

## Kindergarten Reading

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 |
|--|-----|-----|-----|-----|
| <b>C1 - Responding to Reading</b><br>The student retells, talks, draws, and writes about texts read independently and during guided reading.                             |     | X   | X   | X   |
| <b>C2 - Plot and Themes in Literary Texts Read Aloud</b><br>The student identifies and discusses the plot and theme in literary texts read aloud.                        |     | X   | X   | X   |
| <b>C3 – Central Idea and Details in Informational Read Aloud</b><br>The student identifies and discusses the central idea and details in informational texts read aloud. |     | X   | X   | X   |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>C4 - Monitoring Beginning Reading</b><br/>         The student uses concepts about print, monitors, and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.</p>  | X | X | X | X |
| <p><b>C5 - Phonological Awareness, Phonics, and Spelling</b><br/>         The student identifies and manipulates sounds, identifies high frequency words, and uses what they know about letters and words to read and spell grade level words using sound-spelling patterns.</p> | X | X | X | X |

**Learning Progression for Competency 1: Responding to Reading**

The student retells, talks, draws, and writes about texts read independently and during guided reading.

| Developing   | Progressing   | Proficient  |
|--|---|---|
| <p>Retells, draws, or writes about the events/ideas of a text using the pictures</p> <p>Identifies, draws, or writes the central idea or topic</p> <p>May add background knowledge on the topic that may not contribute to their understanding of the text</p> | <p>Retells, draws, or writes about important events in a simple story (may be out of order)</p> <p>Retells, draws, or writes about the central idea or topic and may include some details</p> <p>Talks about a favorite part of a text and/or illustration</p> <p>Makes relevant connections to the text that help in understanding</p> | <p>Retells, draws, or writes about a simple plot in a sequential order and includes problem and resolution</p> <p>Retells, draws, or writes about the central idea or topic and the details or steps in order</p> <p>Shares new information learned or a new insight about the story</p> <p>Makes relevant connections to a variety of sources that help in understanding</p> |

**Success Criteria for Proficient in Responding to Reading:**

**The student can:**

- retell, draw, or write about a simple plot in sequential order
- retell, draw, or write about a simple plot and include a problem and resolution
- retell, draw, or write about the central idea or topic and details or steps in order
- share new information learned with others
- make connections to a variety of sources

**Learning Progression for Competency 2: Plot and Theme in Literary Texts Read Aloud**

The student identifies and discusses characters and theme in literary texts read aloud.

| Developing  | Progressing  | Proficient   |
|---|--|--|
| <p>Retells some plot elements of a story read aloud, possibly referring to the pictures, including:</p> <ul style="list-style-type: none"> <li>• Characters</li> </ul> <p>Identifies the main character(s) of a story read aloud (may use pronouns)</p> <p>Identifies the main character’s actions and/or feelings (relying on pictures)*</p> <p>May require prompting*</p> | <p>Retells some plot elements of a story read aloud, possibly referring to the pictures, including:</p> <ul style="list-style-type: none"> <li>• Characters (using character names)</li> <li>• Main events*</li> </ul> <p>Identifies the main character(s) and the characters’ actions of a story read aloud</p> <p>Identifies the main character’s feelings</p> <p>And/or</p> <p>Infers a character’s feelings from details throughout the story*</p> <p>Identifies a stated theme or lesson*</p> <p>May require prompting*</p> | <p>Retells most plot elements in a story read aloud in order, possibly referring to the pictures, including:</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Problem</li> <li>• Resolution</li> </ul> <p>Uses academic vocabulary (beginning, ending, problem, character)</p> <p>Describes the main character(s) and the characters’ actions of a story read aloud</p> <p>Discusses the connections between characters actions and the main characters’ feelings</p> <p>Infers the lesson learned*</p> <ul style="list-style-type: none"> <li>• Notices and understands simple, concrete themes</li> </ul> <p>Discusses why a character’s feelings have changed, when applicable</p> <ul style="list-style-type: none"> <li>• Notice when a character changes or learns a lesson</li> </ul> <p>May require prompting*</p> |
| <p><b>Success Criteria for Proficient in Plot and Theme in Literary Texts Read Aloud:</b></p> <p><b>The student can:</b></p>  |  |  |

| Developing   | Progressing | Proficient |
|--|-------------|------------|
| <ul style="list-style-type: none"><li>• retell most plot elements in a story read aloud</li><li>• describe main character(s) and characters' actions</li><li>• discuss the connections between characters' actions and the main characters' feelings</li><li>• infers the lesson learned</li><li>• discuss why characters' feelings have changed</li></ul> |             |            |

**Learning Progression for Competency 3: Central Idea and Details in Informational Read Aloud**

The student identifies and discusses the central and details in informational texts read aloud.

| Developing  | Progressing   | Proficient  |
|---|---|---|
| <p>Identifies information from the text:</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Details*</li> </ul> <p>May require prompting*</p>  | <p>Retells important information from the text:</p> <ul style="list-style-type: none"> <li>• Central idea or topic, may refer to the text features</li> <li>• Supporting details, may refer to the text features</li> </ul> <p>*May add background knowledge on the topic that contributes to their understanding of the text</p> <p>May require prompting*</p> | <p>Retells important information from the text:</p> <ul style="list-style-type: none"> <li>• Central idea, may refer to the text features</li> <li>• Supporting details, may refer to the text features</li> <li>• Gains information by using titles and simple text features</li> </ul> <p>Adds background knowledge on the topic that contributes to their understanding of the text</p> <p>Uses academic vocabulary (topic, central idea, text feature, detail)*</p> <p>May require prompting*</p> |
| <p><b>Success Criteria for Proficient in Central Ideas and Details in Informational Read Aloud:</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• retell important information from the text such as central ideas and supporting details</li> <li>• add background knowledge on the topic</li> <li>• uses academic vocabulary</li> </ul> |   |   |

**Learning Progression for Competency 4: Monitoring Beginning Reading (Q1)**

The student uses concepts about print, monitors, and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.

| Developing   | Progressing  | Proficient   |
|--|--|--|
| <p>Approximates reading by moving finger across the page, not necessarily from left to right and top to bottom</p> <p>Identifies the difference between a letter and a word</p>  | <p>Recognizes word boundaries and points to individual words when reading</p> <p>Recognizes where to begin reading on a page and in a book</p> | <p>Holds book right side up and reads words from left to right and top to bottom in a “return sweep” motion</p> <p>Identifies specific words when prompted</p> |
| <p><b>Success Criteria for Proficient in Monitoring Beginning Reading (Q1)</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• hold book right side up and read words from left to right and top to bottom</li> <li>• identify specific words when prompted</li> </ul> |  |  |

**Learning Progression for Competency 4: Monitoring Beginning Reading (Q2 – Q4)**

The student uses concepts about print, monitors, and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.

| Developing   | Progressing  | Proficient   |
|--|--|--|
| May or may not notice when something doesn't make sense  | Notices when something doesn't make sense and attempts a strategy to make sense of their reading<br><br>Self-corrects with prompting | Notices when something doesn't make sense and chooses a strategy that helps them make sense of their reading or self-correct |
| <p><b>Success Criteria for Proficient in Monitoring Beginning Reading (Q2—Q4)</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>notice when something doesn't make sense</li> <li>choose a strategy that helps to make sense or to self-correct</li> </ul> |  |  |

**Learning Progression for Competency 5: Phonics, Spelling, and Word Study**

The student identifies the common sounds of most letters, decodes, and spells using common patterns within words.

| Developing  | Progressing   | Proficient  |
|---|---|---|
| Understands and applies some concepts taught in phonics, spelling, and word study lessons with prompting. | Understands and applies all concepts taught in phonics, spelling, and word study lessons. | Understands and applies all concepts taught in phonics, spelling, and word study lessons. |

**Success Criteria for Proficient in Phonics, Spelling, and Word Study:**

**The student can:**

First Quarter

- Recognize your name
- Hear and say rhyming words
- Clap syllables
- Recognize letters and state their names (10)
- Hear and generate rhyming words
- Blend syllables
- Hear and say the same beginning sound in words (big bat, cute cat)

Second Quarter

- Recognize and use high frequency words with one, two , or three letters (I, go, he, can, in)
- Recognize letters and state their names (15)
- Hear, say, and identify syllables
- Recognize beginning consonants and the letters that represent them
- Hear and say the ending sound in a word
- Hear and say the middle sound in a word with three phonemes

Third Quarter

- Change the beginning sound to make a new word
- Recognize all letters and state their names
- Recognize all letters, state their names, and the sound they make
- Recognize and use high frequency words with two, three, or four letters

- Recognize and use concept words
- Use the CVC pattern
- Use phonograms –an, -at, -ay
- Can blend parts of a word

Fourth Quarter

- Recognize and uses high frequency words with three or more letters (like, look)
- Recognizes that letters can be consonants or vowels
- Recognize beginning consonant sounds and the letters that represent them
- Can manipulate letters to make and solve new words
- Reads and writes VCe Pattern
- Reads and writes plurals