In this section, activities promoted by School Literacy and Culture are grouped according to the individual skills they promote within the ten skill domains listed in the 2008 Revised Texas Prekindergarten Guidelines. Teachers needing to cover a skill in the left column will find that aspects of the activities in the right column will address that skill.

### I. Social and Emotional Development Domain

#### I.A. Self Concept Skills

| I.A.1.  | Child is aware of where own body is in space, respects personal boundaries. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization |
|--------|--------------------------------------------------------------------------|----------------------------------|
| I.A.4.  | Child shows initiative in independent situations and persists in attempting to solve problems. | • Story Dictation and Dramatization  
• Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center  
• Dramatic Play Center |

#### I.B. Self Control Skills

<table>
<thead>
<tr>
<th>I.B.1.a.</th>
<th>Child follows classroom rules and routines with occasional reminders from teachers.</th>
<th>• Print Rich Environment</th>
</tr>
</thead>
</table>
| I.B.1.c. | Child regulates his own behavior with occasional reminders or assistance from teacher. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center  
• Dramatic Play Center  
• Story Baskets |

| I.B.2.a. | Child begins to understand difference and connection between feelings and behaviors. | • Story Dictation and Dramatization  
• Dramatic Play Center |
### I. Social and Emotional Development Domain (cont’d)

#### I.B. Self Control Skills (cont’d)

#### I.B.2. Emotional Control (cont’d)

| I.B.2.b. Child is aware of own feelings most of the time. | • Story Dictation and Dramatization  
• Read-Aloud |

| I.B.3. Control of Attention | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center  
• Classroom Library  
• Dramatic Play Center  
• Story Baskets |

| I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• News of the Day  
• Read-Aloud  
• Group Stories  
• Poetry, Songs, and Fingerplays |

| I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• News of the Day  
• Read-Aloud  
• Group Stories  
• Poetry, Songs, and Fingerplays |

#### I.C. Social Competence Skills

| I.C.1. Child uses positive relationships as modeled by his teacher for his own pro-social behaviors. | • Story Dictation and Dramatization |

| I.C.2. Child assumes various roles and responsibilities as part of a classroom community. | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center  
• Classroom Library  
• Dramatic Play Center  
• Story Baskets |

| I.C.3. Child shows competence in initiating social interactions. | • Print Rich Environment  
• Writing Center  
• Dramatic Play Center  
• Story Baskets |

| I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. | • Print Rich Environment  
• Dramatic Play Center |
## I. Social and Emotional Development Domain (cont’d)

### I.C. Social Competence Skills (cont’d)

| I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary. | Story Dictation and Dramatization  
Print Rich Environment  
Writing Center  
Dramatic Play Center  
Story Baskets |
| --- | --- |
| I.C.7. Child begins to have meaningful friends. | Story Dictation and Dramatization  
Print Rich Environment  
Writing Center  
Dramatic Play Center  
Story Baskets |

### I.D. Social Awareness Skills

| I.D.1. Child demonstrates knowledge that others have specific characteristics. | Story Dictation and Dramatization  
Adult-Authored Dramatization  
Read-Aloud  
Classroom Library  
Dramatic Play Center  
Group Stories |
| --- | --- |
| I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own. | Story Dictation and Dramatization  
Adult-Authored Dramatization  
Read-Aloud  
Classroom Library  
Dramatic Play Center  
Group Stories |

## II. Language and Communication Domain

### II.A. Listening Comprehension Skills

| II.A.1. Child shows understanding by listening appropriately. | Story Dictation and Dramatization  
Adult-Authored Dramatization  
Read-Aloud  
Classroom Library  
Poetry, Songs, and Fingerplays |
## II. Language and Communication Domain (cont’d)

### II.A. Listening Comprehension Skills (cont’d)

<table>
<thead>
<tr>
<th>II.A.2.</th>
<th>Child shows understanding by following two-step oral directions and usually follows three-step directions.</th>
</tr>
</thead>
</table>
|         | • Story Dictation and Dramatization  
          • Adult-Authored Dramatization  
          • Poetry, Songs, and Fingerplays  
          • Story Baskets |

|---------|--------------------------------------------------------------------------------------------------|
|         | • Story Dictation and Dramatization  
          • Adult-Authored Dramatization  
          • Poetry, Songs, and Fingerplays  
          • Writing Center  
          • Classroom Library  
          • Group Stories  
          • Story Baskets |

### II.B. Speaking (Conversation) Skills

<table>
<thead>
<tr>
<th>II.B.1.</th>
<th>Child is able to use language for different purposes.</th>
</tr>
</thead>
</table>
|         | • Story Dictation and Dramatization  
          • Adult-Authored Dramatization  
          • Poetry, Songs, and Fingerplays  
          • News of the Day  
          • Print Rich Environment  
          • Writing Center  
          • Dramatic Play Center  
          • Story Baskets |

<table>
<thead>
<tr>
<th>II.B.2.</th>
<th>Child engages in conversations in appropriate ways.</th>
</tr>
</thead>
</table>
|         | • Story Dictation and Dramatization  
          • Adult-Authored Dramatization  
          • News of the Day  
          • Dramatic Play Center  
          • Story Baskets |

<table>
<thead>
<tr>
<th>II.B.3.</th>
<th>Child provides appropriate information for various situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Story Dictation and Dramatization</td>
</tr>
</tbody>
</table>

|---------|--------------------------------------------------------------------------------------------------|
|         | • Story Dictation and Dramatization  
          • News of the Day  
          • Dramatic Play Center  
          • Story Baskets |
### II. Language and Communication Domain (cont’d)

#### II.B. Speaking (Conversation) Skills (cont’d)

| II.B.5. Child demonstrates knowledge of non-verbal conversational rules. | • Story Dictation and Dramatization  
• Read-Aloud  
• Print Rich Environment  
• Classroom Library  
• Dramatic Play Center  
• Story Baskets |
| --- | --- |
| II.B.6. Child matches language to social contexts. | • Story Dictation and Dramatization  
• Adult-Aauthored Dramatization  
• Dramatic Play Center  
• Story Baskets |

#### II.C. Speech Production Skills

| II.C.1. Child’s speech is understood by both the teacher and other adults in the school. | • Story Dictation and Dramatization  
• Adult-Aauthored Dramatization  
• News of the Day  
• Poetry, Songs, and Fingerplays |
| --- | --- |
| II.C.2. Child perceives differences between similar sounding words. | • Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language (ELL). | • Story Dictation and Dramatization  
• Adult-Aauthored Dramatization  
• Name Curriculum and Alphabetic Understanding  
• News of the Day  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness  
• Story Baskets |
## II. Language and Communication Domain (cont’d)

### II.D. Vocabulary Skills

| II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. | • Story Dictation and Dramatization  
• News of the Day  
• Group Stories |
| --- | --- |
| II.D.2. Child demonstrates understanding of terms used in the instructional language in the classroom. | • Adult-Authored Dramatization  
• Print Rich Environment  
• Poetry, Songs, and Fingerplays |
| II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3000 – 4000 words, many more than he or she uses. | • Adult-authored Dramatization  
• Read-Aloud  
• Classroom Library  
• Poetry, Songs, and Fingerplays |
| II.D.4. Child uses a large speaking vocabulary, adding several new words daily. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• News of the Day  
• Dramatic Play Center  
• Group Stories |
| II.D.5. Child uses category labels to understand how the words/objects relate to each other. | • Story Dictation and Dramatization  
• News of the Day  
• Print Rich Environment |
| II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL) | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• News of the Day  
• Read-Aloud  
• Classroom Library  
• Dramatic Play Center  
• Group Stories  
• Story Baskets |
# II. Language and Communication Domain (cont’d)

## II.E. Sentence and Structure Skills

| II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order. | Story Dictation and Dramatization  
News of the Day  
Print Rich Environment  
Dramatic Play Center  
Group Stories  
Story Baskets |
|---|---|
| II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement. | Story Dictation and Dramatization  
News of the Day  
Dramatic Play Center  
Group Stories  
Story Baskets |
| II.E.3. Child uses sentences with more than one phrase. | Story Dictation and Dramatization  
News of the Day  
Print Rich Environment  
Dramatic Play Center  
Group Stories  
Story Baskets |
| II.E.4. Child combines more than one idea using complex sentences. | Story Dictation and Dramatization  
News of the Day  
Print Rich Environment  
Dramatic Play Center  
Group Stories |
| II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. | Story Dictation and Dramatization  
Read-Aloud |
| II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language. (ELL) | Story Dictation and Dramatization  
Adult-Authored Dramatization  
Dramatic Play Center  
Story Baskets |
## II. Language and Communication Domain (cont’d)

### II.E. Sentence and Structure Skills (cont’d)

<table>
<thead>
<tr>
<th>II.E.7.</th>
<th>II.E.8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child uses single words and simple phrases to communicate meaning in social situations. (ELL)</td>
<td>Child attempts to use new vocabulary and grammar in speech. (ELL)</td>
</tr>
</tbody>
</table>
| ![List of activities](image.png) | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• Dramatic Play Center  
• Story Baskets  
• Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• News of the Day  
• Dramatic Play Center  
• Poetry, Songs, and Fingerplays  
• Story Baskets |

---

## III. Emergent Literacy Reading Domain

### III.A. Motivation to Read Skills

<table>
<thead>
<tr>
<th>III.A.1.</th>
<th>III.A.2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child engages in pre-reading and reading related activities.</td>
<td>Child uses books and other written materials to engage in pre-reading behaviors.</td>
</tr>
</tbody>
</table>
| ![List of activities](image.png) | • Story Dictation and Dramatization  
• Name Curriculum and Alphabetic Understanding  
• News of the Day  
• Print Rich Environment  
• Classroom Library  
• Dramatic Play  
• Poetry, Songs, and Fingerplays  
• Story Baskets |
### III. Emergent Literacy Reading Domain (cont’d)

#### III.A. Motivation to Read Skills (cont’d)

| III.A.3. Child asks to be read to or asks the meaning of written text. | • Read-Aloud  
• Print Rich Environment  
• Classroom Library  
• Poetry, Songs, and Fingerplays |

#### III.B. Phonological Awareness Skills

| III.B.1. Child separates a normally spoken four-word sentence into individual words. | • Poetry, Songs, and Fingerplays  
• Phonological Awareness  
• Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.2. Child combines words to make compound words. | • Phonological Awareness  
• Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.3. Child deletes a word from a compound word. | • Phonological Awareness  
• Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.4. Child combines syllables into words. | • Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.5. Child can delete a syllable from a word. | • Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.6. Child can produce a word that rhymes with a given word | • Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.7. Child can produce a word that begins with the same sound as a given pair of words. | • Name Curriculum and Alphabetic Understanding  
• Poetry, Songs, and Fingerplays  
• Phonological Awareness |
| III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support | • Phonological Awareness |
| III.B.9. Child combines onset and rime to form a familiar one-syllable word without pictorial support. | • Phonological Awareness |
| III.B.10. Child recognizes and blends two phonemes into real words with pictorial support. | • Phonological Awareness |
### III. Emergent Literacy Reading Domain (cont’d)

#### III.C. Alphabet Knowledge Skills

| III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters | • Story Dictation and Dramatization  
• Name Curriculum and Alphabetic Understanding  
• News of the Day  
• Writing Center  
• Print Rich Environment |
| --- | --- |
| III.C.2. Child recognizes at least 20 sounds. | • Name Curriculum and Alphabetic Understanding  
• News of the Day  
• Writing Center  
• Poetry, Songs, and Fingerplays |
| III.C.3. Child produces the correct sounds for at least 10 letters. | • Name Curriculum and Alphabetic Understanding  
• News of the Day  
• Writing Center |

#### III.D. Comprehension of Text Read-Aloud Skills

| III.D.1. Child retells or reenacts a story after it’s read aloud. | • Story Dictation and Dramatization  
• Adult-Aauthored Dramatization  
• Read-Aloud  
• Classroom Library  
• Group Stories  
• Story Baskets |
| --- | --- |
| III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting | • Read-Aloud  
• Print Rich Environment  
• Classroom Library  
• Group Stories |
| III.D.3. Child asks and answers appropriate questions about the book. | • Story Dictation and Dramatization  
• Adult-Aauthored Dramatization  
• Read-Aloud  
• Classroom Library  
• Group Stories |
# IV. Emergent Literacy Writing Domain

## IV.A. A Motivation to Write Skills

| IV.A.1 Child intentionally uses scribbles/writing to convey meaning | Name Curriculum and Alphabetic Understanding  
| | News of the Day  
| | Print Rich Environment  
| | Writing Center  
| | Dramatic Play Center |

## IV.B. Independently Conveys Meaning Skills

| IV.B.1 Child independently uses letters or symbols to make words or parts of words. | News of the Day  
| | Print Rich Environment  
| | Writing Center |

| IV.B.2 Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters. | Story Dictation and Dramatization  
| | Name Curriculum and Alphabetic Understanding  
| | News of the Day  
| | Print Rich Environment  
| | Writing Center |

## IV.C. Forms Letters Skills

| IV.C.1 Child independently writes some letters on request (not necessarily well-formed) | Story Dictation and Dramatization  
| | Name Curriculum and Alphabetic Understanding  
| | News of the Day  
| | Print Rich Environment  
| | Writing Center  
| | Dramatic Play Center |

## IV.D. Concepts About Print Skills

| IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation | Story Dictation and Dramatization  
| | Name Curriculum and Alphabetic Understanding  
| | News of the Day  
| | Writing Center |
## V. Mathematics Domain

### V.A. Counting Skills

| V.A.1. Child knows that objects, or parts of an object can be counted. | • Adult-Authored Dramatization  
• Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Story Baskets |
|---|---|
| V.A.3. Child counts 1-10 items with one count per item. | • Adult-Authored Dramatization  
• Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Story Baskets |
| V.A.4. Child demonstrates that the order of the counting sequence is always the same no matter what. | • Print Rich Environment  
• Poetry, Songs, and Fingerplays |
| V.A.7. Child uses verbal ordinal terms. | • Print Rich Environment  
• Poetry, Songs, and Fingerplays |

### V.C. Geometry and Spatial Sense Skills

| V.C.3. Child begins to use language to describe location of objects. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization |
|---|---|

### V.D. Measurement Skills

| V.D.4. Child uses language to describe concepts associated with the passing of time. | • Story Dictation and Dramatization  
• Print Rich Environment |
|---|---|

### V.E. Classification and Pattern Skills

| V.E.2. Child collects data and organizes it in a graphic representation | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment |
|---|---|

## VI. Science Domain

### VI.A. Physical Science Skills

| VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects. | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment |
|---|---|
### VI. Science Domain (cont’d)

<table>
<thead>
<tr>
<th>VI.D. Personal Safety and Health Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.D.1. Child practices good habits of personal safety.</td>
</tr>
<tr>
<td>VI.D.3. Child identifies good habits of nutrition and exercise.</td>
</tr>
</tbody>
</table>

### VII. Social Studies Domain

<table>
<thead>
<tr>
<th>VII.A. People, Past and Present Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.A.2. Child identifies similarities and differences in characteristics of families.</td>
</tr>
<tr>
<td>VII.A.3. Child organizes their life around events, time, and routine.</td>
</tr>
</tbody>
</table>

### VIII. Fine Arts Domain

<table>
<thead>
<tr>
<th>VIII.A. Art Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII.B. Music Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.B.1. Child participates in classroom music activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII.C. Dramatic Expression Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</td>
</tr>
</tbody>
</table>
### IX. Physical Development Domain

#### IX.A. Gross Motor Development Skills

| IX.A.2. Child coordinates sequence of movements to perform tasks. | • Story Dictation and Dramatization  
• Adult-Authored Dramatization  
• Dramatic Play Center |

#### IX.B. Fine Motor Development Skills

| IX.B.1. Child shows control of tasks that require small-muscle strength and control. | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center |

| IX.B.2. Child shows increasing control of tasks that require eye-hand coordination. | • Name Curriculum and Alphabetic Understanding  
• Print Rich Environment  
• Writing Center  
• |

### X. Technology Applications Domain

#### X.A. Technology and Devices Skills

| X.A.4. Child uses software applications to create and express own ideas. | • Print Rich Environment |