



Mesquite ISD Curriculum Sequence

First Grade - First Reporting Period

English Language Arts/Reading

Comprehension

Listen attentively to the speaker and ask questions for clarity
Share information and ideas while staying on topic and using appropriate conventions of language like good pacing
Think about texts read aloud or read independently
Monitor comprehension by using background knowledge
Understand how to set a purpose for reading depending on the kind of a text
Preview the text before reading it
Make inferences about a text and use text evidence to support understanding
Identify the characteristics of informational texts
Ask questions about a text as you read
Identify the topic and important information in expository texts

Reading/Fluency

Work on developing fluency in oral reading using phrasing, reader's theater, Fry's phrases, quick word charts, and choral reading
Recognize that spoken words are represented by a specific sequence of letters
Locate word wall words in text

Vocabulary

Use context from text to discover word meaning Use context from text to discover multi meaning word meaning
Sort words into categories according to a concept

Writing Workshop

Choose a topic for which to write
Write 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 and spelling words correctly in an independently written composition
Begin to revise by adding or deleting a word or phrase

Phonics/Spelling

Review the sounds made by single consonants
Spell CVC words with the short vowels /a/, /i/, /o/, and /e/

Conventions of Writing

Understand the rules for capitalization including beginning of a sentence, the word "I", and proper nouns

Word Wall Words

the, an, like, ask, had, too, here, did, said, put, are, out, he, stop, some, new, was, by, all, let, this, with, ate
All Kindergarten Word Wall Words

ISIP Testing

Math

1.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

1.1G Display, explain, and justify mathematical ideas and arguments, using precise mathematical language in written or oral communication.

1.2A Recognize instantly the quantity of structured arrangements.

1.3B Use objects and pictorial models to solve word problems involving joining, separating, or comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$.

1.3C Compose 10 with 2 or more addends with or without concrete objects.

1.3E Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

1.5A Recite numbers forward and backward from any given number between 1 and 120.

1.5B Skip count by 2's, 5's, and 10's to determine the total number of objects up to 120 in a set.

1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.

1.8B Use data to create picture and bar graph types.

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:

- Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life
- Predict and describe how a magnet can be used to push or pull an object
- Describe the change in the location of an object such as closer to, nearer to, and farther from
- Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow

Activities to integrate science process skills and physical science content during this unit will include manipulating objects to observe how they move and then recording the observations in a science notebook.

Social Studies

Students will describe rules and responsibilities at home, school, and the community.

Students will identify authority figures at home, school, and in the community.

Students will identify important symbols and customs in America.

Students will identify patriotic holidays and celebrations in America.

Students will describe rights and responsibilities of citizens.

Students will describe authority figures in government.

Students will describe the location of places.

Students will identify and describe food, clothing, and shelter in different communities.

Students will describe how technology changes the way live, work, and play.

Students will describe natural resources.



Mesquite ISD Curriculum Sequence

First Grade - 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 inferences about a text and use text evidence to support understanding
Identify the elements of fiction and retell a story maintaining sequence
Describe the characters in a story and the reasons for their actions and feelings
Identify the differences between fiction and informational texts
Follow multi-step directions with some pictures
Explain the meaning of signs and maps in the surrounding environment
Identify the different forms of media, their purposes, and the techniques used in media

Reading/Fluency

Work on developing fluency in oral reading using phrasing, reader's theater, Fry's phrases, quick word charts, and choral reading
Recognize that spoken words are represented by a specific sequence of letters
Locate word wall words in text

Vocabulary

Use context from text to discover word meaning Use context from text to discover multi meaning word meaning
Sort words into categories according to a concept

Writing Workshop

Use supplies independently
Use the steps in the writing process
Spell Word Wall words and spelling words correctly in an independently written composition
Write short letters with attention to correct format
Write procedural texts and expository texts about topics of student choice
Continue to revise by adding or deleting a word or phrase

Phonics/Spelling

Spell CVC words with the short vowels /a/, /i/, /o/, /e/, and /u/
Spell words with blends and digraphs
Read words with closed syllables, short /e/ spelled like bread, and "r" controlled vowels

Conventions of Writing

Continue to show and understand the rules for capitalization including beginning of a sentence, the word "I", and proper nouns
Gain an understanding of the kinds of sentences and punctuation associated with each

Word Wall Words

then, give, her, please, ran, that, him, find, who, what, open, from, first, has, for, came, they, after, them, soon, his

1.1B Use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining the solution, and evaluating the problem solving process and reasonableness of the solution.

1.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate and techniques including mental math, estimation, and number sense to solve problems.

1.1D Communicate mathematical ideas, reasoning, and their implications, using multiple representations including symbols, diagrams, graphs, and language.
1.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

1.3B Use objects and pictorial models to solve word problems involving joining, separating, or comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$.

1.3C Compose 10 with 2 or more addends with or without concrete objects.

1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.

1.3E Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

1.3F Generate and solve problems situations when given a number sentence involving addition or subtraction of numbers within 20.

1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

1.5E Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value.

1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.

1.5G Apply properties of operations to add and subtract two or three numbers.

Physical Science Unit, continued

In this unit, students will:

- Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color and texture
- Predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating

Activities to integrate science process skills and physical science content during this unit will include observing and recording changes to ice when heat energy is added to it.

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.

Students will describe and use the concepts of time and chronology.

Students will describe communities in the past.

Students will describe and use the concepts of time and chronology.

Students will distinguish between past, present, and future.

Students will describe changes in transportation.

Students will describe the origins of customs, holidays, and celebrations.

Students will compare the observances of holidays and celebrations.

Students will describe the origins of customs, holidays, and celebrations.

Students will compare the observances of holidays and celebrations.