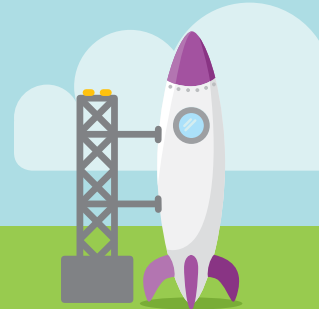




# CCSS ELA\* (Kindergarten) alignment to Really Great Reading's Countdown Program



| Domain                                          | Cluster        | Standard                                                                              | Expectation                                                                                                 | 3-5 Citations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|----------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Standards: Foundational Skills<br>RF.K. | Print Concepts | RF.K.1.<br>Demonstrate understanding of the organization and basic features of print. | RF.K.1.a. Follow words from left to right, top to bottom, and page by page.                                 | <p>Supplemental Resources in Countdown Online contains a downloadable packet of print concept lessons. Supplemental Concepts of Print Lesson 5 explicitly teaches reading from top to bottom. Supplemental Concept of Print Lessons 9 and 10 teach concepts of book reading, including reading left to right, top to bottom, and page by page.</p> <p>Unit 1, Lesson 3, Part 2, p. 15 - Students are taught to track from left to right on a screen.</p> <p>Unit 1, Lesson 3, Part 3, p. 16 - Students utilize the terms "before/after" and "first/next/last" to talk about directionality of items on a screen.</p> <p>Unit 1, Lesson 5, Part 1, p. 26 - Students use the terms "beginning/middle/end" to talk about directionality of items on a screen.</p> <p>Unit 10, Lesson 5, Part 3, p. 134 - Students begin reading words in 3-word phrases, tracking from left to right.</p> <p>Supplemental Resources in Countdown Online offers cumulative and controlled reading passages where students have an opportunity to read longer texts, tracking left to right and top to bottom.</p> |
| Reading Standards: Foundational Skills<br>RF.K. | Print Concepts | RF.K.1.<br>Demonstrate understanding of the organization and basic features of print. | RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters. | <p>Supplemental Resources in Countdown Online contains a downloadable packet of print concept lessons. Supplemental Concepts of Print Lessons , 3, and 4 explicitly teach that spoken language is represented by written letters in a specific order.</p> <p>Unit 6, Lesson 4, Part 1, p. 19 - Students learn that words are made from letters in a particular order and that each one must have a vowel.</p> <p>Unit 7, Lesson 5, Part 3, p. 55 - Students are given the three letters of an imaged CVC word out of order. Students must segment the phonemes in the spoken word and then use those sounds to correctly spell the word.</p> <p>Unit 18, Lesson 5, p. 52 - Students spell CVC words by first segmenting the phonemes, and then by writing the corresponding grapheme for each phoneme in order. (Spell It!)</p>                                                                                                                                                                                                                                                               |
| Reading Standards: Foundational Skills<br>RF.K. | Print Concepts | RF.K.1.<br>Demonstrate understanding of the organization and basic features of print. | RF.K.1.c. Understand that words are separated by spaces in print.                                           | <p>Supplemental Resources in Countdown Online contains a downloadable packet of print concept lessons. Supplemental Concepts of Print Lesson 8 explicitly teaches that printed words are separated by spaces.</p> <p>Unit 10, Lesson 5, Part 3, p. 134 - Students begin reading words in 3-word phrases with words separated by spaces, tracking from left to right.</p> <p>Supplemental Resources in Countdown Online offers cumulative and controlled reading passages where students have an opportunity to read longer texts, tracking left to right and top to bottom and utilizing spaces between words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Domain                                          | Cluster                | Standard                                                                             | Expectation                                                                                                                                                                                                   | 3-5 Citations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Standards: Foundational Skills<br>RF.K. | Print Concepts         | RF.K.1. Demonstrate understanding of the organization and basic features of print.   | RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.                                                                                                                                | By Unit 15, students have been introduced to all upper- and lowercase letters of the alphabet and have practiced with them in various activities (example: Name That Sound, Unit 6, Lesson 1, Part 2)<br><br>Unit 15, Lesson 2, Part 1, p. 246 - Students review all lowercase letters' names and sounds.<br><br>Unit 16, Lesson 5, Part 3, p. 284 - Students review all lowercase letters' names and sounds.<br><br>Supplemental Resources in Countdown Online contains a downloadable packet of print concept lessons. Supplemental Concepts of Print Lesson 7 explicitly teaches that there are two types of letters, uppercase (capital) and lowercase. |
| Reading Standards: Foundational Skills<br>RF.K. | Phonological Awareness | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | RF.K.2.a. Recognize and produce rhyming words.                                                                                                                                                                | Unit 1, Lesson 2, Part 3 & Lesson 4, Part 3, p. 11 & p. 24 - Students get instruction in recognizing rhyming words.<br><br>Unit 2, Lesson 2, Part 3 & Lesson 4, Part 3, p. 48 & p. 62 - Students choose two rhyming words from groups of 3.<br><br>Unit 3, Lesson 2, Part 3 & Lesson 4, Part 3, p. 85 & p. 101 - Students produce rhyming real and nonsense words.                                                                                                                                                                                                                                                                                          |
| Reading Standards: Foundational Skills<br>RF.K. | Phonological Awareness | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.                                                                                                                                     | Unit 2, Lesson 1, Part 3, p. 39 - Students blend the syllables of 2-syllable compound words.<br><br>Unit 2, Lesson 3, Part 3, p. 55 - Students blend the syllables of 2-syllable compound words.<br><br>Unit 27, Lesson 2, p. 284 - Students segment the syllables in two-syllable words and then blend them back together.<br><br>Unit 28, Lesson 2, p. 310 - Students segment the syllables in two-syllable words and then blend them back together.                                                                                                                                                                                                      |
| Reading Standards: Foundational Skills<br>RF.K. | Phonological Awareness | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.                                                                                                                                 | Unit 2, Lesson 5, Part 3, p. 69 - Students blend the onset and rime of single-syllable spoken words.<br><br>Unit 3, Lesson 1, Part 1, p. 71 - Students segment the onset from the rime of single-syllable spoken words.<br><br>Unit 3, Lesson 2, Part 1, p. 79 - Students segment the onset from the rime of single-syllable words and then sort them by their onset.<br><br>Unit 4, Lesson 3, Part 1 - p. 124 - Students listen to a target sound and then have to segment two spoken words while looking at their images and determine which words begins with the target sound.                                                                          |
| Reading Standards: Foundational Skills<br>RF.K. | Phonological Awareness | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | RF.K.2.d. 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/.) | Unit 6, Lesson 3, Part 3, p. 17 - Students segment the initial, medial vowel, and final sounds in CVC words.<br><br>Unit 19, Lesson 2, p. 63 - Students segment the sounds in single-syllable words, isolate the medial vowel and identify it as either short or long a.<br><br>Unit 24, Lesson 2, p. 201 - Students segment the sounds in single-syllable words, isolate the medial vowel and identify them as short or long a, e, i, o, u.                                                                                                                                                                                                                |

\* See the Common Core Foundational Skills Standards for Reading: <http://www.corestandards.org/ELA-Literacy/>

# CCSS ELA\* (Kindergarten) alignment to Really Great Reading's Countdown Program

| Domain                                          | Cluster                      | Standard                                                                               | Expectation                                                                                                                                                             | 3-5 Citations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Standards: Foundational Skills<br>RF.K. | Phonological Awareness       | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   | RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.                                                               | Unit 13, Lesson 2, Part 1, p. 194 - Students add a sound to either the beginning or the end of a word to create a new word.<br><br>Unit 15, Lesson 4, Part 1, p. 254 - Students add a sound to either the beginning or the end of a word to create a new word.<br><br>Unit 16, Lesson 2, Part 1, p. 268 - Students substitute the medial vowel sound in words to create new words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Reading Standards: Foundational Skills<br>RF.K. | Phonics and Word Recognition | RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | RF.K.3.a. 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. | Unit 6, Lesson 1, Part 2, p. 2 – Students learn and practice the primary sounds for each consonant, associating each letter-sound with a guideword image (Name That Sound).<br><br>Unit 6, Lesson 2, Part 2, p. 270 – Students practice one-to-one letter-sound correspondence (identification of the primary sounds of all consonants) (This Letter or That?).<br><br>Unit 6, Lesson 4, Part 2, p. 21 - Students practice one-to-one letter-sound correspondence (identification of the primary sounds of all consonants) through a variety of activities (Find That Letter).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Reading Standards: Foundational Skills<br>RF.K. | Phonics and Word Recognition | RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.                                                              | Unit 7, Lesson 1, Unit 2, p. 30 – Students learn and practice the short vowel sounds for the five major vowels, associating each short vowel letter-sound with a guideword image (Name That Sound).<br><br>Unit 7, Lesson 1, Part 3, p. 33 - Students practice one-to-one letter-sound correspondence (identification of the short vowel sounds for the five major vowels) (Which Letter?).<br><br>Unit 7, Lesson , Part 2, p. 48 - Students practice one-to-one letter-sound correspondence (identification of the short vowel sounds for the five major vowels) (Build a Word).<br><br>Unit 18, Lesson 2, p. 34 - Students are introduced to the long vowel phonemes in coordination with the single letter spellings of each.<br><br>Countdown Open Syllables Extension Unit (available in CD Online's Supplemental Resources) – students learn to read single-syllable words with long vowels in open syllables.<br><br>Countdown Vowel-Consonant-e Extension Unit (available in CD Online's Supplemental Resources) – students learn to read single-syllable vowel-consonant-e words with long vowels. |
| Reading Standards: Foundational Skills<br>RF.K. | Phonics and Word Recognition | RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).                                                               | Unit 8, Lesson 1, Unit 3, p. 61 - Students use the Look, Think, Say!, Pop-Up, and 3-Up activities to learn and practice new common, Kindergarten level high-frequency words by sight.<br><br>Unit 8, Lesson 3, Part 1, p. 69 - These same words are practiced with the Where's That Heart Word?<br><br>Unit 18, Lesson 1, p. 29 - Students use the Look, Think, Say!, Pop-Up, 3-Up, and Read a Row activities to learn and practice new common, Kindergarten level high-frequency words by sight. (True for all units through 28 in Lesson 1). They practice reading those same words in context in decodable phrases and/or sentences in Lesson 5 of Units 18-28.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Reading Standards: Foundational Skills<br>RF.K. | Phonics and Word Recognition | RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| Domain                                          | Cluster                         | Standard                                                                                                                 | Expectation                                                                                                                 | 3-5 Citations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Standards: Foundational Skills<br>RF.K. | Fluency                         | RF.K.4. Read emergent-reader texts with purpose and understanding.                                                       |                                                                                                                             | <p>Unit 19, Lesson 5, p. 80 - Students read decodable words and taught high-frequency words in short phrases and sentences. The expectation is accuracy and fluency. (This is the case with every Lesson 5 through the end of the program.)</p> <p>In Supplemental Resources in Countdown Online, we offer a set of cumulative and controlled reading passages for each unit beginning with Unit 17. There are two versions of these passages, one including more scaffolding (the differentiated passages) and the other with less. The passages are each roughly 115-175 words long. They can be read once or used in repeated readings for building fluency. There are also four comprehension questions included for each passage.</p> |
| Language L.K.                                   | Vocabulary Acquisition and Use  | L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.                   | L.K.5.A.Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | <p>Unit 1, Lesson 2, Part 1, p. 7 - Students learn the term "category" and then play a game by deciding which items can be part of the "Plant Club" and which cannot. They create a new club for the excluded items. Unit 1, Lesson 3, Part 1, p. 13 - Students sort images that appear into the categories "Things we eat" and "Things we wear." In Supplemental Resources in Countdown Online, we offer a set of Alternative Introductory Units. In Alternative Introductory Unit 2, there are five additional sorts where students sort images into two different categories.</p>                                                                                                                                                       |
| Language L.K.                                   | Conventions of Standard English | L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                                | <p>Beginning in Unit 9, Lesson 4, Part 3 p. 103 and continuing to appear in nearly all subsequent units, students participate in the Build a Word activity. This activity asks students to listen to a one syllable word, identify the sounds in the word, and spell the word by placing down one letter tile for each sound they heard, reinforcing sound-letter relationships.</p>                                                                                                                                                                                                                                                                                                                                                       |

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