



**South Carolina State  
College- and Career-Ready Standards for English Language Arts  
Alignment to Starfall**

**Inquiry-Based Literacy Standards (I)**

**Standard 1:** Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

South Carolina Standards	Alignment to Starfall
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	<b>Teacher’s Guide p. 269</b> - Create an Invention <b>Teacher’s Guide p. 335</b> - Land and Water <b>Teacher’s Guide p. 360</b> - “Reuse” in the Classroom <b>Teacher’s Guide p. 437</b> - Day and Night <b>Teacher’s Guide p. 482</b> - Create a Model of the Solar System: Progressive Center

**Standard 2:** Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

South Carolina Standards	Alignment to Starfall
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert <b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i> <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i> <b>Teacher’s Guide p. 320</b> - Introduce <i>America the Beautiful</i> <b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i>

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

South Carolina Standards	Alignment to Starfall
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	<b>Teacher's Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful <b>Teacher's Guide p. 418</b> - Write About Experiments <b>Teacher's Guide pp. 444-445</b> - Shadows <b>Teacher's Guide p. 528</b> - Class Newspaper Article <b>Teacher's Guide p. 537</b> - Questions About Mammals
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	<b>Teacher's Guide p. 269</b> - Create an Invention <b>Teacher's Guide p. 352</b> - Recycling/Composting <b>Teacher's Guide p. 483</b> - Creating Constellations <b>Teacher's Guide p. 521</b> - Mammals <b>Teacher's Guide p. 533</b> - Collect Ideas for Class Article

**Standard 4: Synthesize information to share learning and/or take action.**

South Carolina Standards	Alignment to Starfall
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	<b>Teacher's Guide p. 16</b> - Introduce Top and Bottom <b>Teacher's Guide pp. 34-35</b> - Nighttime and Daytime <b>Teacher's Guide pp. 43-44</b> - Introduce the Computer <b>Teacher's Guide p. 111</b> - <i>Today is Monday</i> <b>Teacher's Guide p. 120</b> - Introduce Seasons
4.2 With guidance and support, use tools to communicate findings.	<b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin <b>Teacher's Guide pp. 333-334</b> - Introduce the Environment <b>Teacher's Guide p. 346</b> - Taking Care of the Environment <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle <b>Teacher's Guide p. 556</b> - Information for Class Article
4.3 With guidance and support, reflect on findings.	<b>Teacher's Guide p. 21</b> - Syllables <b>Teacher's Guide p. 150</b> - Formative Assessment <b>Teacher's Guide p. 158</b> - Formative Assessment <b>Teacher's Guide p. 269</b> - Create an Invention <b>Teacher's Guide p. 327</b> - Write About Experiments

**Standard 5:** Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

South Carolina Standards	Alignment to Starfall
5.1 With guidance and support, recognize the value of individual and collective thinking.	<b>Teacher’s Guide p. 298</b> - Voting <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle/Formative Assessment <b>Teacher’s Guide p. 560</b> - Article Conclusion <b>Teacher’s Guide p. 602</b> - Share Opinions <b>Teacher’s Guide p. 672</b> - Discuss Shops
5.2 With guidance and support monitor and assess learning to guide inquiry	<b>Teacher’s Guide p. 326</b> - Water Cycle Experiments <b>Teacher’s Guide p. 681</b> - Begin Research Writing <b>Teacher’s Guide p. 693</b> - Introduce Exercise and the Heart <b>Teacher’s Guide pp. 358-359</b> - Introduce Reduce, Reuse, Recycle/Formative Assessment <b>Teacher’s Guide pp. 411-412</b> - Living and Nonliving
5.3 <i>This indicator does not begin until Grade 1.</i>	

**Reading – Literary Text (RL)**

**Principles of Reading (P)**

**Standard 1:** Demonstrate understanding of the organization and basic features of print.

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

	<p>Writing Journal</p> <p><b>Teacher’s Guide p. 110</b> - <i>At School</i> “Color by Word”</p> <p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 162</b> - Activity “Word Shapes”</p> <p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 213</b> - Form High Frequency Words with Play Dough or Magnetic Letters</p> <p><b>Teacher’s Guide p. 228</b> - Activity</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Word Search</p>
1.3 Understand that words are separated by spaces in print.	<p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart</p> <p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal</p> <p><b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 165</b> - Write about “Hat Day”</p> <p><b>Teacher’s Guide p. 202</b> - Write About Your Family</p> <p><b>Teacher’s Guide p. 208</b> - Writing About Animals</p> <p><b>Teacher’s Guide p. 325</b> - Counting Words in Sentences</p> <p><b>Teacher’s Guide p. 333</b> - What’s Wrong?</p> <p><b>Teacher’s Guide p. 372</b> - Space Between Words</p> <p><b>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation</p>
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide pp. 17-18</b> - Introduce Upper and Lowercase Letters of the Alphabet</p> <p><b>Teacher’s Guide p. 104</b> - Activity</p> <p><b>Teacher’s Guide p. 197</b> - Activity “Alphabet Avenue”</p> <p><b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p> <p><b>Teacher’s Guide p. 438</b> - Celebrate the Letters and Sounds of the Alphabet</p> <p><b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition</p> <p><b>Starfall.com:</b> ABCs</p> <p><b>Starfall.com:</b> ABC Rhymes</p>

**Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds.

South Carolina Standards	Alignment to Starfall
2.1 Recognize and produce rhyming words.	<b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack</i>

	<p><i>Bear's ABC Rhyme Book</i>  <b>Teacher's Guide p. 59</b> - Rhyming Words  <b>Teacher's Guide p. 91</b> - Rhyming  <b>Teacher's Guide p. 123</b> - Rhyming Words  <b>Teacher's Guide p. 226</b> - Rhyming Words  <b>Teacher's Guide p. 239</b> - Rhyming Words  <b>Teacher's Guide p. 300</b> - Rhyming  <b>Teacher's Guide p. 301</b> - Rhyming Words  <b>Teacher's Guide p. 329</b> - Listen for Rhyming Words  <b>Teacher's Guide p. 362</b> - Rhyming Words  <b>Teacher's Guide p. 363</b> - Listen, Then Write Rhyming Words  <b>Teacher's Guide p. 415</b> - Rhyming Words  <b>Teacher's Guide p. 425</b> - Rhyming Words  <b>Teacher's Guide p. 556</b> - Short-A Rhyming Words  <b>Teacher's Guide p. 567</b> - Rhyming Words  <i>Starfall.com</i>: Backpack Bear's ABC Rhymes  <i>Starfall.com</i>: Selected Nursery Rhymes</p>
<p>2.2 Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Teacher's Guide p. 21</b>- Syllables  <b>Teacher's Guide p. 84</b> - Favorite Kind of Weather  <b>Teacher's Guide p. 154</b> - Review Syllables  <b>Teacher's Guide p. 352</b> - Syllabication  <b>Teacher's Guide p. 463</b> - Segmenting Syllables  <b>Teacher's Guide p. 563</b> - Syllables</p>
<p>2.3 Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>Teacher's Guide p. 64</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher's Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher's Guide p. 372</b> - Phoneme Addition  <b>Teacher's Guide p. 390</b> - Blend Onsets-Rimes  <b>Teacher's Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher's Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <i>Starfall.com</i>: "Word Machines"  <i>Starfall.com</i>: "Learn to Read"</p>
<p>2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p>	<p><b>Teacher's Guide p. 101</b> - Blending  <b>Teacher's Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher's Guide p. 200</b> - Blending/Decoding  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 372</b> - Phoneme Addition  <b>Teacher's Guide p. 378</b> - Blending Phonemes  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <b>Teacher's Guide p. 465</b> - Writing CVC Words  <b>Teacher's Guide p. 477</b> - Segmenting Phonemes in CVC Words</p>

	<p><b>Teacher’s Guide p. 505</b> - Activity “Starfall Speedway”</p> <p><b>Teacher’s Guide p. 535</b> - Activity</p> <p><b>Teacher’s Guide p. 560</b> - Blending and Decoding</p> <p><b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<p><b>Teacher’s Guide p. 480</b> - Deleting and Substituting Phonemes</p> <p><b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words</p> <p><b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A</p> <p><b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds ( -ell, -all, -ed, -et)</p> <p><b>Teacher’s Guide p. 649</b> - Phoneme Substitution</p> <p><b>Teacher’s Guide p. 727</b> - Phoneme Substitution</p> <p><b>Teacher’s Guide p. 763</b> - Phoneme Substitution</p> <p><b>Teacher’s Guide p. 788</b> - Phoneme Substitution of Final Sounds</p> <p><b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution</p> <p><b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p>

**Standard 3:** Know and apply grade-level phonics and word analysis skills when decoding words.

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3.1 Produce one-to-one letter-sound correspondences for each consonant.	<p><b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”</p> <p><b>Teacher’s Guide p. 358</b> - Review Sounds</p> <p><b>Teacher’s Guide p. 454</b> - Segmenting Phonemes</p> <p><b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It!</p> <p><b>Teacher’s Guide p. 560</b> - Blending and Decoding</p> <p><b>Teacher’s Guide p. 638</b>- Blending CVC Words</p> <p><b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine</p> <p><b>Starfall.com:</b> ABCs</p>
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels</p> <p><b>Teacher’s Guide p. 502</b> - Review Vowels</p> <p><b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words</p> <p><b>Teacher’s Guide p. 530</b> - Long A, Silent E</p> <p><b>Teacher’s Guide p. 593</b> - Introduce Long-E</p> <p><b>Teacher’s Guide p. 601</b> - Computer [Silent E; Vowel Teams]</p> <p><b>Teacher’s Guide p. 602</b> - Short and Long E</p>

	<p><b>Teacher’s Guide p. 615</b> - Short and Long E  <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words  <b>Teacher’s Guide p. 707</b> - Short and Long Vowels  <b>Teacher’s Guide p. 718</b> - Long Vowel O  <b>Teacher’s Guide p. 784</b> - Long Vowel I  <b>Teacher’s Guide p. 787</b>- Computer <i>Fish and Me</i> and <i>Sky Ride</i>  <b>Teacher’s Guide p. 856</b> - Long U  <b>Teacher’s Guide p. 871</b> - Silent E</p>
<p>3.3 Read regularly spelled one-syllable words.</p>	<p><b>Teacher’s Guide p. 48</b> - Phonics Warm-Up  <b>Teacher’s Guide p. 101</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 148</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 200</b> - Phonics Warm-Up  <b>Teacher’s Guide p. 266</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 388</b> - Classify Medial Vowels  <b>Teacher’s Guide p. 503</b> - Introduce Medial /a/ and the Zac the Rat Character  <b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher’s Guide p. 512</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 513</b> - Word Families -an and -at Teacher’s Guide  <b>Teacher’s Guide p. 521</b> - Phonics Warm-Up  <b>Teacher’s Guide pp. 534-535</b> - Missing Words  <b>Teacher’s Guide p. 544</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 587</b> - Introduce Peg the Hen Character and Medial /e/  <b>Teacher’s Guide p. 588</b> - Formative Assessment  <b>Teacher’s Guide p. 591</b> - Introduce Peg the Hen  <b>Teacher’s Guide p. 638</b> - Phonics Warm-Up  <b>Teacher’s Guide p. 649</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 668</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 695</b> - Introduce Mox Jogs  <b>Teacher’s Guide p. 704</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 763</b> - Phonological Awareness Warm-Up  <b>Teacher’s Guide p. 786</b> - <i>Fish and Me</i> Story Words  <b>Teacher’s Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>
<p>3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels  <b>Teacher’s Guide p. 513</b> - Word Families -an and -at  <b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending -ing</p>

	<p><b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words</p> <p><b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds (-ell, -all, -ed, -et)</p> <p><b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i></p> <p><b>Teacher’s Guide p. 878</b> - High Frequency Word Practice</p> <p><b>Teacher’s Guide p. 900</b> - Activity: Graph words used in <i>Get Up, Cub</i></p>
<p>3.5 Read common high-frequency words.</p>	<p><b>Teacher’s Guide p. 50</b>- Introduce High Frequency Words: <i>is</i> and <i>for</i></p> <p><b>Teacher’s Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i></p> <p><b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i></p> <p><b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i></p> <p><b>Teacher’s Guide p. 284</b> - Starfall Speedway: High Frequency Words</p> <p><b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i></p> <p><b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i></p> <p><b>Teacher’s Guide p. 454</b> - High Frequency Word Challenge</p> <p><b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i></p> <p><b>Teacher’s Guide p. 642</b> - High Frequency Words</p> <p><b>Teacher’s Guide p. 675</b> - Introduce High Frequency Words: <i>give, gives, put, puts</i></p> <p><b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p> <p><b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
<p>3.6 Recognize grade-appropriate irregularly spelled words.</p>	<p><b>Teacher’s Guide p. 93</b> - Introduce High Frequency Words: <i>The, the</i></p> <p><b>Teacher’s Guide p. 131</b> - Introduce High Frequency Words: <i>I, am, you</i></p> <p><b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i></p> <p><b>Teacher’s Guide p. 282</b> - Introduce Quotation Marks and High-Frequency Word: <i>said</i></p> <p><b>Teacher’s Guide p. 287</b> - Introduce High Frequency Words: <i>come, to, with</i></p> <p><b>Teacher’s Guide p. 331</b> - Introduce High Frequency Words: <i>as, has, want</i></p> <p><b>Teacher’s Guide p. 354</b> - Introduce High Frequency Words: <i>have, help, helps</i></p> <p><b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>do, was, will, away,</i></p> <p><b>Teacher’s Guide p. 412</b> - Introduce High</p>



	<p>Frequency Words: her, his, says  <b>Teacher's Guide p. 453</b> - Introduce High Frequency Words: look, my, our, your  <b>Teacher's Guide p. 470</b> - Preview Contractions and Introduce High Frequency Words: let's, one, say  <b>Teacher's Guide p. 504</b> - Introduce High Frequency Words: goes, into, off, why  <b>Teacher's Guide p. 542</b> - Introduce High Frequency Words: that, there, they, this  <b>Teacher's Guide p. 557</b> - Introduce High Frequency Words: all, good, some, what  <b>Teacher's Guide p. 598</b> - Introduce High Frequency Words: could, should, would  <b>Teacher's Guide p. 622</b> - Introduce High Frequency Words: ask, asks, find, from</p>
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**Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

South Carolina Standards	Alignment to Starfall
4.1 Read emergent-reader texts with purpose and understanding.	<p><b>Teacher's Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide pp. 204-205</b> - Introduce <i>At the House</i>  <b>Teacher's Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher's Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher's Guide p. 294</b> - Introduce <i>Come Vote with Me</i>  <b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2  <b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1  <b>Teacher's Guide pp. 728-729</b> - <i>Mox's Day</i>, Chapter 3  <b>Teacher's Guide p. 818</b> - <i>What An Adventure!</i>  Choral Reading  <b>Starfall.com:</b> "I'm Reading" - Fiction and Nonfiction</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	<p><b>Teacher's Guide p. 102</b> - Introduce <i>At School</i>  <b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>/Formative Assessment  <b>Teacher's Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher's Guide p. 425-426</b> - Introduce <i>We Can See!</i>  <b>Teacher's Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions  <b>Teacher's Guide p. 555</b> - <i>Zac Camps</i>: Chapter 2  <b>Teacher's Guide p. 637</b> - <i>Peg Goes Places</i>, Chapter 2  <b>Teacher's Guide p. 709</b> - <i>Mox's Day</i>, Chapter 2  <b>Teacher's Guide p. 732</b> - <i>Mox's Day</i></p>

	<p><b>Teacher’s Guide p. 767</b> - Introduce <i>I Can Do It</i> and High Frequency Words: <i>something</i> and <i>too</i></p> <p><b>Teacher’s Guide p. 793</b> - <i>What an Adventure!</i> Chapter Book</p> <p><b>Teacher’s Guide p. 814</b> - Introduce <i>Fix the Jet</i></p> <p><b>Teacher’s Guide p. 817</b> - <i>What an Adventure!</i> Chapter Book</p> <p><b>Teacher’s Guide p. 818</b> - <i>What an Adventure!</i> Choral Reading</p> <p><b>Teacher’s Guide p. 842</b> - Introduce <i>Gus the Duck</i></p> <p><b>Teacher’s Guide p. 848</b> - Illustrate Gus and Tin Man</p> <p><b>Teacher’s Guide p. 867</b> - Introduce <i>Bug in a Jug</i></p> <p><b>Teacher’s Guide p. 899</b> - Read <i>Get Up, Cub</i>/Formative Assessment</p>
<p>4.3 Use picture cues to confirm or self-correct word recognition and understanding.</p>	<p><b>Teacher’s Guide p. 59</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 62-63</b> - Capital Letter Anchor Chart</p> <p><b>Teacher’s Guide pp. 88-89</b> - Introduce <i>Tt/t</i></p> <p><b>Teacher’s Guide pp. 96-97</b> - Introduce <i>Pp/p</i></p> <p><b>Teacher’s Guide p. 118</b> - Listen for the Beginning Sound</p> <p><b>Teacher’s Guide pp. 130-131</b> - Introduce <i>Mm/m</i></p> <p><b>Teacher’s Guide p. 133</b> - Introduce a Rainbow</p> <p><b>Teacher’s Guide p. 152-153</b> - Introduce <i>Oo/o</i></p> <p><b>Teacher’s Guide p. 154-155</b> - Introduce <i>Cc/k</i></p> <p><b>Teacher’s Guide p. 164</b> - Identify and Discriminate Initial <i>Cc/k</i></p> <p><b>Teacher’s Guide p. 169</b> - “Starfall Speedway”</p> <p><b>Teacher’s Guide p. 189</b> - <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher’s Guide p. 204</b> - Introduce <i>At the House</i></p> <p><b>Teacher’s Guide p. 231-232</b> - Introduce High Frequency Words: <i>not, on, down</i></p> <p><b>Teacher’s Guide pp. 255</b> - Introduce <i>Gg/g</i></p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 272</b> - Blending Sounds</p> <p><b>Teacher’s Guide p. 347</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide p. 375</b> - Computer:Activity</p> <p><b>Teacher’s Guide p. 385</b> - Computer:Activity</p> <p><b>Teacher’s Guide p. 513</b> - Word Families</p> <p><b>Teacher’s Guide p. 640</b> - Create Character Headbands</p> <p><b>Teacher’s Guide p. 736</b> - “Color by Word”</p> <p><b>Teacher’s Guide p. 765</b> - Story Element Cards</p> <p><b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>: Chapter 1</p>

**Meaning and Context (MC)**

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

South Carolina Standards	Alignment to Starfall
<p>5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p>	<p><b>Teacher’s Guide p. 383</b> - Ways to Be Kind  <b>Teacher’s Guide p. 511</b> - Comprehension: Questioning  <b>Teacher’s Guide p. 540</b> - Interview Questions  <b>Teacher’s Guide p. 780</b> - Introduce Class Adventure Story  <b>Teacher’s Guide p. 788</b> - Plan Class Adventure  <b>Teacher’s Guide p. 788</b> - Add Class Adventure Details</p>
<p>5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator</p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy with a Chance of Meatballs</i>  <b>Teacher’s Guide p. 239</b> - Shared Writing  <b>Teacher’s Guide p. 529</b> - Introduce <i>Zac and Cat</i>  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions  <b>Teacher’s Guide p. 555</b> - Formative Assessment  <b>Teacher’s Guide p. 591</b> - Introduce <i>Peg the Hen</i>  <b>Teacher’s Guide p. 637</b> - <i>Peg Goes Places</i>: Chapter 2  <b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”  <b>Teacher’s Guide p. 646</b> - <i>Peg Goes Places</i>, Chapter Mox’3  <b>Teacher’s Guide p. 695</b> - Introduce <i>Mox Jogs</i>  <b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day</i>: Chapter 1  <b>Teacher’s Guide p. 726</b> - Introduce <i>The Popcorn Book</i>  <b>Teacher’s Guide p. 798</b> - <i>What an Adventure!</i> Chapters 2 &amp; 3  <b>Teacher’s Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>

**Standard 6:** Summarize key details and ideas to support analysis of thematic development.

South Carolina Standards	Alignment to Starfall
<p>6.1 Describe the relationship between illustrations and the text.</p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p>

	<p><b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i></p> <p><b>Teacher’s Guide pp. 528-567</b> - Week 17, Week 18 - Magic Writing Moments: Class Newspaper Article</p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i></p> <p><b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p> <p><b>Teacher’s Guide pp. 668-683</b> - Magic Writing Moments - Create/Design Shops</p> <p><b>Starfall.com:</b> “Backpack Bear’s Books”</p> <p><b>Starfall.com:</b> “Talking Library”</p> <p><b>Starfall.com:</b> “It’s Fun to Read”</p> <p><b>Starfall.com:</b> “I’m Reading”</p>
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**Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

South Carolina Standards	Alignment to Starfall
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	<p><b>Teacher’s Guide p. 67</b> - Introduce Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards</p> <p><b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i></p> <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i></p> <p><b>Teacher’s Guide p. 536</b> - Story Elements</p> <p><b>Teacher’s Guide p. 559</b> - Backpack Bear Puppet</p> <p><b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales</i>, “The Turnip”</p> <p><b>Teacher’s Guide p. 639</b> - Introduce “Chicken Little”</p> <p><b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i></p> <p><b>Teacher’s Guide p. 711</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i></p> <p><b>Teacher’s Guide pp. 765-766</b> - Story Element Cards</p>
7.2 Read or listen closely to compare familiar texts.	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher’s Guide p. 159</b> - Rhyming Words</p>

	<p><b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett /Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher’s Guide pp. 232-234</b> - Introduce <i>Me on the Map</i> and <i>The Map</i></p> <p><b>Teacher’s Guide p. 382</b> - Introduce <i>Ruby Goes to School</i></p> <p><b>Teacher’s Guide pp. 514-515</b> - Conflict and Resolution</p> <p><b>Teacher’s Guide pp. 563-564</b> - <i>Zac Camps</i>: Chapter 3</p> <p><b>Teacher’s Guide p. 599</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i></p> <p><b>Teacher’s Guide pp. 645-646</b> - Introduce <i>Hen</i></p> <p><b>Teacher’s Guide p. 674</b> - Introduce <i>The Three Little Pigs</i></p>
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**Standard 8:** Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

South Carolina Standards	Alignment to Starfall
<p><b>8.1</b> With guidance and support, read or listen closely to:</p> <p>a. describe characters and their actions;</p>	<p><b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide pp. 561 - 562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, “The Turnip”</p> <p><b>Teacher’s Guide p. 595</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 640</b> - Create Character Headbands</p> <p><b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”</p> <p><b>Teacher’s Guide p. 677</b> - Comprehension: <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 709</b> - Formative Assessment</p> <p><b>Teacher’s Guide pp. 765 - 766</b> - Story Element Cards</p> <p><b>Teacher’s Guide pp. 845-855</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p>
<p>b. compare characters’ experiences to those of the reader;</p>	<p><b>Teacher’s Guide pp. 34-35</b> - Nighttime and Daytime</p> <p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p> <p><b>Teacher’s Guide p. 228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i></p> <p><b>Teacher’s Guide p. 365</b> - Formative Assessment</p> <p><b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac</i></p>

	<p><i>Camps</i>  <b>Teacher’s Guide pp. 596</b> - Write a Response to “The Little Red Hen”  <b>Teacher’s Guide p. 677</b> - Comprehension: <i>The Three Little Pigs</i>  <b>Teacher’s Guide pp. 765 - 766</b> - Story Element Cards  <b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p>
c. describe setting;	<p><b>Teacher’s Guide pp.189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 350</b> - Activity  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon live in the Sky</i>  <b>Teacher’s Guide p. 536</b> - Formative Assessment  <b>Teacher’s Guide pp. 561 - 562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i>  <b>Teacher’s Guide pp. 595</b> - Formative Assessment  <b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”  <b>Teacher’s Guide p. 677</b> - Comprehension: <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 709</b> - Formative Assessment</p>
d. identify the problem and solution; and	<p><b>Teacher’s Guide p. 514</b> - Conflict and Resolution  <b>Teacher’s Guide p. 536</b> - Formative Assessment  <b>Teacher’s Guide p. 595</b> - Formative Assessment  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide pp. 765 - 766</b> - Story Element Cards  <b>Teacher’s Guide p. 794</b> - Introduce <i>At the Beach</i>  <b>Teacher’s Guide p. 867</b> - Introduce <i>Bug in a Jug</i>  <b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story</p>
e. identify the cause of an event.	<p><b>Teacher’s Guide p. 125</b> - Introduce Cause and Effect  <b>Teacher’s Guide p. 126</b> - Experiment #2: Building Blocks  <b>Teacher’s Guide p. 126</b> - Formative Assessment  <b>Teacher’s Guide p. 557</b> - Cause and Effect  <b>Teacher’s Guide p. 732</b> - Formative Assessment</p>

**Language, Craft, and Structure (LCS)**

**Standard 9:** Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

South Carolina Standards	Alignment to Starfall
<p>9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p>	<p><b>Teacher’s Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.  <b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i>  <b>Teacher’s Guide p. 85</b> - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i>  <b>Teacher’s Guide p. 99</b> - Review <i>Chicka, Chicka, Boom, Boom</i>  <b>Teacher’s Guide p. 123</b> - Rhyming Words  <b>Teacher’s Guide p. 214</b> - Introduce <i>A House in a Tree</i>  <b>Teacher’s Guide p. 226</b> - Rhyming Words  <b>Teacher’s Guide p. 254</b> - Rhyming  <b>Teacher’s Guide p. 362</b> - Rhyming Words  <b>Teacher’s Guide p. 531</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Starfall.com</b> - <i>Backpack Bear’s ABC Rhyme Book</i>  <b>Starfall.com</b> - It’s Fun to Read: Tongue Twisters</p>
<p>9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p><b>Teacher’s Guide pp. 14-15</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator  <b>Teacher’s Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.  <b>Teacher’s Guide p. 151</b> - Introduce Character/ Formative Assessment  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing  <b>Teacher’s Guide p. 720</b> - Pre-Writing: Introduce Sensory Words  <b>Teacher’s Guide p. 721</b> - Introduce <i>Pop! Pop! Pop!</i></p>

**Standard 10:** Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

South Carolina Standards	Alignment to Starfall
<p>10.1 With guidance and support, ask and answer questions about known and unknown words.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 20</b> - President’s Day  <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Earth Day  <b>Teacher’s Guide Seasonal Holidays p. 26</b> -</p>

	<p>Memorial Day  <b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher's Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher's Guide p. 367</b> - Vocabulary Riddles  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher's Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher's Guide p. 547</b> - Review <i>Backpack Bear's Mammal Book</i>  <b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide pp. 843-844</b> - Introduce <i>Invertebrates</i></p>
<p>10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.</p>	<p><b>Teacher's Guide p. 43</b> - Introduce <i>The Computer</i>  <b>Teacher's Guide p. 57</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide p. 249</b> - Introduce Homonyms  <b>Teacher's Guide p. 261</b> - Homonym Tree  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher's Guide p. 469</b> - Introduce Constellations  <b>Teacher's Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p>
<p>10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p>	<p><b>Teacher's Guide pp. 442-443</b> - Introduce Inflectional Ending, -s and -ed  <b>Teacher's Guide p. 450</b> - Inflectional Endings Review  <b>Teacher's Guide p. 455</b> - Inflectional Endings Cut and Paste  <b>Teacher's Guide p. 502</b> - Inflectional Endings  <b>Teacher's Guide p. 506</b> - Inflectional Endings  <b>Teacher's Guide pp. 513-514</b> - Introduce Inflectional Ending -ing  <b>Teacher's Guide p. 516</b> - Inflectional Endings  <b>Teacher's Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s</p>



10.4 With guidance and support, identify the individual words used to form a compound word.	<b>Teacher’s Guide p. 43</b> - Compound Words <b>Teacher’s Guide p. 84</b> - Compound Word Segmentation <b>Teacher’s Guide p. 441</b> - Compound Words <b>Teacher’s Guide p. 679</b> - <i>Wolves</i>
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	<b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i> <b>Teacher’s Guide p. 249</b> - Introduce Homonyms <b>Teacher’s Guide p. 261</b> - Homonym Tree <b>Teacher’s Guide p. 339</b> - Vocabulary Challenge <b>Teacher’s Guide p. 695</b> - Introduce <i>Mox Jogs</i>
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<b>Teacher’s Guide pp. 25-26</b> - Introduce the Schema Anchor Chart <b>Teacher’s Guide p. 249</b> - Introduce Homonyms <b>Teacher’s Guide p. 261</b> - Homonym Tree <b>Teacher’s Guide p. 327</b> - Write About Experiments <b>Teacher’s Guide p. 352</b> - Recycling/Composting

**Standard 11:** Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

South Carolina Standards	Alignment to Starfall
11.1 Identify the author and illustrator and define the role of each.	<b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i> <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i> <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i> <b>Teacher’s Guide pp. 508-510</b> - Introduce <i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i>
11.2 Identify who is telling the story, the narrator or characters.	<b>Teacher’s Guide p. 151</b> - Introduce Characters <b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i> <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> <b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”

**Standard 12:** Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

South Carolina Standards	Alignment to Starfall
<p>12.1 Recognize and sort types of literary texts.</p>	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p><b>Teacher’s Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i></p> <p><b>Teacher’s Guide pp. 120-121</b> - Introduce Seasons</p> <p><b>Teacher’s Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i></p> <p><b>Teacher’s Guide p. 334</b> - Computer</p> <p><b>Teacher’s Guide p. 436</b> - Shining Star Awards</p> <p><b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i></p> <p><b>Teacher’s Guide p. 569</b> - Mammals</p> <p><b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i></p> <p><b>Teacher’s Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 702</b> - Introduce <i>Mox’s Day</i>, Chapter 1</p> <p><b>Teacher’s Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book</p> <p><b>Teacher’s Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i></p> <p><b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>: Chapter 1</p> <p><b>Starfall.com:</b> Songs &amp; Rhymes - “Selected Nursery Rhymes”</p> <p><b>Starfall.com:</b> I’m Reading - “Chinese Fables”</p> <p><b>Starfall.com:</b> I’m Reading - “Comics”</p> <p><b>Starfall.com:</b> I’m Reading - “Greek Myths”</p> <p><b>Starfall.com:</b> I’m Reading - “Folk Tales”</p>
<p>12.2 Recognize the crafted text structure of recurring phrases.</p>	<p><b>Teacher’s Guide pp. 99-100</b> - Review <i>Chicka, Chicka, Boom, Boom (Down by the Sea)</i></p> <p><b>Teacher’s Guide p. 124</b> - Introduce <i>Ss/s (The Letter March: Ss -s)</i></p> <p><b>Teacher’s Guide p. 300</b> - Rhyming (<i>A Hunting We Will Go</i>)</p> <p><b>Starfall.com</b> - Historical Folk Tales</p> <p><b>Starfall.com</b> - Selected Nursery Rhymes</p> <p><b>Starfall.com</b> - I’m Reading: Folk Tales</p>

**Range and Complexity**

**Standard 13:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

South Carolina Standards	Alignment to Starfall
<p>13.1 Engage in whole and small group reading with purpose and understanding.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i>  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 139-140</b>- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide p. 356</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p>
<p>13.2 Read independently for sustained periods of time to build stamina.</p>	<p><b>Teacher’s Guide p. 555</b> - Zac Camps: Chapter 2  <b>Teacher’s Guide p. 637</b> - <i>Peg Goes Places</i>, Chapter 2  <b>Teacher’s Guide p. 646</b> - <i>Peg Goes Places</i>, Chapter 3  <b>Teacher’s Guide p. 709</b> - <i>Mox’s Day</i>, Chapter 2  <b>Teacher’s Guide p. 818</b> - <i>What An Adventure!</i>            Choral Reading</p>
<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i>  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p>

	<p><b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i></p> <p><b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i></p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p>
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## Reading – Informational Text (RI)

### Principles of Reading (P)

**Standard 1:** Demonstrate understanding of the organization and basic features of print.

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

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

**Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds.

South Carolina Standards	Alignment to Starfall
2.1 Recognize and produce rhyming words.	<p><b>Teacher’s Guide pp. 19-20</b> - Introduce <i>Backpack Bear’s ABC Rhyme Book</i></p> <p><b>Teacher’s Guide p. 59</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 91</b> - Rhyming</p> <p><b>Teacher’s Guide p. 123</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 226</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 239</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 300</b> - Rhyming</p> <p><b>Teacher’s Guide p. 301</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 329</b> - Listen for Rhyming Words</p> <p><b>Teacher’s Guide p. 362</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 363</b> - Listen, Then Write Rhyming Words</p> <p><b>Teacher’s Guide p. 415</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 425</b> - Rhyming Words</p> <p><b>Teacher’s Guide p. 556</b> - Short-A Rhyming Words</p> <p><b>Teacher’s Guide p. 567</b> - Rhyming Words</p> <p><b>Starfall.com:</b> Backpack Bear’s ABC Rhymes</p>

	<i>Starfall.com</i> : Selected Nursery Rhymes
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<p><b>Teacher’s Guide p. 21</b> - Syllables  <b>Teacher’s Guide p. 84</b> - Favorite Kind of Weather  <b>Teacher’s Guide p. 154</b> - Review Syllables  <b>Teacher’s Guide p. 352</b> - Syllabication  <b>Teacher’s Guide p. 463</b> - Segmenting Syllables  <b>Teacher’s Guide p. 563</b> - Syllables</p>
2.3 Blend and segment onsets and rimes of single syllable spoken word.	<p><b>Teacher’s Guide p. 64</b> - Blending Onsets and Rimes  <b>Teacher’s Guide p. 266</b> - Blending Onsets and Rimes  <b>Teacher’s Guide p. 280</b> - Segmenting Onsets and Rimes  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 390</b> - Blend Onsets-Rimes  <b>Teacher’s Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i>  <b>Teacher’s Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <i>Starfall.com</i>: “Word Machines”  <i>Starfall.com</i>: “Learn to Read”</p>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<p><b>Teacher’s Guide p. 101</b> - Blending  <b>Teacher’s Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher’s Guide p. 200</b> - Blending/Decoding  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 378</b> - Blending Phonemes  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 477</b> - Segmenting Phonemes in CVC Words  <b>Teacher’s Guide p. 505</b> - Activity “Starfall Speedway”  <b>Teacher’s Guide p. 535</b> - Activity  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	<p><b>Teacher’s Guide p. 480</b> - Deleting and Substituting Phonemes  <b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <b>Teacher’s Guide p. 649</b> - Phoneme Substitution  <b>Teacher’s Guide p. 727</b> - Phoneme Substitution  <b>Teacher’s Guide p. 763</b> - Phoneme Substitution  <b>Teacher’s Guide p. 788</b> - Phoneme Substitution of</p>

	<p>Final Sounds  <b>Teacher's Guide p. 792</b> - Phoneme Addition and Substitution  <b>Teacher's Guide p. 864</b> - Phoneme Deletion</p>
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**Standard 3:** Know and apply grade-level phonics and word analysis skills when decoding words.

South Carolina Standards	Alignment to Starfall
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<p><b>Teacher's Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 291</b> - Introduce "See It! Say It! Spell It!"  <b>Teacher's Guide p. 358</b> - Review Sounds  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <b>Teacher's Guide p. 552</b> - See It! Say It! Spell It!  <b>Teacher's Guide p. 560</b> - Blending and Decoding  <b>Teacher's Guide p. 638</b>- Blending CVC Words  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <i>Starfall.com:</i> ABCs</p>
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<p><b>Teacher's Guide p. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 502</b> - Review Vowels  <b>Teacher's Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words  <b>Teacher's Guide p. 530</b> - Long A, Silent E  <b>Teacher's Guide p. 593</b> - Introduce Long-E  <b>Teacher's Guide p. 601</b> - Computer [Silent E; Vowel Teams]  <b>Teacher's Guide p. 602</b> - Short and Long E  <b>Teacher's Guide p. 615</b> - Short and Long E  <b>Teacher's Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words  <b>Teacher's Guide p. 707</b> - Short and Long Vowels  <b>Teacher's Guide p. 718</b> - Long Vowel O  <b>Teacher's Guide p. 784</b> - Long Vowel I  <b>Teacher's Guide p. 787</b>- Computer <i>Fish and Me</i> and <i>Sky Ride</i>  <b>Teacher's Guide p. 856</b> - Long U  <b>Teacher's Guide p. 871</b> - Silent E</p>
3.3 Read regularly spelled single-syllable words.	<p><b>Teacher's Guide p. 48</b> - Phonics Warm-Up  <b>Teacher's Guide p. 101</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 148</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 200</b> - Phonics Warm-Up  <b>Teacher's Guide p. 266</b> - Phonological Awareness</p>

	<p>Warm-Up  <b>Teacher's Guide p. 271</b> - Cumulative Review  <b>Teacher's Guide p. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 503</b> - Introduce Medial /a/ and the Zac the Rat Character  <b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher's Guide p. 512</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 513</b> - Word Families -an and -at Teacher's Guide  <b>Teacher's Guide p. 521</b> - Phonics Warm-Up  <b>Teacher's Guide pp. 534-535</b> - Missing Words  <b>Teacher's Guide p. 544</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 587</b> - Introduce Peg the Hen Character and Medial /e/  <b>Teacher's Guide p. 588</b> - Formative Assessment  <b>Teacher's Guide p. 591</b> - Introduce <i>Peg the Hen</i>  <b>Teacher's Guide p. 638</b> - Phonics Warm-Up  <b>Teacher's Guide p. 649</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 668</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 695</b> - Introduce <i>Mox Jogs</i>  <b>Teacher's Guide p. 704</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 763</b> - Phonological Awareness Warm-Up  <b>Teacher's Guide p. 786</b> - <i>Fish and Me</i> Story Words  <b>Teacher's Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>
<p>3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.</p>	<p><b>Teacher's Guide p. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 513</b> - Word Families -an and -at  <b>Teacher's Guide p. 513</b> - Introduce Inflectional Ending -ing  <b>Teacher's Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher's Guide pp. 587-588</b> - Add and Change Sounds (-ell, -all, -ed, -et)  <b>Teacher's Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <b>Teacher's Guide p. 878</b> - High Frequency Word Practice  <b>Teacher's Guide p. 900</b> - Activity: Graph words used in <i>Get Up, Cub</i></p>
<p>3.5 Read common high-frequency words.</p>	<p><b>Teacher's Guide p. 50</b>- Introduce High Frequency Words: <i>is</i> and <i>for</i>  <b>Teacher's Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i>  <b>Teacher's Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i>  <b>Teacher's Guide p. 256</b> - Introduce High</p>



	<p>Frequency Words: <i>big, go, little, in, it</i>  <b>Teacher’s Guide p. 284</b> - Starfall Speedway: High Frequency Words  <b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i>  <b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i>  <b>Teacher’s Guide p. 454</b> - High Frequency Word Challenge  <b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <b>Teacher’s Guide p. 642</b> - High Frequency Words  <b>Teacher’s Guide p. 675</b> - Introduce High Frequency Words: <i>give, gives, put, puts</i>  <b>Teacher’s Guide p. 869</b> - Backpack Bear’s Story  <b>Note:</b> High-frequency words (110) are introduced and practiced throughout the curriculum.</p>
<p>3.6 Recognize grade-appropriate irregularly spelled words.</p>	<p><b>Teacher’s Guide p. 93</b> - Introduce High Frequency Words: <i>The, the</i>  <b>Teacher’s Guide p. 131</b> - Introduce High Frequency Words: <i>I, am, you</i>  <b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i>  <b>Teacher’s Guide p. 282</b> - Introduce Quotation Marks and High-Frequency Word: <i>said</i>  <b>Teacher’s Guide p. 287</b> - Introduce High Frequency Words: <i>come, to, with</i>  <b>Teacher’s Guide p. 331</b> - Introduce High Frequency Words: <i>as, has, want</i>  <b>Teacher’s Guide p. 354</b> - Introduce High Frequency Words: <i>have, help, helps</i>  <b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>do, was, will, away</i>  <b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i>  <b>Teacher’s Guide p. 453</b> - Introduce High Frequency Words: <i>look, my, our, your</i>  <b>Teacher’s Guide p. 470</b> - Preview Contractions and Introduce High Frequency Words: <i>let’s, one, say</i>  <b>Teacher’s Guide p. 504</b> - Introduce High Frequency Words: <i>goes, into, off, why</i>  <b>Teacher’s Guide p. 542</b> - Introduce High Frequency Words: <i>that, there, they, this</i>  <b>Teacher’s Guide p. 557</b> - Introduce High Frequency Words: <i>all, good, some, what</i>  <b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <b>Teacher’s Guide p. 622</b> - Introduce High Frequency Words: <i>ask, asks, find, from</i></p>

**Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

South Carolina Standards	Alignment to Starfall
<p>4.1 Read emergent-reader texts with purpose and understanding.</p>	<p><b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i>  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 139-140</b>- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide p. 356</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher’s Guide pp. 794-795</b> - Introduce <i>At the Beach</i></p>
<p>4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.</p>	<p><b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide pp. 204-205</b> - Introduce <i>At the House</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide p. 262</b> - Introduce <i>At the Post Office</i>  <b>Teacher’s Guide p. 294</b> - Introduce <i>Come Vote with Me</i>  <b>Teacher’s Guide p. 332</b> - Introduce <i>At the Library</i>  <b>Teacher’s Guide p. 818</b> - <i>What An Adventure!</i>            Choral Reading  <b>Starfall.com:</b> “I’m Reading” - Fiction and Nonfiction</p>
<p>4.3 Use picture cues to confirm or self-correct word</p>	<p><b>Teacher’s Guide p. 59</b> - Rhyming Words</p>

<p>recognition and understanding.</p>	<p><b>Teacher’s Guide pp. 62-63</b> - Capital Letter Anchor Chart  <b>Teacher’s Guide pp. 88-89</b> - Introduce <i>Tt/t</i>  <b>Teacher’s Guide pp. 96-97</b> - Introduce <i>Pp/p</i>  <b>Teacher’s Guide p. 118</b> - Listen for the Beginning Sound  <b>Teacher’s Guide pp. 130-131</b> - Introduce <i>Mm/m</i>  <b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher’s Guide pp. 152-153</b> - Introduce <i>Oo/o</i>  <b>Teacher’s Guide pp. 154-155</b> - Introduce <i>Cc/k</i>  <b>Teacher’s Guide p. 164</b> - Identify and Discriminate Initial <i>Cc/k</i>  <b>Teacher’s Guide p. 169</b> - “Starfall Speedway”  <b>Teacher’s Guide p. 189</b> - <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 195</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 204</b> - Introduce <i>At the House</i>  <b>Teacher’s Guide pp. 231-232</b> - Introduce High Frequency Words: <i>not, on, down</i>  <b>Teacher’s Guide pp. 255</b> - Introduce <i>Gg/g</i>  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 272</b> - Blending Sounds  <b>Teacher’s Guide p. 347</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 375</b> - Computer:Activity  <b>Teacher’s Guide p. 385</b> - Computer:Activity  <b>Teacher’s Guide p. 513</b> - Word Families  <b>Teacher’s Guide p. 640</b> - Create Character Headbands  <b>Teacher’s Guide p. 736</b> - “Color by Word”  <b>Teacher’s Guide p. 765</b> - Story Element Cards  <b>Teacher’s Guide p. 872</b> - <i>At Gus’s Pond</i>: Chapter 1</p>
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### Meaning and Context (MC)

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

South Carolina Standards	Alignment to Starfall
<p>5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 137-138</b> - Introduce <i>Benjamin Franklin</i>  <b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 151</b> - Introduce Characters  <b>Teacher’s Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George</i></p>

	<p><i>Washington and the General's Dog</i>  <b>Teacher's Guide p. 383</b> - Ways to Be Kind  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher's Guide p. 511</b> - Comprehension: Questioning  <b>Teacher's Guide p. 540</b> - Interview Questions  <b>Teacher's Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher's Guide pp. 761-762</b> - Introduce <i>Reptiles</i>  <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i>  <b>Teacher's Guide p. 780</b> - Introduce Class Adventure Story  <b>Teacher's Guide pp. 781-782</b> - Introduce Fish  <b>Teacher's Guide p. 788</b> - Plan Class Adventure  <b>Teacher's Guide p. 788</b> - Add Class Adventure Details  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates  <b>Teacher's Guide pp. 864-865</b> - Insects  <b>Teacher's Guide p. 893</b> - Introduce <i>Monarch Butterfly</i></p>
<p>5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p>	<p><b>Teacher's Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.  <b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i>  <b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy with a Chance of Meatballs</i>  <b>Teacher's Guide p. 157</b> - Introduce <i>Mouse Paint</i>  <b>Teacher's Guide p. 189</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher's Guide p. 228</b> - Introduce <i>Mr. Bunny's Carrot Soup</i>  <b>Teacher's Guide p. 554</b> - Introduce <i>Zac and the Hat</i>  <b>Teacher's Guide p. 555</b> - <i>Zac Cams</i>: Chapter 2  <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and the other Folk Tales</i>, "The Turnip"  <b>Teacher's Guide p. 591</b> - Introduce <i>Peg the Hen</i>  <b>Teacher's Guide p. 646</b> - <i>Peg Goes Places</i>: Chapter 3  <b>Teacher's Guide p. 790</b> - Introduce <i>Tin Man Sits</i>  <b>Teacher's Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>

**Standard 6:** Summarize key details and ideas to support analysis of central ideas.

South Carolina Standards	Alignment to Starfall
<p>6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.</p>	<p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 517</b>- Introduce <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 519-520</b> - <i>Backpack Bear’s Mammal Book</i> (Part Two)  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 877</b> - Honeybees</p>

**Standard 7:** Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

South Carolina Standards	Alignment to Starfall
<p>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.</p>	<p><b>Teacher’s Guide p. 120</b> - Introduce Seasons  <b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 241</b> - Our Community  <b>Teacher’s Guide p. 335</b> - Land and Water  <b>Teacher’s Guide p. 537</b> - Questions About Mammals</p>

**Standard 8:** Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

South Carolina Standards	Alignment to Starfall
<p>8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.</p>	<p><b>Teacher’s Guide pp. 14-15</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator  <b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide p. 133</b> - Introduce <i>A Rainbow</i>  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide p. 334</b> - <i>At the Library</i>  <b>Teacher’s Guide p. 589</b> - Introduce <i>Backpack Bear’s Bird Book</i>  <b>Teacher’s Guide p. 591</b> - Introduce <i>Peg the Hen</i>  <b>Teacher’s Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher’s Guide p. 677</b> - Formative Assessment  <b>Teacher’s Guide p. 786</b> - <i>Fish and Me Story Words</i></p>
<p>8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>	<p><b>Teacher’s Guide pp. 18-19</b> - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i>  <b>Teacher’s Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 195</b> - <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 228</b> - Introduce <i>Mr. Bunny’s Carrot Soup</i>  <b>Teacher’s Guide p. 294</b> - Introduce <i>Come Vote with Me</i>  <b>Teacher’s Guide pp. 425-426</b> - Introduce <i>We Can See</i>  <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 529</b> - Introduce <i>Zac the Cat</i>  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 726</b> - Introduce <i>The Popcorn Book</i></p>

**Standard 9:** Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

South Carolina Standards	Alignment to Starfall
<p>9.1 With guidance and support, ask and answer questions about known and unknown words.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 20</b> - President’s Day  <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Earth Day  <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Memorial Day  <b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher’s Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher’s Guide p. 367</b> - Vocabulary Riddles  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 547</b> - Review <i>Backpack Bear’s Mammal Book</i>  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p>
<p>9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.</p>	<p><b>Teacher’s Guide p. 43</b> - Introduce the Computer  <b>Teacher’s Guide p. 57</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher’s Guide p. 249</b> - Introduce Homonyms  <b>Teacher’s Guide p. 261</b> - Homonym Tree  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 469</b> - Introduce Constellations  <b>Teacher’s Guide pp. 611-612</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i></p>
<p>9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p>	<p><b>Teacher’s Guide p. 506</b> - Magic Writing Moment - Inflectional Endings  <b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending -ing  <b>Teacher’s Guide p. 516</b> - Magic Writing Moment - Inflectional Endings  <b>Teacher’s Guide p. 516</b> - Introduce Verbs with</p>

	<p>Inflectional Ending -s  <b>Teacher's Guide p. 587</b> - Add and Change Sounds (-ell,-all,-ed,-et)  <b>Teacher's Guide p. 694</b> - Verbs and Verb Endings</p>
<p>9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.</p>	<p><b>Teacher's Guide pp. 565-566</b> - Force: Push and Pull  <b>Teacher's Guide p. 611</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide p. 695</b> - Introduce <i>Mox Jogs</i>  <b>Teacher's Guide p. 781</b> - Introduce Fish  <i>Starfall.com</i> - Talking Library  <i>Starfall.com</i> - It's Fun to Read</p>
<p>9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p><b>Teacher's Guide p. 241</b> - Our Community  <b>Teacher's Guide pp. 339-340</b> - Vocabulary Challenge  <b>Teacher's Guide p. 367</b> - Vocabulary Riddles  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide p. 422</b> - Plant Seeds  <b>Teacher's Guide p. 423</b> - Activity  <b>Teacher's Guide p. 456</b> - Review The Earth, The Sun, The Moon  <b>Teacher's Guide p. 471</b> - Introduce Orion the Hunter  <b>Teacher's Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher's Guide p. 547</b> - Review Backpack Bear's Mammal Book  <b>Teacher's Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates)</p>

**Standard 10:** Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

South Carolina Standards	Alignment to Starfall
<p>10.1 Identify the author and illustrator and define the role of each.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide pp. 139-140</b> -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack</i></p>



	<p><i>Bear's Plant Book</i>  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher's Guide pp. 733-734</b> - Introduce Helen Keller  <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>
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**Standard 11:** Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

South Carolina Standards	Alignment to Starfall
11.1 With guidance and support, explore informational text structures within texts heard or read.	<p><b>Teacher's Guide p. 57</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide p. 528</b> - Class Newspaper Article</p>
11.2 With guidance and support, identify the reasons an author gives to support a position.	<p><b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 322-323</b> - Introduce the Water Cycle  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i>  <b>Teacher's Guide p. 569</b> - Mammals  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide p. 644</b> - Introduce <i>Penguin, Penguin</i>  <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i></p>

**Range and Complexity (RC)**

**Standard 12:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

South Carolina Standards	Alignment to Starfall
<p>12.1 Engage in whole and small group reading with purpose and understanding.</p>	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week  <b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i>  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett /Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide p. 298</b> - Voting  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 533- 534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i> Making Predictions  <b>Teacher’s Guide p. 639</b> - Introduce <i>Chicken Little</i></p>
<p>12.2 Read independently for sustained periods of time.</p>	<p><b>Teacher’s Guide p. 531</b> - Computer: Short Vowel Pals - “Zac and Cat”  <b>Teacher’s Guide p. 592</b> - Sequence <i>Peg the Hen</i>  <b>Teacher’s Guide p. 643</b> - Computer: Short Vowel Pals - “Peg’s Egg”  <b>Teacher’s Guide p. 786</b> - <i>Fish and Me</i> Story Words  <b>Teacher’s Guide p. 814</b> - Introduce <i>Fix the Jet</i></p>

<p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Teacher’s Guide p. 543</b> - Author’s Chair  <b>Teacher’s Guide p. 646</b> - <i>Peg Goes Places</i>, Chapter 3  <b>Teacher’s Guide p. 647</b> - Computer: <i>I’m Reading</i>: Folk Tales, “Chicken Little”  <b>Teacher’s Guide p. . 647</b> - Computer: <i>I’m Reading</i>: Fiction/Nonfiction “Penguin, Penguin”  <b>Teacher’s Guide p. 732</b> - <i>Mox’s Day</i></p>
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## Writing (W)

### Meaning, Context, and Craft (MCC)

**Standard 1:** Write arguments to support claims with clear reasons and relevant evidence.

South Carolina Standards	Alignment to Starfall
<p>1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</p>	<p><b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”  <b>Teacher’s Guide p. 188</b> - Book Review  <b>Teacher’s Guide p. 200</b> - Book Review  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; 2  <b>Teacher’s Guide p. 441</b>- Opinion Writing  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 610</b>- Sharing Opinions and Explaining Choices  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 769</b> - Persuasive Writing</p>
<p>1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 265</b> - Story Title  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 623</b> - Supporting Opinions  <b>Teacher’s Guide p. 642</b> - Supporting Opinions  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 649</b> - Illustrate Opinions  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writings  <b>Teacher’s Guide p. 683</b> - Label Shop Illustrations  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings  <b>Teacher’s Guide p. 876</b> - Editing a Sentence</p>

	<b>Teacher's Guide p. 880</b> - Editing a Sentence
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**Standard 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.

South Carolina Standards	Alignment to Starfall
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic	<b>Teacher's Guide p. 263</b> - Introduce Expository Writing <b>Teacher's Guide p. 268</b> - Add Details to Expository Writings <b>Teacher's Guide p. 273</b> - Introduce Expository Writing <b>Teacher's Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful <b>Teacher's Guide p. 538</b> - Write About Mammals <b>Teacher's Guide p. 544</b> - Interviews to Gather Information <b>Teacher's Guide p. 769</b> - Persuasive Writing <b>Teacher's Guide p. 810</b> - Shared Writing
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<b>Teacher's Guide p. 248</b> - Adding Details <b>Teacher's Guide p. 254</b> - Descriptive Words <b>Teacher's Guide p. 265</b> - Story Title <b>Teacher's Guide p. 426</b> - Add to Observation Writings <b>Teacher's Guide p. 452</b> - Kid Writing: Part 2 <b>Teacher's Guide p. 594</b> - Reasons for Opinions <b>Teacher's Guide p. 623</b> - Supporting Opinions <b>Teacher's Guide p. 642</b> - Supporting Opinions <b>Teacher's Guide p. 645</b> - Supporting Opinions <b>Teacher's Guide p. 649</b> - Illustrate Opinions <b>Teacher's Guide p. 682</b> - Illustrate Research Writings <b>Teacher's Guide p. 683</b> - Label Shop Illustrations <b>Teacher's Guide p. 704</b> - Add Details to Sentences <b>Teacher's Guide p. 735</b> - Add Detail to Expand Sentences <b>Teacher's Guide p. 770</b> - Complete and Share Persuasive Writings <b>Teacher's Guide p. 876</b> - Editing a Sentence <b>Teacher's Guide p. 880</b> - Editing a Sentence

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

South Carolina Standards	Alignment to Starfall
3.1 Use a combination of drawing, dictating, and	<b>Teacher's Guide p. 263</b> - Introduce Expository

<p>writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p>	<p>Writing  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations  <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer  <b>Teacher’s Guide pp. 596-597</b>- Write a Response to “The Little Red Hen”  <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p>
<p>3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 265</b> - Story Title  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 623</b> - Supporting Opinions  <b>Teacher’s Guide p. 642</b> - Supporting Opinions  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 649</b> - Illustrate Opinions  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writings  <b>Teacher’s Guide p. 683</b> - Label Shop Illustrations  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings  <b>Teacher’s Guide p. 876</b> - Editing a Sentence  <b>Teacher’s Guide p. 880</b> - Editing a Sentence</p>

**Language (L)**

**Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

South Carolina Standards	Alignment to Starfall
<p>4.1 With guidance and support, use nouns.</p>	<p><b>Teacher’s Guide pp.108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places  <b>Teacher’s Guide p. 692</b> - Magic Writing Moment</p>

	<p>:Categorize Nouns and Verbs  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 701</b> - Magic Writing Moment - Write Sentences  <b>Teacher’s Guide p. 718</b> - Magic Writing Moment - List Nouns</p>
<p>4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is, for</i>  <b>Teacher’s Guide pp. 108-109</b> - Review Anchor Charts/Introduce Nouns: Names of Places  <b>Teacher’s Guide p. 450</b> - Inflectional Endings Review  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 718</b> - List Nouns  <b>Teacher’s Guide p. 723</b> - Use Adjectives to Describe Nouns</p>
<p>4.3 With guidance and support, understand and use interrogatives.</p>	<p><b>Teacher’s Guide p. 383</b> - Ways to Be Kind  <b>Teacher’s Guide p. 511</b> - Comprehension: Questioning  <b>Teacher’s Guide p. 540</b> - Interview Questions  <b>Teacher’s Guide p. 780</b> - Introduce Class Adventure Story  <b>Teacher’s Guide p. 788</b> - Plan Class Adventure  <b>Teacher’s Guide p. 788</b> - Add Class Adventure Details</p>
<p>4.4 With guidance and support, use verbs.</p>	<p><b>Teacher’s Guide p. 442</b> - Introduce Inflectional Endings, -s and -ed  <b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s  <b>Teacher’s Guide p. 692</b> - Magic Writing Moment :Categorize Nouns and Verbs  <b>Teacher’s Guide p. 694</b> - Verb and Verb Endings  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 699</b> - Write About Exercising with Mox  <b>Teacher’s Guide p. 701</b> - Magic Writing Moment - Write Sentences</p>
<p>4.5 With guidance and support, use adjectives.</p>	<p><b>Teacher’s Guide p. 720</b> - Prewriting: Introduce Sensory Words  <b>Teacher’s Guide p. 720</b> - Formative Assessment  <b>Teacher’s Guide p. 723</b> - Magic Writing Moment-Use Adjectives to Describe Nouns  <b>Teacher’s Guide pp. 724-725</b> - Sharing Writing About Marshmallows</p>
<p>4.6 With guidance and support, use prepositional</p>	<p><b>Teacher’s Guide p. 320</b> - Position</p>

phrases.	<p>Words/Opposites  <b>Teacher’s Guide pp. 480-481</b> - Positional Words and Prepositions  <b>Teacher’s Guide p. 504</b> - Introduce High Frequency Words: into, off  <b>Teacher’s Guide pp. 533-534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 798</b> - Introduce High Frequency Words: <i>many, over, under</i></p>
4.7 With guidance and support, use conjunctions.	<p><b>Teacher’s Guide pp. 196-197</b> - Use High Frequency Words: <i>and, are</i>  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 602</b> - Share Opinions  <b>Teacher’s Guide p. 610</b> - Sharing Opinions and Explaining Choices  <b>Teacher’s Guide p. 668</b> - Create / Design Shops  <b>Teacher’s Guide p. 538</b> - Write About Mammals</p>
4.8 Produce and expand complete sentences.	<p><b>Teacher’s Guide pp. 202-203</b> - Write About Your Family  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 254</b> - Descriptive Words  <b>Teacher’s Guide p. 337</b> - Shared Oral Story  <b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher’s Guide p. 479</b> - <i>Backpack Bear’s Starry Adventure Story</i>  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i>: Making Predictions  <b>Teacher’s Guide p. 603</b> - Writing  <b>Teacher’s Guide p. 645</b> - Supporting Opinions  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 704</b> - Add Details to Sentences  <b>Teacher’s Guide p. 735</b> - Add Detail to Expand Sentences</p>

**Standard 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

South Carolina Standards	Alignment to Starfall
5.1 Capitalize the first word in a sentence and the pronoun I.	<p><b>Teacher’s Guide pp. 33-34</b> - Introduce the Capital Letter Anchor Chart  <b>Teacher’s Guide p. 42</b> - Where to Use Capital Letters  <b>Teacher’s Guide p. 48</b> - Where to Use Capital Letters  <b>Teacher’s Guide pp. 62-63</b> - Capital Letter Anchor Charts</p>

	<p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 333</b> - “What’s Wrong?”</p> <p><b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>
<p>5.2 Recognize and name end punctuation.</p>	<p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal</p> <p><b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart</p> <p><b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing</p> <p><b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart</p> <p><b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”</p> <p><b>Teacher’s Guide p. 537</b> - Punctuation Detectives</p> <p><b>Teacher’s Guide p. 636</b> - Writing Rubrics</p> <p><b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p> <p><b>Teacher’s Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
<p>5.3 Write letter(s) for familiar consonant and vowel sounds.</p>	<p><b>Teacher’s Guide p. 92</b> - Review <i>Tt /t/</i></p> <p><b>Teacher’s Guide p. 118</b> - Listen for Beginning Sound</p> <p><b>Teacher’s Guide pp. 152-153</b> - Introduce <i>Oo /o/</i></p> <p><b>Teacher’s Guide pp. 154-155</b> - Introduce <i>Cc /k/</i></p> <p><b>Teacher’s Guide p. 168</b> - Initial Sounds</p> <p><b>Teacher’s Guide p. 192</b> - Introduce <i>Rr /r/</i></p> <p><b>Teacher’s Guide pp. 198-199</b> - Introduce <i>Ll /l/</i></p> <p><b>Teacher’s Guide p. 297</b> - Beginning and Final Sounds</p> <p><b>Teacher’s Guide p. 333</b> - Beginning Sounds</p> <p><b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /ks/</i></p> <p><b>Teacher’s Guide p. 420</b> - <i>Listening and Writing</i>, Page 55</p> <p><b>Teacher’s Guide p. 443</b> - Activity</p> <p><b>Teacher’s Guide p. 534</b> - Missing Words</p> <p><b>Teacher’s Guide p. 552</b> - “See It! Say It! Spell It!”</p> <p><b>Teacher’s Guide p. 555</b> - Activity</p> <p><b>Teacher’s Guide p. 593</b> - Activity</p> <p><b>Teacher’s Guide p. 638</b> - Blending CVC Words</p> <p><b>Teacher’s Guide p. 902</b> - <i>Reading and Writing</i>, Page 62</p>



<p>5.4 Spell simple words phonetically.</p>	<p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 299</b> - Write About Voting Choices  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 443</b> - Rhyming Words  <b>Teacher’s Guide p. 443</b> - Activity  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 518</b> - Write About Our Mammal Friends  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
<p>5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p><b>Teacher’s Guide p. 135</b> - Introduce Inventive Spelling  <b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 237</b> - Write About Community Helpers  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 426</b> - Add to Observation Writings  <b>Starfall.com</b> - Reading</p>

**Range and Complexity (RC)**

**Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

<p><b>South Carolina Standards</b></p>	<p><b>Alignment to Starfall</b></p>
<p>6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.</p>	<p><b>Teacher’s Guide - Reading and Writing Books (formative Assessment)</b> - Various Weeks  <b>Teacher’s Guide p. 511</b> - Formative Assessment  <b>Teacher’s Guide p. 518</b> - Write About our Mammal Friends  <b>Teacher’s Guide p. 518</b> - Formative Assessment  <b>Teacher’s Guide p. 537</b> - Magic Writing Moment - Questions About Mammals  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 539</b> - Write About Mammals (Part 2)  <b>Teacher’s Guide p. 544</b> - Magic Writing Moment -</p>

	<p>Interviews to Gather Information  <b>Teacher’s Guide p. 552</b> - Magic Writing Moment - Informational Writing Organizer  <b>Teacher’s Guide p. 561</b> - Writing  <b>Teacher’s Guide p. 597</b> - Formative Assessment  <b>Teacher’s Guide p. 601</b> - Complete Writing  <b>Teacher’s Guide p. 615</b> - Magic Writing Moment - Writing Opinions  <b>Teacher’s Guide p. 623</b> - Magic Writing Moment - Supporting Opinions  <b>Teacher’s Guide p. 626</b> - Magic Writing Moment - Illustrate Opinions  <b>Teacher’s Guide p. 638</b> - Magic Writing Moment - Writing Opinions  <b>Teacher’s Guide p. 681</b> - Write About Wolves  <b>Teacher’s Guide p. 725</b> - Formative Assessment  <b>Teacher’s Guide p. 735</b> - Magic Writing Moment - Detail to Expand Sentences  <b>Teacher’s Guide p. 758</b> - Magic Writing Moment - Favorite Class Book  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writings  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation  <b>Teacher’s Guide p. 804</b> - Magic Writing Moment - Our Class Adventure: Topic Sentence  <b>Teacher’s Guide p. 810</b> - Formative Assessment  <b>Teacher’s Guide p. 851</b> - Write Gus Stories  <b>Teacher’s Guide p. 851</b> - Gus Story Writing (Continued)  <b>Teacher’s Guide p. 871</b> - Magic Writing Moment - Editing a Sentence  <b>Teacher’s Guide p. 876</b> - Magic Writing Moment - Editing a Sentence</p>
<p>6.2 Print upper-and lower-case letters.</p>	<p><b>Teacher’s Guide pp. 50-51</b> - Introduce High Frequency Words: <i>is</i> and <i>for</i>  <b>Teacher’s Guide p. 127</b> - Activity  <b>Teacher’s Guide p. 162</b> - Activity  <b>Teacher’s Guide p. 272</b> - Letter Formation  <b>Teacher’s Guide p. 288</b> - Review <i>Dd/d/</i>  <b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters</p>
<p>6.3 Recognize that print moves from left to right and that there are spaces between words.</p>	<p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart  <b>Teacher’s Guide p. 87</b> - Formative Assessment  <b>Teacher’s Guide p. 96</b> - Magic Writing Moment - Favorite Kind of Weather  <b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing</p>

	<p><b>Teacher’s Guide p. 325</b> - Counting Words in Sentences</p> <p><b>Teacher’s Guide p. 372</b> - Spaces Between Words</p>
6.4 Locate letter keys on an electronic device.	<p><b>Teacher’s Guide pp. 43-44</b> - Introduce the Computer</p> <p><b>Teacher’s Guide p. 56</b> - Introduce <i>A Computer</i></p> <p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i></p> <p><b>Teacher’s Guide p. 563</b> - Publish News Article</p> <p><b>Starfall.com:</b> Backpack Bear’s Books - Concepts: <i>Backpack Bear Introduces the Computer</i></p>

**Communication (C)**

**Meaning and Context (MC)**

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

South Carolina Standards	Alignment to Starfall
1.1 Explore and create meaning through play, conversation, drama, and storytelling.	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics</p> <p><b>Teacher’s Guide p. 66</b> - Name Formation with Play Dough</p> <p><b>Teacher’s Guide p. 159</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p><b>Teacher’s Guide p. 228</b> - Formative Assessment</p> <p><b>Teacher’s Guide p. 337</b> - Shared Oral Story/Formative Assessment</p> <p><b>Teacher’s Guide p. 628</b> - A Plane Ride/Formative Assessment</p> <p><b>Teacher’s Guide p. 641</b> - Prepare to Dramatize “Chicken Little”</p> <p><b>Teacher’s Guide pp. 642-643</b> - Dramatize “Chicken Little” / Formative Assessment</p> <p><b>Teacher’s Guide p. 856</b> - Dramatize <i>Anansi the Spider</i></p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<p><b>Teacher’s Guide p. 238</b>- Introduce the Author’s Chair</p> <p><b>Teacher’s Guide p. 364</b> - Author’s Chair</p> <p><b>Teacher’s Guide p. 388</b> - Author’s Chair</p> <p><b>Teacher’s Guide p. 683</b> - Author’s Chair</p>

<p>1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p>	<p><b>Teacher's Guide p. 163</b> - Introduce <i>At the Park</i>  <b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 207</b> - Introduce Presentation Voice  <b>Teacher's Guide p. 238</b> - Introduce the Author's Chair  <b>Teacher's Guide p. 273</b> - Share Expository Writings  <b>Teacher's Guide p. 388</b> - Author's Chair</p>
<p>1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p>	<p><b>Teacher's Guide p. 236</b> - <i>The Map</i>  <b>Teacher's Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher's Guide p. 328</b> - Author's Chair  <b>Teacher's Guide p. 358</b> - Recycling / Composting  <b>Teacher's Guide p. 387</b> - Ways to Be Kind</p>
<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>	<p><b>Teacher's Guide p. 269</b> - Create an Invention  <b>Teacher's Guide p. 362</b> - Write a Class Pledge  <b>Teacher's Guide p. 415</b> - Writing a Story: My Pet Dog  <b>Teacher's Guide p. 479</b> - Backpack Bear's Starry Adventure Story  <b>Teacher's Guide p. 552</b> - Informational Writing Organizer</p>
<p>1.6 This indicator does not begin until English 1</p>	

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

South Carolina Standards	Alignment to Starfall
<p>2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p>	<p><b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher's Guide p. 327</b> - Write About Experiments  <b>Teacher's Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher's Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher's Guide p. 537</b> - Questions About Mammals  <b>Teacher's Guide pp. 552-567</b> - Magic Writing Moments - Informational Article  <b>Teacher's Guide p. 538</b> - Write About Mammals  <b>Teacher's Guide p. 681</b> - Write About Wolves</p>
<p>2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>	<p><b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher's Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher's Guide p. 220</b> - Book Review  <b>Teacher's Guide pp. 250-252</b> - Introduce</p>

	<p>Scientists and Inventors</p> <p><b>Teacher’s Guide pp. 326-327</b> - Water Cycle Experiments</p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide p. 431</b> - Shared Writing Narrative</p> <p><b>Teacher’s Guide p. 521</b> - Mammals</p> <p><b>Teacher’s Guide p. 528</b> - Class Newspaper Article</p> <p><b>Teacher’s Guide p. 533</b> - Collect Ideas for Class Article</p> <p><b>Teacher’s Guide p. 537</b> - Questions About Mammals</p> <p><b>Teacher’s Guide pp. 552-567</b> - Class Article</p> <p><b>Teacher’s Guide p. 624</b> - Introduce <i>Vincent van Gogh</i></p> <p><b>Teacher’s Guide p. 681</b> - Begin Research Writing</p> <p><b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>
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**Standard 3:** Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

South Carolina Standards	Alignment to Starfall
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	<p><b>Teacher’s Guide p. 119</b> - Introduce Weather</p> <p><b>Teacher’s Guide p. 121</b> - Computer: Calendar</p> <p><b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i></p> <p><b>Teacher’s Guide p. 544</b> - Interviews to Gather Information</p> <p><b>Teacher’s Guide p. 563</b> - Publish News Article</p>
3.2 Use appropriate props, images, or illustrations to support verbal communication.	<p><b>Teacher’s Guide p. 328</b> - Author’s Chair</p> <p><b>Teacher’s Guide pp. 456-457</b> - Review The earth, The Sun, The Moon</p> <p><b>Teacher’s Guide p. 466</b> - Introduce the Solar System</p> <p><b>Teacher’s Guide pp. 471-472</b> - Introduce Orion the Hunter</p> <p><b>Teacher’s Guide p. 567</b> - Illustrate News Article</p>

### Language, Craft and Structure (LCS)

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences and convey messages.

South Carolina Standards	Alignment to Starfall
4.1 Identify speaker’s purpose.	<b>Teacher’s Guide p. 533</b> - Collect Ideas for Class

	<p>Article  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 610</b> - Sharing Opinions and Explaining Choices  <b>Teacher’s Guide p. 770</b> - Complete and Share Persuasive Writing  <b>Teacher’s Guide p. 774</b> - End of Week Review</p>
4.2 Identify the introduction and conclusion of a presentation.	<p><b>Teacher’s Guide p. 266</b> - Story Title  <b>Teacher’s Guide p. 328</b> - Author’s Chair  <b>Teacher’s Guide p. 388</b> - Author’s Chair  <b>Teacher’s Guide p. 523</b> - Author’s Chair  <b>Teacher’s Guide p. 543</b> - Author’s Chair</p>
4.3 Identify when the speaker uses intonation and word stress.	<p><b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair  <b>Teacher’s Guide p. 683</b> - Author’s Chair  <b>Teacher’s Guide pp. 701-702</b> - Choral Reading: <i>Hop, Bend, Stomp</i>  <b>Teacher’s Guide p. 732</b> - <i>Mox’s Day</i></p>

**Standard 5:** Incorporate craft techniques to engage and impact audience and convey messages.

South Carolina Standards	Alignment to Starfall
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	<p><b>Teacher’s Guide p. 167</b> - Introduce <i>At the Park</i>  <b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher’s Guide p. 226</b> - <i>Teddy Bear Says, “Thank You”</i>  <b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair  <b>Teacher’s Guide p. 252</b> - Introduce <i>li, /i/</i>  <b>Teacher’s Guide p. 254</b> - <i>Looby, Loo</i></p>
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	<p><b>Teacher’s Guide p. 198</b> - <i>Ll Lips</i>  <b>Teacher’s Guide p. 224</b> - <i>Uu Umbrella</i>  <b>Teacher’s Guide p. 255</b> - <i>Gg Goat</i>  <b>Teacher’s Guide p. 385</b> - <i>Jump Rope</i>  <b>Starfall.com</b> - Backpack Bear’s ABC Rhyme Book  <b>Starfall.com</b> - It’s Fun to Read: Tongue Twisters</p>

These standards were copied directly from the *South Carolina College-and Career-Ready Standards and Indicators for Kindergarten*.

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.