Prekindergarten Emergent Literacy Competencies and Progressions: Language and Communication

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
II.A.1, II.A.2	**C1 – Listening Comprehension** The student shows understanding by following oral directions.	**X**	**X**	**X**	**X**
II.B.1, II.B.2, II.B.3, II.B.4	**C2 – Speaking (Conversation)** The student engages in conversations that demonstrate an understanding of verbal and nonverbal communication rules (eye contact and taking turns when speaking) and social contexts.	**X**	**X**	**X**	**X**
II.C.1, II.C.2	**C3 – Articulation (Speech Production)** The student's speech is understood by adults and peers with a preliminary understanding of intonation.	**X**	**X**	**X**	**X**
II.D.1, II.D.2, II.D.3	**C4 – Vocabulary** The student understands and uses new academic and conversational vocabulary acquired from a variety of sources (books, conversations, and play) in and outside of the classroom.	**X**	**X**	**X**	**X**
II.E.1, II.E.2, II.E.3, II.E.4	**C5 – Sentences and Structure** The student speaks in complete sentences of four or more words and uses age-appropriate grammatical complexity to communicate needs/wants, share ideas, and when responding to and engage with others.	**X**	**X**	**X**	**X**

Learning Progression for Competency 1: Listening Comprehension

The student shows understanding by following oral directions

Developing	Progressing	Proficient
• Uses nonverbal gestures to show a response to adults and peers *(e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)* • Sometimes responds to requests by completing the appropriate actions *(e.g., passing a pencil when a friend asks for it)* • Attempts to participate in songs and/or dances that require the response of various movements or gestures (e.g., "march your feet, then find a friend, grab their hand and dance with them") • Follows simple one-step directions *(e.g., "Please sit down.")*	• Uses nonverbal gestures and begins to respond verbally to adults and peers using simple phrases with less than five words *(e.g., "Yes, please." and "No, thank you.")* • Frequently responds to requests by completing the appropriate actions *(e.g., passing a pencil when a friend asks for it)* • Participates in songs and/or dances that require the response of various movements or gestures *(e.g., "march your feet, then find a friend, grab their hand and dance with them")* • Begins to contribute to discussions by commenting or asking questions • Follows two-step directions *(e.g., "Please get your jackets and put them on.")*	• Uses nonverbal gestures and frequently responds verbally to adults and peers using complete sentences with five or more words • Provides appropriate verbal responses to questions asked by peers or adults in complete sentences using five or more words • Demonstrates the ability to turn to a peer partner and repeat instructions • Appropriately contributes to discussions by commenting or asking questions • Follows three-step directions. *(e.g., "Please put your things away, then find your square on the carpet, and sit down.")*

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

Learning Progression for Competency 2: Speaking (Conversation)

The student engages in conversations that demonstrate an understanding of verbal and nonverbal communication rules (eye contact and taking turns when speaking) and social contexts.

Developing	Progressing	Proficient
• Uses nonverbal gestures *(e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion)* to communicate needs and wants • Attempts to ask for help from a teacher using isolated words • Attempts to answer questions from adults within the school, other than the classroom teacher *(e.g., nurse, secretary, cafeteria staff)* • Begins to participate in one-on-one or group discussions during learning activities	• Uses nonverbal gestures and begins to use verbal communication to express needs and wants *(e.g., "I'm hungry." or "I want the toy.")* • Asks for help from a teacher using simple phrases or sentences of three words or less • Answers questions from adults within the school, other than the classroom teacher and begins to initiate, participate in, or terminate conversations *(e.g., engages in appropriate greetings, contributes to an interactive conversation)* with peers and adults • Participates in one-on-one or group discussions during learning activities • Begins to ask questions and make requests to communicate with adults and peers • Adjusts voice appropriately based on the activity or situation *(e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying)*	• Communicates emotions and needs/desires appropriately, *(e.g., "I'm feeling sad today because...", asking permission to use the restroom, inviting others to join an activity)* • Asks for help from a teacher when a task cannot be completed independently or in the event of an emergency using complete sentences with five or more words • Consistently takes turns when talking or communicating with peers and adults • Engages in multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person in one-on-one or group discussions during learning activities and begins to ask questions and make requests to communicate with adults and peers • Shares information or stories *(e.g., tells the class about a family trip)* with peers and adults • Adjusts voice appropriately and aligns vocabulary to match the situation *(e.g., uses academic words in the classroom and more informal word choice when in the cafeteria)*

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

Learning Progression for Competency 3: Articulation (Speech Production)

The student's speech is understood by adults and peers with a preliminary understanding of intonation.

Developing	Progressing	Proficient
• Some speech is understood by familiar adults and children • Speak loud enough so that what is being said can be heard • Articulates some individual words in a sentence • Attempts to recite nursery rhymes and songs • Begins to produce some voiced and unvoiced consonant pair sounds *(e.g., /b/- /p/, /d/- /t/, /z/- /s/ (English only), /k/- /g/, and /v/- /f/)*	• Most speech is understood by familiar adults and children • Articulates individual most of the words in a sentence • Begins to enunciate sounds or syllables in words • Recites nursery rhymes and songs • Uses intonation to represent emotion • Produces some voiced and unvoiced consonant pair sounds *(e.g., /b/- /p/, /d/- /t/, /z/- /s/ (English only), /k/- /g/, and /v/- /f/)*	• Speech is consistently understood by familiar adults and children • Clearly articulates individual words in a sentence and enunciates each sound or syllable in words • Recites nursery rhymes and songs with intonation • Uses appropriate intonation to represent emotion and matches intonation in most situations *(e.g., talking to a baby vs. talking to an adult).* • Produces most voiced and unvoiced consonant pair sounds *(e.g., /b/- /p/, /d/- /t/, /z/- /s/ (English only), /k/- /g/, and /v/- /f/)*

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

Learning Progression for Competency 4: Vocabulary

The student understands and uses new academic and conversational vocabulary acquired from a variety of sources (books, conversations, and play) in and outside of the classroom.

Developing	Progressing	Proficient
• Participates in activities that reinforce the use of instructional language *(e.g., circle time discussions, observational conversations, recall & review)* with support • Follows directions that include language from instruction *(e.g., "Please draw a small red square." or "Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.")* with support from an adult • Attempts to identify items seen in real life, books, or pictures, incorporating new terminology with support and prompting	• Identifies items seen in real life, books, or pictures, incorporating new terminology with occasional support • Begins to use newly learned words to describe or explain in detail things seen in real life, books, or pictures with occasional support and prompting • Attempts to use descriptive words when asking questions or giving directions to peers in authentic situations *(e.g., "Can you give me that small brown crayon?" or "Please grab that red cup so we can use it in the kitchen center.")* • Responds to questions related to content-area instruction *(e.g., If a teacher asks, "how many sides does a triangle have?" the child would immediately respond "three")* with support and prompting	• Uses newly learned words to describe or explain in detail things seen in real life, books, or pictures independently • Uses descriptive words when asking questions or giving directions to peers in authentic situations *(e.g., "Can you give me that small brown crayon?" or "Please grab that red cup so we can use it in the kitchen center.")* • Responds to and uses thematic vocabulary when engaging in child-initiated play • Responds appropriately to questions related to content-area instruction *(e.g., If a teacher asks, "how many sides does a triangle have?" the child would immediately respond "three")* • Uses new academic and conversational vocabulary words when asking and answering questions

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

Learning Progression for Competency 5: Language and Communication - Sentence Structure

The student speaks in complete sentences of four or more words and uses age-appropriate grammatical complexity to communicate needs/wants, share ideas, and when responding to and engage with others.

Developing	Progressing	Proficient
• Uses simple sentences with two to three words with support and prompting • Attempts to respond to questions with support and prompting • Begins to participate in group discussions to share ideas with support and prompting	• Uses simple sentences with three to four words • Responds to questions and adds ideas using complete sentences with support and prompting • Begins to use the correct tense when describing something he did yesterday or last week *(e.g., says "went" although a younger classmate says "goed.")* with support and prompting • Describes a personal experience or tells a story with support for providing details that are focused on a topic	• Uses simple sentences with four or more words • Begins to combine sentences that give details that are grammatically correct • Responds to questions and add ideas using complete sentences • Uses the correct tense when describing something he did yesterday or last week *(e.g., says "went" although a younger classmate says "goed.") with support and prompting* • Describes a personal experience or tells a story with detail that is focused on the topic *(e.g., "When my grandpa came over, we went to the park. We had fried chicken and played on the swings.")*

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