



2027 Pre-K Guidelines Review Committee:

Recommendations for Language and Communication and Reading Domains

LEGEND:

Additions are shown in green font with underlines.

Deletions are shown in ~~red font with strike throughs~~.

Text moved from its current location to a new location are shown ~~purple font with strike throughs~~ in the current location and shown in the new location in purple font with underlines. Text that has been moved should identify the new location and justification for the why the information was moved in the Committee Comments & Explanations column.

II. Emergent Literacy: Language and Communication Domain	Committee Comments & Explanations
During the prekindergarten years, children’s expanding language skills have a tremendous impact upon their ability to read and write as they progress successfully through school. Explaining the differences in words and sounds, talking to children about objects and their names (labeling), using expanded vocabulary, and modeling language with grammatical complexity are all ways in which teachers can help to build children’s oral language development. Additionally, the pragmatics of oral language in an academic setting, such as conversational skills and the development of storytelling and oral explanations, are an important part of all children’s oral language development. <u>Children can develop these skills in authentic and meaningful ways across settings and activities, especially during play-based learning.</u> Given adequate opportunities to interact with responsive adults in language-rich classrooms, young children’s language abilities will expand rapidly during these years. The language and communication domain of learning includes not only receptive (listening) and expressive (speaking) skills, but also vocabulary and sentence structure skills. Mastery of these skills will build young children’s ability to understand what they hear and communicate their own ideas and experiences effectively. Many prekindergarten students in Texas are multilingual learners. An emergent bilingual/multilingual learner is a student who is exposed to more than one language. A multilingual learner who is also identified as an emergent bilingual student may be developing proficiency in spoken English while continuing to build proficiency in their home language(s). An identified emergent bilingual student will be offered the opportunity to participate in a state approved bilingual education or English as a Second Language (ESL) program.	The removed section should be included in the general introduction of the <i>Texas Prekindergarten Guidelines</i>. A special needs considerations paragraph was not included in this domain summary because special education specifics should be individualized, and the general introduction includes the necessary language for this student population.

Developing language and communication skills across two languages is an important aspect of a child’s language development regardless of program placement or participation. It will be important for prekindergarten teachers to intentionally make connections between home and school, support continued development of children’s language skills, and recognize that students may develop proficiency in more than one language. Prekindergarten educators help all children develop academic vocabulary and the language skills required for basic social communication, but they should also provide targeted language opportunities for <u>emergent bilingual</u>/multilingual learners. The guidelines in this domain outline end-of-year language outcomes for 3- and 4-year-old children in their language of instruction. The Language and Communication Domain of the <i>Texas Prekindergarten Guidelines</i> is divided into the following skills: listening comprehension, speaking (conversation), articulation, vocabulary, and sentence structure.				
A. Listening Comprehension				Committee Comments & Explanations
From birth, children begin learning by listening to the world around them. As their exposure to language(s) increases, so does their understanding. Multilingual learners* understand that they are hearing two language systems from a very early age. Prekindergarten-age children are able to comprehend (with increasing accuracy) what they hear in conversations, <u>directions, songs</u>, and in stories read aloud. Children demonstrate understanding <u>verbally and nonverbally</u> through their questions, comments, and actions.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.	II.A.1 Child <u>shows understanding of spoken communication by responding to adults and peers using verbal and nonverbal behaviors.</u> responds to situations in ways that demonstrate an understanding of what has been communicated.	II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.	II.A.1 Child shows <u>demonstrates</u> understanding <u>of spoken communication by responding appropriately to adults and peers through verbal or nonverbal behaviors.</u> to what has been communicated by adults and peers.	Added “spoken communication” because it is included in the Listening Comprehension Skill Section. Also added “verbal and non-verbal behaviors” to align with the Kindergarten TEKS. KTEKS
II.A.2 Child shows understanding by following two-step verbal directions.	II.A.2 Child shows understanding by following two-step verbal directions <u>with support.</u>	II.A.2 Child shows understanding by following three-step verbal directions.	II.A.2 Child shows <u>demonstrates</u> understanding by following three-step	

			verbal directions <u>with support</u> .	
B. Speaking (Conversation)				Committee Comments & Explanations
Prekindergarten children become increasingly able to describe their wants and needs, carry on conversations with others, and share information with both peers and adults. The ability to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal communication. <u>Additionally, Multilingual learners* become increasingly aware of using different languages in various settings and context. For example, a staff member child with knowledge of Spanish and English learns that he can have a conversation in Spanish with a bilingual librarian but will use English to express a preference to the non-bilingual art teacher. For example, Sofía greets her grandmother in Spanish by saying, "¡Buenos días, Abuela!" When she enters the classroom, she tells her teacher, "Good morning!"</u> Children who are multilingual learners* may require more time to respond because they are learning and processing two <u>multiple</u> languages at once. Multilingual learners* may also <u>engage in translanguaging by</u> responding in one language and use using the other <u>another</u> language to fill in a word or phrase within a sentence. Both are <u>natural components of the normal parts of bilingual multilingual language development process</u>. Multilingual learners* should be encouraged and expected to demonstrate their speaking/communication skills in their home language(s) as well as in English.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
II.B.1 Child uses language to communicate basic needs and wants.	II.B.1 Child uses language to communicate basic <u>information, needs,</u> and wants.	II.B.1 Child uses language for multiple purposes.	II.B.1 Child uses language for multiple purposes <u>and in various settings</u> .	K1E aligns with these outcomes and can be included in the PK-2nd Grade Vertical Alignment document. KTEKS ** Consider adding inclusive language to the skill statement: II.B.1 Child uses <u>spoken, signed, or other expressive communication language</u> for multiple purposes, <u>such as</u>

				<u>requesting, responding, describing, sharing ideas, and participating in conversations.</u> Include this language in the “Children with Disabilities” section of the general introduction.
II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.		II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.		
II.B.3 Child is able to communicate basic information in familiar social settings.—		II.B.3 Child provides appropriate information in various settings.—		This outcome can be deleted since it is redundant with II.B.1 and II.B.2.
II.B.4 Child begins to use appropriate language for different situations.—		II.B.4 Child matches language to social contexts.—		Incorporate examples from the language of the deleted outcomes to the child behavior sections of II.B.1 and II.B.2.
C. Articulation				Committee Comments & Explanations
Prekindergarten children must learn to vocalize, pronounce, and discriminate sounds and words within languages. Learning to accurately perceive the difference between similar-sounding words will support children’s development of early literacy skills and help set them up for future reading and writing success. Young children will continue to acquire the ability to recognize new sounds but may mispronounce some words in their own speech. Difficulty with producing some speech sounds (e.g., /l/, /r/, or /th/) is common for prekindergarten children but may improve with practice and age. Similarly, multilingual learners may need repeated, meaningful opportunities to more closely approximate the sounds of the language with which they are less familiar.				Include a speech sound development chart in the appendix to illustrate the progression of speech sounds that children typically acquire at different ages. The attached charts provide age-based benchmarks for speech sound acquisition and may serve as useful references.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
II.C.1 Child's speech is understood by familiar adults and peers.		II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	II.C.1 Child's speech is understood <u>generally intelligible to</u> by both familiar and unfamiliar adults and peers.	PK4- The recommended change came from the Internal Advisory Group feedback for this outcome.
II.C.2 Child begins to mimic intonation of language through songs and fingerplay.	II.C.2 Child begins to mimics <u>and begins to use intonation (changes in pitch or stress) in spoken language</u> intonation of language through songs and fingerplay.	II.C.2 Child demonstrates growing understanding of the intonation of language.	II.C.2 Child <u>uses intonation (changes in pitch or stress) to convey and interpret meaning in spoken language.</u> demonstrates growing understanding of the intonation of language.	PK3/PK4- The recommended change came from the Internal Advisory Group feedback for this outcome. K1C aligns better with this outcome and can be included in the PK-2 nd Vertical Alignment document.
D. Vocabulary				Committee Comments & Explanations
Vocabulary development is one of the most important predictors of later reading achievement. Prekindergarten children experience rapid growth in their understanding of words and word meanings when they are learning in a language-rich environment. <u>It is important that children acquire vocabulary both for everyday situations and in an instructional and academic context. Instructional language can focus on classroom management, daily routines, and step-by-step guidance. Academic language is content-specific vocabulary required for children to understand academic domains.</u> Vocabulary acquisition is largely developed by exposing children to new words through stories, <u>songs, playful activities across a variety of domains,</u> and engaging them in meaningful and intentional interactions with adults who incorporate new language into daily conversations. Vocabulary development occurs when educators <u>intentionally introduce new vocabulary words in context,</u> create a space in which there are many opportunities to talk about personal experiences, read familiar stories, sing familiar songs, and play word games on a regular basis. Vocabulary knowledge reflects children's previous experiences and is increasingly refined as they learn new words and concepts through their growing knowledge of the world around them. <u>Emergent Bilingual</u>/Multilingual learners in a bilingual education program will develop vocabulary in both the program language and English via learning opportunities in each language as well as direct instruction in cross-linguistic connections. Both languages are honored and valued, and there is a diminished linguistic barrier between home and school.				

Educators of emergent bilingual/multilingual learners outside of bilingual programs should incorporate students' prior language experiences to support language development. Consider Katie, an emergent bilingual/multilingual learner who speaks mostly Vietnamese at home. During a study of fairy tales, Katie's teacher invites Katie's mom to read a portion of a Vietnamese version of the Cinderella tale in Vietnamese. Katie is able to connect the story to her prior experiences, and Katie's peers get to practice making meaning based on prior knowledge, pictures, etc. The class learns a few key vocabulary words from the story in Vietnamese.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	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.	II.D.1 Child understands (receptive) and uses (expressive) a wide <u>growing</u> variety of words to label, describe and make connections among objects, people, places, actions, and events.	PK3- Removed "expected" to avoid being subjective. PK4-The change to this outcome came from the Internal Advisory Group feedback. Due to vocabulary growing at a rapid pace for children of this age, the word "growing" was included. PK3/PK4- Keep "understands" in both outcomes since it's an appropriate measure of receptive language.
II.D.2 Child understands (receptive) the instructional language of the classroom.		II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.		
II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language	II.D.2 Child shows a steady increase in understanding (receptive) and using (expressive) <u>instructional language</u> and <u>academic</u>	II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired	II.D.2 Child consistently understands (receptive) and uses (expressive) <u>instructional and academic vocabulary</u> .	PK3/PK4- Include "acquired through books, conversations, and play" within the child behavior examples for this section.

learned from books, conversations, and play.	<u>vocabulary.</u> learned from books, conversations, and play.	through books, conversations, and play.	new vocabulary acquired through books, conversations, and play.	PK3/PK3- Keep “understanding” and “understand” in both outcomes since it’s an appropriate measure of receptive language. Provide examples of what “understands” means within the child behaviors.
E. Sentences and Structure				Committee Comments & Explanations
Prekindergarten children become increasingly adept at using language to express their needs and interests, share ideas, and participate in conversations with their peers. The grammatical complexity of a spoken sentence expands when they have plenty of opportunities for rich conversations with other children and adults. Children’s overgeneralization of language rules, which results in the use of invented words (e.g., saying “foots” instead of “feet”), is a normal part of language acquisition. <u>Emergent bilingual</u>/multilingual learners may also overgeneralize across languages (e.g., saying “the dog big” instead of “the big dog” is an example of applying the Spanish language structure “el perro grande” in an English sentence). This flexibility of usage is not a sign of confusion but evidence of a developing bilingual brain. Another sign of developing bilingualism is the use of <u>translanguaging, using</u> words from two languages in one sentence. For example, a sequential bilingual student learning Spanish in a dual language immersion program may say at the class party “Quiero el cookie.” This child is beginning to use Spanish to communicate thoughts and fills in the gap in vocabulary knowledge with a known English word in order to make preferences known.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.		II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.	II.E.1 Child typically uses complete sentences of four or more words with <u>increasing length and</u> age-appropriate grammatical complexity, usually in standard word order.	PK4- The change to this outcome was guided by the Internal Advisory Group feedback.

II.E.2 Child begins to use regular plurals and regular past tense correctly.		II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	II.E.2 Child correctly uses <u>a variety of age-appropriate grammatical forms (e.g. plurals, past tense, pronouns, subject-verb agreement) in spoken language.</u> regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	PK3- Kept “begins to” based on the PK3 Literature Review recommendations.
II.E.3 Child uses simple sentence structures with at least one idea.	II.E.3 Child uses simple sentence structures with at least one idea. <u>to share ideas using some details.</u>	II.E.3 Child uses sentences that combine multiple phrases or ideas.	II.E.3 Child uses sentences that combine multiple phrases or ideas, <u>shares details, maintains a topic, and communicates ideas clearly.</u>	PK4- Streamlined the language from II.E.4 within II.E.3.
II.E.4 Child understands increasingly longer sentences that combine two ideas.—		II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.		PK3- Removing this outcome since it is not aligned with PK4. PK4- Combined with II.E.3. Streamlined the language from II.E.4 within II.E.3.
III. Emergent Literacy: Reading Domain				Committee Comments & Explanations
Learning to read and write are among the most important milestones and achievements in a young child’s life. Early language and literacy instruction is critical because research has proven that emergent literacy skills serve as predictors for children’s school readiness, and their later capacity to learn academic knowledge. Children acquire emergent literacy skills when they are actively engaged in meaningful and purposeful interactions and learning experiences. They develop an understanding of the everyday functions of print and gain the motivation to learn to read through daily				

exposure and engagement with various forms of verbal and written language, including nonfiction and fiction books, poems, songs, and nursery rhymes. Being read to and interacting with a variety of stories and print also helps children develop literacy knowledge and understanding of the world around them. Even before children start school, they can become aware of systematic patterns of sounds in spoken languages, manipulate sounds in words, recognize words or environmental print, learn the relationship between sounds and letters, and establish a basic understanding of storytelling and story structure. <i>The goal of emergent literacy instruction in prekindergarten is not to teach children to read connected text or even whole words, but rather to teach the building blocks that will, in later grades, provide children the foundation needed to become proficient readers and writers.</i> When given ample opportunities to interact with books and other forms of print, as well as some explicit and systematic instruction in emergent literacy skills, children can learn much more about the purposes and concepts of written language and about the letters that can be combined to form print and their corresponding sounds. Young children learn best through <u>play-based</u> experiences that are meaningful and interesting to them and benefit from guided practice and repetition. <u>Although technology can be used as a supplemental resource to support reading development, it is important that these experiences are facilitated by the educator and there is intentionality with the planning of the read aloud. Children should have frequent opportunities to interact with physical books, environmental print, a variety of texts and genres, and engage in reading for multiple purposes.</u> <u>Emergent bilingual/multilingual</u> learners learning to read only in English will use what they already know and understand about literacy in their primary language to make connections to emergent literacy experiences in English. Families of these learners must be empowered to understand that continuing to expose children to literacy experiences in their native language is not just important, but a critical form of literacy support that they are uniquely qualified to provide. Multilingual learners in bilingual programs who experience emergent literacy instruction in both English and a primary or partner language will be explicitly guided to make cross linguistic connections in school. This biliteracy perspective can be supported by families regardless of language proficiency levels in the home. The Emergent Literacy: Reading Domain of the <i>Texas Prekindergarten Guidelines</i> is divided into the following skills: motivation to read, phonological awareness, alphabet knowledge, comprehension of text, and concepts of print.	
A. Motivation to Read	Committee Comments & Explanations
The prekindergarten years are an important time for increased motivation to read and write and can be especially important for children who have not previously and do not currently have access to books. All children benefit immensely from the targeted opportunity to develop an understanding of and appreciation of written languages through early school experiences. Prekindergarten children benefit from classroom activities and environments that	

build on their own family backgrounds and personal experiences to create positive connections to reading and writing. These early experiences will come to define their expectations and influence their motivation to work toward learning to read and write independently. These same experiences shape families' perceptions of their partnership with the school system. It is important that children have access to a variety of books, activities, and learning experiences that support engagement and interest in reading and writing.

Children who are motivated to read and write find pleasure in looking at the covers and illustrations in books, listening and making personal connections to stories being read aloud, and mimicking reading behaviors through independent exploration of books and other forms of text. They also have an intrinsic motivation to ask about surrounding print and a desire to understand how writing works. Learning to read is a gradual, ongoing process; however, building young children's enthusiasm for books and written text at an early age can impact their willingness to overcome potential future challenges with reading and writing.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	III.A.1 Child demonstrates an interest in pictures, text, <u>environmental print</u>, and stories read aloud.	III.A.1 Child engages in story-related pre-reading activities.	III.A.1 Child engages in story-related pre-reading activities. <u>III.A.1 Child self-selects and interacts with books and other written materials for increasing periods of time.</u> to engage in pre-reading behaviors.	
III.A.2 Child tells a story by looking at pictures or from memory.	III.A.2 Child tells a story by looking at pictures or from memory.	III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	PK3/PK4- These outcomes were removed because they are addressed in another skill section and do not reflect a motivation to read.
III.A.3 Child notices and connects meaning to environmental print.	III.A.3 Child notices and connects meaning to environmental print. <u>III.A.3 Child notices and connects meaning to environmental print.</u>	III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	PK3/PK4- These outcomes were removed because they were moved to Concepts of Print and because they did not reflect a motivation to read.

			III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	
B. Phonological Awareness				Committee Comments & Explanations
Phonological awareness is an auditory skill that involves the understanding of the sounds of spoken language; it is the ability to detect and manipulate the sound structures at the sentence, word, syllable, and phoneme level. The overarching term refers to a continuum of skills that are universal across languages including <u>auditory discrimination</u>, sentence segmentation, <u>rhyming</u>, alliteration, rhyming, syllabication, onset-rime (in English only), and phonemic awareness. Research has shown that phonological awareness begins to develop in children as young as 2.5 years old. <i>See Appendix.</i> Children generally develop sensitivity to large units of sound, like words and syllables first, and eventually progress to sensitivity to individual <i>phonemes</i>, the smallest units of sound. For example, children are able to detect and manipulate <i>words</i> in phrases before they can detect or manipulate <i>syllables</i>, and they can detect and manipulate <i>syllables</i> before they can detect or manipulate <i>phonemes</i>. Within the continuum of skills are varying levels of task complexity. To ensure learning is adequately scaffolded, task difficulty is an important consideration for phonological awareness instruction. For example, teachers should begin with easier tasks such as identification and blending (e.g., synthesis) before introducing more challenging tasks such as segmenting and manipulation (e.g., adding, deleting, or substituting). <i>However, children do not need to be proficient in master one skill or task before being introduced to or practicing another skill or task.</i> Phonological awareness is highly predictive of success in beginning reading and writing, specifically related to automatic decoding and encoding abilities. Phonemic awareness, the most advanced skill on the continuum, facilitates children’s understanding of the individual sounds in spoken words and helps them make the connection that sounds can be represented by letters in print. Therefore, phonological awareness and alphabet knowledge should work together, with skill development in one area reinforcing development in the other. Once children demonstrate mastery in both alphabet knowledge and phonemic awareness, they can benefit from the inclusion of letters in phonemic awareness activities to begin building their understanding of the alphabetic principle. English All learners benefit from explicit and systematic <u>phonological and phonemic awareness instruction, especially when integrated in authentic and meaningful ways through play-based activities.</u> specifically segmentation, blending, and manipulation. Oral language proficiency in children’s native language supports the development of phonological awareness in English for first- and second-language learners. English learners draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language.				Phonological awareness is bolded in the first paragraph, and phonemic awareness is bolded in the third paragraph to show the difference between phonemic awareness and phonological awareness. The last sentence in the original third paragraph was deleted to align with the changes made in the outcomes.

For emergent bilingual/multilingual learners who are exposed to phonological awareness instruction only in English, it is important to accept oral approximations of English sounds due to English proficiency level or articulation difficulties rather than correcting them in the moment. Non-standard pronunciation does not indicate a lack of understanding, and multilingual learners benefit more from targeted instruction rather than a quick correction. It is also important to connect activities with context, often by adding a picture. For example, if students are generating words that begin with /m/, a native English speaker has a repository of vocabulary from which to draw based on all his/her oracy experiences from birth. A child who is just beginning to speak English may not have a similarly sized mental word bank. Adding visuals ~~picture cards~~ may remind children of words they know or will allow them to sort visuals ~~cards~~ into /m/ and “other” when the teacher says the word.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
III.B.1 Child recognizes when a word in a spoken sentence is changed.	III.B.1 Child recognizes when a word in a spoken sentence is changed. <u>Child counts the number of words in a simple spoken sentence with adult assistance.</u>	III.B.1 Child identifies the individual words in a spoken sentence.	III.B.1 Child identifies the individual words in a spoken sentence. <u>Child counts the number of words in a spoken sentence of increasing complexity.</u>	
III.B.2 Child begins to distinguish differences between similar-sounding words.	III.B.2 Child begins to <u>distinguishes</u> differences between similar-sounding words <u>with adult assistance.</u>	III.B.2 Child distinguishes differences between similar-sounding words.	III.B.2 Child distinguishes <u>when two words are the same or different.</u> differences between similar-sounding words.	
III.B.3 Child recognizes the individual words in a compound word.	III.B.3 Child recognizes the individual words in a compound word. <u>Child blends words to form compound words with adult assistance.</u>	III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.	III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports. <u>Child blends multisyllabic words with up to 3 syllables.</u>	PK3/PK4- The changes to the outcomes are better aligned with developmental timeline in the appendix section.

III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included*	III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included* <u>Child segments compound words to form individual words with adult assistance.</u>	III.B.4 Child manipulates compound words with pictorial or gestural support.	III.B.4 Child manipulates segments multisyllabic compound words with up to three syllables. with pictorial or gestural support.	PK3/PK4- The changes to the outcomes are better aligned with developmental timeline in the appendix section.
III.B.5 Child participates in oral syllabication activities.	III.B.5 Child participates in oral syllabication activities.	III.B.5 Child begins to blend and segment syllables in multisyllabic words.	III.B.5 Child begins to blend and segment syllables in multisyllabic words.	PK3/PK4 These outcomes were removed and combined with III.B.3 and III.B.4.
III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	III.B.6 Child uses rhyming words through playful activities. such as songs, nursery rhymes, and fingerplay. <u>III.B.6 Child identifies rhyming words with adult assistance.</u>	III.B.6 Child identifies rhyming words.	<u>III.B.6 Child identifies rhyming words.</u>	
	<u>III.B.6 Child uses rhyming words through playful activities.</u>		III.B.6 Child produces rhyming words with adult assistance.	Added new outcome to match the Phonological Awareness Development Timeline.
III.B.7 Child uses alliteration through playful activities such as songs and read alouds.	III.B.7 Child identifies if two words begin with the same sound with adult assistance. uses alliteration through playful activities such as songs and read alouds.	III.B.7 Child identifies alliterative words with pictorial support.	<u>III.B.7 Child identifies if words begin with the same sound.</u> alliterative words with pictorial support.	PK3 – Added a new outcome to align with Pk4 III.B.7.
	<u>III.B.8 Child produces a word that begins with the same sound with adult assistance.</u>		<u>III.B.8 Child produces a word that begins with the same sound.</u>	The new guidelines to align outcomes with Phonological Awareness progression in the Appendix. (rhyming)
III.B.8 Child participates in onset-rime blending activities (in English only).	III.B.8 Child participates in onset-rime blending activities (in English only). <u>III.B.8 Child identifies the onset in words (single letters and consonant</u>	III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime the onset in words (single letters	PK3 – The original outcome was moved to III.B.10. This outcome now aligns with PK4 III.B.9.

	<u>blends) with adult assistance (in English only).</u>		<u>and consonant blends) (in English only).</u>	PK4 – Aligns with Phonological Awareness progression in the Appendix. (onset-rime)
	III.B.10 Child is <u>participates in exposed to onset-rime blending activities (in English only)</u>		<u>III.B.10 Child blends onset-rime to form familiar one-syllable words (in English only).</u>	PK3 – Original outcome moved from PK3 III.B.9. This outcome now aligns with PK4 III.B.10. PK4 – added new outcome to align with PK3 III.B.10 and Phonological Awareness progression in the Appendix. (onset-rime)
III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*	III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included* <u>III.B.11 Child participates in activities to isolate initial phonemes with adult assistance.</u>	III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.	III.B.9 11 Child blends and segments one-syllable words by phonemes with adult assistance visual or gestural support. <u>III.B.11 Child isolates initial phonemes.</u>	PK3/PK4 – added new outcome to align with Phonological Awareness progression in the Appendix. (Phonemes)
	<u>III.B.12 Child participates in activities to blend phonemes with adult assistance.</u>		III.B.9 11 Child blends and segments one-syllable words by phonemes with adult assistance visual or gestural support. <u>III.B.12 Child blends 2-3 phonemes with adult assistance.</u>	PK3/PK4 – Added new outcome to align with Phonological Awareness progression in the Appendix. (Phonemes)
	<u>III.B.13 Child participates in activities to segment phonemes with adult assistance.</u>		III.B.9 11 Child blends and segments one-syllable words by phonemes with adult assistance visual or gestural support.	PK3/PK4 – Added a new outcome to align with Phonological Awareness progression in the Appendix. (Phonemes)

			III.B.13 Child segments 2-3 phonemes with adult assistance.	
C. Alphabet Knowledge				Committee Comments & Explanations
Alphabet knowledge is an essential component of emergent literacy and is a strong predictor of success in learning to read and write. Alphabet knowledge includes letter recognition, letter naming, <u>and</u> letter-sound correspondence, and <u>alphabetization</u>. The distinction between each component of alphabet knowledge is identified below: • letter recognition (a receptive skill): the ability to identify letters when asked to touch or point to a letter • letter naming (expressive skill): the ability to name letters with automaticity • letter-sound correspondence: knowledge of the common sounds – the sounds that a letter represents most frequently • alphabetization: the ability to say and place letters of the alphabet in sequential order Letter formation is also an important aspect of alphabet knowledge because learning how to write each letter draws children’s attention to the similarities and differences among letter shapes. To support young learners’ knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences and engage them in activities that are fun and interesting. These experiences must integrate all components of alphabet knowledge and should include many opportunities for children to see letters within the context of written text. Relying solely on rote practice 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. Children generally recognize capital letters before lowercase letters because uppercase letters are more distinguishable than lowercase letters. <u>When supporting Emergent bilingual/multilingual learners, it is important to recognize differences in how alphabet knowledge is acquired between their home language and English. For example,</u> in English, students generally identify letter names before letter sounds. However, in Spanish, children tend to learn letter sounds before letter names. During Spanish alphabet knowledge activities, students may know letter sounds before letter names. *Important things to note:				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations

III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	III.C.1 Child <u>participates in alphabet activities and recognizes some frequently encountered letters with adult assistance.</u> shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	III.C.1 Child recognizes and names at least 20 <u>18 uppercase letters and 15 lowercase letters.</u> (upper- or lower-case letters).	PK4- This change is based on research by Shayne Piasta et al. (2012). (https://psycnet.apa.org/record/2012-08597-001) Spanish Alphabet Knowledge will match the English student outcome recommendation.
III.C.2 Child identifies the letter associated with the sound of the first letter of his name.	III.C.2 Child identifies <u>recognizes some distinct letter-sound correspondences with adult assistance.</u> the letter associated with the sound of the first letter of his name.	III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.		PK3-This change better aligns with the letter-name outcome. (III.C.1)
III.C.3 Child produces the correct sound for the first letter of his name.	III.C.3 Child produces <u>some distinct letter-sound correspondences with adult assistance.</u> the correct sound for the first letter of his name.	III.C.3 Child produces at least 20 distinct letter-sound correspondences.	III.C.3 Child produces at least 20 <u>15</u> distinct letter-sound correspondences.	PK3- The change was made to not limit this outcome to the first letter of the child's name. PK4-This change aligns with the research posted for III.C.1. Expressive language is more challenging than receptive.
D. Comprehension of Text				Committee Comments & Explanations
Exposure to many kinds of books, both fiction and nonfiction, helps prekindergarten children build vocabulary, make connections to text, build schema, and background knowledge, and become familiar with how stories and other types of texts work. <u>Through fictional text,</u> children develop concepts of story structures, and character actions, and <u>Through informational text, children develop</u> knowledge about informational text structure <u>and gain background knowledge,</u> which influences how they understand, interpret, and link what they already know to new information.				

Teachers of <u>emergent bilingual/multilingual</u> students must communicate the importance of home language read aloud experiences to families and support them as they provide these experiences at home. <u>Emergent bilingual/multilingual</u> learners must have read aloud experiences in their home language regardless of bilingual education or ESL program participation. These experiences are opportunities to learn everything mentioned above without a language barrier. <u>Teachers of multilingual students must communicate the importance of home language read aloud experiences to families and support them as they provide these experiences at home.</u> Multilingual learners who have experiences with stories read aloud in the home language can be prompted to make connections between texts in different languages.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
III.D.1 Child re-enacts a story after it has been read aloud.		III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	III.D.1 Child retells or re-enacts <u>the main events of a story.</u> with a clear beginning, middle, and end.	PK4- Research supports the retelling of the main events of a story versus the beginning, middle, and end. This edit better aligns with Kinder TEKS.
III.D.2 Child makes personal connections to books read aloud.	III.D.2 Child makes personal connections to books read aloud <u>with adult assistance.</u>	III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. III.D.2 Child makes <u>connections between books read aloud and personal experiences or ideas from other texts with adult assistance.</u>	PK3/PK-We added “with adult assistance” to better align with Kinder TEKS language. PK4-Created a new outcome to bridge with the PK3 outcome.
	III.D.3 Child uses <u>information learned from text to describe and categorize with adult assistance.</u>		III.D.3 Child uses <u>information learned from</u> books by describing, relating, categorizing, or comparing and contrasting. <u>text to describe, relate,</u>	PK3-Created a new outcome to align with PK4. PK4- This student outcome was moved because it did not align with the previous PK3 outcome.

			<u>categorize, or compare and contrast with adult assistance.</u>	
III.D.3 Child asks and answers age-appropriate questions about a book.	III.D.34 Child asks and answers age-appropriate responds to questions relevant to the text read aloud with adult assistance. about a book.	III.D.3 Child asks and responds to questions relevant to the text read aloud.	III.D.34 Child asks and responds to questions relevant to the text read aloud with adult assistance.	PK3/PK4-Added “with adult assistance” to align with the Kinder and 1 st grade TEKS.
III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	III.D.45 Child attempts to make predictions about a text by looking at the cover of a book or the pictures within a story with adult assistance	III.D.4 Child makes inferences and predictions about a text.	III.D.45 Child makes inferences and predictions and attempts to make inferences about a text with adult assistance.	PK3/PK4- Added “with adult assistance” to align with the Kinder and 1 st grade TEKS. PK3-Add removed language from PK3 outcome to the child behaviors section.
E. Concepts of Print				Committee Comments & Explanations
Through daily experiences with a variety of print materials, young children delight in discovering the connections between spoken and written words. Frequent exposure to print allows prekindergarten children to understand that print carries meaning and encourages them to explore what print is used for and how it works. Children will begin to recognize the distinction between letters, words, sentences, punctuation marks, and images. They will also deepen their understanding of how books work, including print directionality and appropriate handling of books, and learn how to hold and care for books. These print concepts and skills can be taught explicitly, modeled through shared reading experiences, and reinforced through print-rich learning environments. Print-rich learning environments incorporate labels, signs, letters, menus, magazines, digital media, and storybooks into every aspect of the day. <u>Emergent bilingual</u>/multilingual learners should be exposed to print in both the home language and English. Targeted instruction should be provided for students whose home language differs from English to explicitly compare characteristics of the two print systems, rather than elevate print concepts in one language over another. This will reinforce the transferability of many print concepts across both languages and help children understand key distinctions.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations

	<u>III.E.1 Child notices and connects meaning to environmental print.</u>		<u>III.E.1 Child recognizes that all print carries meaning and serves as a means for communication.</u>	PK3/PK4-This outcome was moved here because it is better aligned with the Concepts of Print skill versus the Motivation to Read skill.
III.E.1 Child can distinguish between pictures and print.	III.E.2 Child can distinguish between pictures and print.	III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	III.E.2 Child can distinguish between elements of print including letters, words, and pictures.	
III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	III.E.3 Child handles books with increasing skill and imitates reading with awareness of directionality. (e.g., imitates reading text across a page).	III.E.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).	III.E.3 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).	PK3- Removed the example from this outcome. Include the removed language in child behaviors. PK4- Removed the example from this outcome. Include the removed language in child behaviors.
III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	III.E.4 Child begins to notice the basic features of print. (e.g., repeating words, space between words, punctuation vs. letters).	III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	III.E.4 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	PK3- Removed the example from this outcome. Include the removed language in child behaviors.