Alignment Chart for Unit 10

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

Alignment Chart for Unit 10																Le	ess	on													
		1	2	3	4	5	6	7	8	9	1	0 1	1	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Reading	Standards for Lite	ra	tu	re:	Ki	nd	er	ga	rte	n																					
Key Ideas	and Details																														
STD RL.K.1	With prompting and support	asl	k ar	nd ar	nswe	r qu	estic	ons	abou	t ke	y de	etails	s in	a te	ext.																
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		~		V	· /			✓		·			✓		✓	✓			✓			✓		✓	✓		✓	✓	,	✓
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a 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		~		V	· /			✓		_			✓		✓	✓			✓			✓		✓	✓		✓	✓	,	✓
Range of I	Reading and Level of	Te	xt	Co	mp	lex	ity																								
STD RL.K.10	Actively engage in group rea	ding	g ac	ctiviti	es w	ith p	ourp	ose	and (unde	erst	andi	ng.																		
CKLA Goal(s)	Read aloud in a group, with a partner, or alone at least 15 minutes each day	√	~	/	~	V	/	· /	/	· 🗸	v	· ·		√	√	√	V		V	V	V	V	V	V	~	V		V	/	~	/

Alignment Chart for Unit 10			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Reading	ınc	lat	ior	nal	Sł	cills	s: l	Kin	de	rg	art	en																		
Phonologic	cal Awareness	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т	Т				
STD RF.K.2	Demonstrate understanding	of s	pok	en w	ords	s, sy	llable	es, a	and s	soun	ds.																			
STD RF.K.2d	Isolate and pronounce the ir does not include CVCs endi							nal s	soun	ds (p	ohon	eme	es) in	thre	ee-pl	hone	me (cons	sona	ant-v	owe	el-co	nsor	nant,	or (CVC)	wor	ds.*	(Thi	S
	Segment a spoken word into phonemes, e.g., given bat, produce the segments /b/ /a/ /t/	/	/	/	✓	✓	✓			/	/	✓	\	V	V	/	/	✓	/	/	✓		/		/	/		/	✓	/
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/									~					~	~					~									
GKLA Goal(s)	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	✓						✓	,									√					✓							
	Orally blend sounds to form words, e.g., given the sounds /k/ /a/ /t/, blend to make cat	V	✓	V	√	√	√			/	√	√	/	✓	V	√	✓	√	√	√	√		√		√	√		V	√	✓
Phonics ar	nd Word Recognition																													
STD RF.K.3	Know and apply grade-level	pho	nics	and	wor	rd ar	alys	is s	kills i	in de	codi	ing v	vord	s.																
STD RF.K.3b	Associate the long and shor	t sou	unds	with	n cor	nmc	n sp	ellin	ngs (grap	hem	es) f	or th	ne fiv	e m	ajor	vowe	els.												
	Read and write any one- syllable short vowel CVC words, e.g., sit, cat, wet, not, cup										√										√							✓		
	Begin to read and write one-syllable words containing a long vowel sound with the final –e spelling, e.g., late, bite, note, and cute			√				√	✓		√	√		✓				√			√	✓	√	✓	✓			√		√
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																							✓						
	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																							√						
	Read, spell, and write chains of one-syllable long vowel words with the final –e spelling, e.g., nine > line > lime > tame > came > came > cape > tape			✓					/					✓								√		√	√					√
STD RF.K.3c	Read common high-frequen	су и	ords	s by	sigh	t (e.	g., th	ie, o	f, to,	you	, she	e, m	y, is,	are,	do,	does	3).													
CKLA Goal(s)	Read high-frequency words identified as Tricky Words: Unit 10: he, she, we, be, me, they, their, my, by, you, your		✓	√	✓	✓	√	✓	~	~	√		✓	~	√	√	✓	√	✓	√	√			✓	√	✓			√	
Fluency																														
STD RF.K.4	Read emergent-reader texts	with	n pur	pos	e an	d un	ders	tano	ding.																					
OK! A	Read decodable text that incorporates the letter- sound correspondences that have been taught, with purpose and understanding															√														
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	√	✓	✓		√	√	✓	√	√	√	✓	√	√		✓	✓	√	✓	√	√	√	√		✓	✓	✓	√

Lesson

Al:	Ch+ f 11 t- 10														L	ess	on													
Alignment Chart for Unit 10		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Reading	Standards for Fo	ınc	lat	ion	nal	Sł	cills	s: l	Kin	de	rg	art	en																	
Phonologi	cal Awareness																													
STD L.K.2	Demonstrate command of t	he co	onve	entio	ns o	f sta	ndar	d Er	nglis	h ca	pital	izatio	on, p	ounc	tuati	ion,	and	spel	ling.											
STD L.K.2d	Spell simple words phonetic	cally,	drav	wing	on	knov	vled	ge o	f sou	und-	lette	r rela	ation	ship	s.															
CKLA Goal(s)	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter- sound correspondences taught in Kindergarten	✓	~		~			√				✓	V					✓	✓	~			~							