



North Dakota State

English Language Arts & Literacy Content Standards Alignment to Starfall

Reading Standards for Literature/Fiction K-2

Key Ideas and Details

North Dakota Standards	Starfall ELA K Alignment
<p>RL.1 With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.</p>	<p>Teacher’s Guide p. 14-15 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator Teacher’s Guide pp. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr. Teacher’s Guide pp. 67-68 - Introduce Kindergarten Book Club Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 159 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> Teacher’s Guide p. 429 - Introduce <i>We Can See!</i> Teacher’s Guide p. 508 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i> Teacher’s Guide p. 555 - <i>Zac Camps</i>: Chapter 2 Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1 Teacher’s Guide p. 756 - Introduce <i>The Big Hit</i></p>
<p>RL.2 With prompting and support, retell familiar stories, including key/supporting details.</p>	<p>Teacher’s Guide p. 67 - Introduce Kindergarten Book Club Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 212 - Introduce Story Element Cards</p>

	<p>Teacher's Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide p. 536 - Story Elements</p> <p>Teacher's Guide p. 559 - Backpack Bear Puppet</p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and Other Folktales, "The Turnip"</i></p> <p>Teacher's Guide p. 639 - Introduce "Chicken Little"</p> <p>Teacher's Guide p. 703 - Introduce <i>One Fine Day</i></p> <p>Teacher's Guide p. 711 - Kindergarten Book Club</p> <p>Teacher's Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i></p> <p>Teacher's Guide pp. 765-766 - Story Element Cards</p>
<p>RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher's Guide p. 151 - Introduce Characters</p> <p>Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i></p> <p>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher's Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher's Guide p. 228 - Introduce "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher's Guide p. 361 - Introduce <i>The Bottle in the River</i></p> <p>Teacher's Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher's Guide p. 536 - Story Elements</p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i></p> <p>Teacher's Guide pp. 595-596 - Introduce Starfall's "The Little Red Hen"</p> <p>Teacher's Guide p. 703 - Introduce <i>One Fine Day</i></p> <p>Teacher's Guide p. 765 - Story Element Cards</p> <p>Teacher's Guide p. 782 - Introduce <i>Swimmy</i></p> <p>Teacher's Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p>

Craft and Structure

North Dakota Standards	Starfall ELA K Alignment
<p>RL.4 Ask and answer questions about words with unknown meanings, in a story or poem.</p>	<p>Teacher's Guide pp. 35-36 - Introduce the Star Word Wall</p> <p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i></p> <p>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p>

	<p>Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i></p> <p>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher's Guide p. 367 - Vocabulary Riddles</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide pp. 545-546 - Introduce Beethoven</p> <p>Teacher's Guide pp. 564-565 - Cooperation</p> <p>Teacher's Guide pp. 599-600 - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p>Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words</p> <p>Teacher's Guide pp. 843-844 - Introduce Invertebrates</p>
<p>RL.5 Recognize common types of texts using their unique features throughout the selection (e.g., storybooks, poems, fairy tales, and nursery rhymes).</p>	<p>Teacher's Guide pp. 19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i></p> <p>Teacher's Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i></p> <p>Teacher's Guide pp. 120-121 - Introduce Seasons</p> <p>Teacher's Guide p. 189 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 228 - Introduce <i>Mr. Bunny's Carrot Soup</i></p> <p>Teacher's Guide p. 334 - Computer</p> <p>Teacher's Guide p. 436 - Shining Star Awards</p> <p>Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide pp. 533-534 - Introduce <i>Zac Camps</i></p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i></p> <p>Teacher's Guide p. 569 - Mammals</p> <p>Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher's Guide p. 702 - Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Teacher's Guide p. 793 - <i>What An Adventure!</i> Chapter Book</p> <p>Teacher's Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i></p> <p>Teacher's Guide p. 872 - <i>At Gus's Pond</i>, Chapter 1</p> <p>Starfall.com: Songs & Rhymes - "Selected Nursery Rhymes"</p> <p>Starfall.com: I'm Reading - "Chinese Fables"</p> <p>Starfall.com: I'm Reading - "Comics"</p> <p>Starfall.com: I'm Reading - "Greek Myths"</p> <p>Starfall.com: I'm Reading - "Folk Tales"</p>
<p>RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Teacher's Guide p. 14 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p>Teacher's Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher's Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics</p> <p>Teacher's Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast</p>

	<p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i></p> <p>Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide p. 505 - Read <i>Zac the Rat</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"</p> <p>Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> <p>Teacher's Guide pp. 599-600 - Introduce Paul Galdone's <i>The Little Red Hen</i></p> <p>Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher's Guide p. 702 - Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Teacher's Guide p. 793 - <i>What An Adventure!</i> Chapter Book</p> <p>Teacher's Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p> <p>Teacher's Guide p. 872 - <i>At Gus's Pond</i>, Chapter 1</p> <p>Starfall.com: Songs & Rhymes - "Selected Nursery Rhymes"</p> <p>Starfall.com: I'm Reading - "Chinese Fables"</p> <p>Starfall.com: I'm Reading - "Comics"</p> <p>Starfall.com: I'm Reading - "Greek Myths"</p> <p>Starfall.com: I'm Reading - "Folk Tales"</p>
<p>RL.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>Teacher's Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher's Guide p. 142 - Researching Benjamin Franklin</p> <p>Teacher's Guide pp. 157-158 - Introduce <i>Mouse Paint</i></p> <p>Teacher's Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide p. 234 - Introduce <i>The Map</i></p> <p>Teacher's Guide pp. 356-357 - Get to Know John Muir</p> <p>Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 505 - Read <i>Zac the Rat</i></p> <p>Teacher's Guide pp. 528-567 - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article</p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide pp. 545-546 - Introduce Beethoven</p> <p>Teacher's Guide p. 554 - Introduce <i>Zac and the Hat</i></p> <p>Teacher's Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p>Teacher's Guide pp. 668-683 - Magic Writing Moments - Create/Design Shops</p> <p>Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher's Guide pp. 820-822 - Classify Animals with Backbones (Vertebrates)</p> <p>Starfall.com: "Backpack Bear's Books"</p> <p>Starfall.com: "Talking Library"</p> <p>Starfall.com: "It's Fun to Read"</p> <p>Starfall.com: "I'm Reading"</p>

Integration of Knowledge and Ideas

North Dakota Standards	Starfall ELA K Alignment
<p>RL.8 (Not applicable to literature)</p>	
<p>RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher’s Guide p. 159 - Rhyming Words Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan Teacher’s Guide pp. 232-234 - Introduce <i>Me on the Map and The Map</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 303 304 - Compare Washington and Lincoln Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher’s Guide p. 382 - Introduce <i>Ruby Goes to School</i> Teacher’s Guide pp. 514-515 - Conflict and Resolution Teacher’s Guide pp. 563-564 - <i>Zac Camps</i>: Chapter 3 Teacher’s Guide p. 599 - Introduce Paul Galdone’s <i>The Little Red Hen</i> Teacher’s Guide pp. 645-646 - Introduce <i>Hen</i> Teacher’s Guide p. 674 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide pp. 678-679 - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>

Range of Reading and Level of Text Complexity

North Dakota Standards	Starfall ELA K Alignment
<p>RL.10 Actively engage in group reading activities with purpose and understanding.¹</p>	<p>Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 128 - Formative Assessment</p>

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

¹ Conversion Guide for Leveled Text is in Appendix C.

Reading Standards for Informational/Nonfiction Text K-2

Key Ideas and Details

North Dakota Standards	Starfall ELA K Alignment
<p>RI.1 With prompting and support, ask and answer questions about key/supporting details in a text.</p>	<p>Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p>Teacher’s Guide pp. 137-138 - Introduce <i>Benjamin Franklin</i></p> <p>Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p>Teacher’s Guide p. 151 - Introduce Characters</p> <p>Teacher’s Guide p. 163 - Introduce <i>At the Park</i></p> <p>Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i></p> <p>Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i></p> <p>Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 644 - Introduce <i>Penguin, Penguin</i></p> <p>Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher’s Guide pp. 761-762 - Introduce Reptiles</p> <p>Teacher’s Guide p. 772 - Introduce <i>Dinosaurs</i></p> <p>Teacher’s Guide pp. 781-782 - Introduce Fish</p> <p>Teacher’s Guide pp. 843-844 - Introduce Invertebrates</p>

	<p>Teacher's Guide pp. 864-865 - Insects Teacher's Guide p. 893 - Introduce <i>Monarch Butterfly</i></p>
<p>RI.2 With prompting and support, identify the main topic and retell key/supporting details of a text.</p>	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 877 - Honeybees</p>
<p>RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge Teacher's Guide pp. 85-86 - Introduce <i>Today Is Monday</i> by Eric Carle and Days of the Week Teacher's Guide pp. 136-137 - Introduce <i>Benjamin Franklin</i> Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 250-251 - Introduce Scientists and Inventors Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 303-304 - Compare Washington and Lincoln Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 521 - Mammals Teacher's Guide pp. 794-795 - Introduce <i>At the Beach</i> Teacher's Guide pp. 849-850 - Arthropods</p>

Craft and Structure

North Dakota Standards	Starfall ELA K Alignment
<p>RI.4 With prompting and support, ask and answer questions about words with unknown meaning in a text.</p>	<p>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>I Am Your Flag</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 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 <i>A Young Hero</i> Teacher's Guide pp. 392-393 - Kindergarten Book Club Teacher's Guide pp. 545-546 - Introduce Beethoven Teacher's Guide p. 547 - Review <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher's Guide pp. 843-844 - Introduce Invertebrates</p>
<p>RI.5 Identify the front cover, back cover, and title page of a book.</p>	<p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>
<p>RI.6 With prompting and support, name or locate the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher's Guide pp. 139-140 -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher's Guide pp. 733-734 - Introduce Helen Keller Teacher's Guide p. 772 - Introduce <i>Dinosaurs</i></p>

Integration of Knowledge and Ideas

North Dakota Standards	Starfall ELA K Alignment
<p>RI.7 With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide p. 214 - Introduce <i>A House in a Tree</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 295 -296 -Introduce Abraham Lincoln Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 356-357 - Get to Know John Muir Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide p. 521 - Mammals Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i> Teacher’s Guide pp. 894-895 - <i>The Butterfly Book/Illustrate The Butterfly Book</i></p>
<p>RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 322-323 - Introduce the Water Cycle Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 517 - Introduce <i>Backpack Bear’s Mammal Book</i> Teacher’s Guide p. 569 - Mammals Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i> Teacher’s Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>
<p>RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Teacher’s Guide pp. 133/139-140 - Introduce <i>A Rainbow/Introduce Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide p. 142 - Researching Benjamin Franklin Teacher’s Guide pp, 232/234 - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i> Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 392-393 - Kindergarten Book Club Teacher’s Guide pp. 864-865 - Insects Teacher’s Guide p. 877 - Honeybees</p>
<p>RI.10 Actively engage in group reading activities with purpose and understanding.²</p>	<p>Teacher’s Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i></p>

	<p>Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i></p> <p>Teacher’s Guide pp. 139-140- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p>Teacher’s Guide p. 142 - Researching Benjamin Franklin</p> <p>Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher’s Guide p. 234 - Introduce <i>The Map</i></p> <p>Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln</p> <p>Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i></p> <p>Teacher’s Guide p. 356 - Get to Know John Muir</p> <p>Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher’s Guide pp. 392-393 - Kindergarten Book Club</p> <p>Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i></p> <p>Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 517 - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p>Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p> <p>Teacher’s Guide pp. 794-795 - Introduce <i>At the Beach</i></p>
--	---

² Conversion Guide for Leveled Text is in Appendix C.

Reading Standards: Foundational Skills K-2

Print Concepts ³

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

North Dakota Standards	Starfall ELA K Alignment
a. Follow words from left to right, top to bottom, and page by page.	<p>Teacher’s Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher’s Guide p. 60 - <i>A Computer</i></p> <p>Teacher’s Guide p. 66 - <i>A Computer</i> Sequencing Activity</p> <p>Teacher’s Guide pp.102-103 - Introduce the Writing Journal</p> <p>Teacher’s Guide p. 162 - Computer - It’s Fun to Read/Learn to Read</p> <p>Teacher’s Guide p. 211 - Words in a Sentence</p> <p>Teacher’s Guide p. 366 - Sequence <i>The Bottle in the River</i></p> <p>Teacher’s Guide p. 473 - Rearrange Words to Create Sentences</p>
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<p>Teacher’s Guide p. 35 - Review Sounds</p> <p>Teacher’s Guide p. 48 - Difference Between a Letter and a Word</p>

	<p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal 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 p. 162 - Activity “Word Shapes” Teacher’s Guide pp. 165-166 - Write about “Hat Day” Teacher’s Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters Teacher’s Guide p. 228 - Activity Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 272 - Word Search</p>
c. Understand that words are separated by spaces in print.	<p>Teacher’s Guide pp. 86-87 - Introduce “Spacing” Anchor Chart Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 165 - Write about “Hat Day” Teacher’s Guide p. 202 - Write About Your Family Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide p. 333 - What’s Wrong? Teacher’s Guide p. 372 - Space Between Words Teacher’s Guide p. 856 - Spaces Anchor Chart Presentation</p>
d. Recognize and name all upper- and lowercase letters of the alphabet.	<p>Teacher’s Guide p. 12 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide pp. 17-18 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide p. 104 - Activity Teacher’s Guide p. 197 - Activity “Alphabet Avenue” Teacher’s Guide p. 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</p>

Phonological Awareness ³

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

North Dakota Standards	Starfall ELA K Alignment
a. Recognize and produce rhyming words.	<p>Teacher’s Guide pp. 19-20 - Introduce <i>Backpack Bear’s ABC Rhyme Book</i> Teacher’s Guide p. 59 - Rhyming Words Teacher’s Guide p. 91 - Rhyming Teacher’s Guide p. 123 - Rhyming Words</p>

	<p>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</p>
b. Count, pronounce, blend, and segment syllables in spoken words.	<p>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</p>
c. Blend and segment onsets and rimes of single-syllable spoken words. ⁴	<p>Teacher’s Guide p. 64 - Blending Onsets and Rimes Teacher’s Guide p. 266 - Blending Onsets and Rimes Teacher’s Guide p. 280 - Segmenting Onsets and Rimes Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 390 - Blend Onsets-Rimes Teacher’s Guide p. 513 - Word Families <i>an</i> and <i>-at</i> Teacher’s Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i> Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Starfall.com: “Word Machines” Starfall.com: “Learn to Read”</p>
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/.)	<p>Teacher’s Guide p. 101 - Blending Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher’s Guide p. 200 - Blending/Decoding Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p>
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>Teacher’s Guide p. 480 - Deleting and Substituting Phonemes Teacher’s Guide p. 544 - Phoneme Substitution in Short-A Words Teacher’s Guide p. 512 - Substitute Initial/Final Sounds in CVC Words with Short A Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell,</i></p>

-all, -ed, -et)
Teacher’s Guide p. 649 - Phoneme Substitution
Teacher’s Guide p. 727 - Phoneme Substitution
Teacher’s Guide p. 763 - Phoneme Substitution
Teacher’s Guide p. 788 - Phoneme Substitution of Final Sounds
Teacher’s Guide p. 792 - Phoneme Addition and Substitution
Teacher’s Guide p. 864 - Phoneme Deletion

³ Standards 1–2 (Print Concepts and Phonological Awareness) are found in Grades K–1 only.

⁴ Onsets and consonants that precede the initial vowel in a single-syllable word; rimes are any vowels and consonants that follow the onset. Words with onsets and rimes include: /c/ /at/, /d/ /og/, /l/ /ike/, /sh/ /ut/.

⁵ 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

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

North Dakota Standards	Starfall ELA K Alignment
<p>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.</p>	<p>Teacher’s Guide pp. 264-265 - Blending Phonemes Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 291 - Introduce “See It! Say It! Spell It!” Teacher’s Guide p. 358 - Review Sounds Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 552 - See It! Say It! Spell It! Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638- Blending CVC Words Weeks 1-14 - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine Starfall.com: ABCs</p>
<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.⁶</p>	<p>Teacher’s Guide p. 388 - Classify Medial Vowels Teacher’s Guide p. 502 - Review Vowels Teacher’s Guide p. 506 - Review Initial Short-A Words and Introduce Initial Long A Words Teacher’s Guide p. 530 - Long A, Silent E Teacher’s Guide p. 593 - Introduce Long-E Teacher’s Guide p. 601 - Computer [Silent E; Vowel Teams] Teacher’s Guide p. 602 - Short and Long E Teacher’s Guide p. 615 - Short and Long E Teacher’s Guide p. 672 - Review Initial Short O/Introduce Initial Long-O Words Teacher’s Guide p. 707 - Short and Long Vowels Teacher’s Guide p. 718 - Long Vowel O Teacher’s Guide p. 784 - Long Vowel I</p>

	<p>Teacher’s Guide p. 787- Computer <i>Fish and Me</i> and <i>Sky Ride</i> Teacher’s Guide p. 856 - Long U Teacher’s Guide p. 871 - Silent E</p>
c. Decode and use CVC words.	<p>Teacher’s Guide p. 101 - Blending Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher’s Guide p. 200 - Blending/Decoding Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p>
d. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>Teacher’s Guide p. 50- Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher’s Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher’s Guide p. 196 - Introduce High Frequency Words: <i>and, are</i> Teacher’s Guide p. 256 - Introduce High Frequency Words: <i>big, go, little, in, it</i> Teacher’s Guide p. 284 - Starfall Speedway: High Frequency Words Teacher’s Guide p. 374 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher’s Guide p. 412 - Introduce High Frequency Words: <i>her, his, says</i> Teacher’s Guide p. 454 - High Frequency Word Challenge Teacher’s Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher’s Guide p. 642 - High Frequency Words Teacher’s Guide p. 675 - Introduce High Frequency Words: <i>give, gives, put, puts</i> Teacher’s Guide p. 869 - Backpack Bear’s Story Note: High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>Teacher’s Guide p. 388 - Classify Medial Vowels Teacher’s Guide p. 513 - Word Families <i>-an</i> and <i>-at</i> Teacher’s Guide p. 513 - Introduce Inflectional Ending <i>-ing</i> Teacher’s Guide p. 544 - Phoneme Substitution in Short-A Words Teacher’s Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Teacher’s Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher’s Guide p. 878 - High Frequency Word Practice Teacher’s Guide p. 900 - Activity: Graph words used in <i>Get Up</i>,</p>

Cub

Fluency

RF.4 Read with sufficient accuracy and fluency to support comprehension.⁸

North Dakota Standards	Starfall ELA K Alignment
a. Read grade level text with purpose and understanding.	Teacher's Guide p. 133 - Introduce <i>A Rainbow</i> Teacher's Guide p. 163 - Introduce <i>At the Park</i> Teacher's Guide pp. 204-205 - Introduce <i>At the House</i> Teacher's Guide p. 234 - Introduce <i>The Map</i> Teacher's Guide p. 262 - Introduce <i>At the Post Office</i> Teacher's Guide p. 294 - Introduce <i>Come Vote with Me</i> Teacher's Guide p. 332 - Introduce <i>At the Library</i> Teacher's Guide p. 555 - <i>Zac Camps</i> : Chapter 2 Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i> , Chapter 1 Teacher's Guide pp. 728-729 - <i>Mox's Day</i> , Chapter 3 Teacher's Guide p. 818 - <i>What An Adventure!</i> Choral Reading Starfall.com : "I'm Reading" - Fiction and Nonfiction
b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.	Teacher's Guide p. 163 - Introduce <i>At the Park</i> Teacher's Guide p. 262 - Introduce <i>At the Post Office</i> Teacher's Guide p. 332 - Introduce <i>At the Library</i> Teacher's Guide p. 637 - <i>Peg Goes Places</i> , Chapter 2 Teacher's Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher's Guide p. 701 - Choral Reading: <i>Hop, Bend, Stomp</i> Teacher's Guide p. 818 - <i>What An Adventure!</i> Choral Reading
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Teacher's Guide p. 332 - Introduce <i>At the Library</i> Teacher's Guide p. 361 - Introduce <i>The Bottle in the River</i> Teacher's Guide p. 613 - Introduce <i>Peg Goes Places</i> , Chapter 1 Teacher's Guide p. 646 - <i>Peg Goes Places</i> , Chapter 3 Teacher's Guide p. 793 - <i>What An Adventure!</i> Chapter Book

⁶ Long vowel sounds such as those in CVCe (consonant, vowel, consonant, silent e) words (e.g., "made").

⁷ Common vowel teams include: ai, ay, ee, ea, oa.

⁸ Conversion Guide for Leveled Text is in Appendix C. Proficiency is determined by the highest level within the grade-level range, as determined by local district.

Writing Standards K-2

Text Types and Purposes

North Dakota Standards	Starfall ELA K Alignment
<p>W.1 Write opinion pieces using a combination of drawing and writing.</p> <p>a. Tell a reader the topic or the name of the book they are writing about.</p> <p>b. State an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>Teacher’s Guide pp. 165-166 - Write about “Hat Day”</p> <p>Teacher’s Guide p. 188 - Book Review</p> <p>Teacher’s Guide p. 200 - Book Review</p> <p>Teacher’s Guide p. 220 - Book Review</p> <p>Teacher’s Guide pp. 383-384 - Write About Ruby: Part 1 & 2</p> <p>Teacher’s Guide p. 441- Opinion Writing</p> <p>Teacher’s Guide p. 594 - Reasons for Opinions</p> <p>Teacher’s Guide p. 610- Sharing Opinions and Explaining Choices</p> <p>Teacher’s Guide p. 645 - Supporting Opinions</p> <p>Teacher’s Guide p. 769 - Persuasive Writing</p>
<p>W.2 Write informative/explanatory texts using a combination of drawing and writing.</p> <p>a. Name what they are writing about.</p> <p>b. Supply some information about the topic.</p>	<p>Teacher’s Guide p. 263 - Introduce Expository Writing</p> <p>Teacher’s Guide p. 268 - Add Details to Expository Writings</p> <p>Teacher’s Guide p. 273 - Introduce Expository Writing</p> <p>Teacher’s Guide pp. 390-391 - Shared Writing: We Can Be Peaceful</p> <p>Teacher’s Guide p. 538 - Write About Mammals</p> <p>Teacher’s Guide p. 544 - Interviews to Gather Information</p> <p>Teacher’s Guide p. 769 - Persuasive Writing</p> <p>Teacher’s Guide p. 810- Shared Writing</p>
<p>W.3 Write narratives using a combination of drawing, and writing.</p> <p>a. Narrate a single event or several loosely linked events.</p> <p>b. Tell about the events in the order in which they occurred.</p> <p>c. Provide a reaction to what happened.</p>	<p>Teacher’s Guide p. 263 - Introduce Expository Writing</p> <p>Teacher’s Guide p. 273 - Share Expository Writings</p> <p>Teacher’s Guide p. 410 - Writing a Story: “My Pet Dog”</p> <p>Teacher’s Guide p. 418 - Write About Experiments</p> <p>Teacher’s Guide p. 425 - Writing a Story “My Pet Dog”</p> <p>Teacher’s Guide p. 431 - Shared Writing Narrative</p> <p>Teacher’s Guide p. 479 - Adding Text to Illustrations</p> <p>Teacher’s Guide p. 552 - Informational Writing Organizer</p> <p>Teacher’s Guide pp. 596-597- Write a Response to “The Little Red Hen”</p> <p>Teacher’s Guide pp. 724-725 - Shared Writing About Marshmallows</p>

Production, Distribution, and Range of Writing

North Dakota Standards	Starfall ELA K Alignment
<p>W.4 (Begins in grade 3)¹⁵</p>	
<p>W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Teacher’s Guide p. 248 - Adding Details</p> <p>Teacher’s Guide p. 254 - Descriptive Words</p> <p>Teacher’s Guide p. 265 - Story Title</p> <p>Teacher’s Guide p. 426 - Add to Observation Writings</p> <p>Teacher’s Guide p. 452 - Kid Writing: Part 2</p> <p>Teacher’s Guide p. 594 - Reasons for Opinions</p> <p>Teacher’s Guide p. 623 - Supporting Opinions</p>

	<p>Teacher's Guide p. 642 - Supporting Opinions Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 649 - Illustrate Opinions Teacher's Guide p. 682 - Illustrate Research Writings Teacher's Guide p. 683 - Label Shop Illustrations Teacher's Guide p. 704 - Add Details to Sentences Teacher's Guide p. 735 - Add Detail to Expand Sentences Teacher's Guide p. 770 - Complete and Share Persuasive Writings Teacher's Guide p. 876 - Editing a Sentence Teacher's Guide p. 880 - Editing a Sentence</p>
<p>W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 537 - Questions About Mammals Teacher's Guide p. 563 - Publish News Article Teacher's Guide p. 567 - Illustrate News Article Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 681 - Begin Research Writing Teacher's Guide p. 682 - Illustrate Research Writing</p>

Research to Build and Present Knowledge

North Dakota Standards	Starfall ELA K Alignment
<p>W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned).</p>	<p>Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide p. 167 - Introduce Georges Seurat Teacher's Guide p. 220 - Book Review Teacher's Guide pp. 250-252 - Introduce Scientists and Inventors Teacher's Guide pp. 326-327 - Water Cycle Experiments Teacher's Guide pp. 392-393 - Kindergarten Book Club Teacher's Guide p. 431 - Shared Writing Narrative Teacher's Guide p. 521 - Mammals Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 533 - Collect Ideas for Class Article Teacher's Guide p. 537 - Questions About Mammals Teacher's Guide pp. 552-567 - Class Article Teacher's Guide p. 624 - Introduce Vincent van Gogh Teacher's Guide p. 681 - Begin Research Writing Teacher's Guide p. 682 - Illustrate Research Writing</p>
<p>W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>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</p>

	Teacher's Guide p. 681 - Write About Wolves
W.9 (Begins in grade 4)	

¹⁵ Students at this age may produce writing in which development and organization are appropriate to a task and purpose, with guidance and support from adults. Grade-specific expectations for writing types are defined in standards 1–3 above.

Speaking and Listening Standards K-1

Comprehension and Collaboration

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

North Dakota Standards	Starfall ELA K Alignment
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>Teacher's Guide p. 26 - Partner Share Teacher's Guide p. 44 - Partner Share Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge Teacher's Guide pp. 67-68 - Introduce Kindergarten Book Club Teacher's Guide pp. 86-87 - Introduce "Spacing" Anchor Chart Teacher's Guide p. 103 - Formative Assessment Teacher's Guide p. 121 - Formative Assessment Teacher's Guide p. 126 - Formative Assessment Teacher's Guide pp. 137-138 - Introduce Benjamin Franklin Teacher's Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher's Guide p. 195 - Introduce <i>Ira Sleeps Over</i> Teacher's Guide p. 207 - Introduce Presentation Voices Teacher's Guide p. 238 - Introduce the Author's Chair Teacher's Guide pp. 258-259 - Inventions of Long Ago Teacher's Guide p. 269 - Create an Invention Teacher's Guide p. 273 - Share Expository Writings Teacher's Guide p. 328 - Author's Chair Teacher's Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle Teacher's Guide p. 364 - Author's Chair Teacher's Guide p. 381 - Formative Assessment Teacher's Guide pp. 382-383 - Write About Ruby: Part 1 (Partner share) Teacher's Guide p. 388 - Author's Chair Teacher's Guide pp. 392-393 - Kindergarten Book Club Teacher's Guide p. 555 - <i>Zac Camps</i>: Chapter 2 (Partner share) Teacher's Guide p. 788 - Plan Class Adventure Teacher's Guide p. 845 - Prepare Anchor Chart Presentations Teacher's Guide p. 849 - Schema Anchor Chart Presentation</p>

	<p>Teacher's Guide p. 852 - Capital Letter Anchor Chart Presentation</p> <p>Teacher's Guide p. 856 - Spaces Anchor Chart Presentation</p>
<p>SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something is not understood.</p>	<p>Teacher's Guide pp. 30-31 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i></p> <p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i></p> <p>Teacher's Guide p. 167 - Introduce Georges Seurat</p> <p>Teacher's Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher's Guide p. 234 - Introduce <i>The Map</i></p> <p>Teacher's Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher's Guide pp. 250-252 - Introduce Scientists and Inventors</p> <p>Teacher's Guide p. 262 - Introduce <i>At the Post Office</i></p> <p>Teacher's Guide pp. 295-296 - Introduce Abraham Lincoln</p> <p>Teacher's Guide pp. 456-457 - Review The Earth, The Sun, The Moon</p> <p>Teacher's Guide p. 511 - Comprehension: Questioning</p> <p>Teacher's Guide pp. 761-762 - Introduce Reptiles</p>
<p>SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge</p> <p>Teacher's Guide p. 119 - Introduce Weather</p> <p>Teacher's Guide pp. 125-126 - Introduce Cause and Effect</p> <p>Teacher's Guide p. 142 - Researching Benjamin Franklin</p> <p>Teacher's Guide p. 273 - Share Expository Writings</p> <p>Teacher's Guide pp. 358-359 - Introduce Reduce, Reuse, and Recycle</p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide p. 544 - Interviews to Gather Information</p> <p>Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i></p> <p>Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p>

Presentation of Knowledge and Ideas

North Dakota Standards	Starfall ELA K Alignment
<p>SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Teacher's Guide pp. 25-26 - Introduce the Schema Anchor Chart</p> <p>Teacher's Guide pp. 202-203 - Write About Your Family</p> <p>Teacher's Guide pp. 248-260 - Adding Details</p> <p>Teacher's Guide p. 268 - Add Detail to Expository Writings</p> <p>Teacher's Guide pp. 281-282 - Our Leaders</p> <p>Teacher's Guide pp. 322-323 - Introduce the Water Cycle</p> <p>Teacher's Guide pp. 466-467 - Introduce the Solar System</p> <p>Teacher's Guide p. 720 - Prewriting: Introduce Sensory Words</p> <p>Teacher's Guide p. 723 - Use Adjectives to Describe Nouns</p> <p>Teacher's Guide pp. 724-725 - Shared Writing About Marshmallows</p> <p>Teacher's Guide pp. 781-782 - Introduce Fish</p>

<p>SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Teacher’s Guide p. 268 - Add Detail to Expository Writings Teacher’s Guide p. 482 - Create a Model of the Solar System: Progressive Center Teacher’s Guide p. 567 - Illustrate News Article Teacher’s Guide p. 668 - Create/Design Shops Teacher’s Guide p. 680 - Names for Shops Teacher’s Guide p. 848 - Illustrate Gus and Tin Man Teacher’s Guide p. 895 - Illustrate <i>The Butterfly Book</i></p>
<p>SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>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 <i>A Young Hero</i> Teacher’s Guide pp. 393-394 - Kindergarten Book Club Teacher’s Guide p. 823 - Kindergarten Book Club Teacher’s Guide pp. 840-856 - Anchor Chart Presentations Teacher’s Guide p. 903 - Kindergarten Book Club</p>

Language Standards K-2

Conventions of Standard English

L.1 Within the context of authentic English writing¹⁷ and speaking

Introduce:

North Dakota Standards	Starfall ELA K Alignment
<p>a. Uppercase and lowercase letters.</p>	<p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 162 - Activity Teacher’s Guide p. 233 - Activity Teacher’s Guide pp. 267-268 - Lowercase Letter Formation Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 272 - Letter Formation Teacher’s Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher’s Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /x/</i> Teacher’s Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher’s Guide p. 430 - Write Uppercase and Lowercase Letters Teacher’s Guide p. 447 - Kid Writing: Part 1 Teacher’s Guide p. 535 - Activity</p>
<p>b. Use question words (interrogatives).</p>	<p>Teacher’s Guide p. 383 - Ways to Be Kind Teacher’s Guide p. 511 - Comprehension: Questioning</p>

	<p>Teacher’s Guide p. 540 - Interview Questions Teacher’s Guide p. 780 - Introduce Class Adventure Story Teacher’s Guide p. 788 - Plan Class Adventure Teacher’s Guide p. 788 - Add Class Adventure Details</p>
c. Produce complete sentences in shared language activities.	<p>Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 248 - Adding Details Teacher’s Guide p. 254 - Descriptive Words Teacher’s Guide p. 337 - Shared Oral Story Teacher’s Guide p. 384 - Write About Ruby: Part 2 Teacher’s Guide p. 479 - <i>Backpack Bear’s Starry Adventure Story</i> Teacher’s Guide p. 537 - <i>Zac Camps</i>: Making Predictions Teacher’s Guide p. 603 - Writing Teacher’s Guide p. 645 - Supporting Opinions Teacher’s Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher’s Guide p. 704 - Add Details to Sentences Teacher’s Guide p. 735 - Add Detail to Expand Sentences</p>
d. Common and proper noun.	<p>Teacher’s Guide pp.108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher’s Guide p. 692 - Magic Writing Moment :Categorize Nouns and Verbs Teacher’s Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher’s Guide p. 701 - Magic Writing Moment - Write Sentences Teacher’s Guide p. 718 - Magic Writing Moment - List Nouns</p>
e. Use regular plural nouns orally by adding /s/ or /es/.	<p>Teacher’s Guide pp. 50-51 - Introduce High Frequency Words: <i>is, for</i> Teacher’s Guide pp. 108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher’s Guide p. 450 - Inflectional Endings Review Teacher’s Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher’s Guide p. 718 - List Nouns Teacher’s Guide p. 723 - Use Adjectives to Describe Nouns</p>
f. Use frequently occurring adjectives.	<p>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</p>
g. Use articles.	<p>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</p>

h. Use frequently occurring conjunctions (and, or, but).	Teacher's Guide pp. 196-197 - Introduce High Frequency Words: and , are Teacher's Guide p. 227 - Introduce High Frequency Words: but, up, us
i. Use 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 <i>Zac Camps</i> Teacher's Guide p. 798 - Introduce High Frequency Words: many, over, under
CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.	Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher's Guide p. 162 - Activity Teacher's Guide p. 271 - Cumulative Review Teacher's Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher's Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher's Guide p. 447 - Kid Writing: Part 1 Teacher's Guide p. 516 - Introduce Verbs with Inflectional Ending -s Teacher's Guide p. 535 - Activity Teacher's Guide pp. 557-558 - Introduce High Frequency Words: <i>all, good, what, some</i> Teacher's Guide p. 692 - Categorize Nouns and Verbs Teacher's Guide p. 694 - Verbs and Verb Endings Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 701 - Write Sentences Teacher's Guide p. 718 - List Nouns

¹⁷ Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

L.2 Within the context of authentic English writing¹⁹ and speaking

Introduce:

North Dakota Standards	Starfall ELA K Alignment
a. Recognize and name end punctuation.	Teacher's Guide p. 60 - <i>A Computer</i> Teacher's Guide pp. 103-104 - Introduce The Writing Journal Teacher's Guide pp. 104-106 - Introduce the Punctuation Anchor Chart Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing Teacher's Guide p. 280 - Punctuation Anchor Chart Teacher's Guide p. 286 - Punctuation Anchor Chart Teacher's Guide p. 297 - Punctuation Anchor Chart

	<p>Teacher’s Guide p. 320 - Punctuation: “What’s Missing?” Teacher’s Guide p. 537 - Punctuation Detectives Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation Teacher’s Guide p. 864 - Punctuation Anchor Chart Presentation</p>
b. Use end punctuation for sentences.	<p>Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide pp. 103-104 - Introduce The Writing Journal Teacher’s Guide pp. 104-106 - Introduce the Punctuation Anchor Chart Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide p. 280 - Punctuation Anchor Chart Teacher’s Guide p. 286 - Punctuation Anchor Chart Teacher’s Guide p. 297 - Punctuation Anchor Chart Teacher’s Guide p. 320 - Punctuation: “What’s Missing?” Teacher’s Guide p. 537 - Punctuation Detectives Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation Teacher’s Guide p. 864 - Punctuation Anchor Chart Presentation</p>
c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p>Teacher’s Guide pp. 102-103 - Introduce the Writing Journal 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 p. 299 - Write About Voting Choices Teacher’s Guide p. 418 - Write About Experiments</p>
d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p>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. 384 - Write About Ruby: Part 2 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</p>
e. Use conventional spelling for high-frequency and other studied words.	<p>Teacher’s Guide pp. 202-203 - Write About Your Family Teacher’s Guide p. 327 - Write About Experiments Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 479 - Adding Text to Illustrations Teacher’s Guide p. 561 - Writing</p>
f. Spell grade-appropriate words correctly, consulting references as needed and/or using	<p>Teacher’s Guide p.363 - Listen, Then Write Rhyming Words Teacher’s Guide p. 447 - Kid Writing: Part 1</p>

<p>spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p>	<p>Teacher's Guide p. 452 - Kid Writing: Part 2 Teacher's Guide p. 513 - Word Families -an and -at Teacher's Guide p. 518 - Write About Our Mammal Friends Teacher's Guide p. 538 - Write About Mammals Teacher's Guide p. 539 - Write About Mammals (Part 2)</p>
<p>Display proficiency in:</p>	
<p>g. Capitalize the first word in a sentence and the pronoun I.</p>	<p>Teacher's Guide pp. 33-34 - Introduce the Capital Letter Anchor Chart Teacher's Guide p. 42 - Where to Use Capital Letters Teacher's Guide p. 48 - Where to Use Capital Letters Teacher's Guide pp. 62-63 - Capital Letter Anchor Charts Teacher's Guide pp. 103-104 - Introduce The Writing Journal Teacher's Guide pp. 136-137 - Kid Writing and Adult Writing Teacher's Guide p. 333 - "What's Wrong?" Teacher's Guide p. 473 - Rearrange Words to Create Sentences Teacher's Guide p. 636 - Writing Rubrics Teacher's Guide p. 791 - Capitalization and Punctuation</p>
<p>h. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Teacher's Guide p. 92 - Review <i>Tt /t/</i> Teacher's Guide p. 118 - Listen for Beginning Sound Teacher's Guide pp. 152-153 - Introduce <i>Oo /o/</i> Teacher's Guide pp. 154-155 - Introduce <i>Cc /k/</i> Teacher's Guide p. 168 - Initial Sounds Teacher's Guide p. 192 - Introduce <i>Rr /r/</i> Teacher's Guide pp. 198-199 - Introduce <i>Ll /l/</i> Teacher's Guide p. 297 - Beginning and Final Sounds Teacher's Guide p. 333 - Beginning Sounds Teacher's Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /ks/</i> Teacher's Guide p. 420 - <i>Listening and Writing</i>, Page 55 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 Teacher's Guide p. 902 - <i>Reading and Writing</i>, Page 62</p>
<p>i. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>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. 384 - Write About Ruby: Part 2 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</p>

¹⁹ Writing is for real purposes and real audiences. It is meaningful, relevant, and useful to the writer.

Knowledge of Language

North Dakota Standards	Starfall ELA K Alignment
L.3 (Begins in grade 2)	

Vocabulary Acquisition and Use

L.4 With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

North Dakota Standards	Starfall ELA K Alignment
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<p>Teacher’s Guide p. 43 - Introduce the Computer Teacher’s Guide p. 57- Introduce <i>I Am Your Flag</i> Teacher’s Guide p. 249 - Introduce Homonyms Teacher’s Guide p. 261 - Homonym Tree Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide p. 469 - Introduce Constellations Teacher’s Guide pp. 611-612 - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher’s Guide p. 616 - Using Maps, Introduce <i>Peg Helps Zac</i></p>
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.	<p>Teacher’s Guide pp. 442-443 - Introduce Inflectional Ending, -s and -ed Teacher’s Guide p. 450 - Inflectional Endings Review Teacher’s Guide p. 455 - Inflectional Endings Cut and Paste Teacher’s Guide p. 502 - Inflectional Endings Teacher’s Guide p. 506 - Inflectional Endings Teacher’s Guide pp. 513-514 - Introduce Inflectional Ending <i>-ing</i> Teacher’s Guide p. 516 - Inflectional Endings Teacher’s Guide p. 516 - Introduce Verbs with Inflectional Ending -s</p>

L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

North Dakota Standards	Starfall ELA K Alignment
<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>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?</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>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</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>Teacher’s Guide pp. 108-109 - Review Anchor Charts/ Introduce Nouns: Names of Places Teacher’s Guide p. 249 - Introduce Homonyms Teacher’s Guide p. 261 - Homonym Tree Teacher’s Guide pp. 564-565 - Cooperation Teacher’s Guide p. 565 - Force: Push and Pull Teacher’s Guide p. 728 - <i>Mox’s Day</i>, Chapter 3</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 611- Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words Teacher’s Guide pp. 695-696 - Introduce <i>Mox Jogs</i> Teacher’s Guide p. 694 - Verbs and Verb Endings</p>

North Dakota Standards	Starfall ELA K Alignment
<p>L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Teacher’s Guide p. 241 - Our Community Teacher’s Guide pp. 339-340 - Vocabulary Challenge Teacher’s Guide p. 367 - Vocabulary Riddles Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide p. 422 - Plant Seeds Teacher’s Guide p. 423 - Activity Teacher’s Guide p. 456 - Review The Earth, The Sun, The Moon Teacher’s Guide p. 471 - Introduce Orion the Hunter Teacher’s Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 547 - Review Backpack Bear’s Mammal Book Teacher’s Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates)</p>

*The standards in this document were taken directly from the North Dakota English Language Arts & Literacy Standards.

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