Texas Prekindergarten Guidelines

II. III. & IV. Emergent Literacy: Language and Communication, Reading, & Writing - PK4

Emergent Literacy: Language and Communication Domain PK4.II

A Listening Comprehension PK4.II.A

1. Child shows understanding by responding appropriately to what has been communicated by adults and peers. PK4.II.A.1
2. Child shows understanding by following three-step verbal directions. PK4.II.A.2

B Speaking (Conversation) PK4.II.B

1. Child uses language for multiple purposes. PK4.II.B.1
2. Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. PK4.II.B.2
3. Child provides appropriate information in various settings. PK4.II.B.3
4. Child matches language to social contexts. PK4.II.B.4

C Articulation PK4.II.C

1. Child's speech is understood by both familiar and unfamiliar adults and peers. PK4.II.C.1
2. Child demonstrates growing understanding of the intonation of language. PK4.II.C.2

D Vocabulary PK4.II.D

1. Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events. PK4.II.D.1
2. Child understands (receptive) and uses (expressive) the instructional language of the classroom. PK4.II.D.2
3. Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play. PK4.II.D.3

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entences and Structure PK4.II.E

1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order. PK4.II.E.1

2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. PK4.II.E.2

3 Child uses sentences that combine multiple phrases or ideas. PK4.II.E.3

4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning. PK4.II.E.4

Emergent Literacy: Reading Domain PK4.III

A Motivation to Read PK4.III.A

1 Child engages in story-related prereading activities. PK4.III.A.1

2 Child self-selects books and other written materials to engage in pre-reading behaviors. PK4.III.A.2

3 Child recognizes that all print carries meaning and serves as a means for communication. PK4.III.A.3

B Phonological Awareness PK4.III.B

1 Child identifies the individual words in a spoken sentence. PK4.III.B.1

2 Child distinguishes differences between similar-sounding words. PK4.III.B.2

3 Child uses two familiar base words to form a compound word with pictorial or gestural supports. PK4.III.B.3

4 Child manipulates compound words with pictorial or gestural support. PK4.III.B.4

5 Child begins to blend and segment syllables in multisyllabic words. PK4.III.B.5

6 Child identifies rhyming words. PK4.III.B.6

7 Child identifies alliterative words with pictorial support. PK4.III.B.7

8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only). PK4.III.B.8

9 Child blends and segments one-syllable words by phonemes with visual or gestural support. PK4.III.B.9

C Alphabet Knowledge PK4.III.C

1 Child recognizes and names at least 20 letters (upper- or lower-case letters). PK4.III.C.1

2 Child recognizes at least 20 distinct letter-sound correspondences. PK4.III.C.2

3 Child produces at least 20 distinct letter-sound correspondences. PK4.III.C.3

D Comprehension of Text PK4.III.D

1 Child retells or re-enacts a story with a clear beginning, middle, and end. PK4.III.D.1

2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. PK4.III.D.2

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3 Child asks and responds to questions relevant to the text read aloud. PK4.III.D.3

4 Child makes inferences and predictions about a text. PK4.III.D.4

E Concepts of Print PK4.III.E

1 Child can distinguish between elements of print including letters, words, and pictures. PK4.III.E.1

2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping). PK4.III.E.2

3 Child can identify some conventional features of print that communicate meaning including end punctuation and case. PK4.III.E.3

Emergent Literacy: Writing Domain PK4.IV

A Motivation to Write PK4.IV.A

1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. PK4.IV.A.1

2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools. PK4.IV.A.2

B Writing as a Process PK4.IV.B

1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities. PK4.IV.B.1

2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities. PK4.IV.B.2

3 Child shares and celebrates class-made and individual written products. PK4.IV.B.3

C Conventions in Writing PK4.IV.C

1 Child writes first name (or nickname) using legible letters in the proper sequence. PK4.IV.C.1

2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate. PK4.IV.C.2

3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words. PK4.IV.C.3

4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right). PK4.IV.C.4

5 Child begins to experiment with punctuation when writing. PK4.IV.C.5