

Mesquite ISD Curriculum Sequence

Kindergarten - Third Reporting Period

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| **Comprehension**  Study different genres, including, poetry, lullabies and folktales  Research topics of interest to the students  Locate and recall important information from expository text  Retell or act out important events in stories  **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**  Write personal narrative  Notice the conventions of writing so that stories can be read by others  Practice revising and editing stories and picture to make them better  Write the beginning and ending sounds of a word  Spell Word Wall words correctly  Understand difference between sentence, question  **Phonological Awareness**  Add or take away beginning sound of a word  Connect final sounds of words to letters  **Phonics/Spelling**  Identify, read, and write short vowel sounds in CVC and CCVC words  Identify, read, and write consonant blends and digraphs  **Conventions of Writing**  Understand and use nouns, pronouns, verbs and descriptive words in writing  Use capitalization at the beginning of a sentence in writing  Learn to form letters  **Word Wall Words**  this, down, was, at, help, well, but, jump, on, did, find, not, go, big, want, here, get, all | Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. (K.2B)  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.2C)  Generate a number that is one more than or one less than another number up to at least 20. (K.2F)  Compare sets of objects up to at least 20 in each set using comparative language. (K.2G)  Model the action of joining to represent addition and the action of separating to represent subtraction. (K.3A)  Solve word problems using objects and drawings to find sums up to 10 and differences within 10. (K.3B)  Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences. (K.3C)  Recite numbers up to at least 100 by ones and tens beginning with any given number. (K.5A)  Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. (K.6B)  Identify two-dimensional components of three-dimensional objects. (K.6C)  Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. (K.6E) | Life Science Unit    In this unit, students will:  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    Activities to integrate science process skills and life science content during this unit will include observing how animals living around the school meet their basic needs. | Students will describe people and events in history.  Students will use vocabulary related to chronology.  Students will use terms related to time.  Students will identify the contributions of a historical figure.  Students will explain the difference between needs and wants.  Students will identify basic human needs.  Students will describe how humans meet their basic needs.  Students will identify maps and globes.  Students will describe locations.  Students will use maps and globes to locate places. |



Mesquite ISD Curriculum Sequence

Kindergarten - Fourth Reporting Period

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| --- | --- | --- | --- |
| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| **Comprehension**  Compare and contrast plot and setting in books written by the same author  Discuss the big idea and make connections within a text and across texts  Compare and contrast characters from different texts  Analyze story elements--theme, plot  Determine the main idea: distinguish between interesting and important information  Determine the main idea and supporting details  Understand poetry  **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, including infer the meaning  Use a Pictionary to locate words  Develop an understanding of figurative language  **Writing Workshop**  Write about how to do something  Write across multiple pages in sequence  Write to persuade others thinking or action  Generate ideas before writing on self-selected topics  Write longer pieces of text  Write the all of the sounds heard in a word  Write poetry  Spell Word Wall words correctly  **Phonological Awareness**  Change sounds to make new words Example: Change the sound of “t” in “tug” to the sound of “b” to make the word “bug”  Distinguish between rhymes and non-rhymes  **Phonics/Spelling**  Review short vowels sounds, a, e, i, o, u  Identify, read, and write long vowel sounds in CVCe words and -ay  Add -s to words to mean more than one  Identify final consonant blends  **Word Wall Words**  run, saw, so, they, play, make, two, up, no, will, came, yes, little, who, funny, what  ISIP testing | Model the action of joining to represent addition and the action of separating to represent subtraction. (K.3A)  Solve word problems using objects and drawings to find sums up to 10 and differences within 10. (K.3B)  Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences. (K.3C)  Identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters. (K.4A)  Give an example of a measurable attribute of a given object, including length, capacity, and weight. (K.7A)  Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference. (K.7B)  Identify ways to earn income. (K.9A)  Differentiate between money received as income and money received as gifts. (K.9B)  List simple skills required for jobs. (K.9C)  Distinguish between wants and needs and identify income as a source to meet one's wants and needs. (K.9D) | Life Science Unit, continued    In this unit, students will:  Examine evidence that living organisms have basic needs such as air, water, nutrients, sunlight, and space for plants  Identify parts of plants such as roots, stem, and leaves  Sort plants into groups based on physical characteristics such as color, size, or leaf shape  Identify ways that young plants resemble the parent plant  Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit    Activities to integrate science process skills and life science content during this unit will include observing a growing plant and its parts. Students will also plan and conduct a simple investigation with plants. | Students will identify tools to determine location.  Students will identify physical characteristics of places.  Students will identify the physical characteristics of places. |