

Kindergarten Reading and Language Arts Curriculum Competencies—GP2

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
RC1 - Responding to Reading The student retells, talks, draws, and writes about texts read independently and during guided reading.		X	X	X
RC2 - Plot and Themes in Literary Texts Read Aloud The student identifies and discusses the plot and theme in literary texts read aloud and in a small group setting.		X	X	X
RC3 – Central Idea and Details in Informational Read Aloud The student identifies and discusses the central idea and details in informational texts read aloud and in a small group setting.		X		X
RC4 - Monitoring Beginning Reading 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
RC5 - Phonological Awareness, Phonics, and Spelling 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
IRL—Instructional Reading Level 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>				
WC6--Writing with Grade Level Conventions The student prints readable words and sentences.	X	X	X	X
WC7 – Writing to Communicate Ideas The student develops ideas with details.	X	X	X	X

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

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

Developing	Progressing	Proficient
<p>Draws or labels unimportant events/ideas of a text using the pictures with adult assistance</p> <p>Draws or labels a topic with adult assistance</p>	<p>Retells, draws, or writes about the main events/ideas of a text using the pictures with adult assistance</p> <p>Identifies, draws, or writes the central idea or topic with adult assistance</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 the main 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</p>

Learning Progression for Reading Competency 2: Plot and Theme in Literary Texts Read Aloud (GP2)

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"> • Characters <p>Identifies character(s) of a story read aloud (may use pronouns and pictures)</p> <p>Identifies character(s) actions with 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"> • Characters <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"> • Characters (using character names) • Main events* <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>Infers a character’s feelings from details throughout the story*</p> <p>Identifies a stated theme or lesson*</p> <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 and details in informational texts read aloud.

Developing	Progressing	Proficient
<p>Identifies information from the text:</p> <ul style="list-style-type: none"> • Topic • Details* <p>May require prompting*</p>	<p>Retells important information from the text:</p> <ul style="list-style-type: none"> • Central idea or topic, may refer to text features • Supporting details, may refer to text features <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"> • Central idea, may refer to text features • Supporting details, may refer to text features • Gains information by using titles and simple text features <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>

Learning Progression for Reading Competency 4: Monitoring Beginning Reading (GP 2– 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.

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 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

Learning Progression for Reading 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>The student can:</p> <p>First Grading Period</p> <ul style="list-style-type: none"> • Recognize your name • Hear and say rhyming words • Clap syllables • Recognize some letters and state their names • Identifies some letters and their corresponding sounds • Hear and generate rhyming words • Blend syllables • Hear and say the same beginning sound in words (big bat, cute cat) <p>Second Grading Period</p> <ul style="list-style-type: none"> • Recognize and use high frequency words with one, two, or three letters (I, go, he, can, in) • Recognize most letters and state their names • Identifies most letters and their corresponding sounds • 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 <p>Third Grading Period</p> <ul style="list-style-type: none"> • 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 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 Writing 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
Writes using random letters and letter strings	Uses invented spelling	Uses invented spelling
Spacing is not evident	Attempts to spell high-frequency words	Spells high-frequency words correctly
Relies heavily on letters and words from around the room	Includes enough letters to make words readable or almost readable (with guessing)	Uses spacing
Uses correct letter formation with support	Attempts to use correct capitalization and punctuation	Writes in phrases and/or sentences
	Uses spaces inconsistently	Most writing is readable by adults
	Uses correct letter formation with prompting	Uses correct letter formation
		Uses capitalization and punctuation

Learning Progression for Writing Competency 7: Writing to Communicate Ideas (GP2--GP4)

The student develops ideas with details.

**Note that as the year progresses, students' word choice and sentence structure should increase in complexity.*

Developing	Progressing	Proficient
Generates ideas for writing by telling others Draws picture(s) about the topic Retells story about topic/picture	Generates ideas for writing by telling others Draws and begins writing about a topic Retells story about topic/picture with details	Generates ideas for writing by telling others or listing Drawings and writing are related Writes in phrases and/or sentences*: <ul style="list-style-type: none"> • Adds details or information to the writing to communicate an idea • Uses different sentence starters to add variety