

Alignment Chart for Unit 6**Lesson**

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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)

✓

✓

✓

Demonstrate correct book orientation by holding books correctly and turning pages

✓

✓

✓

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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	✓	✓	✓				✓		✓	✓		✓		✓
	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)				✓	✓	✓								

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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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STD RF.K.1c Understand that words are separated by spaces in print.

CKLA Goal(s)	Point to each word in a line of print while reading aloud				✓	✓	✓								
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STD RF.K.1d Recognize and name lowercase letters of the alphabet.

CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their lowercase forms	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓
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STD RF.K.2a Recognize and produce rhyming words.

CKLA Goal(s)	Recognize and produce rhyming words								✓			✓	✓		
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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)	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make <i>cat</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Phonics and Word Recognition

STD RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding work.

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 one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-</i> , <i>fl-</i> , <i>-sp</i> , <i>-st</i> , <i>-nd</i> , <i>-it</i> , etc. and initial or final consonant digraphs, e.g., <i>ch-</i> , <i>sh-</i> , <i>th-</i> , <i>-ch</i> , <i>-sh</i> , <i>-th</i> , <i>-ck</i> , <i>-ng</i>	✓	✓	✓			✓		✓			✓		✓	✓
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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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Additional CKLA Goals

CKLA Goal(s)	Read and write words in which 's' > /s/ as in <i>cats</i> or /z/ as in <i>dogs</i>			✓	✓	✓					✓				
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Speaking and Listening Standards: Kindergarten**Comprehension and Collaboration****STD SL.K.2**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CKLA Goal(s)

Ask and answer questions to clarify information in fiction text read independently

✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓
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Presentation of Knowledge and Ideas**STD SL.K.4**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CKLA Goal(s)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓
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Language Standards: Kindergarten

Conventions of Standard English

STD L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.																
STD L.K.1a	Print lowercase letters.																
CKLA Goal(s)	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper		✓	✓	✓			✓		✓					✓	✓	
	Trace, copy, and/or write from memory the letters of the alphabet accurately in lowercase form		✓	✓	✓			✓		✓					✓	✓	
STD L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).																
CKLA Goal(s)	Use regular plural nouns orally by adding /s/, /z/, or /es/				✓												
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>		✓							✓		✓					
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.																
STD L.K.2b	Recognize and name punctuation.																
CKLA Goal(s)	Name and use commas and punctuation while reading orally		✓	✓		✓					✓	✓					✓