

## 1<sup>st</sup> Grade Reading and Language Arts Competencies—GP4

The purpose of this document is to clarify what students should know and be able to do in Quarter 1.

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 Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions 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 each individual competency 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>RC1 - Responding to Reading</b> The student retells, talks, draws, and writes about texts read independently and during guided reading.	X	X	X	X
<b>RC2 - Plot and Themes in Literary Texts Read Aloud</b> The student identifies and discusses the plot and theme in literary texts read aloud and in a small group setting.	X	X	X	X
<b>RC3 – Central Idea and Details in Informational Read Aloud</b> The student identifies and discusses the central idea and details in informational texts read aloud and in a small group setting.		X	X	X
<b>RC4 - Monitoring Beginning Reading</b> The student monitors and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.	X	X	X	X
<b>RC5 - Phonological Awareness, Phonics, and Spelling</b> 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.	X	X	X	X
<b>IRL—Instructional Reading Level</b>	X	X	X	X

Above Level, On Level, Below Level <i>*IRL is based on the student's most current reading data. This could be based on BAS/SEL or Guided Reading Group instructional reading level.</i>				
<b>WC6— Writing to Communicate Meaning</b> The student communicates ideas using a structure appropriate for the genre.	X	X	X	X
<b>WC7— Writing with Details and Voice</b> The student develops their writing using details and voice.		X	X	X
<b>WC8- Writing with Grade Level Conventions</b> The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.	X	X	X	X

**Learning Progression for Reading Competency 1: Responding to Reading (GP2—GP4)**

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 in a story</p> <p>Identifies, draws, or writes the central idea or topic in an informational text</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 to show understanding of the beginning, middle, and ending of a story (may be in random order)</p> <p>Retells, draws, or writes about the central idea and simple details from an informational text</p> <p>Shares an opinion about a text and/or illustration</p> <p>Makes relevant connections to the text that help in understanding</p>	<p>Writes about the plot (setting, characters, problem and resolution) in a logical order</p> <p>Writes about the central idea and 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 (ex – culture, other texts, experiences)</p> <p>Writes to show understanding of the beginning, middle, and ending</p>

**Learning Progression for Reading Competency 2: Plot and Theme in Literary Texts Read Aloud (GP1—GP4)**

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

Developing	Progressing	Proficient
<p>Retells <b>basic</b> plot elements of a story read aloud, possibly referring to the pictures</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Events (may not be most important events)</li> </ul> <p>Identifies the main character(s) of a story read aloud</p> <p>Identifies the main characters’ actions of a story read aloud</p> <p>Identifies character’s feelings, relying on pictures*</p> <p>May require prompting*</p>	<p>Retells <b>some</b> plot elements of a story read aloud, possibly referring to the pictures</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Main events</li> <li>• Problem</li> <li>• Resolution</li> </ul> <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>May require prompting*</p>	<p>Retells <b>most</b> plot elements in a story read aloud, possibly referring to the pictures, including:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Main Events</li> <li>• Problem</li> <li>• Resolution</li> <li>• Theme*</li> </ul> <p>Uses academic vocabulary (setting, problem, resolution, theme, 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> <li>• Applies theme to their own life*</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>

**Learning Progression for Reading Competency 3: Central Idea and Details in Informational Read Aloud (GP2—GP4)**

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

Developing	Progressing	Proficient
Identifies information from the text: <ul style="list-style-type: none"> <li>• Topic</li> <li>• Detail</li> </ul> Retells some information learned in the text  May include irrelevant information	Retells important information from the text: <ul style="list-style-type: none"> <li>• Central idea or topic</li> <li>• Supporting details</li> </ul> Gains information from text features  May add background knowledge on the topic that contributes to their understanding of the text  May require prompting	Retells important information from the text: <ul style="list-style-type: none"> <li>• Central idea or topic</li> <li>• Supporting details</li> </ul> Uses text features purposefully – ex. Student uses the table of contents to find information about what an animal eats  Adds background knowledge on the topic that contributes to their understanding of the text  Uses academic vocabulary (topic, central idea, text feature, detail)  Requires little/no adult assistance

**Learning Progression for Reading Competency 4: Monitoring Beginning Reading (GP1—GP4)**

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

**Note:** For this competency, teachers can gather evidence on students during independent reading and guided reading. Teachers can also gather evidence for this competency as students apply the strategies they have learned during instruction.

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	Notices when something doesn't make sense and chooses a strategy that helps them make sense of their reading
<p><b>The student can:</b></p> <p>First Grading Periods</p> <ul style="list-style-type: none"> <li>• cross check using more than one source to self-monitor and self-correct (visual information and pictures).</li> <li>• re-read sentence to problem solve, self-correct, or confirm.</li> <li>• use knowledge of a simple topic or the ways that stories work to self-monitor and self-correct (ex. book is about going to the park—this word might be swing because swings are at parks).</li> <li>• read without pointing except occasionally when encountering difficulty.</li> <li>• use recognition of high frequency words to self-monitor and self-correct.</li> </ul> <p>Second and Third Grading Periods</p> <ul style="list-style-type: none"> <li>• cross check one kind of information against another to self-monitor and self-correct (cross checking visual information and use pictures).</li> <li>• recognize a letter and uses meaning to self-monitor and self-correct.</li> <li>• use known words to self-correct.</li> <li>• use understanding of structure to self-monitor and self-correct (ex. notices and uses a structure such as repeating language in the book).</li> </ul> <p>Fourth Grading Period</p> <ul style="list-style-type: none"> <li>• cross check using more than one source to self-monitor and self-correct (visual information and pictures).</li> <li>• re-read sentence to problem solve, self-correct, or confirm.</li> <li>• use knowledge of a simple topic or the ways that stories work to self-monitor and self-correct (Ex. Book is about going to the park—this word might be swing because swings are at parks).</li> </ul>		

**Learning Progression Reading Competency 5: Phonological Awareness, Phonics, and Spelling (GP1—GP4)**

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.

Developing	Progressing	Proficient
Understands and applies some concepts taught in phonics, spelling, and word study lessons <i>with prompting</i> .	Understands and applies all concepts taught in phonics, spelling, and word study lessons <i>with prompting</i> .	Understands and applies all concepts taught in phonics, spelling, and word study lessons.
<p><b>The student can:</b></p> <p>First Grading Period</p> <ul style="list-style-type: none"> <li>• Locates the first and last letters of words in a continuous text</li> <li>• States all letters, their names, and the sounds they make</li> <li>• Reads and spells high frequency words with one, two, or three letters</li> <li>• Locates and reads high frequency words in a continuous text</li> <li>• Hears and generates rhyming words</li> <li>• Hears and says the same beginning sound in words</li> <li>• Manipulates sounds to make new words</li> </ul> <p>Second Grading Period</p> <ul style="list-style-type: none"> <li>• Know the difference between consonants and vowels</li> <li>• Recognize beginning consonant sounds and the letters that represent them</li> <li>• Read and spell CVC pattern</li> <li>• Read and spell words with a VC pattern (it, am, ub, um, ot, etc. )</li> <li>• Hears and blends sounds in words</li> <li>• Uses known parts of words to read unknown words</li> </ul> <p>Third Grading Period</p> <ul style="list-style-type: none"> <li>• Reads and Spells words with VC and VCe patterns</li> <li>• Reads and spells VCC patterns and VVC patterns</li> <li>• Reads and spells consonant clusters</li> <li>• Hears and identifies short vowel sounds</li> <li>• Hears and identifies long vowel sounds</li> </ul>		

Developing	Progressing	Proficient
<p>Fourth Grading Period</p> <ul style="list-style-type: none"> <li>• Changes the ending sound or sounds to make a solve a new word</li> <li>• Contrasts short and long vowel sounds in words</li> <li>• Reads and spells consonant digraphs at the beginning of a word (photo, chop, whale)</li> <li>• Use letter sound relationships to spell unknown words</li> <li>• Change middle sound to make and solve a new word</li> <li>• Recognizes and uses synonyms</li> <li>• Reads and spells –s, -es, - ing, - ed endings</li> <li>• Understands the concept of a contraction</li> <li>• Understands the concept of a compound word</li> </ul>		



**Learning Progression for Writing Competency 6: Writing to Communicate Meaning (GP1—GP4)**

The student communicates ideas using a structure appropriate for the genre.

Developing	Progressing	Proficient
<p>Generates ideas to write about*</p> <p>Organization/structure hinders the understanding of the writing</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>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>May require prompting*</p>

**Learning Progression for Writing Competency 7: Writing with Details and Voice (GP2—GP4)**

The student develops their writing using details and voice.

Developing	Progressing	Proficient
<p>Writes general ideas without specific details</p> <p>Drawings may include some details</p>	<p>Written and drawn details support the events/ ideas</p> <p>Experiments with craft, it may be distracting to the reader</p> <p>Revises drafts by adding a few details and pictures</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>Revises drafts by adding details and pictures</p>

**Learning Progression for Writing Competency 8: Conventions (GP1—GP4)**

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>Writes 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>