

# Kindergarten Communication Arts Alignment Chart

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

1st Quarter	Week	Writing			Making Meaning	Text Talk	Phonics			
		Writing Learning Goal(s): Narrative Writing MIG 3A	6 + 1 Writing Traits Focus: Ideas MIG 1A	Conventions Learning Goal(s): Sentences MIG 2E	Handwriting Learning Goal(s): Form letters correctly MIG 2A	Reading Learning Goal(s):* Connections; Questioning MIG 1I & 1G	Reading Learning Goal(s): Vocabulary Development MIG 1E	Phonics Learning Goal(s): Phonemic Awareness & Phonics MIG 1B & 1C		
	1	<p><i>In order to establish Writers Workshop norms it is suggested that the first seven weeks draw procedural lessons from Units of Study Book 1. If needed, writing process lessons should be drawn from The Writing Spot pages 20-26, 29-81.</i></p>			Introduction, Alphabet Cards Pretest	<b><i>Text-to-Self Connections, Questioning My Friends</i></b>	<i>Establish routines and procedures</i>	<p><b>September p. 36</b> ELC: 1, 2 LK :1, 2, 3, 4 PA:1, 2 <b>October p.37</b> PA: 3,4,5,6,7 LK: 5 ELC: Early Literacy Concepts PA: Phonological Awareness HF: High Frequency Words LK: Letter Knowledge WM: Word Meaning LS: Letter/Sound Relationship WS: Word Structure WSA: Word-Solving Actions</p>		
	2								<b><i>Text-to-Self Connections, Questioning If You Give a Mouse a Cookie</i></b>	<i>Establish routines and procedures</i>
	3						Left Hand/Right Hand, Positions for Writing		<b><i>Text-to-Self Connections, Questioning Cat's Colors</i></b>	<i>Establish routines and procedures</i>
	4					<b>Sentences.</b> The Writing Spot pages 159-166	Your Book		<b><i>Text-to-Self Connections, Questioning Flower Garden</i></b>	<i>Establish routines and procedures</i>
	5						<b>Vertical Lines</b>		<b><i>Text-to-Self Connections, Questioning Kissing Hand</i></b>	<i>Edward the Emu</i>
	6						<b>Horizontal Lines</b>		<b><i>Text-to-Self Connections, Questioning Whistle for Willie</i></b>	<i>A Pocket for Corduroy</i>
	7						<b>Backward Circle Lines</b>		<b><i>Text-to-Self Connections, Main Idea, Questioning When Sofie Gets Angry</i></b>	<i>Cuddly Dudley</i>
	8	<b>Narrative Writing.</b> The Writing Spot pages 115-118 and/or Units of Study Book 2 Sessions 1-7 (to be determined by teacher based on instructional need).	<b>Ideas.</b> The Writing Spot pages 29-49 (to be determined by teacher based on instructional need).	<b>Slant Lines</b>	<b><i>Text-to-Self Connections, Questioning I Was So Mad</i></b>		<i>The Popcorn Dragon</i>			
	9			<b>Forward Circle Lines</b>	<b><i>Text-to-Self Connections, Main Idea, Questioning Noisy Nora</i></b>	<i>Gregory and Terrible Eater</i>				

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Week	Writing				Making Meaning	Text Talk	Phonics					
	Writing Learning Goal(s): Narrative & Descriptive Writing <i>MIG 3A</i>	6 + 1 Writing Traits Focus: Ideas; Conventions; Word Choice <i>MIG 1A</i>	Conventions Learning Goal(s): Capitalization (Names, Beginning of Sentences) <i>MIG 2B</i>	Handwriting Learning Goal(s): Form letters correctly <i>MIG 2A</i>	Reading Learning Goal(s):* Connections; Questioning; Retell; Visualizing; Prior Knowledge <i>MIG 1G, 1H, &amp; 1I</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Phonics Learning Goal(s): Phonemic Awareness & Phonics <i>MIG 1B &amp; 1C</i>					
2 <sup>nd</sup> Quarter	10	<b><i>Narrative Writing.</i></b> Continued from 1st Quarter. The Writing Spot pages 115-118 and/or Units of Study Book 2 Sessions 1-7 (to be determined by teacher based on instructional need).	<b><i>Ideas.</i></b> Continued from 1st Quarter. The Writing Spot pages 29-49 (to be determined by teacher based on instructional need).	<b><i>Capitalization.</i></b> The Writing Spot pages 161-166	<b><i>Four Kinds of Lines</i></b>	<b><i>Text-to-Self Connections, Retell, Questioning</i></b> <i>Pumpkin Pumpkin</i>	<b><i>The Scarecrow's Hat</i></b>	<b><i>November p. 38</i></b> LK: 6,7 PA: 8,9 WSA: 1, 2 <b><i>December p. 39</i></b> LS: 1,2 ELC: 4,5,6 PA: 10,11 LK: 8,9,10,11,12 HF:1 WM:1 ELC: Early Literacy Concepts PA: Phonological Awareness HF: High Frequency Words LK: Letter Knowledge WM: Word Meaning LS: Letter/Sound Relationship WS: Word Structure WSA: Word-Solving Actions				
	11								<b><i>Conventions.</i></b> The Writing Spot pages 159-162 (to be determined by teacher based on instructional need).	<b><i>Ll, li, Tt</i></b> & Practice & Write the Alphabet	<b><i>Text-to-Self Connections, Retell, Questioning</i></b> <i>Maisy's Pool</i>	<b><i>Sheila Rae, the Brave</i></b>
	12										<b><i>Text-to-Self Connections, Retell, Questioning</i></b> <i>Charlie Needs a Cloak</i>	<b><i>Caps for Sale</i></b>
	13			<b><i>Oo, Aa, Dd</i></b> & Practice & Write the Alphabet	<b><i>Retell, Questioning.</i></b> <i>Hairy the Dirty Dog</i>	<b><i>It's Mine</i></b>						
	14	<b><i>Descriptive Writing.</i></b> Units of Study Book 2 Session 8-15 (to be determined by teacher based on instructional need).	<b><i>Word Choice.</i></b> The Writing Spot page 42 (to be determined by teacher based on instructional need).			<b><i>Visualize, Prior Knowledge, Infer</i></b> <i>Cat's Colors</i>	<b><i>The Gingerbread Man</i></b>					
	15								<b><i>Cc, Ee, Ff</i></b> & Practice & Write the Alphabet	<b><i>Visualize, Prior Knowledge, Infer</i></b> <i>Cookie's Week</i>	<b><i>Little Polar Bear and the Brave Little Hare</i></b>	
	16									<b><i>Visualizing, Prior Knowledge, Infer.</i></b> <i>White Rabbit's Color Book</i>	<b><i>A Little Bit of Winter</i></b>	
	17								<b><i>Gg, Jj, Qq</i></b> & Practice & Write the Alphabet	<b><i>Visualize, Prior Knowledge, Infer</i></b> <i>Umbrellas</i>	<b><i>Annie and the Wild Animals</i></b>	
	18									<b><i>Questioning</i></b> <i>Brave Bear</i>	<b><i>New Shoes for Silvia</i></b>	
19		<b><i>Uu, Ss, Bb, Pp</i></b> & Practice & Write the Alphabet	<b><i>Questioning</i></b> <i>A Letter to Amy</i>	<b><i>Dear Juno</i></b>								

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Week	Writing				Making Meaning	Text Talk	Phonics	
	Writing Learning Goal(s): Audience & Purpose Writing <i>MIG 3C</i>	6 + 1 Writing Traits Focus: Organization; Sentence Fluency <i>MIG 1A</i>	Conventions Learning Goal(s): Punctuation (Periods) <i>MIG 2C</i>	Handwriting Learning Goal(s): Form letters correctly <i>MIG 2A</i>	Reading Learning Goal(s):* Visualizing; Prior Knowledge; Infer; Questioning; Text Features <i>MIG 1G, 1F, 1H, &amp; 3A</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Phonics Learning Goal(s): Phonemic Awareness & Phonics <i>MIG 1B &amp; 1C</i>	
3 <sup>rd</sup> Quarter	20	<b>Journal Writing.</b> The Writing Spot pages 109-114 (to be determined by teacher based on instructional need).	<b>Organization.</b> The Writing Spot page 37 (to be determined by teacher based on instructional need).	<b>Punctuation.</b> The Writing Spot pages 78, 161, 165-166	(Continued from 2nd Quarter) <b><i>Uu, Ss, Bb, Pp</i></b> & Practice & Write the Alphabet	<b>Questioning.</b> <i>Corduroy</i>	<i>It Takes a Village</i>	<b>January p. 40</b> PA: 12,13,14,15 LK: 13,14 LS: 3,4,5 SP: 1,2 HF: 2 WM: 2 WSA: 3 <b>February p. 41</b> PA: 16,17,18 LK: 15,16 WM: 3 WSA: 4,5 HF: 3,4 SP: 3,4 ELC: Early Literacy Concepts PA: Phonological Awareness HF: High Frequency Words LK: Letter Knowledge WM: Word Meaning LS: Letter/Sound Relationship WS: Word Structure WSA: Word-Solving Actions
	21				<b><i>Rr, Nn, Mm, Hh</i></b> & Practice & Write the Alphabet	<b>Text Features</b> <i>A Day with a Doctor &amp; A Day with a Mail Carrier</i>	<i>Make Way for Ducklings</i>	
	22			<b>Text Features, Questioning</b> <i>Working Dogs</i>	<i>Big Al</i>			
	23		<b>Sentence Fluency.</b> The Writing Spot pages 159-164 (to be determined by teacher based on instructional need).	<b><i>Vv, Yy, Ww</i></b> & Practice & Write the Alphabet	<b>Text Features.</b> <i>I Want to be a Vet</i>	<i>Aunt Flossie's Hats</i>		
	24	<b>Notes &amp; Cards.</b> The Writing Spot pages 93-100 (to be determined by teacher based on instructional need).			<b>Text Features, Retell, Questioning</b> <i>A Tiger Cub Grows Up</i>	<i>Harry and the Dirty Dog</i>		
	25			<b><i>Xx, Kk, Zz</i></b> & Practice & Write the Alphabet	<b>Questioning</b> <i>A Porcupine Named Fluffy</i>			
	26	<b>Signs &amp; Labels.</b> The Writing Spot pages 123-128 (to be determined by teacher based on instructional need).						
	27			1, 2, 3, 4, 5, 6, 7, 8				
	28	<b>Lists.</b> The Writing Spot pages 101-108 (to be determined by teacher based on instructional need).			9, 10 & Practice			

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4 <sup>th</sup> Quarter	Week	Writing			Making Meaning	Text Talk	Phonics
		Writing Learning Goal(s): Persuasive & Expository Writing <i>MIG 3B</i>	6 + 1 Writing Traits Focus: Voice <i>MIG 1A</i>	Conventions Learning Goal(s):	Handwriting Learning Goal(s): Form letters correctly <i>MIG 2A</i>	Reading Learning Goal(s):* Text Features; Main Idea; Questioning <i>MIG 3A &amp; 3C</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>
4 <sup>th</sup> Quarter	29	<b><i>Persuasive &amp; Expository Writing. The Writing Spot pages 199-218 and/or</i></b> Units of Study Book 6 Sessions 1-15 (to be determined by teacher based on instructional need).	<b><i>Voice.</i></b> The Writing Spot pages 29-32 (to be determined by teacher based on instructional need).	Apply conventions instruction from first three quarters (extracurricular instructional opportunities include exclamatory punctuation, interrogative punctuation, etc.).	Write Numerals & Write Number Words	<i>To be determined by teacher.</i>	<i>March p. 42</i> PA: 19,20,21 LS: 6,7 SP: 5 HF: 5 WM: 4 <i>April p. 43</i> ELC: 7 PA: 22,23 LS: 8 SP: 6 HF: 6 WSA: 6,7,8 WM: 5,6,7 WS: 1 <i>May p. 44</i> ELC:8 PA: 24,25,26 LK: 21,22,23,24 SP: 7 HF: 7 WSA: 9 WS: 2,3,4 ELC: Early Literacy Concepts PA: Phonological Awareness HF: High Frequency Words LK: Letter Knowledge WM: Word Meaning LS: Letter/Sound Relationship WS: Word Structure WSA: Word-Solving Actions
	30				Write Words		
	31				Write Sentences		
	32				Write a Note		
	33				Write an Invitation		
	34				Write a Weather Report		
	35	To be determined by teacher (extracurricular instructional opportunities include Units of Study Books 3-5, 7).	All Writing Traits should be applied.		Posttest		
	36				To be determined by teacher		
	37						

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