

Alignment Chart for Unit 7

Lesson

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

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																	✓
STD RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.																	
CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their lowercase forms									✓								

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>	✓	✓		✓				✓	✓								
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given <i>dog</i> , identify initial /d/ or final /g/	✓	✓		✓	✓			✓	✓								

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 or 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', 'g' > /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/ (<i>thin</i>); 'th' > /θ/ (<i>them</i>); '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 one-syllable short vowel CVC words, e.g., <i>sit, cat, wet, not, cup</i>	✓															✓	✓
	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., <i>tr-, fl-, sp-, -st, -nd, -lt, etc.</i> and initial or final consonant digraphs, e.g., <i>ch-, sh-, th-, -ch, -sh, -th, -ck, -ng</i>		✓	✓	✓	✓			✓	✓			✓		✓			
	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., <i>stab > slab > slap > slash</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									✓	✓	✓		✓	✓		✓	✓

Additional NYLA Goals

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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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