

Alignment Chart for Unit 5

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

Alignment Chart for Unit 5

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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)

													✓	✓	✓	✓
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Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CKLA
Goal(s)

With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text

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Reading Standards for Foundational Skills: Kindergarten

Print Concepts

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)	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.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound of 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>																	✓

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																✓	✓	✓	✓	✓

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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



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Language Standards: Kindergarten

Conventions of Standard English

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

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Write from left to right leaving spaces between words, and top to bottom using return sweep

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

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: *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*

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

STD L.K.2b

Recognize and name end punctuation.

CKLA
Goal(s)

Name and use commas and end punctuation while reading orally

✓ ✓ ✓ ✓

STD L.K.2c

Write a letter or letters for most consonant and short vowel sounds (phonemes).

CKLA
Goal(s)

Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓