



## Indiana Kindergarten ELA Standards Alignment to Starfall

### Reading Foundations

Indiana Standards
<b>K.RF.1</b> Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

### Print Concepts

Indiana Standards	Starfall K ELA Alignment
<b>K.RF.2.1</b> Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<b>Teacher's Guide p. 16</b> - Introduce Top and Bottom <b>Teacher's Guide p. 60</b> - <i>A Computer</i> <b>Teacher's Guide p. 66</b> - <i>A Computer</i> Sequencing Activity <b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal <b>Teacher's Guide p. 162</b> - Computer - It's Fun to Read/Learn to Read <b>Teacher's Guide p. 211</b> - Words in a Sentence <b>Teacher's Guide p. 366</b> - Sequence <i>The Bottle in the River</i> <b>Teacher's Guide p. 473</b> - Rearrange Words to Create Sentences
<b>K.RF.2.2</b> Recognize that written words are made up of sequences of letters.	<b>Teacher's Guide p. 35</b> - Review Sounds <b>Teacher's Guide p. 48</b> - Difference Between a Letter and a Word <b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal

	<p><b>Teacher’s Guide p. 110</b> - At School “Color by Word”</p> <p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 162</b> - Activity “Word Shapes”</p> <p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 213</b> - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p><b>Teacher’s Guide p. 228</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Word Search</p>
<p><b>K.RF.2.3</b> Recognize that words are combined to form sentences.</p>	<p><b>Teacher’s Guide p. 56</b> - Introduce A Computer</p> <p><b>Teacher’s Guide p. 102</b> - Introduce <i>At School</i></p> <p><b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i></p> <p><b>Teacher’s Guide pp. 202-203</b> - Write About Your Family</p> <p><b>Teacher’s Guide p. 204</b> - Introduce <i>At the House</i></p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide p. 268</b> - Activity</p> <p><b>Teacher’s Guide p. 294</b> - Introduce <i>Come Vote with Me</i></p> <p><b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i></p> <p><b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i></p> <p><b>Teacher’s Guide p. 382</b> - Introduce <i>Ruby Goes to School</i></p> <p><b>Teacher’s Guide pp. 425-426</b> - Introduce <i>We Can See!</i></p> <p><b>Teacher’s Guide p. 510</b> - Activity</p>
<p><b>K.RF.2.4</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet.</p>	<p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide pp. 17-18</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide p. 104</b> - Activity</p> <p><b>Teacher’s Guide p. 197</b> - Activity “Alphabet Avenue”</p> <p><b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p> <p><b>Teacher’s Guide p. 438</b> - Celebrate the Letters and Sounds of the Alphabet</p> <p><b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition</p> <p><b>Starfall.com:</b> ABCs</p> <p><b>Starfall.com:</b> ABC Rhymes</p>

## Phonological Awareness

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RF.3.1</b> Identify and produce rhyming words.</p>	<p><b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide p. 59</b> - Rhyming Words  <b>Teacher's Guide p. 91</b>- Rhyming  <b>Teacher's Guide p. 123</b> - Rhyming Words  <b>Teacher's Guide p. 226</b> - Rhyming Words  <b>Teacher's Guide p. 239</b> - Rhyming Words  <b>Teacher's Guide p. 300</b> - Rhyming  <b>Teacher's Guide p. 301</b> - Rhyming Words  <b>Teacher's Guide p. 329</b> - Listen for Rhyming Words  <b>Teacher's Guide p. 362</b> - Rhyming Words  <b>Teacher's Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 425</b> - Rhyming Words  <b>Teacher's Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher's Guide p. 567</b> - Rhyming Words  <i>Starfall.com:</i> Backpack Bear's ABC Rhymes  <i>Starfall.com:</i> Selected Nursery Rhymes</p>
<p><b>K.RF.3.2</b> Orally pronounce, blend, and segment words into syllables.</p>	<p><b>Teacher's Guide p. 21</b>- Syllables  <b>Teacher's Guide p. 84</b> - Favorite Kind of Weather  <b>Teacher's Guide p. 154</b> - Review Syllables  <b>Teacher's Guide p. 352</b> - Syllabication  <b>Teacher's Guide p. 463</b> - Segmenting Syllables  <b>Teacher's Guide p. 563</b> - Syllables</p>
<p><b>K.RF.3.3</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p>	<p><b>Teacher's Guide p. 64</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher's Guide p. 372</b> - Phoneme Addition  <b>Teacher's Guide p. 390</b> - Blend Onsets-Rimes  <b>Teacher's Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher's Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <i>Starfall.com:</i> "Word Machines"  <i>Starfall.com:</i> "Learn to Read"</p>
<p><b>K.RF.3.4</b> Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.</p>	<p><b>Teacher's Guide p. 101</b> - Blending  <b>Teacher's Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher's Guide p. 200</b> - Blending/Decoding</p>

	<p><b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 378</b> - Blending Phonemes  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 477</b> - Segmenting Phonemes in CVC Words  <b>Teacher’s Guide p. 505</b> - Activity “Starfall Speedway”  <b>Teacher’s Guide p. 535</b> - Activity  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
<p><b>K.RF.3.5</b> Add, delete, or substitute sounds to change words.</p>	<p><b>Teacher’s Guide p. 480</b> - Deleting and Substituting Phonemes  <b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds ( -ell, -all, -ed, -et)  <b>Teacher’s Guide p. 649</b> - Phoneme Substitution  <b>Teacher’s Guide p. 727</b> - Phoneme Substitution  <b>Teacher’s Guide p. 763</b> - Phoneme Substitution  <b>Teacher’s Guide p. 788</b> - Phoneme Substitution of Final Sounds  <b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution  <b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p>

**Phonics**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RF.4.1</b> Use letter sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s//p/).</p>	<p><b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 358</b> - Review Sounds  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It!  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>

<p><b>K.RF.4.2</b> Blend consonant-vowel consonant (CVC) sounds to make words.</p>	<p><b>Teacher’s Guide p. 101</b> - Blending  <b>Teacher’s Guide p.148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher’s Guide p. 200</b> - Blending/Decoding  <b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p .271</b> - Cumulative Review  <b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 325</b> - Blending  <b>Teacher’s Guide p.465</b> - Writing CVC Words  <b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short-A  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Teacher’s Guide p. 668</b> - Identify and Discriminate Short -A and Short-E Words  <b>Teacher’s Guide p. 704</b> - Phoneme Segmentation and Blending  <b>Teacher’s Guide p. 724</b> - Blending Practice  <b>Teacher’s Guide p. 754</b> - Identify and Discriminate Short -A, Short-E Words, and Short-O Words  <b>Teacher’s Guide p. 804</b> - Blending CVC Words  <b>Teacher’s Guide p. 822</b> - Short-I CVC Words</p>
<p><b>K.RF.4.3</b> Recognize the long and short sounds for the five major vowels.</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels  <b>Teacher’s Guide p. 502</b> - Review Vowels  <b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words  <b>Teacher’s Guide p. 530</b> - Long A, Silent E  <b>Teacher’s Guide p. 593</b> - Introduce Long-E  <b>Teacher’s Guide p. 601</b> - Computer [Silent E; Vowel Teams]  <b>Teacher’s Guide p. 602</b> - Short and Long E  <b>Teacher’s Guide p. 615</b> - Short and Long E  <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words  <b>Teacher’s Guide p. 707</b> - Short and Long Vowels  <b>Teacher’s Guide p. 718</b> - Long Vowel O  <b>Teacher’s Guide p. 784</b> - Long Vowel I  <b>Teacher’s Guide p. 787</b>- Computer <i>Fish and Me</i> and <i>Sky Ride</i>  <b>Teacher’s Guide p. 856</b> - Long U  <b>Teacher’s Guide p. 871</b> - Silent E</p>
<p><b>K.RF.4.4</b> Read common high-frequency words by sight (e.g.,a, my).</p>	<p><b>Teacher’s Guide p. 50</b>- Introduce High Frequency Words: <i>is</i> and <i>for</i>  <b>Teacher’s Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i>  <b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i>  <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i>  <b>Teacher’s Guide p. 284</b> - Starfall Speedway: High</p>

	<p>Frequency Words</p> <p><b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i></p> <p><b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i></p> <p><b>Teacher’s Guide p. 454</b> - High Frequency Word Challenge</p> <p><b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i></p> <p><b>Teacher’s Guide p. 642</b> - High Frequency Words</p> <p><b>Teacher’s Guide p. 675</b> - Introduce High Frequency Words: <i>give, gives, put, puts</i></p> <p><b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p> <p><b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
<p><b>K.RF.4.5</b> Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p>	<p><b>Teacher’s Guide p. 64</b> - Blending Onsets and Rimes</p> <p><b>Teacher’s Guide p. 201</b>- Introduce High Frequency Words: <i>like, likes</i></p> <p><b>Teacher’s Guide p. 266</b> - Blending Onsets and Rimes</p> <p><b>Teacher’s Guide p. 280</b> - Segmenting Onsets and Rimes</p> <p><b>Teacher’s Guide p. 372</b>- Phoneme Addition</p> <p><b>Teacher’s Guide p. 441</b> - Compound Words</p> <p><b>Teacher’s Guide p. 442</b> - Introduce Inflectional Endings, -s and -ed</p> <p><b>Teacher’s Guide p. 450</b> - Inflectional Endings Review</p> <p><b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending -ing</p> <p><b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> <p><b>Teacher’s Guide p. 692</b> - Beginning and Ending Sounds</p> <p><b>Teacher’s Guide p. 694</b> - Verb and Verb Endings</p> <p><b>Teacher’s Guide pp. 755-756</b> - Introduce Word Families: -ick,-ig, -in, -ip</p>
<p><b>K.RF.4.6</b> Standard begins at first grade.</p>	

**Fluency**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RF.5</b> Read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>	<p><b>Teacher’s Guide p. 102</b> - Introduce <i>At School</i></p> <p><b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park/Formative Assessment</i></p> <p><b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i></p>

	<p><b>Teacher's Guide p. 425-426</b> - Introduce <i>We Can See!</i></p> <p><b>Teacher's Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions</p> <p><b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2</p> <p><b>Teacher's Guide p. 637</b> - <i>Peg Goes Places</i>, Chapter 2</p> <p><b>Teacher's Guide p. 709</b> - <i>Mox's Day</i>, Chapter 2</p> <p><b>Teacher's Guide p. 732</b> - <i>Mox's Day</i></p> <p><b>Teacher's Guide p. 767</b> - Introduce <i>I Can Do It</i> and High Frequency Words: something and too</p> <p><b>Teacher's Guide p. 793</b> - <i>What an Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide p. 814</b> - Introduce <i>Fix the Jet</i></p> <p><b>Teacher's Guide p. 817</b> - <i>What an Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide p. 818</b> - <i>What an Adventure!</i> Choral Reading</p> <p><b>Teacher's Guide p. 842</b> - Introduce <i>Gus the Duck</i></p> <p><b>Teacher's Guide p. 848</b> - Illustrate <i>Gus and Tin Man</i></p> <p><b>Teacher's Guide p. 867</b> - Introduce <i>Bug in a Jug</i></p> <p><b>Teacher's Guide p. 899</b> - Read <i>Get Up, Cub</i>/Formative Assessment</p>
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**Reading: Literature**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RL.1</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i></p> <p><b>Teacher's Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i></p> <p><b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher's Guide p. 128</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity</p> <p><b>Teacher's Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i></p> <p><b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p>

	<p><b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher’s Guide p. 228</b> - Introduce “Mr. Bunny’s Carrot Soup”</p> <p><b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher’s Guide p. 298</b> - Voting</p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide pp. 533- 534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i> Making Predictions</p> <p><b>Teacher’s Guide p. 639</b> - Introduce <i>Chicken Little</i></p>
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### Key Ideas and Textual Support

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RL.2.1</b> With support, ask and answer questions about main topics and key details in a text heard or read.</p>	<p><b>Teacher’s Guide p. 52-53</b> - Introduce <i>Backpack Learns the Rules</i> by Chase Tunbridge</p> <p><b>Teacher’s Guide p.122-</b> Introduce <i>Cloudy with a Chance of Meatballs</i></p> <p><b>Teacher’s Guide p.228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i></p> <p><b>Teacher’s Guide p. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i></p> <p><b>Teacher’s Guide p. 555</b> - <i>Zac Camps: Chapter 2</i></p> <p><b>Teacher’s Guide p. 595</b> - Introduce Starfall’s “The Little Red Hen”</p> <p><b>Teacher’s Guide p. 639</b> - Introduce “Chicken Little”</p> <p><b>Teacher’s Guide p. 677</b> - Comprehension: <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 794</b> - Introduce <i>At the Beach</i></p> <p><b>Teacher’s Guide p. 814</b> - Introduce <i>Fix the Jet</i></p> <p><b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>



**K.RL.2.2** With support, retell familiar stories, poems, and nursery rhymes, including key details.

**Teacher's Guide p. 67** - Introduce Kindergarten Book Club  
**Teacher's Guide pp. 190-191** - Sequence *Goldilocks and the Three Bears*  
**Teacher's Guide p. 212** - Introduce Story Element Cards  
**Teacher's Guide pp. 249-250** - Introduce *Ox-Cart Man*  
**Teacher's Guide pp. 289-290** - Introduce *George Washington and the General's Dog*  
**Teacher's Guide pp. 347-348** - Introduce *Miss Rumphius*  
**Teacher's Guide pp. 531-532** - Introduce *The Giant Jam Sandwich*  
**Teacher's Guide p. 536** - Story Elements  
**Teacher's Guide p. 559** - Backpack Bear Puppet  
**Teacher's Guide pp. 561-562** - Introduce *The Little Red Hen and Other Folktales*, "The Turnip"  
**Teacher's Guide p. 639** - Introduce "Chicken Little"  
**Teacher's Guide p. 703** - Introduce *One Fine Day*  
**Teacher's Guide p. 711** - Kindergarten Book Club  
**Teacher's Guide pp. 764-765** - Introduce *The Tortoise and the Hare*  
**Teacher's Guide pp. 765-766** - Story Element Cards

**K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).

**Teacher's Guide p. 122** - Introduce *Cloudy With a Chance of Meatballs*  
**Teacher's Guide p. 151** - Introduce Characters  
**Teacher's Guide pp. 159-160** - Introduce *Caps for Sale*  
**Teacher's Guide pp. 189-190** - Introduce *Goldilocks and the Three Bears*  
**Teacher's Guide pp. 195-196** - Introduce *Ira Sleeps Over*  
**Teacher's Guide p. 212** - Introduce Story Element Cards  
**Teacher's Guide p. 228** - Introduce "Mr. Bunny's Carrot Soup"  
**Teacher's Guide pp. 289-290** - Introduce *George Washington and the General's Dog*  
**Teacher's Guide pp. 347-348** - Introduce *Miss Rumphius*  
**Teacher's Guide p. 361** - Introduce *The Bottle in the River*  
**Teacher's Guide pp. 508-509** - Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*  
**Teacher's Guide p. 536** - Story Elements  
**Teacher's Guide pp. 561-562** - Introduce *The Little Red Hen and other Folk Tales*, "The Turnip"  
**Teacher's Guide pp. 595-596** - Introduce Starfall's "The Little Red Hen"

	<p><b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher's Guide p. 765</b> - Story Element Cards  <b>Teacher's Guide p. 782</b> - Introduce <i>Swimmy</i>  <b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>
<p><b>K.RL.2.4</b> Make predictions about what will happen in a story.</p>	<p><b>Teacher's Guide p.94-95</b>- Introduce <i>Chicka Chicka Boom Boom</i>  <b>Teacher's Guide p.122</b>- Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher's Guide p.228</b> - Introduce <i>Mr. Bunny's Carrot Soup</i>  <b>Teacher's Guide p. 537</b> - <i>Zac Camps: Making Predictions</i>  <b>Teacher's Guide p. 554</b> - Introduce <i>Zac and the Hat</i>  <b>Teacher's Guide p. 555</b> - <i>Zac Camps: Chapter 2</i>  <b>Teacher's Guide p. 591</b> - Introduce <i>Peg the Hen</i>  <b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places, Chapter 1</i>  <b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day, Chapter 1</i>  <b>Teacher's Guide p. 726</b> - Introduce <i>The Popcorn Book</i>  <b>Teacher's Guide p. 793</b> - <i>What an Adventure! Chapter Book</i>  <b>Teacher's Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>

**Structural Elements and Organization**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RL.3.1</b> Recognize familiar narrative text genres (e.g.,fairy tales, nursery rhymes, storybooks).</p>	<p><b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 228</b> - Introduce <i>Mr. Bunny's Carrot Soup</i>  <b>Teacher's Guide p. 334</b> - <i>A Computer</i>  <b>Teacher's Guide p. 436</b> - Shining Star Awards  <b>Teacher's Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher's Guide pp. 533-534</b> - Introduce <i>Zac Camps</i>  <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i>  <b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places, Chapter 1</i>  <b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day, Chapter 1</i></p>

	<p><b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i></p> <p><b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1</p> <p><b>Starfall.com:</b> Songs &amp; Rhymes - "Selected Nursery Rhymes"</p> <p><b>Starfall.com:</b> I'm Reading - "Chinese Fables"</p> <p><b>Starfall.com:</b> I'm Reading - "Comics"</p> <p><b>Starfall.com:</b> I'm Reading - "Greek Myths"</p> <p><b>Starfall.com:</b> I'm Reading - "Folk Tales"</p>
<p><b>K.RL.3.2</b> With support, define the role of the author and illustrator of a story in telling the story.</p>	<p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher's Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p><b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast</p> <p><b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher's Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p><b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p><b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day</i>, Chapter 1</p> <p><b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p> <p><b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1</p> <p><b>Starfall.com:</b> Songs &amp; Rhymes - "Selected Nursery Rhymes"</p> <p><b>Starfall.com:</b> I'm Reading - "Chinese Fables"</p> <p><b>Starfall.com:</b> I'm Reading - "Comics"</p> <p><b>Starfall.com:</b> I'm Reading - "Greek Myths"</p> <p><b>Starfall.com:</b> I'm Reading - "Folk Tales"</p>

**Connection of Ideas**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RL.4.1</b> With support, describe the relationship between illustrations and the story in which they appear</p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i>  <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>  <b>Starfall.com:</b> “Backpack Bear’s Books”  <b>Starfall.com:</b> “Talking Library”  <b>Starfall.com:</b> “It’s Fun to Read”  <b>Starfall.com:</b> “I’m Reading”</p>
<p><b>K.RL.4.2</b> With support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide p. 159</b> - Rhyming Words  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher’s Guide pp. 232-234</b> - Introduce <i>Me on the Map</i> and <i>The Map</i>  <b>Teacher’s Guide pp. 514-515</b> - Conflict and Resolution  <b>Teacher’s Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3  <b>Teacher’s Guide p. 599</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide pp. 645-646</b> - Introduce <i>Hen</i>  <b>Teacher’s Guide p. 674</b> - Introduce <i>The Three Little Pigs</i></p>

**READING: Nonfiction**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RN.1</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today Is Monday</i> by Eric Carle and <i>Days of the Week</i>  <b>Teacher’s Guide pp. 136-137</b> - Introduce <i>Benjamin Franklin</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b>- Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 519-520</b> - <i>Backpack Bear’s Mammal Book</i> (Part Two)  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i>  <b>Teacher’s Guide pp. 781-782</b> - Introduce Fish  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates  <b>Teacher’s Guide pp. 864-865</b> - Insects  <b>Teacher’s Guide p. 877</b> - Honeybees</p>

**Key Ideas and Textual Support**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RN.2.1</b> With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher's Guide pp. 137-138</b> - Introduce <i>Benjamin Franklin</i>  <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide p. 151</b> - Introduce Characters  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher's Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i>  <b>Teacher's Guide pp. 781-782</b> - Introduce Fish  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates  <b>Teacher's Guide pp. 864-865</b> - Insects  <b>Teacher's Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p>
<p><b>K.RN.2.2</b> With support, retell the main idea and key details of a text.</p>	<p><b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher's Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p>

	<p><b>Teacher's Guide pp. 519-520</b> - <i>Backpack Bear's Mammal Book</i> (Part Two)  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide p. 877</b> - Honeybees</p>
<p><b>K.RN.2.3</b> With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today Is Monday</i> by Eric Carle and <i>Days of the Week</i>  <b>Teacher's Guide pp. 136-137</b> - Introduce <i>Benjamin Franklin</i>  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i>  <b>Teacher's Guide p. 521</b> - Mammals  <b>Teacher's Guide pp. 794-795</b> - Introduce <i>At the Beach</i>  <b>Teacher's Guide pp. 849-850</b> - Arthropods</p>

**Features and Structures**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RN.3.1</b> Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.</p>	<p><b>Teacher's Guide p.57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide p. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide p.420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide p.475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher's Guide p. 614</b> - Introduce the Wright Brothers</p>

	<p><b>Teacher's Guide p. 628</b> - A Plane Ride</p> <p><b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher's Guide p. 785</b> - Introduce <i>Fish and Me</i></p> <p><b>Teacher's Guide p. 805-806</b> - Introduce Amphibians</p> <p><b>Teacher's Guide p. 893</b> - Introduce Monarch Butterfly</p>
<p><b>K.RN.3.2</b> Recognize that a nonfiction text can be structured to describe a topic.</p>	<p><b>Teacher's Guide p. 232</b> - <i>Me On the Map</i></p> <p><b>Teacher's Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher's Guide p.420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide p.428-429</b> - The Oxygen Cycle and Pollination</p> <p><b>Teacher's Guide p.507-508</b> - Introduce the Animal Kingdom</p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide p. 519-520</b> - <i>Backpack Bear's Mammal Book</i> (Part 2)</p> <p><b>Teacher's Guide p. 521</b> - Mammals</p> <p><b>Teacher's Guide p. 614</b> - Introduce the Wright Brothers</p> <p><b>Teacher's Guide p. 733-734</b> - Introduce Helen Keller</p> <p><b>Teacher's Guide p. 761-762</b> - Introduce Reptiles</p> <p><b>Teacher's Guide p. 781-782</b> - Introduce Fish</p> <p><b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p> <p><b>Teacher's Guide pp. 849-850</b> - Arthropods</p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p> <p><b>Teacher's Guide p. 890</b> - Introduce Butterflies</p>
<p><b>K.RN.3.3</b> Standard begins at second grade</p>	

**Connection of Ideas**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RN.4.1</b> With support, identify the reasons an author gives to support points in a text.</p>	<p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p>



	<p><b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p><b>Teacher’s Guide p. 569</b> - Mammals</p> <p><b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i></p> <p><b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i></p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>
<p><b>K.RN.4.2</b> With support, identify basic similarities in and differences between two texts on the same topic.</p>	<p><b>Teacher’s Guide pp. 133/139-140</b> - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 232/234</b> - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 864-865</b> - Insects</p> <p><b>Teacher’s Guide p. 877</b> - Honeybees</p>
<p><b>K.RN.4.3</b> Standard begins at sixth grade.</p>	

**Vocabulary**

**Build and Apply Vocabulary**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.RV.1</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p><b>Teacher’s Guide pp. 34-35</b> - Nighttime and Daytime</p> <p><b>Teacher’s Guide pp. 35-36</b> - Introduce the Star Wall</p> <p><b>Teacher’s Guide pp. 52-53</b> - Introduce Backpack Bear Learns the Rules by Chase Tunbridge</p> <p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am the</i></p>

	<p><i>Flag</i> by CHase Tunbridge  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide pp. 281-282</b> - Our Leaders  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide p. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 416-417</b> - Introduce Parts of a Plant  <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”  <b>Teacher’s Guide p. 726</b> - Introduce <i>The Popcorn Book</i>  <b>Teacher’s Guide pp. 756-757</b> - Introduce <i>The Big Hit</i>  <b>Teacher’s Guide pp. 806 - 805</b> - Introduce Amphibians  <b>Teacher’s Guide pp. 897-898</b> - Introduce <i>Get Up, Cub.</i></p>
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**Vocabulary Building**

Indiana Standards	Starfall K ELA Alignment
<b>K.RV.2.1</b> Standard begins at first grade.	
<b>K.RV.2.2</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<p><b>Teacher’s Guide pp. 149-150</b> - Introduce Colors  <b>Teacher’s Guide p. 358</b> - Recycling/Composting  <b>Teacher’s Guide p. 411</b> - Living and Nonliving  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide p. 522</b> - Draw and Label Mammals  <b>Teacher’s Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher’s Guide pp. 781-782</b> - Introduce Fish  <b>Teacher’s Guide pp. 820-821</b> - Classify Animals</p>

	<p>with Backbones (Vertebrates)  <b>Teacher's Guide p. 823</b> - Draw and Label Amphibians in a Scene  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates  <b>Teacher's Guide pp. 849-850</b> - Arthropods  <b>Teacher's Guide pp. 874-875</b> - Sink or Float?</p>
<b>K.RV.2.3</b> Standard begins at sixth grade.	
<b>K.RV.2.4</b> Recognize frequently occurring inflections (e.g., look, looks).	<p><b>Teacher's Guide p.201</b>- Introduce High Frequency Words: <i>like, likes</i>  <b>Teacher's Guide p.442</b> - Introduce Inflectional Endings, -s and -ed  <b>Teacher's Guide p.450</b> - Inflectional Endings Review  <b>Teacher's Guide p. 516</b> - Inflectional Endings  <b>Teacher's Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s  <b>Teacher's Guide p. 694</b> - Verb and Verb Endings</p>
<b>K.RV.2.5</b> Standard begins at second grade.	

**Vocabulary in Literature and Nonfiction Texts**

Indiana Standards	Starfall K ELA Alignment
<b>K.RV.3.1</b> With support, ask and answer questions about unknown words in stories, poems, or songs.	<p><b>Teacher's Guide pp. 35-36</b> - Introduce the Star Word Wall  <b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher's Guide p. 367</b> - Vocabulary Riddles  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher's Guide pp. 564-565</b> - Cooperation  <b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i>  <b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p>

<p><b>K.RV.3.2</b> With support, ask and answer questions about unknown words in a nonfiction text.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 20</b> - President’s Day  <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Earth Day  <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Memorial Day  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 547</b> - Review <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p><b>K.RV.3.3</b> Standard begins at third grade.</p>	

**WRITING**

**Write Effectively**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.1:</b> Write for specific purposes and audiences.</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide pp. 165-164</b> - Write About “Hat Day”  <b>Teacher’s Guide pp. 202-203</b> - Write About Your Family</p>

	<p><b>Teacher’s Guide p. 208</b> - Writing About Animals</p> <p><b>Teacher’s Guide p. 237</b> - Write About Community Helpers</p> <p><b>Teacher’s Guide p. 239</b> - Shared Writing/Formative Assessment</p> <p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing</p> <p><b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings</p> <p><b>Teacher’s Guide p. 299</b> - Write About Voting Choices</p> <p><b>Teacher’s Guide p. 327</b> - Write About Experiments</p> <p><b>Teacher’s Guide p. 362</b> - Write a Class Pledge</p> <p><b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1</p> <p><b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2</p> <p><b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”</p> <p><b>Teacher’s Guide p. 418</b> - Write About Experiments</p> <p><b>Teacher’s Guide p. 441</b> - Opinion Writing</p> <p><b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2</p> <p><b>Teacher’s Guide p. 552</b> - Informational Writing Organizer</p> <p><b>Teacher’s Guide p. 615</b> - Writing Opinions</p> <p><b>Teacher’s Guide p. 625</b> - Write About Your Dream</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 681</b> - Begin Research Writing</p> <p><b>Teacher’s Guide p. 681</b> - Write About Wolves</p> <p><b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p> <p><b>Teacher’s Guide p. 760</b> - Write About Baseball</p> <p><b>Teacher’s Guide p. 810</b> - Shared Writing</p> <p><b>Teacher’s Guide p. 851</b> - Write Gus Stories</p> <p><b>Teacher’s Guide p. 892</b> - Write About It</p>
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**Handwriting**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.2.1</b> Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 162</b> - Activity</p> <p><b>Teacher’s Guide p. 233</b> - Activity</p> <p><b>Teacher’s Guide pp. 267-268</b> - Lowercase Letter Formation</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Letter Formation</p> <p><b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i></p> <p><b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /x/</i></p>

	<p><b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i></p> <p><b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p> <p><b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1</p> <p><b>Teacher’s Guide p. 535</b> - Activity</p>
<p><b>K.W.2.2</b> Write by moving from left to right and top to bottom.</p>	<p><b>Teacher’s Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide p. 66</b> - <i>A Computer</i> Sequencing Activity</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 162</b> - Computer - It’s Fun to Read/Learn to Read</p> <p><b>Teacher’s Guide p. 211</b> - Words in a Sentence</p> <p><b>Teacher’s Guide p. 366</b> - Sequence <i>The Bottle in the River</i></p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences.</p>

**Persuasive Writing**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.3.1</b> Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>	<p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 188</b> - Book Review</p> <p><b>Teacher’s Guide p. 200</b> - Book Review</p> <p><b>Teacher’s Guide p. 220</b> - Book Review</p> <p><b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; 2</p> <p><b>Teacher’s Guide p. 441</b>- Opinion Writing</p> <p><b>Teacher’s Guide p. 594</b> - Reasons for Opinions</p> <p><b>Teacher’s Guide p. 610</b> - Sharing Opinions and Explaining Choices</p> <p><b>Teacher’s Guide p. 645</b> - Supporting Opinions</p> <p><b>Teacher’s Guide p. 769</b> - Persuasive Writing</p> <p><b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings</p>

**Informative**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.3.2</b> Use words and pictures to develop a main idea and provide some information about a topic.</p>	<p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on</i></p>

	<p><i>the Map</i>  <b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings  <b>Teacher’s Guide p. 273</b> - Introduce Expository Writing  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b>- Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 519-520</b> - <i>Backpack Bear’s Mammal Book</i> (Part Two)  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 769</b> - Persuasive Writing  <b>Teacher’s Guide p. 810</b> - Shared Writing  <b>Teacher’s Guide p. 877</b> - Honeybees</p>
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**Narrative**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.3.3</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	<p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”</p>

	<p><b>Teacher’s Guide p. 431</b> - Shared Writing Narrative</p> <p><b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations</p> <p><b>Teacher’s Guide p. 552</b> - Informational Writing Organizer</p> <p><b>Teacher’s Guide pp. 596-597</b> - Write a Response to “The Little Red Hen”</p> <p><b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p> <p><b>Teacher’s Guide p. 760</b> - Write About Baseball/Formative Assessment</p>
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### Writing Process

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.4</b> With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide pp. 135-136</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings</p> <p><b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2</p> <p><b>Teacher’s Guide p. 420</b> - Writing a Story: “My Pet Dog”</p> <p><b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2</p> <p><b>Teacher’s Guide p. 623</b> - Supporting Opinions</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 681</b> - Write About Wolves</p> <p><b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p> <p><b>Teacher’s Guide p. 760</b> - Write About Baseball</p> <p><b>Teacher’s Guide p. 810</b> - Formative Assessment</p>
<p>Use available technology to produce and publish writing.</p>	<p><b>Teacher’s Guide p. 57</b> - Computer: Talking Library: Fiction, “Backpack Bear Learns the Rules” and “Selected Nursery Rhymes”</p> <p><b>Teacher’s Guide p. 62</b> - Computer: “Backpack Bear’s Books: Row 1, “A Computer,” Talking Library: Nonfiction, “I Am Your Flag”</p> <p><b>Teacher’s Guide p. 137</b> - Computer: It’s Fun to Read Poetry, “Who Has Seen the Wind?” and Backpack Bear’s Books: Row 3, “A Rainbow”</p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide p. 191</b> - Computer: It’s Fun to Read, <i>All About Me</i></p> <p><b>Teacher’s Guide p. 233</b> - Computer: “Backpack Bear’s Books:: Row 4, “At the Park” and Row 5, “At the House”</p>



	<p><b>Teacher’s Guide p. 334</b> - Computer: Backpack Bear’s Books: Row 9 and Talking Library: Nonfiction, “America the Beautiful”</p> <p><b>Teacher’s Guide p. 537</b> - Questions about Mammals</p> <p><b>Teacher Guide</b> - Computer Learning Centers (Weekly)</p> <p><b>Teacher Guide</b>- Computer (Days 1-4 Each Week)</p> <p><b>Starfall.com</b>- <i>Selected Nursery Rhymes, Backpack Bear’s ABC Rhymes, Talking Library, Backpack Bear’s Books, I’m Reading, It’s Fun to Read, Learn to Read</i></p>
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### Research Process

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.5</b> Identify relevant pictures, charts, grade appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p><b>Teacher’s Guide p. 521</b> - Mammals</p> <p><b>Teacher’s Guide p. 528</b> - Class Newspaper Article</p> <p><b>Teacher’s Guide p. 540</b> - Interview Questions</p> <p><b>Teacher’s Guide p. 556</b> - Information for Class Article</p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 679</b> - Wolves</p>

### Conventions of Standard English

#### Grammar and Usage

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.6.1</b> Demonstrate command of English grammar and usage.</p> <p><b>K.W.6.1a</b> <i>Nouns/Pronouns</i> – Write sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i></p> <p><b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places</p> <p><b>Teacher’s Guide p. 450</b> - Inflectional Endings Review</p> <p><b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p>

	<p><b>Teacher’s Guide p. 718</b> - List Nouns  <b>Teacher’s Guide p. 723</b> - Use Adjectives to Describe Nouns</p>
<p><b>K.W.6.1b</b> <i>Verbs</i> – Write sentences that include verbs.</p>	<p><b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s  <b>Teacher’s Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 701</b> - Write Sentences</p>
<p><b>K.W.6.1c</b> Standard begins at second grade.</p>	
<p><b>K.W.6.1d</b> Standard begins at fourth grade.</p>	
<p><b>K.W.6.1e</b> Recognize that there are different kinds of sentences (e.g. sentences that tell something, sentences that ask something, etc.).</p>	<p><b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart  <b>Teacher’s Guide pp. 202-203</b> - Write About Your Family  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 280</b> - Punctuation Chart  <b>Teacher’s Guide p. 286</b> - Punctuation Chart  <b>Teacher’s Guide p. 297</b> - Punctuation Chart  <b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”  <b>Teacher’s Guide p. 537</b> - Punctuation Detectives  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 704</b> - Add Detail to Sentences  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>

**Capitalization, Punctuation, and Spelling**

**Capitalization, punctuation, and spelling**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling.</p>	<p><b>Teacher’s Guide pp. 33-34</b> - Introduce the Capital Letter Anchor Chart  <b>Teacher’s Guide p. 42</b> - Where to Use Capital Letters</p>

<p><b>K.W.6.2a Capitalization</b> – Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p><b>Teacher’s Guide p. 48</b> - Where to Use Capital Letters  <b>Teacher’s Guide pp. 62-63</b> - Capital Letter Anchor Charts  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 333</b> - “What’s Wrong?”  <b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>
<p><b>K.W.6.2b Punctuation</b> – Recognize and name end punctuation.</p>	<p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i>  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”  <b>Teacher’s Guide p. 537</b> - Punctuation Detectives  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation  <b>Teacher’s Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p><b>K.W.6.2c Spelling</b> – Spell simple words phonetically, drawing on phonemic awareness.</p>	<p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 299</b> - Write About Voting Choices  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 443</b> - Rhyming Words  <b>Teacher’s Guide p. 443</b> - Activity  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>

## Speaking and Listening

### Language Outcome

Indiana Standards	Starfall K ELA Alignment
<p><b>K.SL.1</b> Listen actively and communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>Teacher’s Guide p. 26</b> - Partner Share  <b>Teacher’s Guide p. 44</b> - Partner Share  <b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart  <b>Teacher’s Guide p. 103</b> - Formative Assessment  <b>Teacher’s Guide p. 121</b> - Formative Assessment  <b>Teacher’s Guide p. 126</b> - Formative Assessment  <b>Teacher’s Guide pp. 137-138</b> - Introduce Benjamin Franklin  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair  <b>Teacher’s Guide pp. 258-259</b> - Inventions of Long Ago  <b>Teacher’s Guide p. 269</b> - Create an Invention  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 328</b> - Author’s Chair  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide p. 364</b> - Author’s Chair  <b>Teacher’s Guide p. 381</b> - Formative Assessment  <b>Teacher’s Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)  <b>Teacher’s Guide p. 388</b> - Author’s Chair  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2 (Partner share)  <b>Teacher’s Guide p. 788</b> - Plan Class Adventure  <b>Teacher’s Guide p. 845</b> - Prepare Anchor Chart Presentations  <b>Teacher’s Guide p. 849</b> - Schema Anchor Chart Presentation  <b>Teacher’s Guide p. 852</b> - Capital Letter Anchor</p>

	<p>Chart Presentation  <b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
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**Discussion and Collaboration**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p><b>Teacher’s Guide p. 26</b> - Partner Share  <b>Teacher’s Guide p. 44</b> - Partner Share  <b>Teacher’s Guide p. 103</b> - Formative Assessment  <b>Teacher’s Guide p. 126</b> - Formative Assessment  <b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 210</b> - Formative Assessment  <b>Teacher’s Guide p. 223</b> - Formative Assessment  <b>Teacher’s Guide p. 250</b> - Formative Assessment  <b>Teacher’s Guide p. 332</b> - Introduce At the Library  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings  <b>Teacher’s Guide p. 456</b> - Review The Earth, The Sun, The Moon  <b>Teacher’s Guide pp. 475-476</b> - Introduce Reach for the Stars  <b>Teacher’s Guide p. 514</b> - Formative Assessment  <b>Teacher’s Guide p. 569</b> - Formative Assessment  <b>Teacher’s Guide p. 604</b> - Weekly Review  <b>Teacher’s Guide p. 726</b> - Formative Assessment  <b>Teacher’s Guide p. 734</b> - Formative Assessment  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher’s Guide p. 770</b> - Formative Assessment  <b>Teacher’s Guide p. 788</b> - Plan Class Adventures  <b>Teacher’s Guide p. 812</b> - Formative Assessment  <b>Teacher’s Guide p. 844</b> - Formative Assessment</p>
<p><b>K.SL.2.2</b> Standard begins in third grade.</p>	
<p><b>K.SL.2.3</b> Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p>	<p><b>Teacher’s Guide p. 26</b> - Partner Share  <b>Teacher’s Guide p. 44</b> - Partner Share  <b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart  <b>Teacher’s Guide p. 103</b> - Formative Assessment  <b>Teacher’s Guide p. 121</b> - Formative Assessment  <b>Teacher’s Guide p. 126</b> - Formative Assessment  <b>Teacher’s Guide pp. 137-138</b> - Introduce Benjamin Franklin  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for</i></p>

	<p><i>Sale</i>  <b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair  <b>Teacher’s Guide pp. 258-259</b> - Inventions of Long Ago  <b>Teacher’s Guide p. 269</b> - Create an Invention  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 328</b> - Author’s Chair  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide p. 364</b> - Author’s Chair  <b>Teacher’s Guide p. 381</b> - Formative Assessment  <b>Teacher’s Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)  <b>Teacher’s Guide p. 388</b> - Author’s Chair  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2 (Partner share)  <b>Teacher’s Guide p. 788</b> - Plan Class Adventure  <b>Teacher’s Guide p. 845</b> - Prepare Anchor Chart Presentations  <b>Teacher’s Guide p. 849</b> - Schema Anchor Chart Presentation  <b>Teacher’s Guide p. 852</b> - Capital Letter Anchor Chart Presentation  <b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
<p><b>K.SL.2.4</b> Ask questions to seek help, get information, or clarify something that is not understood.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide p. 119</b> - Introduce Weather  <b>Teacher’s Guide pp. 125-126</b> - Introduce Cause and Effect  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p>

**K.SL.2.5** Continue a conversation through multiple exchanges.

**Teacher's Guide p. 26** - Partner Share  
**Teacher's Guide p. 44** - Partner Share  
**Teacher's Guide pp. 52-53** - Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge  
**Teacher's Guide pp. 67-68** - Introduce Kindergarten Book Club  
**Teacher's Guide pp. 86-87** - Introduce "Spacing" Anchor Chart  
**Teacher's Guide p. 103** - Formative Assessment  
**Teacher's Guide p. 121** - Formative Assessment  
**Teacher's Guide p. 126** - Formative Assessment  
**Teacher's Guide pp. 137-138** - Introduce Benjamin Franklin  
**Teacher's Guide pp. 159-160** - Introduce *Caps for Sale*  
**Teacher's Guide p. 195** - Introduce *Ira Sleeps Over*  
**Teacher's Guide p. 207** - Introduce Presentation Voices  
**Teacher's Guide p. 238** - Introduce the Author's Chair  
**Teacher's Guide pp. 258-259** - Inventions of Long Ago  
**Teacher's Guide p. 269** - Create an Invention  
**Teacher's Guide p. 273** - Share Expository Writings  
**Teacher's Guide p. 328** - Author's Chair  
**Teacher's Guide pp. 358-359** - Introduce Reduce, Reuse, and Recycle  
**Teacher's Guide p. 364** - Author's Chair  
**Teacher's Guide p. 381** - Formative Assessment  
**Teacher's Guide pp. 382-383** - Write About Ruby: Part 1 (Partner share)  
**Teacher's Guide p. 388** - Author's Chair  
**Teacher's Guide pp. 392-393** - Kindergarten Book Club  
**Teacher's Guide p. 555** - *Zac Camps*: Chapter 2 (Partner share)  
**Teacher's Guide p. 788** - Plan Class Adventure  
**Teacher's Guide p. 845** - Prepare Anchor Chart Presentations  
**Teacher's Guide p. 849** - Schema Anchor Chart Presentation  
**Teacher's Guide p. 852** - Capital Letter Anchor Chart Presentation  
**Teacher's Guide p. 856** - Spaces Anchor Chart Presentation

## Comprehension

Indiana Standards

Starfall K ELA Alignment

<p><b>K.SL.3.1</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i>  <b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher’s Guide pp. 295-296</b> - Introduce Abraham Lincoln  <b>Teacher’s Guide pp. 456-457</b>- Review The Earth, The Sun, The Moon  <b>Teacher’s Guide p. 511</b> - Comprehension: Questioning  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles</p>
<p><b>K.SL.3.2</b> Ask appropriate questions about what a speaker says.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide p. 119</b> - Introduce Weather  <b>Teacher’s Guide pp. 125-126</b> - Introduce Cause and Effect  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p>

**Presentation of Knowledge and Ideas**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.SL.4.1</b> Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and,</p>	<p><b>Teacher’s Guide p. 91</b> - Rhyming  <b>Teacher’s Guide pp. 99-100</b> - Review <i>Chicka Chicka Boom Boom</i></p>



<p>with support, provide additional details.</p>	<p><b>Teacher’s Guide p. 134</b> - Rhyming Words  <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide p. 205</b> - Formative Assessment  <b>Teacher’s Guide p. 226</b> - Rhyming Words  <b>Teacher’s Guide p. 252</b> - Introduce <i>Ii /i/</i>  <b>Teacher’s Guide p. 301</b> - Rhyming Words  <b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher’s Guide p. 415</b> - Rhyming Words  <b>Teacher’s Guide p. 645</b> - “Five Little Chickadees”  <b>Teacher’s Guide p. 701</b> - Choral Reading: <i>Hop, Bend, Stomp</i>  <b>Teacher’s Guide p. 818</b> - <i>What an Adventure!</i>  Choral Reading</p>
<p><b>K.SL.4.2:</b> Standard begins in first grade.</p>	
<p><b>K.SL.4.3</b> Give, restate, and follow simple two step directions.</p>	<p><b>Teacher’s Guide p. 12</b> - “Simon Says”  <b>Teacher’s Guide p. 13</b> - Introduce Backpack Bear and Getting to Know Each Other  <b>Teacher’s Guide p. 17</b> - “The Alphabet Song”  <b>Teacher’s Guide p. 21</b> - My Favorite Color  <b>Teacher’s Guide pp. 46-47</b> - Introduce Rules, Signs, and Middle  <b>Teacher’s Guide p. 168</b> - Review Initial Sounds and Introduce “Starfall Speedway”  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 300</b> - Rhyming  <b>Teacher’s Guide p. 387</b> - Ways to Be Kind  <b>Teacher’s Guide p. 430</b> - “Starfall Speedway”  <b>Teacher’s Guide p. 447</b> - Activity  <b>Teacher’s Guide p. 454</b> - Formative Assessment  <b>Teacher’s Guide p. 588</b> - Activity  <b>Teacher’s Guide p. 668</b> - Identify and Discriminate Short -A and Short -E Words  <b>Teacher’s Guide p. 680</b> - Identify/Discriminate Short -O Words  <b>Teacher’s Guide p. 704</b> - Phoneme Segmentation and Blending  <b>Teacher’s Guide p. 853</b> - “High Frequency Spider Game”  <b>Teacher’s Guide p. 855</b> - High Frequency Review  <b>Teacher’s Guide p. 868</b> - Decoding</p>

**Media Literacy**

**Understanding of Media**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.ML.1:</b> Recognize various types of media.</p>	<p><b>Teacher's Guide</b> - Practice: Computer (Week 2-30)  <b>Teacher's Guide p. 14-15</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator  <b>Teacher's Guide pp. 43-44</b> - Introduce the Computer  <b>Teacher's Guide p. 56</b> - Introduce the Computer  <b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher's Guide pp. 295-296</b> - Introduce Abraham Lincoln  <b>Teacher's Guide p. 332</b> - Introduce At the Library  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide pp. 507-508</b> - Introduce the Animal Kingdom  <b>Teacher's Guide p. 528</b> - Class Newspaper Article  <b>Teacher's Guide p. 563</b> - Publish News Article  <b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>  <b>Teacher's Guide p. 620</b> - Read a Map  <b>Teacher's Guide p. 727</b> - Create Mox's Menu  <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher's Guide pp. 864-865</b> - Insects  <b>Starfall.com:</b> Motion Songs  <b>Starfall.com:</b> Historical Folk Songs  <b>Starfall.com:</b> Talking Library  <b>Starfall.com:</b> Selected Nursery Rhymes</p>

**Purpose of Media**

Indiana Standards	Starfall K ELA Alignment
<p><b>K.ML.2.1</b> Recognize common signs and logos and identify commercials or advertisements.</p>	<p><b>Teacher's Guide pp. 46-47</b> - Introduce Rules, Sins, and Middle  <b>Teacher's Guide p. 109</b> - Six Center Rotations  <b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>  <b>Teacher's Guide pp. 620-621</b> - Read a Map  <b>Teacher's Guide p. 627</b> - Map Signs and Symbols</p>
<p><b>K.ML.2.2</b> Standard begins in fifth grade.</p>	

\*These standards were copied directly from the *Indiana Academic Standards English/Language Arts*.

Publisher's Note: The citations included in this alignment represent a sampling of the Starfall Kindergarten ELA Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the Teacher's Guide.