



Mesquite ISD Curriculum Sequence

1st Grade – 4th Six Weeks

| English Language Arts/Reading | Math | Social Studies | Science |
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| <p>Comprehension</p> <p>Universal screener in reading</p> <p>Make connections and draw inferences and conclusions supported by text evidence</p> <p>Infer the theme of a work</p> <p>Determine the author’s purpose</p> <p>Follow instructions to perform procedures</p> <p>Summarize the main ideas and details</p> <p>Compare/contrast a play with a film with the same story line</p> <p>Understand the characteristics of myths, tall tales, and legends</p> <p>Vocabulary</p> <p>Use word structure including Latin and Greek roots to determine word meaning.</p> <p>Determine word meaning using context clues.</p> <p>Reading Fluency</p> <p>Develop fluency in reading using phrasing, reader’s theater, quick word charts and choral reading. Practice reading independently for longer periods of time to build reading stamina.</p> <p>Writing</p> <p>Write imaginative stories and write letters.</p> <p>Use the steps of the writing process and the six traits of good writing.</p> <p>Spelling</p> <p>Add suffixes and prefixes to words, including –ion, –ent, –ence, –ant, –ance; spell related word forms that change pronunciation with part of speech</p> <p>Conventions of Writing</p> <p>Understand and use punctuation correctly with possessives, quotations, titles. Combine sentences, use correct verb agreement in simple and compound sentences, combine sentences with subordinate conjunctions. Use pronouns correctly.</p> | <p>Generate equivalent fractions. (5.2A)</p> <p>Compare two fractional quantities in problem-solving situations. (5.2C)</p> <p>Identify common factors. (5.3D)</p> <p>Use addition and subtraction of fractions with like denominators. (5.3E)</p> <p>Identify essential attributes including parallel, perpendicular, and congruent parts of two and three dimensional figures (5.7)</p> <p>Sketch the results of transformations. (5.8A)</p> <p>Identify transformation when given two congruent figures. (5.8B)</p> <p>Locate and name points on a coordinate grid. (5.9)</p> <p>Connect models for perimeter, area, and volume with their formulas. (5.10B)</p> <p>Select and use appropriate units and formulas to measure length, perimeter, area, and volume. (5.10C)</p> <p>Solve problems involving changes in temperature. (5.11A)</p> <p>Solve problems involving elapsed time. (5.11B)</p> <p>Solve problems using a 4 step plan and strategies. (5.14A-C)</p> <p>Explain and record observations. (5.15A)</p> <p>Relate informal language to mathematical language and symbols. (5.15B)</p> <p>Make generalizations from patterns or sets of examples and non-examples. (5.16A)</p> <p>Justify why an answer is reasonable and explain the solution process. (5.16B)</p> | <p>Weeks 1 and 2 (7 Days): Being a Good Citizen</p> <p>Good citizens help shape the community, state, and nation.</p> <p>Identify and describe the characteristics of good citizenship and identify Martin Luther King, Jr. as an example of a good citizen using images, trade books, multimedia, and simulations.</p> <p>Week 3 (5 Days): Patriotic Citizens</p> <p>Historical figures influence the present-day community, state, and nation.</p> <p>Identify and describe the contributions of historical figures, including Sam Houston, George Washington, and Abraham Lincoln.</p> <p>Week 4 (5 Days): Inventive Citizens</p> <p>The inventions of others have shaped the community, state, and nation.</p> <p>Identify historical figures, including Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness.</p> <p>Weeks 5 and 6 (9 Days): Good Citizens Throughout the Nation</p> <p>Historical figures contribute to the shape of the community, state, and nation.</p> <p>Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.</p> | <p><u>Earth Science Unit (4th Six Weeks)</u></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Observe, compare, describe, and sort components of soil by size, texture, and color • Identify and describe a variety of natural sources of water, including streams, lakes, and oceans • Gather evidence of how rocks, soil, and water help to make useful products <p>Activities to integrate science process skills and Earth science content during this unit will include the use of the FOSS Kit, <u>Pebbles, Sand and Silt</u>, for an in-depth study of the properties and uses of Earth materials.</p> |



Mesquite ISD Curriculum Sequence 1st Grade – 5th Six Weeks

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| <p>Comprehension Make connections and draw inferences and conclusions supported by text evidence Infer the theme of a work of fiction Summarize the main idea and details Analyze how the organization of a text influences the relationship of ideas Understand how authors use figurative language to enhance meaning Summarize plot development Vocabulary Use word structure including Latin and Greek roots to determine word meaning. Determine word meaning using context clues. Use a dictionary to determine word information Reading Fluency Develop fluency in reading using phrasing, reader's theater, quick word charts and choral reading. Practice reading independently for longer periods of time to build reading stamina. Writing Write personal narratives and write in expository modes. Use the steps of the writing process and the six traits of good writing. Spelling Spell words correctly that have Greek prefixes, adding suffixes –able and -ible, and doubling consonants with accented syllables Conventions of Writing Understand and use punctuation and capitalization correctly, understand prepositions and prepositional phrases, use a variety of complete sentences effectively (simple, compound, complex).</p> | <p>Use place value to read, write, compare, and order decimals through the thousandths place. (5.1B) Relate decimals to fractions. (5.2D) Use addition and subtraction to solve problems. (5.3A) Use multiplication to solve problems. (5.3B) Use division to solve problems. (5.3C) Use addition and subtraction of fractions with like denominators. (5.3E) Identify essential attributes including parallel, perpendicular, and congruent parts of two and three dimensional figures (5.7) Sketch the results of transformations. (5.8A) Identify transformation when given two congruent figures. (5.8B) Locate and name points on a coordinate grid. (5.9) Perform simple conversions within the same measurement system. (5.10A) Use fractions to describe the results of an experiment. (5.12A) Use experimental results to make a prediction. (5.12B) List all possible outcomes of a probability experiment (5.12C) Solve problems using a 4 step plan and strategies. (5.14A-C) Explain and record observations. (5.15A) Relate informal language to mathematical language and symbols. (5.15B) Make generalizations from patterns or sets of examples and non-examples. (5.16A) Justify why an answer is reasonable and explain the solution process. (5.16B)</p> | <p>Weeks 1 and 2 (10 Days): What are Goods and Services? Goods and services are available in our home, school, and community. Identify examples of goods and services in the home, school, and community using images, trade books, and multimedia. Week 3 (5 Days): Needs vs. Wants We, at times, must go without our needs and wants. Understand the limitations of being able to have all the goods and services one wants through communication in oral, visual, and written forms based on knowledge and experiences. Week 4 (5 Days): Family Choices Families must consider needs before wants when purchasing goods and services. Identify examples of choices families make when buying goods and services using the decision-making process to identify and reflect on the effectiveness of that decision. Weeks 5 and 6 (9 Days): Why We Go to Work Jobs provide a source of money to obtain goods and services. Describe the components of various jobs and how specialized jobs contribute to the production of goods and services through a variety of valid visual sources such as pictures, symbols, and electronic media.</p> | <p><u>Life Science Unit (5th Six Weeks)</u> In this unit, students will:</p> <ul style="list-style-type: none"> • Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring • Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver • Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter <p>Activities to integrate science process skills and life science content during this unit will include taking nature walks around the school to identify living organisms and nonliving objects. Students will also identify a simple food chain found around the school and will trace the flow of energy through the food chain.</p> |



Mesquite ISD Curriculum Sequence 1st Grade – 6th Six Weeks

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| <p>Comprehension TAKS Reading test Universal Screener in reading Summarize plot development Make connections and draw inferences and conclusions supported by text evidence Infer the theme of a work of fiction Explain how authors create meaning through stylistic elements and figurative language Analyze how sound effects and figurative language contribute to the meaning of a poem Vocabulary Use word structure including Latin and Greek roots to determine word meaning. Determine word meaning using context clues. Reading Fluency Develop fluency in reading using phrasing, reader's theater, quick word charts and choral reading. Practice reading independently for longer periods of time to build reading stamina. Writing Write personal narratives. Also write in response to literary texts and write poetry in various forms. Use the writing process and the six traits of good writing. Spelling Spell words correctly using prefixes, suffixes and Greek and Latin roots Conventions of Writing Understand sentences and avoid fragments and run-ons. Revise conventions in poetry.</p> | <p>Use place value to read, write, compare, and order whole numbers through 999,999,999,999. (5.1A) Use place value to read, write, compare, and order decimals through the thousandths place. (5.1B) Compare two fractional quantities in problem-solving situations. (5.2C) Select and use appropriate units and formulas to measure length, perimeter, area, and volume. (5.10C) Solve problems involving elapsed time. (5.11B) Solve problems using a 4 step plan and strategies. (5.14A-C) Compare and order non-negative rational numbers. (6.1A) Generate equivalent forms of rational numbers. (6.1B) Model addition and subtraction situations involving fractions. (6.2A) Use addition and subtraction to solve problems involving fractions and decimals. (6.2B) Represent ratios and percents with models, fractions, and decimals. (6.3B) Use tables and symbols to represent and describe proportion and other relationships. (6.4A) Identify mean, median, mode, and range. (6.10B) Solve problems using a 4 step plan and strategies. (5.14A-C) Explain and record observations. (5.15A) Relate informal language to mathematical language and symbols. (5.15B)</p> | <p>Week 1 (5 Days): Customs and Beliefs Families and communities continue customs and beliefs of a society. Describe the importance of customs and beliefs of families and communities through a variety of sources, including technology sources. Weeks 2 - 4 (15 Days): It's Story Time Folktales and legends reflect beliefs, customs, language, and traditions of communities. Explain the way folktales and legends reflect beliefs, customs, language, and traditions of communities through a variety of sources, including literature, pictures, and technology sources. Weeks 5 - 6 (10 Days): Technology Past Advancements in technology transform societies. Describe how technology changes the ways families live, changes communication, transportation, recreation, and changes the way people work.</p> | <p><u>Life Science Unit (6th Six Weeks)</u> In this unit, students will:</p> <ul style="list-style-type: none"> • Investigate how the external characteristics of an animal are related to where it lives, how it moves and what it eats • Identify and compare the parts of plants • Compare ways that young animals resemble their parents • Observe and record life cycles of animals such as a chicken, frog or fish <p>Activities to integrate science process skills and life science content during this unit will include keeping an animal in the classroom and observing its life cycle as it grows and changes.</p> |