

English/ Language Arts	Beaumont ISD	Pre-K 4	Revision Date: June 5, 2024
First Nine Weeks August 12th - October 9th 42 Student/Instructional days	Second Nine Weeks October 16th - December 20th 43 Student/Instructional days		
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.			
<u>Units</u> Theme : My School (Rules and Routines) Theme: My School Theme: My Body Theme: My Senses Theme: My Feelings Theme: My Family Theme: My Relatives Theme: Pets Theme: My Friends Theme: Community Workers <u>Pre K Guidelines</u> <u>Listening and Comprehension Skills</u> II.A.1 Child shows understanding by responding appropriately to <u>what has been communicated by adults and peers.</u> II.A.2 Child shows understanding by following three-step <u>verbal</u> directions. .	<u>Units</u> Theme: Community Workers Theme: Kind and Helpful Theme: Eating Well Theme: Active Me Theme: Living and Nonliving Theme: Stories Theme: Real and Make- Believe Theme: Opposites <u>Pre K Guidelines</u> <u>Listening and Comprehension Skills</u> II.A.1 Child shows understanding by responding appropriately to <u>what has been communicated by adults and peers.</u> II.A.2 Child shows understanding by following three-step <u>verbal</u> directions. .		

Speaking (Conversation)

II.B.1 Child uses language for multiple purposes.

II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules

II.B.3 Child provides appropriate information in various settings.

II.B.4 Child matches language to social contexts.

Articulation

II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers

II.C.2 Child demonstrates growing understanding of the intonation of language

Vocabulary

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.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.

II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Sentence Structure

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.2. II.E.3 Child uses sentences that combine multiple phrases or ideas

II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning

Speaking (Conversation)

II.B.1 Child uses language for multiple purposes.

II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules

II.B.3 Child provides appropriate information in various settings.

II.B.4 Child matches language to social contexts.

Articulation

II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers

II.C.2 Child demonstrates growing understanding of the intonation of language

Vocabulary

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.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.

II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Sentence Structure Skills

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.2. II.E.3 Child uses sentences that combine multiple phrases or ideas

II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning

Emergent Literacy Reading Domain

A. Motivation to Read

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

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

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

B. Phonological Awareness

III.B.1 Child identifies the individual words in a spoken sentence.

III.B.2 Child distinguishes differences between similar-sounding words.

III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

III.B.4 Child manipulates compound words with pictorial or gestural support.

III.B.5 Child begins to blend and segment syllables in multisyllabic words.

III.B.6 Child identifies rhyming words.

III.B.7 Child identifies alliterative words with pictorial support.

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

C. Alphabet Knowledge Skills

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

Emergent Literacy Reading Domain

F. Motivation to Read

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

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

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication

G. Phonological Awareness

III.B.1 Child identifies the individual words in a spoken sentence.

III.B.2 Child distinguishes differences between similar-sounding words.

III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

III.B.4 Child manipulates compound words with pictorial or gestural support.

III.B.5 Child begins to blend and segment syllables in multisyllabic words.

III.B.6 Child identifies rhyming words.

III.B.7 Child identifies alliterative words with pictorial support.

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

H. Alphabet Knowledge Skills

III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

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.

D. Comprehension of Text

III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

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 makes s inferences and predictions about a text.

E. Concepts of Print

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

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 can identify some conventional features of print that communicate meaning including end punctuation and case.

Emergent Literacy Writing Domain

A. Motivation to Write

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

IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

B. Writing as a Process

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

I. Comprehension of Text

III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

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 makes s inferences and predictions about a text.

J. Print Concepts

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

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 can identify some conventional features of print that communicate meaning including end punctuation and case.

Emergent Literacy Writing Domain

D. Motivation to Write

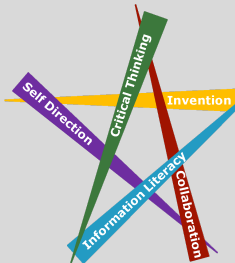
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning

IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

E. Writing as a Process

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

<p>IV.B.2 Child interacts and provides suggestions <u>for revisions</u> (add, take out, change order) and edits (conventions) <u>in whole/small group writing activities.</u></p> <p><u>C. Conventions in Writing</u></p> <p>V.C.2 Child <u>progresses</u> from using scribbles <u>and mock letters to forming letters and letter strings as a way to communicate.</u></p> <p>V.C.3 Child <u>begins to write familiar</u> words <u>using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words</u></p> <p>IV.C.4.IV.C.4 Child uses appropriate directionality when writing (<u>e.g.</u>, top to bottom, left to right).</p> <p>IV.C.5 Child begins to experiment with punctuation when writing.</p>	<p>IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p><u>F. Conventions in Writing</u></p> <p>V.C.2 Child <u>progresses</u> from using scribbles <u>and mock letters to forming letters and letter strings as a way to communicate.</u></p> <p>V.C.3 Child <u>begins to write familiar</u> words <u>using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words</u></p> <p>IV.C.4.IV.C.4 Child uses appropriate directionality when writing (<u>e.g.</u>, top to bottom, left to right).</p> <p>IV.C.5 Child begins to experiment with punctuation when writing.</p>
--	---

<p align="center">Beaumont 22nd Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together; Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		
--	--	---

English/ Language Arts	Beaumont ISD	Pre-K 4	Revision Date: June 5, 2024
Third Nine Weeks January 7th - March 6th 39 Student/ Instructional days	Fourth Nine Weeks March 17th- May 30th 52 Teacher/ Instructional days		
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.

Units

Theme : Under Construction

Theme: Tools

Theme: I Can Imagine

Theme: My Art Is Me

Theme: Transportation

Theme: Travel

Theme: Places Kids Go

Theme: Crawling Critters

Theme: Hopping Critters

Pre K Guidelines

Listening and Comprehension Skills

Pre K Guidelines

Listening and Comprehension Skills

II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

II.A.2 Child shows understanding by following three-step verbal directions. .

Speaking (Conversation)

II.B.1 Child uses language for multiple purposes.

II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules

Units

Theme: Flying Critters

Theme : Spiders, Scorpions, Worms

Theme: Mammals

Theme: Reptiles

Theme: Sea Life

Theme: In and Around Me

Theme: Earth Changes

Theme: Nurturing Earth

Theme: Before and Now

Pre K Guidelines

Listening and Comprehension Skills

II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

II.A.2 Child shows understanding by following three-step verbal directions. .

II.B.3 Child provides appropriate information in various settings.
II.B.4 Child matches language to social contexts.

Articulation

II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers
II.C.2 Child demonstrates growing understanding of the intonation of language

Vocabulary

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.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.
II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Sentence Structure

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.2. II.E.3 Child uses sentences that combine multiple phrases or ideas
II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning

Emergent Literacy Reading Domain

A. Motivation to Read

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

Speaking (Conversation)

II.B.1 Child uses language for multiple purposes.
II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules
II.B.3 Child provides appropriate information in various settings.
II.B.4 Child matches language to social contexts.

Articulation

II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers
II.C.2 Child demonstrates growing understanding of the intonation of language

Vocabulary

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.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.
II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Sentence Structure Skills

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.2. II.E.3 Child uses sentences that combine multiple phrases or ideas
II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning

Emergent Literacy Reading Domain

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

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

B. Phonological Awareness

III.B.1 Child identifies the individual words in a spoken sentence.

III.B.2 Child distinguishes differences between similar-sounding words.

III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

III.B.4 Child manipulates compound words with pictorial or gestural support.

III.B.5 Child begins to blend and segment syllables in multisyllabic words.

III.B.6 Child identifies rhyming words.

III.B.7 Child identifies alliterative words with pictorial support.

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

C. Alphabet Knowledge Skills

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

D. Comprehension of Text

III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

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

A. Motivation to Read

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

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

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication

B. Phonological Awareness

III.B.1 Child identifies the individual words in a spoken sentence.

III.B.2 Child distinguishes differences between similar-sounding words.

III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

III.B.4 Child manipulates compound words with pictorial or gestural support.

III.B.5 Child begins to blend and segment syllables in multisyllabic words.

III.B.6 Child identifies rhyming words.

III.B.7 Child identifies alliterative words with pictorial support.

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

C. Alphabet Knowledge Skills

III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

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.

D. Comprehension of Text

III.D.3. Child asks and responds to questions relevant to the text read aloud.
III.D.4. Child makes s inferences and predictions about a text.

E. Concepts of Print

III.E.1 Child can distinguish between elements of print including letters, words, and pictures.
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 can identify some conventional features of print that communicate meaning including end punctuation and case.

Emergent Literacy Writing Domain

A. Motivation to Write

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

B. 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 for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.
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 makes s inferences and predictions about a text.

E. Print Concepts

III.E.1 Child can distinguish between elements of print including letters, words, and pictures.
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 can identify some conventional features of print that communicate meaning including end punctuation and case.

Emergent Literacy Writing Domain

A. Motivation to Write

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

B. Writing as a Process

IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
IV.B.3. Child shares and celebrates class-made and

C. Conventions in Writing

V.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

V.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words

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

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

individual written products.

C. Conventions in Writing

V.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

V.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words

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

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

Beaumont 22nd Century Skills

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

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

