

QUINCY PUBLIC SCHOOLS KINDERGARTEN 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 Kindergarten 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	Writing Workshop	Word Study: <i>Phonics & Spelling</i>	Math	Science	Social Studies
District Supplied Resource		Zaner Blosser Handwriting		Everyday Math (EM4)- Grade K	HMH Science Dimensions Grade K	
District Purchased Supplemental Resources for all students.	Learning A-Z Raz-Plus (See Lit Coach)		Heggerty Resource Phonics Word Study	K-2: Splash Learn 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"> • Procedures/Expectations • Intro to Reader's Workshop • The Reading Environment 	Launch Writer's Workshop Framework <ul style="list-style-type: none"> • Procedures/Expectations • Intro to Writer's Workshop • The Writing Environment Handwriting <ul style="list-style-type: none"> • Writing names correctly • Holding a pencil • Writing expectations 		Math <ul style="list-style-type: none"> • Ongoing Daily Routines (Integrate mathematics into daily life at school.) <ul style="list-style-type: none"> ○ Daily schedule/calendar ○ Weather & Temperature ○ Days of School ○ Attendance 		Civics: My Social World <ul style="list-style-type: none"> • Roles/Responsibilities of Leaders in My Social World- School leaders, Classroom leaders, bus leaders, etc. • Rules- in My Social World- Classroom rules, school rules, lunch rules, bus rules, etc.

<p>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 • Building reading stamina: <i>Learning to read for longer periods of time</i> 	<p>Launch Writer's Workshop</p> <ul style="list-style-type: none"> • Return sweep • Accessing and returning writing materials • Making writing resources/charts/lists/posters • Planning for writing: Visualize/Labeling • Using resources: ABC chart • Stretching words <p>Handwriting</p> <ul style="list-style-type: none"> • Concept of line and a circle • Sorting letters • Stretching out words • Using the “over” stroke: c,o,a,d,g 	<p>Word Study</p> <ul style="list-style-type: none"> • Alphabet recognition • Word discrimination • Rhyme • Syllables • Sentences • Phoneme isolation • Phoneme blending 	<p>Math</p> <p>SMP 2 & 6</p> <ul style="list-style-type: none"> • Counting • Developing Number Sense • Graphing <p>SMP 1 & 7</p> <ul style="list-style-type: none"> • Counting & Comparing Sets • Number Stories • Shapes 	<p>Weather</p> <ul style="list-style-type: none"> • With guidance and support, explain how weather, climate, and other environmental characteristics affect people's lives and cultural identities in our region. (Geography-SS.G.1.K) • Make observations to determine the effects of sunlight on the Earth's surface.(PS3-1) • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.(PS3-2) • Use and share observations of local weather conditions to describe patterns over time.(ESS2-1) • Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (ESS2-2) 	
<p>October</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Making predictions • Activating background knowledge <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Close read • Identify beginning, middle, end. Identify characters & setting (Text Map) • Describe the relationship between illustrations & the story in which they appear. • WAR: favorite part <p>On Demand Writing: <u>Mouse Count</u></p> <ul style="list-style-type: none"> • Author/illustrator • Retelling • Characteristics of text types • Focused vocabulary <p>Author Study</p>	<p>Launch Writer's Workshop</p> <ul style="list-style-type: none"> • Sharing writing • Publish <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Intro to personal narratives • Telling stories in illustrations • Drawing ideas, people, etc. • Using pictures and words <p>Handwriting</p> <ul style="list-style-type: none"> • Using the “over” stroke: q,s,f • Using the “across” stroke: e • Using the “down” stroke: l,t, i j • Using the down stroke: b, h,m,n,p • Using the “down” stroke: r,u,k 	<p>Word Study</p> <ul style="list-style-type: none"> • Rhyme/syllable blending • Phoneme isolation • Letter m • Short a • Letter s 	<p>Math</p> <p>Continue</p> <p>SMP 1 & 7</p> <ul style="list-style-type: none"> • Counting & Comparing Sets • Number Stories • Shapes 	<p>Weather</p> <ul style="list-style-type: none"> • With guidance and support, explain how weather, climate, and other environmental characteristics affect people's lives and cultural identities in our region. (Geography-SS.G.1.K) • Make observations to determine the effects of sunlight on the Earth's surface.(PS3-1) • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.(PS3-2) • Use and share observations of local weather conditions to describe patterns over time.(ESS2-1) • Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (ESS2-2) 	
<p>November</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Building vocabulary and conceptual knowledge • Making inferences • Problem solving unfamiliar words <p>On Demand Writing - <u>Informational Snakes</u></p> <ul style="list-style-type: none"> • Name front, back, title page of book. • Determine facts about snacks using illustrations and text. • Identify main topic and orally retell key details. • Independently draw and or write to create a page for class book. • Identify parts needed to complete class book (front, back title) and share. • Review essential questions, and revisit enduring understanding. 	<p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Using writing tools: Alphabet chart • Counting words • Re-reading • Leaving spaces between words <p>Informational Unit</p> <ul style="list-style-type: none"> • Making a list • Using a T-chart • Labeling a picture, etc • Spaces <p>Handwriting</p> <ul style="list-style-type: none"> • Using “slant” stroke: v,w,x,y • Using the “across” stroke: z (review e) • Using “over” stroke: c,o,a,d • Using “over” stroke: q,s,f • Leaving space between words 	<p>Word Study</p> <ul style="list-style-type: none"> • Letter t, n, l • Blending onset/rime • Phoneme isolation/substitution 	<p>Math</p> <p>SMP 2</p> <ul style="list-style-type: none"> • Numerals • Graphing <p>SMP 1 & 5</p> <ul style="list-style-type: none"> • Counting by 10s and counting on • Exploring Weight and Capacity • Composing and decomposing numbers • Combining Shapes 		<p>History: My Social World</p> <ul style="list-style-type: none"> • Compare life in the past with life today • Holidays/Heroes in the past in My Social World : Explain the significance of our national holidays and the heroism and achievements of the people associated with them

<p>December</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Asking questions <p>Informational Unit: Letter Unit</p> <ul style="list-style-type: none"> Book talks Close read Retell B, M, E Parts/structure of a letter Ask and answer questions about unknown words <p>Author Study: Compare and contrast adventures and experiences of characters in familiar stories.</p>	<p>Informational Unit:</p> <ul style="list-style-type: none"> Letter writing & How to Parts of a letter Writing a class letter Creating a list Paper choices <p>Handwriting</p> <p>Using the “across” stroke: e Using the “down” stroke: l,t Using the “down” stroke: b,h,m,n,p</p>	<p>Word Study</p> <ul style="list-style-type: none"> Letter p, c, short o Phoneme isolation, substitution Syllables Blending 	<p>Math</p> <p>Continue SMP 1 & 5</p> <ul style="list-style-type: none"> Counting by 10s and counting on Exploring Weight and Capacity Composing and decomposing numbers Combining Shapes 		<p>History: My Social World</p> <ul style="list-style-type: none"> Compare life in the past with life today Holidays/Heroes in the past in My Social World : Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
<p>January</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Self-monitoring and correcting Understanding story grammar Making connections Taking notes on fiction <p>Opinion Unit</p> <ul style="list-style-type: none"> Close read What is an opinion? Problem solving unfamiliar words WAR: Write about your favorite book/author and support with a reason. <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> Close read: Identifying main characters, setting, and retelling B, M, E Identify setting & characters’ feelings WAR: Write about characters and support with a reason Taking notes on fiction Language: nouns, plural nouns <p>On Demand Writing: <u>George Flies South</u></p> <ul style="list-style-type: none"> Establish background knowledge Discuss author, illustrator, text type B, M, E 	<p>Writing:</p> <ul style="list-style-type: none"> Space between words Class opinion book <p>Opinion Unit:</p> <ul style="list-style-type: none"> What is an opinion? How to state your opinion Stretching words Expressing likes/dislikes <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> Story elements: characters, setting Adding details Beginning, middle, end Word wall Lowercase letters <p>Handwriting</p> <ul style="list-style-type: none"> Using the “down” stroke: r, u, k Using the “slant” stroke: v, w, x, y 	<p>Word Study</p> <ul style="list-style-type: none"> Letter h, b, r, short u Blend onset/rime Phoneme isolation Syllables 	<p>Math</p> <p>SMP: 3 & 4</p> <ul style="list-style-type: none"> Teen numbers 100th day of school Introduction to symbols (=, +) Shapes (two-dimensional) 	<p>Forces and Motion</p> <ul style="list-style-type: none"> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.(PS 2-1) Analyze data to determine if a design solution works as intended to change the speed or direction of an object. (PS 2-2) 	
<p>February</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Learning information from nonfiction Identifying nonfiction text features <p>Informational Unit: How to</p> <ul style="list-style-type: none"> Close read: Why do we write how-to? Parts of a how-to Transition words Language: Use prepositions <p>Author Study</p> <ul style="list-style-type: none"> Ask and answer questions about key details Identify main topic and retell key details Identify the reasons the author gives to support points in the text 	<p>Personal Narrative Unit</p> <ul style="list-style-type: none"> ODW: George Flies South Editing checklist Sentences begin with uppercase letters <p>Informational Unit: How to</p> <ul style="list-style-type: none"> Introduction to how to Making a list of topics Elements of how to Word Boundaries: leave space between words, appropriate spacing between letters and words Periods at the end of a sentence Celebration <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Word Study</p> <ul style="list-style-type: none"> Letter g, d, w, short e Phoneme isolation Blending onset/rime 	<p>Math</p> <p>SMP: 4 & 8</p> <ul style="list-style-type: none"> Length measurement Two- and three-dimensional shapes Addition and subtraction situations and symbols Sorting 	<p>Forces and Motion</p> <ul style="list-style-type: none"> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.(PS 2-1) Analyze data to determine if a design solution works as intended to change the speed or direction of an object. (PS 2-2) 	

<p>March</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Responding to characters <p>Personal Narrative Unit:</p> <ul style="list-style-type: none"> Close read Identifying/Retell B, M, E Identify setting, character’s feelings Notice how characters change including problem and solution WAR: Write about a character’s feeling and include support Compare and contrast adventures and experiences of characters in two stories. Language: Use multiple meaning words <p>On Demand Writing: <u>999 Tadpoles & Glass Frogs</u></p> <ul style="list-style-type: none"> Provide understanding of frogs/tadpoles Orally retell the story Identify characters, setting, events Author/illustrator role Sort text types: poems & storybooks 	<p>Personal Narrative Unit:</p> <ul style="list-style-type: none"> Small moment review Adding description review Telling a story across your fingers Beginning, middle, end graphic organizer Writhing the beginning, middle, end Beginning, middle, end checklist Visualizing beginning, middle, end of own small moment Writing beginning, middle, end of own small moment Writing a problem and solution Using transition words Inside vs outside story, graphic organizer Pronoun order <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Word Study</p> <ul style="list-style-type: none"> Letter l, j, k, y Phoneme isolation Blending onset/rime Syllables 	<p>Math SMP: 1 & 6</p> <ul style="list-style-type: none"> Addition and subtraction strategies Collecting and representing data Estimation 		<p>Economics: My Social World</p> <ul style="list-style-type: none"> Needs/Wants in My Social World: Explain that choices are made because scarcity. <p>Geography: My Social World</p> <ul style="list-style-type: none"> With guidance and support, explain how people and goods move from place to place.(SS.G.2) With guidance and support, identify characteristics of print, and digital maps, graphs, and other cultural representations of familiar places. (SS.G.3)
<p>April</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Visualizing Taking notes on nonfiction <p>On Demand Writing: <u>Snakes, Amazing Animals</u></p> <ul style="list-style-type: none"> Express understanding of key vocabulary using gestures Compare facts from both texts Draw and write two connected facts and describe how they are connected Write an opinion letter to express preference between both stories <p>Informational Unit:</p> <ul style="list-style-type: none"> Close Read Identify ways nonfiction books present information with facts. What is a fact? Nonfiction text features Language: Use antonyms Language: Explain inflections and affixes WAR: List of facts you learned from texts <p>Author Study</p> <ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters in familiar stories 	<p>Personal Narrative Unit:</p> <ul style="list-style-type: none"> Singular and plural nouns Spaces Punctuation Editing Checklist Preparing for publication <p>Informational Unit:</p> <ul style="list-style-type: none"> Making a list of topics Using resources to collect new information Organizing information Identifying the structure of riddle-organization Turning notes into complete sentences Writing questions Reread and touch each word-revisited Check ending punctuation Sharing with an audience <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Word Study</p> <ul style="list-style-type: none"> Letter v, qu, x,z Long o, long a Blending Blending onset/rime Addition/substitution 	<p>Math SMP: 3 & 5</p> <ul style="list-style-type: none"> Making ten Modeling three-dimensional shapes Adding and subtracting Measuring time 	<p>Plants and Animals</p> <ul style="list-style-type: none"> Use observations to describe patterns of what plants and animals(including humans) need to survive.(LS1-1) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.(ESS2-2) Use a model to represent the relationship between the needs of different plants or animals(including humans) and the place they live. (ESS3-1) Communicate solutions that will reduce the impact of humans on the land, water, air, and/other living things in the local environment.(ESS3-3) 	
<p>May</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Distinguishing between fantasy and reality <p>Opinion Unit:</p> <ul style="list-style-type: none"> Close read Ask and answer questions in the story Author/illustrator role Understand speech and thought bubbles in text WAR: Compose and opinion and reason to support Language: Use verbs shades of meaning <p>On Demand Writing: <u>Me Jane</u></p> <ul style="list-style-type: none"> Introduce biography Identify topic of the book Discuss key words and phrases from the text. 	<p>Opinion Unit:</p> <ul style="list-style-type: none"> Facts and opinion More ways to state your opinion Opinions are stronger with reasons My favorites book: writing your opinion, editing, preparing for publication Celebrating opinion books <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Word Study</p> <ul style="list-style-type: none"> Long l, long u, long e Phoneme isolation Blending Addition Substitution 	<p>Math SMP: 7 & 8</p> <ul style="list-style-type: none"> Spatial relationships Measurement Class math celebration 	<p>Plants and Animals</p> <ul style="list-style-type: none"> Use observations to describe patterns of what plants and animals(including humans) need to survive.(LS1-1) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.(ESS2-2) Use a model to represent the relationship between the needs of different plants or animals(including humans) and the place they live. (ESS3-1) Communicate solutions that will reduce the impact of humans on the land, water, air, and/other living things in the local environment.(ESS3-3) 	

