



## New York Kindergarten ELA Alignment to Starfall

### Literature

#### Key Ideas and Details

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> 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><b>Teacher’s Guide p. 14-15</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p><b>Teacher’s Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p><b>Teacher’s Guide pp. 67-68</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p><b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i></p> <p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide p. 159</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher’s Guide p. 429</b> - Introduce <i>We Can See!</i></p> <p><b>Teacher’s Guide p. 508</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2</p> <p><b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 756</b> - Introduce <i>The Big Hit</i></p>
<p><b>2.</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>Teacher’s Guide p. 67</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher’s Guide pp. 249-250</b> - 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><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide p. 536</b> - Story Elements  <b>Teacher’s Guide p. 559</b> - Backpack Bear Puppet  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales</i>, “The Turnip”  <b>Teacher’s Guide p. 639</b> - Introduce “Chicken Little”  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 711</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i>  <b>Teacher’s Guide pp. 765-766</b> - Story Element Cards</p>
<p><b>3.</b> 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><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 151</b> - Introduce Characters  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “<i>Mr. Bunny’s Carrot Soup</i>”  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 536</b> - Story Elements  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, “The Turnip”  <b>Teacher’s Guide pp. 595-596</b> - Introduce Starfall’s “The Little Red Hen”  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 765</b> - Story Element Cards  <b>Teacher’s Guide p. 782</b> - Introduce <i>Swimmy</i>  <b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>

**Craft and Structure**

New York Standards	Starfall K ELA Alignment
<p><b>4.</b> Ask and answer questions about unknown words in a text.</p>	<p><b>Teacher’s Guide pp. 35-36</b> - Introduce the Star Word Wall  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></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><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide pp. 564-565</b> - Cooperation  <b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p><b>5.</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><i>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.</i></p>	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i>  <b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher’s Guide pp. 120-121</b> - Introduce Seasons  <b>Teacher’s Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i>  <b>Teacher’s Guide p. 334</b> - Computer  <b>Teacher’s Guide p. 436</b> - Shining Star Awards  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 569</b> - Mammals  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i>  <b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1  <b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day</i>, Chapter 1  <b>Teacher’s Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book  <b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i>  <b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>, Chapter 1  <b>Starfall.com:</b> Songs &amp; Rhymes - “Selected Nursery Rhymes”  <b>Starfall.com:</b> I’m Reading - “Chinese Fables”  <b>Starfall.com:</b> I’m Reading - “Comics”  <b>Starfall.com:</b> I’m Reading - “Greek Myths”  <b>Starfall.com:</b> I’m Reading - “Folk Tales”</p>
<p><b>6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><i>CCR Assess how point of view or purpose shapes the content and style of a text.</i></p>	<p><b>Teacher’s Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator  <b>Teacher’s Guide p. 16</b> - Introduce Top and Bottom  <b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast</p>

	<p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i></p> <p><b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i></p> <p><b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i></p> <p><b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p> <p><b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>, Chapter 1</p>
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**Integration of Knowledge and Ideas**

New York Standards	Starfall K ELA Alignment
<p>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><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i></p> <p><b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir</p> <p><b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher’s Guide pp. 528-567</b> - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article</p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven</p> <p><b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i></p> <p><b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p><b>Teacher’s Guide pp. 668-683</b> - Magic Writing Moments - Create/Design Shops</p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide pp. 820-822</b> - Classify Animals with Backbones (Vertebrates)</p> <p><b>Starfall.com:</b> “Backpack Bear’s Books”</p> <p><b>Starfall.com:</b> “Talking Library”</p>

	<p><b>Starfall.com:</b> “It’s Fun to Read”  <b>Starfall.com:</b> “I’m Reading”</p>
<p><b>8.</b> (Not applicable to literature)</p>	
<p><b>9.</b> 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><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide p. 159</b> - Rhyming Words  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher’s Guide pp. 232-234</b> - Introduce <i>Me on the Map</i> and <i>The Map</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 303 304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide p. 382</b> - Introduce <i>Ruby Goes to School</i>  <b>Teacher’s Guide pp. 514-515</b> - Conflict and Resolution  <b>Teacher’s Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3  <b>Teacher’s Guide p. 599</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>  <b>Teacher’s Guide pp. 645-646</b> - Introduce <i>Hen</i>  <b>Teacher’s Guide p. 674</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher’s Guide pp. 678-679</b> - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>
<p><b>a.</b> With prompting and support, students will make cultural connections to text and self.</p>	<p><b>Holiday Lesson Plans:</b>  Get to Know Ce’sar Cha’vez  Get to Know Squanto  Thanksgiving Then and Now  Get to Know Martin Luther King, Jr.  I Have a Dream  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce A Young Hero  <b>Teacher’s Guide p. 382</b> - Introduce <i>Ruby Goes to School</i></p>

**Range of Reading and Level of Text Complexity**

New York Standards	Starfall K ELA Alignment
<p><b>10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><i>CCR Read and comprehend complex literary and</i></p>	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i>  <b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom</i></p>

<p><i>informational texts independently and proficiently.</i></p>	<p><i>Boom</i>  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide p. 298</b> - Voting  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 533- 534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i> Making Predictions  <b>Teacher’s Guide p. 639</b> - Introduce <i>Chicken Little</i></p>
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**Responding to Literature**

New York Standards	Starfall K ELA Alignment
<p><b>11.</b> With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p><b>Teacher’s Guide pp. 34-35</b> - Nighttime and Daytime  <b>Teacher’s Guide p. 121</b> - Formative Assessment  <b>Teacher’s Guide p. 122</b> - Formative Assessment  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>/ Formative Assessment  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 203</b> - Formative Assessment  <b>Teacher’s Guide p. 204</b> - Introduce <i>At the House</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 233</b> - Formative Assessment  <b>Teacher’s Guide p. 237</b> - Write About Community Helpers  <b>Teacher’s Guide p. 241</b> - Our Community  <b>Teacher’s Guide p. 258</b> - Inventions of Long Ago  <b>Teacher’s Guide p. 282</b> - Formative Assessment  <b>Teacher’s Guide p. 299</b> - Voting Decision Activity  <b>Teacher’s Guide p. 332</b> - Formative Assessment  <b>Teacher’s Guide p. 357</b> - Formative Assessment  <b>Teacher’s Guide p. 363</b> - How We Protect Our Environment  <b>Teacher’s Guide p. 381</b> - Formative Assessment  <b>Teacher’s Guide p. 390</b> - Shared Writing: We Can Be Peaceful  <b>Teacher’s Guide p. 437</b> - Day and Night  <b>Teacher’s Guide pp. 565-566</b> - Force: Push or Pull</p>

	<p><b>Teacher’s Guide p. 596</b> - Write a Response to “The Little Red Hen”</p> <p><b>Teacher’s Guide p. 618</b> - Preview <i>Peg Goes Places</i>, Chapter 2</p> <p><b>Teacher’s Guide p. 628</b> - A Plane Ride</p> <p><b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i></p> <p><b>Teacher’s Guide p. 719</b> - Introduce How I Know My World: A Book about the Senses</p> <p><b>Teacher’s Guide p. 790</b> - Introduce Tin Man Sits</p> <p><b>Teacher’s Guide p. 795</b> - Formative Assessment</p> <p><b>Teacher’s Guide pp. 849-850</b> - Arthropods</p> <p><b>Teacher’s Guide p. 845</b> - Introduce <i>Anansi the Spider</i></p>
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### Informational Text

#### Key Ideas and Details

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p><b>Teacher’s Guide pp. 137-138</b> - Introduce <i>Benjamin Franklin</i></p> <p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 151</b> - Introduce Characters</p> <p><b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i></p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i></p> <p><b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i></p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles</p> <p><b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i></p> <p><b>Teacher’s Guide pp. 781-782</b> - Introduce Fish</p> <p><b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p> <p><b>Teacher’s Guide pp. 864-865</b> - Insects</p> <p><b>Teacher’s Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p>
<p><b>2.</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle</p> <p><b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p>



	<p><b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination</p> <p><b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide pp. 519-520</b> - <i>Backpack Bear's Mammal Book</i> (Part Two)</p> <p><b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p>
<p><b>3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p><b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today Is Monday</i> by Eric Carle and Days of the Week</p> <p><b>Teacher's Guide pp. 136-137</b> - Introduce <i>Benjamin Franklin</i></p> <p><b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 428-429</b> - The Oxygen Cycle and Pollination</p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide p. 521</b> - Mammals</p> <p><b>Teacher's Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p> <p><b>Teacher's Guide pp. 849-850</b> - Arthropods</p>

**Craft and Structure**

New York Standards	Starfall K ELA Alignment
<p><b>4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 20</b> - President's Day</p> <p><b>Teacher's Guide Seasonal Holidays p. 23</b> - Earth Day</p> <p><b>Teacher's Guide Seasonal Holidays p. 26</b> - Memorial Day</p> <p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i></p> <p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle</p> <p><b>Teacher's Guide pp. 339-340</b> - Vocabulary Challenge</p> <p><b>Teacher's Guide p. 367</b> - Vocabulary Riddles</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p>



	<p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 547</b> - Review <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i>  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>
<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 139-140</b> -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher’s Guide pp. 733-734</b> - Introduce Helen Keller  <b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>

**Integration of Knowledge and Ideas**

New York Standards	Starfall K ELA Alignment
<p>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).</p>	<p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 214</b> - Introduce <i>A House in a Tree</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 295 -296</b> -Introduce Abraham Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir</p>

	<p><b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide p. 521</b> - Mammals</p> <p><b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p> <p><b>Teacher's Guide pp. 894-895</b> - <i>The Butterfly Book</i>/Illustrate <i>The Butterfly Book</i></p>
<p><b>8.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i></p> <p><b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide p. 569</b> - Mammals</p> <p><b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i></p> <p><b>Teacher's Guide p. 644</b> - Introduce <i>Penguin, Penguin</i></p> <p><b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>
<p><b>9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>Teacher's Guide pp. 133, 139-140</b> - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher's Guide pp. 232/234</b> - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i></p> <p><b>Teacher's Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher's Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher's Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher's Guide pp. 864-865</b> - Insects</p> <p><b>Teacher's Guide p. 877</b> - Honeybees</p>

**Range of Reading and Level of Text Complexity**

New York Standards	Starfall K ELA Alignment
<p><b>10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i></p> <p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i></p> <p><b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p>

	<p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher’s Guide p. 356</b> - Get to Know John Muir</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i></p> <p><b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p><b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p> <p><b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p>
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### Foundational Skills

#### Print Concepts

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Follow words from left to right, top to bottom, and page by page.</p>	<p><b>Teacher’s Guide p. 16</b> - Introduce Top and Bottom</p> <p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide p. 66</b> - <i>A Computer</i> Sequencing Activity</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 162</b> - Computer - It’s Fun to Read/Learn to Read</p> <p><b>Teacher’s Guide p. 211</b> - Words in a Sentence</p> <p><b>Teacher’s Guide p. 366</b> - Sequence <i>The Bottle in the River</i></p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p>
<p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>Teacher’s Guide p. 35</b> - Review Sounds</p> <p><b>Teacher’s Guide p. 48</b> - Difference Between a Letter and a Word</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 110</b> - At School “Color by Word”</p> <p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 162</b> - Activity “Word Shapes”</p> <p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 213</b> - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p><b>Teacher’s Guide p. 228</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Word Search</p>

<p><b>c.</b> Understand that words are separated by spaces in print.</p>	<p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart  <b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 165</b> - Write about “Hat Day”  <b>Teacher’s Guide p. 202</b> - Write About Your Family  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide p. 325</b> - Counting Words in Sentences  <b>Teacher’s Guide p. 333</b> - What’s Wrong?  <b>Teacher’s Guide p. 372</b> - Space Between Words  <b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
<p><b>d</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet  <b>Teacher’s Guide pp. 17-18</b> - Introduce Upper and Lowercase Letters of the Alphabet  <b>Teacher’s Guide p. 104</b> - Activity  <b>Teacher’s Guide p. 197</b> - Activity “Alphabet Avenue”  <b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher’s Guide p. 438</b> - Celebrate the Letters and Sounds of the Alphabet  <b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition  <b>Starfall.com:</b> ABCs  <b>Starfall.com:</b> ABC Rhymes</p>

**Phonological Awareness**

New York Standards	Starfall K ELA Alignment
<p><b>2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Recognize and produce rhyming words.</p>	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i>  <b>Teacher’s Guide p. 59</b> - Rhyming Words  <b>Teacher’s Guide p. 91</b> - Rhyming  <b>Teacher’s Guide p. 123</b> - Rhyming Words  <b>Teacher’s Guide p. 226</b> - Rhyming Words  <b>Teacher’s Guide p. 239</b> - Rhyming Words  <b>Teacher’s Guide p. 300</b> - Rhyming  <b>Teacher’s Guide p. 301</b> - Rhyming Words  <b>Teacher’s Guide p. 329</b> - Listen for Rhyming Words  <b>Teacher’s Guide p. 362</b> - Rhyming Words  <b>Teacher’s Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher’s Guide p. 415</b> - Rhyming Words  <b>Teacher’s Guide p. 425</b> - Rhyming Words  <b>Teacher’s Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher’s Guide p. 567</b> - Rhyming Words  <b>Starfall.com:</b> Backpack Bear’s ABC Rhymes  <b>Starfall.com:</b> Selected Nursery Rhymes</p>
<p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Teacher’s Guide p. 21</b> - Syllables  <b>Teacher’s Guide p. 84</b> - Favorite Kind of Weather</p>

	<p><b>Teacher’s Guide p. 154</b> - Review Syllables  <b>Teacher’s Guide p. 352</b> - Syllabication  <b>Teacher’s Guide p. 463</b> - Segmenting Syllables  <b>Teacher’s Guide p. 563</b> - Syllables</p>
<p><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>Teacher’s Guide p. 64</b> - Blending Onsets and Rimes  <b>Teacher’s Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher’s Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 390</b> - Blend Onsets-Rimes  <b>Teacher’s Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher’s Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <b>Starfall.com:</b> “Word Machines”  <b>Starfall.com:</b> “Learn to Read”</p>
<p><b>d.</b> 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/.)</p>	<p><b>Teacher’s Guide p. 101</b> - Blending  <b>Teacher’s Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher’s Guide p. 200</b> - Blending/Decoding  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 378</b> - Blending Phonemes  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 477</b> - Segmenting Phonemes in CVC Words  <b>Teacher’s Guide p. 505</b> - Activity “Starfall Speedway”  <b>Teacher’s Guide p. 535</b> - Activity  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
<p><b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>Teacher’s Guide p. 480</b> - Deleting and Substituting Phonemes  <b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds ( <i>-ell, -all, -ed, -et</i>)  <b>Teacher’s Guide p. 649</b> - Phoneme Substitution  <b>Teacher’s Guide p. 727</b> - Phoneme Substitution  <b>Teacher’s Guide p. 763</b> - Phoneme Substitution  <b>Teacher’s Guide p. 788</b> - Phoneme Substitution of Final Sounds  <b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution  <b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p>

\*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

**Phonics and Word Recognition**

<b>New York Standards</b>	<b>Starfall K ELA Alignment</b>
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<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p><b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 358</b> - Review Sounds  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It!  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b>- Blending CVC Words  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>
<p><b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels  <b>Teacher’s Guide p. 502</b> - Review Vowels  <b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words  <b>Teacher’s Guide p. 530</b> - Long A, Silent E  <b>Teacher’s Guide p. 593</b> - Introduce Long-E  <b>Teacher’s Guide p. 601</b> - Computer [Silent E; Vowel Teams]  <b>Teacher’s Guide p. 602</b> - Short and Long E  <b>Teacher’s Guide p. 615</b> - Short and Long E  <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words  <b>Teacher’s Guide p. 707</b> - Short and Long Vowels  <b>Teacher’s Guide p. 718</b> - Long Vowel O  <b>Teacher’s Guide p. 784</b> - Long Vowel I  <b>Teacher’s Guide p. 787</b>- Computer <i>Fish and Me</i> and <i>Sky Ride</i>  <b>Teacher’s Guide p. 856</b> - Long U  <b>Teacher’s Guide p. 871</b> - Silent E</p>
<p><b>c.</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><b>Teacher’s Guide p. 50</b>- Introduce High Frequency Words: <i>is</i> and <i>for</i>  <b>Teacher’s Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i>  <b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i>  <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i>  <b>Teacher’s Guide p. 284</b> - Starfall Speedway: High Frequency Words  <b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i>  <b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i>  <b>Teacher’s Guide p. 454</b> - High Frequency Word Challenge  <b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <b>Teacher’s Guide p. 642</b> - High Frequency Words  <b>Teacher’s Guide p. 675</b> - Introduce High Frequency Words: <i>give, gives, put, puts</i>  <b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story  <b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.</p>

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

New York Standards	Starfall K ELA Alignment
<p><b>4.</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide pp. 204-205</b> - Introduce <i>At the House</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher’s Guide p. 294</b> - Introduce <i>Come Vote with Me</i>  <b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher’s Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2  <b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1  <b>Teacher’s Guide pp. 728-729</b> - <i>Mox’s Day</i>, Chapter 3  <b>Teacher’s Guide p. 818</b> - <i>What An Adventure!</i> Choral Reading  <b>Starfall.com: “I’m Reading”</b> - Fiction and Nonfiction</p>

**Writing**

**Text Types and Purposes**

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> 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 (<i>e.g., 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><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”  <b>Teacher’s Guide p. 188</b> - Book Review  <b>Teacher’s Guide p. 200</b> - Book Review  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; 2  <b>Teacher’s Guide p. 441</b>- Opinion Writing  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 610</b>- Sharing Opinions and Explaining Choices  <b>Teacher’s Guide p. 645</b> - Supporting Opinions</p>



	<b>Teacher’s Guide p. 769</b> - Persuasive Writing
<p><b>2.</b> 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><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings  <b>Teacher’s Guide p. 273</b> - Introduce Expository Writing  <b>Teacher’s Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 769</b> - Persuasive Writing  <b>Teacher’s Guide p. 810</b>- Shared Writing</p>
<p><b>3.</b> 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><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations  <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer  <b>Teacher’s Guide pp. 596-597</b>- Write a Response to “The Little Red Hen”  <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p>

**Production and Distribution of Writing**

New York Standards	Starfall K ELA Alignment
<b>4.</b> (Begins in grade 3)	
<p><b>5.</b> 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><b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 265</b> - Story Title  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 623</b> - Supporting Opinions  <b>Teacher’s Guide p. 642</b> - Supporting Opinions  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 649</b> - Illustrate Opinions  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writings  <b>Teacher’s Guide p. 683</b> - Label Shop Illustrations  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings  <b>Teacher’s Guide p. 876</b> - Editing a Sentence  <b>Teacher’s Guide p. 880</b> - Editing a Sentence</p>

<p><b>6.</b> 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><b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide p. 563</b> - Publish News Article  <b>Teacher’s Guide p. 567</b> - Illustrate News Article  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>
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**Research to Build and Present Knowledge**

New York Standards	Starfall K ELA Alignment
<p><b>7.</b> 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><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 326-327</b> - Water Cycle Experiments  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 533</b> - Collect Ideas for Class Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide pp. 552-567</b> - Class Article  <b>Teacher’s Guide p. 624</b> - Introduce Vincent van Gogh  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>
<p><b>8.</b> 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><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide pp. 552-567</b> - Magic Writing Moments - Informational Article  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 681</b> - Write About Wolves</p>
<p><b>9.</b> (Begins in grade 4)</p>	

**Range of Writing**

New York Standards	Starfall K ELA Alignment
<p><b>10.</b> (Begins in grade 3)</p>	

## Responding to Literature

New York Standards	Starfall K ELA Alignment
<p><b>11.</b> Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p><b>Teacher’s Guide p. 47</b> - Formative Assessment  <b>Teacher’s Guide p. 103</b> - Formative Assessment  <b>Teacher’s Guide p. 122</b> - Introduce Cloudy With a Chance of Meatballs  <b>Teacher’s Guide p. 207</b> - Formative Assessment  <b>Teacher’s Guide p. 212</b> - Formative Assessment  <b>Teacher’s Guide p. 228</b> - Formative Assessment  <b>Teacher’s Guide p. 269</b> - Formative Assessment  <b>Teacher’s Guide p. 273</b> - Formative Assessment  <b>Teacher’s Guide p. 328</b> - Author’s Chair  <b>Teacher’s Guide p. 335</b> - Formative Assessment  <b>Teacher’s Guide p. 337</b> - Formative Assessment  <b>Teacher’s Guide p. 360</b> - Formative Assessment  <b>Teacher’s Guide p. 364</b> - Author’s Chair  <b>Teacher’s Guide p. 472</b> - Formative Assessment  <b>Teacher’s Guide p. 482</b> - Create a Model of the Solar System: Progressive Center  <b>Teacher’s Guide p. 483</b> - Formative Assessment  <b>Teacher’s Guide p. 511</b> - Formative Assessment  <b>Teacher’s Guide p. 543</b> - Author’s Chair  <b>Teacher’s Guide p. 559</b> - Backpack Bear Puppet  <b>Teacher’s Guide p. 562</b> - Formative Assessment  <b>Teacher’s Guide p. 567</b> - Illustrate News Article  <b>Teacher’s Guide p. 628</b> - Formative Assessment  <b>Teacher’s Guide pp. 642-643</b> - Dramatize “Chicken Little” / Formative Assessment  <b>Teacher’s Guide p. 709</b> - Formative Assessment  <b>Teacher’s Guide p. 735</b> - Make a Birthday Card for Mox  <b>Teacher’s Guide p. 796</b> - Beach Day Presentations  <b>Teacher’s Guide p. 848</b> - Formative Assessment  <b>Teacher’s Guide p. 856</b> - Dramatize Anansi the Spider  <b>Teacher’s Guide p. 891</b> - Formative Assessment  <b>Teacher’s Guide p. 901</b> - Formative Assessment</p>

## Speaking and Listening

### Comprehension and Collaboration

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i></p>	<p><b>Teacher’s Guide p. 26</b> - Partner Share  <b>Teacher’s Guide p. 44</b> - Partner Share</p>

<p>with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>b.</b> Continue a conversation through multiple exchanges.</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><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</p> <p><b>Teacher's Guide pp. 67-68</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher's Guide pp. 86-87</b> - Introduce "Spacing" Anchor Chart</p> <p><b>Teacher's Guide p. 103</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 121</b> - Formative Assessment</p> <p><b>Teacher's Guide p. 126</b> - Formative Assessment</p> <p><b>Teacher's Guide pp. 137-138</b> - Introduce Benjamin Franklin</p> <p><b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher's Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher's Guide p. 207</b> - Introduce Presentation Voices</p> <p><b>Teacher's Guide p. 238</b> - Introduce the Author's Chair</p> <p><b>Teacher's Guide pp. 258-259</b> - Inventions of Long Ago</p> <p><b>Teacher's Guide p. 269</b> - Create an Invention</p> <p><b>Teacher's Guide p. 273</b> - Share Expository Writings</p> <p><b>Teacher's Guide p. 328</b> - Author's Chair</p> <p><b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle</p> <p><b>Teacher's Guide p. 364</b> - Author's Chair</p> <p><b>Teacher's Guide p. 381</b> - Formative Assessment</p> <p><b>Teacher's Guide pp. 382-383</b> - Write About Ruby: Part 1 (Partner share)</p> <p><b>Teacher's Guide p. 388</b> - Author's Chair</p> <p><b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2 (Partner share)</p> <p><b>Teacher's Guide p. 788</b> - Plan Class Adventure</p> <p><b>Teacher's Guide p. 845</b> - Prepare Anchor Chart Presentations</p> <p><b>Teacher's Guide p. 849</b> - Schema Anchor Chart Presentation</p> <p><b>Teacher's Guide p. 852</b> - Capital Letter Anchor Chart Presentation</p> <p><b>Teacher's Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
<p><b>c.</b> Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p><b>Teacher's Guide p. 121</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 128</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 153</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 193</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 203</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 233</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 324</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 382</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 386</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 436</b> - Beginning and Ending Sounds - ELL</p> <p><b>Teacher's Guide p. 536</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 586</b> - ELL</p> <p><b>Teacher's Guide p. 597</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 628</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 636</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 646</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 681</b> - ELL</p> <p><b>Teacher's Guide p. 719</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 756</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 760</b> - Formative Assessment - ELL</p> <p><b>Teacher's Guide p. 766</b> - Formative Assessment - ELL</p>

	<p><b>Teacher's Guide p. 789</b> - Formative Assessment - ELL  <b>Teacher's Guide p. 841</b> - Formative Assessment - ELL  <b>Teacher's Guide p. 865</b> - Formative Assessment - ELL  <b>Teacher's Guide p. 891</b> - Formative Assessment - ELL</p>
<p><b>2.</b> 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><b>Teacher's Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i>  <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i>  <b>Teacher's Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher's Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher's Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher's Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher's Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher's Guide pp. 295-296</b> - Introduce Abraham Lincoln  <b>Teacher's Guide pp. 456-457</b> - Review The Earth, The Sun, The Moon  <b>Teacher's Guide p. 511</b> - Comprehension: Questioning  <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles</p>
<p><b>3.</b> 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><b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide p. 119</b> - Introduce Weather  <b>Teacher's Guide pp. 125-126</b> - Introduce Cause and Effect  <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher's Guide p. 273</b> - Share Expository Writings  <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide p. 544</b> - Interviews to Gather Information  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert</p>

**Presentation of Knowledge and Ideas**

New York Standards	Starfall K ELA Alignment
<p><b>4.</b> 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><b>Teacher's Guide pp. 25-26</b> - Introduce the Schema Anchor Chart  <b>Teacher's Guide pp. 202-203</b> - Write About Your Family  <b>Teacher's Guide pp. 248-260</b> - Adding Details  <b>Teacher's Guide p. 268</b> - Add Detail to Expository Writings  <b>Teacher's Guide pp. 281-282</b> - Our Leaders  <b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher's Guide pp. 466-467</b> - Introduce the Solar System  <b>Teacher's Guide p. 720</b> - Prewriting: Introduce Sensory Words  <b>Teacher's Guide p. 723</b> - Use Adjectives to Describe Nouns  <b>Teacher's Guide pp. 724-725</b> - Shared Writing About</p>

	Marshmallows <b>Teacher's Guide pp. 781-782</b> - Introduce Fish
<p><b>5.</b> 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><b>Teacher's Guide p. 268</b> - Add Detail to Expository Writings  <b>Teacher's Guide p. 482</b> - Create a Model of the Solar System: Progressive Center  <b>Teacher's Guide p. 567</b> - Illustrate News Article  <b>Teacher's Guide p. 668</b> - Create/Design Shops  <b>Teacher's Guide p. 680</b> - Names for Shops  <b>Teacher's Guide p. 848</b> - Illustrate Gus and Tin Man  <b>Teacher's Guide p. 895</b> - Illustrate <i>The Butterfly Book</i></p>
<p><b>6.</b> 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><b>Teacher's Guide p. 165</b> - Celebrate "Hat Day"  <b>Teacher's Guide p. 207</b>- Introduce Presentation Voices  <b>Teacher's Guide p. 238</b> - Introduce the Author's Chair  <b>Teacher's Guide p. 269</b> - Create an Invention  <b>Teacher's Guide p. 328</b>- Author's Chair  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 393-394</b> - Kindergarten Book Club  <b>Teacher's Guide p. 823</b> - Kindergarten Book Club  <b>Teacher's Guide pp. 840-856</b> - Anchor Chart Presentations  <b>Teacher's Guide p. 903</b> - Kindergarten Book Club</p>

## Language

### Conventions of Standard English

New York Standards	Starfall K ELA Alignment
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> 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><b>Teacher's Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher's Guide p. 162</b> - Activity  <b>Teacher's Guide p. 233</b> - Activity  <b>Teacher's Guide pp. 267-268</b> - Lowercase Letter Formation  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 272</b> - Letter Formation  <b>Teacher's Guide pp. 323-324</b> - Introduce <i>Hh/h/</i>  <b>Teacher's Guide p. 383</b> - Review <i>Zz /z/ and Xx /x/</i>  <b>Teacher's Guide pp. 385-386</b> - Introduce <i>Jj/j/</i>  <b>Teacher's Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher's Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher's Guide p. 535</b> - Activity</p>
<p><b>b.</b> Use frequently occurring nouns and verbs.</p>	<p><b>Teacher's Guide pp. 50-51</b> - Introduce High Frequency Words:</p>

	<p><i>is</i> and <i>for</i></p> <p><b>Teacher’s Guide p. 162</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i></p> <p><b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i></p> <p><b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1</p> <p><b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p> <p><b>Teacher’s Guide p. 535</b> - Activity</p> <p><b>Teacher’s Guide pp. 557-558</b> - Introduce High Frequency Words: <i>all, good, what, some</i></p> <p><b>Teacher’s Guide p. 692</b> - Categorize Nouns and Verbs</p> <p><b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings</p> <p><b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p> <p><b>Teacher’s Guide p. 701</b> - Write Sentences</p> <p><b>Teacher’s Guide p. 718</b> - List Nouns</p>
<p><b>c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i></p> <p><b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places</p> <p><b>Teacher’s Guide p. 450</b> - Inflectional Endings Review</p> <p><b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p> <p><b>Teacher’s Guide p. 718</b> - List Nouns</p> <p><b>Teacher’s Guide p. 723</b> - Use Adjectives to Describe Nouns</p>
<p><b>d.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p><b>Teacher’s Guide p. 383</b> - Ways to Be Kind</p> <p><b>Teacher’s Guide p. 511</b> - Comprehension: Questioning</p> <p><b>Teacher’s Guide p. 540</b> - Interview Questions</p> <p><b>Teacher’s Guide p. 780</b> - Introduce Class Adventure Story</p> <p><b>Teacher’s Guide p. 788</b> - Plan Class Adventure</p> <p><b>Teacher’s Guide p. 788</b> - Add Class Adventure Details</p>
<p><b>e.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p><b>Teacher’s Guide p. 320</b> - Position Words/Opposites</p> <p><b>Teacher’s Guide pp. 480-481</b> - Positional Words and Prepositions</p> <p><b>Teacher’s Guide p. 504</b> - Introduce High Frequency Words: <i>into, off</i></p> <p><b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher’s Guide p. 798</b> - Introduce High Frequency Words: <i>many, over, under</i></p>
<p><b>f.</b> Produce and expand complete sentences in shared language activities.</p>	<p><b>Teacher’s Guide pp. 202-203</b> - Write About Your Family</p> <p><b>Teacher’s Guide p. 208</b> - Writing About Animals</p> <p><b>Teacher’s Guide p. 248</b> - Adding Details</p> <p><b>Teacher’s Guide p. 254</b> - Descriptive Words</p> <p><b>Teacher’s Guide p. 337</b> - Shared Oral Story</p> <p><b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2</p> <p><b>Teacher’s Guide p. 479</b> - <i>Backpack Bear’s Starry Adventure Story</i></p> <p><b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions</p>



	<p><b>Teacher’s Guide p. 603</b> - Writing</p> <p><b>Teacher’s Guide p. 645</b> - Supporting Opinions</p> <p><b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences</p> <p><b>Teacher’s Guide p. 704</b> - Add Details to Sentences</p> <p><b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences</p>
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New York Standards	Starfall K ELA Alignment
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> 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><b>Teacher’s Guide pp. 33-34</b> - Introduce the Capital Letter Anchor Chart</p> <p><b>Teacher’s Guide p. 42</b> - Where to Use Capital Letters</p> <p><b>Teacher’s Guide p. 48</b> - Where to Use Capital Letters</p> <p><b>Teacher’s Guide pp. 62-63</b> - Capital Letter Anchor Charts</p> <p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 333</b> - “What’s Wrong?”</p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>
<p><b>b.</b> Recognize and name end punctuation.</p>	<p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”</p> <p><b>Teacher’s Guide p. 537</b> - Punctuation Detectives</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p> <p><b>Teacher’s Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p><b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p><b>Teacher’s Guide p. 92</b> - Review <i>Tt /t/</i></p> <p><b>Teacher’s Guide p. 118</b> - Listen for Beginning Sound</p> <p><b>Teacher’s Guide pp. 152-153</b> - Introduce <i>Oo /o/</i></p> <p><b>Teacher’s Guide pp. 154-155</b> - Introduce <i>Cc /k/</i></p> <p><b>Teacher’s Guide p. 168</b> - Initial Sounds</p> <p><b>Teacher’s Guide p. 192</b> - Introduce <i>Rr /r/</i></p> <p><b>Teacher’s Guide pp. 198-199</b> - Introduce <i>Ll /l/</i></p> <p><b>Teacher’s Guide p. 297</b> - Beginning and Final Sounds</p> <p><b>Teacher’s Guide p. 333</b> - Beginning Sounds</p> <p><b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /ks/</i></p> <p><b>Teacher’s Guide p. 420</b> - <i>Listening and Writing</i>, Page 55</p> <p><b>Teacher’s Guide p. 443</b> - Activity</p>

	<p><b>Teacher’s Guide p. 534</b> - Missing Words  <b>Teacher’s Guide p. 552</b> - “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 555</b> - Activity  <b>Teacher’s Guide p. 593</b> - Activity  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Teacher’s Guide p. 902</b> - <i>Reading and Writing</i>, Page 62</p>
<p><b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 299</b> - Write About Voting Choices  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 443</b> - Rhyming Words  <b>Teacher’s Guide p. 443</b> - Activity  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>

**Knowledge of Language**

New York Standards	Starfall K ELA Alignment
<p><b>3.</b> (L.K.3 begins in grade 2)</p>	

**Vocabulary Acquisition and Use**

New York Standards	Starfall K ELA Alignment
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>a.</b> 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 unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,</i></p>	<p><b>Teacher’s Guide p. 43</b> - Introduce the Computer  <b>Teacher’s Guide p. 57</b>- Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide p. 249</b> - Introduce Homonyms  <b>Teacher’s Guide p. 261</b> - Homonym Tree  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 469</b> - Introduce Constellations  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p>

<i>and consulting general and specialized reference materials, as appropriate.</i>	
<b>b.</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<b>Teacher’s Guide pp. 442-443</b> - Introduce Inflectional Ending, -s and -ed <b>Teacher’s Guide p. 450</b> - Inflectional Endings Review <b>Teacher’s Guide p. 455</b> - Inflectional Endings Cut and Paste <b>Teacher’s Guide p. 502</b> - Inflectional Endings <b>Teacher’s Guide p. 506</b> - Inflectional Endings <b>Teacher’s Guide pp. 513-514</b> - Introduce Inflectional Ending <i>-ing</i> <b>Teacher’s Guide p. 516</b> - Inflectional Endings <b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s

New York Standards	Starfall K ELA Alignment
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><i>CCR 5A-D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	<b>Teacher’s Guide pp. 149-150</b> - Introduce Colors <b>Teacher’s Guide p. 358</b> - Recycling/Composting <b>Teacher’s Guide p. 411</b> - Living and Nonliving <b>Teacher’s Guide p. 521</b> - Mammals <b>Teacher’s Guide p. 522</b> - Draw and Label Mammals <b>Teacher’s Guide p. 692</b> - Categorize Nouns and Verbs <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles <b>Teacher’s Guide pp. 781-782</b> - Introduce Fish <b>Teacher’s Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates) <b>Teacher’s Guide p. 823</b> - Draw and Label Amphibians in a Scene <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates <b>Teacher’s Guide pp. 849-850</b> - Arthropods <b>Teacher’s Guide pp. 874-875</b> - Sink or Float?
<b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>Teacher’s Guide pp. 565-566</b> - Force: Push and Pull <b>Teacher’s Guide p. 601</b> - Compare and Contrast <b>Teacher’s Guide p. 614</b> - Introduce The Wright Brothers <b>Teacher’s Guide p. 685</b> - Compare and Contrast <b>Teacher’s Guide p. 727</b> - Create Mox’s Menu
<b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/ Introduce Nouns: Names of Places <b>Teacher’s Guide p. 249</b> - Introduce Homonyms <b>Teacher’s Guide p. 261</b> - Homonym Tree <b>Teacher’s Guide pp. 564-565</b> - Cooperation <b>Teacher’s Guide p. 565</b> - Force: Push and Pull <b>Teacher’s Guide p. 728</b> - <i>Mox’s Day</i> , Chapter 3
<b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march</i> ,	<b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i> <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>

<p>strut, prance) by acting out the meanings.</p>	<p><b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 611</b>- Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 695-696</b> - Introduce <i>Mox Jogs</i>  <b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings</p>
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New York Standards	Starfall K ELA Alignment
<p><b>6.</b> 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><b>Teacher’s Guide p. 241</b> - Our Community  <b>Teacher’s Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 422</b> - Plant Seeds  <b>Teacher’s Guide p. 423</b> - Activity  <b>Teacher’s Guide p. 456</b> - Review The Earth, The Sun, The Moon  <b>Teacher’s Guide p. 471</b> - Introduce Orion the Hunter  <b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 547</b> - Review Backpack Bear’s Mammal Book  <b>Teacher’s Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates)</p>

\*The standards in this document were copied directly from the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy*.

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.