

Quincy Public School First Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)		
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.	
AUGUST				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.	<u>Writer's Workshop Framework:</u> 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 <u>Independent Practice:</u> One on one conferences, independent/writing, projects				
	<p><u>Launching the Reader's Workshop:</u> <u>20-day planner pacing guide</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 1: Moving to a meeting area Routine 2: Where to Sit at Meeting Area Routine 3: Move with a Purpose Routine 4: Taking Care of Books Routine 5: How to Use the Table's Book Basket <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 1. Be an Active Listener 2: Think and Talk about Reading 3: Reread to Support Comprehension 	<p>Alphabet chart- (daily throughout the year)</p> <p>First Grade Phonemic Awareness Assessment</p> <ul style="list-style-type: none"> Assessment: Words Their Way Known Words 	<p><u>Read Aloud for Enjoyment:</u></p> <ul style="list-style-type: none"> Fiction: Dragon's Hometown Informational Text: Flight! <p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 1: Our Reading Community: Why Readers Read 2: Our Reading Community: Ways to Read a Book 3: How Readers' Figure Out Words 	<p><u>Support and establish independence at centers.</u></p>	<p><u>Introduce structures and routines for centers.</u></p> <ul style="list-style-type: none"> Role, responsibilities Problem solving Introduce Centers 		<p>Focus Area 1-2</p> <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students from Focus Area 1 & 2 	<p><u>Unit 1: Math Is</u></p> <ul style="list-style-type: none"> Unit Opener: Ignite 1-1 Math is Mine 1-2 Math is Exploring and Thinking 1-3 Math is in Our World 		
	<p><u>Launching the Reader's Workshop:</u> <u>20-day planner pacing guide</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 6: How to Be a Good Listener Routine 7: Appropriate Workshop Voice Levels Routine 8: Turn, Talk, and Listen Routine 9: Think, Pair, Share Routine 10: What Active Reading Looks Like <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 4: Use Pictures to Support Comprehension 5: Ask Questions to Support Comprehension 		<p><u>Reader's Workshop Mini-Lessons</u></p> <ul style="list-style-type: none"> 4: Distinguishing Characteristics of Fiction and Informational Text 5: Informational Text Features 6: Describe characters 7: Describe Settings <p>Shared Reading:</p> <ul style="list-style-type: none"> 1: Dragon's Hometown 		<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library Listening to books: Writing a personal response Writing- stories, letters, cards Discovery: integrate content lessons Letter/Word Work Phonological awareness Poems/Pocket Chart Technology related to specific learning. 			<ul style="list-style-type: none"> 1-4 Math is Explaining and Sharing 1-5 Math is Finding Patterns 1-6 Math is Ours Unit Review/Fluency Practice 		

Assessments for Instruction:

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| <ul style="list-style-type: none"> Literacy Footprints Reading 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: |
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Quincy Public School First Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Second Step: Lessons 2-5									
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Independent time in literacy can also be utilized.	
S E P T E M B E R	<p>Launching the Reader's Workshop:</p> <p><u>20-day planner pacing guide</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 11: Draw, Pair, Share Routine 12: How to Use Our Class Word Wall Routine 13: How to Use a Book Bag Routine 14: How To Read with a Partner <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 6: Make Predictions and Draw Inferences 7: Check Understanding While Reding 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> Alliteration Beginning sounds, upper/lowercase letters Short a, blending Rhyme Distinguish short a and long a Phonics <p>Handwriting:</p> <ul style="list-style-type: none"> Straight/slant Circle/no circle Tall/short Upper/lower 	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 8: Describe Events in a Plot 9: Introduction to Book Talks 10: How the Classroom Library is Organized <p>Shared Reading:</p> <ul style="list-style-type: none"> 2: Dragon's Hometown 	<p>Support and establish independence at centers.</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library Listening to books/WAR Writing- stories, letters, cards Budding Reading: Share favorite book with buddy. Big Books from Shared Reading 	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Creating an Inspiration Board Developing an Inspiration Board Researching Nonfiction Looking at What Writers Put in Their Writing Writing to Help Us Remember 	<p>Focus Area 3: Using Sounds and Letters We Know</p> <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> Find a Sound Tap the Sounds Stretch the Sounds Name Game ABC Chart Letters and Sounds Important People in my Life Portrait Name Motion Game Tap the Sounds, Write the Letter Find the Sounds, Next Word Word Wall Helper Say Aloud and Writing Word Walls Rock Write from a Sketch Write from a Sketch and Add More Use your Sketch 	<p>Unit 2 Number patterns</p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 2-1 Counting Patterns to 100 2-2 Patterns on a Number Chart to 120 2-3 Patterns on a Number Line 	<p>Unit: Animal Traits & Survival & Plant Traits & Survival</p> <p>At the end of this unit, students will be able to:</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) 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. (K-2-ETS1-1) 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. (K-2-ETS1-2) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3) <p>Resource:</p> <p>Mystery Science:</p> <ul style="list-style-type: none"> Animal Traits and Survival Plant Traits & Survival <p>Activities/Assessments: Animals Traits & Survival</p> <ul style="list-style-type: none"> Session 1-3 Session 4-7 Session 7-10 Session 10-14 	
	<p>Launching the Reader's Workshop:</p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 15: Using Peer Coaching Menus Routine 16: How to Use a Reading Stamina Mat <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 9: Fiction: Identify New Vocabulary Words 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> Ending sounds Oral blending Rhyme Oral segmentation Short and long i <p>Handwriting:</p> <p>I, L</p>	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 11: How we Shop for Books in the Classroom Library 12: Making Good Book Choices 13: How We Use Our Book Bags 14: How to Work with Reading Partners <p>Shared Reading:</p> <ul style="list-style-type: none"> 3: Flight! 	<p>Small groups: Begin GR 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>Discovery: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins</p> <p>Letter/Word Work</p> <p>Phonological awareness: Read, Build, Fill in the blank</p> <p>Poems/Pocket Chart: Read, Build, Fill in the blank</p> <p>Technology related to specific learning</p>	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Looking to the Inspiration Board for Ideas Using Booklets to Think/Say/Sketch/Write Using a Folder to Keep Organized Rehearsing Writing With a Partner Continuing to Write and Write 	<p>Writer's Workshop Kickoff</p> <ol style="list-style-type: none"> Tap the Sounds, Write the Letter Find the Sounds, Next Word Word Wall Helper Say Aloud and Writing Word Walls Rock Write from a Sketch Write from a Sketch and Add More Use your Sketch 	<p>• Math Probe</p> <ul style="list-style-type: none"> 2-4 Patterns When Reading and Writing Numbers 2-5 Patterns When Representing Objects in a Group Unit Review/Fluency Practice 	<p>• 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> <p>• 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. (K-2-ETS1-1)</p> <p>• 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. (K-2-ETS1-2)</p> <p>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3)</p>	
	<p>Launching the Reader's Workshop:</p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 17: Guidelines for Constructive Conversations Routine 18: Share and Reflect <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 9: Fiction: Identify New Vocabulary Words 10: Informational: Identify New Vocabulary Words 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> Medial sounds Oral blending Rhyme Oral segmentation Substitution <p>Handwriting:</p> <p>I, I</p>	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 15: Reading Partners: Accountability During Reading 16: Why Readers Abandon Books 17: Responding to Reading 18: How We Make Book recommendations 19: Using Self-Stick Notes as I Read 20: Preparing the Reading Conference <p>Shared Reading:</p> <ul style="list-style-type: none"> 4: Flight! 	<p>Review and Reteach</p>	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Getting Started Right Away Stretching and Writing Words Adding to Sketches and Words Adding Another Page Using a Word Wall 	<p>Writer's Workshop Kickoff</p> <ol style="list-style-type: none"> Tap the Sounds, Write the Letter Find the Sounds, Next Word Word Wall Helper Say Aloud and Writing Word Walls Rock Write from a Sketch Write from a Sketch and Add More Use your Sketch 	<p>• Performance Task</p> <p>• Unit Assessment</p> <p>Unit 3: Place Value</p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> 3-1 Numbers 11 to 19 Math Probe 	<p>• 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> <p>• 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. (K-2-ETS1-2)</p> <p>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3)</p>		
	<p>Review and Reteach</p> <p>Independent Reading</p> <p>WAR: Personal Response (Possible texts to use with opinion: Earrings & Hey Little Ant): W.1.1</p> <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? 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> Word blending/dictation: Review short a Word building: Review short i Word Blending: Review short o Word Building: Review short e Dictation/spelling: Review short u <p>Handwriting:</p> <p>t, T</p>	<p>Review and Reteach</p>	<p>Review and Reteach</p>	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Choosing a Piece to Publish Creating a Title and Cover Sharing Writing Reflecting and Celebrating Stacking Writing in Order 	<p>Writer's Workshop Kickoff</p> <ol style="list-style-type: none"> Tap the Sounds, Write the Letter Find the Sounds, Next Word Word Wall Helper Say Aloud and Writing Word Walls Rock Write from a Sketch Write from a Sketch and Add More Use your Sketch 	<p>• 3-2 Understand Tens</p> <ul style="list-style-type: none"> 3-3 Represent Tens and Ones 3-4 Represent 2-digit numbers 3-5 Represent 2- digit Numbers in Different Ways <p>Report Card Math Assessments-</p>	<p>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3)</p>		

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprints Reading 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:
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Quincy Public School First Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 2: Lessons 6-8									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)		
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>	
O C T O B E R	Unit 1: Week 1: Plants and Animals Grow and Change <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> A Mountain Gorilla Grows Up Teacher's Choice 	Unit 1: Week 1 <ul style="list-style-type: none"> Short a Rhyme Blending Segmentation <u>Handwriting:</u> o, O	Shared Reading: <ul style="list-style-type: none"> Five Little Tadpoles Someday Unit Poem: Caterpillars Mini lessons: <ul style="list-style-type: none"> Introduce Unit Introduce the Genre: Informational Text Ask Questions Recognize Central Idea (Main Topic) Including Supporting Evidence Use Text to Determine Word Meanings 	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. 	<u>Suggested opportunities:</u> <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: Writing- stories, letters, cards 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 Research & Inquiry Project: Life Cycles 	Writer's Workshop Kickoff <ul style="list-style-type: none"> Shared Reading of a Mentor Text Generating Ideas and Sketching Across Pages Matching Words to Sketches Adding Description to Stories Using Resources to Spell 	Focus Area 3: Using Sounds and Letters We Know <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. 16. Find a Sound 17. Tap the Sounds 18. Stretch the Sounds 19. Name Game 20. ABC Chart Letters and Sounds 21. Important People in my Life Portrait 22. Name Motion Game 23. Tao the Sounds, Write the Letter 24. Find the Sounds, Next Word 25. Word Wall Helper 26. Say Aloud and Writing 27. Word Walls Rock 28. Write from a Sketch 29. Write from a Sketch and Add More 30. Use your Sketch	Continue: <u>Unit: Animal Traits & Survival & Plant Traits & Survival</u> Activities/Assessments: Animal Traits & Survival <ul style="list-style-type: none"> Session 15-18 Session 19-20 Activities/Assessments: Plant Traits & Survival <ul style="list-style-type: none"> Session 1-4 Session 5-8 		
	Unit 1: Week 2 Plants and Animals Grow and Change <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> An Oak Tree Has a Life Cycle Teacher's Choice 	Unit 1: Week 2 <ul style="list-style-type: none"> Short i Blending Segmentation <u>Handwriting:</u> a, A	Shared Reading: <ul style="list-style-type: none"> Baby Animals Grow, Ducklings, Grow Unit Poem: Caterpillars Mini-lessons: <ul style="list-style-type: none"> Ask Questions Describe the Connection Between Events Sort Words Into Categories Use Text Features and Graphics to Locate Information Identify Similarities and Differences Between Two Texts on the Same Topic 			Writer's Workshop Kickoff <ul style="list-style-type: none"> Adding Thoughts and Speech to Sketches Using Transitions Using a Word Wall Creating a Title and Cover Sharing and Celebrating 				<ul style="list-style-type: none"> Performance Task Unit Assessment Unit 4: Addition within 20: Facts and Strategies <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 4-1 Relate Counting to Addition
	Unit 1: Week 3: Plants and Animals Grow and Change <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Baby Animals: Three Personal Narratives ODW- A Dragon's Life (RI 1.1,2,4,5,6) (L.1.1,2) (W.1.3,5) Introduce diary writing. Define life cycle and discuss text features. Shared Writing- taking notes. Create a mentor narrative text. Peer revisions 	Unit 1: Week 3 <ul style="list-style-type: none"> Short u Rhyme Blending Segmentation <u>Handwriting:</u> d, D	Shared Reading: <ul style="list-style-type: none"> My Garden The Seed Unit Poem: Caterpillars Mini lessons <ul style="list-style-type: none"> Introduce the Genre: Personal Narrative Recognize Central Idea, Including Supporting Evidence Describe the Connection Between Events Sort Words into Categories Unit Wrap-up/ Constructive Conversation 			<i>*Independent Writing Prompt- Writing proficiency checklist</i>				<ul style="list-style-type: none"> 4-2 Count on to Add 4-3 Doubles 4-4 Near Doubles 4-5 Make a 10 to Add
	Unit 2: Week 1: Many Kinds of Characters <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Wolfie the Bunny Teacher's Choice 	Unit 2: Week 1 <ul style="list-style-type: none"> Long i Blending Substitution <u>Handwriting:</u> c, C	Shared Reading: <ul style="list-style-type: none"> Look in a Book! Old Mother Hubbard Unit Poem: By Myself Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Create Mental Images Introduce the Genre: Fiction Identify and Describe Characters Identify Shades of Meaning Among Verbs 			Writing Books That Teach <ul style="list-style-type: none"> Gearing Up for the Unit Studying a Mentor Text and Our Own Writing Studying a Second Mentor Text and Categorizing Ideas Comparing and Trying Out Overall Structures Elaboration Techniques in Active Nonfiction 				<ul style="list-style-type: none"> 4-6 Choose Strategies to Add 4-7 Use Properties to Add Math Probe 4-8 Add Three Numbers Extra week <ul style="list-style-type: none"> 4-9 Find an Unknown Number in an Addition Equation 4-10 Understand the Equal Sign 4-11 True Addition Equations

Assessments for Instruction:

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| <ul style="list-style-type: none"> Literacy Footprints Reading 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: |
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Quincy Public School First Grade Curriculum Map

2 nd Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.
N O V E M B E R	Unit 2: Week 2: Many Kinds of Characters <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Abuelita's Secret <p>Author Study: Choose an author's set of books to study in depth. See appendix. 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 How did the character feel in this book? Why or how do you know?</p>	Unit 2: Week 2 <ul style="list-style-type: none"> Short u Rhyme Blending Segmentation <p><u>Handwriting:</u> e, E</p>	Shared Reading: <ul style="list-style-type: none"> Three Little Kittens The Turtle and the Hare Unit Poem: By Myself <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Create Mental Images Listen and Retell Important Details Identify and Describe Characters Use Text to Determine Word Meanings Compare and Contrast the Experiences of Characters in Two Stories 	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. 	<p><u>Suggested opportunities:</u></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/lesson of the story/Describe characters/feelings Buddy Reading: Share lesson from the story. Big Books from Shared Reading: Writing- stories, letters, cards Letter/Word Work Building Words with blends 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 Research & Inquiry Project: Animal Characters/ Community Map 	<p>Writing Books That Teach</p> <ul style="list-style-type: none"> Generating Ideas for Active Nonfiction Even More Generating Ideas of Active Nonfiction Narrowing Down and Trying Out Different Categories Choosing an Overall Structure Planning Sections 	<p>Focus Area 4: Planning and Writing Our Very Own Sentences</p> <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> I Spy! Sentences on Our Fingertips Spaghetti and Meatball Spaces Stop Signs Labels Help US Write Label and Write Out Loud Sketch, Label and Write Using Spaghetti and Meatball Spaces Choose the Stop Sign Sentence Helper From Labels to Sentences Practicing Sentences on Our Fingertips Writing With Spaghetti and Meatball Spaces Using Stop Signs Sketch and Write on Our Own 	<ul style="list-style-type: none"> Unit Review/Fluency Practice Performance Task Unit Assessment 	<p>Continue: Unit: Animal Traits & Survival & Plant Traits & Survival</p> <p><u>Activities/Assessments: Plant Traits & Survival</u></p> <ul style="list-style-type: none"> Session 9-12 Session 13
	Unit 2: Week 3 : Many Kinds of Characters <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> When Turtle Grew Feathers <p>ODW Narrative Task: A Visitor for Bear (RL.1.1,2,3,4) (L.1.1,2) (W.1.2)</p> <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. <p>WAR: Lesson of the story</p> <ul style="list-style-type: none"> What is the lesson of the story? 	Unit 2: Week 3 <ul style="list-style-type: none"> L blends Blending Substitution <p><u>Handwriting:</u> f, F</p>	Shared Reading: <ul style="list-style-type: none"> The Boy Who Cried Wolf The Elves and the Shoemaker Unit Poem: By Myself <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Listen and Retell Important Details Identify and Describe Characters Identify Shades of Meaning Among Verbs Compare and Contrast the Experiences of Characters in Two Stories Unit Wrap-Up/ Constructive Conversation 			<p>Writing Books That Teach</p> <ul style="list-style-type: none"> Planning Out Text Features in Sections Getting Ready to Draft Moving from Notebook to Draft Using Transitional Language Kicking Off Revision with Important Words 	<ol style="list-style-type: none"> Label and Write Out Loud Using Spaghetti and Meatball Spaces Choose the Stop Sign 	<ul style="list-style-type: none"> Benchmark Assessment 1 	<p>Civics: Living, Learning, and Working Together Skills: At the end of this unit students will be able to:</p> <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)
	Unit 3: Week 1: Being a Good Community Member <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Being a Responsible Citizen Teacher's Choice 	Unit 3: Week 1 <ul style="list-style-type: none"> R blends Blending Substitution <p><u>Handwriting:</u> g, G</p>	Shared Reading: <ul style="list-style-type: none"> In the Neighborhood Neighbors, Neighbors Unit Poem: We Have a Little Garden <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Introduce the Unit Determine Text Importance Recognize Central Idea, Including the Supporting Evidence Make Connections Between Words and Their Uses Recognize and Distinguish Between Information in Text and Graphics 			<p>Writing Books That Teach</p> <ul style="list-style-type: none"> Adding Direct Quotes Vary Sentence Length Writing Introductions Writing Conclusions Revising with a "Balance of Text Features" 	<ol style="list-style-type: none"> Sentence Helper From Labels to Sentences Practicing Sentences on Our Fingertips Writing With Spaghetti and Meatball Spaces Using Stop Signs Sketch and Write on Our Own 	<ul style="list-style-type: none"> 5-4 Make a 10 to Subtract 5-5 Use Near Doubles to Subtract 5-6 Use Addition to Subtract Math Probe 	<p>Optional Resources:</p> <ul style="list-style-type: none"> EngageNY: Global Citizenship MyWorld: Chapter 1 Rights & Responsibilities HMH: Rules & Laws HMH: Neighborhood Helpers JA: Our Families <p>Essential Questions:</p>
	Unit 3: Week 2 : Being a Good Community Member <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> People Who Made Contributions Teacher's Choice 	Unit 3: Week 2 <ul style="list-style-type: none"> S blends Blending Substitution <p><u>Handwriting:</u> j, J</p>	Shared Reading: <ul style="list-style-type: none"> Can You Keep Earth Clean Reduce, Reuse, Recycle Unit Poem: We Have a Little Garden <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Introduce the Genre: Biography Determine Text Importance Recognize Central Idea, Including the Supporting Evidence Use Text to Determine Word Meanings Identify Similarities In and Differences Between Two Texts on the Same Topic 			<p>Writing Books That Teach</p> <ul style="list-style-type: none"> Revise with Feedback from Partners Revisiting the Many Revision Strategies Begin Editing while Revising Editing for Capitals on the Go Editing Quotations 	<ol style="list-style-type: none"> Using Stop Signs Sketch and Write on Our Own 	<ul style="list-style-type: none"> 5-7 Use Fact Families to Subtract 5-8 Find an Unknown number in a Subtraction Equation 	<p>Assessments:</p>

Assessments for Instruction:

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| <ul style="list-style-type: none"> Literacy Footprints Reading 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: |
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Quincy Public School First Grade Curriculum Map

2 nd Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.
D E C E M B E R	Unit 3: Week 3: Being a Good Community Member <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Government and Laws Teacher's Choice 	Unit 3: Week 3 <ul style="list-style-type: none"> Final consonant blends Blending Rhyme <u>Handwriting:</u> q, Q	Shared Reading: <ul style="list-style-type: none"> Firefighters Firefighters to the Rescue Unit Poem: We Have a Little Garden Mini-Lessons: <ul style="list-style-type: none"> Make Connections Between Words and Their Uses Recognize Central Idea, Including the Supporting Evidence Recognize and Distinguish Between Information in Text and Graphics Clarify the Meaning of Multiple-Meaning Words Unit Wrap-Up/ Constructive Conversations 	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. 	<u>Suggested opportunities:</u> <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:. Writing- stories, letters, cards Discovery: Integrate Content Letter/Word Work Digraphs 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 Research & Inquiry Project: Author Study 	Writing Books That Teach <ul style="list-style-type: none"> Final Edit Publishing Final Reflection and Celebration Quickwrite Quickwrite Day 2 	Focus Area 4: Planning and Writing Our Very Own Sentences <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. 16. I Spy! 17. Sentences on Our Fingertips 18. Spaghetti and Meatball Spaces 19. Stop Signs 20. Labels Help US Write 21. Label and Write Out Loud 22. Sketch, Label and Write 23. Using Spaghetti and Meatball Spaces 24. Choose the Stop Sign 25. Sentence Helper 26. From Labels to Sentences 27. Practicing Sentences on Our Fingertips 28. Writing With Spaghetti and Meatball Spaces 29. Using Stop Signs Sketch and Write on Our Own	<ul style="list-style-type: none"> 5-9 True Subtraction Equations Unit Review/Fluency Practice Unit Assessment Performance Task Unit 6: Shapes and Solids *Choose one application station per unit *Readiness Diagnostic/Unit Opener-Ignite 	Teacher Choice Unit
	Unit 4: Week 1: Stories Have a Narrator <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Let Me Finish! Teacher's Choice Author Study: Choose an author's set of books to study in depth. See appendix. Focus: Understanding Story Grammar /Elements (Create an anchor chart) <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) 	Unit 4: Week 1 <ul style="list-style-type: none"> Consonant digraphs th, sh, -ng Blending Substitution <u>Handwriting:</u> u, U	Shared Reading: <ul style="list-style-type: none"> Fairy Tale Song Lavendar's Blue Unit Poem: Old King Cole Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Listen and Retell Important Details Identify Who is Telling the Story Sort Words into Categories Describe Characters 			Tales about Favorite Characters <ul style="list-style-type: none"> Writing on the Spot Studying a Mentor Text Studying a Mentor Text Studying a Mentor Text Studying a Mentor Text 		<ul style="list-style-type: none"> 6-1 Understanding Defining Attributes of Shapes 6-2 Understand Non-Defining Attributes Math Probe 6-3 Compose Shapes 6-4 Build New Shapes 	
	Week 4: Week 2: Stories Have a Narrator <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Tall and Small Play Ball Teacher's Choice WAR: Personal Feelings- Books Give Us Feelings <ul style="list-style-type: none"> How do you feel when reading the book and why? 	Unit 4: Week 2 <ul style="list-style-type: none"> Consonant digraphs ch, -tch, wh Blending Addition <u>Handwriting:</u> s, S	Shared Reading: <ul style="list-style-type: none"> Once I Saw a Little Bird Over in the Meadow Unit Poem: Old King Cole Mini-Lessons: <ul style="list-style-type: none"> Draw Inferences Identify Who is Telling the Story Compare and Contrast the Experiences of Characters in Two Stories Sort Words into Categories Determine the Theme 			Tales about Favorite Characters <ul style="list-style-type: none"> Writers Come Up with Ideas for Stories by Putting Favorite Characters in a Different Place Using More than One Book to Inspire a New Story Rehearsing and Reconsidering Story Ideas Writers Stretch Words and Write Down the Sounds They Hear Using Our Own Lives For Inspiration 		<ul style="list-style-type: none"> 6-5 Understand Attributes of Solids 6-6 Build New Solids Unit Review/Fluency Practice Unit Assessment Performance Task 	

Assessments for Instruction:

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| <ul style="list-style-type: none"> Literacy Footprints Reading 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: |
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Quincy Public School First Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: SS Unit 3-Lesson 14-16, PBIS Booster								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>
F E B R U A R Y	Unit 6: Week 1: Stories Teach Many Lessons Interactive Read-Aloud: <ul style="list-style-type: none"> There's a Bear on My Chair ODW: Duck (RL.1.1,2,3,4,7) (L.1.1,2) (W.1.1) <ul style="list-style-type: none"> Introduce a wonder statement and create a class chart of major events. Identify the author's central message. 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? 	Unit 6: Week 1 <ul style="list-style-type: none"> Long i Blending Substitution Handwriting: m, M	Shared Reading: <ul style="list-style-type: none"> Lunch No Tiger Hunt Today Unit Poem: Friends Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Make Connections Identify and Describe Events in a Plot Make Connections Between Words and Their Uses Determine the Theme 	<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. 	Suggested Suggested opportunities: <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Retelling stories with partners- BME Listening to books/WAR Buddy Reading: Share favorite part. Big Books from Shared Reading Writing- stories, letters, cards Discovery: Integrate Content Letter/Word Work Long vowels 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 Research & Inquiry Project: Animal Fable 	Writing Reviews <ul style="list-style-type: none"> Writing on the Spot Thinking About What to Review Sketching Across Pages Matching Words to Sketches Revising a Review 	Focus Area 6: Expanding Sentences with Special Words <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> Mentor Text Discovery Do These Go Together? Click! Sentences Fit Together Found You! Searching for and Labeling Hidden Critters Make Your Writing Sparkle with Describing Words Old Sentence to New Sentence Same-Sound Sentences Making Silly Sentences Sentences Word by Word What Fits Best? Word Cards Caption a Photo Expand a Sentence Messages to Book: Notes to Readers Revisit Writing 	<ul style="list-style-type: none"> Math Probe 8-4 Represent and Solve More Take Apart Problems 8-5 Solve Problems Involving Subtraction 8-6 Solve More Problems Involving Subtraction 	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) 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 HMH: Holidays HMH: Yesterday and Today* Essential Questions: 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: 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
	Unit 6: Week 2: Stories Teach Many Lessons Interactive Read-Aloud: <ul style="list-style-type: none"> Mother Bruce Teacher's Choice 	Unit 6: Week 2 <ul style="list-style-type: none"> Long e, u Blending Substitution Handwriting: h, H	Shared Reading: <ul style="list-style-type: none"> When I Hurry The Ant and the Grasshopper Unit Poem: Friends Mini-Lessons: <ul style="list-style-type: none"> Use Illustrations to Describe Setting Use Illustrations to Describe Characters Identify and Describe Events in a Plot Make Connections Between Words and Their Uses Determine the Theme 			Writing Reviews <ul style="list-style-type: none"> Generating Ideas for a Review Generating Ideas for a Review Generating Ideas for a Review Generating Ideas for a Review Matching Words to Sketches 			
	Unit 6: Week 3: Stories Teach Many Lessons Interactive Read-Aloud: <ul style="list-style-type: none"> Opinions About Two Books 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? 	Unit 6: Week 3 <ul style="list-style-type: none"> Long a spelling (a, ai, ay) Blending Substitution Handwriting: v, V	Shared Reading: <ul style="list-style-type: none"> Five Brown Bears Stories That Teach Lessons Unit Poem: Friends Mini-Lessons: <ul style="list-style-type: none"> Introduce the Genre: Opinion Text Make Connections Identify the Reasons an Author Gives to Support Points Identify Shades of Meaning Among Adjectives Unit Wrap-Up/ Constructive Conversations 			Writing Reviews <ul style="list-style-type: none"> Revising to Add Details Revising to Add Emphasis Revising to Add Facts Revising to Add Action Steps Revising to Write a Mixed Review 		Unit 9: Addition within 100 <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 9-1 Use Mental Math to Find 10 More Math Probe 9-2 Represent Adding Tens 	
	Unit 7: Week 1: Past, Present, Future Interactive Read-Aloud: <ul style="list-style-type: none"> Statues and Monuments Teacher's Choice 	Unit 7: Week 1 <ul style="list-style-type: none"> Long o (o, oa, ow, oe) Blending Isolation Handwriting: y, Y	Shared Reading: <ul style="list-style-type: none"> Let's Go, Go Go! Long Ago on the Go Unit Poem: Now We Are Six Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Use Fix-Up and Monitoring Strategies Describe the Connections Between Individuals, Comparisons, and Contrasts Use Illustrations to Clarify Word Meanings Describe the Connection Between Pieces of Information: Comparisons and Contrasts 			Writing Reviews <ul style="list-style-type: none"> Writing a Review Finding Parts to Support Reasons Adding Proof to a Review Writing a New Review Writing a Review About a Specific Thing 		<ul style="list-style-type: none"> 9-3 Represent Adding Tens and Ones 9-4 Decompose Addends to Add 9-5 Use an Open Number Line to Add Within 100 9-6 Decompose to Add on an Open Number Line 	

Quincy Public School First Grade Curriculum Map

3 RD Trimester Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 17, Review Classroom expectations, catch up SS/RCA									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>
M A R C H	Unit 7: Week 2: Past, Present, Future <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Dear Abuelo Teacher's Choice 	Unit 7: Week 2 <ul style="list-style-type: none"> Long e (e, ee, ea, ie) Blending Isolation <u>Handwriting:</u> w, W	Shared Reading: <ul style="list-style-type: none"> Playing Games Sounds of a School Day...Long Ago Unit Poem: Now We Are Six Mini-Lessons: <ul style="list-style-type: none"> Identify Who is Telling the Story Use Fix-Up and Monitoring Strategies Analyze the Author's Use of Text Structure Sort Words into Categories Use Illustrations to Describe Characters and Settings 	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. 	<u>Suggested opportunities:</u> <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Retelling stories with partners- BME Listening to books/WAR Buddy Reading: Locating punctuation Big Books from Shared Reading. Writing- stories, letters, cards Discovery: Integrate Content Letter/Word Work Long vowels 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 Research & Inquiry Project: History/Sundial 	Writing Reviews <ul style="list-style-type: none"> Choosing a Draft to Publish Revising with a Checklist Revising a Review Getting Ready to Publish a Review 	Focus Area 7: Bossy Punctuation <ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students. <ol style="list-style-type: none"> Punctuation Scavenger Hunt Commas in a List Questions that Help Us with Question Marks Exclamations! Commas in Dates Punctuation Puppets Read the Room Experiment with Punctuation Write Together Tally Together Word Cards Partner Write Write to a Sketch Use a Tally Sheet Endmarks and Capitals Are Best Buds 	<ul style="list-style-type: none"> 9-7 Regroup to Add 9-8 Add 2- Digit Numbers Unit Review/Fluency Practice Unit Assessment Performance Task 	<u>Continued:</u> Content: History: Living, Learning, and Working Together: <u>Essential Questions:</u> 1.How is our life different from the past? 2.How did people from the past shape life for me today? <u>Activities/Assessments:</u> <ul style="list-style-type: none"> Create a timeline of personal events Biography Poster: 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
	Unit 7: Week 3: Past, Present, Future <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Thanksgiving 2088 Teacher's Choice 	Unit 7: Week 3 <ul style="list-style-type: none"> Long I (I, y, igh) Blending Segmentation <u>Handwriting:</u> x, X	Shared Reading: <ul style="list-style-type: none"> Hooray For Heroes Who Was Harriet Tubman? Unit Poem: We Are Six Mini-Lessons: <ul style="list-style-type: none"> Introduce the Genre: Drama Identify Who is Speaking in a Drama Use Illustrations to Describe Characters and Settings Use Illustrations to Clarify Word Meanings Unit Wrap-Up: Past, Present, Future 			Writing Reviews <ul style="list-style-type: none"> Creating a Suggestion Blurb Sharing and Responding Reflection and Celebration Celebrate and Share with Caregivers/ Quick writing a New Review Revise, Edit, and Reflect on Our Quick write 		Unit 10: Compare Using Addition and Subtraction <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 10-1 Represent and Solve Compare Problems 10-2 Represent and Solve Compare Problems Using Addition 	Units: Day Patterns & Night Patterns: At the end of this unit, students will be able to: <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) <u>Resources:</u> <ul style="list-style-type: none"> Mystery Science: Day Patterns Unit Mystery Science: Night Patterns Unit <u>Optional Resources:</u> <ul style="list-style-type: none"> HMH: Unit 6
	Unit 8: Week 1: Observing the Sky <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Night and Day Teacher's Choice 	Unit 8: Week 1 <ul style="list-style-type: none"> ar Blending Substitution <u>Handwriting:</u> k, K	Shared Reading: <ul style="list-style-type: none"> Twinkle, Twinkle, Little Star Stars in the Night Sky Unit Poem: The Moon's the North Wind's Cookie Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Recognize Central Idea; Retell Important Details Use Text Features to Locate Information Make Connections Between Words and Their Uses 			Poems that describe our World <ul style="list-style-type: none"> Gearing Up for the Unit Look at Topics for Poetry Using Repetition in Poetry Using Comparisons in Poetry Using Sound Words in Poetry 		<ul style="list-style-type: none"> Math Probe 10-3 Represent and Solve More Compare Problems 10-4 Solve Compare Problems Using Addition and Subtraction Unit Review/Fluency Practice 	<u>Activities/Assessments: Day Patterns</u> <ul style="list-style-type: none"> Session 1-5 Session 6-9 Session 9-16
	Unit 8: Week 2: Observing the Sky <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Night Sky Teacher's Choice 	Unit 8: Week 2 <ul style="list-style-type: none"> or Blending Isolation <u>Handwriting:</u> z, Z	Shared Reading: <ul style="list-style-type: none"> Zoom, Zoom, Zoom An Astronaut's Spacesuit Unit Poem: The Moon's the North Wind's Cookie Mini-Lessons: <ul style="list-style-type: none"> Use Illustrations to Describe Events Create Mental Images Explain Differences Between Stories and Informational Text Use Affixes Identify Who is Telling the Story 			Poems that describe our World <ul style="list-style-type: none"> Generating Ideas for a Poem Adding Details to a Poem Repeating Words in a Poem Using Sound Words in a Poem Writing a Shape Poem 		<ul style="list-style-type: none"> Unit Assessment Performance Task Benchmark Assessment 3 Unit 11: Subtraction within 100 <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite <ul style="list-style-type: none"> 11-1 Use Mental Math to Find 10 Less 	

Quincy Public School First Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 18-20																
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)									
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.</i>								
A P R I L	Unit 8: Week 3: Observing the Sky <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> How to Make Constellations, Suprints, and an Eclipse Teacher's Choice 	Unit 8: Week 3 <ul style="list-style-type: none"> ur Blending Substitution 	Shared Reading: <ul style="list-style-type: none"> April Clouds Tears from the Silver River Unit Poem: The Moon's the North Wind's Cookie Mini-Lessons: <ul style="list-style-type: none"> Describe the Connection Between Events: Sequence of Events Summarize and Synthesize Use Text and Graphic Features to Locate Information Use Affixes Unit Wrap-Up 	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: Puppets/retelling Classroom library: Retelling stories with partners- BME Listening to books/WAR Buddy Reading: Summarize Big Books from Shared Reading:. Writing- stories, letters, cards Discovery: Integrate Content Letter/Word Work ur,ou,oi,oo 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 Research & Inquiry Project: Business 	Poems that describe our World <ul style="list-style-type: none"> Choosing a Poem to Revise Revising Poetry with a Partner Using Resources to Revise Sharing Poetry Writing About Science/Revise a Science Poem 	<ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students from any Focus Area. 	<ul style="list-style-type: none"> 11-2 Represent Subtracting Tens 11-3 Subtract Tens 11-4 Use Addition to Subtract Tens Math Probe 11-5 Explain Subtraction Strategies 	Units: Day Patterns & Night Patterns At the end of this unit, students will be able to: <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) Resources: <ul style="list-style-type: none"> Mystery Science: Day Patterns Unit Mystery Science: Night Patterns Unit Optional Resources: <ul style="list-style-type: none"> HMH: Unit 6 Activities/Assessments: Night Patterns <ul style="list-style-type: none"> Session 1-6 Session 7-10 Session 11-14 <ul style="list-style-type: none"> There is an extra week in April and this can overlap with the following week depending on when you have JA. 								
	Unit 9: Week 1: We Use Goods and Services <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Goods and Services Teacher's Choice 	Unit 9: Week 1 <ul style="list-style-type: none"> ou Blending substitution 	Shared Reading: <ul style="list-style-type: none"> The Breakfast Trade Cushy Cow Bonnie Unit Poem: The Animal Store Mini-Lessons: <ul style="list-style-type: none"> Introduce Unit Use Text Features to Locate Information Use a Picture Dictionary Use Illustrations to Describe Important Details Clarify Meaning of Multiple- Meaning Words 						<ul style="list-style-type: none"> Unit Review/Fluency Practice Unit Assessment Performance Task 	Unit 12: Measurement & Data <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite	Economics: Living, Learning, and Working Together: * JA will cover this unit. Skills: 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) Resource: <ul style="list-style-type: none"> JA: Our Family 						
	Unit 9: Week 2: We Use Goods and Services <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Jaylen's Juice Box DW Research Task: Procedural Text: Shake to the Beat & Draw People (RI.1.1,2,4,5,7) (L.1.1,2) (W.1.2,5,7)(optional) <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 	Unit 9: Week 2 <ul style="list-style-type: none"> oi Blending Isolation 	Shared Reading: <ul style="list-style-type: none"> A Pet Needs a Vet Rat-a-Tat-Tat Unit Poem: The Animal Store Mini-Lessons: <ul style="list-style-type: none"> Identify Who is Telling the Story Determine Text Importance Use Illustrations to Describe Settings and Events Sort Words into Categories Explain Differences Between Stories and Informational Text 										<ul style="list-style-type: none"> 12-1 Compare and Order Lengths 12-2 More Ways to Compare Lengths 12-3Strategies to Measure Lengths 12-4 More Strategies to Measure Lengths 				
	Unit 9: Week 3: We Use Goods and Services <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> From Pine Tree to Pizza Box Teacher's Choice 	Unit 9: Week 3 <ul style="list-style-type: none"> oo Blending Segmentation 	Shared Reading: <ul style="list-style-type: none"> Pay and Pla at the Zoo Crocodile Unit Poem: The Animal Store Mini-Lessons: <ul style="list-style-type: none"> Describe the Connection Between Events Determine Text Importance Use Illustrations to Describe Important Details Clarify the Meaning of Multiple Meaning Words Unit Wrap-Up 														

Quincy Public School First Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: Review Classroom Expectations, PBIS Booster, Celebrate a great year!									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)		
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. . Independent time in literacy can also be utilized.	
M A Y	Unit 10: Week 1: <u>Exploring Sounds, Light and Heat</u> Interactive Read-Aloud: <ul style="list-style-type: none"> Investigate Sound Teacher's Choice 	Unit 10: Week 1 <ul style="list-style-type: none"> Wr, kn, gn Blending Segmentation 	Shared Reading: <ul style="list-style-type: none"> Dawn is the Best Time of Day Animal Talk Unit Poem: I Know All the Sounds That The Animals Make Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Ask Questions Use Text Features and Graphics to Locate Information Clarify Meaning of Multiple-Meaning Words Describe the Connections Between Events 	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. <p style="text-align: center;">Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology</p>	Suggested opportunities: <ul style="list-style-type: none"> Oral language: Puppets/retelling Classroom library: Retelling stories with partners- BME Listening to books/WAR: Buddy Reading: Ask questions Big Books from Shared Reading: Find proper nouns. Writing- stories, letters, cards Letter/Word Work : 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 Research & Inquiry Project: Rainbows 	Writing How to Collections <ul style="list-style-type: none"> Introductions, Conclusions, and Glossaries Including Facts Sketching and Writing Conclusions Adding More Sketches Creating a Glossary 	<ul style="list-style-type: none"> Based on student writing samples, choose the writing sessions to meet the needs of your students from any Focus Area. 	<ul style="list-style-type: none"> Unit Assessment Performance Task 	Content: Light and Sound Skills: At the end of the unit students will be able to: <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) 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. (K-2-ETS1-1) 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. (K-2-ETS1-2) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3) 	
	Unit 10: Week 2: <u>Exploring Sound, Light, and Heat</u> Interactive Read-Aloud: <ul style="list-style-type: none"> Investigate Light and Heat Teacher's Choice 	Unit 10: Week 2 <ul style="list-style-type: none"> Aw, au, al, augh Blending Segmentation 	Shared Reading: <ul style="list-style-type: none"> I Clap My Hands Good Vibrations Unit Poem: I Know All the Sounds That The Animals Make Mini-Lessons: <ul style="list-style-type: none"> Use Text Features and Graphics to Locate Information Use Text to Determine Word Meanings Identify Similarities in and Differences Between Two Texts on the Same Topic Make Connections Describe the Connection Between Events 			Writing How to Collections <ul style="list-style-type: none"> Creating a Book and Table of Contents Using a Tally Sheet Making a Final Check Choosing End Marks Reading to a Partner 		<ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite 13-1 Understand Equal Shares 		<ul style="list-style-type: none"> 13-2 Partition Shapes into Halves 13-3 Partition Shapes in Fourths Math Probe 13-4 Describe the Whole
	Unit 10: Week 3: <u>Exploring Sound, Light and Heat</u> Interactive Read-Aloud: <ul style="list-style-type: none"> I Hear With My Ears Teacher's Choice 	Unit 10: Week 3 <ul style="list-style-type: none"> Long e (y, ey) Blending Isolation 	Shared Reading: <ul style="list-style-type: none"> My Shadow How Shadow's Form Unit Poem: I Know All the Sounds That The Animals Make Mini-Lessons: <ul style="list-style-type: none"> Use Illustrations to Describe Setting Ask Questions Identify Who is Telling the Story Clarify the Meaning of Multiple-Meaning Words Unit Wrap-Up 			Writing How to Collections <ul style="list-style-type: none"> Create a Title and Cover Rehearse Reading Aloud Holding a How-To Book Making a Summer Writing Plan Analyze a Task and Write on the Spot 		<ul style="list-style-type: none"> 13-5 Describe Halves and Fourths of Shapes Unit Review/Fluency Practice Unit Assessment Performance Task Summative Assessment 		Resource: Mystery Science Unit: Light, Sound, and Communication Optional Resources: <ul style="list-style-type: none"> Text Sets: HMH Unit 2: Sound/Unit 3 Light Activities/Assessments: <ul style="list-style-type: none"> Session 6-12 Session 13-17 Session: 18-23

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

Students who demonstrate understanding can:

- 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.]
- 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.]
- 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.]
- 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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations 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.</p> <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) <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-PS4- 2) Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4) <p style="text-align: center;">----- <i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <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) 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) <p>PS4.B: Electromagnetic Radiation</p> <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) <p>PS4.C: Information Technologies and Instrumentation</p> <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) 	<p>Cause and Effect</p> <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) <p style="text-align: center;">----- <i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science, on Society and the Natural World</p> <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)

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)

Common Core State Standards Connections:

ELA/Literacy –

- 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. (1-PS4-2)
- 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-PS4- 1),(1-PS4-2),(1-PS4-3),(1-PS4-4)
- W.1.8** 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)
- 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. (1-PS4-1),(1-PS4-2),(1- PS4-3)

Mathematics –

- MP.5** Use appropriate tools strategically. (1-PS4-4)
- 1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)
- 1.MD.A.2** 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)

Quincy Public School First Grade Curriculum Map

Structure, Function, and Information Processing

<p>1.Structure, Function, and Information Processing</p> <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>
<p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>:</p>

<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
<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 a specific 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 style="text-align: center;">-----</p> <p style="text-align: center;"><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 when making observations about the world. (1-LS1-2) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All organisms have external parts. Different animals use 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 recognizable as similar but can also vary in many ways. (1-LS3-1) 	<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>Connections to Engineering, Technology, and Applications of Science</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 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-LS1-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (1-LS3-1)</p> <p>MP.5 Use appropriate tools strategically. (1-LS3-1)</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 $<$. (1-LS1-2)</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 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-LS1-2)</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. (1-LS1-2)</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. (1-LS1-2)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)</p>	
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Quincy Public School First Grade Curriculum Map

Space Systems: Patterns and Cycles

1.Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

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.]
 [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]

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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations 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.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1) 	<p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> ▪ Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> ▪ Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) 	<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-ESS1-1),(1-ESS1-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> ▪ Science assumes natural events happen today as they happened in the past. (1-ESS1-1) ▪ Many events are repeated. (1-ESS1-1)

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)

Common Core State Standards Connections:

ELA/Literacy –

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-ESS1-1),(1-ESS1-2)

W.1.8 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)

Mathematics –

MP.2 Reason abstractly and quantitatively. (1-ESS1-2)

MP.4 Model with mathematics. (1-ESS1-2)

MP.5 Use appropriate tools strategically. (1-ESS1-2)

1.OA.A.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 to represent the problem. (1-ESS1-2)

1.MD.C.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. (1-ESS1-2)

Quincy Public School First Grade Curriculum Map

K-2.Engineering Design

K-2.Engineering Design

Students who demonstrate understanding can:

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.

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.

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.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<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) 	<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) 	<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)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:
Kindergarten: K-PS2-2, K-ESS3-2

Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:
Kindergarten: K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2

Connections to K-2-ETS1.C: Optimizing the Design Solution include:
Second Grade: 2-ESS2-1

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)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (K-2-ETS1-1)

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. (K-2-ETS1-1),(K-2-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)

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. (K-2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)

MP.4 Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)

MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)

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. (K-2-ETS1-1),(K-2-ETS1-3)

Quincy Public School First Grade Curriculum Map

Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

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: 2024-2025								
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	Interactive Read Aloud					
9:00	9:30	30	Phonics/Word Study/Handwriting					
9:30	10:00	30	Shared Reading/Mini-lesson					
10:00	10:50	50	Small Groups/Centers/Share time					
10:50	11:25	35	Content					
11:25	11:55	30	LUNCH					
11:55	12:10	15	RECESS					
12:10	12:30	20	Math					
12:30	1:15	45	Math					
1:15	1:30	15	Recess					
1:30	2:00	30	PE	PE	PE	PE	PE	
2:00	2:30	30	LIBRARY	Math/Writer's Workshop	Writer's Math/Workshop	MUSIC	MUSIC	
2:30	3:10	40	Writer's Workshop					
3:10	3:15	5	Read Aloud/Dismissal					
3:15	3:35	20	Dismissal					
							Total Special Minutes	