

SECTION 1: Activities to Guidelines Correlation

In this section, individual skills within the ten skill domains listed in the 2008 Revised Texas Prekindergarten Guidelines are grouped according to twelve major activities promoted by School Literacy and Culture. There is a basic description of each SLC activity beneath its title, including how it would be seen in a prekindergarten classroom. Teachers who are incorporating an SLC activity in their classroom curriculum are addressing the individual skills listed below that activity's title and description.

Story Dictation and Dramatization

During story dictation:

- A child dictates a story of his or her choosing to a teacher who acts as scribe, echoing the child's words and writing them exactly as spoken.
- The teacher rereads the story when the child has finished and makes any changes the child wishes to make.
- The child chooses a cast of characters (with input from the teacher so that actors are fairly assigned) in preparation for dramatization.

During story dramatization:

- The teacher begins by showcasing the author while reading the story once to the entire class.
- The story is then read a second time while the author and other actors act it out (with neither props nor rehearsals); the teacher encourages improvised dialogue/motions as needed and enforces a "no touch" rule to ensure safety.
- At the end of the performance, the actors bow and the audience applauds.

Over the course of the year, story dictation and dramatization should be a regular part of the curriculum so that each child has a chance to tell multiple stories. The following may be observed during the ongoing dictation and dramatization process:

- The teacher encourages narrative development through natural conversation (e.g., "What an exciting party that must have been!" or "I love how you used the word *foolish!*") as well as thoughtful questioning and clarification e.g., "Was it Batman or Robin who came running in the door?" or, "I wonder how the purple jaguar got from the cave to the zoo.")
- The teacher encourages skill development according to the child's individual needs by offering correct grammar ("Did you mean *goed* or *went?*"), circling letters, pointing out sight words ("Can you find how many times you used the word *to?*"), and reinforcing concepts of print such as left-to-right, punctuation, capitalization, etc.
- As the child's stories increase in both length and complexity (depending on the number of stories taken), the actors follow more complex directions and engage in more intricate dialogue thereby increasing the audience's interest and attention span.
- Class discussions after the dramatization allow for the sharing of favorite parts (by both author and audience) and further questioning of the author by the audience.
- Children become more actively involved with the ownership of the stories, choosing to sign their own names as authors or write the names of cast members, reenacting/directing stories spontaneously during free choice time, taking other children's stories with a clipboard at the writing center, etc.
- Children bring their own cultural perspectives and family experiences to the stories they tell and develop a sense of community within the classroom as a result.

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Story Dictation and Dramatization (cont'd)	
I. Social and Emotional Development	I.A.1. Child is aware of where own body is in space, respects personal boundaries.
	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.
	I.B.2.b. Child is aware of own feelings most of the time.
	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
	I.C.1. Child uses positive relationships as modeled by his teacher for his own pro-social behaviors.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
	I.C.7. Child begins to have meaningful friends.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
	I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.
II. Language and Communication	II.A.1. Child shows understanding by listening appropriately.
	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers. (ELL)
	II.B.1. Child is able to use language for different purposes.
	II.B.2. Child engages in conversations in appropriate ways.
	II.B.3. Child provides appropriate information for various situations.
	II.B.4. Child demonstrates knowledge of verbal conversational rules.
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	II.B.6. Child matches language to social contexts.
	II.C.1. Child's speech is understood by both the teacher and other adults in the school.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language. (ELL)
	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
	II.D.5. Child uses category labels to understand how the words/objects relate to each other.
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order.

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Story Dictation and Dramatization (cont'd)	
II. Language and Communication (cont'd)	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.
	II.E.3. Child uses sentences with more than one phrase.
	II.E.4. Child combines more than one idea using complex sentences.
	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.
	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language. (ELL)
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. (ELL)
	II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)
III. Emergent Literacy Reading	III.A.1. Child engages in pre-reading and reading related activities.
	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
	III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters.
	III.D.1. Child retells or reenacts a story after it's read aloud.
	III.D.3. Child asks and answers appropriate questions about the book.
IV. Emergent Literacy Writing	IV.B.2 Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
	IV.C.1 Child independently writes some letters on request (not necessarily well-formed).
	IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation.
V. Mathematics	V.C.3. Child begins to use language to describe location of objects.
	V.D.4. Child uses language to describe concepts associated with the passing of time.
VII. Social Studies	VII.A.2. Child identifies similarities and differences in characteristics of families.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.
	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
IX. Physical Development	IX.A.2. Child coordinates sequence of movements to perform tasks.

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Adult-Authored Dramatization

During adult-authored dramatization:

- The teacher chooses an adult-authored story and reads it to the class, modeling action and expression. The story usually contains a manageable number of characters, short text, and a fair amount of action.
- After discussing/listing the characters, the teacher chooses actors in a fair way (names drawn from a jar, checklist of names, etc.) to ensure that over the course of several adult-authored dramatizations, each child will have a turn to participate.
- The teacher re-reads the story while the actors say their lines and perform the actions.
- At the end of the performance, the actors bow and the audience applauds.

Over the course of the year, adult-authored dramatization should occur weekly so that the children may benefit from the dialogue, pacing, vocabulary, and storyline that good children's literature models. The following can be observed during ongoing adult-authored dramatization:

- The teacher publicizes the cast and characters of the stories in some way (listing them in a notebook, posting them on a wall, etc.).
- Children reenact songs, rhymes, and a variety of stories in small groups or circle time.
- As a result of class discussions about dramatizing, children begin using stage language (*cast, character, actor, applause*, etc.).
- Children incorporate an adult author's vocabulary and style into their own conversation and dictation (e.g. saying, "I'm swooping!" after dramatizing *Owl Babies* or dictating a story about a troll after dramatizing *The Three Billy Goats Gruff*).

I. Social and Emotional Development	I.A.1. Child is aware of where own body is in space, respects personal boundaries.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
	I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.
II. Language and Communication	II.A.1. Child shows understanding by listening appropriately.
	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers. (ELL)
	II.B.1. Child is able to use language for different purposes.
	II.B.2. Child engages in conversations in appropriate ways.
	II.B.6. Child matches language to social contexts.
	II.C.1. Child's speech is understood by both the teacher and other adults in the school.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language. (ELL)
	II.D.2. Child demonstrates understanding of terms used in the instructional language in the classroom.
	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.

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Adult-Authored Dramatization (cont'd)	
II. Language and Communication (cont'd)	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language. (ELL)
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. (ELL)
	II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)
III. Emergent Literacy Reading	III.A.1. Child engages in pre-reading and reading related activities.
	III.D.1. Child retells or reenacts a story after it's read aloud.
	III.D.3. Child asks and answers appropriate questions about the book.
V. Mathematics	V.A.1. Child knows that objects, or parts of an object can be counted.
	V.A.3. Child counts 1-10 items with one count per item.
	V.C.3. Child begins to use language to describe location of objects.
VII. Social Studies	VII.A.2. Child identifies similarities and differences in characteristics of families.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.
	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
IX. Physical Development	IX.A.2. Child coordinates sequence of movements to perform tasks.

Name Curriculum and Alphabetic Understanding

During incorporation of name curriculum:

- The teacher displays children's names and pictures in many parts of the room, including the dramatic play center (as part of a class phone book), writing center (with a class mailbox), library center (as part of a class book), block center (with children's pictures mounted on blocks), as well as on the helper chart, "cast of characters" list for adult-authored dramatization, storytelling lists, pocket charts, and cubbies.
- An ABC center allows children to manipulate the letters in their own names through activities such as cut-apart name puzzles, name trains (Unifix cubes with letters written on them), letter tiles, and magnetic letters.
- The teacher gives children daily opportunities to see their names used in meaningful ways such as News of the Day, sign-in, turn-taking lists, picture graphs, and labeled artwork
- The teacher connects introduction of letters to the letters in children's names ("Yes, *bear* starts like *Bobby*.")

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Name Curriculum and Alphabetic Understanding *cont'd*

Over the course of the year, name curriculum is expanded to include general alphabetic understanding in addition to a deeper investigation of children's names. The following may be observed during ongoing expansion of name curriculum and alphabetic understanding:

- The teacher gradually removes the pictures from the children's nametags as they develop the ability to recognize the names by the letters alone.
- Names' beginning letters/sounds are correlated with environmental print that is meaningful to children ("Charlie starts like Cheerios.").
- The teacher uses rhyming games (such as the *Name Game* song: "Tonya, Tonya Bo-Bonya, banana fana Fo-Fonya...") to further connect the letters and letter sounds.
- Children graph the letters in their names to see which are the most common.
- Children update an ongoing class alphabet book (with one page per letter) by adding their names, favorite words, and environmental print to the relevant pages.
- The ABC center suggests increasingly detailed letter sorts (e.g. "in my name" vs. "not in my name", "has a hole" vs. "has no hole," and "capital letter" vs. "lower case letter").
- Children are allowed to use writing implements (e.g. playdough/mats, paper/pencil, wipe-off boards) at the ABC center to record and extend their understanding of ABC activities.

I. Social and Emotional Development	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
II. Language and Communication	II.C.2. Child perceives differences between similar sounding words.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language. (ELL)
III. Emergent Literacy Reading	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
	III.B.4. Child combines syllables into words.
	III.B.5. Child can delete a syllable from a word.
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
	III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters.
	III.C.2. Child recognizes at least 20 sounds.
III.C.3. Child produces the correct sounds for at least 10 letters.	

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Name Curriculum and Alphabetic Understanding (cont'd)	
IV. Emergent Literacy Writing	IV.A.1 Child intentionally uses scribbles/writing to convey meaning.
	IV.B. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
	IV.C.1 Child independently writes some letters on request (not necessarily well-formed).
V. Mathematics	V.A.1. Child knows that objects, or parts of an object can be counted. V.A.3. Child counts 1-10 items with one count per item. V.E.2. Child collects data and organizes it in a graphic representation.
VI. Science	VI.A.1. Child describes observes, and investigates properties and characteristics of common objects.
IX. Physical Development	IX.B.1. Child shows control of tasks that require small-muscle strength and control.
	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

News of the Day

During incorporation of the news of the day:

- The teacher chooses several children each day to dictate a short sentence of news either individually or during group time.
- The teacher vocalizes the news as s/he writes it (usually on chart paper or a sentence strip), models left-to-right progression, and includes the child's name either at the end ("I went to soccer." – Preeti) or at the beginning (Preeti said, "I went to soccer.")
- The teacher re-reads the news during group time and the children may point out various conventions of print (letters, punctuation, etc.)

Over the course of the year, news should be given on a daily basis with each child having a chance to dictate news at least once every other week. The following may be observed during ongoing implementation of news of the day:

- The teacher will stretch out the words (speak slowly) so that the individual phonemes are more distinct.
- Children will recognize their own names, classmates' names, periods, sight words, quotation marks, separations between words, capital vs. lower case letters, etc.
- The news is posted at children's level so that the children may reread it and use pointers, Wikki Stix, pencils, etc. to mark known words and punctuation.
- Children begin to write their own news of the day either during the taking of the news itself or at the writing and dramatic play centers.
- The news may also be copied onto sentence strips, cut apart into words, and manipulated by the children in centers or small groups.

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News of the Day (cont'd)	
I. Social and Emotional Development	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
II. Language and Communication	II.B.1. Child is able to use language for different purposes. II.B.2. Child engages in conversations in appropriate ways. II.B.4. Child demonstrates knowledge of verbal conversational rules. II.C.1. Child's speech is understood by both the teacher and other adults in the school. II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language (ELL) II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.4. Child uses a large speaking vocabulary, adding several new words daily. II.D.5. Child uses category labels to understand how the words/objects relate to each other. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL) II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order. II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement. II.E.3. Child uses sentences with more than one phrase. II.E.4. Child combines more than one idea using complex sentences. II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)
III. Emergent Literacy Reading	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors. III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters. III.C.2. Child recognizes at least 20 sounds. III.C.3. Child produces the correct sounds for at least 10 letters.
IV. Emergent Literacy Writing	IV.A.1 Child intentionally uses scribbles/writing to convey meaning. IV.B. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters. IV.C.1 Child independently writes some letters on request (not necessarily well-formed). IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation).

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Read-Aloud

During read-aloud:

- The teacher reads aloud quality literature chosen from a variety of genres (picture books, informational text, poetry, fantasy, etc.)
- The teacher reads aloud at least once each day to both large and small groups of children.
- The teacher uses a variety of tones of voice, facial expressions, and body language to help the children make connections to the text.
- Children are allowed to ask questions, make predictions, and interact with the selection during read-aloud as the text allows.
- Time is allotted after the read-aloud for conversation that extends and deepens the children's understanding of the text.
- Favorite read-alouds may be read many times in response to children's requests.
- After reading a selection aloud, the teacher makes it available for the children to revisit and enjoy independently.

Over the course of the year, read-aloud should occur on a daily basis (preferably more than once each day) with children being read to in large groups, small groups, and one-on one with the teacher. The following may be observed during ongoing read-aloud:

- The teacher and children use terms associated with books (*cover, title, author, illustrator, etc.*)
- Children participate in extensional activities (dramatization, book baskets, research projects, illustrating favorite parts, art activities, class books, etc.) of both their own choosing and at the teacher's suggestion.
- The children make connections to selections read aloud in the context of their own cultures and family lives.
- Children actively participate in the choice of material to be read-aloud.

I. Social and Emotional Development	I.B.2.b. Child is aware of own feelings most of the time.
	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
	I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.
II. Language and Communication	II.A.1. Child shows understanding by listening appropriately.
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	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.
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

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Read-Aloud (cont'd)	
III. Emergent Literacy Reading	III.A.3. Child asks to be read to or asks the meaning of written text.
	III.D.1. Child retells or reenacts a story after it's read aloud.
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
	III.D.3. Child asks and answers appropriate questions about the book.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.

Print Rich Environment

In a classroom with a print rich environment, meaningful print is displayed throughout the room at the children's eye level, often with pictures placed nearby to enhance understanding:

- Centers are labeled as are the materials and storage areas within the centers.
- Books and writing materials are available at all areas (including block, dramatic play, science, math, and art centers).
- A daily pictorial schedule and morning message help children understand the sequence and timing of activities planned for the day.
- Relevant informational text (e.g. directions for washing hands, labeled picture of a firefighter and his equipment, names and pictures of school employees who interact with children) is posted.
- Print from a variety of cultures is represented in the classroom (e.g. Chinese symbols, Greek alphabet, Spanish words).

Over the course of the year, the need to add to the print rich environment is determined collaboratively by both children and teacher. The following may be observed during ongoing expansion of a print rich environment:

- Children and teachers record observations and measurements at the science center.
- Children create their own labels or use pre-made signs (e.g. Baskin-Robbins, McDonalds) for structures at the block center.
- Cookbooks, menus, phone books, maps, clipboards, and picture books are used in the dramatic play center.
- Recipes for favorite snacks (e.g. trail mix, lemonade) are posted at the snack center.
- Class surveys are taken on clipboards at the math center with results tallied or graphed.
- Children and teachers write reminders and notes about future needs and activities (e.g. "Feed hamster!").
- Turn-taking lists are used by the children and teacher to manage popular centers.
- A listening center with favorite books and songs is available.
- Labeled artwork is displayed in the art center's art gallery.

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Print Rich Environment (cont'd)	
I. Social and Emotional Development	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teachers.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
	I.C.3. Child shows competence in initiating social interactions.
	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
	I.C.7. Child begins to have meaningful friends.
II. Language and Communication	II.B.1. Child is able to use language for different purposes.
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	II.D.2. Child demonstrates understanding of terms used in the instructional language in the classroom.
	II.D.5. Child uses category labels to understand how the words/objects relate to each other.
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order.
	II.E.3. Child uses sentences with more than one phrase.
	II.E.4. Child combines more than one idea using complex sentences.
III. Emergent Literacy Reading	III.A.1. Child engages in pre-reading and reading related activities.
	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
	III.A.3. Child asks to be read to or asks the meaning of written text.
	III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters.
	III.D.2. Child uses information learned from books by describing, relating , categorizing, or comparing and contrasting.
IV. Emergent Literacy Writing	IV.A.1 Child intentionally uses scribbles/writing to convey meaning.
	IV.B.1 Child independently uses letters or symbols to make words or parts of words.
	IV.B.2 Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
	IV.C.1 Child independently writes some letters on request (not necessarily well-formed).
	IV.D.1 Child uses some appropriate writing conventions when writing (or giving dictation).

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Print Rich Environment (cont'd)	
V. Mathematics	V.A.1. Child knows that objects, or parts of an object can be counted.
	V.A.3. Child counts 1-10 items with one count per item.
	V.A.4. Child demonstrates that the order of the counting sequence is always the same no matter what.
	V.A.7. Child uses verbal ordinal terms.
	V.D.4. Child uses language to describe concepts associated with the passing of time.
	V.E.2. Child collects data and organizes it in a graphic representation.
VI. Science	VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.
	VI.D.1. Child practices good habits of personal safety.
VI. Social Studies	VII.A.3. Child organizes their life around events, time, and routine.
IX. Physical Development	IX.B.1. Child shows control of tasks that require small-muscle strength and control.
	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.
X. Technology Applications	X.A.4. Child uses software applications to create and express own ideas.

Writing Center
<p>At the writing center:</p> <ul style="list-style-type: none"> • The teacher provides a dedicated space with a variety of writing implements (e.g. stamps, pencils, gel pens, markers, crayons), surfaces (e.g. unlined paper, notepads, stationery, stapled booklets, envelopes, whiteboards, chalkboards, journals), and supplies (e.g. dictionary, erasers, sharpeners, stencils, word cards, environmental print, lists of children's names). • The teacher models reasons for writing (e.g. writing letters to each child and "mailing" them in the class mail box). • Children work both independently and cooperatively on a variety of self-chosen activities (e.g. writing notes, copying the daily news, making holiday cards, practicing letter formation, making lists and signs). <p>Over the course of the year, materials at the writing center are rotated frequently to maintain interest. All attempts at writing (including pictorial, phonetic spelling, and conventional spelling) are valued. The following may be observed during ongoing activity in the writing center:</p> <ul style="list-style-type: none"> • The teacher is available to scaffold writing (e.g. helping sound out words, modeling correct letter formation, taking dictation). • Children see themselves as writers and regularly initiate purposeful writing (e.g. letters to their classmates, valentines to their friends, notes to their parents, turn-taking lists for popular activities). • Children write and illustrate their own books using both invented and conventional spelling.

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Writing Center (cont'd)	
I. Social and Emotional Development	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
	I.C.3. Child shows competence in initiating social interactions.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
	I.C.7. Child begins to have meaningful friends.
II. Language and Communication	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers. (ELL)
	II.B.1. Child is able to use language for different purposes.
III. Emergent Literacy Reading	III.C.1. Child names at least 20 upper case letters and at least 20 lower case letters.
	III.C.2. Child recognizes at least 20 sounds.
	III.C.3. Child produces the correct sounds for at least 10 letters.
IV. Emergent Literacy Writing	IV.A.1 Child intentionally uses scribbles/writing to convey meaning.
	IV.B.1 Child independently uses letters or symbols to make words or parts of words.
	IV.B.2 Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
	IV.C.1 Child independently writes some letters on request (not necessarily well-formed).
	IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation.
IX. Physical Development	IX.B.1. Child shows control of tasks that require small-muscle strength and control.
	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination

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Classroom Library

In the classroom library:

- A comfortable, engaging space is allotted for the display and use of quality children’s literature; this space may include open shelving, magazine racks, small bins of board books, large bins for magazines as well as soft seating, “book buddies” (stuffed characters), and rugs.
- Books are organized so that both children and teachers can easily access and replace them.
- Reading material represents a variety of categories including books that celebrate differences and promote understanding, books to encourage discussion of feelings and fairness, informational (“non-fiction”) texts, classic books (including fairy tales and nursery rhymes), alphabet books, wordless books, magazines, number books, multilingual texts, books with beautiful illustrations, books suitable for an author study, books that promote phonological awareness, books with variation of print and page orientation, poetry, books that expand vocabulary, books with predictable/repetitious text, and books to dramatize.

Over the course of the year, the library is intentionally and continually updated. The following may be observed in an ever-expanding classroom library:

- Children choose to spend time in the classroom library.
- The teacher sits in the library with a child or small group of children to either read a book aloud or revisit a favorite book.
- Containers of specially displayed books are available to meet the interest that arises from a class theme (e.g. ocean life, spring, space).
- Class books written by the teacher and/or students are added. These books may include adventures of a class pet, pictures/dictation of a class field trip, a re-creation of patterns of familiar books (e.g. *Mary Wore a Red Dress* or *Brown Bear, Brown Bear*), or group stories that have been illustrated and bound.
- Children are encouraged to lend their own books to the library.
- The teacher adds books that can be read independently by the children.
- The teacher and children showcase their personal favorite books that are shared repeatedly.
- Books may be “checked out” of the classroom library and used in other centers or taken home overnight to be shared with family.

I. Social and Emotional Development	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
	I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.

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Classroom Library (cont'd)	
II. Language and Communication	II.A.1. Child shows understanding by listening appropriately.
	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers (ELL).
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	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.
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
III. Emergent Literacy Reading	III.A.3. Child asks to be read to or asks the meaning of written text.
	III.D.1. Child retells or reenacts a story after it's read aloud.
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
	III.D.3. Child asks and answers appropriate questions about the book.
VII. Social Studies	VII.A.2. Child identifies similarities and differences in characteristics of families.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.

Dramatic Play Center	
<p>At the dramatic play center:</p> <ul style="list-style-type: none"> • The teacher allows children to have a voice in planning how the center will be set up (e.g. what props are needed, what roles will be needed, how costumes can be made at the free art center). • The teacher provides both specific props (e.g. phones, purses, cooking utensils) and open-ended props (e.g. pieces of fabric, paper scraps, plain blocks). • The teacher intentionally includes props (e.g. cookbooks, clipboards, informational text, notepads) to advance literacy skills. • The children are allowed to make home-school connections via literacy props that are meaningful to them (e.g. local restaurant menus, household products, magazines, catalogs). • The teacher adds to children's knowledge about the center's theme with pictures, visitors, field trips, and books (e.g. being visited by a firefighter while the dramatic play center is set up as a fire station). 	

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Dramatic Play Center (cont'd)

Over the course of the year, the dramatic play center should be changed regularly in conjunction with a change of themes in the class curriculum. The following may be observed during ongoing activity in the dramatic play center:

- The teacher gradually allows the children to take more control in planning the center and joins the play only briefly to help advance a scenario (e.g. plays the part of a customer in a hair salon).
- Children spend an increasing amount time planning their play while needing fewer specific props to create the roles and scenarios.
- Five or six children may play at one time with the focus being on the relationships, roles, and role speech rather than on the props.
- Children are able to stay with roles for increasing length of time and may wish to “save” a scenario so that they can return to it later in the day.
- Children naturally incorporate literacy choices into their play (e.g. making shopping lists, checking a map for directions, reading books to sleeping babies).

I. Social and Emotional Development	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.
	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.
	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
	I.C.3. Child shows competence in initiating social interactions.
	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
	I.C.7. Child begins to have meaningful friends.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.	
II. Language and Communication	II.B.1. Child is able to use language for different purposes.
	II.B.2. Child engages in conversations in appropriate ways.
	II.B.4. Child demonstrates knowledge of verbal conversational rules.
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	II.B.6. Child matches language to social contexts.
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.

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Dramatic Play Center (cont'd)	
II. Language and Communication (cont'd)	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order.
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.
	II.E.3. Child uses sentences with more than one phrase.
	II.E.4. Child combines more than one idea using complex sentences.
	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language. (ELL)
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. (ELL)
	II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)
III. Emergent Literacy Reading	III.A.1. Child engages in pre-reading and reading related activities.
	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
IV. Emergent Literacy Writing	IV.A.1 Child intentionally uses scribbles/writing to convey meaning.
	IV.C.1 Child independently writes some letters on request (not necessarily well-formed).
VIII. Fine Arts	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
IX. Physical Development	IX.A.2. Child coordinates sequence of movements to perform tasks.

Group Stories

During the creation of a group story:

- The teacher meets with a small group of children or may choose to work with the entire class.
- The teacher writes an opening sentence (e.g. "Once, there was a dragon...") on a large piece of paper that is posted where the entire group can see it easily.
- Each child has an opportunity to contribute to the story.
- The teacher writes each contribution as dictated, asking for clarification as necessary.
- The teacher rereads the story before allowing the children to title it.

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Group Stories (cont'd)

Over the course of the year, class stories should be taken at regular intervals. A finished story may be extended through revision, dramatization, story mapping, or creation of an accompanying class book with illustrations. The following may be observed during ongoing creation of class stories:

- The teacher uses a group story as an opportunity to focus a mini-lesson on a specific aspect of storytelling (e.g. problem solving, character development, beginning/middle/end).
- The teacher occasionally motivates the children by showing an object (e.g. a shell) to the children who brainstorm descriptive words they associate with the object (e.g. *water, smooth, sand, ocean*) before dictating the group story.
- The teacher and children develop a list of story starters (e.g. "Once upon a time..." "One day...") for use with group or individual stories.
- Children are invited to edit and revise a story (e.g. adding descriptive language, dialog).
- Children transfer what they have learned during the creation of group stories to their own dictated stories.

I. Social and Emotional Development	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
	I.D.1. Child demonstrates knowledge that others have specific characteristics.
	I.D.2. Child demonstrates knowledge that others have perspectives and feelings different than their own.
II. Language and Communication	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers. (ELL)
	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order.
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.
	II.E.3. Child uses sentences with more than one phrase.
	II.E.4. Child combines more than one idea using complex sentences.
III. Emergent Literacy Reading	III.D.1. Child retells or reenacts a story after it's read aloud.
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
	III.D.3. Child asks and answers appropriate questions about the book.

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Poetry, Songs, and Fingerplays

During incorporation of poetry, songs, and fingerplays:

- The teacher intentionally chooses poetry, songs, and fingerplays that expand children's oral language and vocabulary, represent a variety of cultures and styles, connect to phonological awareness skills, and appeal to young children.
- The teacher reads both rhyming and non-rhyming poetry to children, remarking on new vocabulary, meter, emotions invoked, and rhymes.
- Children repeat poetry and participate in fingerplay motions during transition times.
- The teacher leads children in creating their own poetry or composing their own songs.

Over the course of the year, poetry, songs, and fingerplays should be incorporated regularly during small group, large group, and transition times.. The following may be observed during ongoing use of poetry, songs, and fingerplays:

- Charts displaying poetry, songs and fingerplays are placed at children's level throughout the room (library, doors, walls, etc.).
- Children use pointers, wikki-sticks, or other implement to mark words they know, words that rhyme, etc.
- Children begin to make up their own rhymes following the pattern set by familiar rhymes or songs.
- Children incorporate the vocabulary they hear in the poetry, songs, and fingerplays into their daily conversations.

I. Social and Emotional Development	I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.
II. Language and Communication	II.A.1. Child shows understanding by listening appropriately.
	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers. (ELL)
	II.B.1. Child is able to use language for different purposes
	II.C.1. Child's speech is understood by both the teacher and other adults in the school.
	II.C.2. Child perceives differences between similar sounding words.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language. (ELL)
	II.D.2. Child demonstrates understanding of terms used in the instructional language in the classroom.
	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.
	II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)

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Poetry, Songs, and Fingerplays (cont'd)	
III. Emergent Literacy Reading	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
	III.A.3. Child asks to be read to or asks the meaning of written text.
	III.B.1. Child separates a normally spoken four word sentence into individual words.
	III.B.4. Child combines syllables into words.
	III.B.5. Child can delete a syllable from a word.
	III.B.6. Child can produce a word that rhymes with a given word.
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
	III.C.2. Child recognizes at least 20 sounds.
V. Mathematics	V.A.4. Child demonstrates that the order of the counting sequence is always the same no matter what.
	V.A.7. Child uses verbal ordinal terms.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.
	VIII.B.1. Child participates in classroom music activities.

Story Baskets

When incorporating story baskets:

- The teacher chooses an adult-authored book and reads it to the class, modeling action and expression. The story may be dramatized by the class (see “Adult-Authored Dramatization”) and usually contains a manageable number of characters, short text, and a fair amount of action.
- The teacher places a copy of the book in a basket along with its characters (puppets, small stuffed animals, magnetic pictures, etc.).
- The teacher introduces the story basket to the whole group and then models how to use it to retell the story; this modeling should be repeated with small groups and individuals to ensure its proper use.
- Story baskets are placed in the classroom library (or an area designated specifically for story baskets) so that the children may use them independently.
- Children reenact the story with one child reading the book and others manipulating the characters and props.

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Story Baskets (cont'd)

Over the course of the year, story baskets should be used regularly as natural and authentic extensions of read-alouds and adult-authored dramatizations. The following may be observed during extension with story baskets:

- The teacher introduces story baskets individually but makes several available for the children's use at any given time.
- Children monitor the use of these baskets (assigning characters, retelling of the story, etc.) with decreasing teacher management.
- Children retell stories with increasing comprehension and fluency as well as greater attention to plot, vocabulary, and storybook language.
- The children take the books and characters (in a special backpack) to their homes for a day to share with their families.

I. Social and Emotional Development	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
	I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
	I.C.3. Child shows competence in initiating social interactions.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.
	I.C.7. Child begins to have meaningful friends.
II. Language and Communication	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
	II.A.3. Child shows understanding of new language being spoken by English-speaking teachers and peers (ELL).
	II.B.1. Child is able to use language for different purposes.
	II.B.2. Child engages in conversations in appropriate ways.
	II.B.4. Child demonstrates knowledge of verbal conversational rules.
	II.B.5. Child demonstrates knowledge of non-verbal conversational rules.
	II.B.6. Child matches language to social contexts.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language. (ELL).
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, and object order.
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.
	II.E.3. Child uses sentences with more than one phrase.
	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language. (ELL)
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. (ELL)
II.E.8. Child attempts to use new vocabulary and grammar in speech. (ELL)	

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Story Baskets (cont'd)	
III. Emergent Literacy Reading	III.A.1. Child engages in pre-reading and reading related activities.
	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
	III.D.1. Child retells or reenacts a story after it's read aloud.
V. Mathematics	V.A.1. Child knows that objects, or parts of an object can be counted.
	V.A.3. Child counts 1-10 items with one count per item.
VIII. Fine Arts	VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.
	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Phonological Awareness

During incorporation of phonological awareness:

- The teacher intentionally provides opportunities to explore seven levels of phonological awareness, including listening, rhyming, phoneme substitution, alliteration, sentence segmenting, syllable segmenting/blending, and onset-rhyme blending/segmenting.
- The teacher offers a variety of playful and engaging activities (with special emphasis on incorporation of music and poetry) in order to provide real-world connections to each level.
- Children generally work with larger units of sound before moving to smaller units of sound; however, flexibility in implementation is encouraged.

Over the course of the year, phonological awareness activities should be incorporated regularly during small group, large group, and transition times. The following may be observed during ongoing implementation:

- The teacher uses a variety of noisemakers (rattle, drum, etc.) to get children's attention and later challenges children to identify a noisemaker when its noise is made while it's hidden from view. (*listening*)
- Children suggest changes to a familiar rhyme (*Humpty Dumpty sat on a chair, Humpty Dumpty cut his long hair*) to show understanding of rhyming pairs. (*rhyming*)
- Children sing the oldie song, *Name Game* ("*Jaden, Jaden bo-Baden, banana-fana-fo Faden...*") while transitioning to an ancillary class. (*phoneme substitution*)
- A center activity has a tray of small toys (e.g. hammer, hat, pencil, pot,) and a divided pet food dish with labels (picture of a horse, picture of a pig) so that children may sort by onset. (*alliteration*)
- While recording a child's daily news, the teacher uses a different color of marker for each word to accentuate the difference between words within sentences. (*sentence segmenting*)
- When being dismissed to centers, each child claps the syllables in a simple compound word ("Dog-house: that's 2!") or his/her name ("Ro-ber-to – that's 3!") before choosing an activity. (*syllable segmenting*)
- The teacher assigns onset and rime parts of a word to two children(/b/ to child #1, /at/ to child #2), then has them repeat their sounds until the word ("bat") is identified. (*onset-rime blending/segmenting*)

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Phonological Awareness (cont'd)	
II. Language and Communication	II.C.2. Child perceives differences between similar sounding words.
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonations of the English language (ELL).
III. Emergent Literacy Reading	III.B.1. Child separates a normally spoken four -word sentence into individual words.
	III.B.2. Child combines words to make compound words.
	III.B.3. Child deletes word from a compound word.
	III.B.4. Child combines syllables into words.
	III.B.5. Child can delete a syllable from a word.
	III.B.6. Child can produce a word that rhymes with a given word
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
	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.
	III.B.9. Child combines onset and rime to form a familiar one-syllable word without pictorial support.
	III.B.10. Child recognizes and blends two phonemes into real words with pictorial support
VIII. Fine Arts	VIII.B.1. Child participates in classroom music activities.