

<b>English/ Language Arts</b>	Beaumont ISD	<b>Pre-K 4</b>	Revision Date: July 25, 2017
<p style="text-align: center;"><b>First Nine Weeks</b>  <b>August 28<sup>th</sup> - October 20<sup>th</sup></b>  <b>46 Teacher days</b>  <b>39 Student/instructional days</b></p> <p><b>CLI Engage BOY Testing: September 18 – October 13</b></p>		<p style="text-align: center;"><b>Second Nine Weeks</b>  <b>October 23<sup>rd</sup> - December 15<sup>th</sup></b>  <b>35 Teacher days</b>  <b>34 Student/instructional days</b></p>	

**The expectation is that all PK Guidelines will be modeled for students when introduced. Then, instruction of all PK Guidelines will be guided through small groups and individual instruction. Based on student progress, some PK Guidelines will be mastered and become independent.**

<p><b><u>Units</u></b>  <b>Theme : This Way to Pre-K/Rules and Procedures (5 days)</b></p> <p><b>Theme: This Way to Pre-K ( 4 days)</b></p> <p><b>Theme: I Make Choices ( 5 days)</b></p> <p><b>Theme: Physical Me ( 5 days)</b></p> <p><b>Theme: My Senses ( 5 days)</b></p> <p><b>Theme: I Think, I Feel ( 5 days)</b></p> <p><b>Theme: Families ( 5 days)</b></p> <p><b>Theme: Families and Homes/ Fire Safety ( 5 days)</b></p> <p><b><u>Pre K Guidelines</u></b>  <b><u>Listening and Comprehension Skills</u></b>          II.A.1. Child shows understanding by responding appropriately.          II.A.2. Child shows understanding by following two-step oral directions and usually follows three step directions.          II.A.3. Shows understanding of the new language being spoken</p>	<p><b><u>Units</u></b>  <b>Theme: Friends and Pets ( 5 days)</b></p> <p><b>Theme: Community/ Fire Safety ( 5 days)</b></p> <p><b>Theme: Earth Changes/ Fall ( 5 days)</b></p> <p><b>Theme: Healthy Choices ( 5 days)</b></p> <p><b>Theme: Healthy Habits/Day and Night ( 5 days)</b></p> <p><b>Theme: Big &amp; Little/ Parts of a Tree ( 5 days)</b></p> <p><b>Theme: Traditional Tales/Holidays ( 5 days)</b></p> <p><b><u>Pre K Guidelines</u></b>  <b><u>Listening and Comprehension Skills</u></b>          II.A.1. Child shows understanding by responding appropriately.          II.A.2. Child shows understanding by following two-step oral directions and usually follows three step directions.          II.A.3. Shows understanding of the new language being spoken by English-</p>
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by English-speaking teachers and peers (ELL)

### **Speaking ( Conversation) Skills**

- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.B.3. Child provides appropriate information for various situations.
- II.B.4. Child demonstrates knowledge of verbal conversational rules.
- II.B.5. Child demonstrates knowledge of nonverbal conversational rules.
- II.B.6. Child matches language to social contexts.

### **Speech Production Skills**

- II.C.1. Child's speech is understood by both the teacher and other adults in the school.
- II.C.2. Child perceives differences between similar sounding words.
- II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.

### **Vocabulary Skills**

- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
- II.D.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.
- II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
- II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.
- II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)

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### **Sentence Structure Skills**

- II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.
- II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.
- II.E.3. Child uses sentences with more than one phrase.
- II.E.4. Child combines more than one idea using complex sentences.
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- II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.
- II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
- II.E.8. Child attempts to use new vocabulary and grammar in speech.

### **Emergent Literacy Reading Domain**

#### **A. Motivation to Read**

- III.A.1. Child engages in pre-reading and reading-related activities.
- III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.
- III.A.3. Child recognizes that text has meaning.

#### **B. Phonological Awareness**

- III.B.1. Child separates a normally spoken four word sentence into individual words.
- III.B.2. Child combines words to make a compound word.
- III. B.3. Child deletes a word from a compound word.
- III.B.4. Child blends syllables into words
- III.B.5. Child can segment a syllable from a word.
- III.B.6. Child can recognize rhyming words.
- III.B.7. Child can produce a word that begins with the same sound as a given pair of words.

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#### **A. Alphabet Knowledge Skills**

- III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

#### **A. Comprehension of Text Read Aloud Skills**

- III.D.1. Child retells or re-enacts a story after it is read aloud.
- III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- III.D.3. Child asks and responds to questions relevant to the text read aloud.

**C. Alphabet Knowledge Skills**

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

**D. Comprehension of Text Read Aloud Skills**

III.D.1. Child retells or re-enacts a story after it is read aloud.

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

III.D.3. Child asks and responds to questions relevant to the text read aloud.

III.D.4. Child will make inferences and predictions about text.

**E. Print Concepts**

III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

**Emergent Literacy Writing Domain**

**A. Motivation to Write Skills**

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

**B. Writing as a Process**

IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

**C. Conventions in Writing**

IV.C.1. Child records own name in whatever manner she is able.

III.D.4. Child will make inferences and predictions about text.

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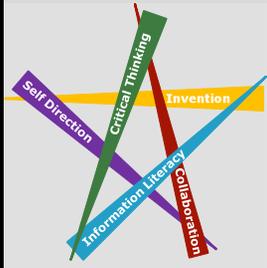
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## Beaumont 22<sup>nd</sup> Century Skills



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

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<b>English/ Language Arts</b>	Beaumont ISD	<b>Pre-K 4</b>	Revision Date: July 25, 2017
<p style="text-align: center;"><b>Third Nine Weeks</b>  <b>January 3<sup>rd</sup> - March 9<sup>th</sup></b>  <b>48 Teacher days</b>  <b>46.5 Student/ instructional days</b></p> <p><b>CLI Engage MOY Testing: January 3 – February 9</b></p>	<p style="text-align: center;"><b>Fourth Nine Weeks</b>  <b>March 19<sup>th</sup> – June 7<sup>st</sup></b>  <b>58 Teacher days</b>  <b>56.5 Teacher/ instructional days</b></p> <p><b>CLI Engage EOY Testing: April 9 – May 4</b></p>		

**The expectation is that all PK Guidelines will be modeled for students when introduced. Then, instruction of all PK Guidelines will be guided through small groups and individual instruction. Based on student progress, some PK Guidelines will be mastered and become independent.**

<p><b><u>Units</u></b>  <b>Theme : Earth Changes/ Winter ( 3 days)</b>   <b>Theme: Problem Solving/MLK ( 5 days)</b>   <b>Theme: Nursery Rhymes/ Prosperities of Matter ( 4 days)</b>   <b>Theme: Fairytales/Science Processes ( 5 days)</b>   <b>Theme: Ballads, Folktales, Fables ( 5 days)</b>   <b>Theme: I Community/ Heart Health ( 5 days)</b>   <b>Theme: Construction/ Simple Machines ( 5 days)</b>   <b>Theme: Tools and Machines/ Forces ( 5 days)</b>   <b>Theme: I Can Build/ Forces ( 5 days)</b>   <b>Theme: I Can Create/ Spring/ Living &amp; Nonliving( 5 days)</b></p>	<p><b><u>Units</u></b>  <b>Theme : Farm/ Texas (Longhorn) ( 5 days)</b>   <b>Theme: Nurturing Earth/ Plants/ Easter/ Texas (Bluebonnets) ( 4 days)</b>   <b>Theme: Bugs/ Texas (Texas Toad) ( 5 days)</b>   <b>Theme: More Bugs/ Life Cycles/ Texas (Monarch Butterfly) ( 5 days)</b>   <b>Theme: Zoo/ Texas (Armadillo) ( 5 days)</b>   <b>Theme: Nature’s Giants/ Dinosaur/ Texas (Paluxysaurus Jonesi) ( 5 days)</b>   <b>Theme: Transportation/ Texas (Mockingbird) ( 5 days)</b>   <b>Theme: Travel/ Space ( 5 days)</b>   <b>Theme: Travel/ Giants made by people ( 5 days)</b>   <b>Theme: Earth Changes/Weather ( 5 days)</b>   <b>Theme: Mysterious Movers/ Ocean( 4 days)</b>   <b>Theme: Before and Now ( 4 days)</b></p>
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## **Pre K Guidelines**

### **Listening and Comprehension Skills**

- II.A.1. Child shows understanding by responding appropriately.
- II.A.2. Child shows understanding by following two-step oral directions and usually follows three step directions.
- II.A.3. Shows understanding of the new language being spoken by English-speaking teachers and peers (ELL)

### **Speaking ( Conversation) Skills**

- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.
- II.B.3. Child provides appropriate information for various situations.
- II.B.4. Child demonstrates knowledge of verbal conversational rules.
- II.B.5. Child demonstrates knowledge of nonverbal conversational rules.
- II.B.6. Child matches language to social contexts.

### **Speech Production Skills**

- II.C.1. Child's speech is understood by both the teacher and other adults in the school.
- II.C.2. Child perceives differences between similar sounding words.
- II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.

### **Vocabulary Skills**

- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
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- II.D.4. Child uses a large speaking vocabulary, adding several

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### **Sentence Structure Skills**

II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.

II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

II.E.3. Child uses sentences with more than one phrase.

II.E.4. Child combines more than one idea using complex sentences.

II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.

II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.

II.E.8. Child attempts to use new vocabulary and grammar in speech.

### **Emergent Literacy Reading Domain**

#### **F. Motivation to Read**

III.A.1. Child engages in pre-reading and reading-related activities.

III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.

III.A.3. Child recognizes that text has meaning.

#### **G. Phonological Awareness**

### **Sentence Structure Skills**

II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.

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III.B.1. Child separates a normally spoken four word sentence into individual words.

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#### **H. Alphabet Knowledge Skills**

- III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
- III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.
- III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.

#### **I. Comprehension of Text Read Aloud Skills**

- III.D.1. Child retells or re-enacts a story after it is read aloud.
- III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- III.D.3. Child asks and responds to questions relevant to the text read aloud.
- III.D.4. Child will make inferences and predictions about text.

#### **J. Print Concepts**

- III.E.1 Child can distinguish between elements of print including letters, words, and pictures.
- III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.
- III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

- III.B.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.
- III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.

#### **B. Alphabet Knowledge Skills**

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#### **A. Writing as a Process**

- IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

## **Emergent Literacy Writing Domain**

### **D. Motivation to Write Skills**

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.

### **E. Writing as a Process**

IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.

### **F. Conventions in Writing**

V.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.

IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.

IV.C.3 Child independently uses letters to make words or parts of words.

IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).

IV.C.5. Child begins to experiment with punctuation when writing.

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IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.

IV. B.3 Child shares and celebrates class made and individual written products

### **A. Conventions in Writing**

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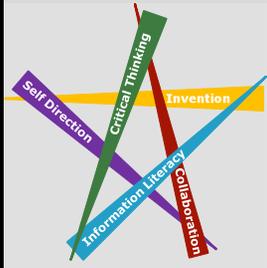
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