

Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)			
Course	Prekindergarten		
For the full text of the Texas Prekindergarten Guidelines, visit https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386 .			
<p>(III) EMERGENT LITERACY—READING DOMAIN</p> <p>Becoming literate is one of the most important milestones for young children to achieve. According to National Research Council estimates from 1998, if children receive proper exposure and systematic opportunities to develop foundational language, reading, and emergent writing skills during early childhood, as few as five percent may experience serious reading difficulties later. The literacy experiences provided during the prekindergarten year help form the basis for learning to read, particularly when teachers emphasize the key predictors of early literacy: oral language, alphabetic code (letter knowledge, phonological awareness), and print knowledge and concepts. Children develop the understanding of the everyday functions of print, gain the motivation to want to learn to read and appreciation of different forms of literacy, from nonfiction and fiction books, to poems, songs, and nursery rhymes, by being read to and interacting with stories and print.</p> <p>As they watch adults engage in reading and writing activities, they want to be able to read and write as well. When children interact with language in these formats, their ability to respond to and play with the sounds in language increases. This awareness of the sounds in language, or phonological awareness, is one of the key predictors of later reading success. Children develop this awareness that words are made up of sounds which can be put together and taken apart. Recent research has provided new insights into the order in which children acquire this awareness. In the early stages, children are able to detect larger phonological units such as words and syllables. As their awareness deepens, they are able to manipulate the smallest units of sound called phonemes. Print awareness and letter knowledge must also be developed through planned, playful activities that engage children in noticing the letters in their names and the names of their classmates. As their language abilities increase, their understanding of what is read aloud to them also increases, as demonstrated through the questions they ask and answer, and their reenacting or retelling of stories. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten) requires that we take what children already know and understand about literacy in their primary language and ensure that this knowledge is used to help them gain English language and literacy skills. For ELL children difficulties in transfer may appear in syntax, homonyms, inference, cultural nuances, idioms, and figurative language. For children who are learning English, effective second language reading instruction requires an understanding of and is guided by knowledge based on assessment, cultural responsiveness, gradual release, strategic use of language, and appropriate instruction (LEER MAS, 2001).</p> <p>This is an important time for 4-year-olds to develop their sense of self and ethnic identity. One strategy to support this development is the use of linguistically and culturally relevant texts whenever possible. Teachers of English language learners can help children understand who they are and where they come from when they connect to children’s lives in a meaningful way, given their cultural and linguistic diversity.</p>			
Domain	Skill	Outcome	Breakout

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(III) EMERGENT LITERACY—READING DOMAIN	<p>(A) Motivation to Read Skills. To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child’s environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text .ELL children benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when bilingual strategies are used to facilitate comprehension during readings of English text (LEER MAS, 2001).</p>	(1) Child engages in pre-reading and reading-related activities	(a) Child engages in pre-reading activities
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(1) Child engages in pre-reading and reading-related activities	(b) Child engages in reading-related activities
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(a) Child self-selects books to engage in pre-reading behaviors
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(b) Child self-selects other written materials to engage in pre-reading behaviors
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(3) Child recognizes that text has meaning	(a) Child recognizes that text has meaning

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(III) EMERGENT LITERACY—READING DOMAIN	<p>(B) Phonological Awareness Skills. Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken language. This sensitivity to the sound structure of language is highly predictive of success in beginning reading. Phonological awareness generally develops from sensitivity to large units of sound, like words and syllables, to sensitivity to smaller units of sound, like individual phonemes. For example, children are able to detect and manipulate words in phrases before they can detect or manipulate syllables, and they can detect and manipulate syllables before they can detect or manipulate phonemes or individual sounds in words. Task difficulty is another important consideration in phonological awareness development and instruction. Easier tasks include identification and synthesis (e.g., blending). More challenging tasks require analysis (e.g., segmenting, deletion). Phonological awareness includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables (beginning with compound words which, because each syllable has meaning connected to, are easier for children to work with), adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. It is important to remember that letter knowledge (e.g., letter-sound correspondence) and phonological awareness acquisitions work together, with skill development in one area reinforcing development in the other. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). Because phonological awareness development begins before children learn letter-sound correspondences, fostering phonological awareness development does not necessarily require the use of print. However, once letter knowledge begins to develop, children can benefit from inclusion of letters in phonological awareness activities.</p>	<p>(1) Child separates a normally spoken four-word sentence into individual words</p>	<p>(a) Child separates a normally spoken four-word sentence into individual words</p>

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	<p>Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for first- and second-language learners. ESL children draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language. Research demonstrates that phonological awareness in English and Spanish are highly related in bilingual children; therefore children in Bilingual/ESL instruction should benefit from being simultaneously taught similar phonological awareness skills in both languages. Manipulating individual sounds, or phonemes, in words is the highest level of phonological awareness. Although some prekindergarten children may be able to perform simple manipulations with individual phonemes (e.g., removing /s/ from seat makes eat), it is not appropriate to expect all prekindergarten children to be able to perform difficult manipulations with individual phonemes (e.g., segmenting “stack” into its four constituent phonemes, i.e., /s/ /t//æ/ /k/). The above Developmental Timeline represents the most current research concerning when children normally develop various phonological awareness skills.</p>		
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(2) Child combines words to make a compound word	(a) Child combines words to make a compound word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(3) Child deletes a word from a compound word	(a) Child deletes a word from a compound word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(4) Child blends syllables into words	(a) Child blends syllables into words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(5) Child can segment a syllable from a word	(a) Child can segment a syllable from a word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(6) Child can recognize rhyming words	(a) Child can recognize rhyming words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(7) Child can produce a word that begins with the same sound as a given pair of words	(a) Child can produce a word that begins with the same sound as a given pair of words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(8) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support	(a) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(8) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support	(b) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word without pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(9) Child recognizes and blends spoken phonemes into one syllable words with pictorial support	(a) Child recognizes one-syllable words with pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(9) Child recognizes and blends spoken phonemes into one-syllable words with pictorial support	(b) Child blends spoken phonemes into one-syllable words with pictorial support

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(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills. Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the “skill and drill” method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.	(1) Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction	(a) Child names at least 20 upper-case letters in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(1) Child names at least 20 upper and at least 20 lower case letters in the language of instruction	(b) Child names at least 20 lower-case letters in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(2) Child recognizes at least 20 distinct letter sounds in the language of instruction	(a) Child recognizes at least 20 distinct letter sounds in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(3) Child produces at least 20 distinct letter sound correspondences in the language of instruction	(a) Child produces at least 20 distinct letter sound correspondences in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills. Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and nonfiction, helps prekindergarten children build vocabulary, make connections to text, and become familiar with how stories and different texts work. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. Children’s comprehension of text is influenced by real-life experiences, including virtual learning experiences, and through explicit vocabulary instruction received before and during their time in the classroom. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read books in their home language whenever possible.	(1) Child retells or re-enacts a story after it is read aloud	(a) Child retells or re-enacts a story after it is read aloud

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(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(2) Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	(a) Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(3) Child asks and responds to questions relevant to the text read aloud	(a) Child asks questions relevant to the text read aloud
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(3) Child asks and responds to questions relevant to the text read aloud	(b) Child responds to questions relevant to the text read aloud
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(4) Child will make inferences and predictions about text	(a) Child will make inferences about text
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(4) Child will make inferences and predictions about text	(b) Child will make predictions about text
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(a) Child can distinguish between elements of print including letters
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(b) Child can distinguish between elements of print including words
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(c) Child can distinguish between elements of print including pictures
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(2) Child demonstrates understanding of print directionality including left to right and top to bottom	(a) Child demonstrates understanding of print directionality including left to right
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(2) Child demonstrates understanding of print directionality including left to right and top to bottom	(b) Child demonstrates understanding of print directionality including top to bottom
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(3) Child can identify some conventional features of print that communicate meaning including end punctuation and case	(a) Child can identify some conventional features of print that communicate meaning, including end punctuation
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(3) Child can identify some conventional features of print that communicate meaning including end punctuation and case	(b) Child can identify some conventional features of print that communicate meaning including, case