



Mesquite ISD Curriculum Sequence

First Grade - Third Reporting Period

English Language Arts/Reading

Reading

Listen actively and ask relevant questions for clarity
Share information and ideas about a topic while using appropriate conventions of language
Think about texts read aloud or read independently
Monitor comprehension by using background knowledge, adjusting when meaning breaks down, synthesizing information, creating mental images, and make connections
Understand how to set a purpose for reading depending on the kind of a text
Ask questions before, during and after reading or being read to
Discuss why an author wrote their text and decisions they made while writing
Make inferences about a text and use text evidence to support understanding
Identify the characteristics of informational texts such as text features and their purpose
Determine the central idea and evaluate details
Identify and analyze the characteristics of literary (fiction) texts including characters, setting, and plot
Retell texts in ways that maintain meaning
Identify the theme or message in a piece of text
Recognize elements of drama and poetry
Explain how an author organizes the text
Listen to and Experience text from first and
Make good book choices and reading to self for growing periods of time.
Use context from text to discover word meaning Use context from text to discover multi meaning word meaning
Infer the meaning of a word
Use and understand prefixes and suffixes
Use reference sources to locate and understand word meaning

Writing Workshop

Write Narrative and procedural texts, correspondence, and poetry
Plan and draft texts with organization, structure, and specific and relevant details
Tell a story with a beginning, middle, and end
Revise writing by adding details in words and pictures
Edit writing using standard English conventions (complete sentences, correct use of nouns, verbs, adjectives, adverbs, prepositions, and pronouns, capitalization, punctuation and correct spelling)
Spell Word Wall words and words with learned patterns correctly in an independently written composition

Word Study

Spell words with Vowel-Consonant-e (all long vowels), open and closed syllables, vowel teams, r controlled syllables, vowel diphthongs, contractions and inflectional endings
Read and write high frequency words

Math

Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. (1.2B)
Use objects, pictures, and expanded and standard forms to represent numbers up to 120. (1.2C)
Generate a number that is greater than or less than a given number up to 120. (1.2D)
Use place value to compare whole numbers up to 120 using comparative language.(1.2E)
Order whole numbers up to 120 using place value and open number lines. (1.2F)
Skip count by 2's, 5's, and 10's to determine the total number of objects up to 120 in a set. (1.5B)
Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. (1.5C)
Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. (1.5D)
Classify and sort regular and irregular 2-D shapes based on attributes using informal geometric vocabulary. (1.6A)
Distinguish between attributes that define a 2D or 3D figure and attributes that do not define the shape. (1.6B)
Create 2-D figures including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons.(1.6C)
Identify 2-D shapes, including circles, triangles, rectangles, squares and special rectangles, rhombuses and hexagons, and describe their attributes using formal geometric vocabulary. (1.6D)
Identify 3-D solids, including spheres, cones, cylinders, rectangular prisms, (including cubes) and triangular prisms, and describe their attributes using formal geometric vocabulary. (1.6E)
Compose 2-D shapes by joining two, three, or four figures to produce a target shape in more than 1 way if possible. (1.6F)
Partition 2-D figures into two and four fair shapes or equal parts and describe the parts using words.(1.6G)
Identify examples and non-examples of halves and fourths. (1.6H)
Tell time to the hour and half hour using analog and digital clocks. (1.7E)

Science

Earth Science Unit

In this unit, students will:

Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy

Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun

Identify characteristics of the seasons of the year and day and night

Demonstrate that air is all around us and observe that wind is moving air

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

Activities to integrate science process skills and Earth science content during this unit will include recording weather information in a science notebook. Activities will also include the use of the FOSS kit, Pebbles, Sand, and Silt, for an in-depth study of the properties and uses of Earth materials.

Social Studies

Students will explain patriotic monuments.

Students will identify patriotic individuals.

Students will create and use simple maps.

Student will describe the relative location of places.

Students will identify and describe physical characteristics of places.

Students will locate communities on maps.



Mesquite ISD Curriculum Sequence

First Grade - Fourth Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Reading

Listen actively and ask relevant questions for clarity
 Share information and ideas about a topic while using appropriate conventions of language
 Think about texts read aloud or read independently
 Monitor comprehension by using background knowledge, adjusting when meaning breaks down, synthesizing information, creating mental images, and make connections
 Understand how to set a purpose for reading depending on the kind of a text
 Ask questions before, during and after reading or being read to
 Discuss why an author wrote their text and decisions they made while writing
 Make inferences about a text and use text evidence to support understanding
 Identify the characteristics of informational texts such as text features and their purpose
 Determine the central idea and evaluate details
 Identify and analyze the characteristics of literary (fiction) texts including characters, setting, and plot
 Retell texts in ways that maintain meaning
 Identify the theme or message in a piece of text
 Recognize elements of drama and poetry
 Explain how an author organizes the text
 Listen to and Experience text from first and
 Make good book choices and reading to self for growing periods of time.
 Use context from text to discover word meaning Use context from text to discover multi meaning word meaning Infer the meaning of a word
 Use and understand prefixes and suffixes
 Use reference sources to locate and understand word meaning

Writing Workshop

Write Narrative and procedural texts, correspondence, and poetry
 Plan and draft texts with organization, structure, and specific and relevant details
 Tell a story with a beginning, middle, and end
 Revise writing by adding details in words and pictures
 Edit writing using standard English conventions (complete sentences, correct use of nouns, verbs, adjectives, adverbs, prepositions, and pronouns, capitalization, punctuation and correct spelling)
 Spell Word Wall words and words with learned patterns correctly in an independently written composition

Word Study

Spell words with Vowel-Consonant-e (all long vowels), open and closed syllables, vowel teams, r controlled syllables, vowel diphthongs, contractions and inflectional endings
 Read and write high frequency words

Identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them. (1.4A)

Write a number with the cent symbol to describe the value of a coin. (1.4B)

Use relationships to count by 2's, 5's, and 10's to determine the value of a collection of pennies, nickels, and/or dimes. (1.4C)

Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. (1.7A)

Illustrate that the length of an object is the number of same size units of length that, when laid end to end with no gaps or overlaps, reach from one end of an object to another. (1.7B)

Measure the same object/distance with units of 2 different lengths and describe how and why the measurements differ. (1.7C)

Describe a length to the nearest whole unit using a number and a unit. (1.7D)

Tell time to the hour and half hour using analog and digital clocks. (1.7E)

Collect, sort, and organize data in up to three categories using models/ representations such as tally marks or T-charts.(1.8A)

Use data to create picture and bar type graphs. (1.8B)

Draw conclusions and generate and answer questions using information from pictures and bar type graphs. (1.8C)

Define money earned as income.(1.9A)

Identify income as a means of obtaining goods and services, often times making choices between wants and needs. (1.9B)

Distinguish between spending and saving. (1.9C)

Consider charitable giving. (1.9D)

Introduction to 2nd grade TEKS.

Life Science Unit

In this unit, students will:

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

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

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.

Students will explain the concept of goods and services.

Students will describe the characteristics of jobs.

Students will describe the value of a job well performed.

Students explain reasons for buying and saving.

Students will explain choice when buying goods and services.

Students will identify and compare historical figures.

Students will identify the characteristics of good citizenship.

