2021-2022 Scope and Sequence

	RLA – Prekind	iergarte	
Cycle 1	<b>27 Days</b> Aug. 23 - Oct. 1		Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekinde The stud	ergarten Guidelines ent will:
to Pre-Kindergarten	Planning Guide should be taught in an integrated format across the content areas. <i>Enrichment</i> <i>Opportunities</i> <i>Aug. 2-13</i> <i>Teachers Report</i> <i>to Work</i> <i>Aug. 16</i>	Listening II.A.1. Ch Speaking II.B.2. Ch Vocabula II.D.1. Ch things, ar Motivatio *III.A.3. Ch Alphabet *III.C.1. Ch language Compreh *III.D.2. Ch categoriz *III.D.3. Ch Print Con *III.E.1. Con *III.E.1. Con *III.E.1. Ch orbally s Supporti Relations I.C.4. Chi play scen Speaking II.B.1. Ch Vocabula II.D.3. Ch meaning Motivatio	<ul> <li>d uses a wide variety of words to label and describe people, places, and actions.</li> <li><u>n to Read Skills</u></li> <li>Child recognizes that text has meaning.</li> <li><u>Knowledge Skills</u></li> <li>Child names at least 20 upper- and at least 20 lower-case letters in the of instruction.</li> <li><u>ension of Text Read Aloud Skills</u></li> <li>Child uses information learned from books by describing, relating, ing, or comparing and contrasting.</li> <li>Child can distinguish between elements of print including letters, words, res.</li> <li><u>n to Write Skills</u></li> <li>Child intentionally uses marks, letters, or symbols to record language and shares meaning.</li> <li><u>ng guidelines through integrated lessons and centers:</u></li> <li><u>hips with Others</u></li> <li>Id increasingly interacts and communicates with peers to initiate pretend varios that share a common plan and goal.</li> <li><u>(Conversation) Skills</u></li> <li>ild is able to use language for different purposes.</li> </ul>



RLA – Prekindergarten				
Cyclo 1	27 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information	
Cycle 1	Aug. 23 - Oct. 1	, 2021 ;	and support are in the HISD Curriculum.	
Unit	Lessons	Prekinder The stude	garten Guidelines ent will:	
		III.D.1. Chi Conventio *IV.C.1. Cl	ension of Text Read Aloud Skills ild retells or re-enacts a story after it is read aloud. <u>ns in Writing</u> hild writes own name (first name or frequent nickname) using legible proper sequence.	
Unit 1 Theme: Hello, School! / ¡Hola escuela!	Week 2 of Instruction: Aug.30-Sept. 3 5 Days	II.A.1. Chil	idelines: <u>Comprehension Skills</u> Id shows understanding by responding appropriately. s and Structure Skills	
Week 2: Classroom Rules and Routines / Reglas y rutinas del salón de clase		* <b>II.E.1</b> . Ch grammatic <u>Motivation</u>	to Read Skills ild engages in pre-reading and reading-related activities.	
Children learn the purposes for rules and routines in school.	format across the content areas.	Alphabet k * <b>III.C.1</b> . Ch	<u>Knowledge Skills</u> hild names at least 20 upper- and at least 20 lower-case letters in the of instruction.	
		III.D.1. Chi Motivation *IV.A.1. Cl	ension of Text Read Aloud Skills ild retells or re-enacts a story after it is read aloud. <u>to Write Skills</u> hild intentionally uses marks, letters, or symbols to record language and nares meaning.	
		Supportin Vocabular II.D.1. Chil things, and II.D.3. Chil meaning o II.D.5. Chil	n <mark>g guidelines through integrated lessons and centers:</mark> <u>y Skills</u> Id uses a wide variety of words to label and describe people, places,	
			<u>s and Structure Skills</u> Id uses single words and simple phrases to communicate meaning in ations.	
		III.A.3. Chi	to Read Skills ild recognizes that text has meaning.	
			<u>cal Awareness Skills</u> nild can recognize rhyming words.	



2021-2022 Scope and Sequence

Cycle 1	27 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information		
Oycle I	Aug. 23 - Oct. 1	, 2021 and support are in the HISD Curriculum.		
Unit		Prekindergarten Guidelines The student will:		
		Alphabet Knowledge Skills *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. <u>Comprehension of Text Read Aloud Skills</u> *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures. <u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible etters in proper sequence.		
Unit 1 Theme: Hello, School! / ¡Hola escuela!	Week 3 of Instruction: Sept. 6-10	Focus guidelines: Sentences and 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.		
Week 3: Feeling Safe and Belonging / Sentirse seguro y pertenecer o ser parte de algo	found in Pre-K Planning Guide should be taught in an integrated	Alphabet Knowledge Skills *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Print Concepts *III.E.1. Child can distinguish between elements of print including letters, words,		
Children learn that rules and routines help them feel safe. Also, they learn to work together, take turns and share.	content areas. <i>Labor Day</i> <i>Sept.</i> 6	and pictures. <u>Motivation to Write Skills</u> <b>*IV.A.1.</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.		
		Supporting guidelines through integrated lessons and centers: Listening comprehension Skills II.A.1. Child shows understanding by responding appropriately.		
		Speaking (Conversation) Skills II.B.2. Child engages in conversations in appropriate ways.		
		<u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.		
		Sentences and Structure Skills		



#### 2021-2022 Scope and Sequence

		- Prekindergarten	
Cyclo 1	27 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information
Cycle 1	Aug. 23 - Oct. 1	l, 2021	and support are in the HISD Curriculum.
Unit	Lessons	Prekinde The stuc	ergarten Guidelines lent will:
		social situ II.E.8. Ch Writing a IV.B.1. C group wr Conventi *IV.C.1. (	hild uses single words and simple phrases to communicate meaning in uations. hild attempts to use new vocabulary and grammar in speech. <u>s a Process</u> hild discusses and contributes ideas for drafts composed in whole/small iting activities. <u>ons in Writing</u> Child writes own name (first name or frequent nickname) using legible proper sequence.
Unit 1 Theme: Hello, School! / ¡Hola escuela!	Instruction:	Listening	uidelines: Comprehension Skills nild shows understanding of the language being spoken by teachers and
Week 4: How My School Compares to Around the World / Como es mi escuela en comparación a otras de alrededor del mundo Children will learn that students around the world are similar and different from themselves.	All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas. <i>Fall Holiday</i> <i>Sept. 16</i> <i>Teacher Service</i> <i>Day</i> (no students)	*II.E.1. C grammat Motivatio III.A.1. C Alphabet *III.C.1. C language Compreh III.D.1. C Print Cor *III.E.1. C and pictu Motivatio *IV.A.1. C Supporti Listening II.A.1. Cf	Child can distinguish between elements of print including letters, words,



2021-2022 Scope and Sequence

		lergarten		
Cyclo 1	27 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information		
Cycle 1	Aug. 23 - Oct. 1	, 2021 and support are in the HISD Curriculum.		
Unit		Prekindergarten Guidelines The student will:		
		Vocabulary Skills II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. Sentences and Structure Skills II.E.8. Child attempts to use new vocabulary and grammar in speech. <u>Motivation to Read Skills</u> *III.A.3. Child recognizes that text has meaning. <u>Alphabet Knowledge Skills</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. <u>Comprehension of Text Read Aloud Skills</u> *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <u>Writing as a Process</u> 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 individual written products. <u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.		
Unit 2 Theme: Marvelous Me! / ¡Soy una maravilla! Week 1: Who Am I? / ¿Quién soy yo? Children learn what makes them and others special	Instruction: Sept. 20-24 5 Days BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22 All guidelines found in Pre-K Planning Guide should be taught in an integrated	Focus guidelines:         Speech Production Skills         II.C.2. Child perceives differences between similar-sounding words.         Vocabulary Skills         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.         Sentences and Structure Skills         II.E.3. Child uses sentences with more than one phrase.         Phonological Awareness Skills         III.B.4. Child blends syllables into words.         Comprehension of Text Read Aloud Skills         *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.		

	27 Days	
Cycle 1	Aug. 23 - Oct.	(27 days) Report cards go home October 8 Complete instructional planning information
Unit	Lessons	Prekindergarten Guidelines The student will:
		1, 2021 and support are in the HISD Curriculum.  Prekindergarten Guidelines
		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.
		Comprehension of Text Read Aloud Skills III.D.1. Child retells or re-enacts a story after it is read aloud.
		Print Concepts *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.
		Motivation to Write Skills *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
		Conventions in Writing



2021-2022 Scope and Sequence

	RLA – Prekind	eryarte	
Cycle 1	<b>27 Days</b> Aug. 23 - Oct. 1		Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons		ergarten Guidelines dent will:
			Child writes own name (first name or frequent nickname) using legible proper sequence.
Unit 2 Theme: Marvelous Me! / ¡Soy una maravilla!	Week 6 of Instruction: Sept. 27-Oct.1 5 Days	Speaking *II.B.3.	<b>uidelines:</b> g <u>(Conversation) Skills</u> Child provides appropriate information for various situations. hild demonstrates knowledge of verbal conversational rules.
Week 2: My Body and My Senses / Mi cuerpo y mis sentidos	BOY CIRCLE Assessment Suggested Window:	II.E.3. CI	es and Structure Skills nild uses sentences with more than one phrase. gical Awareness Skills
Children learn about their senses and physical	Sept. 20-Oct. 22 All guidelines	<b>III.B.5.</b> C * <b>III.B.6.</b> ( Alphabet	hild can segment a syllable from a word. Child can recognize rhyming words. t Knowledge Skills
characteristics.	found in Pre-K Planning Guide should be taught in an integrated	language * <b>III.C.2.</b> ( instructio	Child names at least 20 upper- and at least 20 lower-case letters in the e of instruction. Child recognizes at least 20 distinct letter sounds in the language of on.
	format across the content areas.	Compret *III.D.2.	nension of Text Read Aloud Skills Child uses information learned from books by describing, relating, zing, or comparing and contrasting.
			<u>is a Process</u> Child shares and celebrates class-made and individual written products.
		Listening II.A.1. C II.A.2. C	ing guidelines through integrated lessons and centers: <u>Comprehension Skills</u> hild shows understanding by responding appropriately. hild shows understanding by following two-step oral directions and usually pree-step directions.
			Production Skills hild perceives differences between similar-sounding words.
		*II.D.4. (	ar <u>y Skills</u> Child uses a large speaking vocabulary, adding several new words daily.
		<b>III.A.1.</b> C * <b>III.A.2.</b> ( reading l	on to Read Skills whild engages in pre-reading and reading-related activities. Child self-selects books and other written materials to engage in pre- behaviors. Child recognizes that text has meaning.



Cycle 1	<b>27 Days</b> Aug. 23 - Oct. 1, 2021		Scope and Sequence follows the 9 themes in Savvas. Grading Period 1 ends October 1 (27 days). Report cards go home October 8. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons		ergarten Guidelines dent will:
		III.D.1. C III.D.3. C Print Cor	Child can distinguish between elements of print including letters, words,



2021-2022 Scope and Sequence

Cycle 2         29 Days Oct. 5 - Nov. 12, 2021         Scope and Sequence follows the 9 themes in Savas. Criading Period 2 and 8 November 13 Complete instructional planning           Unit         Lessons         Predindergatter Guidelines The student will:         Complete instructional planning           Unit 2 Intermet Marvelous Mel / Soy una maravillal         Week 7 of 4 Days         Focus guidelines: Stering Comprehension Skills           Week 3: My Family and Friends / Mi familia y mis amigos         BOY CIRCLE Motivation to Read Skills         Focus guidelines: Focus guidelines: ULA 2. Child recognizes that text has meaning.           Week 3: My Family and Friends / Mi familia y mis amigos         BOY CIRCLE Motivation to Read Skills         Focus guidelines: Fill A.3. Child recognizes that text has meaning.           Mindow: Sept. 20-Oct. 22         HIB.5. Child can segment a syllable from a word.           Miles.         Sept. 20-Oct. 22         Bibs. Child can segment a syllable from a word.           Miles.         Sept. 20-Oct. 22         Bibs. Child can segment a syllable from a word.           Friends and families.         All guidelines found in Pre-K Planning Guide should be taught an untegrated         Sept. 20-Oct. 22           Buporting guidelines throwledge Skills         III.6.1. Child names at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           In an integrated format across the content areas.         Sepaking (Conversation) Skills           ILA.1. Child shows understand		RLA – Prekind	erganten
Unit         Lessons         Prekindergram Guidelines The student will:           Unit 2 Intermet Marvelous Met / Soy una maravillat         Week 7 of Istruction: Oct. 4-8         Focus guidelines: Listening Comprehension Skills           Week 3: My Family and Friends / Mi familia y mis amigos         BOY CIRCLE All Sogessment         Motivation to Read Skills           BOY CIRCLE family and Friends / Mi familia y mis amigos         BOY CIRCLE All guidelines         Motivation to Read Skills           Sept. 20-Oct. 22 The student will:         Sept. 20-Oct. 22 Window:         Motivation to Read Skills           Sept. 20-Oct. 22 The student will:         Notivation to Read Skills           Vindow:         Sept. 20-Oct. 22 Window:         The Student will: 0.10 can recognize rhyming words.           All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         Alphabet Knowledge Skills 111.6.1. Child names at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           Teacher Service Day (no students) Oct. 4         Speaking (Conversation) Skills 11.6.1. Child is able to use language for different purposes.           Vocabulary Skills (10.1. Child self-selects books and other written materials to engage in pre- reading behaviors.           Woitvation to Read Skills 11.6.1. Child self-selects books and other written materials to engage in pre- reading behaviors.           Unit value of Read Skills 11.6.2. Child beends syllables into words.           Motivation to R	Cyclo 2	29 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 2 ends November
Unit 2         The student will:           Unit 2         Week 7 of Instruction:         Focus guidelines: Listening Comprehension Skills           Mel / ;Soy una maravilla!         Oct. 4-8 4 Days         Focus guidelines: Dot. 4-8 4 Days         Focus guidelines: Listening Comprehension Skills           Week 3: My Family and Friends / Mi familia y mis amigos         BOY CIRCLE Assessment Suggested Window:         Motivation to Read Skills           Children learn about the importance of friends and families:         BOY CIRCLE All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         Child can segment a syllable from a word.           VII.B.5. Child can recognize rhyming words.         All guidelines full.B.6. Child can recognize rhyming words.           Vii.B.6. Child can recognize rhyming words.         HIL.6.1. Child areas at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           Supporting guidelines through integrated format across the content areas.         Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.1. Child shows understanding by responding appropriately.           Teacher Service Day (no students) Oct. 4         Speaking (Conversation) Skills II.B.1. Child uses a wide variety of words to label and describe people, places, things, and actions.           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.           VI.D.4. Child usef-selects books and other writte	Cycle Z	Oct. 5 - Nov. 12	
Theme: Marvelous Met / jSoy una maravilla!       Instruction: Oct. 4-8 4 Days       Instruction: Oct. 4-8 4 Days       Instruction: Oct. 4-8 4 Days       Instruction: Oct. 4-8 4 Days         Week 3: My Family and Friends / Mi familia y mis amigos Children learn about the importance of friends and families.       BOY CIRCLE Assessment Suggested Window: HI.B.S. Child can segment a syllable from a word.         All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.       Motivation to Read Skills Phonological Awareness Skills Phonological Awareness Skills         The Arrow Medge Skills finds and families.       Alphabet Knowledge Skills Phonological Awareness Skills found in Pre-K Planning Guide should be taught in an integrated format across the content areas.       Alphabet Knowledge Skills Phonological Awareness Skills Phonological Awar	Unit		
and Friends / Mi familia y mis amigos       Assessment Suggested       "III.A.3. Child recognizes that text has meaning.         Amigos       Sept. 20-Oct. 22       III.B.5. Child can segment a syllable from a word.         Triends and families.       All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.       Alphabet Knowledge Skills         Teacher Service Day (no students) Oct. 4       Speaking (Conversation) Skills II.B.1. Child shows understanding by responding appropriately.         Speaking (Conversation) Skills II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.         II.D.3. Child engages a large speaking vocabulary, adding several new words daily.         Motivation to Read Skills III.A.1. Child uses a large speaking vocabulary, adding several new words daily.         Motivation to Read Skills III.A.1. Child bed self-selects books and other written materials to engage in pre- reading behaviors.         Phonological Awareness Skills III.A.2. Child bedrogs skills III.A.2. Child bedrogs skills III.A.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.         III.A.3. Child bedrogs skills III.A.4. Child bedrogs skills III.B.4. Child bedrogs skills III.B.4. Child bedrogs skills III.C.2. Child recognizes at least 20 distinct letter sounds in the language of	Theme: Marvelous Me! / ¡Soy una	Instruction: Oct. 4-8	Listening Comprehension Skills *II.A.2. Child shows understanding by following two-step oral directions and
Comprehension of Text Read Aloud Skills III.D.1. Child retells or re-enacts a story after it is read aloud.	and Friends / Mi familia y mis amigos Children learn about the importance of friends and families.	BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22 All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas. Teacher Service Day (no students) Oct. 4	Motivation to Read Skills         *III.A.3. Child recognizes that text has meaning.         Phonological Awareness Skills         III.B.5. Child can segment a syllable from a word.         *III.B.6. Child can recognize rhyming words.         Alphabet Knowledge Skills         *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills         II.A.1. Child shows understanding by responding appropriately.         Speaking (Conversation) Skills         II.B.1. Child is able to use language for different purposes.         Vocabulary Skills         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.         Motivation to Read Skills         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.         Phonological Awareness Skills         *III.B.4. Child blends syllables into words.         Alphabet Knowledge Skills         *III.B.4. Child blends syllables into words.         Alphabet Knowledge Skills         *III.B.4. Child blends syllables into wor



2021-2022 Scope and Sequence

	RLA – Prekind	
Cycle 2	29 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 2 ends November
Cycle 2	Oct. 5 - Nov. 12	2, 2021 12 (29 days). Report cards go home November 19. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<ul> <li>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</li> <li>III.D.3. Child asks and responds to questions relevant to the text read aloud.</li> <li>*III.D.4. Child will make inferences and predictions about text.</li> <li>Writing as a Process</li> <li>IV.B.3. Child shares and celebrates class-made and individual written products.</li> <li>Conventions in Writing</li> <li>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</li> </ul>
Unit 2: Theme: Marvelous Me! / ¡Soy una maravilla!		Focus guidelines: <u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
of others.	Assessment Suggested Window: Sept. 20-Oct. 22 All guidelines found in Pre-K Planning Guide should be taught in an integrated	Sentences and 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.3. Child uses sentences with more than one phrase. Motivation to Read Skills III.A.1. Child engages in pre-reading and reading-related activities. Phonological Awareness Skills III.B.5. Child can segment a syllable from a word. Alphabet Knowledge Skills *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. Motivation to Write Skills *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Conventions in Writing *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence. Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.2. Child shows understanding by responding appropriately. *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. Speaking (Conversation) Skills II.B.2. Child engages in conversations in appropriate ways.



Cycolo 2			Scope and Sequence follows the 9 themes in Savvas. Grading Period 2 ends November
Cycle 2			12 (29 days). Report cards go home November 19. Complete instructional planning information and support are in the HISD Curriculum.
		· · · · · · · · · · · · · · · · · · ·	ergarten Guidelines
Unit		The stuc	
		*11 P 2 (	hild provides appropriate information for various situations.
		п.в.з. С	The provides appropriate mornation for various situations.
		Vocabula	arv Skills
			hild demonstrates understanding in a variety of ways or knowing the
			of 3,000 to 4,000 words, many more than he or she uses.
		* <b>II.D.4.</b> C	hild uses a large speaking vocabulary, adding several new words daily.
		Mativatia	n ta Daad Skilla
			<u>n to Read Skills</u> Child self-selects books and other written materials to engage in pre-
			behaviors.
		*III.A.3. Child recognizes that text has meaning.	
		5	
		Alphabet Knowledge Skills	
			Child names at least 20 upper- and at least 20 lower-case letters in the
		language	e of instruction.
		Compreh	ension of Text Read Aloud Skills
			Child uses information learned from books by describing, relating,
		categoriz	ing, or comparing and contrasting.
		Print Cor	<u>icepts</u> hild demonstrates understanding of print directionality including left to
			top to bottom.
			hild can identify some conventional features of print that communicate
			including end punctuation and case.
			_
			s a Process bild interacts and provides suggestions to revise (add, take out, shange
			hild interacts and provides suggestions to revise (add, take out, change d edit (conventions) class-made drafts.
		,	hild shares and celebrates class-made and individual written products.
			and charge and colobrated blace made and individual written products.



#### 2021-2022 Scope and Sequence

UnitLeUnit 3WeTheme: LookInstrOutside / ¿Qué hayOctafuera?5Week 1: Fall / OtoñoBOY Asse Sug Seasons and weather are connected and what characterizes seasons in parts of the world.BOY Asse Sug Sug Sept. 2All guid found in Plannin should in an in format a	The st reek 9 of Focus truction: Vocab truction: II.D.3.	Scope and Sequence follows the 9 themes in Savvas. Grading Period 2 ends November 12 (29 days). Report cards go home November 19. Complete instructional planning information and support are in the HISD Curriculum. dergarten Guidelines udent will: guidelines:
UnitLeUnit 3WeTheme: LookInstrOutside / ¿Qué hayOctafuera?5Week 1: Fall / Otoño Children learn how seasons and weather are connected and what characterizes seasons in parts of the world.BOY Asse Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug 	essons Prekir The st eek 9 of fruction: Vocab Vocab II.D.3.	ndergarten Guidelines rudent will:
Theme: Look Outside / ¿Qué hay afuera?Instr Oct StrWeek 1: Fall / Otoño Children learn how seasons and weather are connected and what characterizes seasons in parts of the world.BOY Asse Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug Sug 	truction: Vocab et. 18-22 II.D.3.	guidelines:
Otoño Children learn how seasons and weather are connected and what characterizes seasons in parts of the world. All guid found in Plannin should in an in format a	5 Days meani	ulary <u>Skills</u> Child demonstrates understanding in a variety of ways or knowing the ng of 3,000 to 4,000 words, many more than he or she uses.
	essment ggestedIII.B.8. end) to and to 20-Oct. 2220-Oct. 22Alphat *III.C.1 langua in Pre-K ng Guide across the across the at areas.Compr *III.D.3 Motiva IV.A.2 purpos20-Oct. 22Alphat *III.C.1 langua in Pre-K notegrated across the it areas.Compr *III.D.3 Motiva IV.A.2 purpos20-Oct. 22Some Print C III.E.3 meani	<ul> <li><u>ntions in Writing</u></li> <li>G. Child independently uses letters to make words or parts of words.</li> <li><u>orting guidelines through integrated lessons and centers:</u></li> <li><u>nces and Structure Skills</u></li> <li>Child engages in various forms of nonverbal communication with those who speak her native language.</li> <li><u>tion to Read Skills</u></li> <li>Child engages in pre-reading and reading-related activities.</li> <li>Child self-selects books and other written materials to engage in pre-g behaviors.</li> <li><u>logical Awareness Skills</u></li> <li>Child can produce a word that begins with the same sound as a given pair</li> </ul>



2021-2022 Scope and Sequence

Motivation to Read Skills		RLA – Prekind	lergarten
Unit         Deck 1 indication and support all intermed build unit.           Unit         Lessons         Prekindergarten Guidelines The student will:           V.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.           Unit 3         V.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.           Unit 3         Week 10 of Instruction:         Focus guidelines: Speaking Skills           Outside / Qué hay afuera?         B.S. Child demonstrates knowledge of nonverbal conversational rules.           Mitter / Invierno Children learn how winter where they laces         All guidelines HI.A.1. Child demogages in pre-reading and reading-related activities.           Phonological Awareness winter in other places         Phonological Awareness thould be taught II.B.9. Child recognizes and blends spoken phonemes into one-syllable words with the language of instruction.           Conventions in Writing TW.C.3. Child independently uses letters to make words or parts of words.           Supporting guidelines through integrated lessons and centers: Motivation to Read Skills TII.L.3. Child recognizes that text has meaning.           Phonological Awareness Skills TII.L.3. Child recognizes that text has meaning.	Cycle 2	29 Days	
Unit         Lessons         The student will:           W.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.         W.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.           Unit 3         Week 10 of Theme: Look Outside / Qué hay Status         Focus guidelines: Speaking Skills           Outside / Qué hay afuera?         B.S. Child demonstrates knowledge of nonverbal conversational rules.           Minter / Invierno Folder         All guidelines integrated found in Pre-K           Phonological Awareness whither in other places         Phonological Awareness et least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           Conventions in Writing "WC.2. Child rames at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           Conventions in Writing "WC.2. Child rames skills "III.A.2. Child rames skills "III.A.2. Child rames at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.           Conventions in Writing "WC.3. Child recognizes that text has meaning.           YIII.A.2. Child cam produce a word that begins with the same sound as a given pair	Cycle Z	Oct. 5 - Nov. 12	2, 2021 information and support are in the HISD Curriculum.
Unit 3       Week 10 of Theme: Look Outside / Qué hay duera?       Focus guidelines: Speaking Skills         Outside / Qué hay duera?       Oct. 25-29 5 Days       Focus guidelines: Bits.5. Child demonstrates knowledge of nonverbal conversational rules. Motivation to Read Skills         Week 2: Winter / Invierno Children learn how winter where they should be taught winter in other places       All guidelines found in Pre-K Planning Guide totrial across the content areas.       III.A.1. Child demonstrates knowledge of nonverbal conversational rules. Motivation to Read Skills         Winter / Invierno Children learn how winter where they should be taught winter in other places       Focus guidelines: Format across the content areas.       III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.         YIII.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Conventions in Writing "IV.C.3. Child independently uses letters to make words or parts of words.         Supporting guidelines through integrated lessons and centers: Motivation to Read Skills "III.A.2. Child acan produce a word that begins with the same sound as a given pair "III.B.7. Child can produce a word that begins with the same sound as a given pair	Unit	Lessons	
	Theme: Look Outside / ¿Qué hay afuera? Week 2: Winter / Invierno Children learn how winter where they live is different from winter in other	Instruction: Oct. 25-29 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Focus guidelines:         Speaking Skills         II.B.5. Child demonstrates knowledge of nonverbal conversational rules.         Motivation to Read Skills         III.A.1. Child engages in pre-reading and reading-related activities.         Phonological Awareness         III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.         Alphabet Knowledge Skills         *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Conventions in Writing         *IV.C.3. Child independently uses letters to make words or parts of words.         Supporting guidelines through integrated lessons and centers:         Motivation to Read Skills         *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.         Phonological Awareness Skills         *III.A.3. Child recognizes that text has meaning.



Cycle 2         Oct. 5 - Nov. 12, 2021         12 (28 days). Report cards go home Novemeb 19. Complete instructional planning information and support are in the HISD Curriculum.           Unit         Lessons         Prekindergarten Guidelines The student will:           Comprehension of Text Read Aloud Skills III.D.1. Child retells or re-enacts a story after it is read aloud. "III.D.3. Child asks and responds to questions about text.           Print Concepts III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.           Motivation to Write Skills Theme: Look Outside / Qué hay afuera?         Week 11 of 5 Days         Focus guidelines: Speaking (Conversation) Skills II.B.5. Child demonstrates knowledge of nonverbal conversational rules.           Vace 4 Storing / Primavera Children learn what spoulg There is in an integrated format across the should be taught in an integrated format across the spatterns.         All guidelines format across the spatterns in nature (leaves, snowflakes) and how seasons affect these patterns.         All guidelines full.B.9. Child recognizes that text has meaning. The ILB.9. Child recognizes that text has meaning. The ILB.9. Child recognizes that text has meaning. The ILB.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.           Comprehension of Text Read Aloud Skills THLD.4. Child will make inferences and predictions about text. Motivation to Write, V.A.2. Child independently writes to communicate his/her ideas for a variety of	RLA – Prekind			
Unit         Description         Prekindergaren Guidelines The student will:           Comprehension of Text Read Aloud Skills         III.D.1. Child retells or re-enacts a story after it is read aloud.           III.D.1. Child retells or re-enacts a story after it is read aloud.         III.D.2. Child retells or re-enacts a story after it is read aloud.           III.D.2. Child retells or re-enacts a story after it is read aloud.         III.D.3. Child asks and responds to questions relevant to the text read aloud.           III.D.3. Child asks and responds to questions relevant to the text read aloud.         III.D.3. Child asks and responds to questions relevant to the text read aloud.           III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.         Motivation to Write Skills           V. C.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Conventions in Writing           V. C.2. Child independently some conventional features of print that communicate his/her ideas for a variety of purposes.         Focus guidelines:           Outside / ¿Qué hay aftera?         Focus guidelines:         Speaking (Conversation) Skills           II.B.5. Child demonstrates knowledge of nonverbal conversational rules.         Vocabulary Skills           II.B.5. Child faceognizes that text has meaning.         Vocabulary Skills           Pinaning Guide format across the plotting and port.         Speaking (Conversation) Skills           II.B.9. Child recogni		12 (29 days). Report cards go home November 19. Complete instructional planning		
Unit         Lessons         The student will:           Comprehension of Text Read Aloud Skills         III.D.1. Child retells or re-enacts a story after is read aloud.           III.D.3. Child retells or re-enacts a story after is read aloud.         "III.D.4. Child will make inferences and predictions about text.           Print Concepts         III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.           Motivation to Write Skills         IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.           Conventions in Writing         IV.C.2. Child independently writes to some letter-sound correspondence using beginning and ending sounds when writing.           Unit 3         Week 11 of Instruction:         Focus guidelines:           Sparking / Primavera         Found in Pre-K           Found in Pre-K         Planning Guide they can notice with should be taught format across the about patterns in an integrated spring. They learm softer these patterns.         Motivation to Read Skills           III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.         Motivation to Write.           Vocabulary Learns         Comprehension of Text Read Aloud Skills           Phonological Awareness patterns.         III.B.9. Child indeependently writes to communicate his/her ideas for a				
Unit 3 Theme: Look Outside / Qué hay suffer an ontice with some factors in mature (leaves, somoflakes) and how seasons affect these patterns.Week 11 of instruction: Some factor in the some factor in	Lessons			
Supporting guidelines through integrated lessons and centers: Speech Production Skills	Instruction: Nov. 1-5 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	III.D.1. Child retells or re-enacts a story after it is read aloud. "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. Print Concepts III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case. Motivation to Write Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes. Conventions in Writing IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. Focus guidelines: Speaking (Conversation) Skills II.B.5. Child demonstrates knowledge of nonverbal conversational rules. Vocabulary Skills II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. Motivation to Read Skills *III.A.3. Child recognizes that text has meaning. Phonological Awareness III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. Comprehension of Text Read Aloud Skills *III.D.4. Child will make inferences and predictions about text. Motivation to Write. V.A.2. Child independently writes to communicate his/her ideas for a variety of purposes. Supporting guidelines through integrated lessons and centers: Speech Production Skills II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. Sentences and Structure Skills		
		Oct. 5 - Nov. 12 Lessons Week 11 of Instruction: Nov. 1-5 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.		



	RLA – Prekind			
Cycle 2	29 Days	12 (29 days). Report cards do home November 19. Complete instructional planning		
Cycle Z	Oct. 5 - Nov. 12	2, 2021 information and support are in the HISD Curriculum.		
Unit	Lessons	Prekindergarten Guidelines The student will:		
		Motivation to Read Skills         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.         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.3. Child produces at least 20 distinct letter sound correspondences in the		
		Increase of instruction.         Print Concepts         III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.         Conventions in Writing         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.		
Unit 3: Theme: Look Outside / ¿Qué hay afuera?		Focus guidelines: <u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.		
<b>Verano</b> Children learn how their lives are	Planning Guide should be taught	Motivation to Read Skills III.A.1. Child engages in pre-reading and reading-related activities. *III.A.3. Child recognizes that text has meaning.		
influenced by the different seasons (clothes, activities, etc.).	format across the	Phonological Awareness III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.		
		Alphabet Knowledge *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.		
		<u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.		
		Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.		
		Speaking (Conversation) Skills		



Cycle 2	29 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 2 ends November
Cycle 2	Oct. 5 - Nov. 12	2, 2021	12 (29 days). Report cards go home November 19. Complete instructional planning information and support are in the HISD Curriculum.
		Prekinde	ergarten Guidelines
Unit	Lessons		dent will:
		II. <b>B.5</b> . CI	nild demonstrates knowledge of nonverbal conversational rules.
			nild matches language to social contexts.
		Motivatio	on to Read Skills
			Child self-selects books and other written materials to engage in pre-
		reading b	behaviors.
		Alphabet	Knowledge Skills
			Child recognizes at least 20 distinct letter sounds in the language of
		instructio	on.20 distinct letter sound correspondences in the language of instruction.
		Compret	nension of Text Read Aloud Skills
			Child uses information learned from books by describing, relating,
		categoriz	zing, or comparing and contrasting.
		Print Cor	ncepts
			hild can identify some conventional features of print that communicate
		meaning	including end punctuation and case.
		Motivatio	on to Write Skills
			child independently writes to communicate his/her ideas for a variety of
		purposes	S.
		Conventi	ons in Writing
			child moves from scribbles to some letter-sound correspondence using
		beginnin	g and ending sounds when writing.



	RLA – Prekinde	
	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14
Cycle 3	Nov. 15, 2021	_ (30 days). Report cards go home January 21. Complete instructional planning information
<b>, , , , , , , , , ,</b>	Jan. 14, 2022	and support are in the HISD Curriculum.
Unit		Prekindergarten Guidelines The student will:
Unit 4		Focus guidelines:
Theme:		Vocabulary Skills
Taking Care / Amar		<b>II.D.2.</b> Child demonstrates understanding of terms used in the instructional
y cuidar	5 Days	language of the classroom.
Week 1: I Can Take	All quidelines	Sentences and Structure Skills
		II.E.2. Child uses regular and irregular plurals, regular past tense, personal and
Puedo cuidarme	Planning Guide	possessive pronouns, and subject-verb agreement.
	should be taught in	
		Comprehension of Text Read Aloud Skills
themselves, both		*III.D.2. Child uses information learned from books by describing, relating,
physically and emotionally.		categorizing, or comparing and contrasting. *III.D.3. Child asks and responds to questions relevant to the text read aloud.
chiotionally.	Thanksgiving	
		Print Concepts
		III.E.2. Child demonstrates understanding of print directionality including left to
		right and top to bottom.
		Motivation to Write Skills
		<b>*IV.A.1.</b> Child intentionally uses marks, letters, or symbols to record language
		and verbally shares meaning.
		Supporting guidelines through integrated lessons and centers:
		Listening Comprehension Skills *II.A.2. Child shows understanding by following two-step oral directions and
		usually follows three-step directions.
		Vocabulary Skills
		<b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions.
		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.
		Sentences and Structure Skills
		<b>II.E.5.</b> Child combines sentences that give lots of detail, sticks to the topic, and
		clearly communicates intended meaning. II.E.8. Child attempts to use new vocabulary and grammar in speech.
		<b>III O</b> The attempts to use new vocabulary and grammar in speech.
		Motivation to Read Skills
		III.A.1. Child engages in pre-reading and reading-related activities.
		Alphabat Knowladga Skills
		Alphabet Knowledge Skills *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the
		language of instruction.
L	I	



2021-2022 Scope and Sequence

	30 Days				
Cycle 3	Nov. 15, 2021 Jan. 14, 2022	and support are in the LICD Curriculum			
Unit		Prekindergarten Guidelines The student will:			
		Comprehension of Text Read Aloud Skills III.D.1. Child retells or re-enacts a story after it is read aloud. Print Concepts *III.E.1. Child can distinguish between elements of print including letters, words, and pictures. Motivation to Write Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.			
		<u>Conventions in Writing</u> * <b>IV.C.1.</b> Child writes own name (first name or frequent nickname) using legible letters in proper sequence.			
Unit 4 Theme: Taking Care / Amar y cuidar	Instruction: Nov. 29-Dec. 3	Focus guidelines: <u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.			
Week 2: I Can Take Care of My Friends and Family / Cuido a mi familia y a mis amigos	found in Pre-K Planning Guide should be taught in	Sentences and Structure Skills II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Motivation to Read Skills			
	format across the content areas.	III.A.1. Child engages in pre-reading and reading-related activities.         Print Concepts         *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.			
		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.			
		Supporting guidelines through integrated lessons and centers: <u>Vocabulary Skills</u> 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.			
		Sentences and 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.			
		Alphabet Knowledge Skills			



2021-2022 Scope and Sequence

	30 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14
Cycle 3	Nov. 15, 2021 Jan. 14, 2022		(30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekin The s	ndergarten Guidelines tudent will:
Others Take Care of Me / Las demás personas cuidan des mí Children learn that it	Week 15 of Instruction: Dec. 6-10 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Ingua Comp III.D.1 *III.D.2 catego Print ( III.E.2 right a <u>Conve</u> *IV.C. letters Focus Speec II.B.1. Speec II.B.2. Motiva III.B.2 Motiva II.B.2 Motiva II.B.2 Motiva II.B.2 Motiva II.B.2 Speec II	<ul> <li><u>ch Production Skills</u></li> <li>Child combines sentences that give lots of detail, sticks to the topic, and <i>x</i> communicates intended meaning.</li> <li><u>ation to Read Skills</u></li> <li>Child engages in pre-reading and reading-related activities.</li> <li><b>2.</b> Child self-selects books and other written materials to engage in pre- ing behaviors.</li> <li><u>blogical Awareness Skills</u></li> <li>Child combines words to make a compound word.</li> <li><u>ation to Write Skills</u></li> <li>Child intentionally uses marks, letters, or symbols to record language erbally shares meaning.</li> <li><u>g as a Process</u></li> <li>Child interacts and provides suggestions to revise (add, take out, change and edit (conventions) class-made drafts.</li> </ul>
		IV.B.2 order) Suppe	. Child interacts and provides suggestions to revise (add, take out, change



#### 2021-2022 Scope and Sequence

	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14			
Cycle 3	Nov. 15, 2021 Jan. 14, 2022	(30 days). Report cards go home January 21. Complete instructional planning information			
Unit		Prekindergarten Guidelines The student will:			
		<ul> <li>I.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</li> <li>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.</li> <li>Sentences and Structure Skills</li> <li>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</li> </ul>			
		Alphabet Knowledge Skills *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the anguage of instruction.			
		Comprehension of Text Read Aloud Skills *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.			
		Print Concepts <b>*III.E.1.</b> Child can distinguish between elements of print including letters, words, and pictures. <b>III.E.2.</b> Child demonstrates understanding of print directionality including left to right and top to bottom.			
		Motivation to Write Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of ourposes.			
		Conventions in Writing <b>*IV.C.1.</b> Child writes own name (first name or frequent nickname) using legible etters in proper sequence.			
Unit 4 Theme: Taking Care / Amar y cuidar	Instruction: Dec.13-17	Focus guidelines: <u>Comprehension of Text Read Aloud Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.			
nuestro mundo	found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Sentences and 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. <u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.			
that everyone can make a difference		Phonological Awareness Skills *III.B.1. Child separates a normally spoken four-word sentence into individual			



#### 2021-2022 Scope and Sequence

	RLA – Prekina	orgai	
	30 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14
Cycle 3	Nov. 15, 202 <sup>-</sup> Jan. 14, 202		(30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons		ndergarten Guidelines tudent will:
when they take care of each other, their communities and the planet.	Opportunities Dec. 20-21	*III.D. categy <u>Motiva</u> *IV.A. and v Supp <u>Speed</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.1. schoo <u>Sente</u> II.C.2. schoo <u>Sente</u> II.C.2. schoo Sente II.C.2. schoo Sente II.C.2. schoo Sente Sent	Arehension of Text Read Aloud Skills     Child uses information learned from books by describing, relating, orizing, or comparing and contrasting.     ation to Write Skills     1. Child intentionally uses marks, letters, or symbols to record language erbally shares meaning.     orting guidelines through integrated lessons and centers:     ch Production Skills     . Child's speech is understood by both the teacher and other adults in the la.     . Child attempts to use new vocabulary and grammar in speech. <u>bet Knowledge Skills     1.</u> Child names at least 20 upper- and at least 20 lower-case letters in the age of instruction. <u>Concepts     1.</u> Child can distinguish between elements of print including letters, words, ictures.     Child demonstrates understanding of print directionality including left to and top to bottom.     ation to Write Skills     Child independently writes to communicate his/her ideas for a variety of ses.     entions in Writing     1. Child writes own name (first name or frequent nickname) using legible as in proper sequence.
Unit 5 Theme: Everyday Helpers / Nos ayudan a diario	Week 17 of Instruction: Jan.3-7 5 Days	Speal *II.B.3	<b>s guidelines:</b> <u>king Skills</u> 3. Child provides appropriate information for various situations. . Child demonstrates knowledge of verbal conversational rules.
Week 1: Everyday Helpers are All Around Us / Las personas que nos ayudan a diario	MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9	II.D.1. things Motiva	oulary Skills Child uses a wide variety of words to label and describe people, places, and actions. Action to Read Skills Child engages in pre-reading and reading-related activities.

		ergarten
Cyclo 3	30 Days	<ul> <li>Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14</li> <li>(30 days). Report cards go home January 21. Complete instructional planning information</li> </ul>
Cycle 3	Nov. 15, 2021 Jan. 14, 2022	and support are in the LICD Curriculum
Unit		Prekindergarten Guidelines The student will:
están a nuestro alrededor Children learn about the jobs people do in their community.	found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Phonological Awareness "III.B.4. Child blends syllables into words. "III.B.6. Child can recognize rhyming words. Alphabet Knowledge Skills "III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. Conventions in Writing "IV.C.3. Child independently uses letters to make words or parts of words. Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills "II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. Speaking Skills II.B.2. Child engages in conversations in appropriate ways. Speech Production Skills II.C.2. Child genostrates 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. Phonological Awareness III.B.5. Child can segment a syllable from a word. Alphabet Knowledge 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. Print Concepts



	30 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14		
Cycle 3	Nov. 15, 2021	-	(30 days). Report cards go home January 21. Complete instructional planning information		
- )	Jan. 14, 2022		and support are in the HISD Curriculum.		
		1	ndergarten Guidelines		
Unit					
the tools needed to	Week 18 ofInstruction:Jan.10-143 DaysMOY CIRCLEAssessmentSuggestedWindow:Jan. 5-Feb. 9All guidelinesfound in Pre-KPlanning Guideshould be taught inan integratedformat across thecontent areas.MLK Jr. DayJan. 17Teacher Prep Day(no students)	Prekin The s The s III.E.2 right a Writim IV.B.1 group Conve IV.C.2 beginn IV.C.4 right). Focus Vocat II.D.1. things Sente II.E.7. social Phono *III.B.4 III.B.5 Alpha *III.C.1 langua Comp *III.D.1 things Sente I.E.7. social Phono *III.B.5 Alpha *III.C.1 langua	Indergarten Guidelines         tudent will:         . Child demonstrates understanding of print directionality including left to and top to bottom.         g as a Process         . Child discusses and contributes ideas for drafts composed in whole/small writing activities.         antions in Writing         2. Child moves from scribbles to some letter-sound correspondence using ning and ending sounds when writing.         3. Child uses appropriate directionality when writing (top to bottom, left to control uses a wide variety of words to label and describe people, places, and actions.         Inces and Structure Skills         Child uses single words and simple phrases to communicate meaning in situations.         obgical Awareness         4. Child blends syllables into words.         . Child can segment a syllable from a word.         bet Knowledge Skills         1. Child names at least 20 upper- and at least 20 lower-case letters in the age of instruction.         rehension of Text Read Aloud Skills         3. Child asks and responds to questions relevant to the text read aloud.         antions in Writing         3. Child independently uses letters to make words or parts of words.         orting guidelines through integrated lessons and centers:         ing Comprehension Skills         Child shows understanding by responding appropriately.		
		II.B.1. II.B.2. Vocat	<u>king Skills</u> Child is able to use language for different purposes. Child engages in conversations in appropriate ways. <u>Dulary Skills</u> Child demonstrates understanding in a variety of ways or knowing the		

	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14
Cycle 3	Nov. 15, 2021 - Jan. 14, 2022	(30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit		ekindergarten Guidelines e student will:
	me *II.I <u>Mo</u> III. <i>I</i> Phu *III. Alp *III. ins <u>Co</u> III.I *III. cat Prin III.I righ <b>Mo</b> *IV and <b>Co</b> <b>IV</b> .	<ul> <li>aning of 3,000 to 4,000 words, many more than he or she uses.</li> <li>D.4. Child uses a large speaking vocabulary, adding several new words daily.</li> <li>tivation to Read Skills</li> <li>A.1. Child engages in pre-reading and reading-related activities.</li> <li>onological Awareness</li> <li>B.6. Child can recognize rhyming words.</li> <li>bhabet Knowledge Skills</li> <li>C.2. Child recognizes at least 20 distinct letter sounds in the language of truction.</li> <li>mprehension of Text Read Aloud Skills</li> <li>D.1. Child retells or re-enacts a story after it is read aloud.</li> <li>D.2. Child uses information learned from books by describing, relating, egorizing, or comparing and contrasting.</li> <li>nt Concepts</li> <li>E.2. Child demonstrates understanding of print directionality including left to nt and top to bottom.</li> <li>tivation to Write Skills</li> <li>A.1. Child intentionally uses marks, letters, or symbols to record language d verbally shares meaning.</li> <li>nventions in Writing</li> <li>C.2. Child moves from scribbles to some letter-sound correspondence using</li> </ul>
		ginning and ending sounds when writing. <b>C.4.</b> Child uses appropriate directionality when writing (top to bottom, left to nt).



2021-2022 Scope and Sequence

	RLA – Prekind	ergarten
Cycle 4	27 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends February 25 (27 days). Report cards go home March 4. Complete instructional planning information
Cycle 4	Jan. 19 - Feb. 2	5, 2022 and support are in the HISD Curriculum.
Unit		Prekindergarten Guidelines The student will:
Unit 5 Theme: Everyday Helpers / Nos ayudan a diario Week 3: Mail	Instruction: Jan. 19-21 3 Days	Focus guidelines: Speaking (Conversation) Skills *II.B.3. Child provides appropriate information for various situations. Vocabulary Skills II.D.3. Child demonstrates understanding in a variety of ways or knowing the
Carriers Help us / Los carteros nos ayudan Children learn to recognize that helpers come in	Assessment Suggested Window: Jan. 5-Feb. 9	meaning of 3,000 to 4,000 words*, many more than he or she uses. Sentences and Structure Skills II.E.3. Child uses sentences with more than one phrase. Phonological Awareness Skills
many shapes and sizes.	found in Pre-K Planning Guide should be taught in an integrated format across the	III.B.5. Child can segment a syllable from a word.         *III.B.6. Child can recognize rhyming words.         Alphabet Knowledge         *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.
		Comprehension of Text Read Aloud Skills *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Conventions in Writing
		<ul> <li>*IV.C.3. Child independently uses letters to make words or parts of words.</li> <li>Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills</li> <li>II.A.1. Child shows understanding by responding appropriately.</li> <li>Speaking (Conversation) Skills</li> <li>II.B.4. Child demonstrates knowledge of verbal conversational rules.</li> </ul>
		Vocabulary Skills II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. *II.D.4. Child uses a large speaking vocabulary, adding several new words daily. Sentences and Structure Skills II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.
		Motivation to Read Skills 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.



2021-2022 Scope and Sequence

	RLA – Prekind	
Cycle 4	27 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends February
Cycle 4	Jan. 19 - Feb. 2	5, 2022 25 (27 days). Report cards go home March 4. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<ul> <li>Phonological Awareness Skills</li> <li>*III.B.4. Child blends syllables into words.</li> <li>Alphabet Knowledge</li> <li>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</li> <li>Print Concepts</li> <li>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</li> <li>Conventions in Writing</li> <li>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</li> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> </ul>
Unit 5 Theme: Everyday Helpers / Nos ayudan a diario Week 4: Firefighters Help us / Los bomberos nos ayudan Children learn the importance of helping others and relying on others.	Instruction: Jan. 24-28 5 Days <u>MOY CIRCLE</u> <u>Assessment</u> Suggested Window: Jan. 5-Feb. 9 All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the	<ul> <li>Focus guidelines: <u>Alphabet Knowledge Skills</u></li> <li>II.C.2. Child perceives differences between similar-sounding words.</li> <li><u>Vocabulary Skills</u></li> <li>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</li> <li><u>Phonological Awareness</u></li> <li>III.B.5. Child can segment a syllable from a word.</li> <li>*III.B.6. Child can recognize rhyming words.</li> <li><u>Alphabet Knowledge Skills</u></li> <li>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</li> </ul>



#### 2021-2022 Scope and Sequence

	RLA – Prekind		
Cyclo 4	27 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends February 25 (27 days). Report cards go home March 4. Complete instructional planning information
Cycle 4	Jan. 19 - Feb. 2	· · · · · · · · · · · · · · · · · · ·	and support are in the HISD Curriculum.
Unit		Prekinde The stuc	ergarten Guidelines lent will:
Unit 6 Theme: Farm to Table / De la granja a la mesa. Week 1: From the Farm to the Grocery Store / De la granja a la tienda Children learn the cause-and-effect relationships that trace how food gets from farm to table.	Week 21 of Instruction: Jan. 31-Feb. 4 5 Days <u>MOY CIRCLE</u> <u>Assessment</u> Suggested Window: Jan. 5-Feb. 9 All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the	II.B.5. Ch Vocabula II.D.3. Ch meaning *II.D.4. C Motivatio III.A.1. C *III.A.2. ( reading b Phonolog *III.B.4. ( Compreh *III.D.2. C categoriz V.C.2. C beginning IV.C.4. C right). Focus g Speaking II.B.5. Ch Vocabula II.D.5. Ch object na Sentence II.E.5. Ch clearly co Phonolog *III.B.7. C	iiid demonstrates knowledge of nonverbal conversational rules. ary Skills iiid demonstrates understanding in a variety of ways or knowing the of 3,000 to 4,000 words, many more than he or she uses. hild uses a large speaking vocabulary, adding several new words daily. In to Read Skills hild engages in pre-reading and reading-related activities Child self-selects books and other written materials to engage in pre- behaviors. <u>accal Awareness</u> Child blends syllables into words. Interstein of Text Read Aloud Skills Child uses information learned from books by describing, relating, ding, or comparing and contrasting. <u>ons in Writing</u> hild moves from scribbles to some letter-sound correspondence using g and ending sounds when writing. thild uses appropriate directionality when writing (top to bottom, left to uidelines: <u>a (Conversation) Skills</u> nild increases listening vocabulary and begins to develop vocabulary of mes and common phrases. <u>Bas and Structure Skills</u> nild combines sentences that give lots of detail, sticks to the topic, and pormunicates intended meaning. <u>gical Awareness</u> Child can produce a word that begins with the same sound as a given pair
		III. <b>D.1</b> . C	nension of Text Read Aloud Skills hild retells or re-enacts a story after it is read aloud. Child will make inferences and predictions about text.
		Motivatio	n to Write Skills



#### 2021-2022 Scope and Sequence

		Arrow Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends		
Cycle 4		25 (27 days). Report cards go home March 4. Complete instructional plan		
<b>J J</b>	Jan. 19 - Feb. 2			
Unit	Lessons	rekindergarten Guidelines he student will:		
		<b>7.A.2.</b> Child independently writes to communicate his/her ideas for a urposes.	a variety of	
		<b>V.C.1.</b> Child writes own name (first name or frequent nickname) usi tters in proper sequence.	ing legible	
		<ul> <li>upporting guidelines through integrated lessons and centers: <u>stening Comprehension Skills</u></li> <li>A.1. Child shows understanding by responding appropriately.</li> <li>I.A.2. Child shows understanding by following two-step oral direction sually follows three-step directions.</li> <li>A.3. Child shows understanding of the language being spoken by the terms.</li> </ul>		
		ocabulary Skills <b>D.1.</b> Child uses a wide variety of words to label and describe peoplings, and actions. <b>D.3.</b> Child demonstrates understanding in a variety of ways or knoweaning of 3,000 to 4,000 words, many more than he or she uses. <b>D.6.</b> Child increases listening vocabulary and begins to develop vobject names and common phrases in English.	wing the	
		entences and Structure Skills E.3. Child uses sentences with more than one phrase.		
		otivation to Read Skills I.A.1. Child engages in pre-reading and reading-related activities. II.A.2. Child self-selects books and other written materials to engag eading behaviors.	e in pre-	
		lphabet Knowledge Skills II.C.1. Child names at least 20 upper- and at least 20 lower-case le nguage of instruction.	tters in the	
		rint Concepts I. <b>E.3.</b> Child can identify some conventional features of print that cor leaning including end punctuation and case.	nmunicate	
		otivation to Write Skills V.A.1. Child intentionally uses marks, letters, or symbols to record l erbally shares meaning.	language and	
		onventions in Writing /.C.2. Child moves from scribbles to some letter-sound corresponde eginning and ending sounds when writing.	ence using	



#### 2021-2022 Scope and Sequence

speaking teachers and peers. <u>Speech Production Skills</u> <b>II.C.3.</b> Child investigates and demonstrates growing understanding of the sounds and intonation of language. <u>Vocabulary Skills</u> <b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions. <b>II.D.3.</b> 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.		RLA – Prekind	lergarten
Unit         Lessons         Prekindergarten Guidelines The student will:           Unit 6         Meek 22 of Interret: From Farm to Table / De la granja a mesa.         Week 22 of 5 Days         Focus guidelines: Speaking (Conversation) Skills           Week 2: How We Get Our Food / Come Conseguimos nuestra comida Children lean that food comes from a particular source.         MOY CIRCLE Moy CIRCLE Speaking (Conversation) Skills         I.B.5. Child demonstrates knowledge of nonverbal conversational rules. Sentences and Structure Skills           All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         MOY CIRCLE Moy CIRCLE Plannological Awareness found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         Comprehension of Text Read Aloud Skills III.D.4. Child releas or e-nacts a story after it is read aloud.           MiL.8.         Comprehension of Text Read Aloud Skills III.D.4. Child will make inferences and predictions about text.           Print Concepts III.B.3.         III.B.4. Child and leantify some conventional features of print that communicate meaning including end punctuation and case.           Motivation to Write Skills II.A.1. Child shows understanding by responding appropriately. II.A.3. Child shows understanding of the new language being spoken by English- speaking teachers and peers.           Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills 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	Cycle 4	27 Days	
Unit 6         The student will:           Unit 6         Focus guidelines:           Theme: From Farm to Table / De Ia granja a la mesa.         Feb. 7-11           Week 2: How We Get Our Food / Come conseguimos nuestra comida conseguimos nuestra comida conseguimos nuestra comida control in Pre-K Planning Guide should be taught in an integrated format across the content areas.         MOY CIRCLE Moy CIRCLE Sentences and Structure Skills I.E.6. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.           All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         Moy CIRCLE Planning Guide should be taught in an integrated format across the content areas.         Comprehension of Text Read Aloud Skills III.D.4. Child will make inferences and predictions about text.           Phint Concepts in Concepts         III.D.4. Child will make inferences and predictions about text.           Phint Concepts in All structure Skills voltvation to Write Skills V.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.           Compretions in Writing 'TV.C.1. Child writes skills II.A.1. Child shows understanding of the new language being spoken by English- speaking teachers and peers.           Speech Production Skills II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.           Vacabulary Skills II.D.1. Child uses a wide variety of words to label and describe people, places, hings, and actions.	Cycle 4	Jan. 19 - Feb. 2	
Theme: From Farm to Table / De Ia granja a Ia mesa.       Instruction: Feb. 7-11       Speaking (Conversation) Skills II.B.6. Child demonstrates knowledge of nonverbal conversational rules. Sentences and Structure Skills III.E.5. Child combines sentences that give lots of detail, sticks to the topic, and detarty communicates intended meaning.         Week 2: How We Get Our Food / Como conseguimos nuestra comida Children that food comes from a particular source.       MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9       Child bends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.         All guidelines found in Pre-K Particular source.       All guidelines found in Pre-K Part Concepts       Comprehension of Text Read Aloud Skills III.D.1. Child reliels or re-enacts a story after it is read aloud.         III.B.8. Child be taught in an integrated format across the content areas.       Concepts III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.         Motivation to Write Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Conventions in Writing TV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.         Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.3. Child shows understanding by responding appropriately.         II.A.3. Child shows understanding of the new language being spoken by English- speaking teachers and peers.         Speech Production Skills II.D.3. Child uses a wide variety of words	Unit		
Week 2: How We Get Our Food / Cómo         MOY_CIRCLE Assessment         MOY_CIRCLE Assessment           Assessment         Assessment           Comestra conida Children learn that food comes from a particular source.         All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.         Comprehension of Text Read Aloud Skills III.D.1. Child refells or re-enacts a story after it is read aloud.           "III.D.4. Child of tells or re-enacts a story after it is read aloud.         "III.D.4. Child an identify some conventional features of print that communicate meaning including end punctuation and case.           Widvation to Write Skills V.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Motivation to Write Skills V.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.           Conventions in Writing "IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.           Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.1. Child shows understanding by responding appropriately.           II.A.3. Child investigates and geers.           Speech Production Skills II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.           Vocabulary Skills 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.	Theme: From Farm to Table / De la	Instruction: Feb. 7-11	Speaking (Conversation) Skills II.B.5. Child demonstrates knowledge of nonverbal conversational rules. Sentences and Structure Skills
particular source.       III.D.1. Child retells or re-enacts a story after it is read aloud.         *III.D.4. Child will make inferences and predictions about text.         Planning Guide         in an integrated         format across the         content areas.         Mil.D.4. Child will make inferences and predictions about text.         Print Concepts         III.D.4. Child can identify some conventional features of print that communicate meaning including end punctuation and case.         Motivation to Write Skills         IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Conventions in Writing         *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills         II.A.1. Child shows understanding by responding appropriately.         II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers.         Speech Production Skills         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.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,00	Get Our Food / Cómo conseguimos nuestra comida Children learn that	Assessment Suggested Window: Jan. 5-Feb. 9	clearly communicates intended meaning. <u>Phonological Awareness</u> <b>III.B.8.</b> Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.
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	food comes from a particular source.	found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	<ul> <li>III.D.1. Child retells or re-enacts a story after it is read aloud.</li> <li>*III.D.4. Child will make inferences and predictions about text.</li> <li>Print Concepts</li> <li>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</li> <li>Motivation to Write Skills</li> <li>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</li> <li>Conventions in Writing</li> <li>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</li> <li>Supporting guidelines through integrated lessons and centers:</li> <li>Listening Comprehension Skills</li> <li>II.A.3. Child shows understanding by responding appropriately.</li> <li>II.A.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</li> <li>Vocabulary Skills</li> <li>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</li> <li>II.D.3. Child homostrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</li> <li>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</li> </ul>



2021-2022 Scope and Sequence

	RLA – Plekillu 27 Dave	
Cycle 4	27 Days	25 (27 days). Report cards go home March 4. Complete instructional planning information
	Jan. 19 - Feb. 2	
Unit		Prekindergarten Guidelines The student will:
		Motivation to Read Skills         III.A.1. Child engages in pre-reading and reading-related activities.         *III.A.3. Child recognizes that text has meaning.         Phonological Awareness         *III.B.7. Child can produce a word that begins with the same sound as a given pair of words.         Alphabet Knowledge Skills         *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Comprehension of Text Read Aloud Skills         *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.         Motivation to Write Skills         *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.         Conventions in Writing         IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.
Unit 6 Theme: Farm to Table / De la granja a la mesa.	Instruction: Feb. 14-18	Focus guidelines: Listening Comprehension Skills II.A.3. Child shows understanding of the language being spoken by teachers and peers.
5	found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	<ul> <li>Speech Production Skills</li> <li>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</li> <li>Vocabulary Skills</li> <li>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</li> <li>Alphabet Knowledge Skills</li> <li>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</li> <li>Comprehension of Text Read Aloud Skills</li> <li>*III.D.4. Child will make inferences and predictions about text.</li> </ul>
		Motivation to Write Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.



RLA - Prekindergarten 27 Dave Scope and Sequence follows the 9 themes in Sawas, Grading Period 4 ends		Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends February
		25 (27 days). Report cards go home March 4. Complete instructional planning information
	<u> </u>	and support are in the HISD Curriculum.
		ergarten Guidelines lent will:
	The stud Convention *IV.C.1. ( letters in p Supportin Listening II.A.1. Ch *II.A.2. Cl usually for Speaking II.B.5. Ch Vocabula II.D.1. Ch things, ar II.D.6. Ch object nai Sentence II.E.5. Ch clearly co II.E.8. Ch Motivation III.A.1. Ch Phonolog III.B.8. Ch end) to for III.B.9. Ch with picto Compreh III.D.2. Cc categorizi Motivation *IV.A.1. Ch *IV.A.1. Ch Sentence Motivation *IV.A.1. Ch *IV.A.1. Ch	ent will: ons in Writing Child writes own name (first name or frequent nickname) using legible proper sequence. ng guidelines through integrated lessons and centers: <u>Comprehension Skills</u> hild shows understanding by responding appropriately. hild shows understanding by following two-step oral directions and billows three-step directions. ( <u>Conversation</u> ) Skills hild demonstrates knowledge of nonverbal conversational rules.
	<b>27 Days</b> Jan. 19 - Feb. 2	Z7 DaysJan. 19 - Feb. 25, 2022LessonsPrekinder The studLessonsConventie *IV.C.1. letters in Supporti Listening II.A.1. Ch *II.A.2. C usually for Speaking II.B.5. Ch Vocabula II.D.1. Ch things, ar II.D.6. Ch object naSentence II.E.5. Ch clearly co II.E.8. ChMotivatio III.B.9. Cl with pictoPhonolog III.B.9. Cl with pictoCompreh III.D.1. Ch *III.D.2. C categorizMotivatio *IV.A.1. C



2021-2022 Scope and Sequence

	RLA – Prekind	
Cycle 4	<b>27 Days</b> Jan. 19 - Feb. 2	25 (27 days). Report cards go home March 4. Complete instructional planning information
Unit	Lessons	Prekindergarten Guidelines The student will:
Unit 6 Theme: Farm to Table / De la granja a la mesa.	Week 24 of Instruction: Feb. 22-25 4 Days	Focus guidelines: <u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.
Favorites / Los platos preferidos de nuestra familia Children learn that	in an integrated format across the content areas. <i>Teacher Service</i> <i>Day / Presidents'</i> <i>Day</i> (no students) <i>Feb. 21</i>	Speaking Skills         II.B.5. Child demonstrates knowledge of nonverbal conversational rules.         Vocabulary Skills         II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.         Sentences and Structure Skills         II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.         Phonological Awareness         III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.         Alphabet Knowledge Skills         III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Motivation to Write Skills         IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills         II.A.1. Child shows understanding by responding appropriately.         II.A.3. c. Child shows understanding of the new language being spoken by English-speaking teachers and peers.
		<ul> <li>II.B.1. Child is able to use language for different purposes.</li> <li><u>Vocabulary Skills</u></li> <li>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</li> <li>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</li> </ul>
		Motivation to Read Skills III.A.1. Child engages in pre-reading and reading-related activities.



NLA - Hekindelgalten				
Cycle 4			Scope and Sequence follows the 9 themes in Savvas. Grading Period 4 ends February 25 (27 days). Report cards go home March 4. Complete instructional planning information and support are in the HISD Curriculum.	
Unit		Prekinde	ergarten Guidelines lent will:	
		*III.B.6. ( III.B.8. C form a fail Alphabet *III.C.2. ( instructio <u>Compreh</u> III.D.1. C *III.D.2. ( categoriz *III.D.4. ( <u>Motivatio</u> *IV.A.1. ( verbally s <u>Writing as</u> IV.B.1. C group wri <u>Conventi</u> *IV.C.1. (	<u>pical Awareness</u> Child can recognize rhyming words. hild blends onset (initial consonant or consonants) and rime (vowel to end) to miliar one-syllable word with and without pictorial support. <u>Knowledge</u> Child recognizes at least 20 distinct letter sounds in the language of n. <u>hension of Text Read at Aloud</u> hild retells or re-enacts a story after it is read aloud. Child uses information learned from books by describing, relating, ing, or comparing and contrasting. Child will make inferences and predictions about text. <u>In to Write Skills</u> Child intentionally uses marks, letters, or symbols to record language and shares meaning. <u>S a Process</u> hild discusses and contributes ideas for drafts composed in whole/small ting activities. <u>Ons in Writing</u> Child writes own name (first name or frequent nickname) using legible letters sequence.	



2021-2022 Scope and Sequence

-	RLA – Prekind	erganten
Cycolo 5	33 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33
Cycle 5	Feb. 28 - Apr. 22	2, 2022 days). Report cards go home April 29. Complete instructional planning information and support are in the HISD Curriculum.
Unit		Prekindergarten Guidelines The student will:
Tipos de medios de transporte Children learn about all modes of	Instruction: Feb. 28-Mar. 4 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Focus guidelines:         Listening Comprehension Skills         II.A.1. Child shows understanding by responding appropriately.         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.         Motivation to Read Skills         III.A.1. Child engages in pre-reading and reading-related activities.         Phonological Awareness         "III.B.1. Child separates a normally spoken four-word sentence into individual words.         Conventions in Writing         "IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills.         "II.B.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.         Phonological Awareness         "III.B.6. Child can recognize rhyming words.         Speech Production Skills         II.C.3. 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.         II.D.6. Child upscales scomplete sentences of four or more words and grammatical complexity usually with subject, verb, and object ord



		lergarten			
Cyclo 5	33 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33 days). Report cards go home April 29. Complete instructional planning information and			
Cycle 5	Feb. 28 - Apr. 2	2, 2022 support are in the HISD Curriculum.			
Unit	Lessons	Prekindergarten Guidelines The student will:			
		Motivation to Read Skills         *III.A.2. Child self-selects books and other written materials to engage in pre- reading behaviors.         Alphabet Knowledge         *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Comprehension of Text Read at Aloud         III.D.1. Child retells or re-enacts a story after it is read aloud.         *III.D.3. Child asks and responds to questions relevant to the text read aloud.         Print Concepts         *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.			
Unit 7 Theme: On the Go! / De aquí para allá Week 2: Trains / Trenes Children learn the purposes of each type of vehicle.	Instruction: Mar. 7-11 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas. <i>Enrichment</i> <i>Opportunities</i> <i>Mar. 14-16</i> <i>Spring Break</i>	Focus guidelines:         Vocabulary Skills         II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.         Sentences and Structure Skills         II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.         Motivation to Read Skills         III.A.1. Child engages in pre-reading and reading-related activities.         Motivation to Write Skills         IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Supporting guidelines through integrated lessons and centers:         Speaking Skills         II.C.1. Child is able to use language for different purposes.         Speech Production Skills         II.C.1. Child's speech is understood by both the teacher and other adults in the school.         Vocabulary Skills         II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.         Sentences and 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.			



Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 23 (3 days). Report cards go home April 23. Complete instructional planning information and support are in the HISD Curriculum.           Unit         Lessons         Prekindergarten Guidelines The student will:           Motivation to Read Skills         "III.A.2. Child self-selects books and other written materials to engage in pre- reading behaviors.           Phonological Awareness         "III.A.2. Child self-selects books and other written materials to engage in pre- reading behaviors.           Phonological Awareness         III.B.2. Child combines words to make a compound word.           Alphabet Knowledge         "III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.           Comprehension of Text Read at Aloud         III.D.3. Child asks and responds to questions relevant to the text read aloud.           Print Concepts         "III.C.1. Child retells or re-enacts a story after it is read aloud.           Print Concepts         "III.C.1. Child and istinguish between elements of print including letters, words, and pictures.           Conventions in Writing         "IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.           IV.C.4. Child uses appropriate directionality when writing.         Wc.4. Child begins to experiment with punctuation when writing.           IDeagui graat alát         Mar. 21.25 5 Days         Spage Skills           Week 27 of Inherre: On the Gol (JDe		RLA – Prekind	
Unit         Lessons         Prekindergraten Guidelines The student will:           Motivation to Read Skills         Motivation to Read Skills           ************************************	Cyclo 5	33 Days	
Unit         Lessons         The student will:           Motivation to Read Skills         **III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.           Phonological Awareness         **III.A.2. Child combines words to make a compound word.           Alphabet Knowledge         *'III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.           Comprehension of Text Read at Aloud         III.D.1. Child retells or re-enacts a story after it is read aloud.           III.D.1. Child retells or re-enacts a story after it is read aloud.         *III.C.1. Child can distinguish between elements of print including letters, words, and pictures.           Conventions in Writing         *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.           VV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).         VC.5. Child begins to experiment with punctuation when writing.           Unit 7         Meek 27 of Instruction: Solays         Focus guidelines: Speaking Skills           II.B.2. Child demonstrates understanding of terms used in the instructional language of the classroom.         Vocabulary Skills	Cycle 5	Feb. 28 - Apr. 22	
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.         Phonological Awareness         III.B.2. Child combines words to make a compound word.         Alphabet Knowledge         "III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Comprehension of Text Read at Aloud         III.D.1. Child relis or re-enacts a story after it is read aloud.         "III.D.1. Child relis or re-enacts a story after it is read aloud.         "III.E.1. Child can distinguish between elements of print including letters, words, and pictures.         Conventions in Writing         "IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.         IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).         VC.5. Child begins to experiment with punctuation when writing.         V.C.5. Child begins to experiment with punctuation when writing.         Week 3: Trucks and Planes / Camiones All guidelines: found in Pre-K.         Vaniones Vaniones All guidelines found in Pre-K.         Value in learn basic         Planning Guide	Unit		
<ul> <li>vehicles. They recognize that people around the world travel in different ways.</li> <li>Pre-K Planning Guide should be taught in an integrated format across the content III.A.1. Child typically uses complete sentences of four or more words and matrix of the matrix</li></ul>	Theme: On the Go! / ¡De aquí para allá! Week 3: Trucks and Planes / Camiones y aviones Children learn basic differences between vehicles. They recognize that people around the world travel in	Week 27 of Instruction: Mar. 21-25 5 Days All guidelines found in Pre-K Planning Guide should be found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	<ul> <li>*III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</li> <li>Phonological Awareness</li> <li>III.B.2. Child combines words to make a compound word.</li> <li>Alphabet Knowledge</li> <li>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</li> <li>Comprehension of Text Read at Aloud</li> <li>III.D.1. Child retells or re-enacts a story after it is read aloud.</li> <li>*III.D.3. Child asks and responds to questions relevant to the text read aloud.</li> <li>Print Concepts</li> <li>*III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</li> <li>Conventions in Writing</li> <li>*IV.C.1. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>IV.C.4. Child begins to experiment with punctuation when writing.</li> <li>Focus guidelines: Speaking Skills</li> <li>II.B.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</li> <li>Sentences and Structure Skills</li> <li>*II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</li> <li>Motivation to Read Skills</li> <li>II.B.3. Child deletes a word from a compound word.</li> <li>Alphabet Knowledge</li> </ul>

	33 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33
Cycle 5	Feb. 28 - Apr. 2		days). Report cards go home April 29. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:	
Unit	Lessons	The stuce Motivatio IV.A.2. ( purposes Supporti Listening II.A.3. Ch peers. Vocabula II.D.1. Ch things, an II.D.3. Ch meaning Listening II.E.2. Ch possessi II.E.4. Ch Motivatio *III.A.2. ( reading b Alphabet *III.C.1. ( language Compreh III.D.3. (C *III.D.3. (C *III.D.3. (C *III.D.1. C *III.D.3. (C *III.D.1. C *III.D.3. (C *III.D.1. C *III.D.3. (C *III.D.1. C *III.D.3. (C *III.D.3. (C *III.C)	Itent will:         n to Write Skils         Child independently writes to communicate his/her ideas for a variety of s.         ing guidelines through integrated lessons and centers:         Comprehension Skills         nild shows understanding of the language being spoken by teachers and         arv Skills         nild uses a wide variety of words to label and describe people, places, nd actions.         nild demonstrates understanding in a variety of ways or knowing the of 3,000 to 4,000 words, many more than he or she uses.         Comprehension Skills         nild uses regular and irregular plurals, regular past tense, personal and ve pronouns, and subject-verb agreement.         nild combines more than one idea using complex sentences.         n to Read Skills         Child names at least 20 upper- and at least 20 lower-case letters in the erf instruction.         the of firstruction.         the of from books by describing, relating, ing, or comparing and contrasting.         torepts Skills         Child and responds to questions relevant to the text read aloud.         Child asks and responds to questions relevant to the text read aloud.         Child can distinguish between elements of print including letters, words, irres.         s a Process         whild discusses and contributes ideas for drafts composed in and all group writing activities.
		IV.B.1. C whole/sm IV.B.2. C	hild discusses and contributes ideas for drafts composed in
		Conventi	ons in Writing



	RLA – Prekindergarten		
Cycle 5	<b>33 Days</b> Feb. 28 - Apr. 22	days). Report cards go home April 29. Complete instructional planning information and	
-		2, 2022 support are in the HISD Curriculum.  Prekindergarten Guidelines	
Unit	Lessons	The student will:	
		<ul> <li>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</li> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>IV.C.5. Child begins to experiment with punctuation when writing.</li> </ul>	
Unit 7 Theme: On the Go! / De aquí para allá	Instruction: Mar. 28-Apr. 1	Focus guidelines: Speech Production Skills II.C.1. Child's speech is understood by both the teacher and other adults in the school.	
<b>tipo de vehículos</b> Children understand and get excited about the possibility of traveling to other	All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas. <i>Chávez-Huerta</i> <i>Day</i> <i>Mar. 28</i>	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.         Sentences and 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.         Motivation to Read Skills         III.A.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.         Conventions in Writing         *IV.C.3. Child independently uses letters to make words or parts of words.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills         *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.         Speaking Skills         II.B.1. Child is able to use language for different purposes.         Speaking Skills         II.B.1. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	
		Vocabulary Skills	



	RLA - Plekillu		
Cycle 5	33 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33 days). Report cards go home April 29. Complete instructional planning information and	
Oycle J	Feb. 28 - Apr. 22	2, 2022 support are in the HISD Curriculum.	
Unit		Prekindergarten Guidelines The student will:	
		<b>II.D.6.</b> Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL). <u>Sentences and Structure Skills</u> <b>II.E.4.</b> Child combines more than one idea using complex sentences.	
Unit 8 Theme: Animals All Around / ¡Cuántos animales!	Week 29 of Instruction: Apr. 4-8	Focus guidelines: Listening Comprehension Skills *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	
of Animals / Animales de todo tipo Children learn about all kinds of animals.	found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Comprehension of Text Read at 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. 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 individual written products. Supporting guidelines through integrated lessons and centers: Speaking Skills II.B.1. Child is able to use language for different purposes. Comprehension of Text Read at Aloud 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. Sentences and Structure Skills II.E.4. Child combines more than one idea using complex sentences. Motivation to Read Skills III.B.5. Child demonstrates knowledge of nonverbal conversational rules. Alphabet Knowledge *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. Comprehension of Text Read at Aloud III.D.1. Child retells or re-enacts a story after it is read aloud.	
		Motivation to Write Skills	



RLA – Prekindergarten			
	33 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33 lays). Report cards go home April 29. Complete instructional planning information and
Cycle 5	Feb. 28 - Apr. 22	28 - Apr. 22, 2022 support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
Unit 8 Theme: Animals All Around / ¡Cuántos animales! Week 2: Animal Features /	Week 30 of Instruction: Apr. 11-14 4 Days All guidelines found in Pre-K	IV.A.2. Chi purposes. Writing as IV.B.2. Chi order) and <u>Conventior</u> *IV.C.1. Chi letters in pr IV.C.2. Chi using begir IV.C.3. Chi right). IV.C.5. Chi Listening C *II.A.2. Chi usually follo Speech Pro	Id independently writes to communicate his/her ideas for a variety of <u>a Process</u> Id interacts and provides suggestions to revise (add, take out, change edit (conventions) class-made drafts. <u>his in Writing</u> hild writes own name (first name or frequent nickname) using legible roper sequence. Id moves from scribbles to some letter-sound correspondence. hining and ending sounds when writing. Id uses appropriate directionality when writing (top to bottom, left to ild begins to experiment with punctuation when writing.
Características de los animales Children learn about the characteristics of different animals.	in an integrated	instruction. <u>Comprehen</u> <b>*III.D.2.</b> Cl categorizin <u>Writing as</u> <u>IV.B.3.</u> Ch <u>Convention</u> <u>IV.C.5.</u> Ch <u>Supportin</u> <u>Speaking S</u> <u>II.B.1.</u> Child <u>Speech Pro</u> <u>II.C.3.</u> Child	hild recognizes at least 20 distinct letter sounds in the language of <u>nsion of Text Read at Aloud</u> hild uses information learned from books by describing, relating, g, or comparing and contrasting. <u>a Process</u> ild shares and celebrates class-made and individual written products. <u>ns in Writing</u> ild begins to experiment with punctuation when writing. <b>g guidelines through integrated lessons and centers:</b>



2021-2022 Scope and Sequence

Cycle 5	33 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33 days). Report cards go home April 29. Complete instructional planning information and
oyolo o	Feb. 28 - Apr. 2	2, 2022 support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
		Comprehension of Text Read at Aloud         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.         Sentences and Structure Skills         II.E.4. Child combines more than one idea using complex sentences.         Comprehension of Text Read at Aloud         III.D.1. Child retells or re-enacts a story after it is read aloud.         **III.D.3. Child asks and responds to questions relevant to the text read aloud.         Motivation to Write Skills         IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.         Writing as a Process         IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.         Conventions in Writing         *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.         V.C.2. Child moves from scribbles to some letter-sound correspondence. using beginning and ending sounds when writing.         IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to	
Life Cycles / Los ciclos de vida de los animales Children learn about metamorphosis and	Instruction: Apr. 18-22 5 Days All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the	Listening *II.A.2. ( usually for Speech F II.C.2. C Compreh *III.D.2.C	uidelines: <u>Comprehension Skills</u> Child shows understanding by following two-step oral directions and ollows three-step directions. <u>Production Skills</u> hild perceives differences between similar-sounding words. <u>hild perceives differences between similar-sounding words.</u> <u>hild uses information learned from books by describing, relating, ting, or comparing and contrasting.</u>
life cycles.	content areas.	meaning	n <u>cepts</u> child can identify some conventional features of print that communicate including end punctuation and case. <u>n to Write Skills</u>



Cycle 5	<b>33 Days</b> Feb. 28 - Apr. 22, 2022		Scope and Sequence follows the 9 themes in Savvas. Grading Period 5 ends April 22 (33 lays). Report cards go home April 29. Complete instructional planning information and	
			upport are in the HISD Curriculum.	
Unit	Lessons	Prekinderg The stude	garten Guidelines nt will:	
		purposes.	Id independently writes to communicate his/her ideas for a variety of	
			ns in Writing Id begins to experiment with punctuation when writing.	
			g guidelines through integrated lessons and centers: Comprehension Skills	
			d shows understanding of the language being spoken by teachers and	
		II.B.1. Chil	d is able to use language for different purposes.	
		II.C.3. Child	oduction Skills d investigates and demonstrates growing understanding of the sounds tion of language.	
		things, and	d uses a wide variety of words to label and describe people, places,	
		l i	f 3,000 to 4,000 words, many more than he or she uses.	
		II.E.2. Child possessive II.E.4. Child	and Structure Skills d uses regular and irregular plurals, regular past tense, personal and pronouns, and subject-verb agreement. d combines more than one idea using complex sentences.	
		II.E.8. Child	d attempts to use new vocabulary and grammar in speech.	



	RLA – Prekinc	
Cycle 6	31 Days	days) Report cards go home June 7. Complete instructional planning information and
C y cho C	Apr. 25 - June 7	7, 2022 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
Unit 8 Theme: Animals All Around / ¡Cuántos animales!	Week 32 of Instruction: Apr. 25-29 5 Days	Focus guidelines: Listening Comprehension Skills *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
Week 4: Where Animals Live / Donde viven los animales	EOY CIRCLE Assessment Suggested Window: Apr. 28-Jun. 1	<u>Speaking Skills</u> II.B.1. Child is able to use language for different purposes. <u>Sentences and Structure Skills</u> II.E.3. Child uses sentences with more than one phrase.
relationships between and among	found in Pre-K Planning Guide should be taught in an integrated format across the content areas. All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	Comprehension of Text Read at Aloud *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Print Concepts
different animals have different habits, such as being awake during the		III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.
night or day.		<ul> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>IV.C.5. Child begins to experiment with punctuation when writing.</li> </ul>
		Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.3. Child shows understanding of the language being spoken by teachers and peers.
		Speaking Skills II.B.2. Child engages in conversations in appropriate ways. II.B.4. Child demonstrates knowledge of verbal conversational rules. Speech Production Skills
		<ul> <li>II.C.2. Child perceives differences between similar-sounding words.</li> <li><u>Vocabulary Skills</u></li> <li>*II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</li> <li>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of</li> </ul>
		object names and common phrases. <b>II.D.6.</b> Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).
		Sentences and Structure Skills II.E.4. Child combines more than one idea using complex sentences.



2021-2022 Scope and Sequence

	RLA – Prekind		
Cycle 6	31 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31 days). Report cards go home June 7. Complete instructional planning information and	
Cycle U	Apr. 25 - June 7	7, 2022 support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
Unit 9 Theme: Earth, Moon, and Sky / Tierra, Luna y cielo	-	Focus guidelines: Listening Comprehension Skills II.A.3. Child shows understanding of the language being spoken by teachers and peers.	
Week 1: All About Trees / Todo sobre los	EOY CIRCLE Assessment Suggested Window:	Speech Production Skills II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	
tree. They learn	Apr. 28-Jun. 1 All guidelines found in Pre-K	Phonological Awareness *III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	
plants need to live. Children learn about where on Earth	Planning Guide should be taught in an integrated format across the content areas.	Comprehension of Text Read at Aloud III.D.1. Child retells or re-enacts a story after it is read aloud. Print Concepts	
		<b>III.E.3</b> . Child can identify some conventional features of print that communicate meaning including end punctuation and case. Writing as a Process	
		<b>IV.B.2.</b> Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	
		Supporting guidelines through integrated lessons and centers: Listening Comprehension Skills II.A.1. Child shows understanding by responding appropriately.	
		Speaking Skills II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).	
		Sentences and Structure Skills II.E.4. Child combines more than one idea using complex sentences. Motivation to Read Skills III.A.1. Child engages in pre-reading and reading-related activities.	
		Alphabet Knowledge *III.C.3. Child produces the correct sounds for at least 10 letters. *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. Phonological Awareness	



#### 2021-2022 Scope and Sequence

Cyclo 6	31 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31 days). Report cards go home June 7. Complete instructional planning information and	
Cycle 6	Apr. 25 - June 7	7, 2022 support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
Unit 9		<ul> <li>III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</li> <li><u>Comprehension of Text Read at Aloud</u></li> <li>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</li> <li>*III.D.4. Child will make inferences and predictions about text.</li> <li><u>Motivation to Write Skills</u></li> <li>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</li> <li><u>Conventions in Writing</u></li> <li>*IV.C.3. Child independently uses letters to make words or parts of words.</li> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>*IV.C.5. Child begins to experiment with punctuation when writing.</li> <li><u>Writing as a Process</u></li> <li>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</li> </ul>	
		Focus guidelines:	
Theme:	Instruction:	Listening Comprehension Skills	
Earth, Moon, and	5	<b>II.A.1.</b> Child shows understanding by responding appropriately.	
Sky / Tierra, Luna y			
cielo		Speaking Skills	
	EOY CIRCLE	*II.B.3. Child provides appropriate information for various situations.	
Week 2:	<u>Assessment</u>		
The Sky and the	Suggested	Vocabulary Skills	
Wind / El cielo y el		<b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places,	
viento	Apr. 28-June 1	things, and actions.	
Children learn that			
the weather outside		Motivation to Read Skills	
affects what they	found in Pre-K	<b>III.A.1.</b> Child engages in pre-reading and reading-related activities.	
wear and do.		<b>III.B.8.</b> Child blends onset (initial consonant or consonants) and rime (vowel to	
Children learn about	should be taught	end) to form a familiar one-syllable word with and without pictorial support.	
sources of energy	in an integrated -		
such as sun, wind,	May6format	Writing as a Process	
and water.	across the content	<b>IV.B.1.</b> Child discusses and contributes ideas for drafts composed in whole/small	
	areas.	group writing activities.	
		<b>IV.B.2.</b> Child interacts and provides suggestions to revise (add, take out, change	
		order) and edit (conventions) class-made drafts.	

	RLA – Prekinc		
Cycle 6	31 Days	days). Report cards go home June 7. Complete instructional planning information and	
0,000	Apr. 25 - June	7, 2022 support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
		Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. II.A.3. Child shows understanding of the language being spoken by teachers and peers.	
		Speaking Skills II.B.6. Child engages in conversations in appropriate ways.	
		Speech Production Skills II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	
		Sentences and Structure Skills II.E.4. Child combines more than one idea using complex sentences. II.E.3. Child uses sentences with more than one phrase.	
		Phonological Awareness *III.B.6. Child can recognize rhyming words.	
		Alphabet Knowledge *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 the correct sounds for at least 10 letters.	
		Comprehension of Text Read at Aloud III.D.1. Child retells or re-enacts a story after it is read aloud.	
		Print Concepts III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	
		Motivation to Writ Skills IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	
		Conventions in Writing *IV.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.	



2021-2022 Scope and Sequence

	RLA – Prekind	lergarten	
Cycle 6	31 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31	
Cycle 6	Apr. 25 - June 7	days). Report cards go home June 7. Complete instructional planning information and support are in the HISD Curriculum.	
Unit	Lessons	Prekindergarten Guidelines The student will:	
		<ul> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>IV.C.5. Child begins to experiment with punctuation when writing.</li> </ul>	
Unit 9 Theme: Earth, Moon, and Sky / Tierra, Luna y cielo	Week 35 of Instruction: May 16-20 5 Days	Focus guidelines: <u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.	
Week 3: Phases of the Moon / Las fases de la Luna	EOY CIRCLE Assessment Suggested Window: Apr. 28-Jun. 1	<u>Vocabulary Skills</u> III.D.1. Child retells or re-enacts a story after it is read aloud. <u>Phonological Awareness</u> III.B.9. Child recognizes and blends spoken phonemes into one-syllable words	
Children learn that the moon changes.	All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas. <b>Writi</b> <b>IV.B</b> grou <b>IV.B</b> orde <b>Sup</b> <u>Spee</u> <b>II.C.</b> and <u>Voca</u> <b>II.D.</b>	<ul> <li>with pictorial support.</li> <li><u>Print Concepts</u></li> <li><b>III.E.3.</b> Child can identify some conventional features of print that communicate meaning including end punctuation and case.</li> <li><u>Writing as a Process</u></li> <li><b>IV.B.1.</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</li> <li><b>IV.B.2.</b> Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</li> </ul>	
		Supporting guidelines through integrated lessons and centers:         Speech Production Skills         II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.         Vocabulary Skills         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.         Sentences and Structure Skills         II.E.4. Child combines more than one idea using complex sentences.         Motivation to Read Skills	
		III.A.1. Child engages in pre-reading and reading-related activities. <u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words. <u>Alphabet Knowledge</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.	



RLA – Prekindergarten					
Cyrola C	31 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31			
Cycle 6	Apr. 25 - June 7				
Unit	Lessons	Prekindergarten Guidelines The student will:			
		<ul> <li>*III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</li> <li>*III.C.3. Child produces the correct sounds for at least 10 letters.</li> <li>Motivation to Write Skills</li> <li>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</li> <li>Conventions in Writing</li> <li>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</li> <li>*IV.C.3. Child independently uses letters to make words or parts of words.</li> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> <li>IV.C.5. Child begins to experiment with punctuation when writing.</li> </ul>			
space travel.	5 Days EOY CIRCLE Assessment	Focus guidelines:         Speaking Skills         II.B.2. Child engages in conversations in appropriate ways.         *II.B.3. Child provides appropriate information for various situations.         Motivation to Read Skills         III.A.1. Child engages in pre-reading and reading-related activities.         Phonological Awareness         III.B.5. Child can segment a syllable from a word.         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.         Supporting guidelines through integrated lessons and centers:         Listening Comprehension Skills         II.A.3. Child shows understanding of the language being spoken by teachers and peers.         Speech Production Skills         II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.         Vocabulary Skills         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.			

2021-2022 Scope and Sequence

Cycle 6	31 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31 days). Report cards go home June 7. Complete instructional planning information and		
e yore e	Apr. 25 - June 7	y, 2022 support are in the HISD Curriculum.		
Unit	Lessons	Prekindergarten Guidelines The student will:		
		Prekindergarten Guidelines		
Kindergarten Readiness / Listos para Kindergarten Children learn skills to prepare them for Kindergarten.	Week 37 of Instruction: May 30-Jun. 3 4 Days	Focus guidelines: <u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions		
	EOY CIRCLE Assessment Suggested Window:	<u>Comprehension of Text Read at Aloud</u> *III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.		
	Apr. 28-Jun. 1 All guidelines found in Pre-K	Supporting guidelines through integrated lessons and centers: Writing as a Process IV.B.3. Child shares and celebrates class-made and individual written products		



Cycle 6	31 Days		Scope and Sequence follows the 9 themes in Savvas. Grading Period 6 ends June 7 (31 days). Report cards go home June 7. Complete instructional planning information and support are in the HISD Curriculum.			
	Apr. 25 - June 7, 2022					
Unit	Lassons	Prekinde The stuc	ergarten Guidelines			
	should be taught		n to Write Skills child independently writes to communicate his/her ideas for a variety of c.			
Kindergarten Readiness / Listos para Kindergarten Children learn skills	Instruction: Jun. 6-8	Vocabula II.D.1. Cł	<b>uidelines:</b> <u>ary Skills</u> nild uses a wide variety of words to label and describe people, places, nd actions			
to prepare them for Kindergarten.	All guidelines found in Pre-K Planning Guide should be taught	Compreh *III.D.2. ( categoriz	<u>nension of Text Read at Aloud</u> Child uses information learned from books by describing, relating, cing, or comparing and contrasting.			
	format across the	Writing a	ing guidelines through integrated lessons and centers: <u>s a Process</u> child shares and celebrates class-made and individual written products			
	• • • • •		hild independently writes to communicate his/her ideas for a variety of			

