



**Tennessee English Language Arts Standards  
Alignment to Starfall**

**FOUNDATIONAL LITERACY STANDARDS:  
Print Concepts – Standard #1  
FL.PC.1**

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

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

	<p><b>Teacher’s Guide p. 228</b> - Activity  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 272</b> - Word Search</p>
<p><b>c.</b> Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</p>	<p><b>Teacher’s Guide pp. 86-87</b> - Introduce “Spacing” Anchor Chart  <b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 136</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 165</b> - Write About “Hat Day”  <b>Teacher’s Guide p. 202</b> - Write About Your Family  <b>Teacher’s Guide p. 208</b> - Writing About Animals  <b>Teacher’s Guide 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. 325</b> - Counting Words in Sentences  <b>Teacher’s Guide p. 358</b> - Review Sounds  <b>Teacher’s Guide p. 333</b> - What’s Wrong?  <b>Teacher’s Guide p. 372</b> - Space Between Words  <b>Teacher’s Guide p. 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>Teacher’s Guide p. 856</b> - Spaces Anchor Chart Presentation  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>
<p><b>d.</b> Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.</p>	<p><b>Teacher’s Guide p. 12</b> - Introduce Upper and Lowercase Letters of the Alphabet  <b>Teacher’s Guide pp. 17-18</b> - Introduce Upper and Lowercase Letters of the Alphabet  <b>Teacher’s Guide p. 104</b> - Activity  <b>Teacher’s Guide p. 197</b> - Activity “Alphabet Avenue”  <b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher’s Guide p. 438</b> - Celebrate the Letters and Sounds of the Alphabet  <b>Teacher’s Guide p. 468</b> - Rapid Letter Recognition  <b>Starfall.com:</b> ABCs  <b>Starfall.com:</b> ABC Rhymes</p>
<p><b>e.</b> Distinguish between pictures and words.</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 pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle</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. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher's Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i></p>
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**FOUNDATIONAL LITERACY STANDARDS:  
Phonological Awareness – Standard #2  
FL.PA.2**

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

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Recognize and begin to produce rhyming words.</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 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> <p><b>Starfall.com:</b> Selected Nursery Rhymes</p>
<p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Teacher's Guide p. 21</b> - Syllables</p> <p><b>Teacher's Guide p. 84</b> - Favorite Kind of Weather</p> <p><b>Teacher's Guide p. 154</b> - Review Syllables</p> <p><b>Teacher's Guide p. 352</b> - Syllabication</p> <p><b>Teacher's Guide p. 463</b> - Segmenting Syllables</p> <p><b>Teacher's Guide p. 563</b> - Syllables</p>
<p><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>Teacher's Guide p. 64</b> - Blending Onsets and Rimes</p> <p><b>Teacher's Guide p. 266</b> - Blending Onsets and Rimes</p> <p><b>Teacher's Guide p. 280</b> - Segmenting Onsets and Rimes</p> <p><b>Teacher's Guide p. 372</b> - Phoneme Addition</p> <p><b>Teacher's Guide p. 390</b> - Blend Onsets-Rimes</p> <p><b>Teacher's Guide p. 513</b> - Word Families <i>an</i> and <i>-at</i></p>

	<p><b>Teacher’s Guide p. 521</b> - Word Families <i>-am</i> and <i>-ap</i>  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>)  <b>Starfall.com:</b> “Word Machines”  <b>Starfall.com:</b> “Learn to Read”</p>
<p><b>d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>	<p><b>Teacher’s Guide p. 101</b> - Blending  <b>Teacher’s Guide p. 148</b> - Beginning, Middle, and Ending Sounds  <b>Teacher’s Guide p. 200</b> - Blending/Decoding  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 372</b> - Phoneme Addition  <b>Teacher’s Guide p. 378</b> - Blending Phonemes  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 465</b> - Writing CVC Words  <b>Teacher’s Guide p. 477</b> - Segmenting Phonemes in CVC Words  <b>Teacher’s Guide p. 505</b> - Activity “Starfall Speedway”  <b>Teacher’s Guide p. 535</b> - Activity  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words</p>
<p><b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>Teacher’s Guide p. 480</b> - Deleting and Substituting Phonemes  <b>Teacher’s Guide p. 512</b> - Substitute Initial/Final Sounds in CVC Words with Short A  <b>Teacher’s Guide p. 544</b> - Phoneme Substitution in Short-A Words  <b>Teacher’s Guide pp. 587-588</b> - Add and Change Sounds ( <i>-ell, -all, -ed, -et</i>)  <b>Teacher’s Guide p. 649</b> - Phoneme Substitution  <b>Teacher’s Guide p. 727</b> - Phoneme Substitution  <b>Teacher’s Guide p. 763</b> - Phoneme Substitution  <b>Teacher’s Guide p. 788</b> - Phoneme Substitution of Final Sounds  <b>Teacher’s Guide p. 792</b> - Phoneme Addition and Substitution  <b>Teacher’s Guide p. 864</b> - Phoneme Deletion</p>

**FOUNDATIONAL LITERACY STANDARDS:  
Phonics and Word Recognition – Standard #3  
FL.PWR.3**

**Cornerstone:** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

<b>Tennessee Standards</b>	<b>Starfall K ELA Alignment</b>
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<p><b>K.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p><b>a.</b> Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p>	<p><b>Teacher’s Guide pp. 264-265</b> - Blending Phonemes  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 291</b> - Introduce “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 358</b> - Review Sounds  <b>Teacher’s Guide p. 454</b> - Segmenting Phonemes  <b>Teacher’s Guide p. 552</b> - See It! Say It! Spell It!  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>
<p><b>b.</b> Associate the long and short phonemes with common spellings for the five major vowels.</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels  <b>Teacher’s Guide p. 502</b> - Review Vowels  <b>Teacher’s Guide p. 506</b> - Review Initial Short-A Words and Introduce Initial Long A Words  <b>Teacher’s Guide p. 530</b> - Long A, Silent E  <b>Teacher’s Guide p. 593</b> - Introduce Long-E  <b>Teacher’s Guide p. 601</b> - Computer (Silent E; Vowel Teams)  <b>Teacher’s Guide p. 602</b> - Short and Long E  <b>Teacher’s Guide p. 615</b> - Short and Long E  <b>Teacher’s Guide p. 672</b> - Review Initial Short O/Introduce Initial Long-O Words  <b>Teacher’s Guide p. 707</b> - Short and Long Vowels  <b>Teacher’s Guide p. 718</b> - Long Vowel O  <b>Teacher’s Guide p. 784</b> - Long Vowel I  <b>Teacher’s Guide p. 787</b>- Computer - <i>Fish and Me</i> and <i>Sky Ride</i>  <b>Teacher’s Guide p. 856</b> - Long U  <b>Teacher’s Guide p. 871</b> - Silent E</p>
<p><b>c.</b> Read common high-frequency words by sight.</p>	<p><b>Teacher’s Guide p. 50</b> - Introduce High Frequency Words: <i>is</i> and <i>for</i>  <b>Teacher’s Guide p. 161</b> - Introduce High Frequency Words: <i>be, he, she, we</i>  <b>Teacher’s Guide p. 196</b> - Introduce High Frequency Words: <i>and, are</i>  <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: <i>big, go, little, in, it</i>  <b>Teacher’s Guide p. 284</b> - Starfall Speedway: High Frequency Words  <b>Teacher’s Guide p. 374</b> - Introduce High Frequency Words: <i>away, do, was, will</i>  <b>Teacher’s Guide p. 412</b> - Introduce High Frequency Words: <i>her, his, says</i>  <b>Teacher’s Guide p. 454</b> - High Frequency Word Challenge  <b>Teacher’s Guide p. 598</b> - Introduce High Frequency Words: <i>could, should, would</i>  <b>Teacher’s Guide p. 642</b> - High Frequency Words</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><b>d.</b> Decode regularly spelled CVC words.</p>	<p><b>Teacher’s Guide p. 101</b> - Blending</p> <p><b>Teacher’s Guide p. 148</b> - Beginning, Middle, and Ending Sounds</p> <p><b>Teacher’s Guide p. 200</b> - Blending/Decoding</p> <p><b>Teacher’s Guide p. 271</b> - Cumulative Review</p> <p><b>Teacher’s Guide p. 372</b> - Phoneme Addition</p> <p><b>Teacher’s Guide p. 378</b> - Blending Phonemes</p> <p><b>Teacher’s Guide p. 454</b> - Segmenting Phonemes</p> <p><b>Teacher’s Guide p. 465</b> - Writing CVC Words</p> <p><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>
<p><b>e.</b> Distinguish between similarly spelled words by identifying the letters that differ.</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels</p> <p><b>Teacher’s Guide p. 513</b> - Word Families <i>-an</i> and <i>-at</i></p> <p><b>Teacher’s Guide p. 513</b> - Introduce Inflectional Ending <i>-ing</i></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 (<i>-ell, -all, -ed, -et</i>)</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>

**FOUNDATIONAL LITERACY STANDARDS:  
Word Composition – Standard #4  
FL.WC.4**

**Cornerstone:** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

<b>Tennessee Standards</b>	<b>Starfall K ELA Alignment</b>
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<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 162</b> - Activity  <b>Teacher’s Guide p. 233</b> - Activity  <b>Teacher’s Guide pp. 267-268</b> - Lowercase Letter Formation  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 272</b> - Letter Formation  <b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i>  <b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /x/</i>  <b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i>  <b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 535</b> - Activity</p>
<p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p>	<p><b>Teacher’s Guide p. 92</b> - Review <i>Tt /t/</i>  <b>Teacher’s Guide p. 118</b> - Listen for Beginning Sound  <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. 168</b> - Initial Sounds  <b>Teacher’s Guide p. 192</b> - Introduce <i>Rr /r/</i>  <b>Teacher’s Guide pp. 198-199</b> - Introduce <i>Ll /l/</i>  <b>Teacher’s Guide p. 297</b> - Beginning and Final Sounds  <b>Teacher’s Guide p. 333</b> - Beginning Sounds  <b>Teacher’s Guide p. 383</b> - Review <i>Zz /z/</i> and <i>Xx /ks/</i>  <b>Teacher’s Guide p. 420</b> - <i>Listening and Writing</i>, Page 55  <b>Teacher’s Guide p. 443</b> - Activity  <b>Teacher’s Guide p. 534</b> - Missing Words  <b>Teacher’s Guide p. 552</b> - “See It! Say It! Spell It!”  <b>Teacher’s Guide p. 555</b> - Activity  <b>Teacher’s Guide p. 593</b> - Activity  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Teacher’s Guide p. 902</b> - <i>Reading and Writing</i>, Page 62</p>
<p>c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.</p>	<p><b>Teacher’s Guide p. 101</b> - Blending  <b>Teacher’s Guide p. 139</b> - Initial and Final Phonemes in Words  <b>Teacher’s Guide p. 200</b> - Blending/Decoding  <b>Teacher’s Guide p. 264</b> - Blending Phonemes  <b>Teacher’s Guide p. 354</b> - Introduce High Frequency Words: have, help, helps  <b>Teacher’s Guide pp. 374-375</b> - Introduce High Frequency Words: away, do, was, will  <b>Teacher’s Guide p. 378</b> - Blending Phonemes  <b>Teacher’s Guide p. 560</b> - Blending and Decoding  <b>Teacher’s Guide p. 638</b> - Blending CVC Words  <b>Teacher’s Guide p. 724</b> - Blending Practice  <b>Teacher’s Guide p. 796</b> - Blending  <b>Teacher’s Guide p. 804</b> - Blend CVC Words  <b>Teacher’s Guide p. 817</b> - Blending and Decoding</p>
<p>d. Spell VC (at, in) and CVC (pet, mud) words</p>	<p><b>Teacher’s Guide p. 388</b> - Classify Medial Vowels</p>

<p>with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p>	<p><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. 602</b> - Short and Long E  <b>Teacher's Guide p. 615</b> - Short and Long E  <b>Teacher's Guide p. 646</b> - Formative Assessment  <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. 754</b> - Identify/Discriminate Short -A, Short -E, and Short -O  <b>Teacher's Guide p. 787</b>- Computer Vowel Pals: <i>Fish and Me</i>  <b>Teacher's Guide p. 813</b> - Identify and Discriminate Initial and Medial Short -I  <b>Teacher's Guide p. 819</b> - Medial Short Vowel Sounds: /a/, /e/, /i/, /o/  <b>Teacher's Guide p. 845</b> - Long -U  <b>Teacher's Guide p. 856</b> - Long -u  <b>Teacher's Guide p. 900</b> - Computer: Short Vowel Pals: <i>"Get Up, Cub"</i></p>
<p><b>e.</b> Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p>	<p><b>Teacher's Guide p. 21</b> - Syllables  <b>Teacher's Guide pp. 21- 23</b> - Introduce Bb/b  Similar lessons appear throughout the curriculum for additional consonants - See Units 2- 5 (Weeks: 1, 3,4,5,6,7,8,9,10,11,12,13)  <b>Teacher's Guide p. 154</b> - Review Syllables  <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. 352</b> - Syllabication  <b>Teacher's Guide p. 358</b> - Review Sounds  <b>Teacher's Guide p. 388</b> - Classify Medial Vowels  <b>Teacher's Guide p. 454</b> - Segmenting Phonemes  <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. 552</b> - See It! Say It! Spell It!  <b>Teacher's Guide p. 560</b> - Blending and Decoding  <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. 638</b> - Blending CVC Words  <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. 787</b>- Computer Vowel Pals: <i>Fish and Me</i>  <b>Teacher's Guide - Weeks 1-14</b> - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine  <b>Starfall.com:</b> ABCs</p>



<p><b>f.</b> Write some common, frequently used words (am, and, like, the).</p>	<p><b>Teacher’s Guide p. 93</b> - Introduce High Frequency Words: The, the  <b>Teacher’s Guide p. 131</b> - Introduce High Frequency Words: I, am, you  <b>Teacher’s Guide pp. 196-197</b> - Introduce High Frequency Words: and, are  <b>Teacher’s Guide p. 227</b> - Introduce High Frequency Words: but, up, us  <b>Teacher’s Guide p. 256</b> - Introduce High Frequency Words: big, go, little, in, it  <b>Teacher’s Guide p. 287</b> - Introduce High Frequency Words: come, to, with  <b>Teacher’s Guide p. 331</b> - Introduce High Frequency Words: as, has, want  <b>Teacher’s Guide pp. 354-355</b> - Introduce High Frequency Words: have, help, helps  <b>Teacher’s Guide pp. 374-375</b> - Introduce High Frequency Words: away, do, was, will  <b>Teacher’s Guide p. 453</b> - Introduce High Frequency Words: look, my, our, your/Formative Assessment</p>
<p><b>g.</b> Print many upper and lowercase letters.</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 162</b> - Activity  <b>Teacher’s Guide p. 233</b> - Activity  <b>Teacher’s Guide pp. 267-268</b> - Lowercase Letter Formation  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide p. 272</b> - Letter Formation  <b>Teacher’s Guide pp. 323-324</b> - Introduce Hh/h/  <b>Teacher’s Guide p. 383</b> - Review Zz /z/ and Xx /x/  <b>Teacher’s Guide pp. 385-386</b> - Introduce Jj/j/  <b>Teacher’s Guide p. 430</b> - Write Uppercase and Lowercase Letters  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 535</b> - Activity</p>

**FOUNDATIONAL LITERACY STANDARDS:**

**Fluency – Standard #5**

**FL.F.5**

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

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read emergent-reader texts with purpose</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></p>

and understanding.	<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
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**FOUNDATIONAL LITERACY STANDARDS:  
Sentence Composition – Standard #6  
FL.SC.6**

**Cornerstone:** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p><b>a.</b> With modeling or verbal prompts, orally produce complete sentences.</p>	<p><b>Teacher’s Guide p. 188</b> - Book Review  <b>Teacher’s Guide p. 194</b> - Book Review  <b>Teacher’s Guide p. 201</b> - Introduce High Frequency Words  <b>Teacher’s Guide pp. 282-283</b> - Introduce Quotation Marks and High Frequency Word: said  <b>Teacher’s Guide p. 291</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 462</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 468</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide pp. 537-538</b> - <i>Zac Camps</i>: Making Predictions  <b>Teacher’s Guide p. 560</b> - Article Conclusion  <b>Teacher’s Guide p. 724</b> - Shared Writing About Marshmallows  <b>Teacher’s Guide p. 815</b> - Write a Sentence with Quotation Marks</p>
<p><b>b.</b> Follow one-to-one correspondence between voice and print when writing a sentence.</p>	<p><b>Teacher’s Guide p. 106</b> - Formative Assessment  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 192</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 201</b> - Introduce High Frequency Words: like, likes  <b>Teacher’s Guide p. 248</b> - Adding Details  <b>Teacher’s Guide p. 333</b> - “What’s Wrong”</p>

	<p><b>Teacher’s Guide p. 372</b> - Space Between Words  <b>Teacher’s Guide p. 415</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 426</b> - Add to Observation Writing  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 594</b> - Reasons for Opinions  <b>Teacher’s Guide p. 615</b> - Writing Opinions  <b>Teacher’s Guide p. 681</b> - Write About Wolves  <b>Teacher’s Guide p. 728</b> - Shared Writing/ Formative Assessment  <b>Teacher’s Guide p. 804</b> - Our Class Adventure: Topic Sentence  <b>Teacher’s Guide p. 871</b> - Editing a Sentence  <b>Teacher’s Guide p. 876</b> - Editing a Sentence</p>
<p><b>c.</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</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. 162</b> - Activity  <b>Teacher’s Guide p. 271</b> - Cumulative Review  <b>Teacher’s Guide pp. 323-324</b> - Introduce <i>Hh/h/</i>  <b>Teacher’s Guide pp. 385-386</b> - Introduce <i>Jj/j/</i>  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 516</b> - Introduce Verbs with Inflectional Ending -s  <b>Teacher’s Guide p. 535</b> - Activity  <b>Teacher’s Guide pp. 557-558</b> - Introduce High Frequency Words: <i>all, good, what, some</i>  <b>Teacher’s Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher’s Guide p. 694</b> - Verbs and Verb Endings  <b>Teacher’s Guide p. 697</b> - Use Nouns and Verbs to Form Sentences  <b>Teacher’s Guide p. 701</b> - Write Sentences  <b>Teacher’s Guide p. 718</b> - List Nouns</p>
<p><b>d.</b> Form regular plural nouns when speaking and in shared language activities.</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><b>e.</b> Understand and use question words (interrogatives) when speaking and in shared language activities.</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><b>f.</b> Use the most frequently occurring prepositions when speaking and in shared language activities.</p>	<p><b>Teacher’s Guide p. 320</b> - Position 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: many, over, under</p>
<p><b>g.</b> Produce and expand complete sentences in shared language activities.</p>	<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>
<p><b>h.</b> Capitalize the first word in a sentence and the pronoun I.</p>	<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  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 333</b> - “What’s Wrong?”  <b>Teacher’s Guide p. 473</b> - Rearrange Words to Create Sentences  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation</p>
<p><b>i.</b> Recognize and name end punctuation.</p>	<p><b>Teacher’s Guide p. 60</b> - <i>A Computer</i>  <b>Teacher’s Guide pp. 103-104</b> - Introduce The Writing Journal  <b>Teacher’s Guide pp. 104-106</b> - Introduce the Punctuation Anchor Chart  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide p. 280</b> - Punctuation Anchor Chart</p>

	<p><b>Teacher’s Guide p. 286</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 297</b> - Punctuation Anchor Chart  <b>Teacher’s Guide p. 320</b> - Punctuation: “What’s Missing?”  <b>Teacher’s Guide p. 537</b> - Punctuation Detectives  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 791</b> - Capitalization and Punctuation  <b>Teacher’s Guide p. 864</b> - Punctuation Anchor Chart Presentation</p>
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**FOUNDATIONAL LITERACY STANDARDS:  
Vocabulary Acquisition – Standard #7  
FL.VA.7**

**Cornerstone:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p><b>i.</b> 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><b>ii.</b> Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</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>

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.VA.7b</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>I. Sort common objects into categories to gain a sense of the concepts the categories represent</p>	<p><b>Teacher's Guide pp. 149-150</b> - Introduce Colors  <b>Teacher's Guide p. 358</b> - Recycling/Composting  <b>Teacher's Guide p. 411</b> - Living and Nonliving  <b>Teacher's Guide p. 521</b> - Mammals  <b>Teacher's Guide p. 522</b> - Draw and Label Mammals  <b>Teacher's Guide p. 692</b> - Categorize Nouns and Verbs  <b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher's Guide pp. 781-782</b> - Introduce Fish  <b>Teacher's Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates)  <b>Teacher's Guide p. 823</b> - Draw and Label Amphibians in a Scene  <b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates  <b>Teacher's Guide pp. 849-850</b> - Arthropods  <b>Teacher's Guide pp. 874-875</b> - Sink or Float?</p>
<p>ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p>	<p><b>Teacher's Guide pp. 565-566</b> - Force: Push and Pull  <b>Teacher's Guide p. 601</b> - Compare and Contrast  <b>Teacher's Guide p. 614</b> - Introduce The Wright Brothers  <b>Teacher's Guide p. 685</b> - Compare and Contrast  <b>Teacher's Guide p. 727</b> - Create Mox's Menu</p>
<p>iii. Make real-life connections between words and their use.</p>	<p><b>Teacher's Guide pp. 108-109</b> - Review Anchor Charts/ Introduce Nouns: Names of Places  <b>Teacher's Guide p. 249</b> - Introduce Homonyms  <b>Teacher's Guide p. 261</b> - Homonym Tree  <b>Teacher's Guide pp. 564-565</b> - Cooperation  <b>Teacher's Guide p. 565</b> - Force: Push and Pull  <b>Teacher's Guide p. 728</b> - <i>Mox's Day</i>, Chapter 3</p>
<p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<p><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. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher's Guide p. 611</b> - Introduce <i>Amazing Airplanes</i> and Multiple Meanings of Words  <b>Teacher's Guide pp. 695-696</b> - Introduce <i>Mox Jogs</i>  <b>Teacher's Guide p. 694</b> - Verbs and Verb Endings</p>

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.FL.VA.7c</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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</p>

	<p><b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide p. 422</b> - Plant Seeds</p> <p><b>Teacher's Guide p. 423</b> - Activity</p> <p><b>Teacher's Guide p. 456</b> - Review The Earth, The Sun, The Moon</p> <p><b>Teacher's Guide p. 471</b> - Introduce Orion the Hunter</p> <p><b>Teacher's Guide pp. 508-510</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p><b>Teacher's Guide p. 547</b> - Review Backpack Bear's Mammal Book</p> <p><b>Teacher's Guide pp. 820-821</b> - Classify Animals with Backbones (Vertebrates)</p>
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**READING STANDARDS:  
Key Ideas and Details – Standard #1  
R.KID.1**

**Cornerstone:** Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

	Chapter 1 <b>Teacher's Guide p. 756</b> - Introduce <i>The Big Hit</i>
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Tennessee Informational Standards	Starfall K ELA Alignment
<b>K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.	<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 Washington and the General's Dog</i> <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i> <b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i> <b>Teacher's Guide p. 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 Reptiles <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i> <b>Teacher's Guide pp. 781-782</b> - Introduce Fish <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>

**READING STANDARDS:  
Key Ideas and Details – Standard #2  
R.KID.2**

**Cornerstone:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Tennessee Literature Standards	Starfall K ELA Alignment
<b>K.RL.KID.2</b> With prompting and support, orally retell familiar stories, including key details.	<b>Teacher's Guide p. 67</b> - Introduce Kindergarten Book Club <b>Teacher's Guide pp. 190-191</b> - Sequence <i>Goldilocks</i>



	<p><i>and the Three Bears</i>  <b>Teacher's Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher's Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher's Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher's Guide p. 536</b> - Story Elements  <b>Teacher's Guide p. 559</b> - Backpack Bear Puppet  <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and Other Folktales</i>, "The Turnip"  <b>Teacher's Guide p. 639</b> - Introduce "Chicken Little"  <b>Teacher's Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher's Guide p. 711</b> - Kindergarten Book Club  <b>Teacher's Guide pp. 764-765</b> - Introduce <i>The Tortoise and the Hare</i>  <b>Teacher's Guide pp. 765-766</b> - Story Element Cards</p>
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Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text.</p>	<p><b>Teacher's Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <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>

**READING STANDARDS:  
Key Ideas and Details – Standard #3  
R.KID.3**

**Cornerstone:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Tennessee Literature Standards	Starfall K ELA Alignment
<p><b>K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a story.</p>	<p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 151</b> - Introduce Characters  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “<i>Mr. Bunny’s Carrot Soup</i>”  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide p. 361</b> - Introduce <i>The Bottle in the River</i>  <b>Teacher’s Guide pp. 508-509</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide p. 536</b> - Story Elements  <b>Teacher’s Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i>  <b>Teacher’s Guide pp. 595-596</b> - Introduce Starfall’s “<i>The Little Red Hen</i>”  <b>Teacher’s Guide p. 703</b> - Introduce <i>One Fine Day</i>  <b>Teacher’s Guide p. 765</b> - Story Element Cards  <b>Teacher’s Guide p. 782</b> - Introduce <i>Swimmy</i>  <b>Teacher’s Guide pp. 854-855</b> - Introduce <i>Anansi the Spider</i></p>

Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.KID.3</b> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today Is Monday</i> by Eric Carle and <i>Days of the Week</i></p>

	<p><b>Teacher’s Guide pp. 136-137</b> - Introduce Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 232-233</b> - Introduce <i>Me on the Map</i></p> <p><b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i></p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 428-429</b> - The Oxygen Cycle and Pollination</p> <p><b>Teacher’s Guide p. 517</b> - Introduce <i>Backpack Bear’s Mammal Book</i></p> <p><b>Teacher’s Guide p. 598</b> - Introduce <i>Backpack Bear’s Bird Book</i></p> <p><b>Teacher’s Guide p. 785</b> - Introduce Fish and Me</p> <p><b>Teacher’s Guide pp. 843-844</b> - Introduce Invertebrates</p> <p><b>Teacher’s Guide pp. 849-850</b> - Arthropods</p>
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**READING STANDARDS:  
Craft and Structure – Standard #4  
R.CS.4**

**Cornerstone:** Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Tennessee Literature Standards	Starfall K ELA Alignment
<p><b>K.RL.CS.4</b> With prompting and support, ask and answer questions about unknown words in text.</p>	<p><b>Teacher’s Guide pp. 35-36</b> - Introduce the Star Word Wall</p> <p><b>Teacher’s Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i></p> <p><b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p><b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i></p> <p><b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i></p> <p><b>Teacher’s Guide p. 367</b> - Vocabulary Riddles</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven</p> <p><b>Teacher’s Guide pp. 564-565</b> - Cooperation</p> <p><b>Teacher’s Guide pp. 599-600</b> - Introduce Paul Galdone’s <i>The Little Red Hen</i></p>

	<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
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Tennessee Informational Standards	Starfall K ELA Alignment
<b>K.RI.CS.4</b> With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	<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

**READING STANDARDS:**  
**Craft and Structure – Standard #5**  
**R.CS.5**

**Cornerstone:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Tennessee Literature Standards	Starfall K ELA Alignment
<b>K.RL.CS.5</b> Recognize common types of texts.	<b>Teacher's Guide pp. 19-20</b> - Introduce <i>Backpack Bear's ABC Rhyme Book</i> <b>Teacher's Guide pp. 30-31</b> - Introduce Alphabetical Order and the <i>Starfall Dictionary</i> <b>Teacher's Guide pp. 120-121</b> - Introduce Seasons

	<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, Chapter 1</i></p> <p><b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day, Chapter 1</i></p> <p><b>Teacher's Guide p. 793</b> - <i>What An Adventure! Chapter Book</i></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, Chapter 1</i></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>
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Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.CS.5</b> Know various text features.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p><b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on 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 pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i></p> <p><b>Teacher's Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i></p> <p><b>Teacher's Guide p. 517</b> - Introduce <i>Backpack Bear's Mammal Book</i></p> <p><b>Teacher's Guide p. 569</b> - Mammals</p> <p><b>Teacher's Guide pp. 761-762</b> - Introduce Reptiles</p> <p><b>Teacher's Guide pp. 805-806</b> - Introduce Amphibians</p> <p><b>Teacher's Guide pp. 820-821</b> - Classify Animals With Backbones (Vertebrates)</p> <p><b>Teacher's Guide pp. 843-844</b> - Introduce Invertebrates</p> <p><b>Teacher's Guide pp. 864-865</b> - Insects</p>

**READING STANDARDS:  
Craft and Structure – Standard #6  
R.CS.6**

**Cornerstone:** Assess how point of view or purpose shapes the content and style of a text.

Tennessee Literature Standards	Starfall K ELA Alignment
<p><b>K.RL.CS.6</b> With prompting and support, define the role of authors and illustrators in the telling of a story.</p>	<p><b>Teacher's Guide p. 14</b> - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator  <b>Teacher's Guide p. 16</b> - Introduce Top and Bottom  <b>Teacher's Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher's Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week  <b>Teacher's Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 289-290</b> - Introduce <i>George Washington and the General's Dog</i>  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher's Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher's Guide pp. 561-562</b> - Introduce <i>The Little Red Hen and other Folk Tales</i>, "The Turnip"  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide pp. 599-600</b> - Introduce Paul Galdone's <i>The Little Red Hen</i>  <b>Teacher's Guide p. 613</b> - Introduce <i>Peg Goes Places</i>, Chapter 1  <b>Teacher's Guide p. 702</b> - Introduce <i>Mox's Day</i>, Chapter 1  <b>Teacher's Guide p. 793</b> - <i>What An Adventure!</i> Chapter Book  <b>Teacher's Guide pp. 854-855</b> - Introduce <i>Anansi the</i></p>

	<p><i>Spider</i>  <b>Teacher's Guide p. 872</b> - <i>At Gus's Pond</i>, Chapter 1  <b>Starfall.com:</b> Songs &amp; Rhymes - "Selected Nursery Rhymes"  <b>Starfall.com:</b> I'm Reading - "Chinese Fables"  <b>Starfall.com:</b> I'm Reading - "Comics"  <b>Starfall.com:</b> I'm Reading - "Greek Myths"  <b>Starfall.com:</b> I'm Reading - "Folk Tales"</p>
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Tennessee Informational Standard	Starfall K ELA Alignment
<p><b>K.RI.CS.6</b> With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p>	<p><b>Teacher's Guide pp. 57-58</b> - Introduce <i>I Am Your Flag</i>  <b>Teacher's Guide pp. 139-140</b> -- Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher's Guide pp. 232-233</b> - Introduce <i>Me on the Map</i>  <b>Teacher's Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher's Guide pp. 420-421</b> - Introduce <i>Backpack Bear's Plant Book</i>  <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i>  <b>Teacher's Guide p. 719</b> - Introduce <i>How I Know My World: A book about the senses</i>  <b>Teacher's Guide pp. 733-734</b> - Introduce Helen Keller  <b>Teacher's Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>

**READING STANDARDS:  
Integration of Knowledge and Ideas – Standard #7  
R.IK1.7**

**Cornerstone:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Tennessee Literature Standards	Starfall K ELA Alignment
<p><b>K.RL.IK1.7</b> With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</p>	<p><b>Teacher's Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin  <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</i></p>

	<p><i>Map</i>  <b>Teacher’s Guide p. 234</b> - Introduce <i>The Map</i>  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide p. 451</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide p. 505</b> - Read <i>Zac the Rat</i>  <b>Teacher’s Guide pp. 528-567</b> - Week 17 and Week 18 - Magic Writing Moments - Class Newspaper Article  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</i>  <b>Teacher’s Guide pp. 545-546</b> - Introduce Beethoven  <b>Teacher’s Guide p. 554</b> - Introduce <i>Zac and the Hat</i>  <b>Teacher’s Guide p. 616</b> - Using Maps, Introduce <i>Peg Helps Zac</i>  <b>Teacher’s Guide pp. 668-683</b> - Magic Writing Moments - Create/Design Shops  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide pp. 820-822</b> - Classify Animals with Backbones (Vertebrates)  <b>Starfall.com:</b> “Backpack Bear’s Books”  <b>Starfall.com:</b> “Talking Library”  <b>Starfall.com:</b> “It’s Fun to Read”  <b>Starfall.com:</b> “I’m Reading”</p>
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Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.IKI.7</b> With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p>	<p><b>Teacher’s Guide pp. 139-140</b> - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert  <b>Teacher’s Guide p. 214</b> - Introduce <i>A House in a Tree</i>  <b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 295 -296</b> - Introduce Abraham Lincoln  <b>Teacher’s Guide pp. 320-321</b> - Introduce <i>America the Beautiful</i>  <b>Teacher’s Guide pp. 356-357</b> - Get to Know John Muir  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 521</b> - Mammals  <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. 894-895</b> - <i>The Butterfly Book</i>/Illustrate <i>The Butterfly Book</i></p>



**READING STANDARDS:  
Integration of Knowledge and Ideas – Standard #8  
R.IK1.8**

**Cornerstone:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Tennessee Literature Standards	Starfall K ELA Alignment
Standard #8 is not applicable to literature.	

Tennessee Informational Standards	Starfall K ELA Alignment
<b>K.RI.IK1.8</b> With prompting and support, identify the reasons an author provides to support points in a text.	<b>Teacher’s Guide p. 289</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 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. 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

**READING STANDARDS:  
Integration of Knowledge and Ideas – Standard #9  
R.IK1.9**

**Cornerstone:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Tennessee Literature Standards	Starfall K ELA Alignment
<b>K.RL.IK1.9</b> With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	<b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics <b>Teacher’s Guide p. 159</b> - Rhyming Words <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan <b>Teacher’s Guide pp. 232-234</b> - Introduce <i>Me on the Map</i> and <i>The Map</i>

	<p><b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide 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> <p><b>Teacher’s Guide pp. 678-679</b> - Introduce <i>Wolves</i> by Margaret Hillert and <i>Wolves</i></p>
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Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p>	<p><b>Teacher’s Guide pp. 133/139-140</b> - Introduce <i>A Rainbow</i>/Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin</p> <p><b>Teacher’s Guide pp. 232/234</b> - Introduce <i>Me on the Map</i> and Introduce <i>The Map</i></p> <p><b>Teacher’s Guide pp. 250-251</b> - Introduce Scientists and Inventors</p> <p><b>Teacher’s Guide pp. 303-304</b> - Compare Washington and Lincoln</p> <p><b>Teacher’s Guide pp. 373-374</b> - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p><b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i></p> <p><b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club</p> <p><b>Teacher’s Guide pp. 864-865</b> - Insects</p> <p><b>Teacher’s Guide p. 877</b> - Honeybees</p>

**READING STANDARDS:  
Range of Reading and Level of Text Complexity – Standard #10  
R.RRTC.10**

**Cornerstone:** Read and comprehend complex literary and informational texts independently and proficiently.

Tennessee Literature Standards	Starfall K ELA Alignment
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<p><b>K.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</p>	<p><b>Teacher’s Guide p. 28</b> - Introduce Same and Different and Animals Given Human Characteristics  <b>Teacher’s Guide pp. 85-86</b> - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i>  <b>Teacher’s Guide pp. 94-95</b> - Introduce <i>Chicka Chicka Boom Boom</i>  <b>Teacher’s Guide p. 122</b> - Introduce <i>Cloudy With a Chance of Meatballs</i>  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide p. 141</b> - <i>A Rainbow</i> Sequencing Activity  <b>Teacher’s Guide pp. 157-158</b> - Introduce <i>Mouse Paint</i>  <b>Teacher’s Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher’s Guide pp. 189-190</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 190-191</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 195-196</b> - Introduce <i>Ira Sleeps Over</i>  <b>Teacher’s Guide pp. 209-210</b> - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan  <b>Teacher’s Guide p. 212</b> - Introduce Story Element Cards  <b>Teacher’s Guide p. 228</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide pp. 249-250</b> - Introduce <i>Ox-Cart Man</i>  <b>Teacher’s Guide p. 298</b> - Voting  <b>Teacher’s Guide pp. 347-348</b> - Introduce <i>Miss Rumphius</i>  <b>Teacher’s Guide pp. 533- 534</b> - Introduce <i>Zac Camps</i>  <b>Teacher’s Guide p. 537</b> - <i>Zac Camps</i> Making Predictions  <b>Teacher’s Guide p. 639</b> - Introduce <i>Chicken Little</i></p>
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Tennessee Informational Standards	Starfall K ELA Alignment
<p><b>K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten.</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</i></p>

	<p><i>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>
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**SPEAKING AND LISTENING STANDARDS:  
Comprehension and Collaboration – Standard #1  
SL.CC.1**

**Cornerstone:** Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>	<p><b>Teacher's Guide</b> - Learning Centers (Weekly beginning Week 3)  <b>Teacher's Guide</b> - Computer/Activity Times - (Daily)  <b>Teacher's Guide p. 13</b> - Introduce Backpack Bear and Getting to Know You  <b>Teacher's Guide p. 19</b> - Formative Assessment  <b>Teacher's Guide p. 126</b> - Formative Assessment  <b>Teacher's Guide pp. 159-160</b> - Introduce <i>Caps for Sale</i>  <b>Teacher's Guide p. 223</b> - Introduce Community Helpers  <b>Teacher's Guide p. 269</b> - Create an Invention  <b>Teacher's Guide p. 296</b> - Formative Assessment  <b>Teacher's Guide pp. 392-393</b> - Kindergarten Book Club</p>

**SPEAKING AND LISTENING STANDARDS:  
Comprehension and Collaboration – Standard #2  
SL.CC.2**

**Cornerstone:** Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><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 pp. 57-58</b> - Introduce <i>I Am Your Flag</i> by Chase Tunbridge  <b>Teacher’s Guide pp. 67-68</b> - Introduce Kindergarten Book Club  <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 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. 159</b> - Introduce <i>Caps for Sale</i>  <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 pp. 195-196</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 pp. 289-290</b> - Introduce <i>George Washington and the General’s Dog</i>  <b>Teacher’s Guide pp. 420-421</b> - Introduce <i>Backpack Bear’s Plant Book</i>  <b>Teacher’s Guide p. 429</b> - Introduce <i>We Can See!</i>  <b>Teacher’s Guide pp. 475-476</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 508</b> - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i>  <b>Teacher’s Guide pp. 531-532</b> - Introduce <i>The Giant Jam Sandwich</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 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. 756</b> - Introduce <i>The Big Hit</i>  <b>Teacher’s Guide pp. 761-762</b> - Introduce Reptiles  <b>Teacher’s Guide p. 772</b> - Introduce <i>Dinosaurs</i></p>

	<b>Teacher's Guide pp. 781-782</b> - Introduce Fish <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>
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**SPEAKING AND LISTENING STANDARDS:  
Comprehension and Collaboration – Standard #3  
SL.CC.3**

**Cornerstone:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Tennessee Standards	Starfall K ELA Alignment
<b>K.SL.CC.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>Teacher's Guide pp. 52-53</b> - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge <b>Teacher's Guide p. 119</b> - Introduce Weather <b>Teacher's Guide pp. 125-126</b> - Introduce Cause and Effect <b>Teacher's Guide p. 142</b> - Researching Benjamin Franklin <b>Teacher's Guide p. 273</b> - Share Expository Writings <b>Teacher's Guide pp. 358-359</b> - Introduce Reduce, Reuse, and Recycle <b>Teacher's Guide pp. 380-381</b> - Introduce <i>A Young Hero</i> <b>Teacher's Guide p. 544</b> - Interviews to Gather Information <b>Teacher's Guide p. 589</b> - Introduce <i>Backpack Bear's Bird Book</i> <b>Teacher's Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert

**SPEAKING AND LISTENING STANDARDS:  
Presentation of Knowledge and Ideas – Standard #4  
SL.PKI.4**

**Cornerstone:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

Tennessee Standards	Starfall K ELA Alignment
<b>K.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<b>Teacher's Guide pp. 25-26</b> - Introduce the Schema Anchor Chart <b>Teacher's Guide pp. 202-203</b> - Write About Your Family

	<p><b>Teacher’s Guide pp. 248-260</b> - Adding Details</p> <p><b>Teacher’s Guide p. 268</b> - Add Detail to Expository Writings</p> <p><b>Teacher’s Guide pp. 281-282</b> - Our Leaders</p> <p><b>Teacher’s Guide pp. 322-323</b> - Introduce the Water Cycle</p> <p><b>Teacher’s Guide pp. 466-467</b> - Introduce the Solar System</p> <p><b>Teacher’s Guide p. 720</b> - Prewriting: Introduce Sensory Words</p> <p><b>Teacher’s Guide p. 723</b> - Use Adjectives to Describe Nouns</p> <p><b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p> <p><b>Teacher’s Guide pp. 781-782</b> - Introduce Fish</p>
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**SPEAKING AND LISTENING STANDARDS:  
Presentation of Knowledge and Ideas – Standard #5  
SL.PKI.5**

**Cornerstone:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**SPEAKING AND LISTENING STANDARDS:  
Presentation of Knowledge and Ideas – Standard #6  
SL.PKI.6**

**Cornerstone:** Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Tennessee Standards	Starfall K ELA Alignment

<p><b>K.SL.PKI.6</b> With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<p><b>Teacher’s Guide p. 165</b> - Celebrate “Hat Day”  <b>Teacher’s Guide p. 207</b> - Introduce Presentation Voices  <b>Teacher’s Guide p. 238</b> - Introduce the Author’s Chair  <b>Teacher’s Guide p. 269</b> - Create an Invention  <b>Teacher’s Guide p. 328</b> - Author’s Chair  <b>Teacher’s Guide pp. 380-381</b> - Introduce <i>A Young Hero</i>  <b>Teacher’s Guide pp. 393-394</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 823</b> - Kindergarten Book Club  <b>Teacher’s Guide pp. 840-856</b> - Anchor Chart Presentations  <b>Teacher’s Guide p. 903</b> - Kindergarten Book Club</p>
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**WRITING STANDARDS:  
Text Types and Protocol – Standard #1  
W.TTP.1**

**Cornerstone:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>Tennessee Standards</b>	<b>Starfall K ELA Alignment</b>
<p><b>K.W.TTP.1</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</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>

**WRITING STANDARDS:  
Text Types and Protocol – Standard #2  
W.TTP.2**

**Cornerstone:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>	<p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 268</b> - Add Details to Expository Writings  <b>Teacher’s Guide p. 273</b> - Introduce Expository Writing  <b>Teacher’s Guide pp. 390-391</b> - Shared Writing: We Can Be Peaceful  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide p. 544</b> - Interviews to Gather Information  <b>Teacher’s Guide p. 769</b> - Persuasive Writing  <b>Teacher’s Guide p. 810</b>- Shared Writing</p>

**WRITING STANDARDS:  
Text Types and Protocol – Standard #3  
W.TTP.3**

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

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>	<p><b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 273</b> - Share Expository Writings  <b>Teacher’s Guide p. 410</b> - Writing a Story: “My Pet Dog”  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 425</b> - Writing a Story “My Pet Dog”  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 479</b> - Adding Text to Illustrations  <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer  <b>Teacher’s Guide pp. 596-597</b>- Write a Response to “The Little Red Hen”  <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows</p>

**WRITING STANDARDS:  
Production and Distribution of Writing – Standard #4  
W.PDW.4**

**Cornerstone:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.PDW.4</b> With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide pp. 165-164</b> - Write About “Hat Day”  <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. 237</b> - Write About Community Helpers  <b>Teacher’s Guide p. 239</b> - Shared Writing/Formative Assessment  <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. 299</b> - Write About Voting Choices  <b>Teacher’s Guide p. 327</b> - Write About Experiments  <b>Teacher’s Guide p. 362</b> - Write a Class Pledge  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1  <b>Teacher’s Guide p. 384</b> - Write About Ruby: Part 2  <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. 441</b> - Opinion Writing  <b>Teacher’s Guide p. 452</b> - Kid Writing: Part 2  <b>Teacher’s Guide p. 552</b> - Informational Writing Organizer  <b>Teacher’s Guide p. 615</b> - Writing Opinions  <b>Teacher’s Guide p. 625</b> - Write About Your Dream  <b>Teacher’s Guide p. 636</b> - Writing Rubrics  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 681</b> - Write About Wolves  <b>Teacher’s Guide pp. 724-725</b> - Shared Writing About Marshmallows  <b>Teacher’s Guide p. 760</b> - Write About Baseball  <b>Teacher’s Guide p. 810</b> - Shared Writing  <b>Teacher’s Guide p. 851</b> - Write Gus Stories  <b>Teacher’s Guide p. 892</b> - Write About It</p>

**WRITING STANDARDS:  
Production and Distribution of Writing – Standard #5  
W.PDW.5**

**Cornerstone:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.PDW.5</b> With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</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>

**WRITING STANDARDS:  
Production and Distribution of Writing – Standard #6  
W.PDW.6**

**Cornerstone:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p>	<p><b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide p. 563</b> - Publish News Article  <b>Teacher’s Guide p. 567</b> - Illustrate News Article  <b>Teacher’s Guide p. 678</b> - Introduce <i>Wolves</i> by Margaret Hillert  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>

**WRITING STANDARDS:  
Research to Build and Present Knowledge – Standard #7  
W.RBPK.7**

**Cornerstone:** Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.RBPK.7</b> Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p>	<p><b>Teacher’s Guide p. 142</b> - Researching Benjamin Franklin  <b>Teacher’s Guide p. 167</b> - Introduce Georges Seurat  <b>Teacher’s Guide p. 220</b> - Book Review  <b>Teacher’s Guide pp. 250-252</b> - Introduce Scientists and Inventors  <b>Teacher’s Guide pp. 326-327</b> - Water Cycle Experiments  <b>Teacher’s Guide pp. 392-393</b> - Kindergarten Book Club  <b>Teacher’s Guide p. 431</b> - Shared Writing Narrative  <b>Teacher’s Guide p. 521</b> - Mammals  <b>Teacher’s Guide p. 528</b> - Class Newspaper Article  <b>Teacher’s Guide p. 533</b> - Collect Ideas for Class Article  <b>Teacher’s Guide p. 537</b> - Questions About Mammals  <b>Teacher’s Guide pp. 552-567</b> - Class Article  <b>Teacher’s Guide p. 624</b> - Introduce Vincent van Gogh  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 682</b> - Illustrate Research Writing</p>

**WRITING STANDARDS:  
 Research to Build and Present Knowledge – Standard #8  
 W.RBPK.8**

**Cornerstone:** Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.RBPK.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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>

**WRITING STANDARDS:**

**Research to Build and Present Knowledge – Standard #9  
W.RBPK.9**

**Cornerstone:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Tennessee Standards	Starfall K ELA Alignment
Standards begin in Grade 3	

**WRITING STANDARDS:  
Range of Writing – Standard #10  
W.RW.10**

**Cornerstone:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Tennessee Standards	Starfall K ELA Alignment
<p><b>K.W.RW.10</b> With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p>	<p><b>Teacher’s Guide pp. 102-103</b> - Introduce the Writing Journal  <b>Teacher’s Guide p. 128</b> - Formative Assessment  <b>Teacher’s Guide pp. 136-137</b> - Kid Writing and Adult Writing  <b>Teacher’s Guide pp. 165-166</b> - Write about “Hat Day”  <b>Teacher’s Guide p. 202</b> - Write About Your Family  <b>Teacher’s Guide p. 237</b> - Write About Community Helpers  <b>Teacher’s Guide p. 263</b> - Introduce Expository Writing  <b>Teacher’s Guide p. 299</b> - Write About Voting  <b>Teacher’s Guide p. 362</b> - Write Class Pledge Choices  <b>Teacher’s Guide pp. 383-384</b> - Write About Ruby: Part 1 &amp; Part 2  <b>Teacher’s Guide p. 418</b> - Write About Experiments  <b>Teacher’s Guide p. 447</b> - Kid Writing: Part 1  <b>Teacher’s Guide p. 474</b> - Writing Focus on Illustrations  <b>Teacher’s Guide p. 538</b> - Write About Mammals  <b>Teacher’s Guide pp. 596-597</b> - Write a Response to “The Little Red Hen”  <b>Teacher’s Guide p. 619</b> - Writing Opinions  <b>Teacher’s Guide p. 681</b> - Begin Research Writing  <b>Teacher’s Guide p. 681</b> - Write About Wolves  <b>Teacher’s Guide p. 728</b> - Shared Writing  <b>Teacher’s Guide p. 760</b> - Write About Baseball  <b>Teacher’s Guide p. 769</b> - Persuasive Writing  <b>Teacher’s Guide p. 851</b> - Write Gus Stories  <b>Teacher’s Guide p. 892</b> - Write About It</p>

\*These standards were copied directly from the *Tennessee English/Language Arts Standards*.

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