



## FISD Kindergarten 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"> <li>● Design a game that others could play using phonetic and syllable knowledge</li> <li>● Invent a station using phonetic and syllable knowledge that could be used in the classroom</li> <li>● Create a word ladder</li> </ul>
3.0 ★	4NW	K.2Biii K.2Biv	I can: <ul style="list-style-type: none"> <li>● Read high frequency words with automaticity</li> <li>● Transfer phonetic knowledge within grade level texts</li> <li>● Use phonetic knowledge to decode words with beginning and ending blends</li> </ul>
2.5	3NW	K.2Biii	I can: <ul style="list-style-type: none"> <li>● <i>Segment and blend words with 3-4 phonemes using individual sounds</i></li> <li>● Use phonetic knowledge to decode words with beginning and ending digraphs</li> </ul>
2.0		K.2Bii K.2Biii	I can: <ul style="list-style-type: none"> <li>● Use phonetic knowledge to read real and nonsense CVC words in isolation</li> <li>● Manipulate initial, middle, and final letters in words to create and read new words</li> </ul>
1.5	2NW	K.2Bi K.2Bii	I can: <ul style="list-style-type: none"> <li>● <i>Segment and blend words with 2-3 phonemes using individual sounds</i></li> <li>● Identify capital and lowercase letters on the alphabet when orally provided the name of the letter (entire alphabet)</li> <li>● Produce the sound when shown and/or told a letter (entire alphabet)</li> <li>● Blend sounds to read slides and VC words in isolation</li> </ul>
1.0	1NW	K.2Bi	I can: <ul style="list-style-type: none"> <li>● <i>Segment and count words in a sentence</i></li> <li>● Identify capital and lowercase letters on the alphabet when orally provided the name of the letter (8 or more letters)</li> <li>● Produce the sound when shown and/or told a letter (8 or more letters)</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>● Identify environmental print</li> </ul> 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"> <li>• Create a list of nonsense words that follow a specific spelling pattern</li> </ul>
3.0 ★	4NW	K.2Ci K.2Cii	I can: <ul style="list-style-type: none"> <li>• Use letter sounds and patterns to spell single syllable short vowel words in authentic writing contexts</li> <li>• Using letter sounds to write high frequency words in authentic writing contexts</li> </ul>
2.5	3NW	K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> <li>• Use letter sounds to write CVC words in context</li> <li>• Use letter sounds and patterns to write CCVC words in isolation</li> </ul>
2.0		K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> <li>• Use letter sounds to write CVC words in isolation</li> <li>• Use letter sounds to write decodable high frequency words in isolation</li> </ul>
1.5	2NW	K.2Ci	I can: <ul style="list-style-type: none"> <li>• Use letter sounds to write the beginning and ending letter of a word in isolation and in authentic writing contexts</li> <li>• Use letter sounds to write VC words in isolation</li> </ul>
1.0			I can: <ul style="list-style-type: none"> <li>• Write my first name with the letters in the correct order</li> <li>• Use letter sounds to write the beginning letter of a word in isolation and in authentic writing contexts</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>• Orally spell my name with the letters in the correct order</li> </ul> Or partial understanding of the 1.0 content



## 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"> <li>• Develop questions about a shared text to use in guided reading or for an interactive read aloud</li> </ul>
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"> <li>• Use a variety of strategies to read, comprehend, and respond</li> <li>• Respond by illustrating and writing about any story element using text evidence</li> </ul>
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"> <li>• Tell the theme of the text using text evidence</li> <li>• Discuss and describe a variety of plot elements such as the main character, setting, main events, problem/resolution using text evidence</li> </ul>
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"> <li>• Identify plot elements such as main character, setting, main events, problem/resolution</li> <li>• Respond by illustrating or writing about the text</li> </ul>
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"> <li>• Tell the topic using evidence from the text</li> <li>• Identify the author's purpose for writing a text</li> <li>• Pictorially respond by illustrating the events</li> </ul>
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"> <li>• Orally respond by discussing events in the text</li> <li>• Orally share opinions, connections, or ideas while staying on topic</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>• Orally discuss a text (with adult assistance)</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 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"> <li>● Develop questions about a shared text to use in a book club or for an interactive read aloud</li> <li>● Create a new text feature for a nonfiction book</li> </ul>
3.0 ★	4NW	K.5A-I K.6B, C, E K.8Di K.9C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Use strategies to read, comprehend, and respond</li> <li>● Identify the central idea and supporting evidence</li> <li>● Use text features to gain information and explain how they contribute to the author's purpose</li> </ul>
2.5	3NW	K.6B-C K.8Di-ii K.9A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> <li>● Identify the central idea</li> <li>● Discuss the author's purpose for writing a text using text evidence</li> <li>● Locate text features</li> </ul>
2.0		K.6B K.9A	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> <li>● Identify the author's purpose for writing a text</li> <li>● Respond by illustrating or writing about information learned using text evidence</li> </ul>
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"> <li>● Use multiple strategies to comprehend and orally respond</li> <li>● Tell the topic using evidence from the text</li> <li>● Pictorially respond by illustrating the information learned</li> </ul>
1.0	1NW	K.1C K.6B	I can listen to multiple grade level texts read aloud in order to: <ul style="list-style-type: none"> <li>● Orally respond by discussing information learned</li> <li>● Orally share opinions, connections, and ideas</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>● Orally discuss a text (with adult assistance)</li> </ul> Or partial understanding of the 1.0 content

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## 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"> <li>Adapt a fully developed piece of writing from one genre to another</li> </ul>
3.0 ★	4NW	K.10A K.10B K.10C K.10D	I can: <ul style="list-style-type: none"> <li>Independently use the writing process in a recursive manner</li> <li>Develop multiple drafts in written form while staying on topic across pages</li> <li>Transfer complete thoughts and ideas onto the pages in word form</li> </ul>
2.5	3NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> <li>Develop drafts in written form across pages while staying on topic</li> <li>Revise drafts using strategies (such as adding details in words)</li> </ul>
2.0		K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> <li>Develop multiple drafts in written form across pages</li> <li>Demonstrate attempts to revise and edit</li> </ul>
1.5	2NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> <li>Revise drafts using strategies (such as adding details in pictures)</li> <li>Experiment with developing drafts in written form across pages</li> </ul>
1.0	1NW	K.10A K.10B	I can: <ul style="list-style-type: none"> <li>Brainstorm an idea by discussing the idea</li> <li>Plan a draft in oral form by touching the blank page(s)</li> <li>Develop pictorial drafts on topic</li> <li>Develop multiple drafts in pictorial form across pages</li> </ul>
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> <li>Share ideas and tell stories associated with marks on paper</li> </ul> <p>Or partial understanding of the 1.0 content</p>



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