

## Alignment Chart for Unit 4

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

### Alignment Chart for Unit 4

#### Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## Reading Standards for Informational Text: Kindergarten

### Craft and Structure

STD RI.K.5

Identify the front cover, back cover, and title page of a book.

CKLA  
Goal(s)

Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)

✓

✓



## Alignment Chart for Unit 4

### Lesson

1

2

3

4

5

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8

9

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15

## Speaking and Listening Standards: Kindergarten

### Presentation of Knowledge and Ideas

**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



## Alignment Chart for Unit 4

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

## 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.1a	Follow words from left to right, top to bottom, and page by page.															
CKLA Goal(s)	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud												✓	✓		
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.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>	✓	✓	✓	✓			✓	✓	✓						

## Phonics and Word Recognition

STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding work.															
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' > /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', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/(thin); 'th' > /th/(then); '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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

## Fluency

STD RF.K.4	Read emergent-reader texts with purpose and understanding.															
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding											✓	✓	✓	✓	✓