# 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**<br>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**<br>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**<br>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**<br>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**<br>The student composes texts that are legible and uses appropriate conventions. | | | X | X |

**Learning Progression for Reading Competency 1: Foundational Skills (GP4)**
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 lessons with prompting. | Understands and applies all foundational skills taught in phonological awareness, phonics, and spelling lessons.<br>• Phoneme manipulation (segmenting, blending, isolating)<br>• Syllable manipulation (segmenting, blending, isolating)<br><br>Understands and applies all phonics concepts taught in phonological awareness, phonics, and spelling lessons.<br>• Decode and encode words with common syllabic patterns, such as CV, VC, CVC, VCV, CVCV, CCVCV, CVCCV |

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

**Learning Progression for Writing Competency 4: Writing to Communicate Ideas (GP 3-4)**
The student uses the writing process to compose multiple texts.

**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*<br>• Draws and begins writing/dictating about their topic<br>• Retells story about their topic/picture<br><br>With adult assistance* | • Generates ideas for writing by telling others<br>• Draws and begins writing/dictating about a topic<br>• Retells story about topic/picture with details | • Generates ideas for writing by telling others or listing<br>• Draws and writes/dictates about their own topic using details and specific examples<br>• Writes in sentences*<br>• Adds details or information to the writing to communicate an idea<br>• Uses different sentence starters to add variety<br><br>With adult assistance* |

**Learning Progression for Writing Competency 5: Conventions (GP 4)**
The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.

| Developing | Progressing | Proficient |
|---|---|---|
| • Writes using random letters and letter strings<br>• Spacing is not evident<br>• Relies heavily on letters and words from around the room<br>• Uses correct letter formation with support<br><br>With adult assistance* | • Attempts to use capitalization of the first letter in a sentence and name*<br>• Attempts to use periods at the end of sentences*<br>• Uses words or phrases in place of complete sentences<br>• Attempts to apply phonetic knowledge to spell words<br>• Uses correct letter formation when prompted<br>• Uses correct spacing between words when prompted<br><br>With adult assistance* | • Uses capitalization of the first letter in a sentence and name*<br>• Uses most singular and plural nouns correctly in writing*<br>• Uses most adjectives and verbs correctly in writing *<br>• Uses periods at the end of sentences*<br>• Writes in complete sentences*<br>• Applies taught phonetic knowledge to spell words<br>• Uses correct letter formation<br>• Uses correct spacing between words<br><br>With adult assistance* |