



Mesquite ISD Curriculum Sequence

Kindergarten - First Reporting Period

English Language Arts/Reading

Comprehension

Listen attentively to the speaker
Share ideas by speaking audibly and with clarity
Follow the rules of conversation
Think about texts read aloud or read independently
Monitor comprehension by using background knowledge
Set a purpose for reading and preview texts before reading
Make connections between the text and your own thinking
Identify the characteristics of informational texts
Ask questions about the text as you read
Identify the topic and important information of the informational text

Reading Fluency

Work on developing fluency in oral reading using phrasing, reader's theater, Fry's phrases, Word Races, Quick Word charts, and choral reading

Vocabulary

Use context from text to discover word meaning
Infer the meaning of a word

Writing Workshop

Choose a topic for which to write
Write personal narrative
Use supplies independently
Gain increasing control over recording sounds in a word with a letter
Spell Word Wall words correctly
Write one's own name with capital letters

Phonological Awareness

Generate rhymes
Identify syllables in words

Phonics/Spelling

Identify the common sounds that letters represent

Conventions of Writing

Learn to form letters

Word Wall Words

I, like, a, can, am, the, see, is, have, to, said, my
ISIP Testing

Math

K.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and technique, including mental math, estimation, and number sense as appropriate, to solve problems.

K.1E Create and use representations to organize, record, and communicate mathematical ideas.

K.2A Count forward and backward to at least 20 with and without objects.

K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements.

K.2E Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.

K.2F Generate a number that is one more than or one less than another number up to at least 20.

K.2G Compare sets of objects of up to at least 20 in each set using comparative language.

K.2H Use comparative language to describe two numbers up to 20 presented as written numerals.

K.2I Compose and decompose numbers up to 10 with objects and pictures.

Science

Scientific Investigation

For 80% of instructional time students will plan and conduct simple, descriptive, classroom and outdoor investigations following safety procedures and using age-appropriate tools. They will draw conclusions based on evidence and communicate explanations about investigations. A science notebook will be kept either individually or as a class to record observations, questions, explanations and vocabulary.

Physical Science Unit

In this unit, students will:

- Observe, describe, compare and sort rocks by size, shape, color, and texture
- Observe and describe physical properties of natural sources of water, including color and clarity
- Give examples of ways rocks, soil, and water are useful
- Differentiate between living and nonliving things based upon whether they have basic needs and produce offspring
- Examine evidence that living organisms have basic needs such as food, water, and shelter for animals
- Sort animals into groups based on physical characteristics such as color, size, or body covering
- Identify parts of animals such as head, eyes, and limbs

Social Studies

Students will explain who makes rules and why we have them.

Students will identify authority figures.

Students will identify important symbols, customs, and American beliefs.

Students will identify the contributions of good citizens.

Students will identify rules.

Students will identify important symbols, customs, and beliefs in America.



Mesquite ISD Curriculum Sequence

Kindergarten - Second Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Comprehension

Monitor comprehension by using background knowledge
Set a purpose for reading and preview texts before reading
Make connections between the text and your own thinking
Identify the characteristics of fictional texts
Identify the elements of a story including setting, characters, and key events
Describe characters in a story and the reasons for their actions
Identify the differences between fiction and informational texts
Follow pictorial directions
Identify the meaning of signs in the surrounding environment
Identify the different forms of media and the techniques used in media

Reading Fluency

Work on developing fluency in oral reading using phrasing, reader's theater, Fry's phrases, Word Races, Quick Word charts, and choral reading

Vocabulary

Use context from text to discover word meaning
Infer the meaning of a word
Identify and sort pictures of objects into categories

Writing Workshop

Write a personal narrative
Take a piece of writing and focus on one small part
Use the steps in the writing process
Use supplies independently
Gain increasing control over recording sounds in a word with a letter

Spell Word Wall words correctly

Phonological Awareness

Generate and distinguish rhymes
Identify syllables in words
Recognize alliteration

Phonics/Spelling

Identify the common sounds that letters represent

Conventions of Writing

Learn to form letters

Word Wall Words

one, do, come, it, went, me, with, she, and, in, look, you, are, for

K.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

K.2E Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.

K.2F Generate a number that is one more than or one less than another number up to at least 20.

K.2G Compare sets of objects up to at least 20 in each set using comparative language.

K.2H Use comparative language to describe two numbers up to 20 presented as written numerals.

K.3A Model the action of joining to represent addition.

K.3B Solve word problems using objects and drawings to find sums up to 10.

K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

K.6D Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.

K.6E Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.

K.6F Create two-dimensional shapes using a variety of materials and drawings.

K.8A Collect, sort, and organize data into two or three categories.

K.8B Use data to create real-object and picture graphs.

K.8C Draw conclusions from real-object picture graphs.

Earth Science Unit

In this unit, students will:

- Observe and describe weather changes from day to day and over seasons
- Identify events that have repeating patterns, including seasons of the year and day and night
- Observe, describe and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun
- Observe, describe, compare and sort rocks by size, shape, color, and texture
- Observe and describe physical properties of natural sources of water, including color and clarity
- Give examples of ways rocks, soil, and water are useful.

Activities to integrate science process skills and Earth Science content during this unit will include keeping a weather calendar and identifying patterns in the weather over time.

Students will describe where they live.

Students will describe jobs in the community.

Students will use the concept of chronology.

Students will identify reasons for holidays and celebrations.

Students will describe and explain family customs and traditions.

Students will compare family customs and traditions.