



**Nebraska State
College-and-Career-Ready English Language Arts Standards
Alignment to Starfall**

Reading

LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

| Nebraska Standards | Alignment to Starfall |
|--|--|
| <p>LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).</p> | <p>Teacher’s Guide p. 12 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide pp. 17-18 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide p. 104 - Activity Teacher’s Guide p. 197 - Activity “Alphabet Avenue” Teacher’s Guide p. 267 - Lowercase Letter Formation Teacher’s Guide p. 430 - Write Uppercase and Lowercase Letters Teacher’s Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet Teacher’s Guide p. 468 - Rapid Letter Recognition <i>Starfall.com: ABCs</i> <i>Starfall.com: ABC Rhymes</i></p> |
| <p>LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).</p> | <p>Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide pp. 103-104 - Introduce The Writing Journal Teacher’s Guide pp. 104-106 - Introduce the Punctuation Anchor Chart Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide p. 280 - Punctuation Anchor Chart</p> |

| | |
|---|---|
| | <p>Teacher’s Guide p. 286 - Punctuation Anchor Chart Teacher’s Guide p. 297 - Punctuation Anchor Chart Teacher’s Guide p. 320 - Punctuation: “What’s Missing?” Teacher’s Guide p. 537 - Punctuation Detectives Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation Teacher’s Guide p. 864 - Punctuation Anchor Chart Presentation</p> |
| <p>LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).</p> | <p>Teacher’s Guide p. 14 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator Teacher’s Guide p. 16 - Introduce Top and Bottom Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher’s Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i> Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 505 - Read <i>Zac the Rat</i> Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i> Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales</i>, “The Turnip” Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide pp. 599-600 - Introduce Paul Galdone’s <i>The Little Red Hen</i> Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>,</p> |

| | |
|--|--|
| | <p>Chapter 1 Teacher’s Guide p. 702 - Introduce <i>Mox’s Day</i>, Chapter 1 Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher’s Guide p. 793 - <i>What An Adventure!</i> Chapter Book Teacher’s Guide pp. 854-855 - Introduce <i>Anansi the Spider</i> Teacher’s Guide p. 872 - <i>At Gus’s Pond</i>, Chapter 1 Starfall.com: Songs & Rhymes - “Selected Nursery Rhymes” Starfall.com: I’m Reading - “Chinese Fables” Starfall.com: I’m Reading - “Comics” Starfall.com: I’m Reading - “Greek Myths” Starfall.com: I’m Reading - “Folk Tales”</p> |
| <p>LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.</p> | <p>Teacher’s Guide p. 16 - Introduce Top and Bottom Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide p. 66 - <i>A Computer</i> Sequencing Activity Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 162 - Computer - It’s Fun to Read/Learn to Read Teacher’s Guide p. 211 - Words in a Sentence Teacher’s Guide p. 366 - Sequence <i>The Bottle in the River</i> Teacher’s Guide p. 473 - Rearrange Words to Create Sentences</p> |
| <p>LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, name tags, street signs).</p> | <p>Teacher’s Guide p. 13 - Introduce Backpack Bear and Getting to Know Each Other Teacher’s Guide p. 17 - Magic Writing Moment: Review Favorite Color Teacher’s Guide p. 25 - Introduce the Schema Anchor Chart Teacher’s Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i> Teacher’s Guide pp. 46-47 - Introduce Rules, Signs, and Middle Teacher’s Guide p. 47 - Formative Assessment Teacher’s Guide p. 48 - Difference Between a Letter and a Word Teacher’s Guide p. 627 - Map Signs and Symbols</p> |
| <p>LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</p> | <p>Teacher’s Guide p. 48 - Difference Between a Letter and a Word Teacher’s Guide p. 56 - Introduce <i>A Computer</i> Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide p. 61 - Introduce the “High Frequency Word Shapes” Worksheet Teacher’s Guide p. 102 - Introduce <i>At School</i></p> |

| | |
|--|--|
| | <p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 110 - <i>At School</i> “Color by Word” Teacher’s Guide p. 133 - Introduce <i>A Rainbow</i> Teacher’s Guide p. 135 - Introduce Inventive Spelling Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 162 - Activity “Word Shapes” Teacher’s Guide p. 163 - Introduce <i>At the Park</i> Teacher’s Guide p. 211- Words in a Sentence Teacher’s Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters Teacher’s Guide p. 213 - Sequence <i>At the House</i> Teacher’s Guide p. 272 - Word Search Starfall.com: “Talking Library” Fiction and Nonfiction</p> |
| <p>LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.</p> | <p>Teacher’s Guide p. 33 - Introduce the Capital Letter Anchor Chart Teacher’s Guide p. 48 - Difference Between a Letter and a Word Teacher’s Guide p. 93 - Introduce High Frequency Words: The, the Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 110 - <i>At School</i> “Color by Word” Teacher’s Guide pp. 131-132 - Introduce High Frequency Words: <i>I, am, you</i> Teacher’s Guide p. 135 - Introduce Inventive Spelling Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 162 - Activity “Word Shapes” Teacher’s Guide pp. 165-166 - Write about “Hat Day” Teacher’s Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters Teacher’s Guide p. 228 - Activity Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 272 - Word Search Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide p. 372 - Spaces Between Words</p> |

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

| Nebraska Standards | Alignment to Starfall |
|--|--|
| LA 0.1.2.a Blend and segment phonemes in spoken | Teacher’s Guide p. 101 - Blending |

| | |
|---|--|
| <p>words (e.g., initial, medial vowel, and final sounds [phonemes]); recognize same sounds in different words).</p> | <p>Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher’s Guide p. 200 - Blending/Decoding Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p> |
| <p>LA 0.1.2.b Segment spoken sentences into words.</p> | <p>Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide pp. 196-197 - Introduce High Frequency Words: <i>and, are</i> Teacher’s Guide p. 211 - Words in a Sentence Teacher’s Guide pp. 231-232- Introduce High Frequency Words: <i>not, on, down</i> Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide p. 453 - Introduce High Frequency Words: <i>look, my, our, your</i> Teacher’s Guide pp. 557-558 - Introduce High Frequency Words: <i>all, good, some, what</i> Teacher’s Guide p. 675 - Introduce High Frequency Words: <i>give, gives, put, puts</i> Teacher’s Guide p. 816 - Introduce High Frequency Words: <i>live, very</i></p> |
| <p>LA 0.1.2.c Identify and produce oral rhymes.</p> | <p>Teacher’s Guide pp. 19-20 - Introduce <i>Backpack Bear’s ABC Rhyme Book</i> Teacher’s Guide p. 59 - Rhyming Words Teacher’s Guide p. 91 - Rhyming Teacher’s Guide p. 123 - Rhyming Words Teacher’s Guide p. 226 - Rhyming Words Teacher’s Guide p. 239 - Rhyming Words Teacher’s Guide p. 300 - Rhyming Teacher’s Guide p. 301 - Rhyming Words Teacher’s Guide p. 329 - Listen for Rhyming Words Teacher’s Guide p. 362 - Rhyming Words Teacher’s Guide p. 363 - Listen, Then Write Rhyming Words Teacher’s Guide p. 415 - Rhyming Words Teacher’s Guide p. 425 - Rhyming Words Teacher’s Guide p. 556 - Short-A Rhyming Words Teacher’s Guide p. 567 - Rhyming Words Starfall.com: Backpack Bear’s ABC Rhymes</p> |

| | |
|--|---|
| | <i>Starfall.com</i> : Selected Nursery Rhymes |
| LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday). | Teacher’s Guide p. 21 - Syllables Teacher’s Guide p. 84 - Favorite Kind of Weather Teacher’s Guide p. 154 - Review Syllables Teacher’s Guide p. 352 - Syllabication Teacher’s Guide p. 463 - Segmenting Syllables Teacher’s Guide p. 563 - Syllables |
| LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). | Teacher’s Guide p. 64 - Blending Onsets and Rimes Teacher’s Guide p. 266 - Blending Onsets and Rimes Teacher’s Guide p. 280 - Segmenting Onsets and Rimes Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 390 - Blend Onsets-Rimes Teacher’s Guide p. 513 - Word Families <i>an</i> and <i>-at</i> Teacher’s Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i> Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) <i>Starfall.com</i> - “Word Machines” <i>Starfall.com</i> - “Learn to Read” |

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.

| Nebraska Standards | Alignment to Starfall |
|--|--|
| LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. | Teacher’s Guide pp. 21- 23 - Introduce Bb/b Similar lessons appear throughout the curriculum for additional consonants - See Units 2- 5 (Weeks: 1, 3,4,5,6,7,8,9,10,11,12,13) Teacher’s Guide pp. 264-265 - Blending Phonemes Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 291 - Introduce “See It! Say It! Spell It!” Teacher’s Guide p. 358 - Review Sounds Teacher’s Guide p. 388 - Classify Medial Vowels Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 502 - Review Vowels Teacher’s Guide p. 506 - Review Initial Short-A Words and Introduce Initial Long A Words Teacher’s Guide p. 552 - See It! Say It! Spell It! Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 602 - Short and Long E Teacher’s Guide p. 615 - Short and Long E Teacher’s Guide p. 638 - Blending CVC Words Teacher’s Guide p. 672 - Review Initial Short O/Introduce Initial Long-O Words |

| | |
|--|--|
| | <p>Teacher’s Guide p. 707 - Short and Long Vowels Teacher’s Guide p. 787- Computer Vowel Pals: <i>Fish and Me</i> Teacher’s Guide - Weeks 1-14 - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine Starfall.com - ABCs</p> |
| <p>LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).</p> | <p>Teacher’s Guide p. 64 - Blending Onsets and Rimes Teacher’s Guide p. 266 - Blending Onsets and Rimes Teacher’s Guide p. 280 - Segmenting Onsets and Rimes Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 390 - Blend Onsets-Rimes Teacher’s Guide p. 513 - Word Families <i>an</i> and <i>-at</i> Teacher’s Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i> Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Starfall.com: “Word Machines” Starfall.com: “Learn to Read”</p> |
| <p>LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.</p> | <p>Teacher’s Guide p. 163 - Introduce <i>At the Park</i> Teacher’s Guide p. 294 - Introduce <i>Come Vote With Me</i> Teacher’s Guide p. 332 - Introduce <i>At the Library</i> Teacher’s Guide p. 505 - Read <i>Zac the Rat</i> Teacher’s Guide p. 591 - Introduce <i>Peg the Hen</i> Teacher’s Guide pp. 695-696 - Introduce <i>Mox Jogs</i> Teacher’s Guide p. 814 - Introduce <i>Fix the Jet</i></p> |

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

| Nebraska Standards | Alignment to Starfall |
|--|---|
| <p>LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.</p> | <p>Teacher’s Guide pp. 533-534 - Introduce Zac Camps Teacher’s Guide p. 555 - Zac Camps: Chapter 2 Teacher’s Guide pp. 563-564 - <i>Zac Camps</i>: Chapter 3 Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>: Chapter 1 Teacher’s Guide p. 618 - Preview <i>Peg Goes Places</i>: Chapter 2 Teacher’s Guide p. 637 - <i>Peg Goes Places</i>: Chapter 2 Teacher’s Guide p. 646 - <i>Peg Goes Places</i>: Chapter 3 Teacher’s Guide p. 702 - Introduce <i>Mox’s Day</i> :</p> |

| | |
|--|--|
| | <p>Chapter 1 Teacher’s Guide p. 709 - <i>Mox’s Day</i> : Chapter 2 Teacher’s Guide p. 728 - <i>Mox’s Day</i>: Chapter 3 Teacher’s Guide pp. 817-818 - <i>What an Adventure!</i> Chapter Book Teacher’s Guide p. 818 - <i>What an Adventure!</i> Choral Reading Teacher’s Guide p. 872 - <i>At Gus’s Pond</i>: Chapter 1 Teacher’s Guide p. 881 - <i>At Gus’s Pond</i>: Chapter 2</p> |
| <p>LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.</p> | <p>Teacher’s Guide p. 102 - Introduce <i>At School</i> Teacher’s Guide p. 163 - Introduce <i>At the Park</i>/Formative Assessment Teacher’s Guide p. 332 - Introduce <i>At the Library</i> Teacher’s Guide pp. 425-426 - Introduce <i>We Can See!</i> Teacher’s Guide p. 537 - <i>Zac Camps</i>: Making Predictions Teacher’s Guide p. 555 - <i>Zac Camps</i>: Chapter 2 Teacher’s Guide p. 637 - <i>Peg Goes Places</i>: Chapter 2 Teacher’s Guide p. 709 - <i>Mox’s Day</i>: Chapter 2 Teacher’s Guide p. 732 - <i>Mox’s Day</i> Teacher’s Guide p. 767 - Introduce <i>I Can Do It</i> and High Frequency Words: <i>something</i> and <i>too</i> Teacher’s Guide p. 793 - <i>What an Adventure!</i> Chapter Book Teacher’s Guide p. 814 - Introduce <i>Fix the Jet</i> Teacher’s Guide p. 817 - <i>What an Adventure!</i> Chapter Book Teacher’s Guide p. 818 - <i>What an Adventure!</i> Choral Reading Teacher’s Guide p. 842 - Introduce <i>Gus the Duck</i> Teacher’s Guide p. 848 - Illustrate Gus and Tin Man Teacher’s Guide p. 867 - Introduce <i>Bug in a Jug</i> Teacher’s Guide p. 899 - Read <i>Get Up, Cub</i>/Formative Assessment</p> |

LA 0.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

| Nebraska Standards | Alignment to Starfall |
|---|---|
| <p>LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).</p> | <p>Teacher’s Guide p. 43 - Compound Words Teacher’s Guide p. 441 - Compound Words Teacher’s Guide p. 442 - Introduce Inflectional Endings, -s and -ed Teacher’s Guide p. 450 - Inflectional Endings Review Teacher’s Guide p. 506 - Inflectional Endings</p> |

| | |
|--|---|
| | <p>Teacher’s Guide p. 512 - Inflectional Endings Teacher’s Guide p. 513 - Introduce Inflectional Ending -ing Teacher’s Guide p. 516 - Inflectional Endings Teacher’s Guide p. 516 - Introduce Verbs with Inflectional Ending -s Teacher’s Guide p. 676 - Compound Words Teacher’s Guide p. 694 - Verb and Verb Endings</p> |
| <p>LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.</p> | <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy with a Chance of Meatballs</i> Teacher’s Guide p. 189 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 358-359 - Introduce <i>Reduce, Reuse, Recycle</i> Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 416-417 - Introduce Parts of a Plant Teacher’s Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 531 - Introduce <i>The Giant Jam Sandwich</i> Teacher’s Guide p. 545 - Introduce Beethoven Teacher’s Guide pp. 599-600 - Introduce Paul Galdone’s <i>The Little Red Hen</i> Teacher’s Guide p. 726 - Introduce <i>The Popcorn Book</i> Teacher’s Guide pp. 805-806 - Introduce Amphibians</p> |
| <p>LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> | <p>Teacher’s Guide pp. 35-36 - Introduce the Star Word Wall Teacher’s Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher’s Guide p. 122 - Introduce <i>Cloudy with a Chance of Meatballs</i> Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Jan Buchanan Teacher’s Guide pp. 281-282 - Our Leaders</p> |

| | |
|---|---|
| | <p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i></p> <p>Teacher’s Guide p. 332 - Introduce <i>At the Library</i></p> <p>Teacher’s Guide pp. 339-340 - Vocabulary Challenge</p> <p>Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher’s Guide p. 392 - Kindergarten Book Club</p> <p>Teacher’s Guide pp. 416-417 - Introduce <i>Parts of a Plant</i></p> <p>Teacher’s Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher’s Guide p. 545 - Introduce Beethoven</p> <p>Teacher’s Guide pp. 599-600 - Introduce Paul Galdone’s <i>The Little Red Hen</i></p> <p>Teacher’s Guide p. 726 - Introduce <i>The Popcorn Book</i></p> <p>Teacher’s Guide p. 781 - Introduce <i>Fish</i></p> <p>Teacher’s Guide pp. 843-844 - Introduce Invertebrates</p> <p>Teacher’s Guide p. 877 - Honeybees</p> |
| <p>LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.</p> | <p>Teacher’s Guide pp. 108-109 - Review of Anchor Charts/Introduce Nouns: Names of Places</p> <p>Teacher’s Guide p. 120 - Introduce Seasons</p> <p>Teacher’s Guide pp. 149-150 - Introduce Colors</p> <p>Teacher’s Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle</p> <p>Teacher’s Guide p. 388 - Classify Medial Vowels</p> <p>Teacher’s Guide pp. 553-554 - Compare and Contrast Plants and Animals</p> |
| <p>LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.</p> | <p>Teacher’s Guide pp. 30-31 - Introduce Alphabetical Order and the Starfall Dictionary</p> <p>Teacher’s Guide pp. 35-36 - Introduce the Star Word Wall</p> <p>Teacher’s Guide pp. 149-150 - Introduce Colors</p> <p>Teacher’s Guide p. 167 - Introduce Georges Seurat</p> <p>Teacher’s Guide pp. 322-323 - Introduce the Water Cycle</p> <p>Teacher’s Guide pp. 339-340 - Vocabulary Challenge</p> <p>Teacher’s Guide pp. 411-412 - Living and Nonliving / Formative Assessment</p> <p>Teacher’s Guide pp. 507-508 - Introduce the Animal Kingdom</p> <p>Teacher’s Guide pp. 545-546 - Introduce Beethoven</p> <p>Teacher’s Guide pp. 599-600 - Introduce Paul Galdone’s <i>The Little Red Hen</i></p> <p>Teacher’s Guide pp. 647-648 - Review Colors</p> <p>Teacher’s Guide p. 781 - Introduce <i>Fish</i></p> |

| | |
|--|---|
| | <p>Teacher’s Guide pp. 805-806 - Introduce Amphibians</p> <p>Teacher’s Guide pp. 843-844 - Introduce Invertebrates</p> <p>Teacher’s Guide pp. 849-850 - Arthropods</p> <p>Teacher’s Guide pp. 864-865 - Insects</p> <p>Teacher’s Guide p. 877 - Honeybees</p> <p>Teacher’s Guide pp. 897-898 - Introduce <i>Get Up, Cub</i></p> |
|--|---|

LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

| Nebraska Standards | Alignment to Starfall |
|---|---|
| <p>LA 0.1.6.a With adult guidance, identify author’s purpose (e.g., explain, entertain, inform).</p> | <p>Teacher’s Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics</p> <p>Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast</p> <p>Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i></p> <p>Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i></p> <p>Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher’s Guide p. 793 - <i>What An Adventure!</i> Chapter Book</p> |
| <p>LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).</p> | <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher’s Guide p. 151 - Introduce Characters</p> <p>Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i></p> <p>Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher’s Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher’s Guide p. 228 - Introduce <i>“Mr. Bunny’s Carrot Soup”</i></p> |

| | |
|---|--|
| | <p>Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide p. 361 - Introduce <i>The Bottle in the River</i></p> <p>Teacher’s Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher’s Guide p. 536 - Story Elements</p> <p>Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i></p> <p>Teacher’s Guide pp. 595-596 - Introduce Starfall’s “The Little Red Hen”</p> <p>Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i></p> <p>Teacher’s Guide p. 765 - Story Element Cards</p> <p>Teacher’s Guide p. 782 - Introduce <i>Swimmy</i></p> <p>Teacher’s Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p> |
| <p>LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).</p> | <p>Teacher’s Guide pp. 19-20 - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p>Teacher’s Guide p. 91 - Rhyming</p> <p>Teacher’s Guide pp. 99-100 - Review <i>Chicka Chicka Boom Boom</i></p> <p>Teacher’s Guide p. 134 - Rhyming Words</p> <p>Teacher’s Guide p. 159 - Rhyming Words</p> <p>Teacher’s Guide p. 226 - Rhyming Words</p> <p>Teacher’s Guide p. 254 - Rhyming</p> <p>Teacher’s Guide p. 415 - Rhyming Words</p> <p>Teacher’s Guide p. 473 - Rhyming Words</p> <p>Teacher’s Guide p. 567 - Rhyming Words</p> <p>Teacher’s Guide pp. 628-629 - A Plane Ride</p> <p>Teacher’s Guide p. 852 - Rhyming Words</p> |
| <p>LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.</p> | <p>Teacher’s Guide p. 67 - Introduce Kindergarten Book Club</p> <p>Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i></p> <p>Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher’s Guide p. 536 - Story Elements</p> <p>Teacher’s Guide p. 559 - Backpack Bear Puppet</p> <p>Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and Other Folktales, “The Turnip”</i></p> <p>Teacher’s Guide p. 639 - Introduce “Chicken Little”</p> <p>Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i></p> |

| | |
|---|---|
| | <p>Teacher's Guide p. 711 - Kindergarten Book Club Teacher's Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i> Teacher's Guide pp. 765-766 - Story Element Cards</p> |
| <p>LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.</p> | <p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 877 - Honeybees</p> |
| <p>LA 0.1.6.f Identify text features in print and digital informational text.</p> | <p>Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 507 - Introduce the Animal Kingdom Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 563 - Publish News Article Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> |
| <p>LA 0.1.6.g Identify the basic characteristics of literary and informational text.</p> | <p>Teacher's Guide p. 57 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher's Guide p. 289 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack</i></p> |

| | |
|--|---|
| | <p><i>Bear's Plant Book</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> |
| <p>LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.</p> | <p>Teacher's Guide pp. 373-374 - Get to Know Martin Luther King Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide p. 382 - Introduce <i>Ruby Goes to School</i> Holiday Lesson Plans: Get to Know Ce'sar Cha'vez Holiday Lesson Plans: Get to Know Squanto Holiday Lesson Plans: Thanksgiving Then and Now Holiday Lesson Plans: Get to Know Martin Luther King, Jr. Holiday Lesson Plans: I Have a Dream</p> |
| <p>LA 0.1.6.i Construct and/or answer clarifying questions (<i>who, what, when, where, why, how</i>) and support answers with evidence from the text or additional sources.</p> | <p>Teacher's Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 685 - Compare and Contrast Teacher's Guide p. 726 - Introduce <i>The Popcorn Book</i></p> |
| <p>LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).</p> | <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide p. 322 - Introduce the Water Cycle Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher's Guide pp. 781-782 - Introduce <i>Fish</i></p> |
| <p>LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).</p> | <p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i></p> |

| | |
|---|---|
| | Teacher's Guide p. 569 - Mammals |
| LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to- self, text-to-text, and text-to-world connections. | Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 545-546 - Introduce Beethoven Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words |
| LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted. | Teacher's Guide p. 422 - Plant Seeds Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide p. 519 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide pp. 678-679 - Introduce <i>Wolves</i> by Margaret Hillert, <i>Wolves</i> Teacher's Guide pp. 733-734 - Introduce helen Keller Teacher's Guide p. 893 - Introduce <i>Monarch Butterfly</i> |
| LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles. | Teacher's Guide p. 94 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher's Guide p. 228 - Introduce <i>Mr. Bunny's Carrot Soup</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide p. 475 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 726 - Introduce <i>The Popcorn Book</i> |
| LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically). | Teacher's Guide pp. 383-384 - Write About Ruby: Part 1 Teacher's Guide p. 538 - Write About Mammals Teacher's Guide pp. 624-625 - Introduce Vincent van Gogh and Write About Your Dream Teacher's Guide p. 681 - Write About Wolves Teacher's Guide pp. 805-806 - Introduce <i>Amphibians</i> Teacher's Guide pp. 864-865 - Insects |
| LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text. | Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> - <i>Formative Assessment</i> Teacher's Guide p. 334 - Computer: Talking Library - Nonfiction, "America the Beautiful" Teacher's Guide p. 382 - Introduce <i>Ruby Goes to</i> |

| | |
|--|--|
| | <p><i>School</i></p> <p>Teacher’s Guide p. 624 - Introduce Vincent van Gogh</p> <p>Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> - <i>Formative Assessment</i></p> |
|--|--|

LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

| Nebraska Standards | Alignment to Starfall |
|---|---|
| LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas. | <p>Teacher’s Guide p. 165 - Write About “Hat Day”</p> <p>Teacher’s Guide pp. 202-203 - Write About Your Family</p> <p>Teacher’s Guide p. 208 - Writing About Animals</p> <p>Teacher’s Guide p. 237 - Write About Community Helpers</p> <p>Teacher’s Guide p. 239 - Shared Writing</p> <p>Teacher’s Guide p. 263 - Introduce Expository Writing</p> |
| LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. | <p>Teacher’s Guide pp. 165-166 - Write About “Hat Day”</p> <p>Teacher’s Guide p. 203 - Formative Assessment</p> <p>Teacher’s Guide p. 237 - Formative Assessment</p> <p>Teacher’s Guide p. 239 - Formative Assessment</p> <p>Teacher’s Guide p. 352 - Magic Writing Moment: Recycling/Composting</p> <p>Teacher’s Guide p. 418 - Write About Experiments</p> |
| LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas. | <p>Teacher’s Guide p. 362 - Magic Writing Moment: Write Class Pledge</p> <p>Teacher’s Guide p. 426 - Add to Observation Writings</p> <p>Teacher’s Guide p. 431 - Shared Writing Narrative</p> <p>Teacher’s Guide p. 441 - Magic Writing Moment: Opinion Writing</p> <p>Teacher’s Guide p. 447 - Kid Writing: Part 1</p> <p>Teacher’s Guide p. 533 - Magic Writing Moment: Collect Ideas for Class Article</p> |
| LA 0.2.1.d Compose simple, grammatically correct | Teacher’s Guide pp. 202-203 - Write About Your |

| | |
|---|--|
| <p>sentences.</p> | <p>Family Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 248 - Adding Details Teacher’s Guide p. 254 - Descriptive Words Teacher’s Guide p. 337 - Shared Oral Story Teacher’s Guide p. 384 - Write About Ruby: Part 2 Teacher’s Guide p. 479 - <i>Backpack Bear’s Starry Adventure Story</i> Teacher’s Guide p. 537 - <i>Zac Camps</i>: Making Predictions Teacher’s Guide p. 603 - Writing Teacher’s Guide p. 645 - Supporting Opinions Teacher’s Guide p. 697 - Use Nouns and Verbs to Form Sentences</p> |
| <p>LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self- monitoring strategies and feedback from others.</p> | <p>Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide p. 260 - Magic Writing Moment: Adding Details Teacher’s Guide p. 268 - Add Details to Expository Writing Teacher’s Guide p. 538 - Write About Mammals Teacher’s Guide p. 682 - Illustrate Research Writing</p> |
| <p>LA 0.2.1.f Provide oral descriptive feedback to other writers.</p> | <p>Teacher’s Guide p. 254 - Magic Writing Moment: Descriptive Words Teacher’s Guide p. 384 - Write About Ruby: Part 2 Teacher’s Guide p. 388 - Author’s Chair Teacher’s Guide p. 426 - Add to Observation Writings: Formative Assessment Teacher’s Guide p. 452 - Kid Writing: Part 2 Teacher’s Guide p. 523 - Author’s Chair Teacher’s Guide p. 682 - Illustrate Research Writing</p> |
| <p>LA 0.2.1.g With adult guidance, persevere in writing tasks.</p> | <p>Teacher’s Guide p. 102 - Introduce the Writing Journal Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide p. 299 - Write About Voting Choices Teacher’s Guide p. 327 - Write About Experiments Teacher’s Guide p. 384 - Write About Ruby: Part 2 Teacher’s Guide p. 601 - Complete Writing</p> |
| <p>LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).</p> | <p>Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 280 - Magic Writing Moment: Punctuation Anchor Chart Teacher’s Guide p. 291 - Magic Writing Moment: Punctuation Anchor Chart</p> |

| | |
|---|---|
| | <p>Teacher’s Guide p. 420 - Magic Writing Moment: Writing a Story: “My Pet Dog”</p> <p>Teacher’s Guide p. 452 - Formative Assessment</p> <p>Teacher’s Guide p. 473 - Magic Writing Moment: Rearrange Words to Create Sentences</p> <p>Teacher’s Guide p. 636 - Writing Rubrics</p> |
| <p>LA 0.2.1.i Use own words to relate information.</p> | <p>Teacher’s Guide p. 166 - Formative Assessment</p> <p>Teacher’s Guide p. 208 - Formative Assessment</p> <p>Teacher’s Guide p. 237 - Formative Assessment</p> <p>Teacher’s Guide pp. 363-364 - How We Protect Our Environment</p> <p>Teacher’s Guide p. 378 - Magic Writing Moment: Ways to Help Others</p> <p>Teacher’s Guide p. 384 - Write About Ruby: Part 2</p> |
| <p>LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.</p> | <p>Teacher’s Guide pp. 165-166 - Write About Hat Day</p> <p>Teacher’s Guide p. 410 - Magic Writing Moment: Writing a Story: “My Pet Dog”</p> <p>Teacher’s Guide p. 518 - Write About Our Mammal Friends</p> <p>Teacher’s Guide p. 563 - Magic Writing Moment: Publish News Article</p> <p>Teacher’s Guide p. 601 - Complete Writing</p> <p>Teacher’s Guide p. 682 - Illustrate Research Writing</p> |

LA 0.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

| Nebraska Standards | Alignment to Starfall |
|---|--|
| <p>LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> | <p>Teacher’s Guide pp. 165-166 - Write About “Hat Day”</p> <p>Teacher’s Guide pp. 202-203 - Write About Your Family</p> <p>Teacher’s Guide p. 208 - Writing About Animals</p> <p>Teacher’s Guide p. 237 - Write About Community Helpers</p> <p>Teacher’s Guide p. 239 - Shared Writing</p> <p>Teacher’s Guide p. 263 - Introduce Expository Writing</p> <p>Teacher’s Guide p. 362 - Write Class Pledge</p> <p>Teacher’s Guide p. 563 - Magic Writing Moment: Publish News Article</p> <p>Teacher’s Guide p. 682 - Illustrate Research Writing</p> |
| <p>LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas</p> | <p>Teacher’s Guide p. 263 - Introduce Expository Writing</p> |

| | |
|--|--|
| or opinions. | <p>Teacher’s Guide p. 337 - Shared Oral Story</p> <p>Teacher’s Guide pp. 383-384 - Write about Ruby: Part 1</p> <p>Teacher’s Guide p. 384 - Write about Ruby: Part 2</p> <p>Teacher’s Guide p. 410 - Writing a Story: “My Pet Dog”</p> <p>Teacher’s Guide p. 441 - Opinion Writing</p> |
| LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems. | <p>Teacher’s Guide p. 273 - Share Expository Writing</p> <p>Teacher’s Guide pp. 363-364 - How We Protect Our Environment</p> <p>Teacher’s Guide p. 378 - Magic Writing Moment: Ways to Help Others</p> <p>Teacher’s Guide p. 563 - Magic Writing Moment: Publish News Article</p> <p>Teacher’s Guide p. 682 - Illustrate Research Writing</p> |
| LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes. | <p>Teacher’s Guide p. 299 - Write About Voting Choices</p> <p>Teacher’s Guide p. 327 - Write About Experiments</p> <p>Teacher’s Guide p. 352 - Magic Writing Moment: Recycling/Composting</p> <p>Teacher’s Guide p. 362 - Write Class Pledge</p> <p>Teacher’s Guide pp. 363-364 - How We Protect Our Environment</p> <p>Teacher’s Guide p. 418 - Write About Experiments</p> |
| LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces. | <p>Teacher’s Guide p. 462 - Rearrange Words to Create Sentences</p> <p>Teacher’s Guide p. 528 - Class Newspaper Article</p> <p>Teacher’s Guide p. 538 - Write About Mammals</p> <p>Teacher’s Guide p. 539 - Write About Mammals (Part 2)</p> <p>Teacher’s Guide p. 563 - Publish News Article</p> <p>Teacher’s Guide p. 596 - Write a response to “The Little Red Hen”</p> |

Speaking and Listening

LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 0.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

| Nebraska Standards | Alignment to Starfall |
|---|---|
| LA 0.3.1.a Communicate ideas clearly to others | Teacher’s Guide p. 165 - Celebrate “Hat Day” |

| | |
|--|---|
| <p>within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.</p> | <p>Teacher’s Guide p. 207 - Introduce Presentation Voices Teacher’s Guide p. 238 - Introduce the Author’s Chair Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 328 - Author’s Chair Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 393-394 - Kindergarten Book Club Teacher’s Guide p. 823 - Kindergarten Book Club Teacher’s Guide pp. 840-856 - Anchor Chart Presentations Teacher’s Guide p. 903 - Kindergarten Book Club</p> |
| <p>LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</p> | <p>Teacher’s Guide p. 26 - Partner Share Teacher’s Guide p. 44 - Partner Share Teacher’s Guide p. 238 - Introduce the Author’s Chair Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 328 - Author’s Chair Teacher’s Guide p. 364 - Author’s Chair Teacher’s Guide p. 388 - Author’s Chair Teacher’s Guide pp. 392-393 - Kindergarten Book Club Teacher’s Guide p. 845 - Prepare Anchor Chart Presentations</p> |
| <p>LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.</p> | <p>Teacher’s Guide p. 268 - Add Detail to Expository Writings Teacher’s Guide p. 482 - Create a Model of the Solar System: Progressive Center Teacher’s Guide p. 567 - Illustrate News Article Teacher’s Guide p. 668 - Create/Design Shops Teacher’s Guide p. 680 - Names for Shops Teacher’s Guide p. 848 - Illustrate Gus and Tin Man Teacher’s Guide p. 895 - Illustrate <i>The Butterfly Book</i></p> |
| <p>LA 0.3.1.d Convey a personal perspective with clear reasons.</p> | <p>Teacher’s Guide p. 194 - Book Review Teacher’s Guide p. 220 - Book Review Teacher’s Guide p. 226 - Book Review Teacher’s Guide p. 231 - Book Review Teacher’s Guide p. 235 - Book Review Teacher’s Guide p. 586 - Introduce Opinions Teacher’s Guide p. 590 - Chart Opinions Teacher’s Guide p. 602 - Share Opinions Teacher’s Guide p. 610 - Sharing Opinions and Explaining Choices Teacher’s Guide p. 634 - Sharing Opinions</p> |
| <p>LA 0.3.1.e Ask pertinent questions to acquire or</p> | <p>Teacher’s Guide pp. 52-53 - Introduce <i>Backpack</i></p> |

| | |
|----------------------|--|
| confirm information. | <p><i>Bear Learns the Rules</i> by Chase Tunbridge Teacher's Guide p. 119 - Introduce Weather Teacher's Guide pp. 125-126 - Introduce Cause and Effect Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide p. 273 - Share Expository Writings Teacher's Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide p. 544 - Interviews to Gather Information Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> |
|----------------------|--|

LA 0.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

| Nebraska Standards | Alignment to Starfall |
|---|--|
| <p>LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.</p> | <p>Teacher's Guide p. 53 - Formative Assessment Teacher's Guide p. 195 - Formative Assessment Teacher's Guide p. 328 - Author's Chair Teacher's Guide p. 364 - Author's Chair Teacher's Guide p. 388 - Author's Chair Teacher's Guide p. 421 - Formative Assessment Teacher's Guide p. 543 - Author's Chair Teacher's Guide p. 640 - Create Character Headbands Teacher's Guide p. 674 - Introduce The Three Little Pigs Teacher's Guide p. 705 - Formative Assessment Teacher's Guide pp. 807-808 - Introduce <i>The Salamander Room</i></p> |
| <p>LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.</p> | <p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide p. 320 - Introduce <i>America the Beautiful</i> Teacher's Guide p. 444 - Shadows Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 682 - Begin Research Writing</p> |

| | |
|---|--|
| <p>LA 0.3.2.c Complete a task following one/two-step directions.</p> | <p>Teacher’s Guide p. 12 - “Simon Says” Teacher’s Guide p. 13 - Introduce Backpack Bear and Getting to Know Each Other Teacher’s Guide p. 17 - “The Alphabet Song” Teacher’s Guide p. 21 - My Favorite Color Teacher’s Guide pp. 46-47 - Introduce Rules, Signs, and Middle Teacher’s Guide p. 168 - Review Initial Sounds and Introduce “Starfall Speedway” Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 300 - Rhyming Teacher’s Guide p. 387 - Ways to Be Kind Teacher’s Guide p. 430 - “Starfall Speedway” Teacher’s Guide p. 447 - Activity Teacher’s Guide p. 454 - Formative Assessment Teacher’s Guide p. 588 - Activity Teacher’s Guide p. 668 - Identify and Discriminate Short -A and Short -E Words Teacher’s Guide p. 680 - Identify/Discriminate Short -O Words Teacher’s Guide p. 704 - Phoneme Segmentation and Blending Teacher’s Guide p. 853 - “High Frequency Spider Game” Teacher’s Guide p. 855 - High Frequency Review Teacher’s Guide p. 868 - Decoding</p> |
|---|--|

LA 0.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

| Nebraska Standards | Alignment to Starfall |
|---|--|
| <p>LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.</p> | <p>Teacher’s Guide p. 26 - Partner Share Teacher’s Guide p. 44 - Partner Share Teacher’s Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> 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 <i>Caps for Sale</i> Teacher’s Guide p. 195 - Introduce <i>Ira Sleeps Over</i> Teacher’s Guide p. 207 - Introduce Presentation Voices Teacher’s Guide p. 238 - Introduce the Author’s</p> |

| | |
|--|---|
| | <p>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 - <i>Zac Camps</i>: 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</p> |
| <p>LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.</p> | <p>Teacher’s Guide pp. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr. Teacher’s Guide p. 26 - Partner Share Teacher’s Guide pp. 64-65 - Compare and Contrast Rules Teacher’s Guide p. 328 - Author’s Chair Teacher’s Guide p. 388 - Author’s Chair Teacher’s Guide p. 483 - Formative Assessment Teacher’s Guide p. 523 - Author’s Chair/Formative Assessment Teacher’s Guide p. 683 - Author’s Chair</p> |
| <p>LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one’s own ideas.</p> | <p>Teacher’s Guide p. 19 - Formative Assessment Teacher’s Guide p. 26 - Formative Assessment Teacher’s Guide p. 121 - Formative Assessment Teacher’s Guide p. 195 - Formative Assessment Teacher’s Guide p. 236 - Formative Assessment Teacher’s Guide p. 348 - Formative Assessment Teacher’s Guide p. 381 - Formative Assessment Teacher’s Guide p. 429 - Formative Assessment Teacher’s Guide p. 483 - Formative Assessment Teacher’s Guide p. 523 - Author’s Chair/Formative Assessment Teacher’s Guide p. 621 - Formative Assessment Teacher’s Guide p. 780 - Introduce Class</p> |

| | |
|--|---|
| | <p>Adventure Story Teacher’s Guide p. 784 - Plan Class Adventure</p> |
| <p>LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.</p> | <p>Teacher’s Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i> Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> Teacher’s Guide p. 167 - Introduce Georges Seurat Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 234 - Introduce <i>The Map</i> Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher’s Guide pp. 250-252 - Introduce Scientists and Inventors Teacher’s Guide p. 262 - Introduce <i>At the Post Office</i> Teacher’s Guide pp. 295-296 - Introduce Abraham Lincoln Teacher’s Guide pp. 456-457- Review The Earth, The Sun, The Moon Teacher’s Guide p. 511 - Comprehension: Questioning Teacher’s Guide pp. 761-762 - Introduce Reptiles</p> |
| <p>LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p> | <p>Teacher’s Guide p. 126 - Formative Assessment Teacher’s Guide p. 200 - Book Review Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 273 - Share Expository Writings Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> |

Media Literacies

LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 0.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

| Nebraska Standards | Alignment to Starfall |
|---|---|
| <p>LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</p> | <p>Teacher’s Guide pp. 25-26 - Introduce the Schema Anchor Chart Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher’s Guide p. 142 - Researching Benjamin Franklin</p> |

| | |
|---|--|
| | <p>Teacher’s Guide pp. 232- 233 - Introduce <i>Me on the Map</i></p> <p>Teacher’s Guide p. 320 - Introduce <i>America the Beautiful</i></p> <p>Teacher’s Guide p. 444 - Shadows</p> <p>Teacher’s Guide p. 528 - Class Newspaper Article</p> <p>Teacher’s Guide p. 678 -Introduce <i>Wolves</i> by Margaret Hillert</p> |
| <p>LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p> | <p>Teacher’s Guide p. 528 - Class Newspaper Article</p> <p>Teacher’s Guide p. 537 - Questions About Mammals</p> <p>Teacher’s Guide p. 540 - Interview Questions</p> <p>Teacher’s Guide p. 544 - Interviews to gather Information</p> <p>Teacher’s Guide p. 563 - Publish News Article</p> <p>Teacher’s Guide p. 681 - Begin Research Writing</p> <p>Teacher’s Guide p. 681 - Write About Wolves</p> |
| <p>LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> | <p>Teacher’s Guide pp. 43-44 - Introduce the Computer</p> <p>Teacher’s Guide p. 56 - Introduce <i>A Computer</i></p> <p>Teacher’s Guide p. 60 - <i>A Computer</i></p> <p>Teacher’s Guide - Computer Center (weekly throughout the curriculum)</p> <p>Starfall.com - Backpack Bear’s Books: Row 1, <i>A Computer</i></p> <p>Starfall.com - (weekly throughout the curriculum)</p> |

LA 0.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

| Nebraska Standards | Alignment to Starfall |
|---|---|
| <p>LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</p> | <p>Teacher’s Guide pp. 43-44 - Introduce the Computer</p> <p>Teacher’s Guide - Computer Center (weekly throughout the curriculum)</p> <p>Starfall.com -(weekly throughout the curriculum)</p> |
| <p>LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.</p> | <p>Teacher’s Guide pp. 43-44 - Introduce the Computer</p> <p>Teacher’s Guide - Computer Center (weekly throughout the curriculum)</p> <p>Starfall.com - (weekly throughout the curriculum)</p> |

*These standards were copied directly from the 2014 Nebraska College- and Career-Ready English Language Arts Standards.

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.

