

Alignment Chart for Unit 3

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 3

Lesson

1 2 3 4 5 6 7 8 9 10 11 12 13 14

Reading Standards for Foundational Skills: Kindergarten

Print Concepts

STD RF.K.1	Demonstrate understanding of the organization and basic features of print.	
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds	☑

Phonological Awareness

STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
STD RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
CKLA Goal(s)	Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/	☑ ☑ ☑
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/	☑ ☑
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>	☑ ☑ ☑
CKLA Goal(s)	Listen to one-syllable words and tell the beginning or ending sounds. e.g., given <i>dog</i> , identify initial /d/ or final /g/	☑ ☑
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>	☑ ☑ ☑
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/	☑ ☑
	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>	☑

Phonics and Word Recognition

STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
STD RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for many of the most frequent sounds for each consonant.	
CKLA Goal(s)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h', 'hh' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z' > /z/; 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/(thin); 'th' > /th/(them); 'qu' > /qu/; 'ng', 'n' > /ng/	☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
CKLA Goal(s)	Read and write any one-syllable short vowel CVC word, e.g., <i>sit</i> , <i>cat</i> , <i>wet</i> , <i>not</i> , <i>cup</i>	☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑
	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., <i>at</i> > <i>bat</i> > <i>bad</i> > <i>bid</i>	☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑

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Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

STD SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CKLA
Goal(s)Speak audibly and express
thoughts, feelings, and ideas
clearly

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Language Standards: Kindergarten

Conventions of Standard English

STD L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STD L.K.1a Print many lowercase letters.

CKLA Goal(s)	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

STD L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CKLA Goal(s)	Use spatial words: <i>there, here; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of, near, far; inside, outside; around, between; up, down; high, low; left, right; front, back</i>	✓	✓	✓	✓		✓	✓	✓	✓					
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STD L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STD L.K.2c Write a letter or letters for most consonant and short vowel sounds (phonemes).

CKLA Goal(s)	Recognize, isolate, and write the spellings for short vowel sounds		✓			✓	✓			✓					
	Recognize, isolate, and write single-letter, double-letter, and digraph spellings for consonant sounds	✓		✓	✓	✓		✓	✓						