

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 and support are in the HISD Curriculum.
	Aug. 23 - Oct. 1, 2021	
Unit	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 1 Theme: Hello, School! / ¡Hola escuela!</p> <p>Week 1: Welcome to Pre-Kindergarten and My School / Bienvenidos a Prekinder y a mi escuela Children learn that they are an important part of the school community.</p>	<p>Week 1 of Instruction: Aug. 23-27 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking (Conversation) Skills</u> II.B.2. Child engages in conversations in appropriate ways.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Motivation to Read Skills</u> *III.A.3. Child recognizes that text has meaning.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><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. *III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Relationships with Others</u> I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p><u>Speaking (Conversation) Skills</u> II.B.1. Child is able to use language for different purposes.</p> <p><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.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p>

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	Aug. 23 - Oct. 1, 2021	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read Aloud Skills</u> III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 1 Theme: Hello, School! / ¡Hola escuela!</p> <p>Week 2: Classroom Rules and Routines / Reglas y rutinas del salón de clase Children learn the purposes for rules and routines in school.</p>	<p>Week 2 of Instruction: Aug.30-Sept. 3 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Sentences and Structure Skills</u> *II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses. II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Sentences and Structure Skills</u> II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills</u> III.A.3. Child recognizes that text has meaning.</p> <p><u>Phonological Awareness Skills</u> *III.B.6. Child can recognize rhyming words.</p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Alphabet Knowledge Skills</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><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.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 1 Theme: Hello, School! / ¡Hola escuela!</p> <p>Week 3: Feeling Safe and Belonging / Sentirse seguro y pertenecer o ser parte de algo Children learn that rules and routines help them feel safe. Also, they learn to work together, take turns and share.</p>	<p>Week 3 of Instruction: Sept. 6-10 4 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Labor Day</i> Sept. 6</p>	<p>Focus guidelines:</p> <p><u>Sentences and Structure Skills</u> *II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking (Conversation) Skills</u> II.B.2. Child engages in conversations in appropriate ways.</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Sentences and Structure Skills</u></p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech.</p> <p><u>Writing as a Process</u></p> <p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 1 Theme: Hello, School! / ¡Hola escuela!</p> <p>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.</p>	<p>Week 4 of Instruction: Sept. 13-17 3 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u></p> <p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Sentences and Structure Skills</u></p> <p>*II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Alphabet Knowledge Skills</u></p> <p>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Print Concepts</u></p> <p>*III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u></p> <p>*IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u></p> <p>II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking (Conversation) Skills</u></p> <p>II.B.2. Child engages in conversations in appropriate ways.</p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Sentences and Structure Skills</u> II.E.8. Child attempts to use new vocabulary and grammar in speech.</p> <p><u>Motivation to Read Skills</u> *III.A.3. Child recognizes that text has meaning.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><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.</p> <p><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.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 2 Theme: Marvelous Me! / ¡Soy una maravilla!</p> <p>Week 1: Who Am I? / ¿Quién soy yo? Children learn what makes them and others special</p>	<p>Week 5 of Instruction: Sept. 20-24 5 Days</p> <p>BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Speech Production Skills</u> II.C.2. Child perceives differences between similar-sounding words.</p> <p><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.</p> <p><u>Sentences and Structure Skills</u> II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Phonological Awareness Skills</u> III.B.4. Child blends syllables into words.</p> <p><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. *III.D.3. Child asks and responds to questions relevant to the text read aloud.</p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process</u> IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. <u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u> II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.</p> <p><u>Motivation to Read Skills</u> 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.</p> <p><u>Phonological Awareness Skills</u> *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills</u> *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.</p> <p><u>Comprehension of Text Read Aloud Skills</u> III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u></p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.
<p>Unit 2 Theme: Marvelous Me! / ¡Soy una maravilla!</p> <p>Week 2: My Body and My Senses / Mi cuerpo y mis sentidos Children learn about their senses and physical characteristics.</p>	<p>Week 6 of Instruction: Sept. 27-Oct. 1 5 Days</p> <p>BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Speaking (Conversation) Skills</u> *II.B.3. Child provides appropriate information for various situations. II.B.4. Child demonstrates knowledge of verbal conversational rules.</p> <p><u>Sentences and Structure Skills</u> II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Phonological Awareness Skills</u> *III.B.5. Child can segment a syllable from a word. *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills</u> *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.</p> <p><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.</p> <p><u>Writing as a Process</u> IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speech Production Skills</u> II.C.2. Child perceives differences between similar-sounding words.</p> <p><u>Vocabulary Skills</u> *II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities. *III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors. *III.A.3. Child recognizes that text has meaning.</p>

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	Aug. 23 - Oct. 1, 2021	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read Aloud Skills</u></p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Print Concepts</u></p> <p>*III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	Lessons	Prekindergarten Guidelines The student will:
Unit 2 Theme: Marvelous Me! / ¡Soy una maravilla! Week 3: My Family and Friends / Mi familia y mis amigos Children learn about the importance of friends and families.	Week 7 of Instruction: Oct. 4-8 4 Days	Focus guidelines: <u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
	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	<u>Motivation to Read Skills</u> *III.A.3. Child recognizes that text has meaning. <u>Phonological Awareness Skills</u> III.B.5. Child can segment a syllable from a word. *III.B.6. Child can recognize rhyming words. <u>Alphabet Knowledge Skills</u> *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: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. <u>Speaking (Conversation) Skills</u> II.B.1. Child is able to use language for different purposes. <u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses. *II.D.4. Child uses a large speaking vocabulary, adding several new words daily. <u>Motivation to Read Skills</u> 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. <u>Phonological Awareness Skills</u> *III.B.4. Child blends syllables into words. <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.1. Child retells or re-enacts a story after it is read aloud.

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
		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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p>*III.D.4. Child will make inferences and predictions about text.</p> <p><u>Writing as a Process</u></p> <p>IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 2: Theme: Marvelous Me! / ¡Soy una maravilla!</p> <p>Week 4: Things that I Like / Las cosas que me gustan Children learn about their preferences and the preferences of others.</p>	<p>Week 8 of Instruction: Oct. 11-15 5 Days</p> <p>BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <u>Vocabulary Skills</u></p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u></p> <p>*II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness Skills</u></p> <p>III.B.5. Child can segment a syllable from a word.</p> <p><u>Alphabet Knowledge Skills</u></p> <p>*III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Motivation to Write Skills</u></p> <p>*IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u></p> <p>II.A.1. Child shows understanding by responding appropriately.</p> <p>*II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills</u></p> <p>II.B.2. Child engages in conversations in appropriate ways.</p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>*II.B.3. Child provides appropriate information for various situations.</p> <p><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. *II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p><u>Motivation to Read Skills</u> *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.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><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.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom. III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Writing as a Process</u> IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. IV.B.3. Child shares and celebrates class-made and individual written products.</p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 3 Theme: Look Outside / ¿Qué hay afuera?</p> <p>Week 1: Fall / Otoño Children learn how seasons and weather are connected and what characterizes seasons in parts of the world.</p>	<p>Week 9 of Instruction: Oct. 18-22 5 Days</p> <p>BOY CIRCLE Assessment Suggested Window: Sept. 20-Oct. 22</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <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.</p> <p><u>Phonological Awareness Skills</u> III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> *III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Sentences and Structure Skills</u> II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.</p> <p><u>Motivation to Read Skills</u> 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.</p> <p><u>Phonological Awareness Skills</u> *III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Conventions in Writing</u></p>

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Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>
<p>Unit 3 Theme: Look Outside / ¿Qué hay afuera?</p> <p>Week 2: Winter / Invierno Children learn how winter where they live is different from winter in other places</p>	<p>Week 10 of Instruction: Oct. 25-29 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Speaking Skills</u> II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u> III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Motivation to Read Skills</u> *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.</p> <p><u>Phonological Awareness Skills</u> *III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p>

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>
<p>Unit 3 Theme: Look Outside / ¿Qué hay afuera?</p> <p>Week 3: Spring / Primavera Children learn what they can notice with their senses in the spring. They learn about patterns in nature (leaves, snowflakes) and how seasons affect these patterns.</p>	<p>Week 11 of Instruction: Nov. 1-5 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <u>Speaking (Conversation) Skills</u> II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Motivation to Read Skills</u> *III.A.3. Child recognizes that text has meaning.</p> <p><u>Phonological Awareness</u> III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><u>Comprehension of Text Read Aloud Skills</u> *III.D.4. Child will make inferences and predictions about text.</p> <p><u>Motivation to Write.</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Sentences and Structure Skills</u> II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Read Skills</u> 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.</p> <p><u>Alphabet Knowledge Skills</u> *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 language of instruction.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Conventions in Writing</u> 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.</p>
<p>Unit 3: Theme: Look Outside / ¿Qué hay afuera?</p> <p>Week 4: Summer / Verano Children learn how their lives are influenced by the different seasons (clothes, activities, etc.).</p>	<p>Week 12 of Instruction: Nov. 8-12 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities. *III.A.3. Child recognizes that text has meaning.</p> <p><u>Phonological Awareness</u> III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><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.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills</u></p>

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p>II.B.6. Child matches language to social contexts.</p> <p><u>Motivation to Read Skills</u> *III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child recognizes at least 20 distinct letter sounds in the language of instruction. 20 distinct letter sound correspondences in the language of instruction.</p> <p><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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>

Cycle 3	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 4 Theme: Taking Care / Amar y cuidar</p> <p>Week 1: I Can Take Care of Myself / Puedo cuidarme Children learn ways to care for themselves, both physically and emotionally.</p>	<p>Week 13 of Instruction: Nov. 15-19 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p>	<p>Focus guidelines:</p> <p><u>Vocabulary Skills</u> II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p><u>Sentences and Structure Skills</u> II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><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. *III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses.</p> <p><u>Sentences and Structure Skills</u> II.E.5. 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.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read Aloud Skills</u> III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 4 Theme: Taking Care / Amar y cuidar</p> <p>Week 2: I Can Take Care of My Friends and Family / Cuido a mi familia y a mis amigos Children learn ways to care for others, both physically and emotionally and they learn how to be kind.</p>	<p>Week 14 of Instruction: Nov. 29-Dec. 3 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u> II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Motivation to Write Skills</u> *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.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><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.</p> <p><u>Sentences and Structure Skills</u> *II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p><u>Alphabet Knowledge Skills</u></p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 4 Theme: Taking Care / Amar y cuidar</p> <p>Week 3: How Others Take Care of Me / Las demás personas cuidan de mí Children learn that it is important to care for things and people we love.</p>	<p>Week 15 of Instruction: Dec. 6-10 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <u>Speaking (Conversation) Skills</u> II.B.1. Child is able to use language for different purposes.</p> <p><u>Speech Production Skills</u> II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</p> <p><u>Speech Production Skills</u> II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p> <p><u>Motivation to Read Skills</u> 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.</p> <p><u>Phonological Awareness Skills</u> III.B.2. Child combines words to make a compound word.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process</u> IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Vocabulary Skills</u></p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p>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.</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><u>Alphabet Knowledge Skills</u></p> <p>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Print Concepts</u></p> <p>*III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Motivation to Write Skills</u></p> <p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 4 Theme: Taking Care / Amar y cuidar</p> <p>Week 4: I Can Help Take Care of Our World / Puedo ayudar a cuidar de nuestro mundo Children learn ways to care for their communities, the planet. They learn that everyone can make a difference</p>	<p>Week 16 of Instruction: Dec.13-17 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Winter Break</i> Dec. 20-31</p>	<p>Focus guidelines:</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u></p> <p>*II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness Skills</u></p> <p>*III.B.1. Child separates a normally spoken four-word sentence into individual</p>

Cycle 3	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
when they take care of each other, their communities and the planet.	<i>Enrichment Opportunities Dec. 20-21</i>	<p>words.</p> <p><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.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Speech Production Skills</u> II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</p> <p><u>Sentences and Structure Skills</u> II.E.8. Child attempts to use new vocabulary and grammar in speech.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures. III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>
<p>Unit 5 Theme: Everyday Helpers / Nos ayudan a diario</p> <p>Week 1: Everyday Helpers are All Around Us / Las personas que nos ayudan a diario</p>	<p>Week 17 of Instruction: Jan.3-7 5 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p>	<p>Focus guidelines: <u>Speaking Skills</u> *II.B.3. Child provides appropriate information for various situations. II.B.4. Child demonstrates knowledge of verbal conversational rules.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p>

Cycle 3	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
<p>están a nuestro alrededor Children learn about the jobs people do in their community.</p>	<p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p><u>Phonological Awareness</u> *III.B.4. Child blends syllables into words. *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>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.</p> <p><u>Speaking Skills</u> II.B.2. Child engages in conversations in appropriate ways.</p> <p><u>Speech Production Skills</u> II.C.1. Child’s speech is understood by both the teacher and other adults in the school. II.C.2. Child perceives differences between similar-sounding words.</p> <p><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. *II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p><u>Phonological Awareness</u> III.B.5. Child can segment a syllable from a word.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u></p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Writing as a Process</u></p> <p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing</u></p> <p>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p>
<p>Unit 5 Theme: Everyday Helpers / Nos ayudamos a diario</p> <p>Week 2: Everyday Helpers and Their Tools / Las personas que nos ayudan a diario y sus herramientas Children learn about the tools needed to do each job.</p>	<p>Week 18 of Instruction: Jan.10-14 3 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>MLK Jr. Day</i> <i>Jan. 17</i></p> <p><i>Teacher Prep Day (no students)</i> <i>Jan. 18</i></p>	<p>Focus guidelines:</p> <p><u>Vocabulary Skills</u></p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p> <p><u>Phonological Awareness</u></p> <p>*III.B.4. Child blends syllables into words.</p> <p>III.B.5. Child can segment a syllable from a word.</p> <p><u>Alphabet Knowledge Skills</u></p> <p>*III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>*III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u></p> <p>II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking Skills</u></p> <p>II.B.1. Child is able to use language for different purposes.</p> <p>II.B.2. Child engages in conversations in appropriate ways.</p> <p><u>Vocabulary Skills</u></p> <p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the</p>

Cycle 3	30 Days	Scope and Sequence follows the 9 themes in Savvas. Grading Period 3 ends January 14 (30 days). Report cards go home January 21. Complete instructional planning information and support are in the HISD Curriculum.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>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.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u> IV.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 right).</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
		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	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 5 Theme: Everyday Helpers / Nos ayudan a diario</p> <p>Week 3: Mail Carriers Help us / Los carteros nos ayudan Children learn to recognize that helpers come in many shapes and sizes.</p>	<p>Week 19 of Instruction: Jan. 19-21 3 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <u>Speaking (Conversation) Skills</u> *II.B.3. Child provides appropriate information for various situations.</p> <p><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.</p> <p><u>Sentences and Structure Skills</u> II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Phonological Awareness Skills</u> III.B.5. Child can segment a syllable from a word. *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><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.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking (Conversation) Skills</u> II.B.4. Child demonstrates knowledge of verbal conversational rules.</p> <p><u>Vocabulary Skills</u> 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.</p> <p><u>Sentences and Structure Skills</u> II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p> <p><u>Motivation to Read Skills</u> 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.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
		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	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Phonological Awareness Skills</u> *III.B.4. Child blends syllables into words.</p> <p><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.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Conventions in Writing</u> IV.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 right).</p>
<p>Unit 5 Theme: Everyday Helpers / Nos ayudan a diario</p> <p>Week 4: Firefighters Help us / Los bomberos nos ayudan Children learn the importance of helping others and relying on others.</p>	<p>Week 20 of Instruction: Jan. 24-28 5 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Alphabet Knowledge Skills</u> II.C.2. Child perceives differences between similar-sounding words.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Phonological Awareness</u> III.B.5. Child can segment a syllable from a word. *III.B.6. Child can recognize rhyming words.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Print Concepts</u> III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking Skills</u> *II.B.3. Child provides appropriate information for various situations.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
		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	Lessons	Prekindergarten Guidelines The student will:
		<p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills</u></p> <p>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.</p> <p>*II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities</p> <p>*III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p><u>Phonological Awareness</u></p> <p>*III.B.4. Child blends syllables into words.</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Conventions in Writing</u></p> <p>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p>
<p>Unit 6 Theme: Farm to Table / De la granja a la mesa.</p> <p>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.</p>	<p>Week 21 of Instruction: Jan. 31-Feb. 4 5 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Speaking (Conversation) Skills</u></p> <p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills</u></p> <p>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p> <p><u>Phonological Awareness</u></p> <p>*III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <p>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><u>Comprehension of Text Read Aloud Skills</u></p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p>*III.D.4. Child will make inferences and predictions about text.</p> <p><u>Motivation to Write Skills</u></p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	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	Lessons	Prekindergarten Guidelines The student will:
		<p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p> <p><u>Sentences and Structure Skills</u> II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Motivation to Read Skills</u> 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.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u> IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
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	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 6 Theme: From Farm to Table / De la granja a la mesa.</p> <p>Week 2: How We Get Our Food / Cómo conseguimos nuestra comida Children learn that food comes from a particular source.</p>	<p>Week 22 of Instruction: Feb. 7-11 5 Days</p> <p>MOY CIRCLE Assessment Suggested Window: Jan. 5-Feb. 9</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines: <u>Speaking (Conversation) Skills</u> II.B.5. Child demonstrates knowledge of nonverbal conversational rules. <u>Sentences and Structure Skills</u> II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p> <p><u>Phonological Awareness</u> III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> 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.</p> <p><u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses. II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
		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	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities. *III.A.3. Child recognizes that text has meaning.</p> <p><u>Phonological Awareness</u> *III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><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.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u> IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>
<p>Unit 6 Theme: Farm to Table / De la granja a la mesa.</p> <p>Week 3: All kinds of Food / Todo tipo de comidas Children learn to identify the kinds of food they eat, enjoy and they learn how to make healthy food choices.</p>	<p>Week 23 of Instruction: Feb. 14-18 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Alphabet Knowledge Skills</u> *III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Comprehension of Text Read Aloud Skills</u> *III.D.4. Child will make inferences and predictions about text.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>

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 and support are in the HISD Curriculum.
	Jan. 19 - Feb. 25, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speaking (Conversation) Skills</u> II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p> <p><u>Sentences and Structure Skills</u> II.E.5. 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.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u> III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><u>Comprehension of Text Read Aloud Skills</u> 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.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Conventions in Writing</u> IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 6 Theme: Farm to Table / De la granja a la mesa.</p> <p>Week 4: Family Favorites / Los platos preferidos de nuestra familia Children learn that different families and cultures have different traditional foods.</p>	<p>Week 24 of Instruction: Feb. 22-25 4 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Teacher Service Day / Presidents' Day</i> (no students) Feb. 21</p>	<p>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.</p> <p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Speaking Skills</u> II.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p><u>Sentences and Structure Skills</u> II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p> <p><u>Phonological Awareness</u> III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><u>Alphabet Knowledge Skills</u> III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> 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.</p> <p><u>Speaking Skills</u> II.B.1. Child is able to use language for different purposes.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	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	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words. III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><u>Alphabet Knowledge</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read at Aloud</u> 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.4. Child will make inferences and predictions about text.</p> <p><u>Motivation to Write Skills</u> *IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><u>Writing as a Process</u> IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p>

Cycle 5	33 Days	
	Feb. 28 - Apr. 22, 2022	
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 support are in the HISD Curriculum.		
Unit	Lessons	Prekindergarten Guidelines The student will:
<p>Unit 7 Theme: On the Go! / De aquí para allá</p> <p>Week 1: Types of Transportation / Tipos de medios de transporte Children learn about all modes of transportation, including cars, trains, airplanes, and ships.</p>	<p>Week 25 of Instruction: Feb. 28-Mar. 4 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Vocabulary Skills</u> 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.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u> *III.B.1. Child separates a normally spoken four-word sentence into individual words.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words.</p> <p><u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Vocabulary Skills</u> II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</p> <p><u>Sentences and Structure Skills</u> *II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.4. Child combines more than one idea using complex sentences.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Read Skills</u> *III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p><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.</p> <p><u>Comprehension of Text Read at Aloud</u> 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.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p>
<p>Unit 7 Theme: On the Go! / De aquí para allá</p> <p>Week 2: Trains / Trenes Children learn the purposes of each type of vehicle.</p>	<p>Week 26 of Instruction: Mar. 7-11 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p>	<p>Focus guidelines:</p> <p><u>Vocabulary Skills</u> II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p><u>Sentences and Structure Skills</u> II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Speaking Skills</u> II.B.1. Child is able to use language for different purposes.</p> <p><u>Speech Production Skills</u> II.C.1. Child's speech is understood by both the teacher and other adults in the school.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Sentences and Structure Skills</u> *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.4. Child combines more than one idea using complex sentences.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022		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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:	
		<p><u>Motivation to Read Skills</u> *III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p><u>Phonological Awareness</u> III.B.2. Child combines words to make a compound word.</p> <p><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.</p> <p><u>Comprehension of Text Read at Aloud</u> 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.</p> <p><u>Print Concepts</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><u>Conventions in Writing</u> *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). IV.C.5. Child begins to experiment with punctuation when writing.</p>	
<p>Unit 7 Theme: On the Go! / ¡De aquí para allá!</p> <p>Week 3: Trucks and Planes / Camiones y aviones Children learn basic differences between vehicles. They recognize that people around the world travel in different ways.</p>	<p>Week 27 of Instruction: Mar. 21-25 5 Days</p> <p>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.</p>	<p>Focus guidelines:</p> <p><u>Speaking Skills</u> II.B.2. Child engages in conversations in appropriate ways.</p> <p><u>Vocabulary Skills</u> II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p><u>Sentences and Structure Skills</u> *II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u> III.B.3. Child deletes a word from a compound word.</p> <p><u>Alphabet Knowledge</u> *III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	

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 support are in the HISD Curriculum.
	Feb. 28 - Apr. 22, 2022	
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Vocabulary Skills</u> 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 4,000 words, many more than he or she uses.</p> <p><u>Listening Comprehension Skills</u> II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. II.E.4. Child combines more than one idea using complex sentences.</p> <p><u>Motivation to Read Skills</u> *III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p><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.</p> <p><u>Comprehension of Text Read at Aloud</u> 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.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Print Concepts Skills</u> *III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</p> <p><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.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing</u></p>

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

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL).</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.4. Child combines more than one idea using complex sentences.</p>
<p>Unit 8 Theme: Animals All Around / ¡Cuántos animales!</p> <p>Week 1: All Kinds of Animals / Animales de todo tipo Children learn about all kinds of animals.</p>	<p>Week 29 of Instruction: Apr. 4-8 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u></p> <p>*II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Comprehension of Text Read at Aloud</u></p> <p>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>*III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p><u>Writing as a Process</u></p> <p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Speaking Skills</u></p> <p>II.B.1. Child is able to use language for different purposes.</p> <p><u>Comprehension of Text Read at Aloud</u></p> <p>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.</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.4. Child combines more than one idea using complex sentences.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u></p> <p>III.B.5. Child demonstrates knowledge of nonverbal conversational rules.</p> <p><u>Alphabet Knowledge</u></p> <p>*III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read at Aloud</u></p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Motivation to Write Skills</u></p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Writing as a Process</u></p> <p>IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV.C.2. Child moves from scribbles to some letter-sound correspondence. using beginning and ending sounds when writing.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p>
<p>Unit 8 Theme: Animals All Around / ¡Cuántos animales!</p> <p>Week 2: Animal Features / Características de los animales Children learn about the characteristics of different animals.</p>	<p>Week 30 of Instruction: Apr. 11-14 4 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u></p> <p>*II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speech Production Skills</u></p> <p>II.C.2. Child perceives differences between similar-sounding words.</p> <p><u>Alphabet Knowledge</u></p> <p>*III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p><u>Comprehension of Text Read at Aloud</u></p> <p>*III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>Writing as a Process</u></p> <p>IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p><u>Conventions in Writing</u></p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Speaking Skills</u></p> <p>II.B.1. Child is able to use language for different purposes.</p> <p><u>Speech Production Skills</u></p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Comprehension of Text Read at Aloud</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.</p> <p><u>Sentences and Structure Skills</u> II.E.4. Child combines more than one idea using complex sentences.</p> <p><u>Comprehension of Text Read at Aloud</u> 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.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Writing as a Process</u> IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><u>Conventions in Writing</u> *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.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p>
<p>Unit 8 Theme: Animals All Around / ¡Cuántos animales!</p> <p>Week 3: Animal Life Cycles / Los ciclos de vida de los animales Children learn about metamorphosis and life cycles.</p>	<p>Week 31 of Instruction: Apr. 18-22 5 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Listening Comprehension Skills</u> *II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p><u>Speech Production Skills</u> II.C.2. Child perceives differences between similar-sounding words.</p> <p><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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u></p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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 support are in the HISD Curriculum.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u></p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u></p> <p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p>II.B.1. Child is able to use language for different purposes.</p> <p><u>Speech Production Skills</u></p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Vocabulary Skills</u></p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p>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.</p> <p><u>Sentences and Structure Skills</u></p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.4. Child combines more than one idea using complex sentences.</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech.</p>

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

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	Lessons	Prekindergarten Guidelines The student will:
Unit 9 Theme: Earth, Moon, and Sky / Tierra, Luna y cielo Week 1: All About Trees / Todo sobre los árboles Children learn about the life cycle of a tree. They learn what trees and plants need to live. Children learn about where on Earth resources such as sand, soil, rocks, and water are found.	Week 33 of Instruction: May 2-6 5 Days	Focus guidelines: <u>Listening Comprehension Skills</u> II.A.3. Child shows understanding of the language being spoken by teachers and peers.
	EOY CIRCLE Assessment Suggested Window: Apr. 28-Jun. 1 All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.	<u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. <u>Phonological Awareness</u> *III.B.7. Child can produce a word that begins with the same sound as a given pair of words. <u>Comprehension of Text Read at Aloud</u> III.D.1. Child retells or re-enacts a story after it is read aloud. <u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case. <u>Writing as a Process</u> 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: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately. <u>Speaking Skills</u> II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL). <u>Sentences and Structure Skills</u> II.E.4. Child combines more than one idea using complex sentences. <u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities. <u>Alphabet Knowledge</u> *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. <u>Phonological Awareness</u>

Cycle 6	31 Days	
	Apr. 25 - June 7, 2022	
		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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p> <p><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. *III.D.4. Child will make inferences and predictions about text.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *IV.C.3. Child independently uses letters to make words or parts of words. IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right). *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence. IV.C.5. Child begins to experiment with punctuation when writing.</p> <p><u>Writing as a Process</u> IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>
<p>Unit 9 Theme: Earth, Moon, and Sky / Tierra, Luna y cielo</p> <p>Week 2: The Sky and the Wind / El cielo y el viento Children learn that the weather outside affects what they wear and do. Children learn about sources of energy such as sun, wind, and water.</p>	<p>Week 34 of Instruction: May 9-13 5 Days</p> <p>EOY CIRCLE Assessment Suggested Window: Apr. 28-June 1</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated - May6format across the content areas.</p>	<p>Focus guidelines: <u>Listening Comprehension Skills</u> II.A.1. Child shows understanding by responding appropriately.</p> <p><u>Speaking Skills</u> *II.B.3. Child provides appropriate information for various situations.</p> <p><u>Vocabulary Skills</u> II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p><u>Motivation to Read Skills</u> III.A.1. Child engages in pre-reading and reading-related activities. III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><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.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p>Supporting guidelines through integrated lessons and centers:</p> <p><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.</p> <p><u>Speaking Skills</u> II.B.6. Child engages in conversations in appropriate ways.</p> <p><u>Speech Production Skills</u> II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Sentences and Structure Skills</u> II.E.4. Child combines more than one idea using complex sentences. II.E.3. Child uses sentences with more than one phrase.</p> <p><u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words.</p> <p><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. *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.</p> <p><u>Comprehension of Text Read at Aloud</u> III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u> *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.</p>

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

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	Lessons	Prekindergarten Guidelines The student will:
		<p>*III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>*III.C.3. Child produces the correct sounds for at least 10 letters.</p> <p><u>Motivation to Write Skills</u></p> <p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Conventions in Writing</u></p> <p>*IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>*IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p>
<p>Unit 9 Theme: Earth, Moon, and Sky / Tierra, Luna y cielo</p> <p>Week 4: Space Exploration / Exploración espacial Children learn about the possibility of space travel.</p>	<p>Week 36 of Instruction: May 23-27 5 Days</p> <p>EOY CIRCLE Assessment Suggested Window: Apr. 28-Jun. 1</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p>	<p>Focus guidelines:</p> <p><u>Speaking Skills</u></p> <p>II.B.2. Child engages in conversations in appropriate ways.</p> <p>*II.B.3. Child provides appropriate information for various situations.</p> <p><u>Motivation to Read Skills</u></p> <p>III.A.1. Child engages in pre-reading and reading-related activities.</p> <p><u>Phonological Awareness</u></p> <p>III.B.5. Child can segment a syllable from a word.</p> <p><u>Writing as a Process</u></p> <p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>Supporting guidelines through integrated lessons and centers:</p> <p><u>Listening Comprehension Skills</u></p> <p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p><u>Speech Production Skills</u></p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><u>Vocabulary Skills</u></p> <p>II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p>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.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	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.
Unit	Lessons	Prekindergarten Guidelines The student will:
		<p><u>Sentences and Structure Skills</u> II.E.4. Child combines more than one idea using complex sentences.</p> <p><u>Phonological Awareness</u> *III.B.6. Child can recognize rhyming words.</p> <p><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. *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.</p> <p><u>Print Concepts</u> III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p><u>Writing as a Process</u> IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p><u>Conventions in Writing</u> *IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence. *IV.C.3. Child independently uses letters to make words or parts of words. IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right). IV.C.5. Child begins to experiment with punctuation when writing.</p>
<p>Kindergarten Readiness / Listos para Kindergarten Children learn skills to prepare them for Kindergarten.</p>	<p>Week 37 of Instruction: May 30-Jun. 3 4 Days</p> <p>EOY CIRCLE Assessment Suggested Window: Apr. 28-Jun. 1</p> <p>All guidelines found in Pre-K</p>	<p>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</p> <p><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.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Writing as a Process</u> IV.B.3. Child shares and celebrates class-made and individual written products</p>

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	Lessons	Prekindergarten Guidelines The student will:
	<p>Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Memorial Day May 30</i></p>	<p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>
<p>Kindergarten Readiness / Listos para Kindergarten Children learn skills to prepare them for Kindergarten.</p>	<p>Week 38 of Instruction: Jun. 6-8 2 Days</p> <p>All guidelines found in Pre-K Planning Guide should be taught in an integrated format across the content areas.</p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>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</p> <p><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.</p> <p>Supporting guidelines through integrated lessons and centers: <u>Writing as a Process</u> IV.B.3. Child shares and celebrates class-made and individual written products</p> <p><u>Motivation to Write Skills</u> IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>