Prekindergarten Emergent Literacy Competencies and Progressions: Reading and Writing

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

TPKG	Competencies	GP1	GP2	GP3	GP4
III.B.1, III.B.5	**C1 – Phonological Awareness - Syllables** The student blends and segments syllables in multisyllabic words (2, 3, and 4 syllables).	**X**	**X**		
III.B.2, III.B.6	**C2 - Phonological Awareness - Rhyming Words** The student recognizes, differentiates meaning between, and produces rhyming words.		**X**	**X**	**X**
III.B.7	**C3 - Phonological Awareness - Alliteration** The student identifies words that begin with the same sound with pictorial supports.		**X**	**X**	**X**
III.B.8	**C4 – Phonological Awareness – Onset and Rime** The student identifies a familiar one-syllable word that is segmented by onset (beginning sound) and rime (ending sound) ***(in English only)***.			**X**	**X**
III.C.1, III.C.2, III.C.3	**C5 - Alphabet Knowledge - Letter Identification and Sound Recognition** The student identifies uppercase and lowercase letters and recognizes and produces letter sounds independently.	**X**	**X**	**X**	**X**
III.D.1, III.D.2, III.D.3,	**C6 - Comprehension of Text Read Aloud** The student demonstrates comprehension of text read aloud by acting it out, asking and responding to questions, or discussing the sequence of events (beginning, middle, and end) in a story.	**X**	**X**	**X**	**X**
III.E.1, III.E.2, III.E.3	**C7 - Concepts of Print** The student knows the difference between letters, words, and pictures, knows that readers read left to right and top to bottom, holds books correctly, turns pages correctly, and begins to understand that some conventional features of print communicate meaning (end punctuation and case).	**X**	**X**	**X**	**X**
IV.A.1, IV.A.2, IV.B.1, IV.B.2, IV.C.1, IV.C.2, IV.C.3, IV.C.4	**C8 - Writing as a Process and Means of Communication** The student can write their name, contribute ideas during shared writing activities, and uses drawing and directionality (top to bottom, left to right) when writing (moves from making intentional marks, scribbles, and mock letters to forming letters, letter strings, and words throughout the year) to express their thoughts and ideas.	**X**	**X**	**X**	**X**

Learning Progression for Competency 1: Phonological Awareness - Syllables

The student blends and segments syllables in multisyllabic words (2, 3, and 4 syllables).

Developing	Progressing	Proficient

• Attempts to segment syllables in his/her name and common words that have one or two syllables with prompting from an adult by using one or more of the following supports:
  ○ Physical movements such as placing a hand underneath the chin to feel it drop when each syllable is spoken, clapping, tapping, or jumping
  ○ Using objects, manipulatives, and picture cards to represent each syllable in a word
• Identifies a segmented word by blending the syllables together *(e.g., teacher says, /dī/-/nō/-/saur/ and the child says "dinosaur")*
	• Segments syllables in his/her name and common words that have two and three syllables with occasional prompting from an adult by using one or more of the following supports:
	  ○ Physical movements such as placing a hand underneath the chin to feel it drop when each syllable is spoken, clapping, tapping, or jumping
	  ○ Using objects, manipulatives, and picture cards to represent each syllable in a word
	• Provides the second syllable when the teacher holds up a picture and says the first syllable of the word *(e.g., the teacher holds up a picture of a bucket and says "buck"; the child finishes the word by saying "et"= "bucket")*
		• Segments syllables in his/her name and common words that have three and four syllables using one or more of the following supports:
		  ○ Physical movements such as placing a hand underneath the chin to feel it drop when each syllable is spoken, clapping, tapping, or jumping
		  ○ Using objects, manipulatives, and picture cards to represent each syllable in a word
		• Identifies the number of syllables in own name or a peer's name independently
		• Sorts picture cards or objects based on the number of syllables in the word

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 2: Phonological Awareness - Rhyming Words

The student recognizes, differentiates meaning between, and produces rhyming words.

Developing	Progressing	Proficient
• Demonstrates the difference between similar sounding words *(e.g., a "bat" (e.g., makes a swinging motion) and a "pat" (e.g., pats top of head)* • Points to the appropriate picture when prompted *(e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken)* • Pairs pictures or objects that rhyme	• Pairs pictures or objects that rhyme • Demonstrates recognition of rhyming words *(e.g., give a thumbs up if two words rhyme or thumbs down if they do not)* • Identify the words that rhyme in a nursery rhyme, poem, or book when participating in read alouds or shared reading activities	• States which word does not rhyme when listening to a list of three words within a story or in a set of three words • Orally says a word that rhymes with a given picture, without support *(rhyme production)* • Generates real or nonsense words that rhyme with a given word • Identifies words that do not rhyme with given words with/without pictures

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 3: Phonological Awareness - Alliteration

The student identifies words that begin with the same sound with pictorial supports.

Developing	Progressing	Proficient
• Identifies pictures that begin with the same sound as a given pair of words with teacher support • Sort objects into groups by beginning sound with support • Participates in play name games (e.g., producing a word that begins with the same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando)	• Pairs pictures and objects that begin with the same sound with occasional support • Sorts objects into groups by beginning sound with occasional support • Identifies words in rhyming songs that begin with the same sounds • Listens to two sentences within a story and identify which sentence has alliteration in it	• Pairs pictures and objects that begin with the same sound independently • Sorts objects into groups by beginning sound independently • Makes silly phrases by changing the beginning sounds of all words to have the same sound (e.g., "Mappy Mirthday Moo Moo") • Produces a word that begins with the same sound as a given pair of words

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 4: Phonological Awareness - Onset and Rime

The student identifies a familiar one-syllable word that is segmented by onset (beginning sound) and rime (ending sound) ***(in English only)***.

Developing	Progressing	Proficient
• Repeats a word that is segmented by onset-rime *(e.g., the teacher says /b/+/ark/ then says "bark" and the child repeats "bark")* • Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime with support *(e.g., when shown several pictures, and adult says /r/+/ug/, child selects the picture of the rug)*	• Identifies a word that is segmented by onset-rime (e.g., if the teacher says /b/+/ark/ then the child will say "bark") • Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime with occasional support *(e.g., when shown several pictures, and adult says /r/+/ug/, child selects the picture of the rug)* • Repeats the rime of a word by saying the rime when the teacher says the onset *(e.g., if the teacher says "toad" and segments the word to /t/+ /oad/, the child repeats /oad/)*	• Identifies a word that is segmented by onset-rime (e.g., if the teacher says /b/+/ark/ then the child will say "bark") • Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime independently *(e.g., when shown several pictures, and adult says /r/+/ug/, child selects the picture of the rug)* • Identifies the rime of a word by saying the rime when the teacher says the onset *(e.g., if the teacher says "toad" and segments the word to /t/ the child says /oad/)*

Learning Progression for Competency 5: Alphabet Knowledge - Letter Identification and Sound Recognition

The student identifies uppercase and lowercase letters and recognizes and produces letter sounds independently.

(Grading Period 1 - 5 letters; Grading Period 2 - 10 letters; Grading Period 3 - 15 letters; Grading Period 4 – 20 letters)

Developing	Progressing	Proficient
• Identifies upper or lower-case letters in isolation with support • Participates in letter recognition games or activities *(e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)* • Recognizes the letters in their own name (e.g., "If your name starts with ___, please stand up" or "if you have a ___ in your name, touch your nose")	• Identifies uppercase or lower-case letters in isolation with occasional support or independently • Names letters on name cards, posters, books, and signs around the room • Matches upper and lowercase letters, while recalling the name of the letters • Identifies the letter that corresponds with a specific letter sound *(e.g., "I am thinking of a*	• Identifies specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.) • Identifies uppercase and lowercase letters within a word and within text • Points to the letter that matches the sound heard when shown 2-4 letters • Categorizes objects or pictures by beginning sounds, matching the sound

• Matches a letter to the picture that begins with the corresponding letter sound • Says the correct sound when shown a letter or given a letter name with support and discriminates between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/)	*letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?")* • Says make the correct letter sound while pointing to a letter in a book or on a poster	to the printed letter • Says the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat)

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 6: Comprehension of Text Read Aloud

The student demonstrates comprehension of text read aloud by acting it out, asking and responding to questions, or discussing the sequence of events (beginning, middle, and end) in a story.

Developing	Progressing	Proficient
• Participates in acting out a familiar story in whole group (circle time) and small group settings (learning centers) • Attempts to retell the main events of a story • Organizes pictures to sequence of events in a story read aloud with support • Attempts to answer questions about the story details, actions, events, or characters	• Reenacts a story heard before in small group settings (learning centers) • Retells the main events of a story in sequence • Uses the pictures in the books to recall what is happening in the story • Tells what might happen next if the story continued. • Begins to ask and answers questions about the story details, actions, events, or characters	• Recall characters, setting, and main idea of a story read aloud • Asks and answers questions about the story details, actions, events, or characters • Predicts what may happen in a story using pictures in a story • Relates experiences/make connections to facts read in a book • Create an original or alternate ending to a story. • Describes how to do something learned from reading a book • Uses information learned from a book to make comparisons about things in his world

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 7: Print Concepts

The student knows the difference between letters, words, and pictures, knows that readers read left to right and top to bottom, holds books correctly, turns pages correctly, and begins to understand that some conventional features of print communicate meaning (end punctuation and case).

Developing	Progressing	Proficient
• Points to a word rather than a picture when prompted • Points to a letter within a word when prompted • Turns the pages in a book from beginning to end • Use a pointer or finger to track print in big books or enlarged text as the teacher is reading	• Points to a specific letter within a word correctly when prompted • Sort letters, words, and pictures into their corresponding categories • Imitates reading behaviors *(e.g., moving top to bottom and left to right; return sweep, etc.)* on charts, lists, and big books • Points to or names a period at the end of a sentence • Recognizes that the first letter in a name is capitalized	• Distinguishes between elements of print including letters, words, and pictures • Identifies conventional features of print that communicate meaning • Accurately models left-to-right directionality when reading labels around the room *(e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child)* • Recognizes different types of punctuation *(e.g., period, question mark, exclamation)* even if they don't understand the purpose of each kind • Recognizes that the first letter in a name or word in a sentence is capitalized

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 8: Writing as a Process and a Means of Communication

The student is able to contribute ideas during shared writing activities and uses drawing and writing to express their ideas

Developing	Progressing	Proficient
• Copies or writes at least the first letter or letters of their name with support and sensory materials *(e.g., on a "gel" bag, with shaving cream, or in sand)* • Writes scribble or mock letters that he/she knows to compose a message • Writes a few letters or scribbles to communicate ideas and share its meaning • Participates in rereading writing that has been developed collaboratively *(e.g., shared and/or interactive writing experiences)*	• Writes their first name using a model • Writes the words that are posted around the room using letter-like shapes • Adds labels to drawings, using one or two letters or letter strings to represent a word • Writes simple words or uses inventive spelling • Shares the pen with the teacher to write letters or add a picture • Contributes ideas for drafts composed in whole shared writing/small group writing activities	• Writes their first name in correct letter order, capitalizing the first letter without a model • Share the pen with the teacher to write letters, add a picture, and familiar words • Begins to use correct directionality and approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes misses the medial sounds when writing • Notices when something that has been written doesn't make sense or sound right when read aloud *(e.g., incorrect sequence, improper word usage, inaccurate tense, etc.)* • Provides suggestions to revise and edit class-made drafts • Uses letter walls or labels from around the room to correctly write familiar words • Actively listens to peers while they share their experiences and will respond appropriately *(e.g., claps for peers, says "thank you for sharing", waits turn, asks thoughtful questions about their peers' work)*

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.