



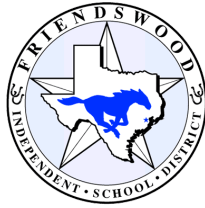
FISD Third Grade Phonics Learning Progression

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"> ● 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 skill
3.0 ★	4NW	3.2Aii 3.2Aiv 3.2Av	I can: <ul style="list-style-type: none"> ● Read multisyllabic words in grade level text ● Read and comprehend words with prefixes and suffixes in grade level text ● Use syllable division patterns to segment and read multisyllabic words (VCCCV)
2.5	3NW	3.2Aii 3.2Aiv	I can: <ul style="list-style-type: none"> ● Read multisyllabic words in isolation with final stable syllables ● Use syllable division patterns to segment and read multisyllabic words (VCV, VCCV)
2.0		3.2Aii 3.2Av	I can: <ul style="list-style-type: none"> ● Read and comprehend words in isolation with prefixes and suffixes ● Read multisyllabic words in isolation with closed and open syllables
1.5	2NW	3.2Aii	I can: <ul style="list-style-type: none"> ● Read two syllable words in isolation with VCe, vowel teams, diphthongs, and r-controlled syllables ● Transfer phonetic and syllable knowledge fluently within text
1.0	1NW	3.2Aii	I can: <ul style="list-style-type: none"> ● Read two syllable words in isolation with closed and open syllables
0.5			Prerequisite Skills: Partial understanding of the 1.0 content



FISD Third Grade Spelling Learning Progression

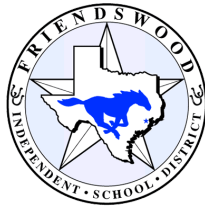
Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate and apply phonetic knowledge to spell words.
Extension			I can: <ul style="list-style-type: none"> ● Create a list of nonsense words that follow a specific spelling pattern ● Use nonsense words to create a funny story
3.0 ★	4NW	3.2Bi 3.2Bii 3.2Bv	I can: <ul style="list-style-type: none"> ● Spell and/or edit for high frequency words ● Use syllable and sound-spelling knowledge to spell and edit multisyllabic words using all syllable types (isolation and in context)
2.5	3NW	3.2Bi 3.2Bvi	I can: <ul style="list-style-type: none"> ● Spell and explain the meaning of words with prefixes ● Use syllable knowledge (including final stable) to spell multisyllabic words in isolation
2.0		3.2Bi 3.2Bvii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell multisyllabic words in isolation ● Spell words with a variety of commonly used suffixes
1.5	2NW	3.2Bi 3.2Bvi 3.2Bvii	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including VCe, vowel teams, diphthongs, and r-controlled) to spell two syllable words in isolation ● Spell and explain the meaning of prefixes in isolation
1.0	1NW	3.2Bi	I can: <ul style="list-style-type: none"> ● Use syllable knowledge (including closed and open) to spell two syllable words in isolation
0.5			Prerequisite skills: Partial understanding of the 1.0 content



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"> ● Develop questions about a shared text to use in a book club or for an interactive read aloud ● Create a kahoot or other review game
3.0 ☆	4NW	3.6A-I 3.7B,C 3.8A	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Infer and discuss the theme of a text and distinguish theme from topic using text evidence ● Write a response using text evidence that explains the author's use and purpose of imagery and descriptive language
2.5	3NW	3.6A-I 3.7B-D 3.7G 3.8A-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Discuss how relationships among the major and minor characters are related to the conflict and resolution ● Retell and paraphrase important details, ideas, and events ● Write a response about the theme using text evidence
2.0			Partial understanding of the 2.5 content
1.5	2NW	3.6A-I 3.8A 3.8C-D 3.10A, D	I can read multiple texts in order to: <ul style="list-style-type: none"> ● Discuss the influence of the setting on the plot and explain how changing the setting would change the plot ● Identify and discuss possible themes/messages ● Identify the purpose of the author's use of imagery and descriptive language
1.0	1NW	3.6 3.7B-C 3.7D 3.8C	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Discuss and retell plot elements including setting, major and minor characters, conflict and resolution, and sequence of events ● Write a response about story events using text evidence
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 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"> ● Develop questions for an interactive read aloud ● Create a new text feature for a nonfiction book ● Create a kahoot or other review game
3.0 ☆	4NW	3.6A-I 3.7B-D 3.10C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Explain the author's use of print and graphic features and how they achieve a specific purpose ● Write a response that retells and paraphrases the text while maintaining meaning and logical order using text evidence
2.5	3NW	3.6A-I 3.9Di 3.9Diii 3.10A-B	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Explain the author's purpose and the central idea (message) within a text using text evidence ● Discuss how the text structure contributes to the author's purpose
2.0			Partial understanding of the 2.5 content
1.5	2NW	3.6A-I 3.7B, C 3.9Diii 3.10C	I can read multiple texts in order to: <ul style="list-style-type: none"> ● Identify the organizational pattern the author used ● Write a response that discusses the author's use of print and graphic features with text evidence
1.0	1NW	3.6A-I 3.7D 3.9Di	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> ● Retell and/or paraphrase important ideas and details in the text in a way that maintains meaning and logical order ● Identify at least one specific idea that supports the central idea and is relevant to the author's purpose for writing the text
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 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"> ● Adapt a fully developed piece of writing from one genre to another
3.0 ☆	4NW	3.11A 3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> ● Demonstrate depth of thought in writing by applying author's craft purposefully ● Draft and revise to increase reader engagement and provide clarity (i.e. word choice, sentence structure, introductions, conclusions, transitions)
2.5	3NW	3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> ● Use writer's craft, language, and word choice to develop a draft that supports the purpose of the writing piece ● Revise writing for weight (using a variety of strategies to balance the explanation given to support each idea) ● Apply revision strategies to combine or rearrange sentences where necessary
2.0			Partial understanding of the 2.5 content
1.5	2NW	3.11Bi 3.11Bii 3.11C	I can: <ul style="list-style-type: none"> ● Draft and revise to include transitions ● Apply revision strategies to add and delete sentences, thoughts, or ideas where necessary ● Draft and revise introductions and conclusions to increase reader engagement
1.0	1NW	3.11A 3.11Bi 3.11Bii	I can: <ul style="list-style-type: none"> ● Use brainstormed ideas to develop notebook entries that show understanding of genre characteristics ● Make a plan for a draft that shows understanding of genre characteristics
0.5			Prerequisite Skills: Partial understanding of the 1.0 content



FISD Third 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 ● Research other sentence types. Create a presentation of my findings and teach to other ● Write a song that teaches one of the convention rules learned
3.0 ★	4NW	3.11Di 3.11Dviii 3.11Dix 3.11Dx	I can: <ul style="list-style-type: none"> ● Compose a variety of sentence types using appropriate placement of capitalization, spacing, and punctuation, and the correct use of the coordinating conjunctions
2.5	3NW	3.11Di	I can: <ul style="list-style-type: none"> ● Compose compound sentences with correct coordinating conjunctions to form compound sentences
2.0		3.11Di 3.11Dx 3.11Dviii	I can: <ul style="list-style-type: none"> ● Edit compound sentences for correct comma usage, correct coordinating conjunctions, and punctuation to form compound sentences
1.5	2NW	3.11Di 3.11Dx 3.11Dix	I can: <ul style="list-style-type: none"> ● Edit sentences for appropriate capitalization in writing (such as official titles of people, holidays, etc) ● Edit sentences for punctuation in writing (apostrophes in contractions and commas in a series)
1.0	1NW	3.11Di 3.11Dviii	I can: <ul style="list-style-type: none"> ● Compose complete simple sentences with correct subject-verb agreement and appropriate capitalization and punctuation ● Compose simple sentences with correct use of compound subjects or compound predicates
0.5			Prerequisite Skills: Partial understanding of the 1.0 content