

# II. III. & IV. Emergent Literacy: Language and Communication, Reading, & Writing - PK4

**Emergent Literacy:  
Language and  
Communication  
Domain** PK4.II

**A Listening Comprehension** PK4.II.A

- 1 Child shows understanding by responding appropriately to what has been communicated by adults and peers. PK4.II.A.1
- 2 Child shows understanding by following three-step verbal directions. PK4.II.A.2

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**B Speaking (Conversation)** PK4.II.B

- 1 Child uses language for multiple purposes. PK4.II.B.1
- 2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. PK4.II.B.2
- 3 Child provides appropriate information in various settings. PK4.II.B.3
- 4 Child matches language to social contexts. PK4.II.B.4

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**C Articulation** PK4.II.C

- 1 Child's speech is understood by both familiar and unfamiliar adults and peers. PK4.II.C.1
- 2 Child demonstrates growing understanding of the intonation of language. PK4.II.C.2

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**D Vocabulary** PK4.II.D

- 1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events. PK4.II.D.1
- 2 Child understands (receptive) and uses (expressive) the instructional language of the classroom. PK4.II.D.2
- 3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play. PK4.II.D.3

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**E Sentences and Structure** PK4.II.E

- 1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order. PK4.II.E.1
  - 2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. PK4.II.E.2
  - 3 Child uses sentences that combine multiple phrases or ideas. PK4.II.E.3
  - 4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning. PK4.II.E.4
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**Emergent Literacy:  
Reading  
Domain** PK4.III**A Motivation to Read** PK4.III.A

- 1 Child engages in story-related prereading activities. PK4.III.A.1
  - 2 Child self-selects books and other written materials to engage in pre-reading behaviors. PK4.III.A.2
  - 3 Child recognizes that all print carries meaning and serves as a means for communication. PK4.III.A.3
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**B Phonological Awareness** PK4.III.B

- 1 Child identifies the individual words in a spoken sentence. PK4.III.B.1
  - 2 Child distinguishes differences between similar-sounding words. PK4.III.B.2
  - 3 Child uses two familiar base words to form a compound word with pictorial or gestural supports. PK4.III.B.3
  - 4 Child manipulates compound words with pictorial or gestural support. PK4.III.B.4
  - 5 Child begins to blend and segment syllables in multisyllabic words. PK4.III.B.5
  - 6 Child identifies rhyming words. PK4.III.B.6
  - 7 Child identifies alliterative words with pictorial support. PK4.III.B.7
  - 8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only). PK4.III.B.8
  - 9 Child blends and segments one-syllable words by phonemes with visual or gestural support. PK4.III.B.9
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**C Alphabet Knowledge** PK4.III.C

- 1 Child recognizes and names at least 20 letters (upper- or lower-case letters). PK4.III.C.1
- 2 Child recognizes at least 20 distinct letter-sound correspondences. PK4.III.C.2
- 3 Child produces at least 20 distinct letter-sound correspondences. PK4.III.C.3

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**D Comprehension of Text** PK4.III.D

- 1 Child retells or re-enacts a story with a clear beginning, middle, and end. PK4.III.D.1
  - 2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. PK4.III.D.2
  - 3 Child asks and responds to questions relevant to the text read aloud. PK4.III.D.3
  - 4 Child makes inferences and predictions about a text. PK4.III.D.4
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**E Concepts of Print** PK4.III.E

- 1 Child can distinguish between elements of print including letters, words, and pictures. PK4.III.E.1
  - 2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping). PK4.III.E.2
  - 3 Child can identify some conventional features of print that communicate meaning including end punctuation and case. PK4.III.E.3
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**Emergent Literacy:  
Writing Domain** PK4.IV**A Motivation to Write** PK4.IV.A

- 1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. PK4.IV.A.1
  - 2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools. PK4.IV.A.2
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**B Writing as a Process** PK4.IV.B

- 1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities. PK4.IV.B.1
- 2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities. PK4.IV.B.2
- 3 Child shares and celebrates class-made and individual written products. PK4.IV.B.3

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**C Conventions in Writing** PK4.IV.C

- 1 Child writes first name (or nickname) using legible letters in the proper sequence. PK4.IV.C.1
- 2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate. PK4.IV.C.2
- 3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words. PK4.IV.C.3
- 4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right). PK4.IV.C.4
- 5 Child begins to experiment with punctuation when writing. PK4.IV.C.5