

2023-2024 Pre-K Assessment Guide

Tennessee Early Learning Developmental Standards

KEY:
I = Begin Instruction PM = Progress Monitor A = Assess * = Ongoing P = TN Portfolio Assessment

ENGLISH LANGUAGE ARTS

Quarter

1

2

3

4

READING STANDARDS

Key Ideas and Details- Standard #1

PK.RI.KID.1

With modeling, prompting, and support, ask and answer questions about informational texts read aloud.

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PK.RL.KID.1

With modeling, prompting, and support, ask and answer questions about a story read aloud.

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Key Ideas and Details- Standard #2

PK.RI.KID.2

With prompting and support, orally identify a main topic and retell key details of texts, discussions, and activities.

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PK.RL.KID.2

With prompting and support, orally retell familiar stories including details.

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PM

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Key Ideas and Details- Standard #3

PK.RI.KID.3

With prompting and support, orally identify the connection between information in a text to personal experience or other text.

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PK.RL.KID.3

With prompting and support, orally identify characters, settings, and events from a familiar story.

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Craft and Structure- Standard #4

PK.RI.CS.4

With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.

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PK.RL.CS.4

With prompting and support, respond to questions about the meaning of unknown words in a story.

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	Craft and Structure- Standard #5				
PK.RI.CS.5	Recognize various text features.		I	A	
PK.RL.CS.5	Recognize common types of text.	I	A		
	Craft and Structure- Standard #6				
PK.RI.CS.6	With prompting and support, answer questions about who is presenting ideas or information in a text.		I	A	
PK.RL.CS.6	With prompting and support, answer questions about who is telling a story.		I	A	
	Integration of Knowledge and Ideas- Standard #7				
PK.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	I	A		
PK.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	I	A		
	Integration of Knowledge and Ideas- Standard #8				
N/A	Not Applicable to Pre-K/Begins in Kindergarten				
	Integration of Knowledge and Ideas- Standard #9				
PK.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.		I	A	
PK.RL.IKI.9	With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.		I	A	
	Range of Reading and Level of Text Complexity- Standard #10				
PK.RI.RRTC.10	Listen and respond to informational texts of appropriate complexity for pre-K.	I	*	*	*
PK.RL.RRTC.10	Listen and respond to stories and poems of appropriate complexity for pre-K.	I	*	*	*

FOUNDATIONAL LITERACY STANDARDS					
	Print Concepts - Standard #1				
PK.FL.PC.1.a	Handle books appropriately, right-side up, turning pages one at a time, and front to back.	I & A			
PK.FL.PC.1.b	Recognize that spoken words can be written and read.	I & A			
PK.FL.PC.1.c	With guidance and support, understand that words are made up of alphabet letters.	I & A			
PK.FL.PC.1.d	Recognize familiar uppercase letters and some of the most common lowercase letters.	I	PM	PM	A
PK.FL.PC.1.e	Distinguish between pictures and words.	I & A			
	Phonological Awareness - Standard #2				
PK.FL.PA.2.a	Recognize and discriminate between rhyming words in spoken language.	I	A	*	A
PK.FL.PA.2.b	Begin to pronounce and identify syllables in familiar words and words in a sentence.	I	A	*	A
PK.FL.PA.2.c	Begin to blend and segment onsets and rhymes of single-syllable spoken words.		I	*	A
PK.FL.PA.2.d	Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.		I	*	A
PK.FL.PA.2.e	Identify whether or not two words begin or end with the same sound.		I	*	A P
	Phonics and Word Recognition - Standard #3				
PK.FL.PWR.3.a	Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	I	PM	A	
PK.FL.PWR.3.b	Recognize high-frequency words by sight, including own name and other familiar words in the environment.	I	*	*	A
PK.FL.PWR.3.c	Begin to decode regularly spelled CVC words.			I	A
	Word Composition - Standard #4				
PK.FL.WC.4.a	Begin to recognize the difference between upper and lowercase letters.	I	PM	A	
PK.FL.WC.4.b	Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	I	PM	PM	A P

	Fluency - Standard #5				
PK.FL.F.5.a	Use illustrations to retell story events in familiar picture books.		I	A	
	Sentence Composition - Standard #6				
PK.FL.SC.6.a	With modeling or verbal prompts, orally produce complete sentences.	I	A		
PK.FL.SC.6.b	Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when reading a dictated sentence.	I	*	A	
PK.FL.SC.6.c	Use frequently occurring nouns and verbs when speaking and in shared language activities.	I	*	A	
PK.FL.SC.6.d	Form regular plural nouns when speaking and in shared language activities.	I	*	A	
PK.FL.SC.6.e	Understand and use question words (interrogatives) when speaking and in shared language activities.	I	A		
PK.FL.SC.6.f	With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	I	*	A	
PK.FL.SC.6.g	With prompting and support, produce and expand complete sentences in shared language activities.	I	*	A	
PK.FL.SC.6.h	Begin to recognize that a name begins with a capital letter.	I	A		
	Vocabulary Acquisition - Standard #7				
PK.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.				
PK.FL.VA.7a.i	Identify new meaning for familiar words and apply them accurately.	I	*	*	*
PK.FL.VA.7a.ii	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	I	*	*	*
PK.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.				
PK.FL.VA.7b.i	Sort common objects into categories to gain a sense of the concepts the categories represent.	I & A			
PK.FL.VA.7b.ii	Demonstrate understanding of frequently occurring verbs and adjectives.	I	*	A	
PK.FL.VA.7b.iii	Make real-life connections between words and their use.	I	*	*	*

PK.FL.VA.7b.iv	Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)			I	A
PK.FL.VA.7c	Use words and phrases acquired through conversations, being read to, and responding to texts.				
WRITING STANDARDS					
	Text Types and Protocol - Standard #1				
PK.W.TTP.1	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	I	PM	PM	A
	Text Types and Protocol - Standard #2				
PK.W.TTP.2	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.		I	PM	A
	Text Types and Protocol - Standard #3				
PK.W.TTP.3	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.		I	PM	A
	Production and Distribution of Writing - Standard #4				
PK.W.PDW.4	With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).	I	*	*	*
	Production and Distribution of Writing - Standard #5				
PK.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating, and/or emergent writing as needed.			I	A
	Production and Distribution of Writing - Standard #6				
N/A	Not Applicable to Pre-K/Begins in Kindergarten				
	Research to Build and Present Knowledge - Standard #7				
PK.W.RBPK.7	With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.			I	A
	Research to Build and Present Knowledge - Standard #8				
PK.W.RBPK.8	With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.			I	A

	Research to Build and Present Knowledge - Standard #9				
N/A	Not Applicable to Pre-K/Begins in Grade 4				
	Range of Writing - Standard #10				
PK.W.RBPK.10	With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	I	*	*	*
SPEAKING AND LISTENING STANDARDS					
	Comprehension and Collaboration - Standard #1				
PK.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day.				
PK.SL.CC.1.a	Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.	A	A	A	A
	Comprehension and Collaboration - Standard #2				
PK.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	I	*	A	
	Comprehension and Collaboration - Standard #3				
PK.SL.CC.3	With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	I	*	*	*
	Presentation of Knowledge and Ideas - Standard #4				
PK.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	I	*	*	*
	Presentation of Knowledge and Ideas - Standard #5				
PK.SL.PKI.5	Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	I	*	*	*
	Presentation of Knowledge and Ideas - Standard #6				
PK.SL.PKI.6	With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	I	*	*	*