

# 1<sup>st</sup> Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

1 <sup>st</sup> Quarter	Week	Writing			Making Meaning	Text Talk	Spelling	Phonics
		Writing Learning Goal(s): Simple Sentences; Narrative & Descriptive Writing <i>MIG 2F &amp; 3A</i>	6 + 1 Writing Traits Focus: Conventions; Ideas <i>MIG1A</i>	Conventions Learning Goal(s): Punctuation (declarative & interrogative); Capitalization (Proper Nouns, beginnings of sentences) <i>MIG 2B &amp; 2C</i>	Reading Learning Goal(s):* Connections; Questioning <i>MIG 1G &amp; 1I</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Spelling Learning Goal(s): Simple spelling patterns; high frequency words <i>MIG 2E</i>	Phonics Learning Goal(s): Develop and apply decoding strategies <i>MIG 1C</i>
	1	<i>In order to establish Writers Workshop norms it is suggested that the first three weeks draw procedural lessons from Units of Study Book 1. If needed, writing process lessons should be drawn from Write Source - The Writing Process and/or Write Traits.</i>			Text-to-Self Connections, Questioning Quick as a Cricket		Getting Started	ELC 1-2 and LK 1-3
	2				Text to Self Connections, Questioning When I Was Little		Phonograms (-at, -ot, -it)	LS 1-2, WS 1, PA 1-2, and WSA 2
	3						Phonograms (-ag, -og)	ELC 3-4, PA 3 and WSA 1
	4	<b>Sentences.</b> Write Source pages 288-290, 353, 369 and/or Write Source Skills Book pages 5-14 and/or Units of Study Book 3 Sessions 1-6 (to be determined by teacher based on instructional need).	<b>Conventions.</b> Write Traits pages 92-110 and/or Write Source Proofreader's Guide pages 270-299 (to be determined by teacher based on instructional need).	<b>Punctuation.</b> Write Source pages 54-55, 270-271, 355-356, 358-359, 401 and/or Write Source Skills Book pages 15, 17-18, 23, 25-26, 33 (to be determined by teacher based on instructional need).	<b>Text-to-Self Connections, Questioning</b> <i>Is Your Mama a Llama?</i>		Phonograms (-il, -ell, -all)	LK 8-10
	5	<b>Narrative Writing.</b> Write Source pages 82-105 and/or Units of Study Book 2 Sessions 1-15 (to be determined by teacher based on instructional need).	<b>Ideas.</b> Write Traits pages 2-19 and/or Write Source pages 242-247 (to be determined by teacher based on instructional need).	Instruction in other conventions may be addressed through small groups and/or conferencing).	<b>Text-to-Self Connections, Questioning,</b> <i>It's Mine!</i>		Phonograms (-ap, -ip, -op)	LS 3 and WSA 3
	6					Ruby the Copycat and Stephanies Ponytail	Phonograms (-an, -un, -en)	PA 4-7
	7			<b>Capitalization.</b> Write Source pages 275-277, 368, 375 and/or Write Source Skills Book pages 35-42 (to be determined by teacher based on instructional need).		The Principal's New Clothes	Phonograms (-eg, -ig, -ug)	HF 3-4
	8			Instruction in other conventions may be addressed through small groups and/or conferencing).	<b>Text-to-Self Connections, Questioning</b> <i>Matthew and Tilly</i>		Phonograms (-ack, -ock, -ick)	PA 8 and WM 1
	9	<b>Descriptive Writing.</b> Write Source pages 60-81 and/or Units of Study Book 3 Sessions 7-9; Book 4 Sessions 8-9 (to be determined by teacher based on instructional need)			<b>Text-to-Self Connections, Questioning</b> <i>McDuff and the Baby</i>		Phonograms (-ish, -ash, -ush)	WS 2 and WS 5

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Week	Writing			Making Meaning	Text Talk	Spelling	Phonics			
	<b>Writing Learning Goal(s):</b> Narrative Writing; Audience & Purpose <i>MIG 3A &amp; 3C</i>	<b>6 + 1 Writing Traits Focus:</b> Word Choice; Organization; Voice <i>MIG 1A</i>	<b>Conventions Learning Goal(s):</b> Nouns; Verbs <i>MIG 2D</i>	<b>Reading Learning Goal(s):*</b> Connections; Questioning; Retell; Character; Visualize; Infer <i>MIG 1G, 1H, 1I, &amp; 2C</i>	<b>Reading Learning Goal(s):</b> Vocabulary Development <i>MIG 1E</i>	<b>Spelling Learning Goal(s):</b> Simple spelling patterns; high frequency words <i>MIG 2E</i>	<b>Phonics Learning Goal(s):</b> Develop and apply decoding strategies <i>MIG 1C</i>			
10	<b>Narrative Writing. Continued from 1st Quarter.</b> Write Source pages 82-105 and/or Units of Study Book 2 Sessions 1-15 (to be determined by teacher based on instructional need).	<b>Word Choice.</b> Continued from 1st Quarter. Write Traits pages 56-73 and/or Write Source pages 284-286 (to be determined by teacher based on instructional need).	<b>Nouns.</b> Write Source pages 220-223, 372-373 and/or Write Source Skills Book pages 67-72 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<b>Text-to-Self Connections, Questioning</b> <i>Chrysanthemum</i>		Phonograms (-ang, -ing, -ong)	LS 6, LK 14			
11				<b>Text-to-Self Connections, Questioning</b> <i>Best Friends Sleep Over</i>		Phonograms (-ink, -ank, -unk)	PA 7, PA 8			
12						Possum's Harvest	Benchmark Assessment	PA 9, WA 10		
13						Mice Make Trouble	Initial Consonants (f, l, fl)	WS 2, WS 3		
14						<b>Questioning, Retell</b> <i>Caps for Sale</i>	The Hat Seller and the Monkeys	Initial Consonants (d, r, dr)	WS 5, WS 6, LS 7	
15				<b>Letters &amp; Invitations.</b> Write Source pages 102-103, 272-273, 344, 347 (to be determined by teacher based on instructional need).	<b>Organization.</b> Write Traits pages 20-37 and/or Write Source pages 248-253 (to be determined by teacher based on instructional need).	<b>Verbs.</b> Write Source pages 228-237, 361-364 and/or Write Source Skills Book pages 75-76 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<b>Retell, Character</b> <i>Curious George Goes to an Ice Cream Shop</i>		Initial Consonants (s, p, sp)	Optional Review: Lessons 19-20
16							<b>Retell</b> <i>Peter's Chair</i>		Initial Consonants (t, r, tr)	LS 11, WSA 6
17				<b>Lists.</b> Write Source pages 1617, 66-67, 112-113, 243, 248, 346 (to be determined by teacher based on instructional need).			<b>Retell</b> <i>Little Nino's Pizzeria</i>		Initial Consonants (s, l, sl)	LS 9, WSA 7
18				<b>Poetry.</b> Write Source pages 170-201, 379 and/or Units of Study Book 7 Sessions 1-16 (to be determined by teacher based on instructional need).	<b>Voice.</b> Write Traits pages 38-55 and/or Write Source pages 254-255 (to be determined by teacher based on instructional need).			Six-Dinner Sid	Initial Consonants (s, t, st)	PA 10, PA 11
19					Alexander and the Wind-Up Mouse	Final Consonants (s, t, st)	WSA 8, WSA 9			

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3 <sup>rd</sup> Quarter	Week	Writing			Making Meaning	Text Talk	Spelling	Phonics		
		<b>Writing Learning Goal(s):</b> Audience & Purpose; Persuasive Writing <i>MIG 3B &amp; 3C</i>	<b>6 + 1 Writing Traits Focus:</b> Voice; Sentence Fluency; Presentation <i>MIG 1A</i>	<b>Conventions Learning Goal(s):</b> Adjectives <i>MIG 2D</i>	<b>Reading Learning Goal(s):*</b> Visualizing; Infer; Retell; Questioning; Prior Knowledge; Text Features <i>MIG 1F, 1G, 1H, &amp; 3A</i>	<b>Reading Learning Goal(s):</b> Vocabulary Development <i>MIG 1E</i>	<b>Spelling Learning Goal(s):</b> Simple spelling patterns; high frequency words <i>MIG 2E</i>	<b>Phonics Learning Goal(s):</b> Develop and apply decoding strategies <i>MIG 1C</i>		
	20	<b>Poetry.</b> Continued from 2nd Quarter. Write Source pages 170-201, 379 and/or Units of Study Book 7 Sessions 1-16 (to be determined by teacher based on instructional need).	<b>Voice.</b> Continued from 2nd Quarter. Write Traits pages 38-55 and/or Write Source pages 254-255 (to be determined by teacher based on instructional need).	<b>Adjectives.</b> Write Source pages 238-241, 381-382, and/or Write Source Skills Book pages 83-84 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<b>Visualize, Infer</b> <i>Did You See What I Saw?</i>		Final Consonants (m, n)	WSA 10, WSA 11		
	21				<b>Visualize, Infer</b> <i>In the Tall Tall Grass</i>		Final Consonants (t, d)	WSA 12, WSA 13		
	22				<b>Visualize, Infer</b> <i>Sheep Out to Eat</i>		Medial Consonants (two syllable words)	HF 5-6, WSA 14, WSA 16		
	23	<b>Persuasive Writing.</b> Write Source pages 130-139 (to be determined by teacher based on instructional need).	<b>Sentence Fluency.</b> Write Traits pages 74-91 and/or Write Source pages 260-261 (to be determined by teacher based on instructional need).	<b>Visualize, Infer</b> <i>The Snowy Day</i>		Medial Consonants (sh, th)	HF 7-8, WSA 15, WSA 17, WSA 18			
	24					Amos and Boris	Long Vowels (a, e)	LS 20 +		
	25					Mike Mulligan	Long Vowels (i, o)	WS 10		
	26					<b>Retell, Questioning</b> <i>An Extraordinary Egg</i>		Short and Long Vowels (a)	LS 17, LS 18	
	27					<b>Questioning</b> <i>Charlie Anderson</i>		Short and Long Vowels (e)	LS 12, LS 13	
	28					<b>Questioning, Visualize, Retell</b> <i>Down the Road</i>		Short and Long Vowels (i)	LS 14, LS 15	
					<b>Presentation.</b> Write Source pages 38-39 (to be determined by teacher based on instructional need).					

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Week	Writing			Making Meaning	Text Talk	Spelling	Phonics	
	Writing Learning Goal(s): Expository Writing <i>MIG 3B</i>	6 + 1 Writing Traits Focus: Ideas; Word Choice; Voice; Organization; Sentence Fluency; Conventions; Presentation <i>MIG 1A</i>	Conventions Learning Goal(s):	Reading Learning Goal(s):* Questioning; Prior Knowledge; Text Features; Visualize; Comprehension <i>MIG 1F, 1G, 1H, &amp; 3A</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Spelling Learning Goal(s): Simple spelling patterns; high frequency words <i>MIG 2E</i>	Phonics Learning Goal(s): Develop and apply decoding strategies <i>MIG 1C</i>	
4 <sup>th</sup> Quarter	29	<b>Expository Writing.</b> Write Source pages 106-129 and/or Units of Study Book 6 Sessions 1-15 (to be determined by teacher based on instructional need).	Apply all 6 + 1 Traits of Writing.	Apply conventions instruction from first three quarters (extracurricular opportunities from Write Source include Apostrophes, Plurals, Exclamatory Sentences, etc.).	<b>Questioning, Prior Knowledge</b> <i>The Mothers Day Mouse</i>		Short and Long Vowels (o)	SP 5, SP 7
	30				Strega Nona	Short and Long Vowels (u)	LS 16, LS 19	
	31				Tikki Tikki Tembo	Benchmark Assessment	SP 10	
	32				How Many Stars in the Sky	To be determined by teacher.	SP 8	
	33	To be determined by teacher (extracurricular instructional opportunities include Write Source Creative Writing pages 160-177 and/or Units of Study Book 5).			<b>Questioning, Prior Knowledge, Text Features</b> <i>A Harbor Seal Pup Grows Up</i>	Amelia's Road	SP 9	
	34				<b>Questioning, Prior Knowledge, Text Features, Visualize</b> <i>Throw Your Tooth on the Roof</i>	Beware of the Bears	Extensions -	
	35				<b>Questioning, Prior Knowledge, Text Features, Visualize</b> <i>Prior Raptors!</i>	The Wolf's Chicken Stew	Contractions: WS 4, 7, 8, 9	
	36				<b>Questioning, Comprehension</b> <i>Julius</i>	Ibis	Synonyms: WM 2	
	37					Stellaluna	To be determined by teacher.	

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