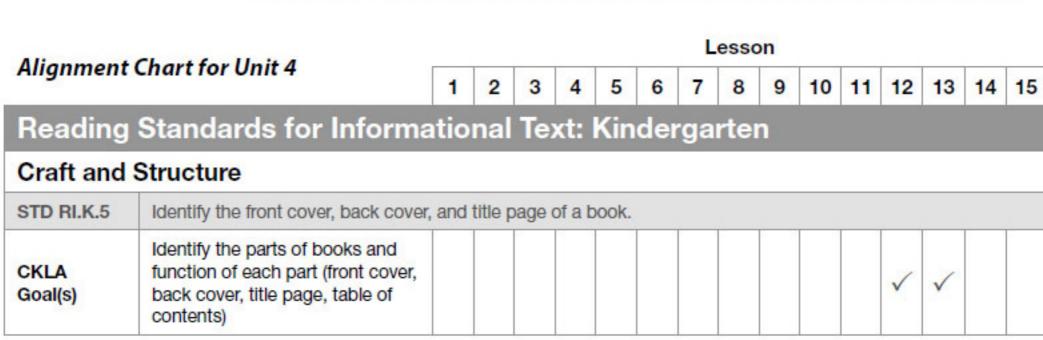
## Alignment Chart for Unit 4

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



Lesson

Alignment Chart for Unit 4		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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 many lowercase letters.															
OK! A	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper								<b>√</b>							
Goal(s)	Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>		<b>✓</b>	<b>✓</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>
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	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>		<b>✓</b>	<b>√</b>	<b>√</b>	<b>√</b>						
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 cor	nsona	nt an	d sho	ort vo	wel s	ound	s (ph	onem	ies).						
CKLA Goal(s)	Recognize, isolate, and write the spellings for short vowel sounds									<b>√</b>	✓	<b>√</b>	✓	<b>✓</b>	<b>√</b>	<b>✓</b>
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>√</b>	<b>√</b>

Alignment Chart for Unit 4		Lesson														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	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								<b>√</b>							

Angimient	chart for one 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading	Standards for Founda	tio	nal	Sk	ills:	: Ki	nde	erg	arte	∍n						
Print Cond	epts															
STD RF.K.1	Demonstrate understanding of the	orgar	nizatio	on an	d bas	sic fe	ature	s of p	orint.							
STD RF.K.1a	Follow words from left to right, top	to bo	ottom	, and	page	by p	age.									
CKLA Goal(s)	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud												<b>✓</b>	<b>✓</b>		
STD RF.K.1b	Recognize that spoken words are r	epres	sente	d in w	vritter	n lang	juage	by s	pecif	ic sec	quenc	es of	f lette	rs.		
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds															
Phonologi	cal Awareness															
STD RF.K.2d	Isolate and pronounce the initial, m vowel-consonant, or CVC) words.*						-						eme (	consc	onant	-
	Segment a spoken word into phonemes, e.g., given bat, produce the segments /b/ /a/ /t/								<b>√</b>							
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/	<b>√</b>					<b>✓</b>	<b>✓</b>		<b>√</b>						
	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 mat and /g/ at the end of bag	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>√</b>		<b>✓</b>	<b>✓</b>	<b>\</b>							
Phonics ar	nd Word Recognition															
STD RF.K.3	Know and apply grade-level phonic	cs an	d wor	d ana	alysis	skills	s in d	ecod	ing w	ork.						
STD RF.K.3a	Demonstrate basic knowledge of o for many of the most frequent soun						rresp	onde	ences	by p	roduc	cing t	he pri	imary	sour	nd
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 sound	ds wit	th cor	nmor	n spe	llings	(grap	ohem	es) fo	r the	five r	najor	vowe	els.		
	Read and write any one-syllable short vowel CVC word, e.g., sit, cat, wet, not, cup								<b>✓</b>	<b>√</b>			<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>
CKLA Goal(s)	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., at > bat > bad > bid	<b>✓</b>														
Fluency																
STD RF.K.4	Read emergent-reader texts with p	urpos	se an	d und	dersta	andin	g.									
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding										<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	

Alignment Chart for Unit 4

Lesson