

## Kindergarten Reading and Language Arts Curriculum 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
<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 Reading Competency 1: Responding to Reading (GP3—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/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>

**Learning Progression for Reading Competency 2: Plot and Theme in Literary Texts Read Aloud (GP3—GP4)**

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>

**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
Identifies information from the text: <ul style="list-style-type: none"> <li>• Topic</li> <li>• Details*</li> </ul> May require prompting*	Retells important information from the text: <ul style="list-style-type: none"> <li>• Central idea or topic, may refer to text features</li> <li>• Supporting details, may refer to text features</li> </ul> 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, may refer to text features</li> <li>• Supporting details, may refer to text features</li> <li>• Gains information by using titles and simple text features</li> </ul> Adds background knowledge on the topic that contributes to their understanding of the text  Uses academic vocabulary (topic, central idea, text feature, detail) *  May require prompting*

**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><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 Writing Competency 6: Conventions (GP3-GP4)**

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>Writes words using invented spelling</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 with consonants and some vowels</p> <p>Attempts to write unknown words</p> <p>Uses consistent spacing</p> <p>Writes in complete sentences</p> <p>Most writing is readable by adults</p> <p>Uses correct letter formation</p> <p>Consistently uses capitalization and punctuation</p>

**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"> <li>• Adds details or information to the writing to communicate an idea</li> <li>• Uses different sentence starters to add variety</li> </ul>