



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

2003-2004 & 2004-2005 ENGLISH AND SPANISH LANGUAGE ARTS

SCOPE & SEQUENCE: PREKINDERGARTEN

*Reviewed by 2002-2003 Grades PK-K Curriculum Design Committee

I=Introduce I²=Introduce/Depth Difference
E=Extend M=Master R=Reinforce *=All

*TAKS Objectives + =TEKS Explicitly Stated ✓ =Connection to TEKS				Campus SAIP	PREKINDERGARTEN GUIDELINES: <u>LISTENING AND SPEAKING</u>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4												
					PK.1 Listening Comprehension. Prekindergarten-aged children are able to comprehend what they hear in conversations and stories read aloud with increasing accuracy. Children demonstrate understanding through their questions, comments, and actions. The child:										
					(A) listens with increasing attention;	*									
✓					(B) listens for different purposes (e.g. , to learn what happened in a story, to receive instructions, to converse with an adult or a peer);	I	I ²	E	M	R					
✓					(C) understands and follows simple oral directions;	I	I ²	E	M	R					
✓					(D) enjoys listening to and responding to books;	I	I ²	E	M	R					
✓					(E) listens to and engages in several exchanges of conversations with other;	I	I ²	E	M	R					
✓					(F) listens to tapes and records, and shows understanding through gestures, actions, and/or language; and	I	I ²	E	M	R					
✓					(G) listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others.	I	I ²	E	E	E	E	E	E	M	R
					PK.2 Speech production and speech discrimination. Young children learn to vocalize, pronounce, and discriminate the sounds and words of language. The child:										
					(A) perceives differences between similar sounding words (e.g., “coat” and “goat”, “three” and “free”, In Spanish, “juego” and “fuego”);	I	M	R							
					(B) produces speech sounds with increasing ease and accuracy;	I	M	R							
					(C) experiments with new language sounds; and	I	M	R							
					(D) experiments with and demonstrates growing understanding of the sounds and intonation of the English language.	I	I ²	E	E	E	E	E	E	M	R
					PK.3 Vocabulary. Prekindergarten children experience rapid growth to their understanding of words and word meanings. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. The child:										
✓					(A) shows a steady increase in listening and speaking vocabulary;	I	I ²	E	M	R					
✓					(B) uses new vocabulary in everyday communication;	I	I ²	E	M	R					
✓					(C) refines and extends understanding of known words;	I	I ²	M	R						

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1	2	3	4												
					PK.5 Phonological Awareness. Phonological awareness includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle)/ The child:										
					(A) becomes increasingly sensitive to the sounds of spoken words;	I	M	R							
					(B) begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems;	I	M	R							
					(C) begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty”, In Spanish, “casa,” “coche,” and “cuna”);	I	M	R							
					(D) begins to break words into syllables or claps along with each syllable in a phrase; and	I	M	R							
					(E) begins to create and invented words by substituting one sound for another (e.g., bubblegum/gugglegum, In Spanish, calabaza/balacasa).	I	M	R							
					PK.6 Print and Book Awareness. Through daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words). The child:										
					(A) understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems;	I	M	R							
					(B) understands that print carries a message by recognizing labels, signs, and other print forms in the environment;	I	M	R							
✓					(C) understands that letters are different from number;	*									
					(D) understands that illustrations carry meaning but cannot be read;	I	M	R							
					(E) understands that a book has a title and an author:	I	M	R							
					(F) begins to understand that print runs from left to right and top to bottom;	I	M	R							
					(G) begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces);	I	M	R							
					(H) begins to recognize the association between spoken and written words by following the print as it is read aloud; and	*									
		✓			(I) understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).	I	M	R							

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1	2	3	4												
					PK.7 Letter Knowledge and Early Word Recognition. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children's understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words. The child:										
					(A) begins to associate the names of letters with their shapes;	I	M	R							
					(B) identifies 10 or more printed alphabet letters;	I	M	R							
					(C) begins to notice beginning letters in familiar words;	I	M	R							
					(D) begins to make some letter/sound matches; and	I	M	R							
					(E) begins to identify some high frequency words (age 4).	I	M	R							
					PK.8 Motivation to Read. Prekindergarten children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. The child:										
					(A) demonstrates an interest in books and reading through body language and facial expressions;	I	M	R							
					(B) enjoys listening to and discussing storybooks and information books read aloud;	I	M	R							
					(C) frequently requests the re-reading of books;	I	M	R							
					(D) attempts to read and write independently;	*									
					(E) shares books and engages in pretend-reading with other children; and	*									
					(F) enjoys visiting the library.	I	M	R							
					PK.9 Developing Knowledge of Literary Forms. Exposure to storybooks and information books helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structure and knowledge about informational text structures, which influences how they understand, interpret, and link what they already know to new information. The child:										
					(A) recognizes favorite books by their cover;	*									
					(B) selects books to read based on personal criteria;	*									
					(C) understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways;	*									
	✓				(D) becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story;	I	M	R							
			✓		(E) begins to predict what will happen next in a story;	I	I ²	E	M	R					

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		✓			(F) imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time...)];	I	I ²	E	M	R					
					(G) asks questions and makes comments about the information and events from books;	I	I ²	E	M	R					
					(H) connects information and events in books to real-life experiences;	I	I ²	E	M	R					
✓			✓		(I) begins to retell some sequences of events in stories; and	I	M	R							
					(J) shows appreciation of repetitive language patterns.	*									

*TEKS/TAKS +=TEKS Explicitly Stated ✓=Connection to TEKS 1 2 3 4 5 6						Campus SAIP	PREKINDERGARTEN GUIDELINES: <u>WRITING</u>	PK	K	1	2	3	4	5	6	7	8
							PK.10 Written Expression. Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children's writing attempts more closely approximate conventional writing. The child:										
✓	✓	✓	✓	✓	✓		(A) attempts to write messages as part of playful activity;	I	M	R							
	✓						(B) uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] "Te quiero");	I	M	R							
	✓						(C) attempts to connect the sounds in a word with its letter forms;	I	M	R							
✓							(D) understands that writing is used to communicate ideas and information;	I	I ²	E	M	R					
✓							(E) attempts to use a variety of forms of writing (e.g., lists, messages, stories) and	I	M	R							
✓	✓						(F) begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "story writing").	I	M	R							

Notes:

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1	2	3	4												
					PK.1 Physical Development. Children explore their physical space and understand how their bodies function in space through active movement experiences. They become more skillful and expressive in their movement from one point in space to another through running, jumping, hopping, and skipping movements. The child:										
					(A) explores moving in space;	*									
					(B) shows an awareness of name, location, and relationship of body parts;	*									
					(C) moves within a space of defined boundaries, changing body configuration to accommodate the space;	*									
					(D) becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping);	*									
					(E) becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending);	*									
					(F) begins to move in rhythm;	*									
					(G) begins to participate in group games involving movement (e.g., Duck, Duck, Goose).	*									
					PK.2 Gross-Motor Development. Gross-motor development requires thought and deliberate movement. Three-and four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects. Throwing, catching, bouncing, and kicking are fundamental gross-motor manipulative skills. The child:										
					(A) begins to throw or kick an object in a particular direction;	*									
					(B) begins to play catch with a bean bag or a large ball;	*									
					(C) bounces a large ball and catches it; and	*									
					(D) begins to coordinate arms and legs (e.g., swinging, stretching).	*									

Notes:

					PK.3 Fine-Motor Development. Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later years. The child:													
					(A) begins to develop pincer control in picking up objects (e.g., weaving, touching small objects);	*												
					(B) begins to practice self-help skills (e.g., zipping, buttoning);	*												
					(C) begins to hold writing tools with fingers instead of with a fist;	*												
					(D) begins to manipulate play objects that have fine parts; and	*												
					(E) begins to use scissors.	*												

TAKS Objectives: Grade 3 English and Spanish Reading

1) The student will demonstrate a basic understanding of culturally diverse written texts.

Word Identification Variety of Texts Vocabulary Development Comprehension

2) The student will apply knowledge of literary elements to understand culturally diverse written texts. Text Structures/Literary Concepts

3) The student will use a variety of strategies to analyze culturally diverse written texts.

Comprehension Text Structures/Literary Concepts

4) The student will apply critical-thinking skills to analyze culturally diverse written texts.

Comprehension Literary Responses

TAKS Objectives: Grade 4 English and Spanish Writing

1) The student will, within a given context, produce an effective composition for a specific purpose.

Purposes Penmanship/Capitalization Writing Processes

2) The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

Penmanship/Capitalization/Punctuation Spelling Grammar/Usage Writing Processes

3) The student will recognize appropriate organization of ideas in written text. Writing Processes

4) The student will recognize correct and effective sentence construction in written text. Grammar/Usage Writing Processes

5) The student will recognize standard usage and appropriate word choice in written text. Grammar/Usage Writing Processes

6) The student will proofread for correct punctuation, capitalization, and spelling in written text.

Penmanship/Punctuation/Capitalization Spelling Grammar/Usage Writing Processes