



New Mexico Kindergarten ELA Alignment to Starfall

Literature

Key Ideas and Details

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RL.K1 - With prompting and support, ask and answer questions about key details in a text.</p> <p><i>CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	<p>Teacher's Guide p. 14-15 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p>Teacher's Guide pp. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p>Teacher's Guide pp. 67-68 - Introduce Kindergarten Book Club</p> <p>Teacher's Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i></p> <p>Teacher's Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i></p> <p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher's Guide p. 159 - 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. 508 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide p. 555 - <i>Zac Camps</i>: Chapter 2</p> <p>Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher's Guide p. 756 - Introduce <i>The Big Hit</i></p>
<p>CCSS.ELA-LITERACY.RL.K2 - With prompting and support, retell familiar stories, including key details</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><i>CCR Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i> Teacher's Guide p. 536 - Story Elements Teacher's Guide p. 559 - Backpack Bear Puppet Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and Other Folktales, "The Turnip"</i> Teacher's Guide p. 639 - Introduce "Chicken Little" Teacher's Guide p. 703 - Introduce <i>One Fine Day</i> 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>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p>	<p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher's Guide p. 151 - Introduce Characters Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> 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 <i>George Washington and the General's Dog</i> Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher's Guide p. 361 - Introduce <i>The Bottle in the River</i> 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. 536 - Story Elements Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i> Teacher's Guide pp. 595-596 - Introduce Starfall's "The Little Red Hen" Teacher's Guide p. 703 - Introduce <i>One Fine Day</i> Teacher's Guide p. 765 - Story Element Cards Teacher's Guide p. 782 - Introduce <i>Swimmy</i> Teacher's Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p>

New Mexico Standards	Starfall K ELA Alignment
<p>B.1 Kindergarten students will identify the main topic, retell key details of a text, and make predictions.</p>	<p>Teacher's Guide p. 67 - Introduce Kindergarten Book Club Teacher's Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></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 p. 228 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide p. 508 - 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 p. 537 - Zac Camps: Making Predictions</p> <p>Teacher’s Guide p. 555 - Zac Camps: Chapter 2</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. 591 - Introduce <i>Peg the Hen</i></p> <p>Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places, Chapter 1</i></p> <p>Teacher’s Guide p. 639 - Introduce “Chicken Little”</p> <p>Teacher’s Guide p. 646 - <i>Peg Goes Places, Chapter 3</i></p> <p>Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i></p> <p>Teacher’s Guide pp. 765-766 - Story Element Cards</p>
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Craft and Structure

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p><i>CCR Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>	<p>Teacher’s Guide pp. 35-36 - Introduce the Star Word Wall</p> <p>Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i></p> <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></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. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide p. 367 - Vocabulary Riddles</p> <p>Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher’s Guide pp. 545-546 - Introduce Beethoven</p> <p>Teacher’s Guide pp. 564-565 - Cooperation</p> <p>Teacher’s Guide pp. 599-600 - Introduce <i>Paul Galdone’s The Little Red Hen</i></p> <p>Teacher’s Guide pp. 611-612 - Introduce <i>Amazing Airplanes and Multiple Meanings of Words</i></p> <p>Teacher’s Guide pp. 843-844 - Introduce Invertebrates</p>
<p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Teacher’s Guide pp. 19-20 - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p>Teacher’s Guide pp. 30-31 - Introduce Alphabetical Order and the Starfall Dictionary</p>

<p>CCR Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Teacher’s Guide pp. 120-121 - Introduce Seasons Teacher’s Guide p. 189 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 228 - Introduce <i>Mr. Bunny’s Carrot Soup</i> Teacher’s Guide p. 334 - Computer Teacher’s Guide p. 436 - Shining Star Awards Teacher’s Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher’s Guide pp. 533-534 - Introduce <i>Zac Cams</i> Teacher’s Guide p. 569 - Mammals Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i> Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places, Chapter 1</i> Teacher’s Guide p. 702 - Introduce <i>Mox’s Day, Chapter 1</i> Teacher’s Guide p. 793 - <i>What An Adventure! Chapter Book</i> Teacher’s Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i> Teacher’s Guide p. 872 - <i>At Gus’s Pond, Chapter 1</i> 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>CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CCR Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Teacher’s Guide p. 14 - <i>The Kissing Hand: Introduce Title, Author, and Illustrator</i> 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. 85-86 - Introduce <i>Today is Monday by Eric Carle and Days of the Week</i> 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 by Jan Brett/Compare and Contrast</i> 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 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, “The Turnip”</i> Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide pp. 599-600 - Introduce <i>Paul Galdone’s The Little Red Hen</i> Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places, Chapter 1</i> Teacher’s Guide p. 702 - Introduce <i>Mox’s Day, Chapter 1</i> Teacher’s Guide p. 793 - <i>What An Adventure! Chapter Book</i> Teacher’s Guide pp. 854-855 - Introduce <i>Anansi the Spider</i> Teacher’s Guide p. 872 - <i>At Gus’s Pond, Chapter 1</i></p>

	<p><i>Starfall.com: Songs & Rhymes - "Selected Nursery Rhymes"</i> <i>Starfall.com: I'm Reading - "Chinese Fables"</i> <i>Starfall.com: I'm Reading - "Comics"</i> <i>Starfall.com: I'm Reading - "Greek Myths"</i> <i>Starfall.com: I'm Reading - "Folk Tales"</i></p>
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Integration of Knowledge and Ideas

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).</p> <p><i>CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	<p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher's Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide p. 234 - Introduce <i>The Map</i> Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 505 - Read <i>Zac the Rat</i> Teacher's Guide pp. 528-567 - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i> Teacher's Guide pp. 545-546 - Introduce Beethoven Teacher's Guide p. 554 - Introduce <i>Zac and the Hat</i> Teacher's Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i> Teacher's Guide pp. 668-683 - Magic Writing Moments - Create/Design Shops Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide pp. 820-822 - Classify Animals with Backbones (Vertebrates) <i>Starfall.com: "Backpack Bear's Books"</i> <i>Starfall.com: "Talking Library"</i> <i>Starfall.com: "It's Fun to Read"</i> <i>Starfall.com: "I'm Reading"</i></p>
<p>CCSS.ELA-LITERACY.RL.K.8 (Not applicable to literature)</p>	
<p>CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>CCR Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	<p>Teacher's Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher's Guide p. 159 - Rhyming Words 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 Marc Buchanan Teacher's Guide pp. 232-234 - Introduce <i>Me on the Map</i> and <i>The Map</i> Teacher's Guide pp. 250-251 - Introduce Scientists and</p>

	<p>Inventors Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King Jr. and Rosa Parks Teacher’s Guide p. 382 - Introduce <i>Ruby Goes to School</i> Teacher’s Guide pp. 514-515 - Conflict and Resolution Teacher’s Guide pp. 563-564 - <i>Zac Camps: Chapter 3</i> Teacher’s Guide p. 599 - Introduce Paul Galdone’s <i>The Little Red Hen</i> Teacher’s Guide pp. 645-646 - Introduce <i>Hen</i> Teacher’s Guide p. 674 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide pp. 678-679 - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>
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Range of Reading and Level of Text Complexity

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><i>CCR Read and comprehend complex literary and informational texts independently and proficiently.</i></p>	<p>Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics 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. 94-95 - 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. 128 - Formative Assessment Teacher’s Guide p. 141 - <i>A Rainbow Sequencing Activity</i> Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</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 Marc Buchanan Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 228 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i> Teacher’s Guide p. 298 - Voting Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide pp. 533- 534 - Introduce <i>Zac Camps</i> Teacher’s Guide p. 537 - <i>Zac Camps Making Predictions</i></p>

Informational Text

Key Ideas and Details

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher's Guide pp. 137-138 - Introduce <i>Benjamin Franklin</i> Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide p. 151 - Introduce Characters Teacher's Guide p. 163 - Introduce <i>At the Park</i> 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. 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. 644 - Introduce <i>Penguin, Penguin</i> Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide pp. 761-762 - Introduce Reptiles Teacher's Guide p. 772 - Introduce <i>Dinosaurs</i> Teacher's Guide pp. 781-782 - Introduce Fish Teacher's Guide pp. 843-844 - Introduce Invertebrates Teacher's Guide pp. 864-865 - Insects Teacher's Guide p. 893 - Introduce <i>Monarch Butterfly</i></p>
<p>CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</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</p>

	<p>Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher's Guide p. 517- Introduce <i>Backpack Bear's Mammal Book</i></p> <p>Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book (Part Two)</i></p> <p>Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> <p>Teacher's Guide p. 877 - Honeybees</p>
<p>CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in text.</p>	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p>Teacher's Guide pp. 85-86 - Introduce <i>Today Is Monday</i> by Eric Carle and <i>Days of the Week</i></p> <p>Teacher's Guide pp. 136-137 - Introduce <i>Benjamin Franklin</i></p> <p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide pp. 250-251 - Introduce Scientists and Inventors</p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 303-304 - Compare Washington and Lincoln</p> <p>Teacher's Guide pp. 373-374 - Get to Know Martin Luther King Jr. and Rosa Parks</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination</p> <p>Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i></p> <p>Teacher's Guide p. 521 - Mammals</p> <p>Teacher's Guide pp. 794-795 - Introduce <i>At the Beach</i></p> <p>Teacher's Guide pp. 849-850 - Arthropods</p>

Craft and Structure

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Teacher's Guide Seasonal Holidays p. 20 - President's Day</p> <p>Teacher's Guide Seasonal Holidays p. 23 - Earth Day</p> <p>Teacher's Guide Seasonal Holidays p. 26 - Memorial Day</p> <p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</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. 320-321 - Introduce <i>America the Beautiful</i></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 p. 367 - Vocabulary Riddles</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide pp. 392-393 - Kindergarten Book Club</p> <p>Teacher's Guide pp. 545-546 - Introduce Beethoven</p> <p>Teacher's Guide p. 547 - Review <i>Backpack Bear's Mammal Book</i></p> <p>Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes and Multiple Meanings of Words</i></p>

	Teacher's Guide pp. 843-844 - Introduce Invertebrates
CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.	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. 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. 320-321 - Introduce <i>America the Beautiful</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. 719 - Introduce <i>How I Know My World: A book about the senses</i>
CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> 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. 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. 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. 733-734 - Introduce <i>Helen Keller</i> Teacher's Guide p. 772 - Introduce <i>Dinosaurs</i>

Integration of Knowledge and Ideas

New Mexico Standards	Starfall K ELA Alignment
CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide p. 214 - Introduce <i>A House in a Tree</i> Teacher's Guide pp. 250-251 - Introduce <i>Scientists and Inventors</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 295 -296 -Introduce <i>Abraham Lincoln</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 356-357 - <i>Get to Know John Muir</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 521 - <i>Mammals</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher's Guide pp. 894-895 - <i>The Butterfly Book/Illustrate</i>

	<i>The Butterfly Book</i>
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	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. 322-323 - Introduce the Water Cycle Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> 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 p. 569 - Mammals Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i>
CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Teacher’s Guide pp. 133/139-140 - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide pp. 232/234 - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln 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. 392-393 - Kindergarten Book Club Teacher’s Guide pp. 864-865 - Insects Teacher’s Guide p. 877 - Honeybees

Range of Reading and Level of Text Complexity

New Mexico Standards	Starfall K ELA Alignment
CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.	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. 139-140- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert 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. 234 - Introduce <i>The Map</i> Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide p. 356 - Get to Know John Muir Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 392-393 - Kindergarten Book Club

	<p>Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i></p> <p>Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 517 - Introduce <i>Backpack Bear’s Mammal Book</i></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></p> <p>Teacher’s Guide pp. 794-795 - Introduce <i>At the Beach</i></p>
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Foundational Skills

Print Concepts

Demonstrate understanding of the organization and basic features of print.

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RF.K.1.a. Follow words from left to right, top to bottom, and page by page.</p>	<p>Teacher’s Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher’s Guide p. 60 - <i>A Computer</i></p> <p>Teacher’s Guide p. 66 - <i>A Computer Sequencing Activity</i></p> <p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher’s Guide p. 162 - Computer - It’s Fun to Read/Learn to Read</p> <p>Teacher’s Guide p. 211 - Words in a Sentence</p> <p>Teacher’s Guide p. 366 - Sequence <i>The Bottle in the River</i></p> <p>Teacher’s Guide p. 473 - Rearrange Words to Create Sentences</p>
<p>CCSS.ELA-LITERACY.RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Teacher’s Guide p. 35 - Review Sounds</p> <p>Teacher’s Guide p. 48 - Difference Between a Letter and a Word</p> <p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher’s Guide p. 110 - At School “Color by Word”</p> <p>Teacher’s Guide p. 135 - Introduce Inventive Spelling</p> <p>Teacher’s Guide p. 136 - Kid Writing and Adult Writing</p> <p>Teacher’s Guide p. 162 - Activity “Word Shapes”</p> <p>Teacher’s Guide pp. 165-166 - Write about “Hat Day”</p> <p>Teacher’s Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p>Teacher’s Guide p. 228 - Activity</p> <p>Teacher’s Guide p. 271 - Cumulative Review</p> <p>Teacher’s Guide p. 272 - Word Search</p>
<p>CCSS.ELA-LITERACY.RF.K.1.c. Understand that words are separated by spaces in print.</p>	<p>Teacher’s Guide pp. 86-87 - Introduce “Spacing” Anchor Chart</p> <p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal</p> <p>Teacher’s Guide p. 136 - Kid Writing and Adult Writing</p> <p>Teacher’s Guide p. 165 - Write about “Hat Day”</p> <p>Teacher’s Guide p. 202 - Write About Your Family</p> <p>Teacher’s Guide p. 208 - Writing About Animals</p> <p>Teacher’s Guide p. 325 - Counting Words in Sentences</p> <p>Teacher’s Guide p. 333 - What’s Wrong?</p>

	<p>Teacher's Guide p. 372 - Space Between Words</p> <p>Teacher's Guide p. 856 - Spaces Anchor Chart Presentation</p>
<p>CCSS.ELA-LITERACY.RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Teacher's Guide p. 12 - Introduce Upper and Lowercase Letter of the Alphabet</p> <p>Teacher's Guide pp. 17-18 - Introduce Upper and Lowercase Letters of the Alphabet</p> <p>Teacher's Guide p. 104 - Activity</p> <p>Teacher's Guide p. 197 - Activity "Alphabet Avenue"</p> <p>Teacher's Guide p. 430 - Write Uppercase and Lowercase Letters</p> <p>Teacher's Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet</p> <p>Teacher's Guide p. 468 - Rapid Letter Recognition</p> <p><i>Starfall.com: ABCs</i></p> <p><i>Starfall.com: ABC Rhymes</i></p>

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.RF.K.2.a. Recognize and produce rhyming words.</p>	<p>Teacher's Guide pp. 19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i></p> <p>Teacher's Guide p. 59 - Rhyming Words</p> <p>Teacher's Guide p. 91 - Rhyming</p> <p>Teacher's Guide p. 123 - Rhyming Words</p> <p>Teacher's Guide p. 226 - Rhyming Words</p> <p>Teacher's Guide p. 239 - Rhyming Words</p> <p>Teacher's Guide p. 300 - Rhyming</p> <p>Teacher's Guide p. 301 - Rhyming Words</p> <p>Teacher's Guide p. 329 - Listen for Rhyming Words</p> <p>Teacher's Guide p. 362 - Rhyming Words</p> <p>Teacher's Guide p. 363 - Listen, Then Write Rhyming Words</p> <p>Teacher's Guide p. 415 - Rhyming Words</p> <p>Teacher's Guide p. 425 - Rhyming Words</p> <p>Teacher's Guide p. 556 - Short-A Rhyming Words</p> <p>Teacher's Guide p. 567 - Rhyming Words</p> <p><i>Starfall.com: Backpack Bear's ABC Rhymes</i></p> <p><i>Starfall.com: Selected Nursery Rhymes</i></p>
<p>CCSS.ELA-LITERACY.RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Teacher's Guide p. 21 - Syllables</p> <p>Teacher's Guide p. 84 - Favorite Kind of Weather</p> <p>Teacher's Guide p. 154 - Review Syllables</p> <p>Teacher's Guide p. 352 - Syllabication</p> <p>Teacher's Guide p. 463 - Segmenting Syllables</p>

	Teacher's Guide p. 563 - Syllables
CCSS.ELA-LITERACY.RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>Teacher's Guide p. 64 - Blending Onsets and Rimes</p> <p>Teacher's Guide p. 266 - Blending Onsets and Rimes</p> <p>Teacher's Guide p. 280 - Segmenting Onsets and Rimes</p> <p>Teacher's Guide p. 372 - Phoneme Addition</p> <p>Teacher's Guide p. 390 - Blend Onsets-Rimes</p> <p>Teacher's Guide p. 513 - Word Families <i>an</i> and <i>-at</i></p> <p>Teacher's Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i></p> <p>Teacher's Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)</p> <p><i>Starfall.com</i>: "Word Machines"</p> <p><i>Starfall.com</i>: "Learn to Read"</p>
CCSS.ELA-LITERACY.RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) *Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of letters in the spelling of the word.	<p>Teacher's Guide p. 101 - Blending</p> <p>Teacher's Guide p. 148 - Beginning, Middle, and Ending Sound</p> <p>Teacher's Guide p. 200 - Blending/Decoding</p> <p>Teacher's Guide p. 271 - Cumulative Review</p> <p>Teacher's Guide p. 372 - Phoneme Addition</p> <p>Teacher's Guide p. 378 - Blending Phonemes</p> <p>Teacher's Guide p. 454 - Segmenting Phonemes</p> <p>Teacher's Guide p. 465 - Writing CVC Words</p> <p>Teacher's Guide p. 477 - Segmenting Phonemes in CVC Words</p> <p>Teacher's Guide p. 505 - Activity "Starfall Speedway"</p> <p>Teacher's Guide p. 535 - Activity</p> <p>Teacher's Guide p. 560 - Blending and Decoding</p> <p>Teacher's Guide p. 638 - Blending CVC Words</p>
CCSS.ELA-LITERACY.RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>Teacher's Guide p. 480 - Deleting and Substituting Phonemes</p> <p>Teacher's Guide p. 544 - Phoneme Substitution in Short-A Words</p> <p>Teacher's Guide p. 512 - Substitute Initial/Final Sounds in CVC Words with Short A</p> <p>Teacher's Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)</p> <p>Teacher's Guide p. 649 - Phoneme Substitution</p> <p>Teacher's Guide p. 727 - Phoneme Substitution</p> <p>Teacher's Guide p. 763 - Phoneme Substitution</p> <p>Teacher's Guide p. 788 - Phoneme Substitution of Final Sounds</p> <p>Teacher's Guide p. 792 - Phoneme Addition and Substitution</p> <p>Teacher's Guide p. 864 - Phoneme Deletion</p>

Phonics and Word Recognition

CCSS.ELA-LITERACY.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

New Mexico Standards	Starfall K ELA Alignment
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<p>CCSS.ELA-LITERACY.RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant.</p>	<p>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. 454 - Segmenting Phonemes Teacher's Guide p. 552 - See It! Say It! Spell It! Teacher's Guide p. 560 - Blending and Decoding Teacher's Guide p. 638- Blending CVC Words Weeks 1-14 - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine <i>Starfall.com: ABCs</i></p>
<p>CCSS.ELA-LITERACY.RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Teacher's Guide p. 388 - Classify Medial Vowels 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. 530 - Long A, Silent E Teacher's Guide p. 593 - Introduce Long-E Teacher's Guide p. 601 - Computer [Silent E; Vowel Teams] Teacher's Guide p. 602 - Short and Long E Teacher's Guide p. 615 - Short and Long E Teacher's Guide p. 672 - Review Initial Short O/Introduce Initial Long-O Words Teacher's Guide p. 707 - Short and Long Vowels Teacher's Guide p. 718 - Long Vowel O Teacher's Guide p. 784 - Long Vowel I Teacher's Guide p. 787- Computer <i>Fish and Me</i> and <i>Sky Ride</i> Teacher's Guide p. 856 - Long U Teacher's Guide p. 871 - Silent E</p>
<p>CCSS.ELA-LITERACY.RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>Teacher's Guide p. 50- Introduce High Frequency Words: <i>is and for</i> Teacher's Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher's Guide p. 196 - Introduce High Frequency Words: <i>and, are</i> Teacher's Guide p. 256 - Introduce High Frequency Words: <i>big, go, little, in, it</i> Teacher's Guide p. 284 - Starfall Speedway: High Frequency Words Teacher's Guide p. 374 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher's Guide p. 412 - Introduce High Frequency Words: <i>her, his, says</i> Teacher's Guide p. 454 - High Frequency Word Challenge Teacher's Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher's Guide p. 642 - High Frequency Words Teacher's Guide p. 675 - Introduce High Frequency Words: <i>give, gives, put, puts</i> Teacher's Guide p. 869 - Backpack Bear's Story Note: High-frequency words (110) are introduced and practiced throughout the curriculum.</p>

<p>CCSS.ELA-LITERACY.RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Teacher's Guide p. 388 - Classify Medial Vowels Teacher's Guide p. 513 - Word Families <i>-an</i> and <i>-at</i> Teacher's Guide p. 513 - Introduce Inflectional Ending <i>-ing</i> Teacher's Guide p. 544 - Phoneme Substitution in Short-A Words Teacher's Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Teacher's Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher's Guide p. 878 - High Frequency Word Practice Teacher's Guide p. 900 - Activity: Graph words used in <i>Get Up, Cub</i></p>
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Fluency

New Mexico Standards	Starfall ELA K Alignment
<p>CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Teacher's Guide p. 133 - Introduce <i>A Rainbow</i> Teacher's Guide p. 163 - Introduce <i>At the Park</i> Teacher's Guide pp. 204-205 - Introduce <i>At the House</i> Teacher's Guide p. 234 - Introduce <i>The Map</i> Teacher's Guide p. 262 - Introduce <i>At the Post Office</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. 555 - <i>Zac Camps: Chapter 2</i> Teacher's Guide p. 613 - Introduce <i>Peg Goes Places, Chapter 1</i> Teacher's Guide pp. 728-729 - <i>Mox's Day, Chapter 3</i> Teacher's Guide p. 818 - <i>What An Adventure! Choral Reading</i> <i>Starfall.com: "I'm Reading" - Fiction and Nonfiction</i></p>

Writing Standards

Text Types and Purposes

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><i>CCR Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>	<p>Teacher's Guide pp. 165-166 - Write about "Hat Day" Teacher's Guide p. 188 - Book Review Teacher's Guide p. 200 - Book Review Teacher's Guide p. 220 - Book Review Teacher's Guide pp. 383-384 - Write About Ruby: Part 1 & 2 Teacher's Guide p. 441- Opinion Writing Teacher's Guide p. 594 - Reasons for Opinions Teacher's Guide p. 610- Sharing Opinions and Explaining Choices Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 769 - Persuasive Writing</p>

<p>CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><i>CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	<p>Teacher's Guide p. 263 - Introduce Expository Writing Teacher's Guide p. 268 - Add Details to Expository Writings Teacher's Guide p. 273 - Introduce Expository Writing Teacher's Guide pp. 390-391 - Shared Writing: We Can Be Peaceful Teacher's Guide p. 538 - Write About Mammals Teacher's Guide p. 544 - Interviews to Gather Information Teacher's Guide p. 769 - Persuasive Writing Teacher's Guide p. 810- Shared Writing</p>
<p>CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><i>CCR Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	<p>Teacher's Guide p. 263 - Introduce Expository Writing Teacher's Guide p. 273 - Share Expository Writings Teacher's Guide p. 410 - Writing a Story: "My Pet Dog" Teacher's Guide p. 418 - Write About Experiments Teacher's Guide p. 425 - Writing a Story "My Pet Dog" Teacher's Guide p. 431 - Shared Writing Narrative Teacher's Guide p. 479 - Adding Text to Illustrations Teacher's Guide p. 552 - Informational Writing Organizer Teacher's Guide pp. 596-597- Write a Response to "The Little Red Hen" Teacher's Guide pp. 724-725 - Shared Writing About Marshmallows</p>

Production and Distribution of Writing

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.W.K.4 (Begins in grade 3)</p>	
<p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><i>CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	<p>Teacher's Guide p. 248 - Adding Details Teacher's Guide p. 254 - Descriptive Words Teacher's Guide p. 265 - Story Title Teacher's Guide p. 426 - Add to Observation Writings Teacher's Guide p. 452 - Kid Writing: Part 2 Teacher's Guide p. 594 - Reasons for Opinions Teacher's Guide p. 623 - Supporting Opinions Teacher's Guide p. 642 - Supporting Opinions Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 649 - Illustrate Opinions Teacher's Guide p. 682 - Illustrate Research Writings Teacher's Guide p. 683 - Label Shop Illustrations Teacher's Guide p. 704 - Add Details to Sentences Teacher's Guide p. 735 - Add Detail to Expand Sentences Teacher's Guide p. 770 - Complete and Share Persuasive Writings Teacher's Guide p. 876 - Editing a Sentence Teacher's Guide p. 880 - Editing a Sentence</p>

<p>CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>	<p>Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 537 - Questions About Mammals Teacher's Guide p. 563 - Publish News Article Teacher's Guide p. 567 - Illustrate News Article Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 681 - Begin Research Writing Teacher's Guide p. 682 - Illustrate Research Writing</p>
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New Mexico Standards	Starfall K ELA Alignment
<p>E.1 Kindergarten students will apply digital tools to gather, evaluate, and use information.</p>	<p>Teacher's Guide - Practice: Computer (Weeks 2 - 30) Teacher's Guide pp. 30-31 - Introduce Alphabetical Order and the Starfall Dictionary Teacher's Guide pp. 43-44 - Introduce the Computer Teacher's Guide p. 167 - Introduce George Seurat Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 537 - Questions About Mammals Teacher's Guide p. 563 - Publish News Article Teacher's Guide p. 567 - Illustrate News Article Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 681 - Begin Research Writing Teacher's Guide p. 682 - Illustrate Research Writing</p>

Research to Build and Present Knowledge

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><i>CCR Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>	<p>Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide p. 167 - Introduce Georges Seurat Teacher's Guide p. 220 - Book Review Teacher's Guide pp. 250-252 - Introduce Scientists and Inventors Teacher's Guide pp. 326-327 - Water Cycle Experiments Teacher's Guide pp. 392-393 - Kindergarten Book Club Teacher's Guide p. 431 - Shared Writing Narrative Teacher's Guide p. 521 - Mammals Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 533 - Collect Ideas for Class Article Teacher's Guide p. 537 - Questions About Mammals Teacher's Guide pp. 552-567 - Class Article Teacher's Guide p. 624 - Introduce Vincent van Gogh</p>

	<p>Teacher's Guide p. 681 - Begin Research Writing</p> <p>Teacher's Guide p. 682 - Illustrate Research Writing</p>
<p>CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>CCR Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p>	<p>Teacher's Guide p. 142 - Researching Benjamin Franklin</p> <p>Teacher's Guide p. 327 - Write About Experiments</p> <p>Teacher's Guide p. 447 - Kid Writing: Part 1</p> <p>Teacher's Guide p. 452 - Kid Writing: Part 2</p> <p>Teacher's Guide p. 537 - Questions About Mammals</p> <p>Teacher's Guide pp. 552-567 - Magic Writing Moments - Informational Article</p> <p>Teacher's Guide p. 538 - Write About Mammals</p> <p>Teacher's Guide p. 681 - Write About Wolves</p>
<p>CCSS.ELA-LITERACY.W.K.9 (Begins in grade 4)</p>	

Range of Writing

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.W.K.10 (Begins in grade 3)</p>	

Speaking and Listening

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.</p>	<p>Teacher's Guide p. 26 - Partner Share</p> <p>Teacher's Guide p. 44 - Partner Share</p> <p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</p> <p>Teacher's Guide pp. 67-68 - Introduce Kindergarten Book Club</p> <p>Teacher's Guide pp. 86-87 - Introduce "Spacing" Anchor Chart</p> <p>Teacher's Guide p. 103 - Formative Assessment</p> <p>Teacher's Guide p. 121 - Formative Assessment</p>

<p><i>CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p>	<p>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 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>CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><i>CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></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>CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>CCR Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i></p>	<p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack 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></p>

	Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert
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Presentation of Knowledge and Ideas

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>CCR Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i></p>	<p>Teacher's Guide pp. 25-26 - Introduce the Schema Anchor Chart</p> <p>Teacher's Guide pp. 202-203 - Write About Your Family</p> <p>Teacher's Guide pp. 248-260 - Adding Details</p> <p>Teacher's Guide p. 268 - Add Detail to Expository Writings</p> <p>Teacher's Guide pp. 281-282 - Our Leaders</p> <p>Teacher's Guide pp. 322-323 - Introduce the Water Cycle</p> <p>Teacher's Guide pp. 466-467 - Introduce the Solar System</p> <p>Teacher's Guide p. 720 - Prewriting: Introduce Sensory Words</p> <p>Teacher's Guide p. 723 - Use Adjectives to Describe Nouns</p> <p>Teacher's Guide pp. 724-725 - Shared Writing About Marshmallows</p> <p>Teacher's Guide pp. 781-782 - Introduce Fish</p>
<p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>CCR Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>	<p>Teacher's Guide p. 268 - Add Detail to Expository Writings</p> <p>Teacher's Guide p. 482 - Create a Model of the Solar System: Progressive Center</p> <p>Teacher's Guide p. 567 - Illustrate News Article</p> <p>Teacher's Guide p. 668 - Create/Design Shops</p> <p>Teacher's Guide p. 680 - Names for Shops</p> <p>Teacher's Guide p. 848 - Illustrate Gus and Tin Man</p> <p>Teacher's Guide p. 895 - Illustrate <i>The Butterfly Book</i></p>
<p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>CCR Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>	<p>Teacher's Guide p. 165 - Celebrate "Hat Day"</p> <p>Teacher's Guide p. 207 - Introduce Presentation Voices</p> <p>Teacher's Guide p. 238 - Introduce the Author's Chair</p> <p>Teacher's Guide p. 269 - Create an Invention</p> <p>Teacher's Guide p. 328 - Author's Chair</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide pp. 393-394 - Kindergarten Book Club</p> <p>Teacher's Guide p. 823 - Kindergarten Book Club</p> <p>Teacher's Guide pp. 840-856 - Anchor Chart Presentations</p> <p>Teacher's Guide p. 903 - Kindergarten Book Club</p>

New Mexico Standards	Starfall K ELA Alignment
<p>H.1.a Demonstrate familiarity with stories and activities related to various ethnic groups and countries.</p>	<p>Holiday Lesson Plans: Get to Know Ce'sar Cha'vez, The First English Settlement, Get to Know Squanto, Get to Know Martin Luther King, Jr., I Have a Dream</p> <p>Teacher's Guide pp. 373-374 - Get to Know Martin Luther King Jr. and Rosa Parks</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide p. 382 - Introduce <i>Ruby Goes to School</i></p>

<p>H.1 b With prompting and support: role play; make predictions; and follow oral and graphic instructions.</p>	<p>Teacher’s Guide p. 228 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 273 - Share Expository Writings Teacher’s Guide p. 505 - Read <i>Zac the Rat</i> 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. 537 - <i>Zac Cams: Making Predictions</i> Teacher’s Guide p. 555 - <i>Zac Cams: Chapter 2</i> Teacher’s Guide p. 562 - Formative Assessment Teacher’s Guide pp. 563-564 - <i>Zac Cams: Chapter 3</i> Teacher’s Guide p. 564 - Cooperation Teacher’s Guide p. 591 - Introduce <i>Peg the Hen</i> Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places, Chapter 1</i> Teacher’s Guide p. 641 - Prepare to Dramatize “Chicken Little” Teacher’s Guide pp. 642-643 - Dramatize “Chicken Little” Teacher’s Guide p. 646 - <i>Peg Goes Places, Chapter 3</i> Teacher’s Guide p. 695 - Introduce <i>Mox Jogs</i> Teacher’s Guide p. 702 - Introduce <i>Mox’s Day, Chapter 1</i> Teacher’s Guide p. 709 - <i>Mox’s Day, Chapter 2</i></p>
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Language

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.</p> <p><i>CCR 1.A-1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p>	<p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 162 - Activity Teacher’s Guide p. 233 - Activity Teacher’s Guide pp. 267-268 - Lowercase Letter Formation Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 272 - Letter Formation Teacher’s Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher’s Guide p. 383 - Review <i>Zz /z/ and Xx /x/</i> Teacher’s Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher’s Guide p. 430 - Write Uppercase and Lowercase Letters Teacher’s Guide p. 447 - Kid Writing: Part 1 Teacher’s Guide p. 535 - Activity</p>

<p>CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.</p>	<p>Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher's Guide p. 162 - Activity Teacher's Guide p. 271 - Cumulative Review Teacher's Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher's Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher's Guide p. 447 - Kid Writing: Part 1 Teacher's Guide p. 516 - Introduce Verbs with Inflectional Ending -s Teacher's Guide p. 535 - Activity Teacher's Guide pp. 557-558 - Introduce High Frequency Words: <i>all, good, what, some</i> Teacher's Guide p. 692 - Categorize Nouns and Verbs Teacher's Guide p. 694 - Verbs and Verb Endings Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 701 - Write Sentences Teacher's Guide p. 718 - List Nouns</p>
<p>CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is, for</i> Teacher's Guide pp. 108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher's Guide p. 450 - Inflectional Endings Review Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 718 - List Nouns Teacher's Guide p. 723 - Use Adjectives to Describe Nouns</p>
<p>CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>Teacher's Guide p. 383 - Ways to Be Kind Teacher's Guide p. 511 - Comprehension: Questioning Teacher's Guide p. 540 - Interview Questions Teacher's Guide p. 780 - Introduce Class Adventure Story Teacher's Guide p. 788 - Plan Class Adventure Teacher's Guide p. 788 - Add Class Adventure Details</p>
<p>CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>Teacher's Guide p. 320 - Position Words/Opposites Teacher's Guide pp. 480-481 - Positional Words and Prepositions Teacher's Guide p. 504 - Introduce High Frequency Words: <i>into, off</i> Teacher's Guide pp. 533-534 - Introduce <i>Zac Camps</i> Teacher's Guide p. 798 - Introduce High Frequency Words: <i>many, over, under</i></p>
<p>CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.</p>	<p>Teacher's Guide pp. 202-203 - Write About Your 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></p>

	<p>Teacher’s Guide p. 537 - <i>Zac Camps: Making Predictions</i> Teacher’s Guide p. 603 - <i>Writing</i> Teacher’s Guide p. 645 - <i>Supporting Opinions</i> Teacher’s Guide p. 697 - <i>Use Nouns and Verbs to Form Sentences</i> Teacher’s Guide p. 704 - <i>Add Details to Sentences</i> Teacher’s Guide p. 735 - <i>Add Detail to Expand Sentences</i></p>
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New Mexico Standards	Starfall K ELA Alignment
<p>I. Use letter formation, lines, and spaces to create a readable document.</p>	<p style="text-align: center;">Letter Formation</p> <p>Teacher’s Guide pp. 21-23 - Introduce: Bb/b Teacher’s Guide pp. 49-50- Introduce: Aa/a Teacher’s Guide pp. 88-89 - Introduce: Tt/t Teacher’s Guide p. 92 - Review Tt/t Teacher’s Guide pp. 96-97 - Introduce: Pp/p Teacher’s Guide pp. 124-125- Introduce: Ss/s Teacher’s Guide pp. 130-131 - Introduce: Mm/m Teacher’s Guide pp. 152-153- Introduce Oo/o Teacher’s Guide pp. 154-155- Introduce: Cc/k Teacher’s Guide pp. 192-193- Introduce: Rr/r Teacher’s Guide pp. 198-199- Introduce: Ll/l Teacher’s Guide pp. 224-225 - Introduce: Uu/u Teacher’s Guide pp. 229-230- Introduce: Nn/n Teacher’s Guide pp. 252-253- Introduce: Ii/i Teacher’s Guide pp. 255-256 - Introduce Gg/g Teacher’s Guide p. 267 - Lowercase Letter Formation Teacher’s Guide pp.284-285- Introduce:Dd/d Teacher’s Guide p. 288 - Review Dd/d Teacher’s Guide pp. 292-293 - Introduce Ff/f Teacher’s Guide pp. 323-324 - Introduce Hh/h Teacher’s Guide pp. 329-330- Introduce Ww/w Teacher’s Guide pp. 350-351- Introduce Ee/e Teacher’s Guide pp. 353-354 - Introduce Vv/v Teacher’s Guide pp. 376-377 - Introduce Zz/z Teacher’s Guide pp. 385-386 - Introduce Jj/j Teacher’s Guide pp. 413-414- Introduce Qq/kw Teacher’s Guide pp. 418-419 - Introduce Yy/y Teacher’s Guide pp. 423-424 - Introduce Kk/k</p> <p style="text-align: center;">Spacing</p> <p>Teacher’s Guide pp. 86-87 - Introduce “Spacing” Anchor Chart Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 165 - Write about “Hat Day” Teacher’s Guide p. 202 - Write About Your Family Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 325 - Counting Words in Sentences</p>

	<p>Teacher's Guide p. 333 - What's Wrong? Teacher's Guide p. 372 - Space Between Words Teacher's Guide p. 856 - Spaces Anchor Chart Presentation</p>
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><i>CCR 2.A-D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<p>Teacher's Guide pp. 33-34 - Introduce the Capital Letter Anchor Chart Teacher's Guide p. 42 - Where to Use Capital Letters Teacher's Guide p. 48 - Where to Use Capital Letters Teacher's Guide pp. 62-63 - Capital Letter Anchor Charts Teacher's Guide pp. 103-104 - Introduce The Writing Journal Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing Teacher's Guide p. 333 - "What's Wrong?" Teacher's Guide p. 473 - Rearrange Words to Create Sentences Teacher's Guide p. 636 - Writing Rubrics Teacher's Guide p. 791 - Capitalization and Punctuation</p>
<p>CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.</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 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>CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Teacher's Guide p. 92 - Review <i>Tt /t/</i> Teacher's Guide p. 118 - Listen for Beginning Sound Teacher's Guide pp. 152-153 - Introduce <i>Oo /o/</i> Teacher's Guide pp. 154-155 - Introduce <i>Cc /k/</i> Teacher's Guide p. 168 - Initial Sounds Teacher's Guide p. 192 - Introduce <i>Rr /r/</i> Teacher's Guide pp. 198-199 - Introduce <i>Ll /l/</i> Teacher's Guide p. 297 - Beginning and Final Sounds Teacher's Guide p. 333 - Beginning Sounds Teacher's Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /ks/</i> Teacher's Guide p. 420 - <i>Listening and Writing, Page 55</i> Teacher's Guide p. 443 - Activity Teacher's Guide p. 534 - Missing Words</p>

	<p>Teacher's Guide p. 552 - "See It! Say It! Spell It!"</p> <p>Teacher's Guide p. 555 - Activity</p> <p>Teacher's Guide p. 593 - Activity</p> <p>Teacher's Guide p. 638 - Blending CVC Words</p> <p>Teacher's Guide p. 902 - <i>Reading and Writing</i>, Page 62</p>
<p>CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Teacher's Guide p. 135 - Introduce Inventive Spelling</p> <p>Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing</p> <p>Teacher's Guide p. 208 - Writing About Animals</p> <p>Teacher's Guide pp. 264-265 - Blending Phonemes</p> <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. 384 - Write About Ruby: Part 2</p> <p>Teacher's Guide p. 418 - Write About Experiments</p> <p>Teacher's Guide p. 443 - Rhyming Words</p> <p>Teacher's Guide p. 443 - Activity</p> <p>Teacher's Guide p. 452 - Kid Writing: Part 2</p> <p>Teacher's Guide p. 465 - Writing CVC Words</p> <p>Teacher's Guide p. 518 - Write About Our Mammal Friends</p> <p>Teacher's Guide p. 638 - Blending CVC Words</p>

Knowledge of Language

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)</p>	

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><i>CCR 4 A-B Determine or clarify the meaning of</i></p>	<p>Teacher's Guide p. 43 - Introduce the Computer</p> <p>Teacher's Guide p. 57- Introduce <i>I Am Your Flag</i></p> <p>Teacher's Guide p. 249 - Introduce Homonyms</p> <p>Teacher's Guide p. 261 - Homonym Tree</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>

<i>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</i>	Teacher's Guide p. 469 - Introduce Constellations Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher's Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i>
CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -e -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Teacher's Guide pp. 442-443 - Introduce Inflectional Ending, - and -ed Teacher's Guide p. 450 - Inflectional Endings Review Teacher's Guide p. 455 - Inflectional Endings Cut and Paste Teacher's Guide p. 502 - Inflectional Endings Teacher's Guide p. 506 - Inflectional Endings Teacher's Guide pp. 513-514 - Introduce Inflectional Ending -ing Teacher's Guide p. 516 - Inflectional Endings Teacher's Guide p. 516 - Introduce Verbs with Inflectional Ending -s

With guidance and support from adults, explore word relationships and nuances in word meanings.

New Mexico Standards	Starfall K ELA Alignment
CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>CCR 5A-D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	Teacher's Guide pp. 149-150 - Introduce Colors Teacher's Guide p. 358 - Recycling/Composting Teacher's Guide p. 411 - Living and Nonliving Teacher's Guide p. 521 - Mammals Teacher's Guide p. 522 - Draw and Label Mammals Teacher's Guide p. 692 - Categorize Nouns and Verbs Teacher's Guide pp. 761-762 - Introduce Reptiles Teacher's Guide pp. 781-782 - Introduce Fish Teacher's Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates) Teacher's Guide p. 823 - Draw and Label Amphibians in a Scene Teacher's Guide pp. 843-844 - Introduce Invertebrates Teacher's Guide pp. 849-850 - Arthropods Teacher's Guide pp. 874-875 - Sink or Float?
CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Teacher's Guide pp. 565-566 - Force: Push and Pull Teacher's Guide p. 601 - Compare and Contrast Teacher's Guide p. 614 - Introduce The Wright Brothers Teacher's Guide p. 685 - Compare and Contrast Teacher's Guide p. 727 - Create Mox's Menu
CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Teacher's Guide pp. 108-109 - Review Anchor Charts/ Introduce Nouns: Names of Places Teacher's Guide p. 249 - Introduce Homonyms Teacher's Guide p. 261 - Homonym Tree Teacher's Guide pp. 564-565 - Cooperation Teacher's Guide p. 565 - Force: Push and Pull Teacher's Guide p. 728 - <i>Mox's Day</i>, Chapter 3
CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of	Teacher's Guide pp. 157-158 - Introduce <i>Mouse Paint</i>

<p>meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher's Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher's Guide p. 611- Introduce <i>Amazing Airplanes and Multiple Meanings of Words</i> Teacher's Guide pp. 695-696 - Introduce <i>Mox Jogs</i> Teacher's Guide p. 694 - Verbs and Verb Endings</p>
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New Mexico Standards	Starfall K ELA Alignment
<p>CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>CCR Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p>	<p>Teacher's Guide p. 241 - Our Community Teacher's Guide pp. 339-340 - Vocabulary Challenge Teacher's Guide p. 367 - Vocabulary Riddles Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 422 - Plant Seeds Teacher's Guide p. 423 - Activity Teacher's Guide p. 456 - Review The Earth, The Sun, The Moon Teacher's Guide p. 471 - Introduce Orion the Hunter Teacher's Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher's Guide p. 547 - Review <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates)</p>

*The standards in this document were copied directly from the *Common Core State Standards for English Language Arts: Common Core State Standards Initiative*.

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.