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.

(III) EMERGENT LITERACY—READING DOMAIN

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

Domain	Skill	Outcome	Breakout
(III) EMERGENT LITERACY—READING DOMAIN			

Domain	Skill	Outcome	Breakout
	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		

Domain	Skill	Outcome	Breakout
(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		

Domain	Skill	Outcome	Breakout
(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