

1st Grade Language Arts

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria, which define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on the competencies looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

TEKS	Competencies	Q1	Q2	Q3	Q4
1.11B, 1.11C, 1.11Di, 1.11E, 1.11C	C1—Writing to Communicate Meaning with Details and Voice The student communicates ideas using a structure appropriate for the genre. The student develops their writing using details and voice.		X	X	X
1.11Dix, 1.11Di, 1.11Dviii, 1.11Dvii	C2—Writing with Grade Level Conventions The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.	X	X	X	X

Learning Progression for Competency 1: Writing to Communicate Meaning with Details and Voice

The student communicates ideas using a structure appropriate for the genre. The student develops their writing details and voice.

Developing	Progressing	Proficient
<p>Generates ideas to write about*</p> <p>Organization/structure hinders the understanding of the writing</p> <p>Writes general ideas without specific details</p> <p>Drawings may include some details</p> <p>May require prompting*</p>	<p>Generates ideas for writing</p> <p>Writes with a specific purpose</p> <p>Writing shows some organization/structure</p> <p>Written and drawn details support the events/ ideas</p> <p>Experiments with craft, it may be distracting to the reader</p>	<p>Explains decisions made as a writer*</p> <p>Organizes/structures information and ideas according to purpose (narrative: beginning, middle, and end; informational: topic and supporting details)</p> <p>Purposefully chooses craft to enhance the writing</p> <p>Writes in an expressive way (similar to the way the writer talks)</p> <p>May require prompting*</p>
<p>Success Criteria for Proficient in Writing to Communicate Meaning with Details and Voice:</p> <p>The student can:</p> <ul style="list-style-type: none"> • explain decisions made as a writer • organize information and ideas that are logical in order • purposefully choose craft to enhance their writing • writes in an expressive way that shows their voice 		

Learning Progression for Competency 2: Conventions

The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.

Developing	Progressing	Proficient
<p>Writes words related to the drawing using invented spelling</p> <p>Includes enough letters to make words readable or almost readable (with guessing)</p> <p>Experiments with capitalization</p>	<p>Writes in longer phrases and/or sentences</p> <p>Uses phonetic spelling</p> <p>Most text is readable by others</p> <p>Experiments with capitalization and punctuation</p>	<p>Uses multiple sentences</p> <p>Varies sentence beginnings</p> <p>Spelling is mostly phonetic—correct on simple words</p> <p>Tries to spell words that they are unsure of</p> <p>Uses correct capitalization and punctuation most of the time</p>
<p>Success Criteria for Proficient in Conventions:</p> <p>The student can:</p> <ul style="list-style-type: none"> • write multiple sentences about a topic. • start my sentences in different ways. • spell words by sounding them out. • write letters for the sounds heard in words. • use correct capitalization. • use correct punctuation (. ! ?). 		