

2nd 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 4.

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
RC1—Response to Reading The student discusses and writes about texts while using text evidence to support their responses.	X	X	X	X
RC2—Characters and Themes in Literary Text The student analyzes plot, characters, and theme in order to gain a deeper understanding of the text.	X	X		X
RC3—Central Idea and Details in Informational Texts The student analyzes informational texts to deepen comprehension and understand the author’s purpose.			X	X
RC4—Monitoring Comprehension The student monitors and reflects on their thinking when independently reading and uses strategies to solve words and to comprehend when meaning breaks down.	X	X	X	X
RC5—Phonics, Spelling, and Word Study The student reads and spells words consistently using letter-sound patterns.	X	X	X	X
RC6—Fluency The student uses appropriate fluency when reading.	X	X	X	X
IRL—Instructional Reading Level 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>	X	X	X	X

<p>WC7—Writes with Genre Characteristics The student uses characteristics of the genre to communicate their meaning and achieve their purpose.</p>	X	X	X	X
<p>WC8—Craft The student chooses craft to help achieve their purpose.</p>	X	X	X	X
<p>WC9—Conventions The student drafts and edits writing using grade appropriate conventions.</p>	X	X	X	X

Learning Progression for Reading Competency 1: Response to Reading (GP1—GP4)

The student discusses and writes about texts while using text evidence to support their responses.

Developing	Progressing	Proficient	Advanced
<p>Responds using general language</p> <p>Demonstrates general idea about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p> <p>Rarely responds to texts</p>	<p>Retells or paraphrases texts</p> <p>Describes personal connections to a variety of texts</p> <p>Responds using academic language</p> <p>Discusses specific ideas in the text that are important to the meaning</p> <p>Finds text evidence to support responses, but has difficulty selecting the <i>best</i> evidence</p>	<p>Retells and paraphrases texts in ways that maintain meaning and logical order</p> <p>Uses illustrating or writing to keep track of thinking</p> <ul style="list-style-type: none"> • Students can keep track of thinking <i>within, about,</i> and <i>beyond</i> the text <p>Writes responses that demonstrate understanding of texts (part of 7B)</p> <p>Responds using academic language, including newly acquired content vocabulary</p> <p>Makes inferences and uses relevant and accurate text evidence to support responses</p>	<p>Synthesizes information to create new understanding</p> <p>Explains connections between the text evidence selected and the central idea of the response</p>

Learning Progression for Reading Competency 2: Characters and Theme in Literary Text (GP2 and GP4)

The student analyzes plot, characters, and theme in order to gain a deeper understanding of the text.

Developing	Progressing	Proficient	Advanced
<p>Describe some elements of plot from a text read aloud including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting 	<p>Describe multiple elements of plot from a text read aloud including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting 	<p>Describe elements of plot from a text read aloud or read independently including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting 	<p>Describes plot elements and discusses how each part is important to the whole story including: (texts read aloud or independently)</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Important events • Setting
<p>Identifies the main characters of a story</p> <p>Identifies and briefly describes the main character’s feelings <i>with prompting</i></p> <p>Discusses how a character’s feelings have changed in a text <i>with prompting</i></p>	<p>Explains the main character(s)’ external and internal traits <i>and</i> feelings of a story by noticing what the character:</p> <ul style="list-style-type: none"> • says, does, thinks, looks <p>Recognizes the difference between a character’s traits (external or internal) and feelings</p> <p>Discusses how a character’s feelings have changed</p>	<p>Infers the character’s external and internal traits <i>and</i> feelings by noticing what the character:</p> <ul style="list-style-type: none"> • says, does, thinks, looks <p>Explains the difference between a character’s traits (external or internal) and feelings</p> <p>Describes how the main character’s feelings change throughout the text and the reasons for those changes</p>	<p>Identifies and interprets several less obvious character traits and feelings that reveal a character’s complexity</p> <p>Connects the characters’ actions, feelings, and motivations to their relationships</p>
<p>Identifies the topic of a text read aloud <i>with prompting</i></p>	<p>Discusses the main topic of the text <i>or</i> articulates a theme using text evidence <i>with adult assistance</i></p> <ul style="list-style-type: none"> • Ex: love, friendship (topic) • Ex: You can find friends in unexpected places. (theme) 	<p>Explains one of the text’s themes based on most of the story’s events and supports their thinking with text evidence <i>with adult assistance</i></p> <p>Determines the implied theme that is represented by character, group of characters, or an event</p>	<p>Infers the text’s theme and supports their thinking with text evidence</p> <p>Explains how the theme applies to their own life</p>

Learning Progression for Reading Competency 3: Central Idea and Details in Informational Texts (GP3 and GP4)

The student analyzes informational texts to deepen comprehension and understand the author’s purpose.

Developing	Progressing	Proficient	Advanced
Identifies details in a text read aloud or independently <i>with prompting</i>	Identifies the topic or central idea and a few supporting details read aloud or independently <i>with prompting</i>	<p>Infers the central idea of a section or text using text evidence to support thinking <i>with prompting</i></p> <p>Infers most supporting details using text evidence from a section or a whole text <i>with prompting</i></p> <p>Infers central ideas from sections throughout a text and uses those to determine the <i>overall</i> central idea <i>with prompting</i></p>	Infers central ideas from sections throughout a text and uses those to determine the <i>overall</i> central idea with a more complex text
Identifies characteristics of an informational text <i>with prompting</i>	<p>Identifies and explains the text structure <i>with prompting</i></p> <p>Discusses why an author may have chosen specific text structures <i>with prompting</i></p>	<p>Recognizes and explains the text structure and how it contributes to the author’s purpose</p> <p>Discusses why an author may have chosen a specific text structure</p>	Recognizes and explains multiple text structures within a text and how it contributes to the author’s purpose
Identifies text features <i>with prompting</i>	Identifies text features <i>and</i> discusses the information a text feature shows them <i>with prompting</i>	<p>Identifies text features and explains what the text feature shows them and how it contributes to the author’s purpose</p> <p>Discusses why an author may have chosen specific text features</p>	Critiques text features chosen within a text and explain how a different text feature would enhance understanding of a text

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

The student monitors and reflects on their thinking when independently reading and is able to use strategies to comprehend when meaning breaks down.

Developing	Progressing	Proficient	Advanced
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	Notices when something doesn't make sense, chooses a strategy that helps them make sense of their reading, and explain why the strategy helped them
<p>The student can:</p> <p>First Grading Period</p> <ul style="list-style-type: none"> • cross check using more than one source to self-monitor and self-correct (visual information and pictures). • re-read sentence to problem solve, self-correct, or confirm. • 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). • read without pointing except occasionally when encountering difficulty. • use recognition of high frequency words to self-monitor and self-correct. <p>Second and Third Grading Periods</p> <ul style="list-style-type: none"> • use understanding of structure to self-monitor and self-correct. • continue to use multiple sources of information (MSV). • use understanding of characters and dialogue to self-monitor and self-correct. • read without pointing except occasionally when encountering difficulty. • use knowledge of content to self-monitor and self-correct. <p>Fourth Grading Period</p> <ul style="list-style-type: none"> • use awareness of narrative structure and character attributes. • self-correct close to the point of error. • reread a word, phrase, or sentence to self-monitor or self-correct. 			

Learning Progression for Reading Competency 5: Phonics, Spelling, and Word Study (GP1—GP4)

The student reads and spells words consistently using letter-sound patterns.

Note: *In this competency, teachers will refer to the Phonics, Spelling, and Word Study Scope and Sequence to collect evidence from taught skills.*

Developing	Progressing	Proficient	Advanced
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.	Understands and applies all concepts taught in phonics, spelling, and word study lessons at more complex level.

Learning Progression for Reading Competency 6: Fluency (GP1—GP4)

The student uses appropriate fluency when reading.

Developing	Progressing	Proficient	Advanced
Reads orally <ul style="list-style-type: none"> • at a slow rate • with many errors • with little expression 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate • with some errors • with some expression 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate • with few errors • with expression • with intonation <ul style="list-style-type: none"> ○ Ex: matching voice to punctuation 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate, and changes pace for effect • with few errors • with expression Reads genres differently

Learning Progression for Writing Competency 7: Writes with Genre Characteristics (GP1 -- GP4)

The student uses characteristics of the genre to communicate their meaning and achieve their purpose.

Developing	Progressing	Proficient	Advanced
<p><u>Personal Narratives:</u> Uses the writing process</p> <p>Follows a general structure that may include:</p> <ul style="list-style-type: none"> • Beginning • Middle • End 	<p><u>Personal Narratives:</u> Uses the writing process</p> <p>May express some thoughts and feelings about a topic</p> <p>Stays focused on the story</p> <p>Follows a narrative plot structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Conflict • Resolution • Conclusion 	<p><u>Personal Narratives:</u> Uses the writing process</p> <p>Chooses a purpose for writing</p> <p>Expresses thoughts and feelings about a topic to support the purpose</p> <p>Stays focused on the story</p> <p>Develops the story including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • characters by adding thoughts and dialogue • details about important parts <p>Understands and follows a narrative plot structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Introduction • Beginning • Middle • End • Conflict • Resolution • Conclusion 	<p><u>Personal Narratives:</u> Chooses a purpose for writing, keeping the reader in mind</p> <p>Explains their purpose to others</p> <p>Stays focused on the story and their message</p> <p>Purposefully chooses an organizational structure that will enhance paper</p> <p>Showed what happened to (and in) the character(s)</p>

Learning Progression for Writing Competency 7: Writes with Genre Characteristics (GP3--GP4)

The student uses characteristics of the genre to communicate their meaning and achieve their purpose.

Developing	Progressing	Proficient	Advanced
<p>Informational: Uses the writing process</p> <p>Writes about several topics rather than one</p> <p>Includes</p> <ul style="list-style-type: none"> • general details • few print and graphic features 	<p>Informational: Uses the writing process</p> <p>Stays focused on a topic attempting a central idea</p> <p>Understands and generally follows an informational structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • supporting details • some print and graphic features 	<p>Informational: Uses the writing process</p> <p>Chooses a purpose for writing</p> <p>Stays focused on a topic/central idea</p> <p>Understands and follows an informational structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • supporting details • interesting word choice • print and graphic features 	<p>Informational: Chooses a purpose for writing, keeping the reader in mind</p> <p>Explains their purpose to others</p> <p>Purposefully chooses an organizational structure that will enhance writing</p> <p>Stays focused on a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> • specific and relevant details • word choice that helps the reader visualize • print and graphic features

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

The student chooses craft to help achieve their purpose.

Developing	Progressing	Proficient	Advanced
<p>Writes general ideas without specific details</p> <p>Word choice is vague and limited</p> <p>When used, illustrations add limited substance to the writing</p>	<p>Writer experiments with craft but it may be distracting to the reader</p> <p>Some details create imagery</p> <p>Word choice is general and imprecise</p> <p>When used, illustrations help support the idea and add some substance to the writing</p>	<p>Writer purposefully chooses craft to enhance the writing</p> <p>Details may create imagery at times</p> <p>Details include “snapshots” that develop meaning including <i>but not limited to</i>:</p> <ul style="list-style-type: none"> • Ex: dialogue, character’s thoughts, descriptions, (narratives, imaginative) • Ex: facts, statistics, quotations from experts, reactions (informational) <p>Word choice is clear and specific</p> <p>When used, illustrations help support the idea and add substance to the writing.</p> <p>Purposefully chooses specific text features to articulate meaning</p>	<p>Details create imagery at times through sensory details</p> <p>Writes in an expressive way (similar to the way the writer talks)</p> <p>Word choice is purposeful and precise</p>

Learning Progression for Writing Competency 9: Conventions (GP1—GP4)

The student drafts and edits writing using grade appropriate conventions.

Developing	Progressing	Proficient	Advanced
Finds and corrects some errors using available resources	Edits using available resources to correct most errors	Drafts using mostly correct spelling, punctuation, and language usage and uses available resources to correct mistakes	Reflects on past convention errors and does not make the same mistakes
<p>The student can:</p> <p>All Grading Periods</p> <ul style="list-style-type: none"> draft using what he already knows about spelling, punctuation, and language. reread writing. use available resources (checklists, mentor sentences, word wall words, dictionaries, etc.) to improve writing. <p>First Grading Period</p> <ul style="list-style-type: none"> use complete sentences with subject-verb agreement. use apostrophes in contractions to shorten contraction use. use commas to separate three or more words in a list or in dates <p>Second Grading Period</p> <ul style="list-style-type: none"> use verbs in their writing to show time: past, present, and future. use nouns in their writing to show one (singular) or more than one (plural) person, place, or thing. use nouns in their writing: common or proper. use adverbs in their writing to show <i>when</i> or <i>where</i> something happens. use prepositions in their writing to explain where things are. use adjectives, including articles in their writing to describe a person, place, or thing. <p>Third Grading Period</p> <ul style="list-style-type: none"> use commas to separate three or more words in a list or in dates. use an apostrophe to show where letters are missing (contractions). use the word wall to choose a word that makes sense and spell it correctly. use nouns to show one or more than one person, place, or thing. capitalize proper nouns to give emphasis to names of people and places. capitalize proper nouns such as months, days of the week, and the beginning and ending of a letter. use pronouns in place of nouns. match pronouns by number, person (gender), and ownership. 			

Developing	Progressing	Proficient	Advanced
<p>Fourth Grading Period</p> <ul style="list-style-type: none"> • use prepositions in their writing to explain where things are. • use nouns in their writing to show one (singular) or more than one (plural) person, place, or thing. • write a compound sentence using a comma and an <i>and</i>, <i>or</i>, <i>so</i>, or <i>but</i> to join two sentences. • use apostrophes in contractions to shorten contraction use. • use commas to separate three or more words in a list or in dates. • capitalize proper nouns to give emphasis to names of people and places. • capitalize proper nouns such as months, days of the week, and the beginning and ending of a letter. • use adjectives, including articles in their writing to describe a person, place, or thing. 			