



Mesquite ISD Curriculum Sequence

Kindergarten - Third Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Reading

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, making connections, asking and answer questions before during and after readings, making inferences, and creating mental images with adult assistance
Set a purpose for reading and preview texts before reading
Identify and analyze the characteristics and elements of literary texts
Retell text in sequential order
Identify the characteristics of informational texts and the purpose of text features
Identify the central idea and supporting details
Use text and picture clues to support reading and understanding
Identify topic and theme with adult assistance
Discuss the author's purpose for writing a text with adult assistance
Growing as independent readers, choose books and read to self for growing periods of time.

Word Study

Understand the difference between a letter, word, and sentence
Identify and generate rhymes
Break apart and put together syllables in words
Break apart and put together sound chunks and individual letter sounds
Identify the first, middle and last sound in a word
Identify the common sounds that letters represent
Read and write High Frequency Words
Write and correctly spell words with one syllable (short vowels)

Writing Workshop

Learn to form letters
Choose a topic for which to write
Write personal narratives
Use supplies independently
Gain increasing control over recording sounds
Spell Word Wall words correctly
Set goals in writing
Notice the conventions of writing so that stories can be read by others
Practice revising and editing stories and picture to make them better

K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
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.1E Create and use representations to organize, record, and communicate mathematical ideas.
K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.
K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
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.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.4A 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.5A Recite numbers up to at least 100 by ones and tens beginning with any given number.
K.6B Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.
K.6C Identify two-dimensional components of three-dimensional objects.
K.6E Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.
K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight.
K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
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.

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.



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Identify the first, middle and last sound in a word
Identify the common sounds that letters represent
Read and write High Frequency Words
Write and correctly spell words with one syllable (short vowels)

Writing Workshop

Learn to form letters
Choose a topic for which to write
Write how-to & persuasive texts
Use supplies independently
Gain increasing control over recording sounds Spell
Word Wall words correctly
Set goals in writing
Notice the conventions of writing so that stories can be read by others
Practice revising and editing stories and picture to make them better

K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.

K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

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

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

K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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.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 and the action of separating to represent subtraction.

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

K.3C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight.

K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

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

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

K.9A Identify ways to earn income.

K.9B Differentiate between money received as income and money received as gifts.

K.9C List simple skills required for jobs.

K.9D Distinguish between wants and needs and identify income as a source to meet one's wants and needs.

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.

