

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>.

(II) LANGUAGE AND COMMUNICATION DOMAIN

During the prekindergarten years, children’s experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children’s oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children’s language skills usually expand rapidly during these years. The language skills include listening and speaking, expanding both children’s understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally timed for authentic purposeful child-initiated oral language opportunities. For children whose first language is other than English, the native language serves as the foundation for communication among family and community members, and building concepts and understanding of the world around them. This proficiency also assists in English language acquisition. Many children who are English language learners (ELLs) enter our schools with a remarkable knowledge of their native language, a “linguistic knowing” that they use instinctively in their daily communications. 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 home language and ensure that this knowledge is used to help them gain literacy skills in a second language. Prekindergarten educators should provide opportunities to promote language learning in children who speak a language other than English. ELL children may have difficulties with the pragmatics (the appropriate use of language to communicate effectively in many different situations and for many different purposes) of English. These include rules of politeness, conversational skills, and extended discourse (telling a story and giving an explanation). Pragmatic skills are important for ELL children to understand what teachers say in the classroom. Scaffolding is effective for building young children’s language and literacy; this is also true for the ELL child. Except where specified, the following guidelines outline language accomplishments for 4-year-old children in their native language. The stated outcomes should be used as a guide for children who have limited English proficiency and are appropriate for all children who are ELLs, providing guidance for teachers’ instruction. Additional specific guidelines for the support of language development of prekindergarten children whose home language is not English in English-only settings appear below and are indicated by this icon: [ELL] (LEER MAS, 2001).

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills. From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten ELL children can be in a classroom environment that provides either bilingual instruction or English as a Second Language instruction. ELL children arrive at school with listening comprehension skills in their home language. These skills can be used to support their development in English. ELL children listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English) (LEER MAS, 2001).	(1) Child shows understanding by responding appropriately	(a) Child shows understanding by responding appropriately

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(a) Child shows understanding by following two-step oral directions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(b) Child usually follows three-step directions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(c) Child shows understanding by following one to two-step oral directions in English
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(a) Child shows understanding of the language being spoken by teachers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(b) Child shows understanding of the language being spoken by peers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(c) Child shows understanding of the new language being spoken by English-speaking teachers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(d) Child shows understanding of the new language being spoken by English-speaking peers

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills. Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.	(1) Child is able to use language for different purposes	(a) Child is able to use language for different purposes
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(2) Child engages in conversations in appropriate ways	(a) Child engages in conversations in appropriate ways
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(3) Child provides appropriate information for various situations	(a) Child provides appropriate information for various situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(4) Child demonstrates knowledge of verbal conversational rules	(a) Child demonstrates knowledge of verbal conversational rules
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(5) Child demonstrates knowledge of nonverbal conversational rules	(a) Child demonstrates knowledge of nonverbal conversational rules
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(6) Child matches language to social contexts	(a) Child matches language to social contexts
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills. Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although some children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their native language, young children in ELL settings gradually learn to pronounce the sounds of the English language (LEER MAS, 2001).	(1) Child's speech is understood by both the teacher and other adults in the school	(a) Child's speech is understood by the teacher
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(1) Child's speech is understood by both the teacher and other adults in the school	(b) Child's speech is understood by the other adults in the school
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(2) Child perceives differences between similar-sounding words	(a) Child perceives differences between similar-sounding words

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(a) Child investigates the sounds of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(b) Child investigates the intonation of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(c) Child demonstrates growing understanding of the sounds of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(d) Child demonstrates growing understanding of the intonation of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(e) Child investigates the sounds of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(f) Child investigates the intonation of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(g) Child demonstrates growing understanding of the sounds of the English language

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(h) Child demonstrates growing understanding of the intonation of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills. Children’s vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners (ELLs) may need extensive English vocabulary instruction. ELL children arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child’s second language. When introducing vocabulary to ELL children, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate. The use of cognates and making cross-language connections can be helpful for vocabulary development. Exploring the sounds, meaning, grammatical function, and multiple uses of a word are strategies that are beneficial for increasing word knowledge among ELLs.	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(a) Child uses a wide variety of words to label people
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(b) Child uses a wide variety of words to label places
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(c) Child uses a wide variety of words to label things
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(d) Child uses a wide variety of words to label actions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(e) Child uses a wide variety of words to describe people
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(f) Child uses a wide variety of words to describe places

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(g) Child uses a wide variety of words to describe things
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(h) Child uses a wide variety of words to describe actions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(2) Child demonstrates understanding of terms used in the instructional language of the classroom	(a) Child demonstrates understanding of terms used in the instructional language of the classroom
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(3) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)	(a) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(3) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)	(b) Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(4) Child uses a large speaking vocabulary, adding several new words daily	(a) Child uses a large speaking vocabulary, adding several new words daily
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(a) Child increases listening vocabulary
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(b) Child begins to develop vocabulary of object names
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(c) Child begins to develop vocabulary of common phrases
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(a) Child increases listening vocabulary.
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(b) Child begins to develop vocabulary of object names in English
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(c) Child begins to develop vocabulary of common phrases in English

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills. Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of “yo no quepo”) is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities (LEER MAS, 2001).	(1) Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order	(a) Child typically uses complete sentences of four or more words
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(1) Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order	(b) Child typically uses complete sentences of grammatical complexity usually with subject, verb, and object order
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(a) Child uses regular plurals
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(b) Child uses irregular plurals
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(c) Child uses regular past tense
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(d) Child uses personal pronouns
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(e) Child uses possessive pronouns
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(f) Child uses subject-verb agreement
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(3) Child uses sentences with more than one phrase	(a) Child uses sentences with more than one phrase
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(4) Child combines more than one idea using complex sentences	(a) Child combines more than one idea using complex sentences
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(a) Child combines sentences that give lots of detail

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(b) Child combines sentences that stick to the topic
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(c) Child combines sentences that clearly communicate intended meaning
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(6) [ELL] Child engages in various forms of nonverbal communication with those who do not speak her native language	(a) Child engages in various forms of nonverbal communication with those who do not speak her native language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(7) [ELL] Child uses single words and simple phrases to communicate meaning in social situations	(a) Child uses single words to communicate meaning in social situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(7) [ELL] Child uses single words and simple phrases to communicate meaning in social situations	(b) Child uses simple phrases to communicate meaning in social situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(8) [ELL] Child attempts to use new vocabulary and grammar in speech	(a) Child attempts to use new vocabulary in speech
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(8) [ELL] Child attempts to use new vocabulary and grammar in speech	(b) Child attempts to use new grammar in speech