



FISD First Grade Phonics Learning Progression

*Phonological Awareness is the ability to recognize and manipulate the **sounds** in spoken words.*

These skills are shown below in italics.

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	1.2Avi 1.2Bi 1.2Bii 1.2Biii 1.2Biv	I can: <ul style="list-style-type: none"> ● <i>Substitute initial and ending sounds in words to create new words</i> ● Use phonetic knowledge (including diphthongs) to decode real words in isolation ● Use syllable knowledge (including r-controlled vowels) to decode real and nonsense words in isolation ● 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"> ● Decode a variety of words in isolation and/or context using previously learned phonetic and syllable knowledge ● Use syllable knowledge (vowel team syllables) to decode real and nonsense words in isolation
2.0		1.2Aiv 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● <i>Add and/or delete initial and final sounds in words</i> ● Use syllable knowledge (including VCe syllables and vowel team syllables) to decode real and nonsense words in isolation
1.5	2NW	1.2Av, vii 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● <i>Segment and blend words with four phonemes</i> ● Use syllable knowledge (including open syllables) 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
1.0	1NW	1.2Av, vii 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> ● <i>Segment and blend words with three phonemes</i> ● Use phonetic knowledge (including initial and final digraphs) to decode real and nonsense words in isolation ● Use syllable knowledge (including closed syllables) to decode real and nonsense words in isolation
0.5			Prerequisite Skills: 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 • Use knowledge of r-controlled syllables (ar and or) to spell words in isolation
2.5	3NW	1.2Ci 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> • Use knowledge of vowel team syllables 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 phonetic knowledge and sound-spelling patterns to write one syllable short vowel words in contexts • Use knowledge of VCe syllables to spell words in isolation
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 • Using sound-spelling patterns to write high frequency words in isolation • Use phonetic knowledge and sound-spelling patterns (including simple initial and final consonant blends) to spell 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 (digraphs) to spell words in isolation
0.5			Prerequisite Skills: Partial understanding of the 1.0 content



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 ● 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 ● Discuss the author's purpose using text evidence ● Respond by writing about story elements
2.0		1.7B 1.8A-D 1.10A	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's actions ● Discuss the theme of the text using text evidence
1.5	2NW	1.6A-I 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 and setting ● 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 ● Tell why the author wrote the text ● Orally and pictorially recall story elements
0.5			Prerequisite Skills: 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 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 ● Respond by writing and elaborating about information learned while using text evidence and maintaining meaning
2.5	3NW	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 ● Discuss the author's purpose using text evidence
2.0		1.7E 1.9Di, Dii	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Identify and tell the topic ● Respond by writing about information learned
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 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			Prerequisite Skills: 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 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	1.11Bi 1.11.Bii	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
2.0		1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> Develop multiple pieces of writing with a clear introduction Demonstrate revision strategies (such as adding, deleting, removing words/sentences) to improve clarity and flow
1.5	2NW	1.11.Bi 1.11C	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: Partial understanding of the 1.0 content



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: Partial understanding of the 1.0 content