation</li> </ul>
2.0	3NW	3.2Bi 3.2Bvii	I can: <ul style="list-style-type: none"> <li>● Use syllable knowledge (including closed and open) to spell multisyllabic words in isolation</li> <li>● Spell using suffix rules (dropping the e, changing y to i)</li> </ul>
1.5	2NW	3.2Bi 3.2Bvi 3.2Bvii	I can: <ul style="list-style-type: none"> <li>● Use syllable knowledge (including VCe, vowel teams, diphthongs, and r-controlled) to spell words in isolation</li> <li>● Spell and explain the meaning of prefixes in isolation</li> <li>● Spell suffixes by doubling the consonants</li> </ul>
1.0	1NW	3.2Bi	I can: <ul style="list-style-type: none"> <li>● Use syllable knowledge (including closed and open) to spell words in isolation</li> </ul>
0.5			Prerequisite skills: I can approximate spelling by: <ul style="list-style-type: none"> <li>● Use syllable knowledge to spell one syllable words in isolation</li> <li>● Using letter/sound knowledge (such as initial and final blends and digraphs) to spell single syllable words in isolation</li> </ul> Or partial understanding of the 1.0 content