

## Kindergarten Reading and Language Arts Curriculum Competencies—GP1

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
<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
<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
<b>RC4 - Monitoring Beginning Reading</b> The student uses concepts about print, 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> Above Level, On Level, Below Level		X	X	X

<i>*IRL is based on the students' most current data. This could be based on BAS or Guided Reading Group instructional reading level.</i>				
<b>WC6 Writing with Grade Level Conventions</b> The student prints readable words and sentences.	X	X	X	X
<b>WC7 – Writing to Communicate Ideas</b> The student develops ideas with details.	X	X	X	X

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

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>

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

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 with prompting.	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>• Recognize your name</li> <li>• Hear and say rhyming words</li> <li>• Clap syllables</li> <li>• Recognize some letters and state their names</li> <li>• Identifies some letters and their corresponding sounds</li> <li>• Hear and generate rhyming words</li> <li>• Blend syllables</li> <li>• Hear and say the same beginning sound in words (big bat, cute cat)</li> </ul> <p>Second Grading Period</p> <ul style="list-style-type: none"> <li>• Recognize and use high frequency words with one, two, or three letters (I, go, he, can, in)</li> <li>• Recognize most letters and state their names</li> <li>• Identifies most letters and their corresponding sounds</li> <li>• Hear, say, and identify syllables</li> <li>• Recognize beginning consonants and the letters that represent them</li> <li>• Hear and say the ending sound in a word</li> <li>• Hear and say the middle sound in a word with three phonemes</li> </ul> <p>Third Grading Period</p> <ul style="list-style-type: none"> <li>• Change the beginning sound to make a new word</li> <li>• Recognize all letters and state their names</li> <li>• Recognize all letters, state their names, and the sound they make</li> </ul>		

- 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 Grading Period

- 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

**Learning Progression for Competency 6: Conventions (GP1—GP2)**

The student prints readable words and sentences.

Writing is first demonstrated through modeled writing in the minilesson. It can also be demonstrated in an interactive read aloud or with samples in shared or interactive writing.

- Pp. 228-237 in *The Literacy Continuum* provides information the processing system for writing.
- Pp. 244 – 249 in *The Literacy Continuum* list the instructional goals for writing for Kindergarten.

Developing	Progressing	Proficient
<p>Writes using random letters and letter strings</p> <p>Spacing is not evident</p> <p>Relies heavily on letters and words from around the room</p> <p>Uses correct letter formation with support</p>	<p>Uses invented spelling</p> <p>Attempts to spell high-frequency words</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</p> <p>Spells high-frequency words correctly</p> <p>Uses 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>Uses capitalization and punctuation</p>

**Learning Progression for Competency 7: Writing to Communicate Ideas (GP1)**

The student develops ideas with details.

Developing	Progressing	Proficient
Generates ideas for writing with support	Generates ideas for writing by telling others	Generates ideas for writing by telling others
Retells story about topic/picture with support	Draws picture(s) about the topic	Draws and begins writing about a topic
	Retells story about topic/picture	Uses labels to add details
		Retells story about topic/picture