

QUINCY PUBLIC SCHOOLS FIRST GRADE CONSENSUS MAP

What is a Consensus Map? The Latin root word for consensus is *con cen tre* which means the acknowledgement of common truths. A consensus map reflects the “WHAT”—the standards, content and skills agreed upon by a school/district and targets those specific areas in each discipline and across disciplines that are to be addressed with consistency in a school/district. A consensus map outlines the scope and sequence for a specific grade level and allows for each teacher the autonomy to be innovative with “HOW” they teach the agreed upon standards, content and skills outlined on the consensus map.

How to Use the Consensus Map:

- District Supplied Resource: *Purchased by the district/school to utilize with Core Instruction. Grade level curriculum maps are aligned to this resource.*
- District Purchased Supplemental Resources for All Students: *Supplemental enrichment resources purchased by the district/school to use with implementing core instruction for all students.*
- Reading Workshop:
- Writing Workshop:
- Word Study:
- Science:
- Social Studies:
- Math:

SMP= Standards of Mathematical Practice- SMP’s are included in each math unit of study. The Standards of Mathematical Practice in First Grade are:

SMP1: Make sense of problems and persevere in solving them.

SMP 5: Use appropriate tools strategically.

SMP2: Reason abstractly and quantitatively

SMP 6: Attend to precision.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 7: Look for and make use of structure.

SMP 4: Model with mathematics.

SMP 8: Look for and express regularity in repeated reasoning.

	LITERACY			CONTENT		
	Reading Workshop (90 minutes)	Writing Workshop(45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math (45 minutes)	Science (30 minutes)	Social Studies (30 minutes)
District Supplied Resource		Zaner Blosser Handwriting		Everyday Math (EM4)- Grade 1	HMH Science Dimensions Grade 1	
District Purchased Supplemental Resources for all students.	Learning A-Z Raz-Plus (See Lit Coach)		Heggerty Resource Phonics Word Study	K-2: Splash Math 3-5: ALEKS	Mystery Science	Pearson MyWorld- See Lit Coach EngageNY Inquiries HMH Social Studies Magazines
August	Launch Reader's Workshop Framework <ul style="list-style-type: none"> • What is reader’s workshop? • Rules/Expectations • Reading is thinking • WAR: Personal Response/Opinion 	Launch Writer's Workshop Framework <ul style="list-style-type: none"> • Procedures/Expectations • Rules/Expectations • Writing is communicating • Spelling/Conventions 	Words their Way Assessment Phonemic Awareness Assessment Known words assessment	Counting SMP #5 & #6 <ul style="list-style-type: none"> • Basic Facts-Counts on • Counting Strategies • Number lines • Number Stories • Tally charts 		Civics: Living, Learning and Working Together <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)

<p style="text-align: center; font-weight: bold;">September</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Taking care of books • Choosing books • Knowing yourself as a reader • Summarizing and Retelling • How to help yourself as a reader <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Close read • Retell BME • Identify characters' feelings • Identify setting • Compare and contrast setting between two texts. • WAR: BME, characters, setting • Language: Sentence, proper nouns 	<p>Writing</p> <ul style="list-style-type: none"> • Writing more • Conventions • Personal narrative <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Planning • Small moment • Introductions • Practice page • Using tools • Capitalization <p>Handwriting</p> <ul style="list-style-type: none"> • Straight/slant • Circle/no circle • Tall/short • Upper/lower • L, l, T, t, I, i 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> • Rhyme • Alliteration • Blending • Segmentation • Beginning & Middle Sounds • Short vowels • Long a 	<p>Introducing Addition</p> <p>SMP: #2 & #4</p> <ul style="list-style-type: none"> • Basic Facts Counts on/Zeros • Decomposing Numbers • Sums of 10 	<p>Light and Sound</p> <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) 	
<p style="text-align: center; font-weight: bold;">October</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Understanding story grammar elements (main character, setting, problem/solution) • Identify and use text features in fiction (preview using front/back cover, using illustrations, using dialogue) • Predictions <p>Imagined Unit</p> <ul style="list-style-type: none"> • Close read • Ask and answer questions of text • Retell stories BMR • Identify central message • Compare and contrast story elements • WAR: Character Feelings • Language: Possessive Nouns <p>Author Study: Understanding Story Grammar/Elements</p> <p>On Demand Writing: Duck</p> <ul style="list-style-type: none"> • Identify central message • Write a description of the character and how the character feels 	<p>Writing</p> <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Revising • Adding details • Editing • Illustrations • Publishing/Celebration <p>Handwriting</p> <ul style="list-style-type: none"> • O, o, A, a, D, d, C, c <p>Writing for Readers Unit</p> <ul style="list-style-type: none"> • Inspiring writing • Legible writing • Stretching words • Adding vowels to the middle of words 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Rhyme • Blending • Segmentation • Short a, i, u 	<p>Continue Addition</p> <ul style="list-style-type: none"> • Number Models <p>Number Stories</p> <p>SMP: #1 & #7</p> <ul style="list-style-type: none"> • Basic facts: Count backs • Part and total number models • Counting to add and subtract on a number line • Frames and arrows 	<p>Light and Sound</p> <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) 	

<p>November</p>	<p>Develop and Applying Strategies Unit</p> <ul style="list-style-type: none"> Making connections <p>Writing for Readers Unit</p> <ul style="list-style-type: none"> Concepts about Print Authors make their books readable <p>Noticing Illustrations in books</p> <p>On Demand Writing: <u>A Visitor for Bear</u></p> <ul style="list-style-type: none"> Oral retelling- 5 finger strategy Words and illustrations to describe characters' feelings Write a character description Write the central message <p>Start Letter Writing Unit</p> <ul style="list-style-type: none"> Close reading Definition of genre Author's purpose Parts of a letter Closing Commas Language: Subject-verb agreement 	<p>Writing</p> <p>Writing for Readers Unit</p> <ul style="list-style-type: none"> Spacing Personal word walls Partners Editing Punctuation (periods) Celebrations <p>Handwriting</p> <ul style="list-style-type: none"> E, e, F, f, G, g, J, j 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Rhyme Blending Segmentation Long I Short u L blends <p>Phonics & Word Study</p> <ul style="list-style-type: none"> Rhyme Blending Substitution S blends R blends Final consonant blends 	<p>Continue Number Stories</p> <p>Length and Addition Facts</p> <p>SMP: #1 & #4</p> <ul style="list-style-type: none"> Basic Facts: Ten frames/Zeros subtraction/Doubles Addition Length measurement Bar graphs Combinations of 10 		<p>Geography: Living, Learning, and Working Together</p> <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 environmental 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)
<p>December</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Building vocabulary and concept knowledge Activating Background Knowledge <p>WAR: Making Connections</p>	<p>Writing</p> <p>Letter Writing Unit</p> <ul style="list-style-type: none"> Planning: Audience: Greeting Thank you, Letter, Friendly Letter Asking Letter Using pronouns Conventions Celebrations <p>Handwriting</p> <ul style="list-style-type: none"> E, e, F, f, G, g, J, j 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Blending Addition Substitution Consonant digraphs th, sh, -ng Consonant digraphs ch, -tch, wh Three letter blends (spl, spr, squ, str) 	<p>Continue Length and Addition Facts</p> <ul style="list-style-type: none"> Adding three numbers 10 more, 10 less 		<p>Economics: Living, Learning, and Working Together</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>January</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Learning information from non-fiction Identifying and using non-fiction text <p>How to Unit</p> <p>On Demand Writing -<u>Shake to the Beat</u> & <u>Draw People</u></p> <ul style="list-style-type: none"> How to writing Identify topic and author's purpose <p>On Demand Writing: <u>Wangari's Trees of Peach</u></p> <ul style="list-style-type: none"> Key words Key details Introduce the concept of timeline 	<p>Writing</p> <p>How to Writing</p> <ul style="list-style-type: none"> ODW: How to writing <p>Handwriting</p> <p>B, b, P, p, R, r, N, n</p>	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Blending Substitution Long a Long o Soft c, g 	<p>Place Value and Comparisons</p> <p>SMP: #2 & #6</p> <ul style="list-style-type: none"> Place Value Greater than, less than, equal to Number scrolls to 100 Adding and subtracting 2-digit numbers 		<p>History: Living, Learning, and Working Together</p> <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)

<p>February</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Making inferences • Visualizing <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Close read • Retell BME • Identify story elements • Central message • WAR: Personal Feelings • Language: Produce and expand complete/compound sentences • Language: verbs, adjectives • Language: Commas in a series 	<p>Writing</p> <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Planning stories • Revising introductions • Show Don't tell • Words/Phrases • Temporal words • Editing • Closure <p>Handwriting</p> <p>M, m, H, h, V, v, Y, y</p>	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Blending • Substitution • Long e, i, u • Long a spellings (a, ai, ay) 	<p>Addition Fact Strategies</p> <p>SMP:#3 & #8</p> <ul style="list-style-type: none"> • Basic Facts-Addition Strategy review/Doubles Subtractions • Time to the hour • 2-digit number stories • Near Doubles • Place Value 	<p>Space Systems: Patterns and Cycles</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>March</p>	<p>Informational Author Study: Taking notes on non-fiction</p> <p>Informational All About Unit</p> <ul style="list-style-type: none"> • Close Read • Ask and answer questions of information and words • Explain differences between stories and books that give information • Know and use text features • Evaluate/Critiques parts of the text • Being research <p>On Demand Writing -Pig Trilogy</p> <ul style="list-style-type: none"> • Story Elements • Compare and contrast characters and setting of both versions 	<p>Writing</p> <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Nouns, verbs, adjectives • Tools • Checklist • Illustration • Publish • <p>Informational All About Unit</p> <ul style="list-style-type: none"> • Research a topic • Creating a web • Headings/table of contents • Introduction: Questions/Fact • Pronouns • Diagrams <p>Handwriting</p> <p>W, w, X, x, K, k, Z, z</p>	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Blending • Isolation • Segmentation • Long O (o, oa, ow, oe) • Long I (l, y, igh) • Log e (e, ee, ea, ie) <p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Blending • Isolation • Substitution • ar • or • ur 	<p>Subtraction Fact Strategies and Attributes</p> <p>SMP: #7 & #8</p> <ul style="list-style-type: none"> • Basic Facts-Ten Frames Subtraction • Fact Families • Attributes of shapes • Digital clocks 	<p>Plants and Animals</p> <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) 	
<p>April</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Engaging with Books • Taking notes on Fiction <p>On Demand Writing: A Dragon's Life</p> <ul style="list-style-type: none"> • Introduce diary writing • Define life cycle and discuss text features • Shared Writing-taking notes <p>Book Review Unit</p> <ul style="list-style-type: none"> • Close Read of book reviews • Ask and answer questions • Author's opinion & reasons to support opinion • Identify basic similarities and differences between 2 texts on the same topic • WAR: Lesson of the story • Language: Use determiners • Language: Root words & Affixes 	<p>Writing</p> <p>Informational All About Unit</p> <ul style="list-style-type: none"> • Varied sentence structure • Caption • Revision: adding interesting facts, clues, questions • Edit: spelling • Publish/celebrate <p>Book Review Unit</p> <ul style="list-style-type: none"> • Global ideas/planning • Introductions • State opinion • Reasons <p>Handwriting</p> <p>Review</p>	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Blending • Isolation • Substitution • Segmentation • ou • oi • oo 	<p>Geometry</p> <p>SMP: #3 & #6</p> <ul style="list-style-type: none"> • Basic Facts-Count ups subtraction • Halves & Fourths • 2 & 3 dimensional shapes • Time to the half hour <p>Two-digit Addition and Subtraction and Review</p> <p>SMP: #1 & #5</p> <ul style="list-style-type: none"> • Basic Facts Review • 2-digit numbers stories • Review: Measurement, relations and equivalence, place value, 3-dimensional geometry and equal shares 	<p>Plants and Animals</p> <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) 	

May

Developing and Applying Strategies

- Identifying and understanding literary devices
- Message/Lesson

Poetry Unit

- Immersion into different types of poetry
- Structures and types of poems
- Language: Use Categories & Attributes

Writing

Book Review Unit

- Produce and expand compound sentences
- Conclusion peer revising
- Conventions
- Publish

Poetry Unit

- Seeing with poet's eyes
- Line breaks
- Showing, not telling
- Precise words
- Patterns
- Revise/Edit
- Publish

Handwriting
Review

Phonics & Word Study

- Blending
- Isolation
- Segmentation
- Wr, kn, gn
- Aw, au, al, augh
- Long e (y, ey)

Continue Two-digit Addition and Subtraction and Review