



Texas Kindergarten English Language Arts and Reading Alignment to Starfall

Knowledge and Skills

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) recognize that spoken words can be represented by print for communication;	Teacher’s Guide p. 35 - Review Sounds Teacher’s Guide p. 48 - Difference Between a Letter and a Word Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 110 - At School “Color by Word” Teacher’s Guide p. 135 - Introduce Inventive Spelling Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 162 - Activity “Word Shapes” Teacher’s Guide pp. 165-166 - Write about “Hat Day” Teacher’s Guide p. 213 - Form High Frequency Words with Play Dough or Magnetic Letters Teacher’s Guide p. 228 - Activity Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 272 - Word Search
(B) identify upper- and lower-case letters;	Teacher’s Guide p. 12 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide pp. 17-18 - Introduce Upper and Lowercase Letters of the Alphabet Teacher’s Guide p. 104 - Activity Teacher’s Guide p. 197 - Activity “Alphabet Avenue” Teacher’s Guide p. 430 - Write Uppercase and Lowercase Letters Teacher’s Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet Teacher’s Guide p. 468 - Rapid Letter Recognition Starfall.com: ABCs

	Starfall.com: ABC Rhymes
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	<p>Teacher’s Guide pp. 264-265 - Blending Phonemes Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 291 - Introduce “See It! Say It! Spell It!” Teacher’s Guide p. 358 - Review Sounds Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 552 - See It! Say It! Spell It! Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words Weeks 1-14 - Introduce and practice letter/sound relationships [Aa /a/- Zz /z/] following a specific routine Starfall.com: ABCs</p>
(D) recognize the difference between a letter and a printed word;	<p>Teacher’s Guide p. 48 - Difference Between a Letter and a Word Teacher’s Guide pp. 50-51 - Introduce High Frequency Words: <i>is, for</i> Teacher’s Guide p. 131 - Introduce High Frequency Words: <i>I, am, you</i> Teacher’s Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher’s Guide pp. 196-197 - Introduce High Frequency Words: <i>and, are</i> Teacher’s Guide p. 256 - Introduce High Frequency Words: <i>big, go, little, in, it</i> Teacher’s Guide p. 331 - Introduce High Frequency Words: <i>as, has, want</i> Teacher’s Guide p. 374 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher’s Guide p. 412 - Introduce High Frequency Words: <i>her, his, says</i> Teacher’s Guide p. 454 - High Frequency Word Challenge Teacher’s Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i></p>
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	<p>Teacher’s Guide pp. 86-87 - Introduce “Spacing” Anchor Chart Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 136 - Kid Writing and Adult Writing Teacher’s Guide p. 165 - Write about “Hat Day” Teacher’s Guide p. 202 - Write About Your Family Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide p. 333 - What’s Wrong? Teacher’s Guide p. 372 - Spaces Between Words Teacher’s Guide p. 856 - Spaces Anchor Chart Presentation</p>

<p>(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p>	<p>Teacher’s Guide p. 16 - Introduce Top and Bottom Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide p. 66 - <i>A Computer</i> Sequencing Activity Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide p. 162 - Computer - <i>It’s Fun to Read/Learn to Read</i> Teacher’s Guide p. 211 - Words in a Sentence Teacher’s Guide p. 366 - Sequence <i>The Bottle in the River</i> Teacher’s Guide p. 473 - Rearrange Words to Create Sentences</p>
<p>(G) identify different parts of a book (e.g., front and back covers, title page)</p>	<p>Teacher’s Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> Teacher’s Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> Teacher’s Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 320-321 - Introduce <i>America the Beautiful</i> Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i> Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) identify a sentence made up of a group of words;</p>	<p>Teacher’s Guide pp. 33-34 - Introduce the Capital Letter Anchor Chart Teacher’s Guide p. 42 - Where to Use Capital Letters Teacher’s Guide pp. 102-103 - Introduce the Writing Journal Teacher’s Guide pp. 104-106 - Introduce the “Punctuation” Anchor Chart Teacher’s Guide p. 118 - Favorite Kind of Weather Teacher’s Guide p. 325 - Counting Words in Sentences Teacher’s Guide p. 468 - Rearrange Words to Create Sentences Teacher’s Guide p. 473 - Rearrange Words to Create Sentences</p>

<p>(B) identify syllables in spoken words;</p>	<p>Teacher's Guide p. 21 - Syllables Teacher's Guide p. 84 - Favorite Kind of Weather Teacher's Guide p. 154 - Review Syllables Teacher's Guide p. 352 - Syllabication Teacher's Guide p. 463 - Segmenting Syllables Teacher's Guide p. 563 - Syllables</p>
<p>(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");</p>	<p>Teacher's Guide pp. 19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i> Teacher's Guide p. 91 - Phonological Awareness Warm-up: Rhyming Teacher's Guide p. 123 - Rhyming Words Teacher's Guide p. 226 - Rhyming Words Teacher's Guide p. 301 - Rhyming Words Teacher's Guide p. 362 - Rhyming Words</p>
<p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p>	<p>Teacher's Guide p. 59 - Rhyming Words Teacher's Guide p. 91 - Rhyming Teacher's Guide p. 123 - Rhyming Words Teacher's Guide p. 134 - Rhyming Words Teacher's Guide p. 159 - Rhyming Words Teacher's Guide p. 188 - Rhyming Teacher's Guide p. 226 - Rhyming Words Teacher's Guide p. 239 - Rhyming Words Teacher's Guide p. 254 - Rhyming Teacher's Guide p. 301 - Rhyming Words Teacher's Guide p. 301 - Formative Assessment Teacher's Guide p. 329 - Listen to Rhyming Words Teacher's Guide p. 362 - Rhyming Words Teacher's Guide p. 363 - Listen, Then Write Rhyming Words Teacher's Guide p. 365 - Listen to Rhyming Words Teacher's Guide p. 415 - Rhyming Words Teacher's Guide p. 425 - Rhyming Words Teacher's Guide p. 473 - Rhyming Words Teacher's Guide p. 556 - Short-A Rhyming Words Teacher's Guide p. 567 - Rhyming Words Teacher's Guide p. 852 - Rhyming Words Teacher's Guide p. 891 - Rhyming Words Teacher's Guide p. 901 - Rhyming Words</p>
<p>(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");</p>	<p>Teacher's Guide p. 32 - Initial /b/ Teacher's Guide p. 54 - Identify and Discriminate Initial /a/ and /b/ Teacher's Guide p. 88 - Introduce Tt/t Teacher's Guide p. 139 - Initial and Final Phonemes in Words Teacher's Guide p. 164 - Identify and Discriminate Initial Cc/c Teacher's Guide p. 192 - Introduce Rr/r Teacher's Guide p. 198 - Introduce Ll/l Teacher's Guide p. 229 - Introduce Nn/n Teacher's Guide p. 235 - Beginning Sounds: /r/ /l/ /u/</p>

	<p>/n/ Teacher's Guide p. 252 - Introduce li/i Teacher's Guide p. 284 - Introduce Dd/d Teacher's Guide p. 292 - Introduce Ff/f Teacher's Guide p. 336 - Identify Initial and Final Sounds Teacher's Guide p. 352 - Introduce Vv/v Teacher's Guide p. 376 - Introduce Zz/z Teacher's Guide p. 413 - Introduce Qq/kw/</p>
<p>(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);</p>	<p>Teacher's Guide p. 64 - Blending Onsets and Rimes Teacher's Guide p. 266 - Blending Onsets and Rimes Teacher's Guide p. 280 - Segmenting Onsets and Rimes Teacher's Guide p. 372 - Phoneme Addition Teacher's Guide p. 390 - Blend Onsets-Rimes Teacher's Guide p. 454 - Segmenting Phonemes Teacher's Guide p. 513 - Word Families <i>an</i> and <i>-at</i> Teacher's Guide p. 521 - Word Families <i>-am</i> and <i>-ap</i> Teacher's Guide pp. 587-588 - Add and Change Sounds (<i>-ell, -all, -ed, -et</i>) Starfall.com: "Word Machines" Starfall.com: "Learn to Read"</p>
<p>(G) blend spoken phonemes to form one-syllable words (e.g.,/m/ .../a/ .../n/ says man);</p>	<p>Teacher's Guide p. 101 - Blending Teacher's Guide p. 200 - Blending/Decoding Teacher's Guide pp. 264-265 - Blending Phonemes Teacher's Guide p. 271 - Cumulative Review Teacher's Guide p. 477 - Segmenting Phonemes in CVC Words</p>
<p>(H) isolate the initial sound in one-syllable spoken words; and</p>	<p>Teacher's Guide p. 54 - Identify and Discriminate Initial /a/ and /b/ Teacher's Guide p. 88 - Introduce Tt /t/ Teacher's Guide p. 96 - Initial and Final /t/ Teacher's Guide p. 97 - Connect /p/ to the spelling Pp Teacher's Guide p. 101 - Blending Teacher's Guide p. 107 - Magic Writing Moment: Review <i>Bb, Tt, Pp</i> Teacher's Guide p. 118 - Listen for the Beginning Sound Teacher's Guide pp. 124-125 - Introduce Ss /s/ Teacher's Guide pp. 130-131 - Introduce Mm /m/ Teacher's Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher's Guide pp. 152 -153 - Introduce Oo /o/ Teacher's Guide pp. 192-193 - Introduce Rr /r/ Teacher's Guide pp. 198-199 - Introduce Ll /l/ Teacher's Guide p. 200 - Blending/Decoding Teacher's Guide pp. 224-225 - Introduce Uu /u/ Teacher's Guide p. 229 - Introduce Nn /n/ Teacher's Guide pp. 252-253 - Introduce Ii /i/ Teacher's Guide p. 271 - Cumulative Review Teacher's Guide pp. 284-285 - Introduce Dd /d/</p>

	<p>Teacher’s Guide pp. 292-293 - Introduce Ff /f/ Teacher’s Guide p. 325 - Phonics Warm-Up: Blending Teacher’s Guide pp. 329-330 - Introduce Ww /w/ Teacher’s Guide p. 333 - Beginning Sounds Teacher’s Guide p. 336 - Identify Initial and Final Sounds Teacher’s Guide pp. 353-354 - Introduce Vv /v/ Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide pp. 376-377 - Introduce Zz /z/ Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p>
<p>(l) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</p>	<p>Teacher’s Guide p. 101 - Blending Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher’s Guide p. 200 - Blending/Decoding Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p>

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) identify the common sounds that letters represent;</p>	<p>Teacher’s Guide pp. 21-22 - Introduce Bb/b/ Teacher’s Guide pp. 49-50 - Introduce Aa/a/ Teacher’s Guide pp. 88-89 - Introduce Tt/t/ Teacher’s Guide pp. 96-97 - Introduce Pp/p/ Teacher’s Guide p. 118 - Listen for the Beginning Sounds Teacher’s Guide pp. 124-125 - Introduce Ss/s/ Teacher’s Guide pp. 130-131 - Introduce Mm/m/ Teacher’s Guide pp. 152-153 - Introduce Oo/o/ Teacher’s Guide pp. 154-155 - Introduce Cc/k/</p>

	<p>Teacher’s Guide pp. 192-193 - Introduce Rr/r/ Teacher’s Guide pp. 198-199 - Introduce Ll/l/ Teacher’s Guide p. 207 - Listen for /l/ Teacher’s Guide pp. 224-225 - Introduce Uu/u/ Teacher’s Guide pp. 229-230 - Introduce Nn/n/ Teacher’s Guide p. 235 - Beginning Sounds: /r/ /l/ /u/ /n/ Teacher’s Guide pp. 252-253 - Introduce Ii/i/ Teacher’s Guide pp. 255-256 - Introduce Gg/g/ Teacher’s Guide pp. 284-285 - Introduce Dd/d/ Teacher’s Guide pp. 292-293 - Introduce Ff/f/ Teacher’s Guide pp. 323-324 - Introduce Hh/h/ Teacher’s Guide pp. 329-330 - Introduce Ww/w/ Teacher’s Guide pp. 350-351 - Introduce Ee/e/ Teacher’s Guide pp. 353-354 - Introduce Vv/v/ Teacher’s Guide pp. 376-377 - Introduce Zz/z/ Teacher’s Guide pp. 385-386 - Introduce Jj/j/ Teacher’s Guide pp. 413-414 - Introduce Qq/q/ Teacher’s Guide pp. 418-419 - Introduce Yy/y/ Teacher’s Guide pp. 423-424 - Introduce Kk/k/ Teacher’s Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet Teacher’s Guide p. 478 - Introduce Cc/k/, /s/ and Gg/g/, /j/ <i>Starfall.com - Sing-Along Volume 1 Track 2: “The Alphabet Song”</i></p>
<p>(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p>	<p>Teacher’s Guide p. 101 - Blending Teacher’s Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher’s Guide p. 200 - Blending/Decoding Teacher’s Guide p. 271 - Cumulative Review Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 378 - Blending Phonemes Teacher’s Guide p. 454 - Segmenting Phonemes Teacher’s Guide p. 465 - Writing CVC Words Teacher’s Guide p. 477 - Segmenting Phonemes in CVC Words Teacher’s Guide p. 505 - Activity “Starfall Speedway” Teacher’s Guide p. 535 - Activity Teacher’s Guide p. 560 - Blending and Decoding Teacher’s Guide p. 638 - Blending CVC Words</p>
<p>(C) recognize that new words are created when letters are changed, added, or deleted; and</p>	<p>Teacher’s Guide p. 131 - Introduce High Frequency Words: <i>I, am, you</i> Teacher’s Guide p. 161 - Introduce High Frequency Words: <i>be, he she, we</i> Teacher’s Guide pp. 196-197 - Introduce High Frequency Words: <i>and, are</i> Teacher’s Guide p. 331 - Introduce High Frequency Words: <i>as, has, want</i> Teacher’s Guide p. 372 - Phoneme Addition Teacher’s Guide p. 480 - Deleting and Substituting</p>

	<p>Phonemes Teacher’s Guide p. 512 - Substitute Initial/Final Sounds in CVC Words with Short -A Teacher’s Guide p. 521 - Word Families -am and -ap Teacher’s Guide pp. 587-588 - Add and Change (-ell, -all, -ed, -et) Teacher’s Guide p. 670 - Introduce Word Families: -ot,-opp. Teacher’s Guide p. 727 - Phoneme Substitution</p>
<p>(D) identify and read at least 25 high-frequency words from a commonly used list.</p>	<p>Teacher’s Guide p. 50- Introduce High Frequency Words: <i>is</i> and <i>for</i> Teacher’s Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher’s Guide p. 196 - Introduce High Frequency Words: <i>and, are</i> Teacher’s Guide p. 256 - Introduce High Frequency Words: <i>big, go, little, in, it</i> Teacher’s Guide p. 284 - Starfall Speedway: High Frequency Words Teacher’s Guide p. 374 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher’s Guide p. 412 - Introduce High Frequency Words: <i>her, his, says</i> Teacher’s Guide p. 454 - High Frequency Word Challenge Teacher’s Guide p. 598 - Introduce High Frequency Words: <i>could, should, would</i> Teacher’s Guide p. 642 - High Frequency Words Teacher’s Guide p. 675 - Introduce High Frequency Words: <i>give, gives, put, puts</i> Teacher’s Guide p. 869 - Backpack Bear’s Story Note: High-frequency words (110) are introduced and practiced throughout the curriculum.</p>

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) predict what might happen next in text based on the cover, title, and illustrations; and</p>	<p>Teacher’s Guide p. 122 - Introduce <i>Cloudy with a Chance of Meatballs</i> Teacher’s Guide p. 239 - Shared Writing Teacher’s Guide p. 529 - Introduce <i>Zac and Cat</i> Teacher’s Guide p. 537 - <i>Zac Camps</i>: Making Predictions Teacher’s Guide p. 555 - Formative Assessment Teacher’s Guide p. 591 - Introduce <i>Peg the Hen</i> Teacher’s Guide p. 637 - <i>Peg Goes Places</i>, Chapter 2 Teacher’s Guide p. 641 - Prepare to Dramatize “Chicken Little”</p>

	<p>Teacher's Guide p. 646 - <i>Peg Goes Places</i>, Chapter Mox'3</p> <p>Teacher's Guide p. 695 - Introduce <i>Mox Jogs</i></p> <p>Teacher's Guide p. 702 - Introduce <i>Mox's Day</i>, Chapter 1</p> <p>Teacher's Guide p. 726 - Introduce <i>The Popcorn Book</i></p> <p>Teacher's Guide p. 798 - <i>What an Adventure!</i> Chapters 2 & 3</p> <p>Teacher's Guide p. 814 - Introduce <i>Fix the Jet</i></p>
(B) ask and respond to questions about texts read aloud.	<p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i> by Chase Tunbridge</p> <p>Teacher's Guide pp. 137-138 - Introduce <i>Benjamin Franklin</i></p> <p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p>Teacher's Guide p. 151 - Introduce Characters</p> <p>Teacher's Guide p. 163 - Introduce <i>At the Park</i></p> <p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i></p> <p>Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher's Guide p. 644 - Introduce <i>Penguin, Penguin</i></p> <p>Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher's Guide pp. 761-762 - Introduce Reptiles</p> <p>Teacher's Guide p. 772 - Introduce <i>Dinosaurs</i></p> <p>Teacher's Guide pp. 781-782 - Introduce Fish</p> <p>Teacher's Guide pp. 843-844 - Introduce Invertebrates</p> <p>Teacher's Guide pp. 864-865 - Insects</p> <p>Teacher's Guide p. 893 - Introduce <i>Monarch Butterfly</i></p>

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) identify and use words that name actions, directions, positions, sequences, and locations;	<p style="text-align: center;">Positions/Locations</p> <p>Teacher's Guide p. 16 - Introduce Top and Bottom</p> <p>Teacher's Guide pp. 46-47 - Introduce Rules, Signs, and Middle</p> <p>Teacher's Guide p. 158 - Formative Assessment</p> <p>Teacher's Guide p. 320 - Position Words/Opposites</p> <p>Teacher's Guide p. 480-481 - Positional Words and Prepositions</p> <p style="text-align: center;">Actions</p> <p>Teacher's Guide p. 502 - Inflectional Endings</p>

	<p>Teacher’s Guide p. 514 - Formative Assessment Teacher’s Guide p. 516 - Introduce Verbs with Inflectional Ending -s Teacher’s Guide pp. 565-566 - Force: Push and Pull Teacher’s Guide p. 692 - Categorize Nouns and Verbs Teacher’s Guide p. 694 - Verb and Verb Endings Teacher’s Guide p. 697 - Use Nouns and Verbs to Form Sentences</p> <p style="text-align: center;">Sequences</p> <p>Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 415 - Writing a Story: “My Pet Dog” Teacher’s Guide p. 420 - Writing a Story: “My Pet Dog”</p>
(B) recognize that compound words are made up of shorter words;	<p>Teacher’s Guide p. 43 - Compound Words Teacher’s Guide p. 84 - Compound Word Segmentation Teacher’s Guide p. 676 - Compound Words Teacher’s Guide p. 679 - Wolves</p>
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	<p>Teacher’s Guide pp. 149-150 - Introduce Colors Teacher’s Guide p. 358 - Recycling/Composting Teacher’s Guide p. 411 - Living and Nonliving Teacher’s Guide p. 521 - Mammals Teacher’s Guide p. 522 - Draw and Label Mammals Teacher’s Guide p. 692 - Categorize Nouns and Verbs Teacher’s Guide pp. 761-762 - Introduce Reptiles Teacher’s Guide pp. 781-782 - Introduce Fish Teacher’s Guide pp. 820-821 - Classify Animals with Backbones (Vertebrates) Teacher’s Guide p. 823 - Draw and Label Amphibians in a Scene Teacher’s Guide pp. 843-844 - Introduce Invertebrates Teacher’s Guide pp. 849-850 - Arthropods Teacher’s Guide pp. 874-875 - Sink or Float?</p>
(D) use a picture dictionary to find words.	<p>Teacher’s Guide p. 30 - Introduce Alphabetical Order and the <i>Starfall Dictionary</i> Teacher’s Guide p. 135 - Introduce Inventive Spelling Teacher’s Guide p. 165 - Write about “Hat Day” Teacher’s Guide p. 208 - Writing About Animals Teacher’s Guide p. 237 - Write About Community Helpers Teacher’s Guide p. 299 - Write About Voting Choices</p>

(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

Texas Standards	Starfall K ELA Alignment
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<p>(A) identify elements of a story including setting, character, and key events;</p>	<p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 151 - Introduce Characters Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i> Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> Teacher’s Guide p. 212 - Introduce Story Element Cards Teacher’s Guide p. 228 - Introduce “<i>Mr. Bunny’s Carrot Soup</i>” Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i> Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i> Teacher’s Guide p. 361 - Introduce <i>The Bottle in the River</i> Teacher’s Guide pp. 508-509 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> Teacher’s Guide p. 536 - Story Elements Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales</i>, “<i>The Turnip</i>” Teacher’s Guide pp. 595-596 - Introduce Starfall’s “<i>The Little Red Hen</i>” Teacher’s Guide p. 703 - Introduce <i>One Fine Day</i> Teacher’s Guide p. 765 - Story Element Cards Teacher’s Guide p. 782 - Introduce <i>Swimmy</i> Teacher’s Guide pp. 854-855 - Introduce <i>Anansi the Spider</i></p>
<p>(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p>	<p>Teacher’s Guide p. 228 - Introduce <i>Mr. Bunny’s Carrot Soup</i> Teacher’s Guide pp. 561-562 - Introduce <i>The Little Red Hen and other Folk Tales</i>, “<i>The Turnip</i>” Teacher’s Guide p. 564 - Cooperation Teacher’s Guide p. 595 - Introduce Starfall’s “<i>The Little Red Hen</i>” Teacher’s Guide p. 639 - Introduce “<i>Chicken Little</i>” Teacher’s Guide p. 764 - Introduce <i>The Tortoise and the Hare</i> Teacher’s Guide p. 854 - Introduce <i>Anansi the Spider</i> Teacher’s Guide p. 865 - Introduce <i>The Crow and the Pitcher</i></p>
<p>(C) recognize sensory details; and</p>	<p>Teacher’s Guide p. 719 - Introduce <i>How I Know My World: A Book about the Senses</i> Teacher’s Guide p. 719 - Formative Assessment Teacher’s Guide p. 720 - Prewriting: Introduce Sensory Words Teacher’s Guide p. 720 - Formative Assessment Teacher’s Guide p. 721 - Introduce <i>Pop! Pop! Pop!</i> Teacher’s Guide pp. 733-734 - Introduce <i>Helen Keller</i></p>

<p>(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p>	<p>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 561 - Introduce <i>The Little Red Hen and other Folk Tales, "The Turnip"</i> Teacher's Guide p. 639 - Introduce "<i>Chicken Little</i>" Teacher's Guide p. 640 - Create Character Headbands Teacher's Guide p. 674 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 677 - Comprehension: <i>The Three Little Pigs</i> Teacher's Guide p. 764 - Introduce <i>The Tortoise and the Hare</i> Teacher's Guide p. 854 - Introduce <i>Anansi the Spider</i> Teacher's Guide pp. 865-866 - Introduce <i>The Crow and the Pitcher</i></p>
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(7) Reading/Comprehension of Literary Text/Poetry.

Texas Standards	Starfall K ELA Alignment
<p>Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p>Teacher's Guide p. 134 - Rhyming Words Teacher's Guide pp. 320-321- Introduce <i>America the Beautiful</i> Teacher's Guide p. 444 - Shadows Teacher's Guide p. 447 - Computer - Practice Teacher's Guide p. 451 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 465 - Computer - Practice morestarfall.com - It's Fun to Read : Poetry</p>
<p>Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p>	<p>Teacher's Guide pp.19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i> Teacher's Guide p. 91 - Rhyming Teacher's Guide p. 134 - Rhyming Words Teacher's Guide p. 252 - Introduce li/i/ Teacher's Guide p. 586 - Rhyming Words Teacher's Guide p. 626 - Rhyming Words Teacher's Guide p. 771 - Rhyming</p>

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) retell a main event from a story read aloud; and</p>	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p>

	<p>Teacher’s Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i></p> <p>Teacher’s Guide pp. 322-323 - Introduce the Water Cycle</p> <p>Teacher’s Guide pp. 356-357 - Get to Know John Muir</p> <p>Teacher’s Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks</p> <p>Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher’s Guide pp. 420-421 - Introduce <i>Backpack Bear’s Plant Book</i></p> <p>Teacher’s Guide pp. 428-429 - The Oxygen Cycle and Pollination</p> <p>Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 517- Introduce <i>Backpack Bear’s Mammal Book</i></p> <p>Teacher’s Guide pp. 519-520 - <i>Backpack Bear’s Mammal Book</i> (Part Two)</p> <p>Teacher’s Guide p. 589 - Introduce <i>Backpack Bear’s Bird Book</i></p> <p>Teacher’s Guide p. 877 - Honeybees</p>
(B) describe characters in a story and the reasons for their actions.	<p>Teacher’s Guide p. 451 - <i>Why the Sun and the Moon live in the Sky</i></p> <p>Teacher’s Guide pp. 561 - 562 - Introduce <i>The Little Red Hen and other Folk Tales, “The Turnip”</i></p> <p>Teacher’s Guide p. 595 - Formative Assessment</p> <p>Teacher’s Guide p. 640 - Create Character Headbands</p> <p>Teacher’s Guide p. 641 - Prepare to Dramatize “Chicken Little”</p> <p>Teacher’s Guide p. 677 - Comprehension: <i>The Three Little Pigs</i></p> <p>Teacher’s Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert</p> <p>Teacher’s Guide p. 701 - Choral Reading: <i>Hop, Bend, Stomp</i></p> <p>Teacher’s Guide p. 709 - Formative Assessment</p> <p>Teacher’s Guide pp. 765 - 766 - Story Element Cards</p> <p>Teacher’s Guide pp. 845-855 - Formative Assessment</p> <p>Teacher’s Guide p. 869 - Backpack Bear’s Story</p> <p>Teacher’s Guide p. 869 - Illustrate <i>The Butterfly Book</i></p>

(9) Reading/Comprehension of Informational Text/Culture and History.

Texas Standards	Starfall K ELA Alignment
Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide	<p>Teacher’s Guide pp. 289-290 - Introduce <i>George Washington and the General’s Dog</i></p> <p>Teacher’s Guide pp. 295-296- Introduce Abraham</p>

<p>evidence from the text to support their understanding.</p>	<p>Lincoln Teacher's Guide pp. 303-304 - Compare Washington and Lincoln Teacher's Guide pp. 373-374 - Get to Know Martin Luther King Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide p. 614 - Introduce the Wright Brothers Teacher's Guide p. 624 - Introduce Vincent van Gogh Teacher's Guide pp. 733-734 - Introduce <i>Helen Keller</i></p>
<p>Students are expected to identify the topic of an informational text heard.</p>	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 877 - Honeybees</p>

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</p>	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle</p>

	<p>Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517- Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 877 - Honeybees</p>
(B) retell important facts in a text, heard or read;	<p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i> Teacher's Guide pp. 322-323 - Introduce the Water Cycle Teacher's Guide pp. 356-357 - Get to Know John Muir Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i> Teacher's Guide pp. 428-429 - The Oxygen Cycle and Pollination Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 517- Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide pp. 519-520 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 589 - Introduce <i>Backpack Bear's Bird Book</i> Teacher's Guide p. 877 - Honeybees</p>
(C) discuss the ways authors group information in text; and	<p>Teacher's Guide p. 204 - Introduce <i>At the House</i> Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i> Teacher's Guide p. 258 - Inventions of Long Ago Teacher's Guide pp. 289-290 - Introduce <i>George and the General's Dog</i> Teacher's Guide pp. 303-304 - Compare Washington and Lincoln Teacher's Guide p. 322 - Introduce the Water Cycle</p>

	<p>Teacher's Guide p. 365 - <i>The Bottle in the River</i> Teacher's Guide p. 382 - Introduce <i>Ruby Goes to School</i> Teacher's Guide pp. 507-508 - Introduce the Animal Kingdom Teacher's Guide pp. 553-554 - Compare and Contrast Plants and Animals Teacher's Guide p. 557 - Cause and Effect Teacher's Guide p. 685 - Compare and Contrast Teacher's Guide p. 794 - Introduce at the Beach Teacher's Guide p. 820 - Classify Animals with Backbones (Vertebrates) Teacher's Guide p. 893 - Introduce <i>Monarch Butterfly</i></p>
(D) use titles and illustrations to make predictions about text.	<p>Teacher's Guide p. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr. Teacher's Guide p. 19-20 - Introduce <i>Backpack Bear's ABC Rhyme Book</i> Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i> by Chase Tunbridge Teacher's Guide p. 122 - Introduce <i>Cloudy with a Chance of Meatballs</i> Teacher's Guide p. 157 - Introduces <i>Mouse Paint</i> Teacher's Guide p. 189 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i> Teacher's Guide p. 228 - Introduce <i>Mr. Bunny's Carrot Soup</i> Teacher's Guide p. 554 - Introduce <i>Zac and the Hat</i> Teacher's Guide p. 555 - Zac Camps: Chapter 2 Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and the other Folk Tales, "The Turnip"</i> Teacher's Guide p. 591 - Introduce <i>Peg the Hen</i> Teacher's Guide p. 646 - <i>Peg Goes Places</i>, Chapter 3 Teacher's Guide p. 790 - Introduce <i>Tin Man Sits</i> Teacher's Guide p. 814 - Introduce <i>Fix the Jet</i></p>

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) follow pictorial directions (e.g., recipes, science experiments); and	<p>Teacher's Guide pp. 416-417 - Introduce Parts of a Plant Teacher's Guide p. 422 - Plant Seeds Teacher's Guide pp. 731-732 - Make Popcorn! Teacher's Guide p. 772 - Introduce Dinosaurs Teacher's Guide p. 864 - Insects Teacher's Guide p. 868 - <i>Bug in a Jug</i> and Insects Teacher's Guide pp. 874-875 - Sink or Float?</p>

(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	Teacher’s Guide pp. 46-47 - Introduce Rules, Signs, and Middle Teacher’s Guide p. 47 - Formative Assessment Teacher’s Guide p. 616 - Formative Assessment Teacher’s Guide pp. 620-621 - Read a Map Teacher’s Guide p. 627 - Map Signs and Symbols
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(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:

Texas Standards	Starfall K ELA Alignment
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and	Teacher’s Guide p. 528 - Class Newspaper Article Teacher’s Guide p. 537 - Questions about Mammals Teacher’s Guide p. 539 - Computer - Practice Teacher’s Guide p. 544 - Interviews to Gather Information Teacher’s Guide p. 556 - Information for Class Article Teacher’s Guide p. 563 - Publish News Article
(B) identify techniques used in media (e.g., sound, movement).	Teacher’s Guide p. 32 - Wheels on the Bus Teacher’s Guide pp. 43-44 - Introduce the Computer Teacher’s Guide pp. 120-121 - Introduce Seasons Teacher’s Guide pp. 250-251 - Introduce Scientists and Inventors Teacher’s Guide pp. 475-476 - Introduce <i>Reach for the Stars</i> Teacher’s Guide p. 567 - Illustrate News Article Teacher’s Guide pp. 620-621 - Read a Map

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:

Texas Standards	Starfall K ELA Alignment
(A) plan a first draft by generating ideas for writing through class discussion;	Teacher’s Guide p. 263 - Introduce Expository Writing Teacher’s Guide pp. 363-364 - How We Protect our Environment Teacher’s Guide p. 411 - Writing a Story: “My Pet Dog” Teacher’s Guide p. 431 - Shared Writing Narrative Teacher’s Guide p. 447 - Kid Writing: Part 1 Teacher’s Guide p. 518 - Write About Our Mammal Friends Teacher’s Guide p. 560 - Reading and Writing Books: Pre Writing Teacher’s Guide p. 760 - Write About Baseball Teacher’s Guide p. 769 - Persuasive Writing

	Teacher's Guide p. 810 - Shared Writing
(B) develop drafts by sequencing the action or details in the story;	Teacher's Guide p. 128 - Formative Assessment Teacher's Guide p. 290 - Formative Assessment Teacher's Guide p. 410 - Writing a Story: "My Pet Dog" Teacher's Guide p. 415 - Writing a Story: "My Pet Dog" Teacher's Guide p. 420 - Writing a Story: "My Pet Dog" Teacher's Guide p. 518 - Formative Assessment
(C) revise drafts by adding details or sentences;	Teacher's Guide p. 248 - Adding Details Teacher's Guide p. 254 - Descriptive Words Teacher's Guide p. 260 - Adding Details Teacher's Guide p. 265 - Story Title Teacher's Guide p. 268 - Add Details to Expository Writing Teacher's Guide p. 384 - Write About Ruby: Part 2 Teacher's Guide p. 426 - Add to Observation Writings Teacher's Guide p. 452 - Kid Writing: Part 2 Teacher's Guide p. 452 - Kid Writing: Part 2 Teacher's Guide p. 594 - Reasons for Opinions Teacher's Guide p. 623 - Supporting Opinions Teacher's Guide p. 642 - Supporting Opinions Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 649 - Illustrate Opinions Teacher's Guide p. 682 - Illustrate Research Writings Teacher's Guide p. 683 - Label Shop Illustrations Teacher's Guide p. 704 - Add Details to Sentences Teacher's Guide p. 735 - Add Detail to Expand Sentences Teacher's Guide p. 770 - Complete and Share Persuasive Writings Teacher's Guide p. 876 - Editing a Sentence Teacher's Guide p. 880 - Editing a Sentence
(D) edit drafts by leaving spaces between letters and words; and	Teacher's Guide p. 372 - Spaces Between Words Teacher's Guide p. 636 - Writing Rubrics Teacher's Guide p. 871 - Editing a Sentence Teacher's Guide p. 876 - Editing a Sentence Teacher's Guide p. 880 - Editing a Sentence
(E) share writing with others.	Teacher's Guide p. 273 - Share Expository Writing Teacher's Guide p. 387 - Ways to be Kind Teacher's Guide p. 452 - Formative Assessment Teacher's Guide p. 518 - Write About Our Mammal Friends Teacher's Guide p. 539 - Write About Mammals (Part 2) Teacher's Guide p. 601 - Formative Assessment Teacher's Guide p. 704 - Add Details to Sentences Teacher's Guide p. 770 - Formative Assessment Teacher's Guide p. 810 - Shared Writing Teacher's Guide p. 851 - Gus Story Writing (Continued)

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and	Teacher’s Guide p. 133 - Introduce <i>A Rainbow</i> Teacher’s Guide p. 141 - <i>A Rainbow</i> Sequencing Activity Teacher’s Guide p. 254 - Descriptive Words Teacher’s Guide p. 260 - Adding Details Teacher’s Guide p. 266 - Story Title Teacher’s Guide p. 237 - Shared Oral Story Teacher’s Guide p. 410 - Writing a Story: “My Pet Dog” Teacher’s Guide p. 592 - Sequence <i>Peg the Hen</i>
(B) write short poems.	Teacher’s Guide p. 111 - <i>Today is Monday</i> Teacher’s Guide pp. 120-121 - Introduce Seasons (Teacher’s Choice - Weather Poem: Writing Center) Teacher’s Guide p. 134 - Rhyming Words (Teacher’s Choice - Rainbow Poem: Writing Center)

(15) Writing/Expository and Procedural Texts.

Texas Standards	Starfall K ELA Alignment
Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes.	Teacher’s Guide p. 263 - Introduce Expository Writing Teacher’s Guide p. 268 - Add Details to Expository Writing Teacher’s Guide p. 273 - Share Expository Writing
Students are expected to dictate or write information for lists, captions, or invitations.	Teacher’s Guide p. 223 - Formative Assessment Teacher’s Guide p. 421 - Formative Assessment Teacher’s Guide p. 521 - Mammals Teacher’s Guide p. 521 - Formative Assessment Teacher’s Guide p. 565 - Formative Assessment Teacher’s Guide p. 591 - Introduce Peg the Hen Teacher’s Guide p. 650 - Formative Assessment

(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	
Texas Standards	Starfall K ELA Alignment

<p>(i) past and future tenses when speaking;</p>	<p>Teacher's Guide pp. 374-375 - Introduce High Frequency Words: <i>away, do, was, will</i> Teacher's Guide p. 442 - Introduce Inflectional Endings, <i>-s</i> and <i>-ed</i> Teacher's Guide p. 443 - Formative Assessment</p>
<p>(ii) nouns (singular/plural);</p>	<p>Teacher's Guide pp. 108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher's Guide p. 692 - Magic Writing Moment - Categorize Nouns and Verbs Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 701 - Magic Writing Moment - Write Sentences Teacher's Guide p. 718 - Magic Writing Moment - List Nouns</p> <p style="text-align: center;">Plurals</p> <p>Teacher's Guide pp. 50-51 - Introduce High Frequency Words: <i>is, for</i> Teacher's Guide pp. 108-109 - Review Anchor Charts/Introduce Nouns: Names of Places Teacher's Guide p. 450 - Inflectional Endings Review Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 718 - List Nouns Teacher's Guide p. 723 - Use Adjectives to Describe Nouns</p>
<p>(iii) descriptive words;</p>	<p>Teacher's Guide p. 720 - Prewriting: Introduce Sensory Words Teacher's Guide p. 720 - Formative Assessment Teacher's Guide p. 723 - Magic Writing Moment - Use Adjectives to Describe Nouns Teacher's Guide pp. 724-725 - Sharing Writing About Marshmallows</p>
<p>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</p>	<p>Teacher's Guide p. 320 - Position Words/Opposites Teacher's Guide pp. 480-481 - Positional Words and Prepositions Teacher's Guide p. 504 - Introduce High Frequency Words: <i>into, off</i> Teacher's Guide pp. 533-534 - Introduce <i>Zac Camps</i> Teacher's Guide p. 798 - Introduce High Frequency Words: <i>many, over, under</i></p>
<p>(v) pronouns (e.g., I, me);</p>	<p>Teacher's Guide p. 23 - Introduce High Frequency Words: <i>see, me</i> Teacher's Guide p. 131 - Introduce High Frequency Words: <i>I, am, you</i> Teacher's Guide p. 161 - Introduce High Frequency Words: <i>be, he, she, we</i> Teacher's Guide p. 542 - Introduce High Frequency Words: <i>that, there, they, this</i></p>

	Teacher's Guide p. 717 - Introduce High Frequency Words: <i>than, them, then</i>
(B) speak in complete sentences to communicate; and	Teacher's Guide pp. 202-203 - Write About Your Family Teacher's Guide p. 502 - Inflectional Endings Teacher's Guide p. 506 - Inflectional Endings Teacher's Guide p. 537 - <i>Zac Camps</i> : Making Predictions Teacher's Guide p. 563 - <i>Zac Camps</i> : Chapter 3
(C) use complete simple sentences.	Teacher's Guide pp. 202-203 - Write About Your Family Teacher's Guide p. 208 - Writing About Animals Teacher's Guide p. 248 - Adding Details Teacher's Guide p. 254 - Descriptive Words Teacher's Guide p. 337 - Shared Oral Story Teacher's Guide p. 384 - Write About Ruby: Part 2 Teacher's Guide p. 479 - <i>Backpack Bear's Starry Adventure Story</i> Teacher's Guide p. 537 - <i>Zac Camps</i> : Making Predictions Teacher's Guide p. 603 - Writing Teacher's Guide p. 645 - Supporting Opinions Teacher's Guide p. 697 - Use Nouns and Verbs to Form Sentences Teacher's Guide p. 704 - Add Details to Sentences Teacher's Guide p. 735 - Add Detail to Expand Sentences

(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to right and top-to-bottom progression);	Teacher's Guide pp. 102-103 - Introduce the Writing Journal Teacher's Guide p. 162 - Activity Teacher's Guide p. 233 - Activity Teacher's Guide pp. 267-268 - Lowercase Letter Formation Teacher's Guide p. 271 - Cumulative Review Teacher's Guide p. 272 - Letter Formation Teacher's Guide pp. 323-324 - Introduce <i>Hh/h/</i> Teacher's Guide p. 383 - Review <i>Zz /z/</i> and <i>Xx /x/</i> Teacher's Guide pp. 385-386 - Introduce <i>Jj/j/</i> Teacher's Guide p. 430 - Write Uppercase and Lowercase Letters Teacher's Guide p. 447 - Kid Writing: Part 1 Teacher's Guide p. 535 - Activity

<p>(B) capitalize the first letter in a sentence; and</p>	<p>Teacher’s Guide pp. 33-34 - Introduce the Capital Letter Anchor Chart Teacher’s Guide p. 42 - Where to Use Capital Letters Teacher’s Guide p. 48 - Where to Use Capital Letters Teacher’s Guide pp. 62-63 - Capital Letter Anchor Charts Teacher’s Guide pp. 103-104 - Introduce The Writing Journal Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide p. 333 - “What’s Wrong?” Teacher’s Guide p. 473 - Rearrange Words to Create Sentences Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation</p>
<p>(C) use punctuation at the end of a sentence.</p>	<p>Teacher’s Guide p. 60 - <i>A Computer</i> Teacher’s Guide pp. 103-104 - Introduce The Writing Journal Teacher’s Guide pp. 104-106 - Introduce the Punctuation Anchor Chart Teacher’s Guide pp. 136-137 - Kid Writing and Adult Writing Teacher’s Guide p. 280 - Punctuation Anchor Chart Teacher’s Guide p. 286 - Punctuation Anchor Chart Teacher’s Guide p. 297 - Punctuation Anchor Chart Teacher’s Guide p. 320 - Punctuation: “What’s Missing?” Teacher’s Guide p. 537 - Punctuation Detectives Teacher’s Guide p. 636 - Writing Rubrics Teacher’s Guide p. 791 - Capitalization and Punctuation Teacher’s Guide p. 864 - Punctuation Anchor Chart Presentation</p>

(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

Texas Standards	Starfall K ELA Alignment
<p>(A) use phonological knowledge to match sounds to letters;</p>	<p>Teacher’s Guide pp. 21-22 - Introduce Bb/b/ Teacher’s Guide pp. 49-50 - Introduce Aa/a/ Teacher’s Guide pp. 88-89 - Introduce Tt/t/ Teacher’s Guide pp. 96-97 - Introduce Pp/p/ Teacher’s Guide p. 118 - Listen for the Beginning Sounds Teacher’s Guide pp. 124-125 - Introduce Ss/s/ Teacher’s Guide pp. 130-131 - Introduce Mm/m/ Teacher’s Guide pp. 152-153 - Introduce Oo/o/ Teacher’s Guide pp. 154-155 - Introduce Cc/k/ Teacher’s Guide pp. 192-193 - Introduce Rr/r/</p>

	<p>Teacher's Guide pp. 198-199 - Introduce Ll/l/ Teacher's Guide p. 207 - Listen for /l/ Teacher's Guide pp. 224-225 - Introduce Uu/u/ Teacher's Guide pp. 229-230 - Introduce Nn/n/ Teacher's Guide p. 235 - Beginning Sounds: /r/ /l/ /u/ /n/ Teacher's Guide pp. 252-253 - Introduce Ii/i/ Teacher's Guide pp. 255-256 - Introduce Gg/g/ Teacher's Guide pp. 284-285 - Introduce Dd/d/ Teacher's Guide pp. 292-293 - Introduce Ff/f/ Teacher's Guide pp. 323-324 - Introduce Hh/h/ Teacher's Guide pp. 329-330 - Introduce Ww/w/ Teacher's Guide pp. 350-351 - Introduce Ee/e/ Teacher's Guide pp. 353-354 - Introduce Vv/v/ Teacher's Guide pp. 376-377 - Introduce Zz/z/ Teacher's Guide pp. 385-386 - Introduce Jj/j/ Teacher's Guide pp. 413-414 - Introduce Qq/q/ Teacher's Guide pp. 418-419 - Introduce Yy/y/ Teacher's Guide pp. 423-424 - Introduce Kk/k/ Teacher's Guide p. 438 - Celebrate the Letters and Sounds of the Alphabet Teacher's Guide p. 478 - Introduce Cc/k/, /s/ and Gg/g/, /j/ <i>Starfall.com - Sing-Along Volume 1 Track 2: "The Alphabet Song"</i></p>
<p>(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and</p>	<p>Teacher's Guide p. 101 - Blending Teacher's Guide p. 148 - Beginning, Middle, and Ending Sounds Teacher's Guide p. 200 - Blending/Decoding Teacher's Guide p. 271 - Cumulative Review Teacher's Guide p. 372 - Phoneme Addition Teacher's Guide p. 378 - Blending Phonemes Teacher's Guide p. 454 - Segmenting Phonemes Teacher's Guide p. 465 - Writing CVC Words Teacher's Guide p. 477 - Segmenting Phonemes in CVC Words Teacher's Guide p. 505 - Activity "Starfall Speedway" Teacher's Guide p. 535 - Activity Teacher's Guide p. 560 - Blending and Decoding Teacher's Guide p. 638 - Blending CVC Words</p>
<p>(C) write one's own name.</p>	<p>Teacher's Guide p. 99 - Activity Teacher's Guide p. 590 - Chart Opinions Teacher's Guide p. 599 - Illustrate Opinions Teacher's Guide p. 624 - Introduce <i>Vincent van Gogh</i> Teacher's Guide p. 635 - Introduce <i>Peg's Egg</i> and Possessive Nouns</p>

(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

Texas Standards	Starfall K ELA Alignment
(A) ask questions about topics of class-wide interest; and	Teacher's Guide pp. 250-251 - Introduce Scientists and Inventors Teacher's Guide p. 540 - Interview Questions Teacher's Guide p. 544 - Interviews to Gather Information Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 812 - Introduce Habitat: Pond Teacher's Guide pp. 843-844 - Introduce Invertebrates
(B) decide what sources or people in the classroom, school, library, or home can answer these questions.	Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide p. 528 - Class Newspaper Article Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 681 - Begin Research Writing Teacher's Guide p. 681 - Write About Wolves

(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

Texas Standards	Starfall K ELA Alignment
(A) gather evidence from provided text sources; and	Teacher's Guide p. 517 - Introduce <i>Backpack Bear's Mammal Book</i> Teacher's Guide p. 519 - <i>Backpack Bear's Mammal Book</i> (Part Two) Teacher's Guide p. 539 - Write about Mammals Teacher's Guide p. 644 - Introduce <i>Penguin, Penguin</i> Teacher's Guide p. 645 - Introduce <i>Hen</i> Teacher's Guide p. 650 - Formative Assessment Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret Hillert Teacher's Guide p. 681 - Write about Wolves Teacher's Guide pp. 807-808 - Introduce <i>The Salamander Room</i> Teacher's Guide p. 823 - Kindergarten Book Club Teacher's Guide p. 843 - Introduce <i>Invertebrates</i> Teacher's Guide pp. 864 - 865 - Insects Teacher's Guide p. 877 - Honeybees
(B) use pictures in conjunction with writing when documenting research.	Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert Teacher's Guide p. 142 - Researching Benjamin Franklin Teacher's Guide p. 678 - Introduce <i>Wolves</i> by Margaret

	Hillert Teacher’s Guide p. 681 - Write About Wolves Teacher’s Guide p. 682 - Illustrate Research Writing Teacher’s Guide p. 877 - Honeybees
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(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

Texas Standards	Starfall K ELA Alignment
(A) listen attentively by facing speakers and asking questions to clarify information; and	Teacher’s Guide pp. 303-304 - Compare Washington and Lincoln Teacher’s Guide p. 393 - Formative Assessment Teacher’s Guide p. 543 - Author’s Chair Teacher’s Guide pp. 545-546 - Introduce Beethoven Teacher’s Guide p. 614 - Introduce the Wright Brothers Teacher’s Guide p. 711 - Kindergarten Book Club Teacher’s Guide p. 782 - Introduce <i>Swimmy</i> Teacher’s Guide p. 823 - Kindergarten Book Club
(B) follow oral directions that involve a short related sequence of actions.	Teacher’s Guide p. 291 - Introduce “See It! Say It! Spell It!” Teacher’s Guide p. 299 - Activity Teacher’s Guide p. 388 - Author’s Chair Teacher’s Guide p. 389 - Graphing <i>Ruby Goes to School</i> Teacher’s Guide p. 387 - Ways to Be Kind Teacher’s Guide p. 411 - Formative Assessment Teacher’s Guide p. 441 - Compound Words

(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language.

Texas Standards	Starfall K ELA Alignment
Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	Teacher’s Guide p. 165 - Celebrate “Hat Day” Teacher’s Guide p. 207 - Introduce Presentation Voices Teacher’s Guide p. 238 - Introduce the Author’s Chair Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 328 - Author’s Chair Teacher’s Guide pp. 380-381 - Introduce <i>A Young Hero</i> Teacher’s Guide pp. 393-394 - Kindergarten Book Club Teacher’s Guide p. 823 - Kindergarten Book Club Teacher’s Guide pp. 840-856 - Anchor Chart Presentations Teacher’s Guide p. 903 - Kindergarten Book Club

(23) Listening and Speaking/Teamwork. Students continue to apply earlier standards with greater complexity.

Texas Standards	Starfall K ELA Alignment
Students work productively with others in teams.	Teacher’s Guide p. 269 - Create an Invention Teacher’s Guide p. 360 - Formative Assessment Teacher’s Guide p. 482 - Create a Model of the Solar System: Progressive Center Teacher’s Guide p. 637 - <i>Peg Goes Places</i> , Chapter 2 Teacher’s Guide p. 644 - Formative Assessment Teacher’s Guide p. 681 - Formative Assessment Teacher’s Guide p. 903 - Kindergarten Book Club
Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	Teacher’s Guide p. 20 - Formative Assessment Teacher’s Guide p. 214 - Formative Assessment Teacher’s Guide p. 301 - Rhyming Words Teacher’s Guide p. 328 - Author’s Chair Teacher’s Guide p. 364 - Author’s Chair Teacher’s Guide p. 452 - Formative Assessment Teacher’s Guide p. 474 - Formative Assessment Teacher’s Guide p. 479 - Backpack Bear’s Starry Adventure Story

Reading and Comprehension Skills

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Texas Standards	Starfall K ELA Alignment
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);	Teacher’s Guide p. 28 - Introduce Same and Different and Animals Given Human Characteristics Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and <i>Days of the Week</i> Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i> Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i> Teacher’s Guide p. 128 - Formative Assessment Teacher’s Guide p. 141 - <i>A Rainbow</i> Sequencing Activity Teacher’s Guide pp. 157-158 - Introduce <i>Mouse Paint</i> Teacher’s Guide pp. 159-160 - Introduce <i>Caps for Sale</i>

	<p>Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher’s Guide pp. 209-210 - Introduce <i>Goldilocks and the Three Bears</i> by Jan Brett/Compare and Contrast with <i>Goldilocks and the Three Bears</i> by Marc Buchanan</p> <p>Teacher’s Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher’s Guide p. 228 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher’s Guide p. 298 - Voting</p> <p>Teacher’s Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher’s Guide pp. 533-534 - Introduce <i>Zac Camps</i></p> <p>Teacher’s Guide p. 537 - <i>Zac Camps</i> Making Predictions</p> <p>Teacher’s Guide p. 639 - Introduce <i>Chicken Little</i></p>
(B) ask and respond to questions about text;	<p>Teacher’s Guide pp. 14-15 - <i>The Kissing Hand</i>: Introduce Title, Author, and Illustrator</p> <p>Teacher’s Guide pp. 18-19 - Introduce <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p>Teacher’s Guide pp. 67-68 - Introduce Kindergarten Book Club</p> <p>Teacher’s Guide pp. 85-86 - Introduce <i>Today is Monday</i> by Eric Carle and Days of the Week</p> <p>Teacher’s Guide pp. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i></p> <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p> <p>Teacher’s Guide p. 159 - Introduce <i>Caps for Sale</i></p> <p>Teacher’s Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide pp. 195-196 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher’s Guide p. 429 - Introduce <i>We Can See!</i></p> <p>Teacher’s Guide p. 508 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher’s Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher’s Guide p. 555 - <i>Zac Camps</i>: Chapter 2</p> <p>Teacher’s Guide p. 613 - Introduce <i>Peg Goes Places</i>, Chapter 1</p> <p>Teacher’s Guide p. 756 - Introduce <i>The Big Hit</i></p>
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);	<p>Teacher’s Guide p. 95 - Formative Assessment</p> <p>Teacher’s Guide p. 94-95 - Introduce <i>Chicka Chicka Boom Boom</i></p> <p>Teacher’s Guide p. 122 - Introduce <i>Cloudy With a Chance of Meatballs</i></p>

	<p>Teacher's Guide pp. 189-190 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 195 - Introduce <i>Ira Sleeps Over</i></p> <p>Teacher's Guide pp. 380-381 - Introduce <i>A Young Hero</i></p> <p>Teacher's Guide p. 444 - Shadows</p> <p>Teacher's Guide pp. 508-510 - Introduce <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i></p> <p>Teacher's Guide p. 624 - Introduce <i>Vincent van Gogh</i></p> <p>Teacher's Guide p. 674 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher's Guide p. 721 - Introduce <i>Pop! Pop! Pop!</i></p>
<p>(D) make inferences based on the cover, title, illustrations, and plot;</p>	<p>Teacher's Guide pp. 52-53 - Introduce <i>Backpack Bear Learns the Rules</i></p> <p>Teacher's Guide pp. 57-58 - Introduce <i>I Am Your Flag</i></p> <p>Teacher's Guide pp. 139-140 - Introduce <i>Rainbow, Rainbow</i> by Margaret Hillert</p> <p>Teacher's Guide pp. 232-233 - Introduce <i>Me on the Map</i></p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 320-321 - Introduce <i>America the Beautiful</i></p> <p>Teacher's Guide pp. 420-421 - Introduce <i>Backpack Bear's Plant Book</i></p> <p>Teacher's Guide pp. 475-476 - Introduce <i>Reach for the Stars</i></p> <p>Teacher's Guide p. 719 - Introduce <i>How I Know My World: A book about the senses</i></p>
<p>(E) retell or act out important events in stories; and</p>	<p>Teacher's Guide p. 67 - Introduce Kindergarten Book Club</p> <p>Teacher's Guide pp. 190-191 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 212 - Introduce Story Element Cards</p> <p>Teacher's Guide pp. 249-250 - Introduce <i>Ox-Cart Man</i></p> <p>Teacher's Guide pp. 289-290 - Introduce <i>George Washington and the General's Dog</i></p> <p>Teacher's Guide pp. 347-348 - Introduce <i>Miss Rumphius</i></p> <p>Teacher's Guide pp. 531-532 - Introduce <i>The Giant Jam Sandwich</i></p> <p>Teacher's Guide p. 536 - Story Elements</p> <p>Teacher's Guide p. 559 - Backpack Bear Puppet</p> <p>Teacher's Guide pp. 561-562 - Introduce <i>The Little Red Hen and Other Folktales</i>, "The Turnip"</p> <p>Teacher's Guide p. 639 - Introduce "Chicken Little"</p> <p>Teacher's Guide p. 703 - Introduce <i>One Fine Day</i></p> <p>Teacher's Guide p. 711 - Kindergarten Book Club</p> <p>Teacher's Guide pp. 764-765 - Introduce <i>The Tortoise and the Hare</i></p> <p>Teacher's Guide pp. 765-766 - Story Element Cards</p>

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Teacher's Guide p. 140 - Formative Assessment
Teacher's Guide pp. 195-196 - Introduce *Ira Sleeps Over*
Teacher's Guide p. 204 - Introduce *At the House*
Teacher's Guide p. 228 - Introduce *Mr. Bunny's Carrot Soup*
Teacher's Guide p. 236 - *The Map*
Teacher's Guide pp. 373-374 - Get to Know Martin Luther King, Jr. and Rosa Parks
Teacher's Guide p. 381 - Formative Assessment
Teacher's Guide pp. 508-510 - Introduce *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
Teacher's Guide pp. 595-596 - Formative Assessment
Teacher's Guide p. 614 - Introduce the Wright Brothers
Teacher's Guide p. 646 - *Peg Goes Places*, Chapter 3/Formative Assessment
Teacher's Guide p. 703 - Introduce *One Fine Day*
Teacher's Guide p. 726 - Introduce *The Popcorn Book*
Teacher's Guide pp. 764-765 - Introduce *The Tortoise and the Hare*
Teacher's Guide pp. 814-815 - Introduce *Fix the Jet*
Teacher's Guide p. 854 - Introduce *Anansi the Spider*

*These standards were copied directly from the *Texas Essential Knowledge and Skills 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.