



## **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.*

<b>Yearly Target</b>	<b>Nine Weeks Target</b>	<b>TEKS</b>	<b>Priority Topic: I can demonstrate and apply phonetic knowledge to decode words.</b>
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>● Make a song about about your phonetic and syllable knowledge</li> </ul>
3.0 ★	4NW	1.2Avi 1.2Bi 1.2Bii 1.2Biii 1.2Biv	I can: <ul style="list-style-type: none"> <li>● <i>Substitute initial and ending sounds in words to create new words</i></li> <li>● Use phonetic knowledge (including diphthongs) to decode real words in isolation</li> <li>● Use syllable knowledge (including r-controlled vowels) to decode real and nonsense words in isolation</li> <li>● Transfer phonetic and syllable knowledge fluently within grade level decodable texts</li> </ul>
2.5	3NW	1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> <li>● Decode a variety of words in isolation and/or context using previously learned phonetic and syllable knowledge</li> <li>● Use syllable knowledge (vowel team syllables) to decode real and nonsense words in isolation</li> </ul>
2.0		1.2Aiv 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> <li>● <i>Add and/or delete initial and final sounds in words</i></li> <li>● Use syllable knowledge (including VCe syllables and vowel team syllables) to decode real and nonsense words in isolation</li> <li>● Transfer phonetic and syllable knowledge within grade level decodable texts (including closed and open syllables)</li> </ul>
1.5	2NW	1.2Av, vii 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> <li>● <i>Segment and blend words with four phonemes</i></li> <li>● Use syllable knowledge (including open syllables) to decode real and nonsense words in isolation</li> <li>● Use letter/sound knowledge (such as initial and final blends) to decode real and nonsense words in isolation</li> </ul>
1.0	1NW	1.2Av, vii 1.2Bi 1.2Bii 1.2Biii	I can: <ul style="list-style-type: none"> <li>● <i>Segment and blend words with three phonemes</i></li> <li>● Use phonetic knowledge (including initial and final digraphs) to decode real and nonsense words in isolation</li> <li>● Use syllable knowledge (including closed syllables) to decode real and nonsense words in isolation</li> </ul>
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"> <li>• Create a list of nonsense words that follow a specific spelling pattern</li> </ul>
3.0 ★	4NW	1.2Ci 1.2Cii 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> <li>• Using sound-spelling patterns and syllable knowledge to spell a variety one syllable words in authentic writing contexts</li> <li>• Using sound-spelling patterns to write high frequency words in authentic writing contexts</li> <li>• Use knowledge of r-controlled syllables (ar and or) to spell words in isolation</li> </ul>
2.5	3NW	1.2Ci 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> <li>• Use knowledge of vowel team syllables to spell words in isolation</li> <li>• Using sound-spelling patterns to write high frequency words in context</li> </ul>
2.0		1.2Ci 1.2Cii 1.2Ciii	I can: <ul style="list-style-type: none"> <li>• Use phonetic knowledge and sound-spelling patterns to write one syllable short vowel words in context</li> <li>• Use knowledge of VCe syllables to spell words in isolation</li> </ul>
1.5	2NW	1.2Ci 1.2Ciii 1.2Civ	I can: <ul style="list-style-type: none"> <li>• Use knowledge of open syllables to spell words in isolation</li> <li>• Using sound-spelling patterns to write high frequency words in isolation</li> <li>• Use phonetic knowledge and sound-spelling patterns (including simple initial and final consonant blends) to spell words in isolation</li> </ul>
1.0	1NW	1.2Ci 1.2Cii 1.2Ciii	I can: <ul style="list-style-type: none"> <li>• Using knowledge of closed syllables to spell words in isolation and in context</li> <li>• Use phonetic knowledge and sound-spelling patterns (digraphs) to spell words in isolation</li> </ul>
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"> <li>● Develop questions about a shared text to use in guided reading or for an interactive read aloud</li> <li>● Think about changing one story element in a self-selected literary text and write a response about how that impacts the story</li> <li>● Create and perform a play based off of a literary text</li> </ul>
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"> <li>● Use strategies to read, comprehend, and respond</li> <li>● Respond by writing about story elements while using text evidence and maintaining meaning</li> </ul>
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"> <li>● Discuss, describe, and give reasons for the main character's actions</li> <li>● Discuss the author's purpose using text evidence</li> <li>● Respond by writing about story elements</li> </ul>
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"> <li>● Discuss and describe the main character's actions</li> <li>● Discuss the theme of the text using text evidence</li> </ul>
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"> <li>● Use a variety of strategies to comprehend and respond</li> <li>● Discuss and describe the main character and setting</li> <li>● Respond by writing to express an understanding of the text</li> </ul>
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"> <li>● Identify the topic</li> <li>● Tell why the author wrote the text</li> <li>● Respond by illustrating or writing brief comments</li> </ul>
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"> <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	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"> <li>● Use strategies to read, comprehend, and respond</li> <li>● Respond by writing about information learned while using text evidence and maintaining meaning</li> </ul>
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"> <li>● Identify the central idea and supporting evidence</li> <li>● Discuss the author's purpose using text evidence</li> <li>● Respond by writing about information learned while using text evidence</li> </ul>
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"> <li>● Identify and tell the topic</li> <li>● Use text features to locate information</li> </ul>
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"> <li>● Use a variety of strategies to comprehend and respond</li> <li>● Identify and tell why the author wrote the text</li> <li>● Respond by writing to express an understanding of the text</li> </ul>
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"> <li>● Tell why the author wrote the text (with teacher support)</li> <li>● Respond by illustrating or writing brief comments about information learned</li> </ul>
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"> <li>Adapt a fully developed piece of writing from one genre to another</li> </ul>
3.0 ★	4NW	1.11A 1.11.Bii 1.11C 1.11D	I can: <ul style="list-style-type: none"> <li>Independently use the writing process in a recursive manner in multiple genres</li> <li>Use a variety of strategies through drafting, revising, and publishing to develop multiple pieces of writing across pages that show evidence of purposeful application</li> </ul>
2.5	3NW	1.11Bi 1.11.Bii	I can: <ul style="list-style-type: none"> <li>Develop multiple pieces of writing with relevant details specific to genre</li> <li>Develop multiple pieces of writing with a clear conclusion</li> </ul>
2.0		1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> <li>Develop multiple pieces of writing with a clear introduction</li> <li>Demonstrate revision strategies (such as adding, deleting, removing words/sentences) to improve clarity and flow</li> </ul>
1.5	2NW	1.11.Bi 1.11C	I can: <ul style="list-style-type: none"> <li>Develop drafts with a logical order specific to genre</li> <li>Revise drafts by using strategies (such as adding and removing words and/or sentences) to make the body of the draft clear</li> </ul>
1.0	1NW	1.11A 1.11.Bii 1.11C	I can: <ul style="list-style-type: none"> <li>Make a plan for a draft by touching and telling each page and/or drawing ideas across pages</li> <li>Develop drafts in written form across pages while staying on topic</li> <li>Revise drafts by using strategies (such as adding to pictures and words)</li> </ul>
0.5			Prerequisite 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"> <li>● Rewrite a mentor sentence as a different sentence type</li> <li>● Use a mentor sentence to create a new sentence</li> </ul>
3.0 ★	4NW	1.11Di 1.11Diii 1.11Dviii 1.11Dix 1.2F	I can: <ul style="list-style-type: none"> <li>● Use nouns and verbs to compose simple sentences using appropriate capitalization, spacing, and punctuation</li> <li>● Edit for first grade conventions</li> <li>● Write legibly with appropriate size and spacing</li> </ul>
2.5	3NW	1.11Di 1.11Diii 1.11Dix	I can: <ul style="list-style-type: none"> <li>● Use nouns and verbs to compose simple sentences</li> <li>● Compose and edit for appropriate use of punctuation</li> </ul>
2.0		1.11Di 1.11Dviii	I can: <ul style="list-style-type: none"> <li>● Compose and edit for appropriate use of capitalization</li> </ul>
1.5	2NW	1.11Dviii 1.11Dix	I can: <ul style="list-style-type: none"> <li>● Identify different forms of punctuation in writing</li> <li>● Identify when to use appropriate capitalization</li> </ul>
1.0	1NW	1.11Di	I can: <ul style="list-style-type: none"> <li>● Write a complete thought</li> <li>● Show an understanding of a complete sentence</li> </ul>
0.5			Prerequisite Skills:  Partial understanding of the 1.0 content