

Kindergarten 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.

Competencies	GP1	GP2	GP3	GP4
C1 Writing with Grade Level Conventions The student prints readable words and sentences.	X	X	X	X
C2 – Writing to Communicate Ideas The student develops ideas with details.	X	X	X	X

Learning Progression for Competency 1: Conventions

The student prints readable words and sentences.

Developing	Progressing	Proficient
<p>Writes using random letters and letter strings</p> <p>Spacing is not evident</p> <p>May copy letters and words from around the room</p> <p>Uses correct letter formation with support</p>	<p>Writes words using invented spelling</p> <p>Includes enough letters to make words readable or almost readable (with guessing)</p> <p>Attempts to use correct capitalization and punctuation</p> <p>Uses spaces inconsistently</p> <p>Uses correct letter formation with prompting</p>	<p>Uses invented spelling with consonants and some vowels</p> <p>Attempts to write unknown words</p> <p>Uses consistent spacing</p> <p>Writes in phrases and/or sentences</p> <p>Most writing is readable by adults</p> <p>Uses correct letter formation</p> <p>Consistently uses capitalization and punctuation</p>

Success Criteria for Proficient in Conventions:

The student can:

- use consistent spacing in their writing
- write in phrases and/or sentences
- write legibly for others to read
- use correct letter formation in their writing
- consistently use capitalization and punctuation
- use invented spelling

Learning Progression for Competency 2: Writing to Communicate Ideas

The student develops ideas with details.

Developing	Progressing	Proficient
<p>Generates ideas for writing by telling others</p> <p>Draws picture(s) about the topic</p> <p>Retells story about topic/picture</p>	<p>Generates ideas for writing by telling others</p> <p>Draws and begins writing about a topic</p> <p>Retells story about topic/picture with details</p>	<p>Generates ideas for writing by telling others or listing</p> <p>Drawings and writing are related</p> <p>Writes in phrases and/or sentences</p> <p>Adds details or information to the writing to communicate an idea</p>
<p>Success Criteria for Proficient in Writing to Communicate Ideas:</p> <p>The student can:</p> <ul style="list-style-type: none"> • generate ideas for writing • tie their drawings into their writing • write in phrases and/or sentences to develop ideas • add details or information in their writing 		