## North Carolina State
English Language Arts Standard Course of Study
Alignment to Starfall

### READING: LITERATURE

**CCR Anchor Standard RL.1** – 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.

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<tr>
<th>North Carolina Standards</th>
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</table>
| **RL.K.1** With prompting and support, ask and answer questions about **key details** in a text. | Teacher’s Guide pp. 14-15 - *The Kissing Hand*: Introduce Title, Author, and Illustrator  
Teacher’s Guide pp. 67-68 - Introduce Kindergarten Book Club  
Teacher’s Guide pp. 85-86 - Introduce *Today is Monday* by Eric Carle and Days of the Week  
Teacher’s Guide pp. 94-95 - Introduce *Chicka Chicka Boom Boom*  
Teacher’s Guide p. 122 - Introduce *Cloudy With a Chance of Meatballs*  
Teacher’s Guide p. 159 - Introduce *Caps for Sale*  
Teacher’s Guide pp. 189-190 - Introduce *Goldilocks and the Three Bears*  
Teacher’s Guide pp. 195-196 - Introduce *Ira Sleeps Over*  
Teacher’s Guide p. 429 - Introduce *We Can See!*  
Teacher’s Guide p. 508 - Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*  
Teacher’s Guide pp. 531-532 - Introduce *The Giant Jam Sandwich*  
Teacher’s Guide p. 555 - *Zac Camps*: Chapter 2 |
### CCR Anchor Standard RL.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

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<tr>
<th>North Carolina Standards</th>
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| RL.K.2 With prompting and support, retell familiar stories, including key details. | Teacher’s Guide p. 67 - Introduce Kindergarten Book Club  
Teacher’s Guide pp. 190-191 - Sequence Goldilocks and the Three Bears  
Teacher’s Guide p. 212 - Introduce Story Element Cards  
Teacher’s Guide pp. 249-250 - Introduce Ox-Cart Man  
Teacher’s Guide pp. 347-348 - Introduce Miss Rumphius  
Teacher’s Guide pp. 531-532 - Introduce The Giant Jam Sandwich  
Teacher’s Guide p. 536 - Story Elements  
Teacher’s Guide p. 559 - Backpack Bear Puppet  
Teacher’s Guide p. 639 - Introduce “Chicken Little”  
Teacher’s Guide p. 703 - Introduce One Fine Day  
Teacher’s Guide p. 711 - Kindergarten Book Club  
Teacher’s Guide pp. 764-765 - Introduce The Tortoise and the Hare  
Teacher’s Guide pp. 765-766 - Story Element Cards |

### CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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<th>North Carolina Standards</th>
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| RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | Teacher’s Guide p. 122 - Introduce Cloudy With a Chance of Meatballs  
Teacher’s Guide p. 151 - Introduce Characters  
Teacher’s Guide pp. 159-160 - Introduce Caps for Sale  
Teacher’s Guide pp. 189-190 - Introduce Goldilocks and the Three Bears  
Teacher’s Guide pp. 195-196 - Introduce Ira Sleeps Over  
Teacher’s Guide p. 212 - Introduce Story Element Cards |
**CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

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<th>North Carolina Standards</th>
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| **RL.K.4** With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. | **Teacher's Guide pp. 35-36** - Introduce the Star Word Wall  
**Teacher's Guide pp. 57-58** - Introduce *I Am Your Flag*  
**Teacher's Guide p. 122** - Introduce *Cloudy With a Chance of Meatballs*  
**Teacher's Guide pp. 159-160** - Introduce *Caps for Sale*  
**Teacher's Guide pp. 189-190** - Introduce *Goldilocks and the Three Bears*  
**Teacher's Guide pp. 347-348** - Introduce *Miss Rumphius*  
**Teacher's Guide p. 367** - Vocabulary Riddles  
**Teacher's Guide pp. 380-381** - Introduce *A Young Hero*  
**Teacher's Guide pp. 545-546** - Introduce Beethoven  
**Teacher's Guide pp. 564-565** - Cooperation  
**Teacher's Guide pp. 599-600** - Introduce Paul Galdone’s *The Little Red Hen*  
**Teacher's Guide pp. 611-612** - Introduce Amazing Airplanes and Multiple Meanings of Words  
**Teacher's Guide pp. 843-844** - Introduce Invertebrates |
**CCR Anchor Standard RL.5** – 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.

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<th>North Carolina Standards</th>
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| RL.K.5 Recognize common types of texts. | Teacher’s Guide pp. 19-20 - Introduce *Backpack Bear’s ABC Rhyme Book*  
Teacher’s Guide pp. 30-31 - Introduce Alphabetical Order and the *Starfall Dictionary*  
Teacher’s Guide pp. 120-121 - Introduce *Seasons*  
Teacher’s Guide p. 189 - Introduce *Goldilocks and the Three Bears*  
Teacher’s Guide p. 228 - Introduce *Mr. Bunny’s Carrot Soup*  
Teacher’s Guide p. 334 - Computer  
Teacher’s Guide p. 436 - Shining Star Awards  
Teacher’s Guide p. 451 - *Why the Sun and the Moon Live in the Sky*  
Teacher’s Guide pp. 533-534 - Introduce *Zac Camps*  
Teacher’s Guide p. 569 - Mammals  
Teacher’s Guide pp. 561-562 - Introduce *The Little Red Hen and other Folk Tales, “The Turnip”*  
Teacher’s Guide p. 613 - Introduce *Peg Goes Places*, Chapter 1  
Teacher’s Guide p. 702 - Introduce *Mox’s Day*, Chapter 1  
Teacher’s Guide p. 793 - *What An Adventure!* Chapter Book  
Teacher’s Guide pp. 764-765 - Introduce *The Tortoise and the Hare*  
Teacher’s Guide p. 872 - *At Gus’s Pond*, Chapter 1  
*Starfall.com*: Songs & Rhymes - “Selected Nursery Rhymes”  
*Starfall.com*: I’m Reading - “Chinese Fables”  
*Starfall.com*: I’m Reading - “Comics”  
*Starfall.com*: I’m Reading - “Greek Myths”  
*Starfall.com*: I’m Reading - “Folk Tales” |


**CCR Anchor Standard RL.6** – Assess how point of view, perspective, or purpose shapes the content and style of a text.

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<thead>
<tr>
<th>North Carolina Standards</th>
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</table>
| RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story. | Teacher’s Guide p. 14 - *The Kissing Hand*: Introduce Title, Author, and Illustrator  
Teacher’s Guide p. 16 - Introduce Top and Bottom  
Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics  
Teacher’s Guide pp. 85-86 - Introduce *Today is Monday* by Eric Carle and Days of the Week  
Teacher’s Guide pp. 189-190 - Introduce *Goldilocks* |
and the Three Bears
Teacher’s Guide pp. 209-210 - Introduce Goldilocks and the Three Bears by Jan Brett/Compare and Contrast
Teacher’s Guide pp. 232-233 - Introduce Me on the Map
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful
Teacher’s Guide pp. 347-348 - Introduce Miss Rumphius
Teacher’s Guide pp. 380-381 - Introduce A Young Hero
Teacher’s Guide p. 505 - Read Zac the Rat
Teacher’s Guide pp. 531-532 - Introduce The Giant Jam Sandwich
Teacher’s Guide pp. 561-562 - Introduce The Little Red Hen and other Folk Tales, “The Turnip”
Teacher’s Guide p. 589 - Introduce Backpack Bear’s Bird Book
Teacher’s Guide pp. 599-600 - Introduce Paul Galdone’s The Little Red Hen
Teacher’s Guide p. 613 - Introduce Peg Goes Places, Chapter 1
Teacher’s Guide p. 702 - Introduce Mox’s Day, Chapter 1
Teacher’s Guide p. 793 - What An Adventure! Chapter Book
Teacher’s Guide pp. 854-855 - Introduce Anansi the Spider
Teacher’s Guide p. 872 - At Gus’s Pond, Chapter 1
Starfall.com: Songs & Rhymes - “Selected Nursery Rhymes”
Starfall.com: I’m Reading - “Chinese Fables”
Starfall.com: I’m Reading - “Comics”
Starfall.com: I’m Reading - “Greek Myths”
Starfall.com: I’m Reading - “Folk Tales”

CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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<tr>
<th>North Carolina Standards</th>
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| RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story. | Teacher’s Guide p. 122 - Introduce Cloudy With a Chance of Meatballs  
Teacher’s Guide p. 142 - Researching Benjamin Franklin  
Teacher’s Guide pp. 157-158 - Introduce Mouse Paint  
Teacher’s Guide pp. 190-191 - Sequence Goldilocks and the Three Bears  
Teacher’s Guide pp. 232-233 - Introduce Me on the Map |
**Map**
- Teacher’s Guide p. 234 - Introduce *The Map*
- Teacher’s Guide pp. 356-357 - Get to Know John Muir
- Teacher’s Guide p. 451 - *Why the Sun and the Moon Live in the Sky*
- Teacher’s Guide p. 505 - Read *Zac the Rat*
- Teacher’s Guide pp. 528-567 - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article
- Teacher’s Guide pp. 531-532 - Introduce *The Giant Jam Sandwich*
- Teacher’s Guide pp. 545-546 - Introduce Beethoven
- Teacher’s Guide p. 554 - Introduce *Zac and the Hat*
- Teacher’s Guide p. 616 - Using Maps, Introduce *Peg Helps Zac*
- Teacher’s Guide p. 678 - Introduce *Wolves* by Margaret Hillert
- Teacher’s Guide pp. 820-822 - Classify Animals with Backbones (Vertebrates)
- Starfall.com: “Backpack Bear’s Books”
- Starfall.com: “Talking Library”
- Starfall.com: “It’s Fun to Read”
- Starfall.com: “I’m Reading”

**CCR Anchor Standard RL.8** – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
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<tbody>
<tr>
<td>K-12 Not applicable to literature.</td>
<td></td>
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**CCR Anchor Standard RL.9** – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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<th>North Carolina Standards</th>
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| **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 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 *Goldilocks and the Three Bears* by Jan Brett/Compare and Contrast with *Goldilocks and the Three Bears* by Marc Buchanan  
Teacher’s Guide pp. 232-234 - Introduce *Me on the Map* and *The Map*  
Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors |
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| **RL.K.10 Actively engage** in group reading activities with purpose and understanding. | **Teacher's Guide p. 28** - Introduce Same and Different Animals Given Human Characteristics  
**Teacher's Guide pp. 85-86** - Introduce *Today is Monday* by Eric Carle and *Days of the Week*  
**Teacher's Guide p. 94-95** - Introduce *Chicka Chicka Boom Boom*  
**Teacher's Guide p. 122** - Introduce *Cloudy With a Chance of Meatballs*  
**Teacher's Guide p. 128** - Formative Assessment  
**Teacher's Guide p. 141** - *A Rainbow* Sequencing Activity  
**Teacher's Guide pp. 157-158** - Introduce *Mouse Paint*  
**Teacher's Guide pp. 159-160** - Introduce *Caps for Sale*  
**Teacher's Guide pp. 189-190** - Introduce *Goldilocks and the Three Bears*  
**Teacher's Guide pp. 190-191** - Sequence *Goldilocks and the Three Bears*  
**Teacher's Guide pp. 195-196** - Introduce *Ira Sleeps Over*  
**Teacher's Guide pp. 209-210** - Introduce *Goldilocks and the Three Bears* by Jan Brett/Compare and Contrast with *Goldilocks and the Three Bears* 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 *Ox-Cart Man*  
**Teacher's Guide p. 298** - Voting  
**Teacher's Guide pp. 347-348** - Introduce *Miss Rumphius*  |
### CCR Anchor Standard RI.1

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.

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| RI.K.1 With prompting and support, ask and answer questions about **key details** in a text. | Teacher’s Guide pp. 57-58 - Introduce *I Am Your Flag* by Chase Tunbridge  
Teacher’s Guide pp. 137-138 - Introduce *Benjamin Franklin*  
Teacher’s Guide pp. 139-140 - Introduce *Rainbow, Rainbow* by Margaret Hillert  
Teacher’s Guide p. 151 - Introduce Characters  
Teacher’s Guide p. 163 - Introduce *At the Park*  
Teacher’s Guide pp. 232-233 - Introduce *Me on the Map*  
Teacher’s Guide pp. 420-421 - Introduce *Backpack Bear’s Plant Book*  
Teacher’s Guide pp. 475-476 - Introduce *Reach for the Stars*  
Teacher’s Guide p. 644 - Introduce *Penguin, Penguin*  
Teacher’s Guide p. 678 - Introduce *Wolves* by Margaret Hillert  
Teacher’s Guide pp. 761-762 - Introduce Reptiles  
Teacher’s Guide p. 772 - Introduce *Dinosaurs*  
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 *Monarch Butterfly* |

### CCR Anchor Standard RI.2

Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

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| RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | Teacher’s Guide pp. 139-140 - Introduce *Rainbow, Rainbow* by Margaret Hillert  
Teacher’s Guide pp. 232-233 - Introduce *Me on the Map* |
### CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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| RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Teacher's Guide pp. 57-58** - Introduce *I Am Your Flag* by Chase Tunbridge  
**Teacher's Guide pp. 85-86** - Introduce *Today Is Monday* by Eric Carle and Days of the Week  
**Teacher's Guide pp. 136-137** - Introduce *Benjamin Franklin*  
**Teacher's Guide p. 232-233** - Introduce *Me on the Map*  
**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 *A Young Hero*  
**Teacher's Guide pp. 428-429** - The Oxygen Cycle and Pollination  
**Teacher's Guide p. 517** - Introduce *Backpack Bear’s Mammal Book*  
**Teacher's Guide p. 521** - Mammals  
**Teacher's Guide pp. 589** - Introduce *Backpack Bear’s Bird Book*  
**Teacher's Guide p. 877** - Honeybees |
### CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

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| RI.K.4 With prompting and support, ask and answer questions about words in a text. | Teacher’s Guide Seasonal Holidays p. 20 - President’s Day  
Teacher’s Guide Seasonal Holidays p. 23 - Earth Day  
Teacher’s Guide Seasonal Holidays p. 26 - Memorial Day  
Teacher’s Guide pp. 57-58 - Introduce I Am Your Flag  
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful  
Teacher’s Guide pp. 322-323 - Introduce the Water Cycle  
Teacher’s Guide pp. 339-340 - Vocabulary Challenge  
Teacher’s Guide p. 367 - Vocabulary Riddles  
Teacher’s Guide pp. 380-381 - Introduce A Young Hero  
Teacher’s Guide pp. 392-393 - Kindergarten Book Club  
Teacher’s Guide pp. 545-546 - Introduce Beethoven  
Teacher’s Guide p. 547 - Review Backpack Bear’s Mammal Book  
Teacher’s Guide pp. 611-612 - Introduce Amazing Airplanes and Multiple Meanings of Words  
Teacher’s Guide pp. 843-844 - Introduce Invertebrates |

### CCR Anchor Standard RI.5 – 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.

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| RI.K.5 Identify the front cover, back cover, and title page of a book. | Teacher’s Guide pp. 52-53 - Introduce Backpack Bear Learns the Rules  
Teacher’s Guide pp. 57-58 - Introduce I Am Your Flag  
Teacher’s Guide pp. 139-140 - Introduce Rainbow, Rainbow by Margaret Hillert  
Teacher’s Guide pp. 232-233 - Introduce Me on the Map  
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful |
**CCR Anchor Standard RI.6** – Assess how point of view, perspective, or purpose shapes the content and style of a text.

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| RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text. | Teacher’s Guide pp. 57-58 - Introduce I Am Your Flag  
Teacher’s Guide pp. 139-140 - Introduce Rainbow, Rainbow by Margaret Hillert  
Teacher’s Guide pp. 232-233 - Introduce Me on the Map  
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful  
Teacher’s Guide pp. 380-381 - Introduce A Young Hero  
Teacher’s Guide p. 589 - Introduce Backpack Bear’s Bird Book  
Teacher’s Guide p. 719 - Introduce How I Know My World: A book about the senses  
Teacher’s Guide pp. 733-734 - Introduce Helen Keller  
Teacher’s Guide p. 772 - Introduce Dinosaurs |

**CCR Anchor Standard RI.7** – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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| RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information. | Teacher’s Guide pp. 139-140 - Introduce Rainbow, Rainbow by Margaret Hillert  
Teacher’s Guide p. 214 - Introduce A House in a Tree  
Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors  
Teacher’s Guide pp. 295-296 - Introduce Abraham Lincoln  
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful  
Teacher’s Guide pp. 356-357 - Get to Know John Muir |
**Teacher’s Guide pp. 420-421** - Introduce Backpack Bear’s Plant Book

**Teacher’s Guide p. 521** - Mammals

**Teacher’s Guide p. 719** - Introduce How I Know My World: A book about the senses


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**CCR Anchor Standard RI.8** – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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<td>RI.K.8 Begins in grade 1.</td>
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**CCR Anchor Standard RI.9** – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**CCR Anchor Standard RI.10** – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

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RI.K.10 Actively engage in group reading activities with purpose and understanding.

Teacher’s Guide pp. 52-53 - Introduce Backpack Bear Learns the Rules
Teacher’s Guide pp. 57-58 - Introduce I Am Your Flag
Teacher’s Guide pp. 139-140 - Introduce Rainbow, Rainbow by Margaret Hillert
Teacher’s Guide p. 142 - Researching Benjamin Franklin
Teacher’s Guide pp. 232-233 - Introduce Me on the Map
Teacher’s Guide p. 234 - Introduce The Map
Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln
Teacher’s Guide pp. 320-321 - Introduce America the Beautiful
Teacher’s Guide p. 356 - Get to Know John Muir
Teacher’s Guide pp. 380-381 - Introduce A Young Hero
Teacher’s Guide pp. 392-393 - Kindergarten Book Club
Teacher’s Guide pp. 475-476 - Introduce Reach for the Stars
Teacher’s Guide p. 517 - Introduce Backpack Bear’s Mammal Book
Teacher’s Guide p. 678 - Introduce Wolves by Margaret Hillert
Teacher’s Guide p. 719 - Introduce How I Know My World: A book about the senses
Teacher’s Guide pp. 794-795 - Introduce At the Beach

READING: FOUNDATIONAL SKILLS

Print Concepts

RF.K.1 - Demonstrate understanding of the organization and basic features of print.

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<tr>
<th>North Carolina Standards</th>
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</table>
| a. Follow words from left to right, top to bottom, and page by page. | Teacher’s Guide p. 16 - Introduce Top and Bottom
Teacher’s Guide p. 60 - A Computer
Teacher’s Guide p. 66 - A Computer Sequencing Activity
Teacher’s Guide pp. 102-103 - Introduce the Writing Journal
Teacher’s Guide p. 162 - Computer - It’s Fun to Read/Read to Learn
Teacher’s Guide p. 211 - Words in a Sentence
Teacher’s Guide p. 366 - Sequence The Bottle in the |
### Rearrange Words to Create Sentences

**b.** Recognize that spoken words are represented in written language by specific sequences of letters.

- Teacher's Guide p. 35 - Review Sounds
- Teacher's Guide p. 48 - Difference Between a Letter and a Word
- Teacher's Guide pp. 102-103 - Introduce the Writing Journal
- Teacher's Guide p. 110 - At School “Color by Word”
- Teacher's Guide p. 135 - Introduce Inventive Spelling
- Teacher's Guide p. 136 - Kid Writing and Adult Writing
- Teacher's Guide pp. 165-166 - Write about “Hat Day”
- Teacher's Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters
- Teacher's Guide p. 228 - Activity
- Teacher's Guide p. 271 - Cumulative Review
- Teacher's Guide p. 272 - Word Search

### Understand that words are separated by spaces in print.

- 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
- 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

### Recognize and name all upper- and lowercase letters of the alphabet.

- Teacher's Guide p. 12 - Introduce Upper and Lowercase Letters of the Alphabet
- Teacher's Guide p. 104 - Activity
- Teacher's Guide p. 197 - Activity “Alphabet Avenue”
- Teacher's Guide p. 430 - Write Uppercase and Lowercase Letters
- Teacher's Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet
- Teacher's Guide p. 468 - Rapid Letter Recognition

**Starfall.com:** ABCs

**Starfall.com:** ABC Rhymes

### Handwriting
<table>
<thead>
<tr>
<th>North Carolina Standards</th>
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</table>
| RF.K.2 Print upper- and lowercase letters. | 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 Hh/h/  
Teacher’s Guide p. 383 - Review Zz/z/ and Xx/x/  
Teacher’s Guide pp. 385-386 - Introduce J/j/  
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 |

**Phonological Awareness**

**RF.K.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

<table>
<thead>
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Teacher’s Guide p. 59 - Rhyming Words  
Teacher’s Guide p. 91 - Rhyming  
Teacher’s Guide p. 123 - Rhyming Words  
Teacher’s Guide p. 226 - Rhyming Words  
Teacher’s Guide p. 239 - Rhyming Words  
Teacher’s Guide p. 300 - Rhyming  
Teacher’s Guide p. 301 - Rhyming Words  
Teacher’s Guide p. 329 - Listen for Rhyming Words  
Teacher’s Guide p. 362 - Rhyming Words  
Teacher’s Guide p. 363 - Listen, Then Write Rhyming Words  
Teacher’s Guide p. 415 - Rhyming Words  
Teacher’s Guide p. 425 - Rhyming Words  
Teacher’s Guide p. 556 - Short-A Rhyming Words  
Teacher’s Guide p. 567 - Rhyming Words  
Starfall.com: Backpack Bear’s ABC Rhymes  
Starfall.com: Selected Nursery Rhymes |
| b. Count, pronounce, blend, and segment syllables in spoken words. | Teacher’s Guide p. 21 - Syllables  
Teacher’s Guide p. 84 - Favorite Kind of Weather  
Teacher’s Guide p. 154 - Review Syllables  
Teacher’s Guide p. 352 - Syllabication  
Teacher’s Guide p. 463 - Segmenting Syllables  
Teacher’s Guide p. 563 - Syllables |
<table>
<thead>
<tr>
<th></th>
<th>c. Blend and segment onsets and rimes of single-syllable spoken words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 64</strong> - Blending Onsets and Rimes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 266</strong> - Blending Onsets and Rimes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 280</strong> - Segmenting Onsets and Rimes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 372</strong> - Phoneme Addition</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 390</strong> - Blend Onsets-Rimes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 513</strong> - Word Families an and -at</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher's Guide p. 521</strong> - Word Families -am and -ap</td>
</tr>
<tr>
<td></td>
<td><strong>Starfall.com</strong>: “Word Machines”</td>
</tr>
<tr>
<td></td>
<td><strong>Starfall.com</strong>: “Learn to Read”</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>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/.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 101</strong> - Blending</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 148</strong> - Beginning, Middle, and Ending Sounds</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 200</strong> - Blending/Decoding</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 271</strong> - Cumulative Review</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 372</strong> - Phoneme Addition</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 378</strong> - Blending Phonemes</td>
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<tr>
<td></td>
<td><strong>Teacher’s Guide p. 454</strong> - Segmenting Phonemes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 465</strong> - Writing CVC Words</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 477</strong> - Segmenting Phonemes in CVC Words</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 505</strong> - Activity “Starfall Speedway”</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 535</strong> - Activity</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 560</strong> - Blending and Decoding</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 638</strong> - Blending CVC Words</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 480</strong> - Deleting and Substituting Phonemes</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 544</strong> - Phoneme Substitution in Short-A Words</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 512</strong> - Substitute Initial/Final Sounds in CVC Words with Short A</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 649</strong> - Phoneme Substitution</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 727</strong> - Phoneme Substitution</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 763</strong> - Phoneme Substitution</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 788</strong> - Phoneme Substitution of Final Sounds</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 792</strong> - Phoneme Addition and Substitution</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher’s Guide p. 864</strong> - Phoneme Deletion</td>
</tr>
</tbody>
</table>

**Phonics and Word Recognition**

**RF.K.4** - Know and apply grade-level phonics and word analysis skills in decoding words.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | Teacher's Guide pp. 264-265 - Blending Phonemes  
Teacher's Guide p. 271 - Cumulative Review  
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  
*Starfall.com*: ABCs |
| b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | Teacher's Guide p. 388 - Classify Medial Vowels  
Teacher's Guide p. 506 - Review Initial Short-A Words and Introduce Initial Long A Words  
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 *Fish and Me* and *Sky Ride*  
Teacher's Guide p. 856 - Long U  
Teacher's Guide p. 871 - Silent E |
| c. Read common high-frequency words by sight. | Teacher's Guide p. 50 - Introduce High Frequency Words: *is* and *for*  
Teacher's Guide p. 161 - Introduce High Frequency Words: *be, he, she, we*  
Teacher's Guide p. 196 - Introduce High Frequency Words: *and, are*  
Teacher's Guide p. 256 - Introduce High Frequency Words: *big, go, little, in, it*  
Teacher's Guide p. 284 - Starfall Speedway: High Frequency Words  
Teacher's Guide p. 374 - Introduce High Frequency Words: *away, do, was, will*  
Teacher's Guide p. 412 - Introduce High Frequency Words: *her, his, says*  
Teacher's Guide p. 454 - High Frequency Word Challenge  
Teacher's Guide p. 598 - Introduce High Frequency Words: *could, should, would*  
Teacher's Guide p. 642 - High Frequency Words |
**Teacher’s Guide p. 675** - Introduce High Frequency Words: give, gives, put, puts

**Teacher’s Guide p. 869** - Backpack Bear’s Story

**Note:** High-frequency words (110) are introduced and practiced throughout the curriculum.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Teacher’s Guide p. 388** - Classify Medial Vowels

**Teacher’s Guide p. 513** - Word Families -an and -at

**Teacher’s Guide p. 513** - Introduce Inflectional Ending -ing

**Teacher’s Guide p. 544** - Phoneme Substitution in Short-A Words


**Teacher’s Guide p. 598** - Introduce High Frequency Words: could, should, would

**Teacher’s Guide p. 878** - High Frequency Word Practice

**Teacher’s Guide p. 900** - Activity: Graph words used in Get Up, Cub

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**Fluency**

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **RF.K.5** Read emergent-reader texts with purpose and understanding. | **Teacher’s Guide p. 133** - Introduce A Rainbow  
**Teacher’s Guide p. 163** - Introduce At the Park  
**Teacher’s Guide pp. 204-205** - Introduce At the House  
**Teacher’s Guide p. 234** - Introduce The Map  
**Teacher’s Guide p. 262** - Introduce At the Post Office  
**Teacher’s Guide p. 294** - Introduce Come Vote with Me  
**Teacher’s Guide p. 332** - Introduce At the Library  
**Teacher’s Guide p. 555** - Zac Camps: Chapter 2  
**Teacher’s Guide p. 613** - Introduce Peg Goes Places, Chapter 1  
**Teacher’s Guide pp. 728-729** - Mox’s Day, Chapter 3  
**Teacher’s Guide p. 818** - What An Adventure! Choral Reading  
**Starfall.com:** “I’m Reading” - Fiction and Nonfiction |

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**WRITING**

**CCR Anchor Standard W.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
**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.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | 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. 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 |

**CCR Anchor Standard W.2** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | 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 |

**CCR Anchor Standard W.3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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 with guidance and support, provide a reaction to what happened.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. | 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 |
With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

<table>
<thead>
<tr>
<th>CCR Anchor Standard W.4</th>
<th>Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.4</td>
<td>With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</td>
</tr>
</tbody>
</table>
| **Alignment to Starfall** | **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 |

<table>
<thead>
<tr>
<th>CCR Anchor Standard W.5</th>
<th>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.5</td>
<td>Participate in shared investigation of grade appropriate topics and writing projects.</td>
</tr>
</tbody>
</table>
| **Alignment to Starfall** | **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 |
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Teacher's Guide p. 142 - Researching Benjamin Franklin  
Teacher's Guide p. 327 - Write About Experiments  
Teacher's Guide p. 447 - Kid Writing: Part 1  
Teacher's Guide p. 452 - Kid Writing: Part 2  
Teacher’s Guide p. 537 - Questions About Mammals  
Teacher’s Guide pp. 552-567 - Magic Writing Moments - Informational Article  
Teacher’s Guide p. 538 - Write About Mammals  
Teacher’s Guide p. 681 - Write About Wolves |

**SPEAKING AND LISTENING**

CCR Anchor Standard SL.1 – 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.

**SL.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| a. Follow agreed-upon rules for discussions. | Teacher’s Guide p. 26 - Partner Share  
Teacher’s Guide p. 44 - Partner Share  
Teacher’s Guide pp. 52-53 - Introduce *Backpack Bear Learns the Rules* by Chase Tunbridge  
Teacher’s Guide pp. 67-68 - Introduce Kindergarten Book Club  
Teacher’s Guide pp. 86-87 - Introduce “Spacing” Anchor Chart  
Teacher’s Guide p. 103 - Formative Assessment  
Teacher’s Guide p. 121 - Formative Assessment  
Teacher’s Guide p. 126 - Formative Assessment |
| b. Continue a conversation through multiple exchanges. | |
**CCR Anchor Standard SL.2** – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **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. | **Teacher’s Guide pp. 30-31** - Introduce Alphabetical Order and the *Starfall Dictionary*  
**Teacher’s Guide pp. 139-140** - Introduce *Rainbow, Rainbow*  
**Teacher’s Guide p. 167** - Introduce Georges Seurat  
**Teacher’s Guide p. 212** - Introduce Story Element Cards  
**Teacher’s Guide p. 234** - Introduce *The Map*  
**Teacher’s Guide pp. 249-250** - Introduce *Ox-Cart Man*  
**Teacher’s Guide pp. 250-252** - Introduce Scientists and Inventors  
**Teacher’s Guide p. 262** - Introduce *At the Post Office*  
**Teacher’s Guide pp. 295-296** - Introduce Abraham |
<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **Teacher’s Guide pp. 52-53** - Introduce *Backpack Bear Learns the Rules* 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 *A Young Hero*  
**Teacher’s Guide p. 544** - Interviews to Gather Information  
**Teacher’s Guide p. 589** - Introduce *Backpack Bear’s Bird Book*  
**Teacher’s Guide p. 678** - Introduce *Wolves* by Margaret Hillert |

**CCR Anchor Standard SL.3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **SL.K.4** Speak audibly and express thoughts, feelings, and ideas **clearly**. | **Teacher’s Guide p. 165** - Celebrate “Hat Day”  
**Teacher’s Guide p. 207** - Introduce Presentation Voices  
**Teacher’s Guide p. 238** - Introduce the Author’s Chair  
**Teacher’s Guide p. 269** - Create an Invention  
**Teacher’s Guide p. 328** - Author’s Chair  
**Teacher’s Guide pp. 380-381** - Introduce *A Young Hero*  
**Teacher’s Guide pp. 393-394** - Kindergarten Book Club  
**Teacher’s Guide p. 823** - Kindergarten Book Club  
**Teacher’s Guide pp. 840-856** - Anchor Chart Presentations  
**Teacher’s Guide p. 903** - Kindergarten Book Club |
**CCR Anchor Standard SL.5** – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | **Teacher’s Guide p. 268** - Add Detail to Expository Writings  
**Teacher’s Guide p. 482** - Create a Model of the Solar System: Progressive Center  
**Teacher’s Guide p. 567** - Illustrate News Article  
**Teacher’s Guide p. 668** - Create/Design Shops  
**Teacher’s Guide p. 680** - Names for Shops  
**Teacher’s Guide p. 848** - Illustrate Gus and Tin Man  
**Teacher’s Guide p. 895** - Illustrate *The Butterfly Book* |

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**LANGUAGE - CCR Anchor Standard L.1**

**LANGUAGE STANDARD 1 – GRAMMAR CONTINUUM**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **Subject/Verb Agreement:** Use singular and plural nouns with matching verbs in basic sentences | **Teacher’s Guide p. 201** - Introduce High Frequency Words: like, likes  
**Teacher’s Guide p. 442** - Introduce Inflectional Endings, -s and -ed  
**Teacher’s Guide p. 450** - Inflectional Endings Review  
**Teacher’s Guide p. 675** - Introduce High Frequency Words: give, gives, put, puts  
**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. 698** - Introduce High Frequency Words: of, were, work, works  
**Teacher’s Guide p. 699** - Write About Exercising with Mox  
**Teacher’s Guide p. 701** - Write Sentences |
| **Nouns:** Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) | **Teacher’s Guide pp. 50-51** - Introduce High Frequency Words: *is, for*  
**Teacher’s Guide pp. 611-612** - Introduce *Amazing* |
### Nouns:
Use common, proper, & possessive nouns

- **Teacher's Guide p. 635** - Introduce Peg's Egg and Possessive Nouns
- **Teacher's Guide p. 671** - Introduce Mox's Shop
- **Teacher's Guide p. 676** - List Shop Ideas
- **Teacher's Guide p. 692** - Categorize Nouns and Verbs
- **Teacher's Guide p. 697** - Possessive Nouns
- **Teacher's Guide p. 718** - List Nouns
- **Teacher's Guide p. 727** - Create Mox's Menu

### Verbs:
Form frequently occurring verbs

- **Teacher's Guide pp. 442** - Introduce Inflectional Endings, -s and -ed
- **Teacher's Guide p. 513** - Introduce Inflectional Ending -ing
- **Teacher's Guide p. 516** - Introduce Verbs with Inflectional Ending -s
- **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. 699** - Write About Exercising with Mox
- **Teacher's Guide p. 701** - Write Sentences

### Verbs:
Convey sense of time

- **Teacher's Guide p. 442** - Introduce Inflectional Endings, -s and -ed
- **Teacher's Guide p. 513** - Introduce Inflectional Ending -ing
- **Teacher's Guide p. 516** - Introduce Verbs with Inflectional Ending -s

### Adjectives:
Use frequently occurring adjectives

- **Teacher's Guide p. 720** - Prewriting: Introduce Sensory Words
- **Teacher's Guide p. 720** - Formative Assessment
- **Teacher's Guide p. 723** - Magic Writing Moment- Use Adjectives to Describe Nouns
- **Teacher's Guide pp. 724-725** - Sharing Writing About Marshmallows
- **Teacher's Guide p. 731** - Complete Sentences Using Mox's Menu

### Conjunctions:
Use frequently occurring conjunctions

- **Teacher's Guide pp. 196-197** - Introduce High Frequency Words: and, are
- **Teacher's Guide pp. 227-228** - Introduce High
<table>
<thead>
<tr>
<th>Sentences:</th>
<th>Frequency Words: but, us, up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher's Guide pp. 202-203</strong> - Write About Your Family</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 208</strong> - Writing About Animals</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 248</strong> - Adding Details</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 254</strong> - Descriptive Words</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 337</strong> - Shared Oral Story</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 704</strong> - Add Details to Sentences</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher's Guide p. 735</strong> - Add Detail to Expand Sentences</td>
<td></td>
</tr>
</tbody>
</table>

**Sentences:**
Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences

**Teacher's Guide p. 104** - Introduce the “Punctuation” Anchor Chart
**Teacher's Guide p. 118** - Favorite Kind of Weather
**Teacher's Guide p. 148** - Favorite Color
**Teacher's Guide p. 156** - Formative Assessment
**Teacher's Guide p. 166** - Formative Assessment
**Teacher's Guide pp. 202-203** - Write About Your Family
**Teacher's Guide p. 248** - Adding Details
**Teacher's Guide p. 280** - Punctuation Anchor Chart
**Teacher's Guide p. 286** - Punctuation Anchor Chart
**Teacher's Guide p. 418** - Write About Experiments
**Teacher's Guide p. 468** - Rearrange Words to Create Sentences
**Teacher's Guide p. 477** - Rearrange Words to Create Sentences
**Teacher's Guide p. 538** - Write About Mammals
**Teacher's Guide p. 681** - Write About Wolves/Formative Assessment
**Teacher's Guide p. 701** - Write Sentences
**Teacher's Guide p. 704** - Add Details to Sentences
**Teacher's Guide p. 731** - Complete Sentences Using Mox's Menu
**Teacher's Guide p. 735** - Add Details to Expand Sentences
**Teacher's Guide p. 804** - Our Class Adventure: Topic Sentence
**Teacher's Guide p. 815** - Write a Sentence with Quotation Marks
**Teacher's Guide p. 876** - Editing a Sentence
**Teacher's Guide p. 880** - Editing a Sentence

**Sentences:**
Understand and use question words

**Teacher's Guide p. 104** - Introduce the “Punctuation” Anchor Chart
**Teacher's Guide p. 511** - Comprehension: Questioning
**Teacher's Guide p. 537** - Questions About Mammals
**Teacher's Guide p. 540** - Interview Questions
**Teacher's Guide p. 780** - Introduce Class Adventure Story
**Teacher's Guide p. 788** - Plan Class Adventure
| Prepositions: Use frequently occurring prepositions | 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: into, off  
Teacher's Guide pp. 533-534 - Introduce Zac Camps  
Teacher's Guide p. 798 - Introduce High Frequency Words: many, over, under |
|---|---|
| Pronouns: Use personal, possessive, and indefinite pronouns | Teacher's Guide p. 93 - Introduce High Frequency Words: I, am, you  
Teacher's Guide p. 161 - Introduce High Frequency Words: be, he, she, we  
Teacher's Guide p. 227 - Introduce High Frequency Words: but, up, us  
Teacher's Guide pp. 256-257 - Introduce High Frequency Words: big, go, little, in, it  
Teacher's Guide p. 412 - Introduce High Frequency Words: her, his, says  
Teacher's Guide p. 453 - Introduce High Frequency Words: look, my, our, your  
Teacher's Guide p. 542 - Introduce High Frequency Words: that, there, they, this  
Teacher's Guide p. 729 - Introduce High Frequency Words: than, them, then |
| Determiners: Use determiners | Teacher's Guide p. 55 - Introduce High Frequency Words: A and a  
Teacher's Guide p. 93 - Introduce High Frequency Words: The, the  
Teacher's Guide p. 98 - Introduce High Frequency Words: an, at  
Teacher's Guide p. 148 - Favorite Color  
Teacher's Guide p. 542 - Introduce High Frequency Words: that, there, they, this |

**LANGUAGE STANDARD 2 - CONVENTIONS CONTINuum**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.
<table>
<thead>
<tr>
<th>Capitalization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Capitalize the first word in a sentence</td>
</tr>
<tr>
<td>● Capitalize the pronoun &quot;I&quot;</td>
</tr>
<tr>
<td>● Capitalize dates and names of people</td>
</tr>
</tbody>
</table>

| 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. 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 |

<table>
<thead>
<tr>
<th>Punctuation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Recognize end punctuation</td>
</tr>
<tr>
<td>● Name end punctuation</td>
</tr>
<tr>
<td>● Use end punctuation for sentences</td>
</tr>
</tbody>
</table>

| Teacher’s Guide p. 60 - A Computer |
| 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. 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 |

<table>
<thead>
<tr>
<th>Punctuation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use commas in dates</td>
</tr>
</tbody>
</table>

| Teacher’s Guide p. 286 - Punctuation Anchor Chart |
| Teacher’s Guide p. 297 - Punctuation Anchor Chart |
| Teacher’s Guide p. 537 - Punctuation Detectives |

<table>
<thead>
<tr>
<th>Spelling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter or letters for most consonant and short vowel sounds</td>
</tr>
</tbody>
</table>

| Teacher’s Guide p. 92 - Review Tt /t/ |
| Teacher’s Guide p. 118 - Listen for Beginning Sound |
| Teacher’s Guide pp. 152-153 - Introduce Oo /o/ |
| Teacher’s Guide pp. 154-155 - Introduce Cc /k/ |
| Teacher’s Guide p. 168 - Initial Sounds |
| Teacher’s Guide p. 192 - Introduce Rr /r/ |
| Teacher’s Guide pp. 198-199 - Introduce Ll /l/ |
| Teacher’s Guide p. 297 - Beginning and Final Sounds |
| Teacher’s Guide p. 333 - Beginning Sounds |
| Teacher’s Guide p. 383 - Review Zz /z/ and Xx /ks/ |
| Teacher’s Guide p. 420 - Listening and Writing, Page 55 |
| Spelling: Spell simple words phonetically, drawing on knowledge of sound-letter relationships | Teacher’s Guide p. 443 - Activity  
Teacher’s Guide p. 534 - Missing Words  
Teacher’s Guide p. 552 - “See It! Say It! Spell It!”  
Teacher’s Guide p. 555 - Activity  
Teacher’s Guide p. 593 - Activity  
Teacher’s Guide p. 638 - Blending CVC Words  
| Spelling: Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions | Teacher’s Guide p. 135 - Introduce Inventive Spelling  
Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing  
Teacher’s Guide p. 208 - Writing About Animals  
Teacher’s Guide pp. 264-265 - Blending Phonemes  
Teacher’s Guide p. 299 - Write About Voting Choices  
Teacher’s Guide p. 327 - Write About Experiments  
Teacher’s Guide p. 418 - Write About Experiments  
Teacher’s Guide p. 443 - Rhyming Words  
Teacher’s Guide p. 443 - Activity  
Teacher’s Guide p. 452 - Kid Writing: Part 2  
Teacher’s Guide p. 465 - Writing CVC Words  
Teacher’s Guide p. 518 - Write About Our Mammal Friends  
Teacher’s Guide p. 638 - Blending CVC Words |
| Spelling: Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words | Teacher’s Guide p. 271 - Cumulative Review  
Teacher’s Guide p. 291 - Introduce “See It! Say It! Spell It!”  
Teacher’s Guide p. 388 - Classify Medial Vowels  
Teacher’s Guide p. 410 - “See It! Say It! Spell It!”  
Teacher’s Guide p. 858 - Build a Word  
Teacher’s Guide p. 894 - “See It! Spell It! Show It!” |
**LANGUAGE**

**CCR Anchor Standard L.3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.3 (Begins in grade 2)</td>
<td></td>
</tr>
</tbody>
</table>

**CCR Anchor Standard L.4** – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| L.K.4 Determine and/or clarify the meaning of **unknown words** and **phrases** based on kindergarten reading and content: **context** clues, word parts, and **word relationships** | Teacher’s Guide pp. 35-36 - Introduce the Star Word Wall  
Teacher’s Guide pp. 52-53 - Introduce Backpack Bear Learns the Rules by Chase Tunbridge  
Teacher’s Guide p. 122 - Introduce Cloudy with a Chance of Meatballs  
Teacher’s Guide p. 156 - Introduce High Frequency Word: can  
Teacher’s Guide pp. 159-160 - Introduce Caps for Sale  
Teacher’s Guide p. 223 - Introduce Community Helpers  
Teacher’s Guide p. 249 - Introduce Homonyms  
Teacher’s Guide p. 261 - Homonym Tree  
Teacher’s Guide pp. 347-348 - Introduce Miss Rumphius  
Teacher’s Guide p. 349 - “See It! Say It! Write It!” and Introduce High Frequency Words: had and here  
Teacher’s Guide pp. 350-351 - Introduce Ee/e  
Teacher’s Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle  
Teacher’s Guide pp. 380-381 - Introduce A Young Hero  
Teacher’s Guide pp. 416-417 - Introduce Parts of a Plant  
Teacher’s Guide pp. 531-532 - Introduce The Giant Jam Sandwich  
Teacher’s Guide pp. 611-612 - Introduce Amazing Airplanes and Multiple Meanings of Words  
Teacher’s Guide p. 726 - Introduce The Popcorn Book  
Teacher’s Guide p. 786 - Fish and Me Story Words  
Teacher’s Guide pp. 864-865 - Insects |
**CCR Anchor Standard L.5** – Demonstrate understanding of figurative language and nuances in word meanings.

**L.K.5** - With guidance and support from adults, explore nuances in word meanings.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **a.** Sort common objects into categories to gain a sense of the concepts the categories represent. | 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? |
| **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 |
| **c.** Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. | Teacher's Guide pp. 157-158 - Introduce Mouse Paint  
Teacher's Guide pp. 159-160 - Introduce Caps for Sale  
Teacher's Guide pp. 508-510 - Introduce The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear  
Teacher's Guide p. 611 - Introduce Amazing Airplanes and Multiple Meanings of Words  
Teacher's Guide pp. 695-696 - Introduce Mox Jogs  
Teacher's Guide p. 694 - Verbs and Verb Endings |

**CCR Anchor Standard L.6** – 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<table>
<thead>
<tr>
<th>North Carolina Standards</th>
<th>Alignment to Starfall</th>
</tr>
</thead>
</table>
| **L.K.6** Use words and phrases learned through conversations, reading and being read to, and responding to texts. | **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 Backpack Bear’s Plant Book  
**Teacher’s Guide p. 422** - Plant Seeds  
**Teacher’s Guide p. 423** - Activity  
**Teacher’s Guide p. 471** - Introduce Orion the Hunter  
**Teacher’s Guide pp. 508-510** - Introduce The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear  
**Teacher’s Guide p. 547** - Review Backpack Bear’s Mammal Book  
**Teacher’s Guide pp. 820-821** - Classify Animals with Backbones (Vertebrates) |

*These standards were copied directly from the *North Carolina Standard Course of Study English Language Arts.*