

III. EMERGENT LITERACY: READING DOMAIN

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

A. Counting Skills Motivation to Read Skills

B. Phonological Awareness Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child enjoys being read to and knows when a favorite story has a part left out.	III.A.1. Child engages in pre-reading and reading-related activities.	The child: <ul style="list-style-type: none"> repeats or “chimes in” on repeated parts of predictable stories. engages in acting out a read aloud during circle time or small-group instruction re-enacts a favorite story with puppets, props, or felt board characters. asks a teacher to re-read a favorite book. holds a book right side up and turns the pages one at a time verbalizes while looking at pictures and turning pages of a book 	The teacher: <ul style="list-style-type: none"> reads books with storylines and characters that are easy for the child to understand, remember, and re-enact. reads books with repeated parts and encourages the child to join in during the reading. discusses what the author and illustrator do. rereads favorite books that the child engages and interacts with. uses shared, interactive, guided, and independent reading to demonstrate and discuss appropriate reading behaviors (starting location, left to right movement across print, return sweep, voice/print matching) on materials such as lists, menus, songs, signs, and charts (with print large enough for children to see).
Child enjoys looking at books and telling a story from the pictures or from memory.	III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	The child: <ul style="list-style-type: none"> chooses a book independently and returns it to the shelf when the “reading” is complete. holds a book right-side-up and turns the pages one at a time in a way that will not damage the book. selects and interacts with a “book” in a software program by clicking on the appropriate icon, moving through the program, and closing the program when finished. listens to audio books following along in the book and turning the pages at the appropriate time. handles and cares for books in a respectful manner. reads a book to a doll or stuffed animal at the library or dramatic play center. selects the reading/library center during free play. 	The teacher: <ul style="list-style-type: none"> models and discusses appropriate book handling behaviors in an ongoing way. creates a warm comfortable place for children to engage in independent pretend reading. teaches children to use technology-based text materials and provides opportunities for use. includes both fiction and nonfiction books in read aloud selections and reading/library center. places books (and manipulatives) that have been read and acted out in centers for children to have access to during independent play. places concept or theme- related books in each center to supplement center and project activities (books on buildings or bridges in the block area, menus and cookbooks in dramatic play, books on plants in the science center).
Child notices environmental print and connects meaning to it.	III.A.3. Child recognizes that text has meaning.	The child: <ul style="list-style-type: none"> asks the meaning of text such as posters, charts, or digital materials encountered throughout the classroom or school). asks or notices what a note from home says. asks or notices the meaning of the writing such as on a food container or signs. generates purposeful/authentic print. 	The teacher: <ul style="list-style-type: none"> models using information gained from print (makes play dough by following a recipe, talks about insects having six legs and spiders having eight legs after reading a nonfiction book about spiders). encourages children to ask questions about what information can be learned from print and the purposes of written language. models using print to find the answers to questions children ask (“Let’s look in this book to see if we can find out how the caterpillar turns into a butterfly.”). discusses what is happening in pictures, but emphasizes that the print is what is read. discusses meanings of new/unusual words and passages before and after reading text. provides opportunities and encourages the child to create and use purposeful/authentic print.

B. Phonological Awareness Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
<i>Note: Phonological awareness is just beginning to develop between the ages of 36 and 60 months. Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration.</i>	III.B.1. Child separates a normally spoken four- word sentence into individual words.	The child: <ul style="list-style-type: none"> repeats a sentence spoken by the teacher, stepping forward as the word he is assigned is spoken in the sentence. says (and repeats) a sentence so she has the sentence in her head, segments each word one from the other using objects, fingers, or even bodies to stand for each individual word in the sentence (as the child says, “I like petting dogs,” he holds up a finger or moves a counter for each word as it is said.). 	The teacher: <ul style="list-style-type: none"> models sentence segmenting with two word sentences (such as “I jump.”). encourages children to segment more difficult sentences with more words and words with more than one syllable. connects a child’s name to a single movement (word) to help children understand the concept of word (“Vanessa is one person, one word, so we move one time.”).

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
	III.B.2. Child combines words to make a compound word.	The child: <ul style="list-style-type: none"> creates a new word by putting two words together to make compound words (“dog” + “house” = “doghouse”; Spanish examples: “lava” + “manos” = “lavamanos”; “toca” + “discos” = “tocadiscos”; “arco” + “iris” = “arcoiris”; “saca” + “puntas” = “sacapuntas”). uses picture cards to create compound words. makes compound words by responding with a second part after the teacher has provided the first part. names the two words that are said in a compound word when prompted by the teacher. 	The teacher: <ul style="list-style-type: none"> demonstrates using compound word puzzles and picture cards when practicing blending and taking apart compound words they say aloud. provides compound word puzzles and picture cards for children to use in independent play practice. encourages children to make a variety of compound words by adding different endings to the beginning she says (say “fire,” ending responses such as “fly,” “man,” “works,” “house”). gives examples of two words that when put together become a compound word.
	III. B.3. Child deletes a word from a compound word.	The child: <ul style="list-style-type: none"> takes compound words apart by deleting either the first or second part and stating the word that is left (e.g., “sunflower” - “sun” = “flower”; in Spanish, “arcoiris” - “arco” = “iris”). 	The teacher: <ul style="list-style-type: none"> says compound words and then leaves off first or second half (say “sunshine” then say “sun”; child responds “shine”).
	III.B.4. Child blends syllables into words.	The child: <ul style="list-style-type: none"> claps with the teacher as they say children’s names together, segmenting the parts. combines two syllables together to say a word (e.g., “pa” + “per” = “paper”; Spanish examples: “pa” + “pel” = “papel”; “li” + “bro” = “libro”). provides second syllable of theme-related objects when the teacher says the first syllable, then entire word (teacher says “buck”; child says “et” = “bucket”). claps the syllables in her own names, and classmates’ names. hears a familiar word (up to three syllables) and claps the syllables. hears a classmate’s name segmented and blends it back together. 	The teacher: <ul style="list-style-type: none"> models clapping one time for each syllable in children’s names. encourages children to clap once while saying each syllable in children’s names. models putting pictures (and the syllables that go with each part) of familiar two- syllable objects cut into two pieces together to form a word. encourages children to practice putting picture pieces (and words) together while also putting the sounds together to say the word. says the first syllable in a familiar two-syllable word and encourages children to fill in the second syllable.
	III.B.5. Child can segment a syllable from a word.	The child: <ul style="list-style-type: none"> hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” - “ladd” = “er” or “puzzle” - “puzz” = “le” Spanish examples: “árbol” - “ár” = “bol”; “cama” - “ca” = “ma”). chooses a theme-related object (with from one to three syllables) and deletes the initial or final syllable from that word. participates in word games that focus on playing with syllables. 	The teacher: <ul style="list-style-type: none"> provides opportunities for children to clap the syllables in their names or other familiar words. provides pictures cut into three pieces of familiar three-syllable words, models, then engages child in practicing taking the pictures apart while saying the word aloud.
Child can distinguish when two words rhyme.	III.B.6. Child can recognize rhyming words.	The child: <ul style="list-style-type: none"> points to the picture that does not rhyme with the other two pictures. gives the pairs of words from a nursery rhyme that rhyme. identifies the words that rhyme in a read aloud book written in rhyme. identifies two objects out of a rhyming basket that rhyme. generates nonsense words that rhyme with a given word. participates in word play games that focus on making rhyming words (“Willoughby, Walloughby, Woo”; in Spanish: tío, mío, sío). 	The teacher: <ul style="list-style-type: none"> recites nursery rhymes that have words that rhyme and draws child’s attention to how those words have the same sounds at the end. reads books that have words that rhyme and helps child notice the sounds in those words. plays rhyming games with objects and pictures that rhyme. sings songs and engages children in finger plays that rhyme.

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B. Phonological Awareness Skills			
Child can distinguish when two words begin with the same sound.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	The child: <ul style="list-style-type: none"> pairs pictures that begin with the same sound. identifies words in tongue twisters that begin with the same sounds. sorts objects into piles that begin with the same sounds. participates in word play games that focus on words that begin with the same sound ("Mappy Mirthday Moo Moo"). 	The teacher: <ul style="list-style-type: none"> provides common objects that children can name and sort into groups that begin with the same beginning sounds. plays word games focusing on words that begin with the same sound.
	III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one- syllable word with and without pictorial support.	The child: <ul style="list-style-type: none"> selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says "r"+"ug," child selects the picture of the rug. Spanish example: "p"+"an"; child selects a picture of bread). sorts objects by all that begin with a given onset, like pan and pie; Spanish example: sol y silla. 	The teacher: <ul style="list-style-type: none"> models using two pieces of a picture of a familiar one- syllable word while orally blending and taking the words into onset (consonant/consonants) – rime (rest of the word) segments. provides two pieces of a picture of a familiar one- syllable word for children to practice manipulating during play while orally blending and taking the words into onset (consonant/consonants) – rime (rest of the word) segments. displays pictures or objects and has child point to or select picture/object that teacher says with a pause between onset and rime.
	III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	The child: <ul style="list-style-type: none"> selects a picture and says the letter sounds for the word ("k" + "e" = key; "b" + "e" = bee; "n" + "e" = knee) in Spanish selects a picture and the letter sounds for the word ("s" + "o" + "l" = sol; "p" + "e" + "s" = pez). 	The teacher: <ul style="list-style-type: none"> models using pictures to identify and blend phonemes into words. displays pictures and has the child blend the phonemes to make the word. models blending phonemes to produce one syllable words and has child practice.

C. Alphabet Knowledge Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child names the first letter of his or her name.	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	The child: <ul style="list-style-type: none"> names letters on name cards, posters, books, and signs around the room. participates in circle time alphabet identification games ("If Your Name Starts With," name cheers). manipulates letters in a variety of ways (finds letters buried in sand; letter sorts, matching upper/lower case letters). 	The teacher: <ul style="list-style-type: none"> introduces all of the upper and lower case letters in a meaningful way. reads aloud a variety of alphabet books. names letters in a variety of situations, helping child distinguish one letter from another, making meaningful connections for the child (connecting with a child's name or other important words, similarities and differences between letters). gives the child many opportunities to say the names of letters when working with books, charts, letter/word walls, or alphabet manipulatives (magnetic or plastic letters, puzzles, stamps, etc). has the child name the first letter in a word or a specific letter when reading books, charts, or poems. has the child match plastic letters to an alphabet array on a mat and say each letter as it is matched. plays games with the child's name printed large enough for child to see the print (name puzzles, name sorts, fishing for names).

C. Alphabet Knowledge Skills

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child identifies the letter associated with the sound of the first letters of his name.	III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	The child: <ul style="list-style-type: none"> identifies the letter that makes a given sound. participates in circle time sound/letter identification games ("I spy something that starts with /s/. What letter is that? What do I see?"). points to target sound when shown 2–4 letters. 	The teacher: <ul style="list-style-type: none"> introduces, in a meaningful way, all of the sounds letters make. connects the sound that a letter makes as she is writing a word in front of the child. instructs the child in matching letter sounds to the letter name and the printed letter shape ("The story says, 'Here is the dog.' Let's find the word dog in the book. Dog starts with /d/. That is the letter d. Here is the word that starts with that letter.>"). models writing children's names making letter sounds as he writes each letter ("John starts with /j/. What letter makes that sound?"). models writing for authentic reasons, saying words slowly, and matching sound to the letter being written. engages children in interactive writing, encouraging children to write the initial sounds of words with letters they are beginning to recognize.
Child produces the correct sound for the first letter of his name.	III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.	The child: <ul style="list-style-type: none"> makes the sounds in her first name as she attempts to write the letters. produces the correct sound when shown the first letter of her name. makes the correct letter sound while pointing to a letter in a book or on a poster. sorts objects in letter container (find the items that start with "B"). 	The teacher: <ul style="list-style-type: none"> connects the sound that a letter makes with that specific letter ("Matthew starts with 'm'. 'M' makes the /m/ sound"). models, explicitly, going from the letter that children can see to the sound that the letter makes ("Cat starts with 'c'. 'C' says /k/"). points to a letter in a written word in a printed text, such as a chart, poster, book, song, or sign, and asks children to make the sound of that letter. gives the child a small set (3–5) letters and asks her to produce the sounds of each letter. provides the child with opportunities to practice making letter/sound connections with names and other targeted words in independent play.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

D. Comprehension of Text Read Aloud Skills

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By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child interacts with a story as it is being read aloud.	III.D.1. Child retells or re-enacts a story after it is read aloud.	The child: <ul style="list-style-type: none"> participates in acting out a story she is familiar with, either in circle time or in a small group. retells and sequences the main events of a story. connects personal experiences to an event in a story (such as relating a personal trip to the zoo after a zoo story has been read). reads using the pictures in the books to recall the words of his favorite stories. creates original or alternate endings for stories. tells what might happen next if the story continued. 	The teacher: <ul style="list-style-type: none"> provides props such as puppets or felt characters, for children to use while acting out a familiar story or fairy tale. helps children construct a story map with a clear beginning, middle, and end. provides story cards to assist children in sequencing retellings of stories. encourages children to provide sound effects through musical instruments or environmental noises that fit what is happening in the stories. extends the story into centers for children to continue the story line, characters, or concepts in other ways (draw a picture about the story in the art center, plant carrot seeds/top in the science center). places items used during circle time in centers for the children to use and interact with during independent play. reads texts that are culturally relevant to children on a regular basis. invites storytellers into the classroom.
Child interacts with books by describing what is seen/read in the book.	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	The child: <ul style="list-style-type: none"> relates own experiences to facts read in books (“When I went to the doctor. . .”). demonstrates how to plant seeds after hearing a book about planting seeds. describes the reasons for sorting airplanes and helicopters separately from boats or cars. 	The teacher: <ul style="list-style-type: none"> reads informational books. engages the child in activities after reading an informational text that highlights the content learned from the story (creates a graphic organizer that separates spiders from insects based upon physical characteristics). extends informational texts into centers by providing materials for children to interact with (such as a magnifying glass to examine plant parts).
Child asks and answers age-appropriate questions about the book.	III.D.3. Child asks and responds to questions relevant to the text read aloud.	The child: <ul style="list-style-type: none"> asks questions about the story details and events (“What is that? Why is she crying?”). responds to questions regarding the story or information in the text. responds to questions about story details. comments about the characters or actions within a story. discusses other ways a story might end. answers questions about story elements such as main character, setting, and story problem and solution. 	The teacher: <ul style="list-style-type: none"> provides experiences that connect to specific aspects of a story plot (making gingerbread men after reading a story about a gingerbread man). introduces and discusses unknown words. helps child create new endings to familiar stories using props, puppets, dictation, and/or class-made books. asks questions about story details and events (“What just happened?” “What was so silly about. . .?” “How did that work?” “Why did the author write this?” “What is something new you learned?”) facilitates making self to text connections.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child will make inferences and predictions about text.	III.D.4. Child will make inferences and predictions about text.	The child: <ul style="list-style-type: none"> actively participates while being read to by predicting what might happen next in the story. predicts what might happen next in a text based on the cover, title, or illustrations. tells the story during a picture walk. responds appropriately to “why” questions and justifies her answers based on clues in the picture/text. discusses what might happen if different characters were in the story. 	The teacher: <ul style="list-style-type: none"> purposefully selects texts that lend themselves to predicting and inferring to read aloud. engages the child in thinking about the story by stopping at strategic points in a story and having child predict what might happen next. models making predictions and inferences using think aloud strategies. points out strategies good readers use while reading. asks questions to encourage making predictions (“What might happen next?” “What would happen if. . .?” “How will that work?”). reads different versions of a story to support making predictions. poses inferential questions based on clues in the pictures or in the text, such as “Why did. . .” when the answer is not explicitly stated. follows up children’s responses with “Tell me why you think that? What did you notice?”
E. Print Concepts			
By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child understands that illustrations and print carry meaning.	III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	The child: <ul style="list-style-type: none"> points to a word rather than a picture when prompted. points to specific letters within a word when prompted. uses a pointer to read print during “read around the room” activities. 	The teacher: <ul style="list-style-type: none"> models the differences between pictures and words and letters and words. asks children to identify a familiar word in books and other print materials. engages children in modeled and shared writing and rereading opportunities using a pointer. asks children to locate/frame a word during a shared reading of enlarged text.
Child imitates actions that demonstrate that text progresses across pages.	III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	The child: <ul style="list-style-type: none"> imitates reading behaviors (moving top to bottom and left to right; return sweep) on charts, lists, and big books during “read around the room” center. uses a pointer to reread big books or enlarged text. uses finger to track print when reading simple or familiar texts. 	The teacher: <ul style="list-style-type: none"> uses shared and interactive reading to demonstrate and discuss appropriate reading behaviors (starting location; left to right movement across print; return sweep; voice/print matching) on materials such as lists, menus, songs, signs, and charts (with print large enough for children to see). shares the pointer with children during shared re- reading experiences.
Child can identify some conventional features of print that communicate meaning including end punctuation and case.	III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	The child: <ul style="list-style-type: none"> points to or names a period at the end of a sentence. recognizes that the first letter in a name is capitalized. recognizes that the first word in a sentence is capitalized. 	The teacher: <ul style="list-style-type: none"> models and thinks aloud while writing to show proper use of upper and lower case and end punctuation. uses interactive writing to encourage children to contribute letters and end punctuation to a shared work. when rereading enlarged text, asks “What’s this called?” when pointing to a period. stops while writing a morning message to say, “What should I put at the end?”