

Quincy Public School First Grade Curriculum Map

1 st trimester Big Idea/Theme:							
1 st trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults							
Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
AUGUST	Whole Group: Read Aloud, Shared Reading, or Close Reading, Mini lessons, Share Time Vocabulary lessons should follow the structure of Marzano’s 6 steps using a mentor text- see appendix	Small Group: Guided Reading, Shared Reading, Assisted Writing, Interactive Writing,	Centers should be a continuation of independent practice that promote automaticity and transfer. Centers should reflect lessons from literacy, writer’s, math and content workshop. The centers should be focused on hands-on, minds-on meaningful activities and not worksheets.	Writer’s Workshop Framework: Whole Class: Write Aloud, Shared/Interactive writing, Mini-lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge Small Group: Guided Writing,, Conferences, Tailored Mini-lessons Independent Practice: One on one conferences, independent/writing, projects		<i>*Basic Facts lessons can be taught on differentiation day</i>	
	The following standards should be addressed through Close Reads and small group instruction: RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.						
	Launching Unit <u>Read Aloud/Shared Reading:</u> <ul style="list-style-type: none">What is reader’s workshop? What does it look like? What does it sound like?Rules/ExpectationsReading is Thinking: What is a reader? Why do we read? Seeing yourself as a readerHow to turn and talk	<u>Support and establish independence at centers</u>	<u>Introduce structures and routines for centers.</u> <ul style="list-style-type: none">Role, responsibilitiesProblem solvingIntroduce Centers	Launching Unit <ul style="list-style-type: none">What is writer’s workshop? What does it look like? What does it sound like?Rules/ExpectationsWriting is communicating. What is an author? Why do people write?What to writing: Creating a topic list		BOY ASSESSMENT Unit 1: <u>Basic Facts- Count Ons- teach strategy and practice during unit.</u> <ul style="list-style-type: none">Daily Routines1.1 Introducing 1st Grade Everyday Mathematics1.2 Investigating the Number Line1.3 Tools for Doing Mathematics	<u>Civics: Living, Learning, and Working Together Skills:</u> At the end of this unit students will be able to: <ul style="list-style-type: none">With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities. . (SS.CV.1.1) * This standard is also emphasized in JA.Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one’s own and other groups and communities.. (SS.CV.2.1) <u>Optional Resources:</u> <ul style="list-style-type: none">EngageNY: Global CitizenshipMyWorld: Chapter 1 Rights & ResponsibilitiesHMH: Rules & LawsHMH: Neighborhood HelpersJA: Our FamiliesDefined Learning: DoctorDefined Learning: Reporter <u>Essential Questions:</u> <u>Activities:</u> <u>Assessments:</u>
	<ul style="list-style-type: none">A Perfect Reading Spots/ToolsConference expectations: teacher role vs. student role (reading & writing) WAR: Personal Response (Possible texts to use with opinion: <u>Earrings & Hey Little Ant</u>): W.1.1 <ul style="list-style-type: none">What is an opinion?Use words to express opinion.State an opinion and supporting reason.<ul style="list-style-type: none">Do you like/enjoy or dislike a part in the book? Why?	<u>Support and establish independence at centers.</u>	<u>Suggested opportunities:</u> <ul style="list-style-type: none">Oral language: Puppets/retellingClassroom libraryListening to books: Writing a personal responseWriting- stories, letters, cardsDiscovery: integrate content lessonsLetter/Word WorkPhonological awarenessPoems/Pocket ChartTechnology related to specific learning.	<ul style="list-style-type: none">Writing tools: Setting up the notebook/binder/folder: staying organizedSpelling the best, I can: saying words slowly (Saying words slowly check and circle)Conventions: Spacing, capitalization, directionalityWhat to do when I think I am finished/Carrying on independently as writers-LC)	Alphabet chart- (daily throughout the year) Heggerty Phonemic Awareness Assessment <ul style="list-style-type: none">Assessment: Words Their WayKnown Words	<ul style="list-style-type: none">1.4 Counting Strategies (Open Response)1.4 Counting Strategies (OR)1.5 One More, One Less	

Assessments for Instruction:			
<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY	

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Social Emotional Lessons: Second Step: Lessons 2-5							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
S E P T E M B E R	<u>Read Aloud/Shared Reading:</u> Develop & apply the strategy of: Taking Care of Books <ul style="list-style-type: none">How to handle and take care of booksStoring books (pouches/book boxes)How the library is organized and how to check out/put back booksDamaged books/book hospital Develop & apply the strategy of: Choosing books. <ul style="list-style-type: none">Readers have favorite books/authors/topics.Introduce students to reading a variety of genres.Previewing a book of interest Language: Produce complete simple sentences L.1.1j, L.1.2b <ul style="list-style-type: none">Identify the two main parts of a simple sentence: noun (who or what does something) & verb (tells what the person or thing does)Understand declarative, interrogative, imperative, and exclamatory sentences.	<u>Support and establish independence at centers.</u>	<u>Suggested opportunities:</u> <ul style="list-style-type: none">Oral language: Puppets/retellingClassroom libraryListening to books/WARWriting- stories, letters, cardsBudding Reading: Share favorite book with buddy.Big Books from Shared ReadingDiscovery: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM binsLetter/Word WorkPhonological awareness:<ul style="list-style-type: none">Poems/Pocket Chart: Read, Build, Fill in the blankTechnology related to specific learning	<ul style="list-style-type: none">Writing more (Session 9: LC Writing for readers)Using pictures to tell stories.Optional: Creating a place for long term projects (red and green sticker in folder)What is a sentence? Apply reading lessons to writing. (Lessons in punctuation unit-)	Launching the Phonics Workshop <ul style="list-style-type: none">AlliterationBeginning sounds, upper/lowercase lettersShort a, blendingRhymeDistinguish short a and long a <u>Phonics</u> <u>Handwriting:</u> <ul style="list-style-type: none">Straight/slantCircle/no circleTall/shortUpper/lower	<ul style="list-style-type: none">1.6 Comparing Numbers1.7 Organizing Data in a Tally Chart1.8 More Organizing Data1.9 Exploring Math Materials	Continue above
	<u>Personal Narrative to prepare for writing unit.</u> <ul style="list-style-type: none">Book Talks Close Read: The Relatives Came Develop and apply the strategies of: <ul style="list-style-type: none">Retelling/reviewing the story events in order. Identify beginning, middle, and end. Use illustrations to help create the story: Text Map- BME. (RL 1.2)Identify how the characters feel about each other.Describe the setting when Virginia relatives were on their way. (RL 1.3)WAR: Favorite part of the story Close Read: Night Driving Develop and apply the strategies of: <ul style="list-style-type: none">Identify B, M, E and characters and settings (RL 1.2)Describe the setting using author’s words (RL 1.3)Compare and contrast the setting between <u>Night Driving & When the Relatives Came (RL 1.5)</u> WAR: BME and list characters and setting in text maps independently <ul style="list-style-type: none">Create chart: What are you noticing about PN? Define PN.	Small groups: <u>Begin GR groups.</u> <ul style="list-style-type: none">Shared Reading/Interactive Writing<ul style="list-style-type: none">CAP, ABC chart, letter/word work)Guided Reading<ul style="list-style-type: none">ABC ChartLetter/Word WorkHigh-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practice.Write about Reading: text support and use of practice page for problem solving.Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	<ul style="list-style-type: none">Oral language: Puppets/retellingClassroom libraryListening to books/WARWriting- stories, letters, cardsBudding Reading: Share favorite book with buddy.Big Books from Shared ReadingDiscovery: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM binsLetter/Word WorkPhonological awareness: Short and Long a sortPoems/Pocket Chart: Read, Build, Fill in the blankTechnology related to specific learning	<u>Language:</u> Noticing conventions in reading prior to writing: Produce complete simple sentences with appropriate end punctuation. <ul style="list-style-type: none">Purpose and use of a periodPurpose and use of an exclamation markPurpose and use of a question markCapitalization *Lessons in punctuation unit: Create an anchor chart: Name, Symbol, Voice, Purpose, Examples- continue to add commas later.	Launching the Phonics Workshop <ul style="list-style-type: none">Ending soundsOral blendingRhymeOral segmentationShort and long i <u>Handwriting:</u> I, L	<ul style="list-style-type: none">1.10 Number Stories1.11 Counting Larger Numbers1.12 Progress Check1.12 Progress Check OR	
	<u>Read Aloud/Shared Reading:</u> Develop & apply the strategy of: Knowing Yourself as a Reader <ul style="list-style-type: none">Understanding that readers are different: What I like vs. What my friends likeChoosing a just right book Develop & apply the strategy of: Building Reading Stamina <ul style="list-style-type: none">Rereading favorite booksUnderstanding different purposes for readingKeeping track of books: Whole class reading logReading every day: establish daily reading routines.Having multiple books to read in your book box.Reread to get back into your book	Small groups:	<ul style="list-style-type: none">Oral language: Puppets/retellingClassroom libraryListening to books/WARWriting- stories, letters, cardsBudding Reading: Share favorite book with buddy.Big Books from Shared ReadingDiscovery: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM binsLetter/Word WorkPhonological awareness: Short and Long i sortPoems/Pocket Chart: Read, Build, Fill in the blankTechnology related to specific learning	<u>Personal Narrative</u> <i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process.</i> <ul style="list-style-type: none">Global Ideas/planning for Personal NarrativeDiscovering a small moment/introduce planner.Introductions (setting the scene)Expanding the message- Stretching one small moment (LC2). Expand complete simple sentences (L.1.1j, L.1.2b	Launching the Phonics Workshop <ul style="list-style-type: none">Medial soundsOral blendingRhymeOral segmentationSubstitution <u>Handwriting:</u> I, l	<u>Unit 2:</u> <u>Basic Facts- Count Ons</u> <u>Basic Facts- Zero (addition)</u> <u>*Teach strategy and practice during unit</u> <ul style="list-style-type: none">2.1 Introducing the Strategy Wall	<u>Content: Light and Sound</u> <u>Skills: At the end of the unit students will be able to:</u> <ul style="list-style-type: none">Plan conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)Make observations to construct an evidence-based account that objects can be seen only when illuminated. (1-PS4-2)Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. ((1-PS4-3)Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)
	<u>Read Aloud/Shared Reading:</u> Develop & apply the strategy of: Problem-Solving Strategies <ul style="list-style-type: none">Create an anchor chart of strategies to help yourself as a reader. Examples: check the picture, reread, does that make sense, does that sound right, does that look right, try it two ways, look at all the parts of the word (Problem -Solve unfamiliar words)Self-monitoring/Self-correcting: Does it look right, sound right, makes sense? Possible resources<ul style="list-style-type: none">Possible resources: Lucy Calkins First Grade Reading Serravallo Reading Strategies Book p. 80-93 * Additional strategies can be added as students become more proficient readers. Language: Common & Proper Nouns-L.1.1a, L.1.1b, L.1.2a <ul style="list-style-type: none">Distinguish between common and proper nouns.Understand that dates and names of people are proper nouns.<ul style="list-style-type: none">Properly capitalize dates and name of people in sentence.	Small groups:	<ul style="list-style-type: none">Oral language: Puppets/retellingClassroom libraryListening to books/WARWriting- stories, letters, cardsBudding Reading: Share favorite book with buddy.Big Books from Shared ReadingDiscovery: Integrate contentLetter/Word WorkPhonological awareness: Building short vowel words.Poems/Pocket Chart: Read, Build, Fill in the blankTechnology related to specific learning	<ul style="list-style-type: none">Practice page (say words slowly/ start listening for parts)Establish long term partnerships-LC2.CapitalizationUsing tools (word wall)	Launching the Phonics Workshop <ul style="list-style-type: none">Word blending/dictation: Review short aWord building: Review short iWord Blending: Review short oWord Building: Review short eDictation/spelling: Review short u <u>Handwriting:</u> t, T	<ul style="list-style-type: none">2.2 Decomposing Numbers within 102.3 More Decomposing Numbers Within 102.4 Exploring Subtraction, Pairs of Numbers that Add to 10, and Data.	<u>Resource:</u> <ul style="list-style-type: none">Mystery Science Unit: Light and Sound <u>Optional Resources:</u> <ul style="list-style-type: none">Defined Learning: Drums and VibrationsText Sets:HMH Unit 2: Sound/Unit 3 LightDefined Learning: Preparing for Dar: An Illumination Plan <u>Activities:</u> Anchor Phenomenon, Lesson 1 & 2 <u>Assessments:</u> Lesson 1& 2

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
OCTOBER	<p>Author Study: Choose an author’s set of books to study in depth. See appendix.</p> <p>Focus: Understanding Story Grammar /Elements (Create an anchor chart)</p> <ul style="list-style-type: none"> • Get to know the author (biographical information) • Identify characters, settings, and major events (RL 1.2) • Identify characters feelings. • Compare and contrast the adventures and experiences of characters (RL 1.9) • Identify who is telling the story at various points in a text (RL 1.6) <p>* WAR: Character Feelings</p> <ul style="list-style-type: none"> ○ How did the character feel in this book? Why or how do you know? 	<p>Small groups:</p> <ul style="list-style-type: none"> ○ Shared Reading/Interactive Writing <ul style="list-style-type: none"> ▪ CAP, ABC chart, letter/word work) ○ Guided Reading <ul style="list-style-type: none"> ▪ ABC Chart ▪ Letter/Word Work ▪ High-Frequency words (make & write) ▪ Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice. ▪ Write about Reading: text support and use of practice page for problem solving. <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology.</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Oral language: Puppets/retelling • Classroom library: Retelling stories with partners- BME • Listening to books/WAR: WAR BME/Favorite part • Buddy Reading: Share favorite part. • Big Books from Shared Reading: Find proper nouns. • Writing- stories, letters, cards • Discovery: Integrate Content • Letter/Word Work Building Short Vowel Words • Phonological awareness: Blending (Roll and Blend, Spin and read) • Poems/Pocket Chart: Read, Build, Fill in Blank, make a list sight words in poem. • Technology related to specific learning 	<ul style="list-style-type: none"> • Revise: Reread to make sure the meaning is clear and make changes (Fixing up writing LC2) • Adding details-feelings (pictures and words) 	<p>Unit 1: Week 1</p> <ul style="list-style-type: none"> • Short a • Rhyme • Blending • Segmentation <p>Handwriting: o, O</p>	<ul style="list-style-type: none"> • 2.5 10 Apples (OR) • 2.5 10 Apples (OR) • 2.6 More Counting on to Add • 2.7 Labeling Counts 	<p><u>Continue Lights and Sounds</u></p> <p><u>Activities: Lessons 3-6</u></p> <p><u>Assessments: Lessons 3-6</u></p>
	<p>ODW: Duck (RL.1.1,2,3,4,7) (L.1.1,2) (W.1.1)</p> <ul style="list-style-type: none"> • Introduce a wonder statement and create a class chart of major events. • Identify the author’s central message. <p>Language: Possessive nouns (L.1.1b)</p> <ul style="list-style-type: none"> • Explain what a possessive noun means. • Understand how possessive nouns are formed and punctuated. • Identify and use possessive nouns in sentences. 	<p>Small groups:</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Oral language: Puppets/retelling • Classroom library: Talk about the problem and solution in a story. • Listening to books/WAR: WAR Character Feelings • Buddy Reading: Read a book in a different voice. • Big Books from Shared Reading: Find Rhyming words. • Writing- stories, letters, cards, Personal Narratives, Roll a story. • Discovery: Integrate Content • Letter/Word Work Building Short Vowel Words • Phonological awareness: Rhyming Go Fish • Poems/Pocket Chart: Read, Build, Fill in Blank, make a list sight words in poem. • Technology related to specific learning 	<ul style="list-style-type: none"> • Edit-reread to check to see if your writing looks right (punctuation, capitalization(I, Proper nouns) & spelling) • Illustrating your pictures in your books (Telling stories in illustrations/Drawing Even Hard to Make ideas-LC1) • Selecting a piece to publish(optional) • Celebration- * Explore a variety of digital tools to produce and publish.(optional) 	<p>Unit 1: Week 2</p> <ul style="list-style-type: none"> • Short i • Blending • Segmentation <p>Handwriting: a, A</p>	<ul style="list-style-type: none"> • 2.8 Change to More Number Stories • 2.9 Change to Less Number Stories • 2.10 Number Models • 2.11 Finding Unknowns 	
	<p>ODW: Duck (RL.1.1,2,3,4,7) (L.1.1,2) (W.1.1)</p> <ul style="list-style-type: none"> • Shared/Independent writing of a description of Duck and how she feels. • Shared writing to create a four-section opinion paper. • Independent opinion writing: Did Duck need Duckling as a friend? Why? 	<p>Small groups:</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Oral language: Puppets/retelling • Classroom library: Identify the author’s message of a story. • Listening to books/WAR: WAR Favorite Part • Buddy Reading: Discuss the problem and solution in the story. • Big Books from Shared Reading: Find Short I words. • Writing- stories, letters, cards, Personal Narratives, Roll a story. • Discovery: Integrate Content • Letter/Word Work Building Short Vowel Words • Phonological awareness: Count the sounds War. • Poems/Pocket Chart: Read, Build, create a list of words that rhyme with words in the poem • Technology related to specific learning 	<p>*Independent Writing Prompt- Writing proficiency checklist</p>	<p>Unit 1: Week 3</p> <ul style="list-style-type: none"> • Short u • Rhyme • Blending • Segmentation <p>Handwriting: d, D</p>	<ul style="list-style-type: none"> • 2.12 Progress Check • 2.12 Progress Check- Cumulative <p>Unit 3: <u>Basic Facts- Count Backs</u> <u>Basic Facts- Zeros (subtraction)</u> <u>*Teach strategy and practice during unit</u></p> <ul style="list-style-type: none"> • 3.1 Parts-and-Total Number Stories • 3.2 Number Story Strategies 3.3. Exploring Counting, Matching Pairs, and Ordering by Length 	
	<p><u>Writing for Readers Unit to prepare for writing unit:</u></p> <ul style="list-style-type: none"> • Concepts about Print • Authors make their books readable for others. <p><u>Read Aloud/Shared Reading:</u></p> <p><u>Develop & apply the strategy of: Making Predictions</u></p> <ul style="list-style-type: none"> • Making Predictions using title and cover/events in the story • Checking Predictions • Revising Predictions <p>WAR: Making Predictions: What do you think might happen?</p>	<p>Small groups:</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Oral language: Puppets/retelling • Classroom library: Read a fantasy story. • Listening to books/WAR: WAR Favorite Part • Buddy Reading: Talk about a different way your story could have ended. • Big Books from Shared Reading: Find Short U words. • Writing- Fantasy stories, letters, cards, Roll a story. • Discovery: Integrate Content • Letter/Word Work Building Short Vowel Words • Phonological awareness: Syllable concentration • Poems/Pocket Chart: Read, Build, Look for word wall words. • Technology related to specific learning 	<p><u>Writing for Readers Unit- * refer to Lucy Calkins unit.</u></p> <ul style="list-style-type: none"> • Inspiring children to write for readers (session 1) • Examining readable and unreadable writing (2) • Stretching and writing words (3) • Adding vowels to middle of words (4) 	<p>Unit 2: Week 1</p> <ul style="list-style-type: none"> • Long i • Blending • Substitution <p>Handwriting: c, C</p>	<ul style="list-style-type: none"> • 3.4 Birds in a Tree (OR) • 3.4 Birds in a Tree (OR) • 3.5 Counting on the Number Line • 3.6 Counting to add and Subtract. 	

Assessments for Instruction:

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Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
NOVEMBER	<u>Read Aloud/Shared Reading:</u> <u>Develop & apply the strategy of: Making Connections</u> <ul style="list-style-type: none">• Noticing when books remind you of something.• Making connections in other books• Making connections to the world around me <u>Language: Subject Verb agreement -L1.1c</u> <ul style="list-style-type: none">• Identify singular and plural nouns and verb.• Understand that singular subjects require singular verbs, and plural subjects require plural verbs.• Determine which verb form to use in sentences with singular and plural subjects.	Small groups: <ul style="list-style-type: none">○ Shared Reading/Interactive Writing<ul style="list-style-type: none">▪ CAP, ABC chart, letter/word work)○ Guided Reading<ul style="list-style-type: none">▪ ABC Chart▪ Letter/Word Work▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice.▪ Write about Reading: text support and use of practice page for problem solving. Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	<u>Suggested opportunities:</u> <ul style="list-style-type: none">• Oral language: Puppets/retelling• Classroom library: Read a fantasy story.• Listening to books/WAR: WAR Prediction• Buddy Reading: Take turns reading each page.• Big Books from Shared Reading: Find Short e words.• Writing- Fantasy stories, letters, cards, Roll a story.• Discovery: Integrate Content• Letter/Word Work Building Short Vowel Words• Phonological awareness: Onset/Rime Concentration• Poems/Pocket Chart: Read, Build, Write your own poem with the same main idea.• Technology related to specific learning	<ul style="list-style-type: none">• Spacing (5)• Learning more sight words (7)• Personal word walls (8)• Writes letters legibly.• Subject verb agreement	<u>Unit 2: Week 2</u> <ul style="list-style-type: none">○ Short u○ Rhyme○ Blending○ Segmentatio n <u>Handwriting:</u> e, E	<ul style="list-style-type: none">• 3.7 More Counting to Add and Subtract• 3.8 Skip Counting to Add and Subtract• 3.9 Counting Application: Frames and Arrows• 3.10 Addition and Subtraction Application: Frames and Arrows	<u>Content: Geography Standards: Living, Learning, and Working Together</u> <u>Skills: At the end of this unit, students will be able to:</u> <ul style="list-style-type: none">• With guidance and support, construct and interpret print and digital maps and other cultural presentations of familiar places. (SS.G.1.1) * This standard is also emphasized in JA.• With guidance and support, describe how human activities affect the cultural and environment of al characteristics of places or regions. (SS.1G.2)• Compare how people in different types of communities use local and world-wide environments to meet their daily needs. (SS.1G.3)
	<u>Read Aloud/Shared Reading:</u> <u>Noticing Illustrations in books:</u> <ul style="list-style-type: none">• Using lines to show movement.• Zoom in/out illustrations.• Split illustrations on one page• Illustrations takes up both pages.• Birds Eye View/Ants Eye View• Camera view from the corner <u>Develop & apply the strategy of: Identify and Use text features in fiction.</u> <ul style="list-style-type: none">• Front/Back Cover to preview and predict.• Using illustrations to better understand the story.• Identifying and using dialogue to help us learn more about the characters	Small groups:	<u>Suggested opportunities:</u> <ul style="list-style-type: none">• Oral language: Puppets/retelling• Classroom library: Tell a buddy who the Author and illustrator of your story is.• Listening to books/WAR: WAR: How do you feel when reading this book?• Buddy Reading: Discuss: Did you like/dislike this story: Why?• Big Books from Shared Reading: Find Short o words• Writing- Fantasy stories, letters, cards, Roll a story.• Discovery: Integrate Content• Letter/Word Work: Blends• Phonological awareness: Rhymes• Poems/Pocket Chart: Read, Build, draw a picture to go with the poem.• Technology related to specific learning	<ul style="list-style-type: none">• Writing for partners (10)• Revising with partners (11)• Peer editing (12)• Punctuation with periods (14)	<u>Unit 2: Week 3</u> <ul style="list-style-type: none">• L blends• Blending• Substitution <u>Handwriting:</u> f, F	<ul style="list-style-type: none">• 3.11 Counting with Calculators• 3.12 Progress Check• 3.12 Progress Check OR <u>Unit 4:</u> <u><i>Basic Facts- Ten Frames (addition)</i></u> <u><i>Basic Facts- Zeros (subtraction)</i></u> <u><i>*Teach strategy and practice during unit</i></u>	<u>Optional Resources:</u> <ul style="list-style-type: none">• MyWorld: Chapter 2, Geography of the Community• EngageNY: MAP Skills• EngageNy: Maps and Geography• HMH: Maps & Globes•
	<u>ODW Narrative Task: A Visitor for Bear (RL.1.1,2,3,4) (L.1.1,2) (W.1.2)</u> <ul style="list-style-type: none">• Oral retelling- 5 finger retelling strategy.• Use words and illustrations to describe what the characters are feeling.• Write character descriptions with details.• Shared/Independent Writing: Why the Mouse wanted the Bear to be his friend.• Write the central message.	Small groups:	<u>Suggested opportunities:</u> <ul style="list-style-type: none">• Oral language: Puppets/retelling• Classroom library: Draw a picture of what you read.• Listening to books/WAR: WAR: How do you feel when reading this book?• Buddy Reading: Discuss: BME• Big Books from Shared Reading: Find nouns.• Writing- Fantasy stories, letters, cards, Roll a story.• Discovery: Integrate Content• Letter/Word Work: Verb/Noun sort• Phonological awareness: Rhymes• Poems/Pocket Chart: Read, Build, draw a picture to go with the poem.• Technology related to specific learning	<ul style="list-style-type: none">• Select easy to read writing.• Celebrations: Share what you learned to make the writing easy to read.	<u>Unit 3: Week 1</u> <ul style="list-style-type: none">○ R blends○ Blending○ Substitution○ <u>Handwriting:</u> g, G	<ul style="list-style-type: none">• 4.1 Introducing Length Measurement• 4.2 Measuring Length• 4.4 Measuring a Marker (OR)• 4.4 Measuring a Marker (OR)	<u>Essential Questions:</u>
<u>Letter Writing Unit</u> <u>Close Read: Dear Polar Bear</u> <u>Develop and apply the strategies of:</u> <ul style="list-style-type: none">• Retell of story B, M,E (RL 1.2)• Ask & answer questions about unknown words (RL 1.1)• Shared Writing: Problem/Solution• What does a letter look like? Notice and name parts/structure of a letters. (Anchor chart)• Why do people write letters? (Anchor chart)• Author’s purpose: Asking for something, thanking, and friendly letter.	Small groups:	<u>Suggested opportunities:</u> <ul style="list-style-type: none">• Oral language: Puppets/retelling• Classroom library: Tell a buddy about the characters feelings.• Listening to books/WAR: WAR: Central Message• Buddy Reading: Practice: 5 Finger Retell• Big Books from Shared Reading: Find verbs.• Writing- Fantasy stories, letters, cards, Roll a story.• Discovery: Integrate Content• Letter/Word Work: Action Verbs Match up.• Phonological awareness: L/R Blend sorts• Poems/Pocket Chart: Read, Build, Write a new ending to this poem.• Technology related to specific learning		<u>Unit 3: Week 2</u> <ul style="list-style-type: none">• S blends• Blending• Substitution <u>Handwriting:</u> j, J	<ul style="list-style-type: none">• 4.5 Exploring Data, Shapes, and Base-10 Blocks• 4.6 Representing Data with a Bar Graph• 4.7 Introducing Doubles• 4.8 Combinations of 10	<u>Assessments</u>	

Assessments for Instruction:

<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark • Letter Identification if needed • Running Records 	<ul style="list-style-type: none"> • Reading Proficiency Checklist • Writing Proficiency Checklist • Phonics Assessments 	<ul style="list-style-type: none"> • Words Their Way • Content Areas Unit tests • Math Assessments: Unit, Cumulative, ACI's, BOY, MOY, EOY
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Quincy Public School First Grade Curriculum Map

2 nd trimester Big Idea/Them: Our Life, Our World							
2 nd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults							
Social Emotional Lessons: PBIS Booster, Review Class Expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
D E C E M B E R	<p>Close Reading: With Love, Little Red Hen <u>Develop and apply the strategies of:</u></p> <ul style="list-style-type: none"> Ask and answer questions of text (characters, setting, problem, solution, lesson) (RL 1.1) Purposes of letters Parts and purposes of letters Compare and contrast letters. <p>Standards English: commas (L.2.1.c) and capital letters: Add comma to the punctuation anchor chart</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading/Interactive Writing <ul style="list-style-type: none"> CAP, ABC chart, letter/word work Guided Reading <ul style="list-style-type: none"> ABC Chart Letter/Word Work High-Frequency words (make & write) Reading text at highest instructional level: 1:1 conference, running record) Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts Rereading texts: for text support, prepare for writing about reading, fluency practice. Write about Reading: text support and use of practice page for problem solving. <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</p> 	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Share the author’s purpose. Listening to books/WAR: WAR: BME, Characters, Setting Buddy Reading: Practice: 5 Finger Retell Big Books from Shared Reading: Find Punctuation marks. Writing- Fantasy stories, letters, cards, Roll a story. Discovery: Letter/Word Work: Pronouns Phonological awareness: S Blend sorts Poems/Pocket Chart: Read, Build, Find word wall words. Technology related to specific learning 	<p><u>Letter Writing Unit:</u> <i>Teacher demonstrates with mentor text and writes a letter with the class to demonstrate the process.</i></p> <ul style="list-style-type: none"> Global ideas/Planning Audience: Greeting-including comma Shared/Independently write Thank you letter. Shared/Independently write friendly letter. Shared/ Independently write asking/request letter 	<p><u>Unit 3: Week 3</u></p> <ul style="list-style-type: none"> Final consonant blends Blending Rhyme <p><u>Handwriting:</u> q, Q</p>	<ul style="list-style-type: none"> 4.9 More Combinations of 10 4.10 Adding Three Numbers 4.11 10 More, 10 Less 	<p>JA covers these standards. Time is built in for JA in Fall or Spring.</p> <p>Economics: Living, Learning, and Working Together: * JA will over this unit. <u>Skills:</u> At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Explain and give examples of when choices are made that something else is given up. (SS.EC.1.1) Describe the skills and knowledge required to produce certain goods and services. (SS.EC.2.1) Explain how are compensated for work. (SS.EC.FL.3.1) <p>Resource:</p> <ul style="list-style-type: none"> JA: Our Family
	<p><u>Read Aloud/Shared Reading:</u> _____</p> <p><u>Develop & apply the strategy of: Building vocabulary and concept knowledge.</u></p> <ul style="list-style-type: none"> Using pictures to predict story words. Language: Use context clues to figure out new words (different types: definition, description, example, synonym) L.1.4a Substituting similar words check meaning. <p><u>Language: Use past, present, and future tense- L.1.1e</u></p> <ul style="list-style-type: none"> Understand the term verb tense. Identify the simple verb tenses in sentences. <p><u>Language: Use pronouns-L.1.1d-L.1.1e</u></p> <ul style="list-style-type: none"> Understand the purpose of personal, possessive, and indefinite pronouns. Recognize pronouns in text 	<p>Small groups:</p>	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Share the author’s purpose. Listening to books/WAR: WAR: Predictions Buddy Reading: Practice: Create a different ending to the story. Big Books from Shared Reading: look for sight words. Writing- Mad Libs, letters, cards, Roll a story. Discovery: Letter/Word Work: Past/Present/Future Verb Tense Phonological awareness: S Blend sorts Poems/Pocket Chart: Read, Build, Find word wall words. Technology related to specific learning 	<ul style="list-style-type: none"> Correctly use simple verb tense in their writing. Using pronouns in your writing Conventions Checklist Celebrate and share letters with others. <p>* Explore a variety of digital tools to produce and publish</p>	<p><u>Unit 4: Week 1</u></p> <ul style="list-style-type: none"> Consonant digraphs th, sh, -ng Blending Substitution <p><u>Handwriting:</u> u, U</p>	<ul style="list-style-type: none"> 4.12 Progress Check 4.12 Progress Check-Cumulative 	
	<p><u>Read Aloud/Shared Reading:</u> _____</p> <p><u>Develop & apply the strategy of: Activating Background Knowledge</u></p> <ul style="list-style-type: none"> Think about what you know before, during, and after reading. <p>WAR: Book recommendations in letter format: Would you recommend this book to someone? Why or why not?</p>	<p>Small groups:</p>	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Share the author’s purpose. Listening to books/WAR: WAR: Book Recommendation Buddy Reading: Practice: Discuss the major events in the story. Big Books from Shared Reading: Look for blends. Writing- Mad Libs, letters, cards, Roll a story. Discovery: Letter/Word Work: Build and create with blends. Phonological awareness: Blend sorts Poems/Pocket Chart: Read, Build, make a list of words this poem reminds you of. Technology related to specific learning 		<p><u>Unit 4: Week 2</u></p> <ul style="list-style-type: none"> Consonant digraphs ch, -tch, wh Blending Addition <p><u>Handwriting:</u> s, S</p>		

Assessments for Instruction:

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|-----------------------------------|---------------------------------|--|
| • Fountas and Pinnell Benchmark | • Reading Proficiency Checklist | • Words Their Way |
| • Letter Identification if needed | • Writing Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Phonics Assessments | • Math Assessments: Unit, Cumulative, ACI's, BOY, MOY, EOY |

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2 nd trimester Big Idea/Theme:							
2 nd trimester extended informational text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults							
Social Emotional Lessons: PBIS Booster, Second Step: Lessons: 11,12,13,14							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options: Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers				
J A N U A R Y	ODW Research Task: Procedural Text: <u>Shake to the Beat & Draw People (RI.1.1,2,4,5,7) (L.1.1,2) (W.1.2,5,7)(optional)</u> <ul style="list-style-type: none">• Create anchor chart for How-to Writing• Echo reading• Identify topic and author’s purpose.• Word Collector class chart• Compare two articles.• Create possible topics.• Shared Writing: Class How- to• Independent How-to<i>*Some of these lessons can occur in Writer’s Workshop.</i>	Small groups: <ul style="list-style-type: none">○ Guided Reading<ul style="list-style-type: none">▪ ABC Chart▪ Letter/Word Work▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice.▪ Write about Reading: text support and use of practice page for problem solving.	Suggested opportunities: <ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: BME• Writing Center-stories, letters, cards, Mad Libs• Buddy reading: 5 fingers retell• Discovery (integrate content lessons)• Big Books from Shared Reading: Cover up a word and write a new word.• Letter/Word Works: Create and build words.• Phonological Awareness: Consonant diagraphs• Poems/Pocket chart: Illustrate the poem.• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">• Review writing expectation How to writing: Use this time to complete the ODW Research task and have students write and review How-To-per lessons in the ODW.	Unit 4: Week 3 <ul style="list-style-type: none">• Three letter blends (spl, spr, squ, str)• Blending• Addition Handwriting: b, B	Unit 5 <u>Basic Facts- Doubles</u> <i>*Teach strategy and practice during unit</i> <ul style="list-style-type: none">• 5.1 Introducing Place Value• 5.2 Digits and Place Value• 5.3 Place-Value Application: Pennies and Dimes• 5.4 Greater Than, Less Than, Equal To	
	Read Aloud/Shared Reading: _____ (Content: Leaders)_____ Develop & apply the strategy of: Learning information from non-fiction. <ul style="list-style-type: none">• Previewing a nonfiction text• Identifying what you want to learn and finding answers to your questions as you read.• Identify the reasons an author gives to support points in a text (RI 1.8)• Describe the connection between two individual, events, ideas, or pieces of information in a text(RI 1.3)• After reading, review what were learning what else you want to learn.	Small groups: <ul style="list-style-type: none">▪	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: Produce directions.• Writing Center-stories, letters, cards, How to.• Buddy reading: read in a different voice.• Discovery Seasons: research• Big Books from Shared Reading: Tally the number of times you see the word(s) _____• Letter/Word Works: Create and build words.• Phonological Awareness: Three letter blends• Poems/Pocket chart: make a list of words this poem reminds you of.• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate		Unit 5: Week 1 <ul style="list-style-type: none">○ Long a○ Blending○ Substitution Handwriting: p, P	<ul style="list-style-type: none">• 5.5 The Equal Sign• 5.6 Counting and Place-Value Application: Number Scrolls• 5.7 Measuring a Path• 5.8 Exploring Base-10 Exchanges, Lengths, and Path Measurement	Content: History: Living, Learning, and Working Together: Skills: At the end of this unit, students will be able to: <ul style="list-style-type: none">• Create a chronological sequence of multiple events (SS.H.1.1)• Generate questions and investigate diverse individuals and groups who have shaped a significant historical change. (SS.H.2.1)• With guidance and support, investigate how our perspectives of historical events have changed over time. (SS.H.3.1)
	Read Aloud/Shared Reading: _____ (Content Leaders)_____ Develop & apply the strategy of: Identifying and using non-fiction text features (RI 1.5) <ul style="list-style-type: none">• Using a contents page• Role of photographs• Identifying and using headings• Using boldface and glossary• How are Nonfiction books organized?• Use the illustrations and details in a text to describe its key ideas. (RI 1.7)• Identifying and using italicized words• Identifying and using labels.• Identifying and using captions• Reading a chartDistinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI 1.6)	Small groups: <ul style="list-style-type: none">▪	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: List 3 facts you learned• Writing Center-Stories, letters, cards, How to., Non-fiction writing• Buddy reading: Discuss what you learned.• Discovery Seasons: research• Big Books from Shared Reading: take turns reading pages.• Letter/Word Works: Create and build words.• Phonological Awareness: Long A• Poems/Pocket chart: Write your own poem with the same main idea.• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate	Use this time to integrate content, research and writing.	Unit 5: Week 2 <ul style="list-style-type: none">• Long o• Blending• Substitution Handwriting r, R	<ul style="list-style-type: none">• 5.9 More Comparison Symbols• 5.10 Comparison Number Stories• 5.11 Two Digit Addition-Subtract	Optional Resources: <ul style="list-style-type: none">• MyWorld: Chapter 3, Symbols and Traditions-U.S.• MyWorld: Chapter 4: Life Today and Long Ago• MyWorld Chapter 5, One Nation, Many People• HMM: Holidays• HMM: Yesterday and Today*
	ODW: Wangari’s Trees of Peach (RR.1.2,3,4,7) (L.1.1,2) (W.1.2) <ul style="list-style-type: none">• Key words class chart• Key details• Mystery word game• Introduce the concept of timeline.• Illustrate key detail card and explain illustration.• Independently write in response to: How did Wangari make her home a better place?	Small groups: <ul style="list-style-type: none">▪	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: List 3 facts you learned• Writing Center- letters, cards, How to., Non-fiction writing• Buddy reading: Discuss what you learned.• Discovery Integrate content.• Big Books from Shared Reading: take turns reading pages.• Letter/Word Works: Create and build words.• Phonological Awareness: Long o• Poems/Pocket chart: make a list of rhyming words.• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate	Independent Writing Prompt- Writing proficiency checklist	Unit 5: Week 3 <ul style="list-style-type: none">• Soft c, g• Blending• Substitution Handwriting: n, N	<ul style="list-style-type: none">• 5.12 Adding Animal Weights (OR)• 5.12 Adding Animals Weights (OR)• 5.13 Progress Check• 5.13 Progress Check OR• Mid-Year Assessment	Essential Questions: <ol style="list-style-type: none">1. How is our life different from the past?2. How did people from the past shape life for me today? Activities Assessments: <ul style="list-style-type: none">• Create a timeline of personal events• Biography Poster:<ul style="list-style-type: none">○ Introduce leader.○ What did he or she do to shape/change the world?○ How does this leader inspire me or affect my life today?○ Fun Fact○ Perspectives: People used to think, not we think

Assessments for Instruction:

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|---|---|---|
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Social Emotional Lessons: PBIS Booster, Second Step: Lessons 15, 16, 17							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
FEBRUARY	<p>Personal Narrative Unit to prepare for writing unit. Close Read: <u>My Pig Amarillo</u> Develop and apply the strategies of:</p> <ul style="list-style-type: none">Retelling stories with details(B, M,E)(RL 1.2)Understand who is telling the story (RL 1.6)Understand characters, character feeling, character change.Understand the central message of the story. (RL 1.2) <p>Close read: <u>Ira Sleeps Over</u> Develop and apply the strategies of:</p> <ul style="list-style-type: none">Retell B, M,E of story (RL 1.2)Identify story elements for PN.Demonstrate understanding of central message(RL 1.2)Use details from story to better understand main characters. <p>Independent Writing: Create a narrative explaining how IRA is feeling throughout the story</p>	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">ABC ChartLetter/Word WorkHigh-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practice.Write about Reading: text support and use of practice page for problem solving. <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</p>	<p><u>Suggested Opportunities</u></p> <ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Know/Learned T-chart.Writing Center- letters, cards, how to., Non-fiction writingBuddy reading: Make a list of facts.Discovery Integrate content.Big Books from Shared Reading: Look for long vowel words.Letter/Word Works: Create and build words.Phonological Awareness: Soft/hard c/g sortsPoems/Pocket chart: make a list of words this poem reminds you of.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate <p>*Some students might be ready to start picking just right books</p>	<p>Personal Narrative Unit- Revising LC Book 4 <i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process.</i></p> <ul style="list-style-type: none">Ways Writers Plan StoriesRevising IntroductionsShow Don’t TellUse Words and Phrases from mentor texts.	<p>Unit 6: Week 1</p> <ul style="list-style-type: none">Long iBlendingSubstitution <p><u>Handwriting:</u> m, M</p>	<p>Unit 6: <u>Basic Facts- Addition Strategy Review</u> <u>Basic Facts- Doubles (subtraction)</u> <u>*Teach strategy and practice during unit</u></p> <ul style="list-style-type: none">6.1 Time and the Hour-Hand-Only Clock6.2 More 2-digit Number Stories6.3 Exploring True and False, Doubles, and Shapes	
	<p>Read Aloud/Shared Reading:</p> <p><u>Develop & apply the strategy of: Making Inferences</u></p> <ul style="list-style-type: none">Using clues from the story to infer meaning.Using clues to understand unfamiliar words.Creating pictures in your mind to help understand the story.Using how characters behave and what they say to make inferences about characters. <p><u>Language: Produce & Expand Complete Compound Sentences- L.1.1j, L.1.1g, L.1.2b</u></p> <ul style="list-style-type: none">Identify the makeup of a compound sentence.Understand why writers use compound sentences.Produce compound sentences.Expand compound sentences	<p>Small groups:</p> <ul style="list-style-type: none">\	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Character feelingsWriting Center- letters, cards, how to., Non-fiction writingBuddy reading: BME, Character, setting.Discovery Integrate content.Big Books from Shared Reading: look for punctuation marks.Letter/Word Works: Create and build words.Phonological Awareness: Long iPoems/Pocket chart: look for long vowel words.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate	<ul style="list-style-type: none">Temporal WordsProof reading signsReread to make my story more interesting: Adding supporting details.Compound sentences in my writing	<p>Unit 6: Week 2</p> <ul style="list-style-type: none">Long e, uBlendingSubstitution <p><u>Handwriting:</u> h, H</p>	<ul style="list-style-type: none">6.4 Introducing Near Doubles6.5 Near-Doubles Strategies6.6 Introducing Making 106.7 Introducing My Reference Book	<p>Content: Space Systems: Patterns and Cycles <u>Skills:</u> At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">Use observations of the sun, moon, and stars to describe patterns that can be predicted. (1-ESS1-1)Make observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2) <p>Resources:</p> <ul style="list-style-type: none">Mystery Science: Day Patterns UnitMystery Science: Night Patterns Unit
	<p>Read Aloud/Shared Reading:</p> <p><u>Language: Comma (L.1.2c): Add commas in a series to punctuation chart</u></p> <ul style="list-style-type: none">Use commas to separate words in a series, dates.Understand that a comma tells readers to briefly pause. <p><u>Language: Use Conjunctions- L.1.1g</u></p> <ul style="list-style-type: none">Identify conjunctions.Understand when to use a comma with a conjunction.Combine two simple sentences using a conjunction. <p>WAR: Personal Feelings- Books Give Us Feelings</p> <ul style="list-style-type: none">How do you feel when reading the book and why?	<p>Small groups:</p>	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: book recommendationWriting Center- letters, cards, How to., Non-fiction writingBuddy reading: Make a list of questions you would ask the character.Discovery Integrate content.Big Books from Shared Reading: Look for long vowel words.Letter/Word Works: Create and build words.Phonological Awareness: Syllable concentrationPoems/Pocket chart: Cover and replace a word.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate	<ul style="list-style-type: none">Combine ideas: commas in a series with conjunction.Ways to end a story/closure.	<p>Unit 6: Week 3</p> <ul style="list-style-type: none">Long a spelling (a, ai, ay)BlendingSubstitution <p><u>Handwriting:</u> v, V</p>	<ul style="list-style-type: none">6.8 Pencils for the Writing Club (OR)6.8 Pencils for the Writing Club (OR)6.9 Understanding Equivalence6.10 More Place Value	<p>Optional Resources:</p> <ul style="list-style-type: none">HMH: Unit 6Defined Learning: Astronomer
	<p>Read Aloud/Shared Reading:</p> <p>Language: Parts of speech</p> <ul style="list-style-type: none">VerbsStronger verbsAdjectives-L.1.1f<ul style="list-style-type: none">Understand that adjectives modify nouns.Stronger adjectives <p><u>Develop & apply the strategy of: Visualizing.</u></p> <ul style="list-style-type: none">Creating mental images/comparing them to the illustrator’sUsing background knowledge to visualizePause while reading to visualize.	<p>Small groups:</p>	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: PredictionsWriting Center- letters, cards, How to., Non-fiction writingBuddy reading: BME, Character, setting.Discovery Integrate content.Big Books from Shared Reading: Look for long vowel words.Letter/Word Works: Create and build words.Phonological Awareness: Long iPoems/Pocket chart: circle words with s blendsTechnology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate	<ul style="list-style-type: none">Stronger verbsStronger adjectivesLanguage: Use real life connections between words in writing. -L.1.5cSubstitute for better word choice: Language: Use shades of meaning-L.1.5dUnderstand the concept of shades of meaning,Distinguish shades of meaning among verbs and adjectives differing in manner.	<p>Unit 7: Week 1</p> <ul style="list-style-type: none">Long o (o, oa, ow, oe)BlendingIsolation <p><u>Handwriting:</u> y, Y</p>	<ul style="list-style-type: none">6.11 Place-Value6.12 Progress Check6.12 Progress Check- Cumulative	<p>Activities:</p> <ul style="list-style-type: none">Mystery Science: Day Patterns Anchor Phenomenon, Lessons 1-4 <p>Assessments:</p> <ul style="list-style-type: none">Mystery Science: Day Patterns Lessons 1-4

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School First Grade Curriculum Map

3 rd trimester Big Idea/Theme:							
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e., teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults							
Social Emotional Lessons: PBIS Booster, Spring Break, Second Step: Lessons: 18							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
MARCH	<u>ODW-Pig Trilogy (RL.1.2,4,7,9) (L.1.1,2) (W.1.1)</u> <ul style="list-style-type: none">Shared writing- story elements- Version one & describe characters and settings in collaborative groups.Shared Writing-Story Elements-Version 2 & describe characters and settings in collaborative groups.Compare and contrast characters and setting of both versions.Shared writing-Story elements-version 3Write an independent opinion paper focused on which character from the three versions was most determined.	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">ABC ChartLetter/Word WorkHigh-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practice.Write about Reading: text support and use of practice page for problem solving. Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<u>Suggested Opportunities:</u> <ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: How did you feel reading this story?Writing Center- letters, cards, stories, Writing promptsBuddy reading: Question Task CardsDiscovery Integrate content.Big Books from Shared Reading: Pick a word and replace it with a new word.Letter/Word Works: Create and build words.Phonological Awareness: Long iPoems/Pocket chart: Find rhyming words.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">Using tools: Edit for spelling circle words that don’t look right.Checklist peer editing/revising)IllustrationsPublishing party * Explore a variety of digital tools to produce and publish	<u>Unit 7: Week 2</u> <ul style="list-style-type: none">Long e (e, ee, ea, ie)BlendingIsolation <u>Handwriting:</u> w, W	<u>Unit 7:</u> <u>Basic Facts- Ten Frames (subtraction)</u> <u>*Teach strategy and practice during unit</u> <ul style="list-style-type: none">7.1 Fact Families7.2 More Fact Families7.3 Relating Special Addition & Subtraction Facts7.4 More Subtraction Fact Strategies	Activities: Mystery Science Unit: Night Patterns Anchor Phenomenon, Lessons 1-3 Assessments: Mystery Science Unit: Night Patterns Lessons 1-3
	Continue to read other fairytales: <ul style="list-style-type: none">Characters & SettingEventsDialogue: Quotation MarksHappily, Ever After	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: What is the lesson in this story?Writing Center- letters, cards, stories, Writing promptsBuddy reading: Question Task CardsDiscovery: Plants/Plant PartsBig Books from Shared Reading: Find words with consonant diagraphs.Letter/Word Works: Work with Verbs, adjectives, nounsPhonological Awareness: Long ePoems/Pocket chart: Find rhyming words and make a list of words that rhymes with those.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<u>Imagined Unit</u> <i>Teacher demonstrates with mentor text and writes an imagined piece with the class to demonstrate the process.</i> <ul style="list-style-type: none">Ideas/Pretending ideas.Where will your story take place? characters?Characters can have trouble- problem solution-BME.Dialogue- Quotation marks *Students experiment with imagined writing for the week. You don’t need to take through the process & publish.	<u>Unit 7: Week 3</u> <ul style="list-style-type: none">Long I (I, y, igh)BlendingSegmentation <u>Handwriting:</u> x, X	<ul style="list-style-type: none">7.5 Attributes of Shapes7.6 Exploring Attributes, Fractions, & Salute!7.7 Defining & Non-Defining Attributes7.8 Finding Unknowns: “What’s My Rule?”	
	<u>Informational all about unit to prepare for writing unit.</u> <u>Close Read:</u> <u>Developing and applying the strategies of:</u> <ul style="list-style-type: none">Ask and answer questions of information and words (RI 1.1)Determine main ideas and details in informational texts (RI 1.2)Explain differences between stories & books that give information (RL 1.5)Know and use text features (RI 1.5)Identify similarities and differences in two books on the same topic (RI 1.9)Use illustrations and details in a text to describe its key ideas (RI 1.7)Begin research	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Asking questionsWriting Center- letters, cards, stories, Writing promptsBuddy reading: Question Task CardsDiscovery Animal AdaptationsBig Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological Awareness: Long vowelsPoems/Pocket chart: Build, create, fill in blank.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	Informational All About <i>Teacher demonstrates with mentor text and writes an all about with the class to demonstrate the process.</i> <ul style="list-style-type: none">Global ideas/researching a topic.Creating a webList of possible headings/table of contentsInteresting introduction: question or interesting fact	<u>Unit 8: Week 1</u> <ul style="list-style-type: none">arBlendingSubstitution <u>Handwriting:</u> k, K	<ul style="list-style-type: none">7.9 Desks and Chairs (OR)7.9 Desks and Chairs (OR)7.10 Addition Facts: “What’s My Rule?”7.11 Digital Clocks	<u>Content: Structure, Function, and Information Processing (Can be aligned with Informational Book in Writer’s workshop)</u> <u>Skills: At the end of this unit, students will be able to:</u> <ul style="list-style-type: none">Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (1-LS1-1)Read texts and use media to determine patterns in heavier of parents and offspring that help offspring survive. (1-LS-2)Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like their parents. (1-LS-3-1) <u>Resource:</u> <ul style="list-style-type: none">Mystery Science: Plant & Animal Superpowers
	Informational Author Study: Choose an author’s set of books to study in depth. The class can study the author’s set of books while conducting research if the author has books that align with the research topic. See appendix. Focus: Taking notes on non-fiction <ul style="list-style-type: none">Get to know the author (biographical information)Ask and answer questions about key details (RI 1.1)Using a graphic organizer(web) to keep track of information (WAR: List facts/learning)Adding details to organizer (WAR: List facts/learning)Using organizer to write a summary.	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Write a summary.Writing Center- letters, cards, stories, Writing promptsBuddy reading: Question Task CardsDiscovery Animal adaptationsBig Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological Awareness: Long vowelsPoems/Pocket chart: Build, create, fill in blank.Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">WritingAddition details-audience (writers keep readers in mind)Writers use pictures to teach: diagrams	<u>Unit 8: Week 2</u> <ul style="list-style-type: none">orBlendingIsolation <u>Handwriting:</u> z, Z	<ul style="list-style-type: none">7.12 Progress Check7.12 Progress Check- OR<u>Unit 8:</u> <u>Basic Facts- Count Ups (subtraction)</u> <u>*Teach strategy and practice during unit</u>8.1 Building Shapes with Defining Attributes8.2 Halves	

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School First Grade Curriculum Map

3 rd trimester Big Idea/Theme:							
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e., teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults							
Social Emotional Lessons: Second Step Lessons: 19,20, Classroom Expectations/SS step review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning centers				
A P R I L	ODW- A Dragon’s Life (RI 1.1,2,4,5,6) (L.1.1,2) (W.1.3,5) <ul style="list-style-type: none">• Introduce diary writing.• Define life cycle and discuss text features.• Shared Writing- taking notes.• Create a mentor narrative text.• Peer revisions	Small groups: <ul style="list-style-type: none">○ Guided Reading<ul style="list-style-type: none">▪ ABC Chart▪ Letter/Word Work▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice.▪ Write about Reading: text support and use of practice page for problem solving. Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology.	Suggested Opportunities: <ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: Summary writing• Writing Center- letters, cards, stories, Writing prompts• Buddy reading: Question Task Cards• Discovery: Integrate content• Big Books from Shared Reading:• Letter/Word Works: Build and create words with blends.• Phonological Awareness: R-Controlled vowels• Poems/Pocket chart:• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">• Varied sentence structure• Captions• Revise- going back in the books to add details.• Adding interesting facts, clues, questions	Unit 8: Week 3 <ul style="list-style-type: none">• ur• Blending• Substitution	<ul style="list-style-type: none">• 8.3 Fourths• 8.4 Sharing Paper Squares (OR)• 8.4 Sharing Paper Squares (OR)• 8.5 Combining 2-Dimensional Shapes	Activities: Mystery Science Animal Superpowers: Lessons 4-5 Assessments: Mystery Science Animal Superpowers Lessons 4-5
	Read Aloud/Shared Reading: Develop & apply the strategy of: Engaging with books. <ul style="list-style-type: none">• Talking back to characters/interacting with the story• Putting yourself in the story• Recognize how you are affected by a story.• Consider alternate endings and settings. Language: Root words and affixes -L.1.4b, L.1.4c <ul style="list-style-type: none">• Use frequently occurring affixes as a clue to the meaning of a word.• Identify frequently occurring root words and their inflectional forms.• Given a root word, generate a list of words that contain that word.	Small groups:	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: Summary writing• Writing Center- letters, cards, stories, Writing prompts, Informational writing• Buddy reading: Question Task Cards• Discovery Integrate content.• Big Books from Shared Reading:• Letter/Word Works: Build and create words with blends.• Phonological Awareness: R-Controlled vowels• Poems/Pocket chart:• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">• Spelling• Bold words• Revise• Edit	Unit 9: Week 1 <ul style="list-style-type: none">• ou• Blending• substitution	<ul style="list-style-type: none">• 8.6 3-Dimensional Shapes• 8.7 Exploring Composition of Shapes and Addition Fact Strategies• 8.8 Time to the Half Hour• 8.9 Review: Data	
	Book Review Unit to prepare for writing unit. Knowing and applying the strategies of: <ul style="list-style-type: none">• Asking and answering questions of text(reviews) (RI 1.1)• Understand the author’s opinion in a book review.• Identify the reasons the author gives to support their opinion (RI 1.8)• Identify basic similarities and differences between 2 texts on the same topic (RI 1.9)• Identify the parts of a book review. Optional: Create a rubric for book review	Small groups:	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: Character Feelings• Writing Center- letters, cards, stories, Writing prompts• Buddy reading: Question Task Cards• Discovery Research: Plants• Big Books from Shared Reading:• Letter/Word Works: Build and create words with blends.• Phonological Awareness: R-Controlled vowels• Poems/Pocket chart:• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">• Publish* Explore a variety of digital tools to produce and publish.• Celebrate	Unit 9: Week 2 <ul style="list-style-type: none">• oi• Blending• Isolation	<ul style="list-style-type: none">• 8.10 Number-Grid Puzzles• 8.11 Mentally Finding 10 More or 10 Less• 8.12 Progress Check• 8.12 Progress Check-Cumulative	
	Read Aloud/Shared Reading: Develop & apply the strategy of: Taking Notes on Fiction <ul style="list-style-type: none">• Draw pictures to remember what you read.• Write story ideas on sticky notes.• Using sticky notes to write a 1-2 sentence summary of the book. Language: Use determiners-L.1.1h <ul style="list-style-type: none">• Identify determiners-both articles and demonstratives• Understand the similarities and differences among determiners. Use determiners appropriately in writing (Does my writing sound right?)	Small groups:	<ul style="list-style-type: none">• Oral language/retelling• Browsing library• Listening to books/WAR: Book Recommendations• Writing Center- letters, cards, stories, Writing prompts• Buddy reading: Question Task Cards• Discovery Research: Animals• Big Books from Shared Reading:• Letter/Word Works: Build and create words with blends.• Phonological Awareness• Poems/Pocket chart:• Technology related to specific learning.• Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	Book review Unit <i>Teacher demonstrates with mentor text and writes a book review with the class to demonstrate the process.</i> <ul style="list-style-type: none">• Global ideas/books to review.• Introductions that grab the reader’s attention• Tell a little bit about the book to make the reader curious.• State opinion about the book• Convince your audience with reasons	Unit 9: Week 3 <ul style="list-style-type: none">• oo• Blending• Segmentation	Unit 9: Basic Facts- Review <ul style="list-style-type: none">• 9.1 Review: Measurement• 9.2 Two-Digit Number Stories• 9.3 Shopping at the School Store (OR)• 9.3 Shopping at the School Store (OR)	

Assessments for Instruction:

<ul style="list-style-type: none">• Fountas and Pinnell Benchmark• Letter Identification if needed• Running Records	<ul style="list-style-type: none">• Reading Proficiency Checklist• Writing Proficiency Checklist• Phonics Assessments	<ul style="list-style-type: none">• Words Their Way• Content Areas Unit tests• Math Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Social Emotional Lessons: Classroom Expectations/SS Review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Centers				
MAY	<u>Read Aloud/Shared Reading:</u> <u>Develop & apply the strategy of: Message/Lesson</u> <ul style="list-style-type: none">Identify and understand the message/lesson of the story. (RL 1.2)What can characters teach us? (Seravallo p. 197)Mistakes can lead to lessons (Seravallo p. 200) WAR: Lesson of the story <ul style="list-style-type: none">What is the lesson of the story? <u>Language: Use prepositions L.1.1i</u> <ul style="list-style-type: none">Understand the purpose of prepositions.Identify prepositions in sentences.Use prepositions in writing	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">ABC ChartLetter/Word WorkHigh-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practice.Write about Reading: text support and use of practice page for problem solving. Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<u>Suggested Opportunities:</u> <ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Message/LessonWriting Center- letters, cards, stories, Writing prompts, Book reviewBuddy reading: Question Task CardsDiscovery Research: integrate content.Big Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological AwarenessPoems/Pocket chart:Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">ConclusionPeer revising: Is it convincing? Do I need to make any changes?ConventionsPublish: QR codes, video, etc.<ul style="list-style-type: none">* Explore a variety of digital tools to produce and publish	<u>Unit 10: Week 1</u> <ul style="list-style-type: none">Wr, kn, gnBlendingSegmentation	<ul style="list-style-type: none">9.4 Exploring Broken Calculators, Fractions, and Facts9.5 Vending Machine Addition and Subtraction9.6 Two-Digit Comparison Number Stories9.7 Efficient Strategies for 2-Digit Addition and Subtraction	JA covers these standards. Time is built in for JA in Fall or Spring. Economics: Living, Learning, and Working Together: * JA will over this unit. <u>Skills:</u> At the end of this unit, students will be able to: <ul style="list-style-type: none">Explain and give examples of when choices are made that something else is given up. (SS.EC.1.1)Describe the skills and knowledge required to produce certain goods and services. (SS.EC.2.1)Explain how are compensated for work. (SS.EC.FL.3.1) <u>Resource:</u> <ul style="list-style-type: none">JA: Our Family
	<u>Poetry Unit to prepare for writing unit</u> Immersion in different types of poetry. Notice different structures and types of poems. <u>Read Aloud/Shared Reading:</u> <u>Develop & apply the strategy of: Identifying and understanding literary devices.</u> <ul style="list-style-type: none">Recognizing hints from the authorRecognizing surprising eventsUnderstanding that words can have different meanings.Recognizing how an author uses words in poems.Using words to create pictures in your mind	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Message/LessonWriting Center- letters, cards, stories, Writing prompts, Book review, PoemsBuddy reading: Question Task CardsDiscovery Research: integrate content.Big Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological AwarenessPoems/Pocket chart:Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	Poetry Unit (LC Book) <i>Teacher demonstrates with mentor text and writes poems with the class to demonstrate the process.</i> <ul style="list-style-type: none">Seeing with poets' eyesListening for line breaksHearing the music in poetryPutting powerful thoughts in tiny packages	<u>Unit 10: Week 2</u> <ul style="list-style-type: none">Aw, au, al, aughBlendingSegmentation	<ul style="list-style-type: none">9.8 Review: Relations and Equivalence9.9: Review Place Value9.10 Review: 3-Dimensional Geometry9.11 Review: Equal Share	
	<u>Read Aloud/Shared Reading:</u> <u>Language: Use Categories and Attributes-L.1.5a, L.1.5b</u> <ul style="list-style-type: none">Understand the meaning of the terms category and attribute.Sort words into categoriesDefine words by one or more key attributes.	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Message/LessonWriting Center- letters, cards, stories, Writing prompts, Book review, PoemsBuddy reading: Question Task CardsDiscovery Research: integrate content.Big Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological AwarenessPoems/Pocket chart:Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">Finding ingredients for a poemShowing, not tellingHearing the voices of poetrySearching for honest precise word	<u>Unit 10: Week 3</u> <ul style="list-style-type: none">Long e (y, ey)BlendingIsolation	<ul style="list-style-type: none">9.12 Progress Check9.12 Progress Check-OR End of the Year Assessment	
	<u>Read Aloud/Shared Reading:</u>	Small groups:	<ul style="list-style-type: none">Oral language/retellingBrowsing libraryListening to books/WAR: Message/LessonWriting Center- letters, cards, stories, Writing prompts, Book review, PoemsBuddy reading: Question Task CardsDiscovery Research: integrate content.Big Books from Shared Reading:Letter/Word Works: Build and create words with blends.Phonological AwarenessPoems/Pocket chart:Technology related to specific learning.Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate *Some students might be ready to start picking just right books	<ul style="list-style-type: none">Patterning on the pageRevise/EditCelebration- share poems Independent Writing Prompt-Writing proficiency checklist			

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s, BOY, MOY, EOY
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Quincy Public School First Grade Curriculum Map

First Grade Reading: Literature

Key Ideas and Details

- **RL.1.1.** Ask and answer questions about key details in a text.
- **RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3.** Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL.1.6.** Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- **RL.1.8.** (Not applicable to literature)
- **RL.1.9.** Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- **RL.1.10.** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

First Grade Reading: Informational Texts

Key Ideas and Details

- **RI.1.1.** Ask and answer questions about key details in a text.
- **RI.1.2.** Identify the main topic and retell key details of a text.
- **RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Quincy Public School First Grade Curriculum Map

Integration of Knowledge and Ideas

- **RI.1.7.** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8.** Identify the reasons an author gives to support points in a text.
- **RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- **RI.1.10.** With prompting and support, read informational texts appropriately complex for grade 1.

First Grade: Reading Foundational Skills

Print Concepts

- **RF.1.1.** Demonstrate understanding of the organization and basic features of print.
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- **RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- **RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency

- **RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Quincy Public School First Grade Curriculum Map

First Grade: Writing

Text Types and Purposes

- **W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- **W.1.4.** (Begins in grade 3)
- **W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.1.7.** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.9.** (Begins in grade 4)

Range of Writing

- **W.1.10.** (Begins in grade 3)

First Grade: Speaking and Listening

Comprehension and Collaboration

- **SL.1.1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- **SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6.** Produce complete sentences when appropriate to task and situation.

Quincy Public School First Grade Curriculum Map

First Grade: Language

Conventions of Standard English

- **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

- **L.1.3.** (Begins in grade 2)

Vocabulary Acquisition and Use

- **L.1.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- **L.1.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Quincy Public School First Grade Curriculum Map

First Grade Math: Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.¹
- 1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.3. Apply properties of operations as strategies to add and subtract.² *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
- 1.OA.4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.*

Add and subtract within 20.

- 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

- 1.OA.7. Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. For example, which of the following equations is true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

First Grade Math: Number and Operations in Base Ten

Extend the counting sequence.

- 1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- 1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Quincy Public School First Grade Curriculum Map

Use place value understanding and properties of operations to add and subtract.

- **1.NBT.4.** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- **1.NBT.5.** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- **1.NBT.6.** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

First Grade Math: Measurement and Data

Measure lengths indirectly and by iterating length units.

- **1.MD.1.** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- **1.MD.2.** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

- **1.MD.3.** Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

- **1.MD.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

First Grade Math: Geometry

Reason with shapes and their attributes.

- **1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- **1.G.2.** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape.¹
- **1.G.3.** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

¹ Students do not need to learn formal names such as “right rectangular prism.”

Quincy Public School First Grade Curriculum Map

Illinois Learning Standards for Social Science-First Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.K-2.IS.6. With guidance and support, students will reflect on one’s inquiry process and findings
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Civics	Economics and Financial Literacy	Geography	History
SS.1.CV.1. With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effects that these decisions have on a variety of diverse communities.	SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.	SS.1. G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.	SS.1. H.1. Create a chronological sequence of multiple events based on current learning.
SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one’s own and other groups and communities.	SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.	SS.1. G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.	SS.1. H.2. Generate questions and investigate individuals and groups who have shaped a significant historical change.
	SS.1.EC.3. Explain how people are compensated for work.	SS.1. G.3. Compare how people in different types of communities use local and world-wide environments to meet their daily needs.	SS.1. H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.

Quincy Public School First Grade Curriculum Map

Illinois First Grade Science Standards

Waves: Light and Sound

1.Waves: Light and Sound		
<div>Students who demonstrate understanding can:</div> <div>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]</div> <div>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]</div> <div>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]</div> <div>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. * [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]</div>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Planning and Carrying Out Investigations</div> <div>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</div> <div><ul style="list-style-type: none">Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3)</div> <div>Constructing Explanations and Designing Solutions</div> <div>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</div> <div><ul style="list-style-type: none">Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena (1-PS4- 2)Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)</div> <div>-----</div> <div>Connections to Nature of Science</div> <div>-----</div> <div>Scientific Investigations Use a Variety of Methods</div> <div><ul style="list-style-type: none">Science investigations begin with a question. (1-PS4-1)Scientists use different ways to study the world. (1-PS4-1)</div>	<div>Disciplinary Core Ideas</div> <div>PS4.A: Wave Properties</div> <div><ul style="list-style-type: none">Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)</div> <div>PS4.B: Electromagnetic Radiation</div> <div><ul style="list-style-type: none">Objects can be seen if light is available to illuminatethem or if they give off their own light. (1-PS4-2)Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1- PS4-3)</div> <div>PS4.C: Information Technologies and Instrumentation</div> <div><ul style="list-style-type: none">People also use a variety of devices to communicate (send and receive information) over long distances. (1- PS4-4)</div>	<div>Crosscutting Concepts</div> <div>Cause and Effect</div> <div><ul style="list-style-type: none">Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1),(1-PS4-2),(1-PS4-3)</div> <div>-----</div> <div>Connections to Engineering, Technology, and Applications of Science</div> <div>-----</div> <div>Influence of Engineering, Technology, and Science, on Society and the Natural World</div> <div><ul style="list-style-type: none">People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)</div>
Connections to other DCIs in first grade: N/A		
Articulation of DCIs across grade-levels: K.ETS1.A (1-PS4-4); 2.PS1.A (1-PS4-3); 2.ETS1.B (1-PS4-4); 4.PS4.C (1-PS4-4); 4.PS4.B (1-PS4-2); 4.ETS1.A (1-PS4-4)		
<div>Common Core State Standards Connections:</div> <div>ELA/Literacy –</div> <div>W.1.2</div> <div>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)</div> <div>W.1.7</div> <div>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4- 1),(1-PS4-2),(1-PS4-3),(1-PS4-4)</div> <div>W.1.8</div> <div>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1- PS4-3)</div> <div>SL.1.1</div> <div>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1),(1-PS4-2),(1- PS4-3)</div> <div>Mathematics –</div> <div>MP.5</div> <div>Use appropriate tools strategically. (1-PS4-4)</div> <div>1.MD.A.1</div> <div>Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)</div> <div>1.MD.A.2</div> <div>Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)</div>		

Quincy Public School First Grade Curriculum Map

Structure, Function, and Information Processing

1.Structure, Function, and Information Processing		
<p>Students who demonstrate understanding can:</p> <p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]</p> <p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</p> <p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none">Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1)Use materials to design a device that solves aspecific problem or a solution to a specific problem.(1-LS1-1) <p>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in K– 2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none">Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none">Scientists look for patterns and order whenmaking observations about the world. (1-LS1-2)	<div>Disciplinary Core Ideas</div> <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none">All organisms have external parts. Different animalsuse their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.(1-LS1-1) <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none">Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none">Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none">Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none">Individuals of the same kind of plant or animal are recognizableas similar but can also vary in many ways. (1-LS3-1)	<div>Crosscutting Concepts</div> <p>Patterns</p> <ul style="list-style-type: none">Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2),(1-LS3- 1) <p>Structure and Function</p> <ul style="list-style-type: none">The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1) <p>-----</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none">Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world. (1-LS1-1)
Connections to other DCIs in first grade: N/A		
Articulation of DCIs across grade-levels: K.ETS1.A (1-LS1-1); 3.LS2.D (1-LS1-2) 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1); 4.LS1.A (1-LS1-1); 4.LS1.D (1-LS1-1); 4.ETS1.A (1-LS1-1)		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2),(1-LS3-1)</p> <p>RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1- 1),(1-LS3-1)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.(1-LS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(1-LS3-1)</i></p> <p>MP.5 Use appropriate tools strategically. <i>(1-LS3-1)</i></p> <p>1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. <i>(1-LS1-2)</i></p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <i>(1- LS1-2)</i></p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <i>(1-LS1-2)</i></p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <i>(1-LS1-2)</i></p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. <i>(1-LS3-1)</i></p>		

Quincy Public School First Grade Curriculum Map

Space Systems: Patterns and Cycles

1.Space Systems: Patterns and Cycles		
<div>Students who demonstrate understanding can:</div> <div>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]</div> <div>[Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</div> <div>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</div>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Planning and Carrying Out Investigations</div> <div>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</div> <div><div>▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)</div></div> <div>Analyzing and Interpreting Data</div> <div>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</div> <div><div>▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1- ESS1-1)</div></div>	<div>Disciplinary Core Ideas</div> <div>ESS1.A: The Universe and its Stars</div> <div><div>▪ Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1- ESS1-1)</div></div> <div>ESS1.B: Earth and the Solar System</div> <div><div>▪ Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)</div></div>	<div>Crosscutting Concepts</div> <div>Patterns</div> <div><div>▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2)</div></div> <div>-----</div> <div>Connections to Nature of Science</div> <div>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</div> <div><div>▪ Science assumes natural events happen today as they happened in the past. (1-ESS1-1)</div><div>▪ Many events are repeated. (1-ESS1-1)</div></div>
Connections to other DCIs in first grade: N/A		
Articulation of DCIs across grade-levels: 3.PS2.A (1-ESS1-1); 5.PS2.B (1-ESS1-1),(1-ESS1-2) 5-ESS1.B (1-ESS1-1),(1-ESS1-2)		
<div>Common Core State Standards Connections:</div> <div>ELA/Literacy –</div> <div><div>W.1.7</div><div>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1- ESS1-1),(1-ESS1-2)</div></div> <div><div>W.1.8</div><div>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2)</div></div> <div>Mathematics –</div> <div><div>MP.2</div><div>Reason abstractly and quantitatively. (1-ESS1-2)</div></div> <div><div>MP.4</div><div>Model with mathematics. (1-ESS1-2)</div></div> <div><div>MP.5</div><div>Use appropriate tools strategically. (1-ESS1-2)</div></div> <div><div>1.OA.A.1</div><div>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)</div></div> <div><div>1.MD.C.4</div><div>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)</div></div>		

Quincy Public School First Grade Curriculum Map

K-2.Engineering Design

K-2.Engineering Design		
<p>Students who demonstrate understanding can:</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <p>Asking Questions and Defining Problems</p> <p>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none">Ask questions based on observations to find more information about the natural and/or designed world. (K-2- ETS1-1)Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1) <p>Developing and Using Models</p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none">Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none">Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	<div>Disciplinary Core Ideas</div> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none">A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2- ETS1-1)Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none">Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none">Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2- ETS1-3)	<div>Crosscutting Concepts</div> <p>Structure and Function</p> <ul style="list-style-type: none">The shape and stability of structures of natural and designed objects are related to their function(s). (K-2- ETS1-2)
<p><i>Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:</i></p> <p>Kindergarten: K-PS2-2, K-ESS3-2</p> <p><i>Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:</i></p> <p>Kindergarten: K-ESS3-3, First Grade: 1-PS4-4, Second Grade: 2-LS2-2</p> <p><i>Connections to K-2-ETS1.C: Optimizing the Design Solution include:</i></p> <p>Second Grade: 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2 -ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K- 2-ETS1-3)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (K-2-ETS1-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <i>(K-2-ETS1-2)</i></p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p> <p>MP.4 Model with mathematics. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p> <p>MP.5 Use appropriate tools strategically. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. <i>(K-2-ETS1-1),(K-2-ETS1-3)</i></p>		

Quincy Public School First Grade Curriculum Map

Author Studies: Teaching for Deep Comprehension p. 91-92

- **An author is selected to study.**
- **The teacher shares the author’s biographical information.**
- **The teacher displays several titles by the author and conducts book talk on several texts. students select one to be read aloud.**
- **The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.**
- **The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.**
- **The students read, reread, and enjoy the author’s text during independent reading and/or centers.**
- **The student discuss the text with others during shared reading.**

***Depending on the level of your students, students can read the text independently or with partners. The students can then form peer discussion groups with other students who have read the same text. Students can share favorite parts, quotes, reflections with other students.**

Marzano’s 6 steps for vocabulary instruction:

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student’s original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student’s drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it’s a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”)

Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like www.visualthesaurus.com, <http://innovativocab.wikispaces.com>, www.visuwords.com, www.thesaurus.com, www.wordsmith.org, www.wordle.net | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

Quincy Public School First Grade Curriculum Map

TEACHER'S SCHEDULE: 2023-2024									
First Name: <u>1A</u> Last Name: _____							Room # _____		
School: _____				Grade: _____		# of Students: _____			
Time from	Time to	Minutes	Monday	Tuesday		Wednesday	Thursday	Friday	Minutes per week
8:25	8:45	20	Morning Routines/Breakfast						
8:45	9:00	15	Calendar						
9:00	9:30	30	Read Aloud/Reader's Workshop- Whole Group Lesson						
9:30	10:30	60	Small Groups/Centers- 3-4 groups daily						
10:30	11:00	30	Read Aloud/Writer's Workshop						
10:45	11:25	35	Writer's Workshop						
11:25	11:55	30	LUNCH						
11:55	12:10	15	RECESS						
12:10	12:30	20	Math						
12:30	1:15	30	Math						
1:15	1:30	15	Recess						
1:30	2:00	30	PE	PE		PE	PE	PE	
2:00	2:30	30	LIBRARY	Content		Content	MUSIC	MUSIC	
2:30	3:00	30	Word Study/HW				Content	Word Study/Content	
3:00	3:10	10	Word Study/HW				Content	Word Study/Content	
3:10	3:15	5	Read Aloud/Dismissal						
3:15	3:35	20	Dismissal						
Total Special Minutes									