



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"> ● 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 ● Create a word ladder
3.0 ★	4NW	K.2Biii K.2Biv	I can: <ul style="list-style-type: none"> ● Read high frequency words with automaticity ● Transfer phonetic knowledge within grade level decodable texts ● Use phonetic knowledge to decode words with beginning and ending blends
2.5	3NW	K.2Biii	I can: <ul style="list-style-type: none"> ● <i>Segment and blend words with 3-4 phonemes using individual sounds</i> ● Use phonetic knowledge to decode words with beginning and ending digraphs
2.0		K.2Bii K.2Biii	I can: <ul style="list-style-type: none"> ● Use phonetic knowledge to read real and nonsense CVC words in isolation ● Manipulate initial, middle, and final letters in words to create and read new words
1.5	2NW	K.2Bi K.2Bii	I can: <ul style="list-style-type: none"> ● <i>Segment and blend words with 2-3 phonemes using individual sounds</i> ● Identify capital and lowercase letters on the alphabet when orally provided the name of the letter (entire alphabet) ● Produce the sound when shown and/or told a letter (entire alphabet) ● Blend sounds to read slides and VC words in isolation
1.0	1NW	K.2Bi	I can: <ul style="list-style-type: none"> ● <i>Segment and count words in a sentence</i> ● Identify capital and lowercase letters on the alphabet when orally provided the name of the letter (8 or more letters) ● Produce the sound when shown and/or told a letter (8 or more letters)
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> ● Identify environmental print 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"> • Create a list of nonsense words that follow a specific spelling pattern
3.0 ★	4NW	K.2Ci K.2Cii	I can: <ul style="list-style-type: none"> • Use letter sounds and patterns to spell single syllable short vowel words in authentic writing contexts • Use letter sounds to write high frequency words in authentic writing contexts
2.5	3NW	K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write CVC words in context • Use letter sounds and patterns to write CCVC words in isolation
2.0		K.2Ciii K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write CVC words in isolation • Use letter sounds to write decodable high frequency words in isolation
1.5	2NW	K.2Ci	I can: <ul style="list-style-type: none"> • Use letter sounds to write the beginning and ending letter of a word in isolation and in authentic writing contexts • Use letter sounds to write VC words in isolation
1.0			I can: <ul style="list-style-type: none"> • Write my first name with the letters in the correct order • Use letter sounds to write the beginning letter of a word in isolation and in authentic writing contexts
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> • Orally spell my name with the letters in the correct order 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"> • Develop questions about a shared text to use in guided reading or for an interactive read aloud
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"> • Use a variety of strategies to read, comprehend, and respond • Respond by illustrating and writing about any story element using text evidence
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"> • Tell the theme of the text using text evidence • Discuss and describe a variety of plot elements such as the main character, setting, main events, problem/resolution using text evidence
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"> • Identify plot elements such as main character, setting, main events, problem/resolution • Respond by illustrating or writing about the text using text evidence
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"> • Tell the topic using evidence from the text • Identify the author's purpose for writing a text • Pictorially respond by illustrating the events
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"> • Orally respond by discussing events in the text • Orally share opinions, connections, or ideas while staying on topic
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> • Orally discuss a text (with adult assistance) <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 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"> ● 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	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"> ● Use strategies to read, comprehend, and respond ● Identify the central idea and supporting evidence ● Use text features to gain information and explain how they contribute to the author's purpose
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"> ● Identify the central idea ● Discuss the author's purpose for writing a text using text evidence ● Locate text features
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"> ● Identify the author's purpose for writing a text ● Respond by illustrating or writing about information learned using text evidence
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"> ● Use multiple strategies to comprehend and orally respond ● Tell the topic using evidence from the text ● Pictorially respond by illustrating the information learned
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"> ● Orally respond by discussing information learned ● Orally share opinions, connections, and ideas
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> ● Orally discuss a text (with adult assistance) 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 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	K.10A K.10B K.10C K.10D	I can: <ul style="list-style-type: none"> Independently use the writing process in a recursive manner Develop multiple drafts in written form across pages while staying on topic Transfer complete thoughts and ideas onto the pages in word form
2.5	3NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Develop drafts in written form across pages while staying on topic Revise drafts using strategies (such as adding details in words)
2.0		K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Develop multiple drafts in written form across pages Demonstrate revision and editing strategies
1.5	2NW	K.10A K.10B K.10C	I can: <ul style="list-style-type: none"> Revise drafts using strategies (such as adding details and labels to pictures) Experiment with developing drafts in written form across pages
1.0	1NW	K.10A K.10B	I can: <ul style="list-style-type: none"> Brainstorm an idea by discussing the idea Plan a draft in oral form by touching the blank page(s) Develop multiple pictorial drafts across pages while staying on topic
0.5			Prerequisite Skills: I can: <ul style="list-style-type: none"> Share ideas and tell stories associated with marks on paper <p>Or partial understanding of the 1.0 content</p>



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