1st Grade Dual Language Reading and Language Arts 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
1.2Ai-vii, 1.2Bi-viii, 1.2Ci-vii, 1.4A	**RC1 – Foundational Skills** The student identifies and manipulates sounds, identifies high frequency words, and uses knowledge of letters and word patterns to read and spell grade level words and read text with accuracy, fluency, and expression.	X	X	X	X
1.6E, 1.6F, 1.7C, 1.7D	**RC2 – Comprehension and Response** The student uses comprehension skills to think about, discuss, and respond to a variety of texts.	X	X	X	X
1.9Di, 1.10A, 1.10B, 1.10D	**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
1.11B	**WC4—Writing to Communicate Meaning** The student uses the writing process to compose multiple texts.	X	X	X	X
1.11C, 1.11Di-1.11Dx	**WC5- Writing with Grade Level Conventions** The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.	X	X	X	X

Learning Progression Reading Competency 1: Foundational Skills (GP3)

The student identifies and manipulates sounds, identifies high frequency words, and uses knowledge of letters and word patterns to read and spell grade level words and read text with accuracy, fluency, and expression.

Developing	Progressing	Proficient

Understands and applies some concepts taught in phonics and spelling lessons *with prompting.*
 	
Reads word-by-word slowly with frequent pauses and limited expression.
	Understands and applies all concepts taught in phonics and spelling lessons *with prompting.*
	
	Reads in phrases instead of word-by-word and uses some expression and mostly smooth pacing while reading.
		Understands and applies all foundational skills taught in phonics and spelling lessons.
		• Alliteration
		• Syllable Manipulation
		  ○ Blending syllables
		  ○ Segmenting words into syllables
		  ○ Manipulating initial, medial final syllables
		  ○ Deleting syllables (initial, medial and final)
		  ○ Invert syllables
		
		Understands and applies all concepts taught in phonics and spelling lessons.
		• Identifies all vowel letters and their corresponding sounds
		• Decodes and spells hard consonant sounds (c, and g)
		• Decodes and spells soft consonant sounds (c, j and g)
		• Decodes and spells syllables with “que”, “qui” /k/
		• Decodes and spells syllables with “h”, “z”, “y”, “ll” “ñ”
		•
		Understands, recognizes, and uses sound spelling patterns such as:
		• Syllables with “q”, “k”, “c” such as “que and qui”, “ kiwi or casa”
		• Syllables with “b”, “v”
		• Syllables with “h”, “z”, “y”, “ll” “ñ”
		• Syllables with “ll” or “y”
		• Syllables with “g” such as “ga, go, or “gue” y “gui”
		
		• Recognizes and spells grade level words
		
		Reads grade level texts accurately, smoothly, and at an appropriate pace. Uses expression to reflect meaning and understanding.

Learning Progression for Reading Competency 2: Comprehension and Response (GP1—GP4)
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 Give guesses or predictions about the text * ○ without evidence ○ relies only on pictures ○ high amount of teacher support for explaining thinking. Answer questions with limited details or unrelated responses. ○ rarely refers back to the text. Retells isolated events or details out of order. ○ omits important parts of the text. With adult assistance*	Makes relevant connections * ○ connects to self and text ○ begins discussing how the connection relates to the topic/text. Makes reasonable inferences (Ex. Inferences about characters, plot, central idea, text features, etc) * ○ uses clues from the pictures and/or text ○ points or identifies the part of the text that supports thinking Answers questions appropriately and with support ○ uses vague or general details from the text to support responses. Retells beginning, middle, and end ○ some important details included ○ may need prompts to maintain sequence or meaning. With adult assistance*	Makes meaningful connections * ○ connects to personal experiences, other texts, or the world ○ clearly discusses how the connection helps understanding of the text Makes relevant inferences (Ex. Inferences about characters, plot, central idea, text features, etc) * ○ uses text clues and background knowledge ○ discusses thinking using evidence from the text. Gives appropriate responses that clearly include: ○ relevant text evidence (specific details, events, examples) from the text to support responses Clearly retells key events or ideas in a logical order ○ maintains the overall meaning of the text, including important details. 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 but may be inaccurate.	Attempts to identify the author's purpose but the response may be too general or vague.	Discusses the author's purpose with text evidence.
Gives responses about words in a text but may be inaccurate.	Attempts to identify the text structure but the response may be inaccurate or vague. Identifies interesting or descriptive words in a text.	Discusses and clearly explains how the text is organized and how it helps the reader understand the text. Discusses interesting or descriptive words that help them picture or visualize what is in the text.
With adult assistance *	With adult assistance*	With adult assistance *

Learning Progression for Writing Competency 4: Writing to Communicate Meaning (GP1—GP4)
The student uses the writing process to compose multiple texts.

Developing	Progressing	Proficient
Selects ideas for writing from a pre-generated list and attempts to develop an oral, pictorial, or written forms of writing * Organization/structure hinders the understanding of the writing *With adult assistance	Attempts to generate ideas for writing * Develops oral, pictorial, and some written forms of writing * Writing shows some organization/structure Revises to add some details in pictures or words * *With adult assistance	Generates ideas for writing by drawing and brainstorming Develops oral, pictorial, and written forms of writing. Organizes/structures information and ideas according to purpose (Ex. Personal narratives, poetry, informational texts, procedural texts) Revises to add details in pictures or words.

Learning Progression for Writing Competency 5: Conventions (GP 3)

The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.

Developing	Progressing	Proficient
Writes words or phrases related to the drawing using invented spelling Includes enough letters to make words readable or almost readable (with guessing) Experiments with capitalization and punctuation	Writes in longer phrases and/or attempts to write in complete sentences Uses phonetic or syllabic approach to spelling Most text is readable by others Attempts to use capitalization and punctuation in sentences Attempts to use some singular, plural, common, and proper nouns correctly in the writing Attempts to use pronouns and adjectives correctly in writing	Writes in complete sentences with subject-verb agreement. Writes multiple sentences. Spelling uses phonetic spelling on complex words Uses correct capitalization and punctuation most of the time Uses most singular, plural, common, and proper nouns correctly in the writing Uses most verbs, pronouns and adjectives correctly in writing

Module 6: Questions, Complete Sentences, Names of the Months, Days of the Week
Module 7: Future Tense, Subject Pronouns: I, Me, My

Learning Progression Reading Competency 1: Foundational Skills (GP4)

The student identifies and manipulates sounds, identifies high frequency words, and uses knowledge of letters and word patterns to read and spell grade level words and read text with accuracy, fluency, and expression.

Developing	Progressing	Proficient

Understands and applies some concepts taught in phonics and spelling lessons *with prompting.*
 	
Reads word-by-word slowly with frequent pauses and limited expression.
	Understands and applies all concepts taught in phonics and spelling lessons *with prompting.*
	
	Reads in phrases instead of word-by-word and uses some expression and mostly smooth pacing while reading.
		Understands and applies all foundational skills taught in phonics and spelling lessons.
		• Syllable Manipulation
		  ○ Blending syllables
		  ○ Segmenting words into syllables
		  ○ Manipulating initial, medial final syllables
		  ○ Deleting syllables (initial, medial and final)
		• Phoneme Manipulation
		  ○ Blending phonemes
		  ○ Add, delete, substitute phonemes (initial and final)
		  ○ Segment words into phonemes
		
		Understands and applies all concepts taught in phonics and spelling lessons.
		• Decodes and spells words with:
		  ○ digraphs (gue gui, and blends (-l and -r)
		  ○ words with “x”,”w”, and “k”
		• Decodes and spells words with prefixes: des,
		• Decodes and spells words with suffixes: -oso, -osa, -mente
		  ○ Augmentative suffixes: -ón, -ona, -azo, -ote, -ota
		  ○ Diminutive suffixes: -ico, -ica, -ito, -ita, -illa, -illa, -ín, -ino, -ina
		• Decodes and spells words with diphthongs (ai ei, au, iu, ui, ia, ie, io, ua, ue)
		• Recognizes and spells grade level words
		
		Reads grade level texts accurately, smoothly, and at an appropriate pace. Uses expression to reflect meaning and understanding.

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 but may be inaccurate.	Attempts to identify the author's purpose but the response may be too general or vague.	Discusses the author's purpose with text evidence.
Gives responses about words in a text but may be inaccurate.	Attempts to identify the text structure but the response may be inaccurate or vague. Identifies interesting or descriptive words in a text.	Discusses and clearly explains how the text is organized and how it helps the reader understand the text. Discusses interesting or descriptive words that help them picture or visualize what is in the text.
With adult assistance *	With adult assistance*	With adult assistance *

Learning Progression for Writing Competency 5: Conventions (GP 2)
The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.

Developing	Progressing	Proficient
Writes words or phrases related to the drawing using invented spelling Includes enough letters to make words readable or almost readable (with guessing) Experiments with capitalization and punctuation	Writes in longer phrases and/or attempts to write in complete sentences Uses phonetic spelling Most text is readable by others Attempts to use capitalization and punctuation in sentences Attempts to use some singular, plural, common, and proper nouns correctly in the writing. Attempts to use pronouns, prepositions, and adjectives correctly in writing.	Writes in complete sentences with subject-verb agreement. Writes multiple sentences. Spelling uses phonetic spelling on complex words Uses correct capitalization and punctuation most of the time Uses most singular, plural, common, and proper nouns correctly in the writing Uses most pronouns, prepositions, and adjectives correctly in writing

Module 3: Parts of a sentence, Statements, Nouns: Singular and Plural
Module 4: Prepositions and Prepositional Phrases, Commands, Proper Nouns,
Module 5: Subject and Verb, Subject and Verb Agreement, Verb Tenses: present and past, Verb "to be"

Learning Progression for Writing Competency 5: Conventions (GP 4)

The student writes using capitalization, punctuation, spacing, and grade-appropriate grammar.

Developing	Progressing	Proficient
Writes words or phrases related to the drawing using invented spelling Includes enough letters to make words readable or almost readable (with guessing) Experiments with capitalization and punctuation	Writes in longer phrases and/or attempts to write in complete sentences Uses phonetic spelling Most text is readable by others Attempts to use capitalization and punctuation in sentences Attempts to use some singular, plural, common, and proper nouns correctly in the writing Attempts to use pronouns, prepositions, adverbs, and adjectives correctly in writing	Writes in complete sentences with subject-verb agreement Writes multiple sentences Spelling uses phonetic spelling on complex words Uses correct capitalization and punctuation most of the time Uses most singular, plural, common, and proper nouns correctly in the writing Uses most pronouns, contractions, adverbs, verbs and adjectives correctly in writing

Module 8: Pronouns and Possessive, Adjectives, Indefinite Pronouns, Contractions
Module 9: Exclamations, Types of Sentences, Adjectives: Senses
Module 10: Adverbs, Comparisons with Adjectives, Spelling
Module 11: Review of all grammar skills taught previously.