

English/ Language Arts	Beaumont ISD	Pre-K 4	Revision Date: June 9, 2023
<p style="text-align: center;">First Nine Weeks August 9th - October 13th 46 Student/Instructional days</p>	<p style="text-align: center;">Second Nine Weeks October 17th - December 20th 43 Student/Instructional days</p>		
<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>			
<p><u>Units</u></p> <p>Theme : My School (Rules and Routines)</p> <p>Theme: My School</p> <p>Theme: My Body</p> <p>Theme: My Senses</p> <p>Theme: My Feelings</p> <p>Theme: My Family</p> <p>Theme: My Relatives</p> <p>Theme: Pets</p> <p>Theme: My Friends</p> <p>Theme: Community Workers</p> <p><u>Pre K Guidelines</u></p> <p><u>Listening and Comprehension Skills</u></p> <p>II.A.1 Child shows understanding by responding appropriately to <u>what has been communicated by adults and peers.</u></p> <p>II.A.2 Child shows understanding by following three-step <u>verbal</u> directions. .</p>	<p><u>Units</u></p> <p>Theme: Community Workers</p> <p>Theme: Kind and Helpful</p> <p>Theme: Eating Well</p> <p>Theme: Active Me</p> <p>Theme: Living and Nonliving</p> <p>Theme: Stories</p> <p>Theme: Real and Make- Believe</p> <p>Theme: Opposites</p> <p><u>Pre K Guidelines</u></p> <p><u>Listening and Comprehension Skills</u></p> <p>II.A.1 Child shows understanding by responding appropriately to <u>what has been communicated by adults and peers.</u></p> <p>II.A.2 Child shows understanding by following three-step <u>verbal</u> directions. .</p>		

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

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Sentence Structure Skills

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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.

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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.

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

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.

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

F. Conventions in Writing

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Beaumont 22nd Century Skills

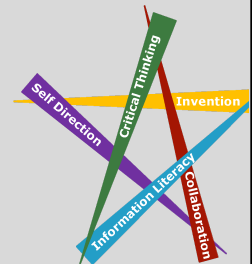
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



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<p style="text-align: center;">Third Nine Weeks January 9th - March 8th 40 Student/ Instructional days</p>	<p style="text-align: center;">Fourth Nine Weeks March 18th- May 24th 48 Teacher/ Instructional days</p>		
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<p><u>Units</u></p> <p>Theme : Under Construction</p> <p>Theme: Tools</p> <p>Theme: I Can Imagine</p> <p>Theme: My Art Is Me</p> <p>Theme: Transportation</p> <p>Theme: Travel</p> <p>Theme: Places Kids Go</p> <p>Theme: Crawling Critters</p> <p>Theme: Hopping Critters</p> <p><u>Pre K Guidelines</u> <u>Listening and Comprehension Skills</u> <u>Pre K Guidelines</u></p> <p><u>Listening and Comprehension Skills</u></p>	<p><u>Units</u></p> <p>Theme: Flying Critters</p> <p>Theme : Spiders, Scorpions, Worms</p> <p>Theme: Mammals</p> <p>Theme: Reptiles</p> <p>Theme: Sea Life</p> <p>Theme: In and Around Me</p> <p>Theme: Earth Changes</p> <p>Theme: Nurturing Earth</p> <p>Theme: Before and Now</p> <p><u>Pre K Guidelines</u> <u>Listening and Comprehension Skills</u></p>		

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

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III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.

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