

2020-2021 Dickinson ISD Kindergarten ELAR Year At A Glance

	Unit Instructional Days	Student Expectations	
1 st Nine Weeks	Unit 1: Welcome to Literacy Workshop 10 Instructional Days	Reading Workshop: K.4, K.5, K.6, K.7, K.8, K.9	BOY MAP
		Writing Workshop: K.10, K.11	
		Word Study Workshop: K.1, K.2, K.3	
	Unit 2: Curious About Kindergarten 14 Instructional Days	Reading Workshop: K.1, K.2Di, K.2Dii, K.6C, K.7A, K.7B, K.7C, K.7D, K.6C	
		Writing Workshop: K.10A, K.10B, K.10E, K.11A, K.9A, K.9C	
		Word Study Workshop: K.1, K.2, K.2B, K.2D, K.3, K.2Biv, K.10Diii, K.10Dvii, K.Ciii	
	Unit 3: There's Only One Me 15 Instructional Days	Reading Workshop: K.1, K.6A, K.7A, K.7C, K.8Di, K.9A, K.8A	
		Writing Workshop: K.10A, K.10B, K.10E, K.11A, K.10C, K.9D, K.9C	
		Word Study Workshop: K.1, K.2A, K.2B, K.2D, K.3, K.2Biv, K.10Dii, K.10Div, K.2Ciii	
2 nd Nine Weeks	Unit 4: My Community Heroes 19 Instructional Days	Reading Workshop: K.1, K.2Ai, K.8B, K.8D, K.8Di, K.5G, K.6D, K.3B	2NW Testing Window
		Writing Workshop: K.10A, K.10B, K.10C, K.10E, K.11B, K.9D	MOY MAP
		Word Study Workshop: K.1, K.2A, K.2B, K.2Ciii, K.2D, K.3, K.10Dvi, K.10Di	
	Unit 5: Happy Healthy Me 19 Instructional Days	Reading Workshop: K.1, K.2, K.7A, K.7B, K.8A, K.8D, K.8Di, K.8Dii, K.9B, K.9C, K.6C	
		Writing Workshop: K.10A, K.10B, K.10C, K.10E, K.11B, K.12A, K.12B, K.12C	
		Word Study Workshop: K.1, K.2, K.2A, K.2B, K.2Ciii, K.2D, K.3, K.10Dv, K.10Dii	
3 rd Nine Weeks	Unit 6: I Can Do It! 23 Instructional Days	Reading Workshop: K.7A, K.7B, K.7C, K.7D, K.8C, K.3B, K.6E, K.6F, K.9D, K.9A	PSBM
		Writing Workshop: K.10A, K.10B, K.10C, K.10D, K.10E, K.11A	
		Word Study Workshop: K.1, K.2, K.3, K.10Div, K.10Di	
	Unit 7: Home of the Free and the Brave 24 Instructional Days	Reading Workshop: K.7A, K.8B, K.8D, K.8Di, K.8Dii, K.8Diii, K.9D, K.6A, K.9A	
		Writing Workshop: K.10A, K.10B, K.10C, K.10D, K.10E, K.11B, K.8Dii	
		Word Study Workshop: K.1, K.2, K.3,	
4 th Nine Weeks	Unit 8: Zoom In 19 Instructional Days	Reading Workshop: K.7C, K.7A, K.8Di, K.8E, K.6D, K.9A, K.5B	STAAR EOY MAP
		Writing Workshop: K.10A, K.10B, K.10C, K.10D, K.10E, K.11A, K.8B, K.9D	
		Word Study Workshop: K.1, K.2, K.3,	
	Unit 9: From Plant to Plate 20 Instructional Days	Reading Workshop: K.7A, K.8D, K.3B, K.8Di, K.8Di, K.8Dii, K.6A, K.6F, K.6C	
		Writing Workshop: K.10A, K.10B, K.10C, K.10D, K.10E, K.11B, K.9E	
		Word Study Workshop: K.1, K.2, K.3,	
	Unit 10: Literacy Reflections 9 ½ Instructional Days	Reading Workshop: K.4, K.5, K.6, K.7, K.8, K.9	
		Writing Workshop: K.10, K.11	
		Word Study Workshop: K.1, K.2, K.3, K.4	

2020-2021 PRE-KINDERGARTEN YEAR AT A GLANCE

1 st 9 Weeks	Unit 1: My School Community	Estimated # of days	3 rd 9 Weeks	Unit 6: What’s New?	Estimated # of days	
	My School/My Classroom	9 days		Seasonal Changes (What happens in the winter?)	9 days	
	Making Friends/Getting Along	9 days		Hibernation and Migration	10 days	
	All About Me	5 days		Unit 7: Making Good Choices	Estimated # of days	
	Unit 2: Families	Estimated # of days		Personal Health and Hygiene	5 days	
	My Family	5 days		Nutrition and Exercise	5 days	
	All Kinds of Families	5 days		Building Good Habits	5 days	
	Unit 3: Our Community	Estimated # of days		Unit 8: Living /Non-living	Estimated # of days	
	Neighborhoods	5 days		All Kinds of Animals	10 days	
	Community Helpers and Transportation	5 days		Total		44 days
Total		43 Days	4 th 9 Weeks	Seasonal Changes (What happens in spring?)	9 days	
2 nd 9 Weeks	Unit 4: Changes All Around	Estimated # of days		Insects and Bugs	5 days	
	Seasonal Changes (What happens in the fall?)	9 days		Unit 9: Our Earth	Estimated # of days	
	Consumers and Producers	10 days		Day/Night and Energy	5 days	
	Unit 5: Our World	Estimated # of days		Earth’s Materials	5 days	
	Multi-cultural Celebrations	6 days		Reduce, Reuse, Recycle	5 days	
	Customs and Traditions	7 days		Imagine it! Create It!	5 days	
	Similarities and Differences	5 days		Unit 10: Moving On	Estimated # of days	
	Total			37 Days	Seasonal Changes (What happens in summer?)	7 days
				Kindergarten Here I Come!	8 days	
				Total		49 days

#	2015 Guidelines: Prekindergarten Scope and Sequence	1 st 9wks	2 nd 9wks	3 rd 9wks	4 th 9wks
I.A.1	Child is aware of where own body is in space and respects personal boundaries	X			
I.A.2	Child shows self-awareness and can express pride in age appropriate abilities and skills	X			
I.A.3	Child shows reasonable opinion of his own abilities and limitations		X		
I.A.4	Child shows initiative in independent situations and persists in attempting to solve problems		X		
I.B.1.a	Child follows classroom rules and routines with occasional reminders from teacher	X			
I.B.1.b	Child takes care of and manages classroom materials	X			
I.B.1.c	Child regulates his own behavior with occasional reminders or assistance from teacher		X		
I.B.2.a	Child begins to understand difference and connection between <i>emotions/feelings</i> and <i>behaviors</i>		X		
I.B.2.b	Child can communicate basic emotions/feelings	X			
I.B.2.c	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary			X	
I.B.3.a	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed		X		
I.B.3.b	Child remains focused on engaging group activities for up to 20 minutes at a time				X
I.C.1	Child uses effective verbal communication skills to build relationships with teachers/adults	X			
I.C.2	Child assumes various roles and responsibilities as part of a classroom community	X			
I.C.3	Child shows competence in initiating social interactions	X			
I.C.4	Child increasingly interacts and communicated with peers to initiate pretend play scenarios that share a common plan and goal			X	
I.C.5	Child initiates problem-solving strategies and seeks adult help when necessary		X		
I.C.6	Child demonstrates empathy and caring for others	X			
I.C.7	Child interacts with a variety of playmates and may have preferred friends		X		
I.D.1	Child demonstrates an understanding that others have perspectives and feelings that are different from her own		X		
II.A.1	Child shows understanding by responding appropriately	X			
II.A.2	Child shows understanding by following two-step oral directions and usually follows three-step directions (Native speaker) Child shows understanding by following one to two-step oral directions in English (ELL)	X			

II.A.3	Child shows understanding of the language being spoken by teachers and peers (Native speaker) Child shows understanding of the new language being spoken by English-speaking teachers and peers.	X			
II.B.1	Child is able to use language for different purposes	X			
II.B.2	Child engages in conversations in appropriate ways	X			
II.B.3	Child provides appropriate information for various situations		X		
II.B.4	Child demonstrates knowledge of verbal conversational rules		X		
II.B.5	Child demonstrates knowledge of nonverbal conversational rules		X		
II.B.6	Child matches language to social contexts		X		
II.C.1	Child's speech is understood by both the teacher and other adults in the school	X			
II.C.2	Child perceives differences between similar sounding words		X		
II.C.3	Child investigates and demonstrates growing understanding of the sounds and intonation of language Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL)		X		
II.D.1	Child uses a wide variety of words to label and describe people, places, things, and actions	X			
II.D.2	Child demonstrates understanding of terms used in the instructional language of the classroom	X			
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 Child learning English as a second language comprehends up to 1,000 words (ELL)		X		
II.D.4	Child uses a large speaking vocabulary, adding several new words daily		X		
II.D.5	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases		X		
II.D.6	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL)		X		
II.E.1	Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order		X		
II.E.2	Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement		X		
II.E.3	Child uses sentences with more than one phrase		X		
II.E.4	Child combines more than one idea using complex sentences			X	
II.E.5	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning			X	
II.E.6	Child engages in various forms of nonverbal communication with those who do not speak her native language (ELL)	X			
II.E.7	Child uses single words and phrases to communicate meaning in social situations (ELL)		X		
II.E.8	Child attempts to use new vocabulary and grammar in speech (ELL)		X		
III.A.1	Child engages in pre-reading and reading-related activities	X			

III.A.2	Child self-selects books and other written materials to engage in pre-reading behaviors	X			
III.A.3	Child recognizes that text has meaning	X			
III.B.1	Child separates a normally spoken four-word sentence into individual words	X			
III.B.2	Child combines words to make a compound word	X			
III.B.3	Child deletes a word from a compound word	X			
III.B.4	Child blends syllables into words	X			
III.B.5	Child can segment a syllable from a word		X		
III.B.6	Child can recognize rhyming words		X		
III.B.7	Child can produce a word that begins with the same sound as a given pair of words		X		
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			X	
III.B.9	Child recognizes and blends spoken phonemes into one syllable words with pictorial support			X	
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction	X			
III.C.2	Child recognizes at least 20 distinct letter sounds in the language of instruction	X			
III.C.3	Child produces at least 20 distinct-letter sound correspondences in the language of instruction		X		
III.D.1	Child retells or re-enacts a story after it is read aloud		X		
III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	X			
III.D.3	Child asks and responds to questions relevant to the text read aloud	X			
III.D.4	Child will make inferences and predictions about text		X		
III.E.1	Child can distinguish between elements of print including letters, words, and pictures	X			
III.E.2	Child demonstrates understanding of print directionality including left to right and top to bottom	X			
III.E.3	Child can identify some conventional features of print that communicate meaning including end punctuation and case	X			
IV.A.1	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	X			
IV.A.2	Child independently writes to communicate his/her ideas for a variety of purposes		X		
IV.B.1	Child discusses and contributes ideas for drafts composed in whole/small group writing activities		X		
IV.B.2	Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts		X		
IV.B.3	Child shares and celebrates class-made and individual written products	X			

IV.C.1	Child writes own name (first name or frequent nickname) using legible letters in proper sequence	X			
IV.C.2	Child moves from scribble to some letter-sound correspondence using beginning and ending sounds when writing		X		
IV.C.3	Child independently uses letters to make words or parts of words			X	
IV.C.4	Child uses appropriate directionality when writing (top to bottom, left to right)			X	
IV.C.5	Child begins to experiment with punctuation when writing	X			
V.A.1	Child knows that objects, or parts of an object, can be counted	X			
V.A.2	Child uses words to rote count from 1 to 30	X			
V.A.3	Child counts 1-10 items, with one count per item	X			
V.A.4	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	X			
V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many items were counted		X		
V.A.6	Child demonstrates understanding that when counting, the items can be chosen in any order		X		
V.A.7	Child uses the verbal ordinal terms		X		
V.A.8	Child verbally identifies, without counting, the number of object from 1 to 5	X			
V.A.9	Child recognizes one-digit numerals, 0-9		X		
V.B.1	Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects			X	
V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set			X	
V.B.3	Child uses informal strategies to separate up to 10 items into equal groups			X	
V.C.1	Child names common shapes	X			
V.C.2	Child creates shapes	X			
V.C.3	Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.)		X		
V.C.4	Child slides, slips, and turns shapes to demonstrate that the shapes remain the same		X		
V.D.1	Child recognizes and compares heights or lengths of people or objects	X			
V.D.2	Child recognizes how much can be placed within an object			X	
V.D.3	Child informally recognizes and compares weights of objects or people	X			
V.D.4	Child uses language to describe concepts associated with the passing of time	X			
V.E.1	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different		X		

V.E.2	Child collects data and organizes it in a graphic representation	X			
V.E.3	Child recognizes and creates patterns	X			
VI.A.1	Child observes, investigates, describes, and discusses properties and characteristics of common objects	X			
VI.A.2	Child observes, investigates, describes, and discusses position and motion of objects	X			
VI.A.3	Child uses simple measuring devices to learn about objects		X		
VI.A.4	Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity				X
VI.B.1	Child observes, investigates, describes, and discusses the characteristics of organisms		X		
VI.B.2	Child describes life cycles of organisms	X			
VI.B.3	Child observes, investigates, describes, and discusses the relationship of organisms to their environment		X		
VI.C.1	Child observes, investigates, describes, and discusses earth materials, and their properties and uses	X			
VI.C.2	Child identifies, observes, and discusses objects in the sky				X
VI.C.3	Child observes and describes what happens during changes in the earth and sky	X			
VI.C.4	Child demonstrates the importance of caring for our environment and our planet				X
VII.A.1	Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	X			
VII.A.2	Child identifies similarities and differences in characteristics of families	X			
VII.A.3	Child connects their life to events, time, and routines	X			
VII.B.1	Child demonstrates that all people need food, clothing, and shelter		X		
VII.B.2	Child demonstrates understanding of what it means to be a consumer		X		
VII.B.3	Child discusses the roles and responsibilities of family, school, and community helpers	X			
VII.C.1	Child identifies and creates common features in the natural environment	X			
VII.C.2	Child explores geography tools and resources	X			
VII.D.1	Child identifies flags of the United States and Texas	X			
VII.D.2	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	X			
VII.D.3	The child engages in voting as a method for group decision-making		X		
VIII.A.1	Child uses a variety of art materials and activities for sensory experience and exploration		X		
VIII.A.2	Child uses art as a form of creative self-expression and representation	X			

VIII.A.3	Child demonstrates interest in and shows appreciation for the creative work of others		X		
VIII.B.1	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	X			
VIII.B.2	Child responds to different musical styles through movement and play		X		
VIII.C.1	Child creates or recreates stories, moods, or experiences through dramatic representation	X			
IX.A.1	Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	X			
IX.A.2	Child coordinates sequence of movements to perform tasks	X			
IX.B.1	Child shows control of tasks that require small-muscle strength and control	X			
IX.B.2	Child shows increasing control of tasks that require eye-hand coordination	X			
IX.C.1	Child practices good habits of personal safety	X			
IX.C.2	Child practices good habits of personal health and hygiene	X			
IX.C.3	Child identifies good habits of nutrition and exercise			X	
X.A.1	Child opens and navigates through digital learning applications and programs		X		
X.A.2	Child uses, operates, and names a variety of digital tools		X		
X.A.3	Child uses digital learning applications and programs to create digital products and express own ideas			X	
X.A.4	Child uses technology to access appropriate information	X			
X.A.5	Child practices safe behavior while using digital tools and resources		X		