## **Alignment Chart for Unit 6**

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

Alignment Chart for Unit 6								L	esso	on						
Alignment	Chart for Unit 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading	Standards for Literatเ	ıre:	: Ki	nde	erga	arte	en									
Key Ideas	and Details															
STD RL.K.1	With prompting and support, ask a	nd a	nswe	r que	stions	s abo	ut ke	y deta	ails in	a tex	ĸt.					
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	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>		<b>✓</b>	✓		<b>✓</b>		<b>✓</b>	
STD RL.K.3	With prompting and support, ident	ify ch	aract	ers, s	ettin	gs, ar	nd ma	ajor e	vents	ina	story.					
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>✓</b>		✓		<b>✓</b>	<b>✓</b>		<b>~</b>		<b>✓</b>	
Integration	of Knowledge and Ideas	5										,				
STD RL.K.7	With prompting and support, description appear (e.g., what moment in a sto							lustra	tions	and t	the st	ory ir	n whic	ch the	∌y	
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story	<b>✓</b>	<b>~</b>	<b>✓</b>		<b>✓</b>		✓		~	<b>✓</b>		<b>✓</b>		<b>✓</b>	
Range of F	Reading and Level of Text	Со	mpl	exit	ty											
STD RL.K.10	Actively engage in group reading a	ctivit	ies wi	th pu	rpose	e and	unde	erstar	nding					13 10		
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day				<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>

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Alignment	Alignment Chart for Unit 6		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading	Standards for Informa	itio	nal	Те	xt:	Kin	dei	ga	rte	n						
Craft and	Structure															
STD RI.K.5	Identify the front cover, back cover	and	title p	oage	of a b	ook.										
CKLA Goal(s)	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)				<b>✓</b>	<b>✓</b>	<b>√</b>									
	Demonstrate correct book orientation by holding books correctly and turning pages				<b>✓</b>	<b>✓</b>	<b>✓</b>									

Alignment (	Chart for Unit 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Dooding	Standards for Founda	tio.			_			-			10	-	12	10	14	10
		ILIO	IIai	SK	IIIS.	N	па	er g	arte	311						
Print Conc	•						_									
STD RF.K.1	Demonstrate understanding of the	orga	nizatio	on an	id 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.		I							
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>	<b>✓</b>				<b>✓</b>		<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	
a can(c)	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)				<b>✓</b>	<b>~</b>	<b>√</b>									
STD RF.K.1b	Recognize that spoken words are i	repres	sente	d in v	vritter	n lang	guage	by s	pecif	ic sec	quen	ces o	f lette	rs.		
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds	<b>✓</b>	✓	<b>✓</b>	<b>~</b>	<b>✓</b>	<b>√</b>	<b>✓</b>								
STD RF.K.1c	Understand that words are separat	ted by	y spa	ces ir	n prin	t.										
CKLA Goal(s)	Point to each word in a line of print while reading aloud				<b>√</b>	<b>√</b>	<b>√</b>									
STD RF.K.1d	Recognize and name lowercase lef	tters (	of the	alph	abet.											
CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their lowercase forms	<b>✓</b>	<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>	<b>✓</b>			<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>✓</b>	
STD RF.K.2a	Recognize and produce rhyming w	ords.														
CKLA Goal(s)	Recognize and produce rhyming words								<b>√</b>			<b>√</b>	<b>√</b>			
STD RF.K.2d	Isolate and pronounce the initial, m vowel-consonant, or CVC) words*						,						eme (	cons	onant	<u>-</u>
CKLA Goal(s)	Orally blend sounds to form words, e.g., given the sounds /k//a//t/, blend to make cat	<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>	
Phonics ar	nd Word Recognition															
STD RF.K.3	Know and apply grade-level phonic	cs an	d wo	rd an	alysis	skills	s in d	ecod	ing w	ork.						
STD RF.K.3b	Associate the long and short sound	ds wi	th cor	mmo	n spe	llings	(gra	ohem	es) fo	or the	five	major	vow	els.		
CKLA Goal(s)	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., tr-, fl-, -sp, -st, -nd, -lt, etc. and initial or final consonant digraphs, e.g., ch-, sh-, th-, -ch, -sh, -th, -ck, -ng	<b>√</b>	<b>√</b>	<b>√</b>			<b>✓</b>		<b>✓</b>			<b>✓</b>		✓	<b>√</b>	
Fluency																
STD RF.K.4	Read emergent-reader texts with p	urpo	se an	d und	dersta	andin	g.	I	I							
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>							
Additional	CKLA Goals					-	-		-		-	-				
CKLA Goal(s)	Read and write words in which 's' > /s/ as in cats or /z/ as in dogs			<b>√</b>	<b>√</b>	<b>✓</b>					<b>√</b>					

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Alignment Chart for Unit 6								L	esso	n						
Alignment	Chart for Unit 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Speaking	g and Listening Standa	ard	s: K	Cinc	der	gar	ten									
Comprehe	nsion and Collaboration															
STD SL.K.2	Confirm understanding of a text rea										_			-		ng
CKLA Goal(s)	Ask and answer questions to clarify information in fiction text read independently	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	
Presentati	on of Knowledge and Ide	as														
STD SL.K.4	Describe familiar people, places, the detail.	nings,	, and	even	ts and	d, wit	h pro	mptir	ng an	d sup	port,	prov	ide a	dditio	nal	
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>		<b>√</b>		<b>✓</b>	

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Alignment Chart for Unit 6	4	_	2	4	_	6	7	0	0	40	44	40	40	4.4	15
	1	2	3	4	5	в	1	8	9	10	11	12	13	14	15

Languag	e Standards: Kinderga	arte	n													
Convention	ns of Standard English															
STD L.K.1	Demonstrate command o fthe conv	ventio	ons of	f stan	dard	Engl	ish ca	apitali	izatior	n, pur	nctua	tion a	and s	pellin	g.	
STD L.K.1a	Print lowercase letters.															
CKLA	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper		<b>√</b>	<b>✓</b>	<b>√</b>			<b>√</b>		<b>√</b>				<b>✓</b>	<b>✓</b>	
Goal(s)	Trace, copy, and/or 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>	
STD L.K.1c	Form regular plural nouns orally by	addi	ng /s/	or /6	es/ (e.	.g., d	og, d	ogs;	wish,	wish	es).					
CKLA Goal(s)	Use regular plural nouns orally by adding /s/, /z/, or /es/				<b>√</b>											
STD L.K.1e	Use the most frequently occurring	prepo	ositio	ns (e.	g., to	, fron	n, in,	out, c	on, off	, for,	of, by	y, wit	h).			
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>						
STD L.K.2	Deomonstrate command of the corwriting.	nvent	ions	of sta	ndar	d Eng	glish o	capita	alizatio	on, pi	unctu	ation	and	spelli	ng w	hen
STD L.K.2b	Recognize and name punctuation.									200						
CKLA Goal(s)	Name and use commas and punctuation while reading orally		<b>√</b>	<b>√</b>		<b>√</b>				<b>√</b>	<b>✓</b>				<b>✓</b>	