Dual Language Kindergarten Reading and Language Arts Curriculum Competencies

The purpose of this document is to clarify what students should know and be able to do each grading period (GP).

TEKS	Competencies	GP1	GP2	GP3	GP4
K.2Ai-ix, K.2Bi-iv, K.2Ci-ii	**RC1- Foundational Skills** The student identifies and manipulates sounds and syllables and uses knowledge of letters and word patterns to read and spell grade level words using sound-spelling patterns.	X	X	X	X
K.5E, K.5F, K.6C, K.6D	**RC2 – Comprehension and Response** The student uses comprehension skills to think about, discuss, and respond to a variety of texts.	X	X	X	X
K.8Di, K.9A, K.9B, K.9D	**RC3 – Author's Purpose and Craft** The student thinks and discusses how authors organize ideas and words to help readers understand a variety of texts.	X	X	X	X
K.10A, K.10B	**WC4 – Writing to Communicate Ideas** The student uses the writing process to compose multiple texts.			X	X
K.10C, K.10Di, K.10Dii, K.10Diii, K.10Div, K.10Dv, K.10Dvi, K.10Dvii, K.10Dviii, K.10Dix	**WC5--Writing with Grade Level Conventions** The student composes texts that are legible and uses appropriate conventions.			X	X

Learning Progression for Reading Competency 1: Foundational Skills (GP2)
The student identifies and manipulates sounds, identifies and manipulates syllables in words, and uses knowledge of letters and word patterns to read and spell grade level words using sound-spelling patterns.

Developing	Progressing	Proficient
Understands and applies some concepts taught in phonological awareness, phonics, and spelling lessons with prompting.	Understands and applies all concepts taught in phonological awareness, phonics, and spelling with prompting.	Understands and applies all foundational skills taught in phonological awareness, phonics, and spelling lessons. • Rhyming • Blending, Counting, and Segmenting Syllables • Syllable Manipulation • Identify Syllables (initial, final and medial) • Segmenting words into syllables • Phoneme Isolation (Isolating medial sounds) Understands and applies all phonics concepts taught in phonological awareness, phonics, and spelling lessons. • Recognizes all letters and states their names • Identifies all consonant letters and their corresponding sounds • Identify all vowel letters and their corresponding sounds • Decodes and encodes grade level words with sound spelling patterns: VC, CV, CVC, VCV, CVCV

Learning Progression for Reading Competency 2: Comprehension and Response (GP1-4)
The student uses comprehension skills to think about, discuss, and respond to a variety of texts.

Developing	Progressing	Proficient
Makes simple personal connections * ○ loosely related to the text ○ high amount prompting to explain thinking	Makes relevant connections * ○ connects to self and text ○ begins explaining how the connection relates to the topic/text.	Makes meaningful connections * ○ connects to personal experiences, other texts, or the world ○ clearly discusses how the connection helps understanding of the text
Give guesses or predictions about the text * ○ without evidence ○ relies only on pictures ○ high amount of teacher support for explaining thinking	Makes reasonable inferences (Ex. Inferences about characters, plot, central idea, text features, etc) * ○ using clues from the pictures and/or text ○ can point or identify the part of the text that supports thinking	Makes relevant inferences (Ex. Inferences about characters, plot, central idea, text features, etc) * ○ using text clues and background knowledge ○ discusses thinking using evidence from the text
Gives response with limited details or unrelated responses. ○ rarely refers back to the text.	Give responses with support ○ uses general or vague details or examples from the text to support responses	Gives appropriate responses that clearly include: ○ relevant text evidence (specific details, events, and examples from the text)
Retells isolated events or details out of order. ○ may omit important parts of the text.	Retells beginning, middle, and end ○ some important details included ○ may need prompts to maintain sequence or meaning.	Clearly retells key events or ideas in a logical order ○ maintains the overall meaning of the text, including important details.
With adult assistance*	With adult assistance*	With adult assistance*

Learning Progression for Reading Competency 3: Author's Purpose and Craft (GP1 -GP4)
The student thinks and discusses how authors organize ideas and words to help readers understand a variety of texts.

Developing	Progressing	Proficient
Identifies isolated facts or topics of a text with a high amount of teacher support. *	Identifies the topic of a text and begins to add details and evidence. *	Identifies the central idea of the text and discusses details or evidence connected to the central idea. *
Gives general responses about the text. *	Attempts to identify the author's purpose but the response may be inaccurate or vague. *	Discusses the author's purpose with text evidence. *
Gives general responses about words in a text. The response may be inaccurate*	Attempts to identify the text structure but the response may be vague or too general. *	Discusses how the text is organized and how it helps the reader understand the text. *
	Identifies interesting or descriptive words in a text. *	Discusses interesting or descriptive words that help them picture or visualize what is in the text with meaningful explanation. *
With adult assistance*	With adult assistance*	With adult assistance*