## **Alignment Chart for Unit 9**

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

Alignment Chart for Unit 9					<u> </u>						L	esso	on										
		1	2	3	4 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Reading	Standards for Litera	ture	: K	inde	rgar	ten																	
Key Ideas	and Details																						
STD RL.K.1	With prompting and support, ask	and a	answ	er ques	tions a	bout I	кеу с	details	in a t	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		<b>√</b>			✓			<b>√</b>		~	✓		~		<b>√</b>	✓		<b>√</b>		✓	<b>√</b>	~
STD RL.K.3	With prompting and support, ide	ntify c	harad	cters, s	ettings,	and i	najo	or even	ts in	a sto	ry.												
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>
Craft and	Structure																						
STD RL.K.4	Ask and answer questions about unknown words in a text.																						
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently		✓			✓			<b>√</b>		✓	~		~		<b>√</b>	✓		✓		✓	<b>√</b>	<b>/</b>
Integration	n of Knowledge and Idea	as																					
STD RL.K.7	With prompting and support, de illustration depicts).	scribe	the r	elation	ship be	tweer	ı illu	stratio	ns ar	nd the	stor	y in v	which	they	арре	ear (e	.g., w	vhat r	nome	ent in	a sto	ry an	
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		✓			✓			✓		✓	✓		~		✓			✓		~	✓	_
Range of I	Reading and Level of Te	xt C	omį	olexit	у																		
STD RL.K.10	Actively engage in group reading	g activ	ities	with pu	rpose a	and u	nder	standi	ng.	16	113	. 10				100		- 7			20		
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day		~			V			~		~	<b>/</b>		~		<b>√</b>	· /		~		V	~	~

Alignment Chart for Unit 9												L	esso	on										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Languag	e Standards: Kinderg	jart	en																					
Conventio	ons of Standard English																							
STD L.K.1	Demonstrate command of the co	nvent	tions	of sta	andar	d Eng	glish	gram	mar	and u	sage	whe	n writ	ting o	rspe	aking								
STD L.K.1a	Print many upper- and lowercase	lette	rs.																					
CKLA	Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form	✓		<b>√</b>	<b>√</b>		<b>√</b>	✓	<b>✓</b>		✓	<b>√</b>	✓	~	<b>√</b>							<b>√</b>		
Goal(s)	Ask questions beginning with who, what, where, when, why, or how																				<b>√</b>			
STD L.K.2	Demonstrate command of the co	nvent	tions	of sta	andar	d Eng	glish	capit	alizat	ion, p	ounct	uatio	n, an	d spe	elling	when	writi	ng.						
STD L.K.2b	Recognize and name end punctu	ation							1,0						10 7,			616						
CKLA Goal(s)	Name and use commas and end punctuation while reading orally																			<b>√</b>	<b>√</b>			
STD L.K.2c	Write a letter or letters for most c	onsor	nant a	and s	hort	vowe	sou	nds (	phon	emes	).													
CKIA	Recognize, isolate, and write the spellings for short vowel sounds																		<b>√</b>					
CKLA Goal(s)	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds																		✓					

Alignment	Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 2																							
		1		3	4	5					10	11	12	13	14	15	16	17	18	19	9 20	21	22	23
Reading	Standards for Found	atio	onal	Sk	(ills	s: Ki	nde	erga	rte	en														
Print Cond	epts																							
STD RF.K.1d	Recognize and name all upper- a	nd lo	wercas	e let	ters	of the	alpha	bet.		_				1				_					_	_
CKLA Goal(s)	Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms	✓			✓	,	/\	/ /			<b>√</b>	<b>√</b>	<b>_</b>	<b>V</b>	<b>V</b>							<b>√</b>		
Phonologi	cal Awareness																							
STD RF.K.2d	Isolate and pronounce the initial, does not include CVCs ending w					nal sou	nds (p	ohone	mes)	in t	hree	e-pho	onem	ne (co	nson	ant-v	owel	-cons	sona	nt, o	r CVC	) won	ds.* (	This
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>	,		v			<b>√</b>				<b>✓</b>					_	<b>/</b>		<b>✓</b>
STD RF.K.2e	Add or substitute individual soun	ds (p	honem	es) ir	n sin	nple, or	ne-syl	lable	word	s to	mal	ke ne	ew w	ords.										
CKLA Goal(s)	Add or substitute phonemes to spoken one-syllable words	✓				✓	١		٧			✓				✓					<b>√</b>	<b>√</b>		✓
Phonics a	nd Word Recognition																							
STD RF.K.3	Know and apply grade-level phor										0.000.00	111000000	1/2 A	16.50 200	2018.11.00.00		A 14 100	11.00.00	10.000	L 1 0 0 0 0				
STD RF.K.3a	Demonstrate basic knowledge of for each consonant.	one-t	o-one	ette	r-sol	und cor	respo	onden	ces b	by pr	rodu	icing	the	orima	ry so	und c	r ma	ny of	the	nos	t frequ	ent s	ound	S
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 soul	nds w	ith con	nmor	n sp	ellings	graph	nemes	) for	the	five	majo	or vo	wels.										
CKLA	Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., nine > line > lime > tame > came > cape > tape							✓	,															
CKLA Goal(s)  Phonolog STD RF.K.2d  CKLA Goal(s)  Phonics a STD RF.K.3  STD RF.K.3a  CKLA Goal(s)  CKLA Goal(s)  CKLA Goal(s)  STD RF.K.3a	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., stab > slab > slap > slash							<b>✓</b>																
STD RF.K.3c	Read common high-frequency we	ords b	y sight	(e.g	., the	e, of, to	, you,	, she,	my, i	s, ar	e, d	o, do	oes).											
CKLA Goal(s)	Read high-frequency words identified as Tricky Words:  Unit 9: word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there												<b>√</b>											
Fluency																								
STD RF.K.4	Read emergent-reader texts with	purpo	ose and	l unc	derst	anding																		
CKLA	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding												$\checkmark$											
Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary												$\checkmark$											