

Prekindergarten – Emergent Literacy: Reading & Writing Competencies

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

Competencies	Q 1	Q 2	Q 3	Q 4
C1– Phonological Awareness- Syllables The student blends and divides words into syllables.		X	X	X
C2- Phonological Awareness-Rhyming Words The student recognizes and creates rhyming words.		X	X	X
C3- Phonological Awareness- Understanding Word Parts The student identifies words that begin with the same sound.	X	X	X	X
C4- Alphabet Knowledge-Letter Identification The student identifies both uppercase and lowercase letters.	X	X	X	X
C5- Alphabet Knowledge-Letter Sound Recognition The student identifies letter sounds independently.		X	X	X
C6- Comprehension of Text Read Aloud The student demonstrates comprehension of text read aloud by acting it out or discussing the sequence of events.	X	X	X	X
C7- 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, and turns pages correctly.	X	X	X	X
C8- Writing as a Process and Means of Communication The student is able to contribute ideas during shared writing activities and uses drawing and writing to express their ideas.	X	X	X	X

Learning Progression for Competency 1: Phonological Awareness- Syllables

The student blends and divides words into syllables.

Developing	Progressing	Proficient
Claps the syllables in student’s name and common objects.	Segments syllables in his/her name and common objects.	Segments and blends syllables in his/her name and two syllabic words, but also identifies how many word parts in each given word.
<p>Success Criteria for Proficient in Phonological Awareness- Syllables</p> <p>The student can:</p> <ul style="list-style-type: none"> • Clap their name and their friends’ names with teacher and identify how many parts. • Combine two syllables together to say a word. • Provide second syllable of theme-related word when teacher says first syllable, then entire word. • Hear a familiar word (up to three syllables) and clap the syllables. 		

Learning Progression for Competency 2: Phonological Awareness- Rhyming Words

The student recognizes and creates rhyming words.

Developing	Progressing	Proficient
Identifies rhyming picture pairs or objects, with teacher support.	Orally produces a picture that rhymes with given picture, without support. Produces a word or nonsense word that rhymes with a given word or nonsense word.	Identifies words that do not rhyme with given words with/without pictures. Identifies rhyming word pairs in songs, poems, and or books.
<p>Success Criteria for Proficient in Phonological Awareness- Rhyming Words</p> <p>The student can:</p> <ul style="list-style-type: none"> • Identify the picture (orally or by pointing) that rhymes with or does not rhyme with a given pair of pictures. • Participate in nursery rhymes and identify rhyming words. • Identify two objects out a rhyming basket that rhyme. • Create nonsense words that rhyme with a given word. 		

Learning Progression for Competency 3: Understanding Word Parts

The student identifies and produces words that begin with same sound.

Developing	Progressing	Proficient
Identifies pictures that begin with the same sound as a given pair of words with teacher support.	Pairs pictures and objects that begin with the same sound.	Produces a word that begins with the same sound as a given pair of words.
<p>Success Criteria for Proficient in Phonological Awareness- Understanding Word Parts</p> <p>The student can:</p> <ul style="list-style-type: none"> • Pair pictures that begin with the same sound. • Identify words in tongue twisters that begin with the same sounds. • Sort objects into piles that begin with the same sounds. • Produce a word that begins with the same sound as given word. 		

Learning Progression for Competency 4: Alphabet Knowledge- Letter Identification

The student identifies both uppercase and lowercase letters.

(Quarter 1 - 5 letters; Quarter 2 - 10 letters; Quarter 3 - 15 letters; Quarter 4 - 20 letters)

Developing	Progressing	Proficient
Identifies uppercase letters in isolation.	Identifies uppercase and lowercase letters within a word.	Identifies uppercase and lowercase letters within text.
<p>Success Criteria for Proficient in Alphabet Knowledge- Letter Identification</p> <p>The student can:</p> <ul style="list-style-type: none"> • Name letters on name cards, posters, books, and signs around the room. • Practice alphabet identification games during circle time. • Manipulate letters in a variety of ways (letter sorts, matching upper/lower case letters, finding buried letters). 		

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

The student identifies letter sounds independently.

Developing	Progressing	Proficient
Identifies letter sounds with teacher support.	Identifies letter sounds within a word with teacher support.	Identifies letter sounds within text independently.
<p>Success Criteria for Proficient in Alphabet Knowledge- Letter Sound Recognition:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Identify the letter that makes a given sound. • Participate in sound/letter identification games during circle time. • Point to target sound when shown 2-4 letters. 		

Learning Progression for Competency 6: Comprehension of Text Read Aloud

The student is able to demonstrate comprehension of text read aloud by acting it out or discussing the sequence of events.

Developing	Progressing	Proficient
Reenacts a story heard before.	Predicts what may happen in a story using pictures in a story.	Relates experiences/makes connections to facts read in a book.
<p>Success Criteria for Proficient in Comprehension of Text Read Aloud:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Act out a familiar story during circle time or in a small group. • Retell and sequence the main events of a story. • Connect personal experiences to an event in a story. • Create original or alternate ending to a story. • Tell what might happen next if the story continued. 		

Learning Progression for Competency 7: Print Concepts

The student knows the between letters, words, and pictures, knows that readers read left to right and top to bottom, holds books correctly, and turns pages correctly.

Developing	Progressing	Proficient
Distinguishes between elements of print including letters, words, and pictures.	Demonstrates an understanding of print directionality (left to right and top to bottom).	Identifies conventional features of print that communicate meaning.
<p>Success Criteria for Proficient in Print Concepts:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Point to a word rather than a picture when prompted. • Point to correct letter within a word when prompted. • Use finger to track print when reading big books. • Point to period at the end of a sentence. • Recognize that the first letter in a name is capital. 		

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
<p>Writes at least the first letter of their name with support.</p> <p>Writes scribble or mock letters that he/she knows to compose a message.</p> <p>Writes a few letters or scribbles to communicate ideas and share its meaning.</p>	<p>Copies all letters of their first name with a model.</p> <p>Begins to write and share simple words or uses inventive spelling.</p> <p>Contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>Writes first name in correct letter order without a model.</p> <p>Begins to use correct directionality when writing.</p> <p>Provides suggestions to revise and edit class-made drafts.</p>

Success Criteria for Proficient in Writing as a Process and a Means of Communication

The student can:

- Write their first name using a model.
- Write their first name from memory.
- Write the words that are posted around the room.
- Write in a journal or blank book.
- Use letter-like shapes.
- Write a few letters or mock letters as a caption under a picture.
- Share the pen with the teacher to write familiar words.
- Share ideas for an ending to a piece of writing.